

A proposed model for training English medium of instruction teachers in South Africa

AHC Uys MA

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Promoter: Prof JL van der Walt

Co-Promoter: Dr SU de Villiers

Assistant-Promoter: Dr MJ van den Berg

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NOTE

This thesis has been written in article format. This kind of thesis differs from the traditional thesis model in a number of ways:

- The format, structure, layout, writing style and manner of referencing sources differ in each of the chapters as each article conforms to the in-house style of the particular journal to which the article was submitted. However, despite stipulations by individual journals, font and spacing needed to be standardised in this thesis in order to incorporate the different articles into one document.
- Each article contains its own problem statement, conclusion, and recommendations. An abstract and key-terminology are supplied when required by the individual journals.
- The varied style of listing reflected in the Table of Contents adheres to the guidelines set by the different journals regarding the numbering of headings and sub-headings, e.g. Article 1 has been submitted to a journal that does not allow numbering of paragraphs. Its headings are, therefore, not numbered in the Table of Contents.
- Articles that have not yet been accepted or published are referred to as independent mimeographs or manuscripts under the author's name, for example Uys (2006a) and not as chapters of the thesis.

As indicated in bold script below, the articles bound in this thesis have been submitted to different accredited national journals. In the case where an article has already been published, the volume and date of publication are indicated:

Article 1: The use of English medium of instruction in some subject content classrooms: a situation analysis. **South African Journal of Education.**

Article 2: A scheme for training effective English second language medium of instruction content teachers. **South African Journal for Language Teaching**, 39(2):231-336, December 2005.

Article 3: Modelling a language development course for English second language medium of instruction teacher trainees. **South African Journal of Higher Education.**

Article 4: An integrated course for second language medium of instruction teacher trainees. **South African Journal for Language Teaching.**

Chapter 6 is followed by a compound list of references adhering to stipulations of the North-West University.

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SUMMARY

Even though English is the second language of the majority of South African learners, this language is still the preferred medium of instruction. The purpose of the study was to analyse the present situation regarding the teaching of language skills in some second language medium of instruction (L2MI) content classrooms and to determine content teachers' willingness and ability to incorporate language teaching into their content teaching. The study furthermore aimed to establish whether South African content teachers require a specific training programme for teaching through medium of English and to compile a profile of the effective L2MI teacher reflecting the language, methodological and presentational skills that such a teacher uses. By establishing the nature and level of the language proficiency required for effective L2MI, this study proposes a model for a course for improving the language proficiency of L2MI teacher-trainees and, finally, an integrated training course for L2MI teacher-trainees based on the profile of an effective L2MI teacher. A description of the implemented course, together with a review by both the students and the instructor, is also provided.

A survey of the relevant literature, as well as qualitative and quantitative research methods, was used in this study that consists of 4 articles. Different research methods and instruments were used in each of the articles.

Article 1 supplies an analysis of the L2MI situation in some subject content classrooms in South Africa and Namibia. The article shows that, despite acknowledging responsibility for teaching language skills, the majority of these teachers failed to perform language-teaching duties in the content classroom. The reasons for these teachers' inability are ascribed to a number of reasons, including a lack of appropriate training programmes for L2MI teachers.

Article 2 supplies answers to the question relating to the characteristics of the L2MI teacher. The research conducted in this article combines information from all the relevant fields of English medium of instruction in order to introduce a profile of the effective L2MI teacher. This profile allows teacher trainers and course designers to develop training programmes that will deliver a supply of teachers meeting the target of the ideal teacher.

Article 3 focuses on the competences necessary for effective communication through medium of Classroom English, the related knowledge and skills, as well as the situations and domains of communication (i.e. teaching activities). A hybrid model for course design, developed from a combination of the Outcomes-Based and Backward Design models for course design, is used to provide an outline for a language development course for teachers who are second language speakers of English.

Article 4 describes a training course for L2MI subject content teacher-trainees that will enable the trainee to develop knowledge and skills in all the aspects required for effective L2MI. The integrated L2MI course suggested for teacher training in Article 4 is based on the model for course design proposed in Article 3. It uses the information from previous articles relating to the profile of the effective L2MI teacher, and the nature of the language proficiency required by the teacher who is a second language teacher of English to propose Critical and Learning Outcomes, Evidence of Performance, and Assessment Standards. This article then describes the implementation and review of the integrated course. The outline of the course, the example of the Instructional Plan used for this course, as well as the exemplary lesson plan provided, can enable future course designers to adapt and develop similar courses, streamlined for the specific needs of their students. A checklist for planning an L2MI lesson and an observation sheet for effective L2MI developed for this course provides students with a strategy, or tool, for taking cognisance of, and giving consideration to, the required skills and strategies when planning a subject content lesson.

OPSOMMING

Alhoewel die meerderheid leerders in Suid-Afrika nie Engels eerstetaalsprekers is nie, word Engels steeds as onderrigmedium verkies. Hierdie studie ondersoek dus die stand van sake ten opsigte die onderrig van taalvaardighede in Engels tweedetaalonderrigmedium (T2MO) in vakklasskamers. Die doel van die studie was (i) om te bepaal na welke mate onderwysers bereid is, en veral in staat is, om taalonderrig by vakonderrig te inkorporeer, (ii) of sulke onderwysers gespesialiseerde opleiding hiervoor benodig, (iii) om 'n profiel van die ideale T2MO-onderwyser, wat aandui watter taalmetodologiese en aanbiedingsvaardighede benodig word vir effektiewe T2MO, voor te stel, (iv) om die eienskappe van 'Klaskamerengels', asook die vlak van vaardigheid wat deur die T2MO-onderwyser bemeester behoort te word, te beskryf, (v) om 'n model vir 'n taalontwikkelingskursus vir T2MO-onderwysers te ontwerp en (vi) om 'n T2MO-opleidingskursus vir onderwysstudente waarvan die uitkomst gebaseer is op die profiel van die ideale T2MO-onderwyser saam te stel. 'n Beskrywing van die implementering van so 'n kursus, asook die evaluering van spesifieke aspekte daarvan deur beide die studente en die navorser, word verskaf.

'n Literatuurstudie, asook kwantitatiewe en kwalitatiewe navorsingsmetodes, word gebruik in hierdie studie wat uit 4 artikels bestaan. Verskillende metodes en instrumente word in elk van die artikels gebruik.

Artikel 1 bied 'n analise van die onderrigsituasie in sommige T2MO-vakklasskamers in beide Suid-Afrika en Namibië. Uit die navorsing het geblyk dat die meerderheid van hierdie vakonderwysers besef dat hulle 'n verantwoordelikheid ten opsigte van taalonderrig in die vakklasskamer het, maar nie daarin kon slaag om werklik taalonderrig te gee nie. 'n Gebrek aan doeltreffende opleiding het as hoofrede vir hierdie onvermoë na vore gekom.

Die resultate van 'n uitgebreide literatuurstudie ten opsigte van die eienskappe van 'n effektiewe T2MO-vakonderwyser word in Artikel 2 gesintetiseer in die vorm van 'n profiel waaraan effektiewe T2MO-vakonderwysers behoort te voldoen. Hierdie profiel stel onderwysopleiers en kursusontwerpers in staat om 'n opleidingskursus vir T2MO-onderwysstudente te ontwikkel wat onderwysstudente kan lewer wat in staat is om effektiewe T2MO-onderwysers te wees.

Artikel 3 fokus op spesifieke onderrigsituasies en die kennis en vaardighede wat benodig word vir effektiewe kommunikasie deur medium van Klaskamerengels. 'n Hibriede model vir kursusontwerp, saamgestel uit 'n kombinasie van die Uitkomsgebaseerde en die sogenaamde 'Backward Design'-model vir kursusontwikkeling, asook 'n buitelyn vir die ontwerp van 'n taalontwikkelingskursus, word voorgestel.

Artikel 4 beskryf 'n geïntegreerde opleidingskursus vir T2MO-vakonderwysers. Die kursus wat hier voorgestel, geïmplimenteer en getoets word, is gebaseer op die model vir kursusontwerp soos beskryf in Artikel 3, asook op die profiel wat in Artikel 2 voorgestel is. Hierdie kursus is ontwerp om vir voornemende ontwerpers en aanbieders van T2MO-kursusse vir onderwysstudente as voorbeeld te dien. Terselfdertyd kan die hulpmiddels wat spesifiek vir die kursus ontwerp is, soos die waarnemings- en kontrolelys, studente toerus met 'n strategieë, of werkswyses, vir die ontwerp van effektiewe T2MO-lesse.

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CHAPTER 1: INTRODUCTION

1.1 THE PROBLEM DEFINED

The majority of schools in Southern Africa (Botswana, Swaziland, Zambia, Namibia, South Africa, Zimbabwe) use English as medium of instruction (Bradley, 1999:1; Brock-Utne, 2000:2; Horne, 2005:2; Kgosana, 2006:17). Although many of these countries have a language policy that provides for the language of the region to be used up to Grade 3 level, the reality is that for a number of practical, financial, political and social reasons, the majority of schools prefer to use English as the medium of instruction from Grade 1 (Balfour, 1999:5; De Klerk, 2002:15; Kgosana, 2006:17). The South African National Curriculum Statement (SADoE, 2002) declares that, since the first additional language (FAL) may also be used as language of teaching and learning, its teaching and learning should achieve levels of proficiency that meet the threshold level necessary for effective learning across the curriculum. However, figures released by private consultants Hough and Horne, educational evaluators and consultants (Horne, 2002:40), indicate that only 12% of learners who learn through medium of English and who completed Grade 12 at the end of 2004 were functionally literate in English. This means that their proficiency levels were at a Grade 8 level or above. Periodic random sampling in the rural areas has revealed that only 3% of the learners are functionally literate in English. Moreover, there has been a marked drop from 51% to 12% over the last 14 years in the functional literacy levels of urban second language medium of instruction (L2MI) learners. These low levels of literacy signify that the majority of South African learners will not be able to learn effectively across the curriculum.

Many educational experts and journalists ascribe learners' low level of academic achievement to teachers' and learners' lack of proficiency in the medium of instruction (*cf.* Chick, 1992; Nutall & Lanhan, 1997; NCCRD, 2000; De Wet, 2002; Macdonald 2002; Van der Sandt & Nieuwoudt, 2003; Sukhraj *et al.*, 2004; Schlebusch & Thobedi, 2005; Rademeyer, 2005). Many reasons for learners' lack of proficiency have been suggested, but fundamental to all may be a lack of understanding by stakeholders in education about the role played by language in learning and language acquisition processes in general (Probyn *et al.*, 2002:30; De Klerk, 2002:15; Horne, 2005:1). An

empirical study conducted by Legotlo *et al.* (2002:113) shows that, in spite of findings indicating the contrary, learners, teachers, and parents do not consider the medium of instruction one of the major obstacles in teaching and learning. In this regard Macdonald (2002:131), Legotlo *et al.* (2002:113) and Kyeyune (2003:172) call attention to the fact that a number of misconceptions regarding language acquisition exist among many teachers and parents, one being that children will instinctively acquire the rules for correct language usage if exposed to, or immersed in, English. Macdonald (2002:131) reports that teachers 'came up with the convenient fiction that "... [teachers] underestimate the ability of [their] learners; they can learn to read and write by themselves. [Teachers] don't have to explicitly teach this, [the learners] will pick this up incidentally"' (bracketed phrases inserted by this researcher). However, instruction in language skills is essential, as language learners do not automatically pick up the language. Explicit instruction is also more effective than implicit instruction (Klapper & Rees, 2003:285). Parkinson (2001:290) agrees that instruction is not only essential, but should be consistent over an extended period.

English language teachers, in particular, have received much criticism for failing to provide learners with the knowledge, skills and understanding they need to read, write, speak and listen effectively (NCCRD, 2000; Arkoudis, 2003:161). Yet, Crandall (1998:18) suggests that, even if the work done by English language teachers is beyond reproach, English language learners may fail to understand academic concepts through the language they are still learning, because their subject content teachers are incapable of assisting them. Subject content teachers who do not possess the necessary knowledge and skills in the medium of instruction that enable them to teach functional language skills (e.g. the acquisition of vocabulary and grammar mechanics, paraphrasing, phonics, and identifying complete and incomplete sentences) may be jeopardising their learners' ability to use language effectively in all aspects of their lives (Fillmore & Snow, 2000:5; Marland, 2001:1; Klaassen, 2002:19; Short, 2002:18). McKeon (1995:24), Met (1995:159) and Echevarria *et al.* (2004:19) contend that all L2MI teachers, not only English subject specialists, should be trained in specific and special language teaching strategies that enhance teaching effectiveness.

Plüddeman *et al.* (2000:12) postulate that teachers with low levels of language proficiency are often given language accreditation to teach through medium of English¹ due to the absence of a coherent set of language requirements that they can be measured against. If figures released by Horne (2002:42) regarding the literacy levels of a number of second language applicants who in 1995 successfully applied for teacher training are taken into consideration, the picture becomes more dismal. These figures show that none of the 196 applicants reached Grade 11 or 12 level. Only 1% could read and write on Grade 10 level. Horne (2002:42) states that a matriculant who grades on a Grade 10 or lower level, is below the minimum academic literacy level expected from Grade 12 learners. Considering the extensive training required for raising levels of proficiency (Malone *et al.*, 2003:1), and the limited time spent on language training at many South African universities, as appears from information received from 5 South African universities (Van der Walt, 2005:1; Dippenaar, 2005:1; Van Rensburg, 2005:1; Roux, 2005:1; Richter, 2005:1), it seems likely that when some of these teachers graduated in 1998, most were still functionally illiterate in English. Horne (2002:43) states that South African education has become dysfunctional and that 'special intervention' should be provided.

The following questions arise regarding the use of English second language as the language of teaching and learning in South Africa:

Research Question 1: What is the present situation regarding the teaching of language skills in L2MI subject content classrooms in Southern Africa and is there a need for a specialised training programme for L2MI content teachers?

Research Question 2: What is the typical profile of an effective L2MI teacher, that is, what language, methodological and presentational skills do effective L2MI teachers use in the content classroom?

Research Question 3: What is the nature of the language proficiency required by L2MI teacher-trainees and how can the proficiency of L2MI teacher-trainees be developed?

¹ So-called Capital E certification is required by any South African educator who wishes to teach through medium of English.

Research Question 4: What should a training course for the development of language, methodological and presentational skill of L2MI subject content teacher-trainees consist of and how should such a course be designed and implemented?

1.2 PURPOSE OF THE STUDY

The purpose of this study is to:

- analyse the present situation regarding the teaching of language skills in some L2MI content classrooms to determine subject content teachers' willingness and ability to incorporate language teaching into their content teaching, and to establish whether Southern African subject content teachers require a specific training programme for teaching through medium of English;
- compile a profile of the effective L2MI teacher concerning the skills and knowledge such a teacher requires;
- establish the nature of the language proficiency required for effective L2MI and propose a model for developing the language proficiency of L2MI teacher-trainees;
- design a training course for L2MI teacher-trainees based on the profile of an effective L2MI teacher and to determine how such a course can be implemented.

1.3 RELEVANCE OF THE STUDY

In this study, the researcher argues that the lack of appropriate language training of L2MI subject content teachers is one of the major factors contributing to the lack of literacy in Southern Africa. One way of improving the 'dysfunctional educational system' in South Africa (Horne, 2002:42) is to provide effective L2MI teachers that are capable of promoting their learners' academic literacy in subject content classrooms (Short, 2002:18). For this a profile of the effective L2MI teacher is required that will, according to Cross (1995:34), enable course designers to 'design a functional and appropriate training programme that will deliver a supply of teachers that meets the target'.

However, a scrutiny of the literature on English medium of instruction and related fields such as Sheltered Instruction, Content-based Instruction, Immersion Education, and Language across the Curriculum (*cf.* Hamayan, 1990; Harklau, 1994; Met, 1995;

Crandall, 1998; NCCRD, 2000; Short, 2002; Echvevarria *et al.*, 2004; Schlebusch & Thobedi, 2005) has failed to produce a coherent record, or profile, of the effective L2MI teacher, and specifically, the teacher who is also a second language speaker of English. Klaassen (2002:18) states that 'research on training programmes of non-native speakers to non-native speakers is to [her] knowledge very limited'.

1.4 PROGRAMME OF STUDY

The relevant literature is reviewed in this study, and both qualitative and quantitative research methods are used. The study takes the form of 4 articles.

Chapter 2 contains Article 1. This article addresses Research Question 1.

An analysis is conducted in order to obtain a composite picture of the situation regarding language skills in some L2MI subject content classrooms in Southern Africa. Recommendations regarding the training required by L2MI teacher-trainees are made.

Chapter 3 contains Article 2. This article provides answers to Research Question 2. It involves a survey of the literature on English medium of instruction, Sheltered Instruction, Immersion, Content-based Instruction, Language across the Curriculum and effective teaching behaviour in order to define the characteristics of effective L2MI. This profile of an effective L2MI teacher enables a course designer to derive outcomes for an L2MI teacher-training course. This article also proposes an L2MI observation sheet that can be used during the training and assessment of L2MI teacher-trainees.

Chapter 4 contains Article 3. Research Question 3 is addressed in this article. A survey of the relevant literature is made to determine the nature and the level of the language proficiency required by L2MI teachers. The article then discusses a model for course design that was developed from a combination of an Outcomes-Based and a Backward Design model for course design. An outline for designing a language development course in Classroom English for L2MI teacher-trainees who are second language speakers of English is provided.

Chapter 5 contains Article 4. This article uses the model for course design (*cf.* Article 3), the profile of an effective L2MI teacher (*cf.* Article 2) and the nature of the language proficiency required by second language speakers of English (*cf.* Article 3) to introduce an integrated course for the simultaneous development of the language, methodological, and presentational skills required for effectively teaching through the

medium of English as a second language. This article includes a review of this implemented course.

Chapter 6 contains conclusions regarding L2MI teaching practices and the training of effective L2MI subject content teachers and recommendations for further research.

CHAPTER 2: ARTICLE 1

ENGLISH MEDIUM OF INSTRUCTION: A SITUATION ANALYSIS

Abstract

*The majority of learners in Southern Africa receive their education through medium of a second language, English. Although teachers of English play a crucial role in helping learners to acquire language skills in the medium of instruction, this article argues that subject content teachers' lack of attention to the teaching of the four language skills may be a *raison d'être* for learners' lack of academic achievement. A situation analysis conducted among three study populations examines the extent to which subject content teachers take responsibility for the teaching of language skills in the content classroom, as well as possible reasons for not doing so. It also sheds some light on the amount of language teaching that actually takes place in the content classroom. The aim of the situation analysis is to determine whether there is a need for a specialised training course for English second language medium of instruction teachers.*

Introduction

Despite a growing awareness that mother tongue (MT) education is more effective than bilingual or second language medium of instruction (Heugh, 2002:171; Rademeyer, 2005:7), English as a second language has become the dominant medium of instruction in Southern Africa (De Klerk, 2002:3; De Wet, 2002:119; Brock-Utne, 2000:6; Kgosana, 2006:17; Rademeyer, 2006:15).

The South African National Curriculum Statement (SADoE, 2002) declares that, since the first additional language (FAL) may also be used as language of teaching and learning, its teaching and learning should achieve levels of proficiency that meet the threshold level necessary for effective learning across the curriculum. This proficiency includes 'the abstract cognitive academic language skills required for thinking and learning' (SADoE, 2002:4). However, a recent survey conducted by independent consultants Horne and Hough (Horne 2005:1) found that in contrast to the 20% of Grade 11 learners who could read and write English on the appropriate level in 1998, only 12% of the Grade 11s who applied for bursaries for tertiary education in 2005

demonstrated a corresponding level of literacy. Possible causes for the decline in learners' literacy levels abound. Teachers' lack of proficiency in the medium of instruction, their lack of conceptual knowledge of the subjects they teach, a lack of resources, overcrowded classrooms and the failure of OBE as a teaching model have all received wide publicity as possible causes (*cf.* Nutall & Lanhan, 1997; NCCRD, 2000; De Wet, 2002:119; Macdonald 2002; Van der Sandt & Nieuwoudt, 2003; Sukhraj *et al.*, 2004:1; Schlebusch & Thobedi, 2005:319).

It is generally accepted that teachers of English play the leading role in providing learners with the knowledge, skills and understanding they need to read, write, speak and listen effectively (Arkoudis, 2003:162). However, Goodwyn and Findlay (2003:27) point out all teachers have a stake in effective literacy, because language is the prime medium through which learners learn and express themselves across the curriculum. Crandall (1998:18) suggests that English language learners may fail to understand academic concepts through the language they are still learning because their subject content teachers are incapable of assisting them to do so. Fillmore and Snow (2000:5), Marland (2001:1), Klaassen (2002:19) and Short (2002:18) all conclude that the contextual teaching of functional language skills in the different subject courses (e.g. the acquisition of vocabulary and grammar mechanics, paraphrasing, phonics and identifying complete and incomplete sentences) strongly extends the learners' knowledge and ability to use language effectively in all aspects of their lives. A lack of attention to the teaching of functional language skills may thus be a *raison d'être* for learners' lack of academic achievement. Anstrom (1999:1), Al-Ansari (2000:194) and Short (2002:18) claim that learners' probability of attaining academic literacy¹ is much higher if subject teachers have received training that enables them to teach the four language skills and consciously promote the development of functional language skills in the content classroom.

The aim of this article is to report on and analyse the ability and willingness of some L2MI content teachers to engage in the teaching of language skills in the subject content classroom. Since much has been reported regarding teachers' spoken proficiency, this article provides some data on the L2MI teacher's writing proficiency. The research was done in order to establish whether there is a need for designing a course for teacher-trainees who will have to teach through medium of their second language, English.

The following questions are investigated in this study:

- What do subject content teachers report regarding their responsibility towards and the frequency with which they include language-teaching activities in the content classroom?
- How much language teaching actually takes place in the subject content classroom and what does teachers' writing proficiency indicate about their ability to assist their learners in the attainment of academic literacy?
- Have L2MI subject content teachers received training in L2MI; what needs for training can they identify, and what recommendations can they make regarding effective teaching through medium of a second language?

Research Methodology

A qualitative and quantitative survey was conducted among three study populations (SP1, SP2 and SP3) in order to obtain a composite picture of the teaching of language skills in some L2MI classrooms in Southern Africa.

Thirty two (32) L2MI subject content teachers from six schools in North-West Province and three schools in Eastern Cape Province formed the first study population. The schools included primary and secondary schools from Klerksdorp, Potchefstroom, Ventersdorp, Elliot, Barkly-East and Sterkspruit and represent urban, semi-rural, and rural communities. These teachers were an accessible population due to time and practical constraints. Although a small sample, these teachers may be considered representative of the different types of teaching communities in South Africa. English language teachers were excluded. Foundation Phase teachers were also excluded, as most of these schools used the mother tongue as the medium of instruction in Grades 1 – 3. Only subject content teachers teaching Grade 4 – 12 with more than 5 years' experience in L2MI were included. All three research questions pertained to this group.

Study population 2 consisted of thirty eight (38) in-service L2MI content teachers who were enrolled for the National Professional Diploma in Education (NPDE) at the North-West University in 2005. These teachers provided some insight into how content teachers went about their lesson planning with regard to the inclusion of language teaching strategies. Teachers in study population 2 all applied for exemption from a language-training course on account of their experience as L2MI teachers (i.e.

recognition of prior learning). Language teachers and Foundation Phase teachers were again not included. Study population 2 was not specifically asked to provide answers to research question 3, but their answers could still provide an indication of the training needs of the L2MI teacher.

The third study population came from three Namibian schools. Namibian teachers were selected because Namibia follows one of the strictest English medium of instruction policies in Africa since it is compulsory after Grade 3 (Brock-Utne, 2000;2 Mutorwa, 2004:1). Most of the teachers in the system were either teachers or learners when the transition from a predominantly Afrikaans or German educational system to English L2MI was made in 1990. Norris (1999:12) states that it is normally accepted that teachers generate their own educational theories from their personal teaching, reflection on that teaching and self-analysis. Namibian teachers could, therefore, be able to supply valuable information and/or advice regarding the inclusion of specific skills in the L2MI training programme, or could highlight some strategies and techniques for effective teaching through medium of a second language. The Namibian teachers included:

- Four Grade 4 teachers from a primary school in Windhoek. They were selected because the transition to L2MI takes place in this grade. The teachers included two Social Sciences teachers (History and Geography), one Arts and Culture teacher and one Mathematics teacher.
- One teacher from a primary school in a rural area in Bushmanland teaching learners ranging from Grade 4 – 7 in the same classroom. As this teacher was, at the time, the only teacher appointed at the school, he was expected to teach all the subjects prescribed by the syllabus.
- Four Grade 8 teachers from a secondary school in Windhoek. This school accommodates learners from both urban and rural areas. The teachers taught Mathematics, History, Natural Science and Accountancy. Grade 8 teachers were selected because pupils' transition to secondary school not only increases academic demand but also 'the receptive and expressive "load" of language' (Olivier *et al.*, 2000:20)

All three research questions pertained to this group.

Four different data collection techniques were used in this study. The first study population completed a questionnaire. It required teachers to provide biographical information and to comment on what they regarded as the training needs of L2MI teachers. They were asked to reply to 24 questions aimed at providing a picture of how they planned their lessons and what these lessons contained. They were also asked to indicate the frequency with which they introduced the teaching of the four language skills in their content classrooms. General questions regarding the introduction of each language skill (e.g. how frequently do you teach reading skills?) were followed by more specific questions focussing on relevant teaching strategies (e.g. how frequently do you teach skimming and scanning?). Responses were rated on a five-point Likert scale, indicating the frequency of their teaching practices. The final section of the questionnaire was aimed at establishing how teachers viewed their responsibility regarding the teaching of language skills in the content classroom. The questionnaire was piloted and refined. Of the 80 questionnaires distributed, thirty two (32) were returned.

Teachers in study population two (SP2) were required to submit a portfolio of lessons as proof that they could qualify for exemption from a compulsory language course for NPDE students. 26 of the 38 teachers who submitted complied with the requirements (i.e. more than five years' experience in L2MI and no Language or Foundation Phase teachers). In addition to providing insight into the lesson planning of L2MI content teachers, the portfolios provided some data regarding the level of these L2MI teachers' writing proficiency. Teachers were requested to select any lesson from the curriculum (textbook or syllabus) of the content subject that they taught. They had to design a lesson in accordance with guiding questions that focused on the inclusion of language teaching strategies in their subject content and were required to include the learning materials used in the lesson. These had to be included in the portfolio. The portfolios were assessed by both the researcher and an experienced lecturer with a proven record of academic attainment and publications on second language education (*cf.* Appendix 1). A five-point Likert scale and a rubric (*cf.* Appendix 2) were used to assess whether teachers could identify language outcomes for the content classroom, and plan for the integration of language skills. Their writing proficiency was also assessed. Although these teachers were not specifically asked to provide answers to research question three, an interpretation of their responses shed some light on the training needs of the L2MI teacher.

The teachers in study population three were interviewed, then observed in their classrooms, and again interviewed as a follow-up. They were questioned on their teaching experience, training in L2MI, problems they encountered in their teaching (if any), and their views on what constituted effective L2MI teaching. They were also asked to suggest specific areas that prospective L2MI teachers needed to be prepared for in their training. Interview questions were aligned with the research questions.

Observations of lessons were aimed at establishing whether information provided during the semi-structured interviews was reflected in the lessons. No observation sheet was used but, in line with qualitative research practice (Leedy & Ormond, 2005:133), impressions and comments relating to the strategies used for teaching language skills in the subject content classroom were listed. During the follow-up, questions relating to their individual teaching practice were asked, e.g. Why didn't you write the new words on the blackboard? Why did you speak so slowly?

Analysis and discussion of results

The results of the study are discussed in terms of the three questions investigated in this study. The findings from the three study populations are integrated in order to arrive at a composite picture reflecting the L2MI classroom situation.

Question 1: What teachers say about language teaching in the subject content classroom

The first and third study populations provided answers to Question 1.

A cross tabular analysis of the data collected from the questionnaires completed by SP1 (*cf.* Table 1) compares the teachers' assumed responsibility regarding the teaching of language skills and their actual teaching practice. Answers indicating that teachers 'always' or 'usually' teach these skills were grouped together. Although 66% of the teachers regarded the teaching of the four language skills as their responsibility, only 47% of the teachers reported that they always or usually taught language skills (*cf.* Table 1).

Table 1: A comparison of assumed responsibility and actual practice of language teaching

	I always/usually teach language skills	My Responsibility
	Percentage (Rounded)	Percentage (Rounded)
1. READING		
1.1 Teaching reading skills	87	82
1.2 Teaching skimming and scanning techniques	43	68
1.3 Showing learners how to identify key vocabulary in a passage	72	83
1.4 Teaching learners how to read with comprehension	63	82
1.5 Introducing reading strategies e.g. webs or timelines for improving reading skills	26	37
Average	58	70
2. WRITING		
2.2 Teaching writing skills	57	46
2.3 Teaching learners how to write coherent sentences	44	58
3.3 Identifying spelling errors in learners' written work	65	78
3.4 Helping learners with techniques to promote correct spelling	38	40
3.5 Teaching learners how to write well-structured paragraph	36	28
3.6 Indicating grammatical errors in written work	45	66
3.7 Introducing exercises that will promote grammatical correctness	27	40
Average	44	51

4. SPEAKING AND LISTENING		
4.1 Introducing group and individual activities that will require my students to use speaking and listening skills	64	92
4.2 Promoting my learner's speaking and listening skills by using additional scaffolding, listening exercises, recordings, etc.	22	40
4.3 Teaching pronunciation	32	60
Average	39	77
Average of all the language skills	47%	66%

A closer analysis of the data indicates that the highest frequency of language teaching occurred in the more general areas of language teaching, e.g. the teaching of reading skills or the introduction of group activities for oral purposes. Questions that focussed on more specific strategies, e.g. exercises for promoting effective listening, teaching skimming and scanning techniques or specific reading strategies, indicated that fewer teachers regarded it as their responsibility to teach these skills. The frequency with which teachers from SP1 and SP3 reported that they taught writing skills, or accepted responsibility for the teaching of these, indicates that this was one of the most neglected areas. Although most teachers indicated that they identified spelling errors in their learners' work, only 44% of the teachers from SP1 and SP3 said they took an interest in teaching their learners how to write coherent sentences. They also seldom indicated grammatical errors in their learners' written work. However, Parkinson (2001:280), Short (2002:23), Schleppegrell, Aghugar and Oteiza (2004:67) as well as Mohan and Beckett (2003:423) emphasise the importance of the consistent teaching of grammar and writing skills in the content classroom as a way of promoting the learner's ability to engage in academic discourse.

Three of the four Grade 8 teachers from SP3 felt that the teaching of language skills was not their responsibility. They expected language skills to be in place by the time learners reached high school. Two of the four Grade 4 teachers held similar views. All the Grade 8 teachers were worried about completing a full syllabus if too much time was spent on the teaching of language skills. Although they expressed concern about the

lower levels of language proficiency displayed by learners from the rural areas, they could not suggest any strategy for effectively dealing with this problem. The Grade 8 History teacher commented that many of these learners found it very difficult to pass their first year in high school.

A significant finding from the first study population relates to the low number of teachers (only 32%) who indicated that they taught their learners to pronounce English. The fact that teachers in SP1 were all second language speakers of English suggests that they may either not recognise incorrect pronunciation or may not know how to assist learners with it. It is also possible that they do not regard pronunciation as important. All the teachers in SP3 said they taught pronunciation when introducing new vocabulary at the beginning of a lesson or when reading to the class. The observation of classes provided only limited evidence of this, however, especially the Grade 8 classes. None of the teachers teaching Grade 4 or Grade 8 drew attention to differences between spelling and pronunciation or had the learners repeat a difficult term out loud. Both these strategies are important for teaching correct pronunciation (Titlestad, 1999:341).

Question 2: The language teaching that actually takes place in the content classroom

All three study populations provided answers to this question. Appendix 1 provides an analysis of the abilities of teachers as reflected in their portfolios (SP2) to plan for and execute the integration of language skills in the subject content classroom. The mean, calculated from assessment of the portfolios, is 2.6. When this mark is measured against the criteria (*cf.* Appendix 2) this indicates that a little more than 'limited evidence of achievement' was found in the lesson plans. In the portfolios, teachers were required to identify key vocabulary, subject-appropriate language structures, and relevant grammatical items. Although the majority could identify vocabulary, when this was scrutinised, the 'key vocabulary' they identified often bore no relevance to the learning material for the lesson, or was too easy for the specific grade (e.g. words such as 'roar' and 'play' for Grade 7 learners). Observation of teachers in study population three showed only the Grade 8 Mathematics teacher and the Grade 4 Social Sciences (Geography) teacher focusing on new vocabulary in their lessons. Both these teachers wrote the vocabulary words on the blackboard and explained them by asking pupils what they thought the words meant. They did not use any strategies or techniques for introducing new vocabulary. When asked in the interviews about strategies or

techniques for introducing new vocabulary teachers in this group seemed uncertain about effective ones. Apart from writing on the blackboard, three of these teachers suggested code switching (but could do so only in their mother tongue), two said it would be possible to introduce new vocabulary by repeating the word a few times, and one teacher said that new words were usually listed in the textbook, which made it unnecessary to spend time on them during the lesson. The most popular technique for introducing new words among the 26 teachers from SP2 was to write them on the blackboard. Only 1% of these teachers indicated that they made use of scaffolding techniques such as pictures and/or demonstrations to explain the meaning of new words, while 3% of them planned for learners to use dictionaries to look up synonyms for new words.

Only two of the teachers from SP2 could identify grammatical structures that were applicable to their lessons. None of the teachers from SP3 attempted to identify specific grammatical structures – not even in the Grade 8 History class where the theme of ‘Causes of the Second World War’ presented an opportunity for teaching or reviewing cause and effect statements or the sequence of tenses. A similar situation was observed in the Grade 4 Arts class. This teacher demonstrated rather than explained Art techniques. Although Echevarria, Vogt and Short (2004:19) suggest demonstration as a strategy for bridging the language gap in an L2MI classroom, the Arts teacher overlooked an opportunity for teaching appropriate adjectives and adverbs that would, for example, enable learners to describe the method or the texture and colour of their works of art. These findings suggest that, even when teachers are using satisfactory subject-teaching strategies and techniques, they need to be made aware of how to recognise and optimise language-teaching opportunities in the content classroom.

A more disturbing picture emerged from the observation of the rural classroom from the SP3 group. The teacher (graduated and with more than 5 years’ experience) and the learners (30 learners between the ages of 10 and 20) were not from the same ethnic groups and did not speak the same languages. The teacher spoke English haltingly and with a distinct accent. The only teaching aid in the classroom was a Grade 5 Mathematics textbook (written in English) from which the teacher read out loud. He frequently stumbled over terminology and mispronounced some of the words. His emphasis on listening as a learning strategy negated the importance that researchers such as Anstrom, (1999:1), Al-Ansari (2000:194) and Short (2002:18) attach to the teaching of reading, writing and speaking skills for facilitating understanding of the new

content and attaining academic literacy. This teacher appeared to fulfil his teaching duties by delivering the new content in a mode that was convenient to him and required little preparation. He seemed unaware of the notion of developing his learners' ability to engage in academic discourse.

When teachers in SP2 were required to indicate how they would introduce a reading activity in the lesson they presented in their portfolios, more than 50% included a reading passage that bore no relevance to the subject topic of the lesson. There was no indication that these teachers knew how to help learners understand the specific textual demands of a discipline so that they could gain control of the language, as Schleppegrell *et al.* (2004:88) suggest should be done.

None of the teachers in SP2, or the ones observed in SP3, planned for the teaching or use of reading strategies, such as predicting or restructuring texts, or interpreting graphic organizers such as webs, Venn diagrams and charts. Lewis and Wray (1999:278), as well as Olivier *et al.* (2000:29), consider these strategies of particular importance for the development of academic literacy. The fact that these teachers made no mention of such strategies suggests that they were either unfamiliar with them or did not know how to apply them in the content classroom. Teachers seem to require specific training in the use of these particular strategies in the content classroom.

One of the most significant findings in the portfolios relates to the writing skills of the in-service L2MI teachers. In 15% of these teachers' work spelling errors were frequent (more than twelve errors), even of common words. Frequent errors (concord, pronoun misuse, tenses) were very noticeable and affected meaning. Some sentences were incoherent and/or incomplete. Ideas were, in general, not well communicated (*cf.* Appendix 2). 53% of the teachers made between four and twelve grammatical and/or spelling errors. Their writing not only lacked some cohesion and sufficient and/or appropriate vocabulary, but they could also not sufficiently organise and/or communicate their ideas. As the teachers in SP2 had the opportunity to edit their work, and consider their language usage before submitting the portfolio for assessment, the findings indicate that almost 68% of these teachers are incapable of recognising and correcting grammatical and spelling errors in their own work. Since L2MI teachers are expected to help their learners explain, describe, define, justify, sequence, compare and evaluate content (Short, 1993:4; Mohan & Beckett, 2003:423), the absence of such skills in the teachers' own writing is likely to have a debilitating effect on their learners'

work, as they will not be able to either implicitly, or explicitly, draw their learners' attention to language form. Researchers agree that learners' language proficiency will not improve unless they receive specific and consistent feedback on their language usage (cf. Parkinson, 2001:295; Klapper & Rees, 2003:292).

Although 11 teachers in SP2 were graded with 'exceptional' or 'adequate' writing proficiency (cf. Appendix 1 and 2), only two of them displayed any evidence of 'adequate' or 'exceptional' integration of language teaching strategies in the content lesson, thereby disproving the belief that language proficiency ensures effective L2MI.

Question 3: What teachers say about their training, training needs and recommendations they make regarding effective practice

Answers to Research Question 3 were obtained from SP1 and SP3.

43% of the respondents in SP1 indicated that they had received L2MI training. Yet, closer scrutiny of the answers revealed that some of the teachers who claimed to have been trained, regarded Capital E endorsement², an English Academic course on first year level, or a general communication course an adequate qualification for teaching through medium of English. Some teachers indicated that they had received their own subject content training through medium of English and they felt that this enabled them to teach their subject through medium of this language. None of the teachers had, however, received training in a course specifically aimed at enabling teachers to teach through medium of their second language and/or to teach second language speakers of the medium of instruction.

A subsequent review of the language training programmes³ offered to L2MI teachers in 2005 (i.e. not English as a major subject) at five teacher-training institutions showed the following:

- English language training is not compulsory at 4 of these training institutions. On three of these campuses first and second language speakers who can pass a diagnostic test confirming proficiency in the language, are exempted from language training.
- Only 0,8% to a maximum of 6,6 % of time allocated for the attainment of a B.Ed. degree is spent on the English language training of second language content teachers.

- Language courses are furthermore mostly scheduled for the students' second year, thereby disregarding the fact that language skills diminish when not in use (Malone *et al.*, 2003).
- Outcomes for the elective English language courses ranged from general, generic communication outcomes to the study of a number of literary texts. One university combined a course in language teaching methodology with a general English language course, but the methodology course could be taken in the students' first language.

These findings indicate that administrators and programme organisers may still be ignorant of the importance of extensive (and prolonged) training for L2MI teachers. The divergent outcomes and requirements for language training courses at the different universities highlighted the importance of establishing a framework, or guidelines, for the training of L2MI teachers.

When the teachers from SP1 and SP3 were asked to identify possible courses for L2MI training programmes, 62% indicated a language development course, while only 30% listed a methodology or language teaching course as a training requirement. Klaassen (2002:82) reports that none of the lecturers interviewed in her study at the University of Delft felt that L2MI methodology was any different from methodology in the first language (L1) medium of instruction classroom. As in Klaassen's (2002:45) study, even experienced teachers from SP1 and SP3 perceived language proficiency as the most important factor for ensuring effective L2MI and completely underestimated the value of specialised methodological and language teaching training. Some teachers may not be aware of their need for specialised training. This was evident from the fact that even the teacher with the lowest proficiency in English in the SP3 group did not express any desire for any additional training.

One of the reasons for interviewing and observing the Namibian teachers (SP3) was to glean some advice and recommendations regarding the training needs of L2MI teachers from teachers who had been in an L2MI system for more than ten years. It was, therefore, disappointing to find that they had difficulty in recommending any specific strategy or technique that trainees need to be trained in. This indicates that, although some practising teachers acknowledge a need for training, they are uncertain as to what effective L2MI methodology entails or what constitutes effective L2MI teaching. This finding is corroborated by Morain (1990:20) who maintains that without theory, teachers

are unable to evaluate the effectiveness of a new technique, are unable to judge new teaching materials, and are 'likely either to become mindlessly methodless, or to adhere slavishly to a single method that may be ill-suited to their students' learning styles'.

Conclusion

One of the reasons South African learners have shown a decline in literacy over the past few years may be that the majority of subject content teachers in L2MI classrooms are unable to promote the academic literacy of their learners. Acquiring English for academic purposes is a challenge for both English language learners and native speakers. It is learned over the course of schooling through frequent engagement in classroom talk, reading textbooks, and writing (Maum, 2002:1). Teachers need to recognise that all students need support to acquire the structures and vocabulary associated with English for academic purposes. Crandall (1998:2) unequivocally states that an education system is in jeopardy when teachers are unable to help English language learners understand academic concepts through the language they are still learning. Subject content teachers are not only co-responsible for the teaching of language skills, but also play a pivotal role when it comes to learners' acquisition of academic literacy.

The survey described in this article shows that, although many of the subject content teachers surveyed acknowledged their responsibility for the teaching of language skills in the subject content classroom, the majority failed to perform these duties in the classroom. The reasons for these teachers' inability to assist their learners in the acquisition of academic literacy may be ascribed to some, or all, of the following factors:

- Teachers were often unaware of their inability to meet the language-related needs of their pupils.
- Teachers not only lacked the knowledge and skills for teaching the four language skills, but also lacked the insight to identify strategies that would promote effective L2MI.
- Teachers lacked the personal language proficiency required (both spoken and written) to assist their learners in the acquisition of academic literacy.

- Language proficiency is still regarded as the single most important prerequisite for effective L2MI. Teachers disregarded, or were ignorant of, the importance of applying methodological skills.
- None of the teachers had received training that equipped them with skills for effectively teaching through the medium of English.

These findings stress the need for developing an appropriate training course for L2MI content subject teachers. Effective training in L2MI is one of the most important factors in improving the level of academic literacy in South African learners. 'More hours spent on [*effective*] English medium of instruction in content subjects may be more beneficial than hours spend on formal language instruction in the English subject class' (Al-Ansari, 2000:175).

The notion of 'effective L2MI' is, however, an elusive one. Even when some of the content teachers in the survey applied strategies that were likely to aid the acquisition of academic literacy, these were haphazardly and randomly selected. Two important questions thus need to be answered. What are the skills that L2MI teachers should be trained in that will enable them to assist their learners in the acquisition of academic literacy? What is the nature of the language proficiency required by L2MI teachers? Once these questions have been addressed, course designers will be able to identify appropriate outcomes for an L2MI training course and design a course that is streamlined for the needs of the course participants.

All teachers wishing to teach through medium of English should be required to obtain an extra and additional qualification enabling them to teach through medium of their own and/or the pupils' second language. Administrators and programme organisers of teacher-training institutions should realise that, at least for the immediate, foreseeable future, extensive training in L2MI should prevail over some of the more generic courses offered. This implies a reconsideration of the time allocated to language-related training, keeping in mind that raising levels of proficiency from intermediate proficiency to the advanced levels required for L2MI teaching may require intensive training of up to 720 hours (Malone *et al.*, 2003). As language skills tend to deteriorate if unused, L2MI training courses should span at least six semesters of a B.Ed. course.

Notes:

- ¹ 'Academic literacy' entails more than the conventional notion of literacy as the ability to read and write. Academic literacy requires the ability to understand how language construes meanings in content-area texts and how meanings and concepts are realised in language (Scheppegrell *et al.*, 2004). When a learner can demonstrate ability to translate his or her knowledge of a subject and knowledge of the conventions of language into a concrete, meaningful action and requires infusion of all his or her knowledge and opinions, one can say that such a learner has attained academic literacy (Cummins, 1995:35).
- ² So-called Capital E certification is required by any South African educator who wishes to teach through medium of English. There are no national guidelines for Capital E accreditation (Piüdemann *et al.*, 2000:12).
- ³ E-mail correspondence conducted with the course designers and/or the programme organisers of the Universities of Johannesburg (W.A. van Rensburg), Nelson Mandela Metropolitan (J. Roux), Pretoria (H. Dippenaar), Stellenbosch (C. van der Walt) and the North-West (B.J. Richter). *Details are provided in the compound list of sources of this thesis, as personal correspondence is not referenced in this journal.*

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Appendix 1: Analysis of portfolio submitted by SP2: average English writing proficiency and ability to integrate language teaching skills into content lessons of NPDE teachers

	Mother Tongue		English medium of Instruction		Learning outcome		Integration of reading skills		Writing Skills		Speaking and Listening skills		Teacher's writing Proficiency	
	Teacher	Pupil	Grade	Subject	Assessor 1+2		Assessor 1+2		Assessor 1+2		Assessor 1+2		Assessor 1+2	
1	A	S	4	LS	3	3	5	4	4	4	5	4	4	4
2	X	X/A	T3	MECH	2	2	1	1	1	1	1	1	1	1
3	NS	NS	4	EMS	3	2	2	2	2	2	2	2	3	3
4	E	Z	8	NS	5	4	4	4	4	4	4	4	4	4
5	X	X	7	NS	1	2	1	1	1	1	1	1	2	1
6	Z	Z	4	LO	2	3	1	2	1	2	1	1	2	2
7	A	S	9	MATH	3	3	4	3	1	2	4	3	4	4
8	S	S	4	LO	2	2	2	2	2	2	2	2	1	2
9	S	S	4	NS	3	3	3	2	3	2	2	2	3	3
10	S	S	4	MATH	1	1	1	1	2	1	2	1	2	2
11	X	X	12	MATH	3	3	2	3	2	2	2	2	4	3
12	Z	Z	4	MATH	1	1	1	1	1	1	1	1	1	1
13	X	X	5	LO	3	3	3	3	2	3	2	3	4	4
14	Z	Z	8	LO	4	4	3	4	3	3	3	3	4	4
15	S	S	9	EMS	3	4	2	3	1	2	1	1	3	3
16	Z	Z	9	LO	2	2	2	2	2	2	2	2	1	2
17	A	Z	T1	TECH	1	2	1	1	1	1	1	1	2	2
18	X	X	4	MATH	4	3	4	3	2	2	2	2	3	3
19	Z	Z	5	MATH	3	3	3	3	2	2	2	1	3	3
20	E	Z	4	LO	3	3	3	3	2	2	2	3	4	3

21	A	S/A	N5	TECH	3	3	2	2	4	3	3	3	4	3
22	A	S	5	LO	4	3	4	3	4	4	4	4	3	3
23	X	X	6	MATH	1	1	1	1	2	1	1	1	2	1
24	E	Z	4	MATH	1	1	3	2	3	3	3	2	4	4
25	E	Z	8	MATH	4	3	3	3	2	2	2	2	5	4
26	Z	Z	8	EMS	4	3	3	3	3	3	3	3	4	3
Average mark out of 5					2.6	2.5	2.4	2.3	2.1	2.1	2.2	2	3	2.8
Average: Assessor 1 and 2					2.5		2.4		2.1		2.1		2.9	
KEY														
Languages					Subjects									
A	Afrikaans				LS	Life Skills								
E	English				LO	Life Orientation								
NS	Northern Sotho				MATH	Mathematics								
Z	Zulu				EMS	Economic Management Sciences.								
S	Setswana				NS	Natural Science								
					MECH	Mechanical studies								
					TECH	Technical Studies								

Appendix 2: Rubric for marking the portfolio

Criteria	5 Exceptional achievement	4 Adequate achievement	3 Some evidence of achievement.	2 Limited evidence of achievement	1 Minimal evidence of achievement
Lesson Outcomes	<p>Student demonstrates comprehensive knowledge of planning content and language outcomes.</p> <p>Introduces creative ideas for promoting conceptual and linguistic development.</p>	<p>Content outcomes are clear and well defined. Appropriate, relevant key vocabulary. An indication of some language structures identified.</p> <p>Ideas for introducing background knowledge and vocabulary predictable, but clear.</p>	<p>Evidence of some planning for most of the required aspects.</p> <p>Can identify some key vocabulary and one or two strategies for introducing key vocabulary.</p>	<p>Student can identify some of the content outcomes of the lesson. Outcomes are simplistic and may be inappropriate or unsuitable for the age group. Student can identify some vocabulary (not key) but show only limited insight regarding language structures.</p>	<p>Student can only demonstrate a basic understanding of planning requirements. Outcomes are absent or unrelated to the lesson content.</p>
Language Teaching strategies	<p>Demonstrates a thorough understanding of the purpose for introducing language-teaching activities.</p> <p>Activities are suitable, age-appropriate, and relevant and will aid ESL learners in language and content acquisition. Some ideas are original and show insight and understanding of what is required.</p>	<p>Demonstrates a fairly thorough and reasonably accurate explanation of the language teaching activities in the context of the content lesson.</p> <p>The student demonstrates some understanding of the purpose of language teaching activities and attempts to integrate language-teaching strategies. Strategies that are introduced are the usual, expected ones.</p>	<p>Some knowledge of strategies is evident. Some attempt at integrating language teaching with content but activities are uninteresting and may be unsuitable for the lesson content.</p>	<p>Vague descriptions or definitions of the language skills. Limited understanding of the purpose of the language activity. Activities are unrelated and/or inappropriate for the group of learners.</p>	<p>Information is irrelevant and indicates minimal knowledge of language teaching activities. No attempt at integrating language activities with content lesson.</p>

<p>Writing proficiency</p>	<p>Grammar and usage are faultless. Ideas well organized and communicated clearly and concisely. Native-like proficiency.</p>	<p>Spelling is generally correct (1-4 errors). Information is logical and sufficiently organized. Uses appropriate vocabulary and terms associated with the subject matter.</p>	<p>Four to eight usage errors (such as agreement, pronoun misuse, tense). Ideas sufficiently organized. Problems with grammar or usage are not serious.</p>	<p>Nine to twelve errors in spelling and grammar. Ideas not sufficiently organised and/or communicated. Some inappropriate vocabulary present, or limited use of appropriate vocabulary.</p>	<p>Spelling errors are frequent, even on common words. Frequent errors (concord, pronoun misuse, tense) are very noticeable, and affect meaning. Some sentences are incoherent/ incomplete. Ideas not well-communicated.</p>
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CHAPTER 3: ARTICLE 2

A scheme for training effective English second language medium of instruction teachers

Abstract

Effective second language medium of instruction refers to an instructional approach that differs from that of regular, first language content instruction, or a language across the curriculum approach. This approach uses language teaching strategies in subjects other than the formal language classes to promote both conceptual and language development in language learners. The purpose of this article is to suggest a scheme for training effective second language medium of instruction teachers in the South African context. In order to determine how teachers should be trained (both on in-service and pre-service level), the article proposes a profile of what can be construed as effective English second language medium of instruction (L2MI). It is then used as a template for identifying outcomes that need to be attained by L2MI teachers and for the design of a checklist that may be used for teacher training at in service or pre-service level.

Keywords: English second language medium of instruction; language across the curriculum; teacher training.

1. Introduction

It is generally accepted that one of the reasons for poor results in the National Grade 12 examinations may be rooted in the medium of instruction used in the majority of South African classrooms (Plüddemann, 2002: 48; Heugh, 2002: 171; Rodseth, 2002: 97; Horne, 2005:2). English is the second language of most learners and teachers² in South

² "The Ministerial Project Committee would like to promote precision in the use of language and terminology. It refers to 'teachers' when talking about classroom-based teachers and 'educators' when referring to everybody involved in providing education. The word 'educator' is not a substitute for 'teacher', in some contexts it may mean the same thing, in others not. The main aim is to use the correct word in the specific context" (Department of Education, 2001).

Africa and is the language of learning and teaching in most schools (De Klerk, 2002: 3; Barry, 2002: 105; Kgosana, 2006:17).

However, the language proficiency of second (first additional) language learners who receive their schooling through medium of their second language may not be sufficient for them to cope in subject classes (Macdonald, 2002: 114). Studies conducted by researchers such as Hamayan (1990: 6), Snarski (1997: 1), Crandall (1998: 2), Arkoudis (2003: 161) and Schleppegrell *et al.* (2004: 67) suggest that, in order to promote the language proficiency of the second language speaker, the language skills that are first introduced in the language classroom should also be promoted and developed subject-specifically by the content teacher.

An analysis of content classrooms (Uys, 2006a) shows that although the *Discussion Document on Norms and Standards for Teacher Education, Training and Development* (SADoE, 2000: 44) specifies that all teachers should 'understand and apply the principles of language across the curriculum', even experienced teachers using the second language as medium of instruction lack the necessary skills and strategies to promote academic literacy and language proficiency in the content classroom. Both Clark (1999: 1) and Klaassen (2002: 52) point out that, where a second language is the medium of instruction, teachers not only require proficiency in the medium of instruction but also training in specific strategies and techniques. It is, therefore, essential that teacher-training programmes equip students or in-service teachers to teach through the medium of the second language.

The questions that need to be addressed are the following:

- What are the characteristics of the effective use of the second language (in this case English) as medium of instruction?
- What are the outcomes of a teacher-training programme in this medium?

These questions have not been addressed systematically or satisfactorily in South Africa. They can only be answered once the characteristics of English Second Language medium of instruction (L2MI), as well as the strategies an effective teacher follows to ensure effective L2MI, have been determined. The identification of these strategies and techniques can be functional in establishing outcomes for a pre-service and/or an in-service teacher-training course in L2MI.

The aim of this article is to establish a profile of an effective L2MI teacher and then to suggest criteria or outcomes that need to be attained in a teacher training programme at both pre-service and in-service level. The profile, once established, may not only be useful for observing and assessing teacher-trainees, but may also serve as a guideline in assisting in-service teachers to integrate language teaching in their L2MI subject lessons.

2. Effective English Second Language medium of instruction

Klaassen (2002: 168) contends that effective L2MI teaching and learning takes place where teachers display specific characteristics or behaviour in the classroom. This specific behaviour applies to the following aspects of their teaching:

- the language these teachers use in the classroom (their language proficiency in the medium of instruction),
- the strategies or methods that they use (methodology), and
- the way in which they produce language (presentational skills).

The question is: What does each of these aspects entail? What are the specific language skills required for teaching purposes?

2.1 Language Proficiency

Elder (2001: 159) defines the language proficiency required by teachers as language skills that encompass 'everything that "normal" language users might be expected to be able to do in the context of both formal and informal communication.' Such proficiency includes a range of specialist skills such as expert command of the linguistic features of the medium of instruction (Cullen, 1994: 163; Johnson, *et al.*, 1996: 19), command of subject specific language and terminology (Short, 2002: 18-24; Elder, 2001: 159; Schleppegrell *et al.*, 2004) and knowledge about second language acquisition. Clark (1999).

Each of these aspects is now discussed in more detail.

2.1.1 Linguistic features of the medium of instruction

Classroom procedures invariably have to be verbalised and for this English medium of instruction teachers need knowledge of the four language skills, vocabulary and

grammar mechanics as well as knowledge of the nature of English rhythms, pronunciation and spelling (Titlestad 1999: 341; Short, 2002: 18).

Met (1995: 173), Titlestad (1999: 345), and Klaassen (2002: 81) argue that L2MI teachers need to demonstrate proficiency that is such that they can act as role models for language use and pronunciation to their learners. Effective L2MI teachers should possess a 'systematic understanding of grammar structure' (Liang, 2005:1) that will enable them to prepare and plan for the classroom discourse that is to take place (Johnson *et al.*, 1996: 19; Elder, 2001: 162; Klaassen, 2002: 36; Dickey & Han, 1999: 40). According to Elder (2001: 162), Maum (2002: 1) and Nunan (2003: 589), the effective L2MI teacher possesses 'strategic' linguistic skills such as the ability to simplify and clarify complex structures and to show sensitivity to audience that may be valued over and above native-like proficiency.

2.1.2 *Subject-specific grammar*

Lemke (1988: 81) states: 'Teachers have begun to realize that mastery of academic subjects is the mastery of their specialized patterns of language use and that language is the dominant medium through which these subjects are taught and learners' mastery of them is tested'. The effective L2MI teacher is, therefore, proficient in the subject register, syntax, semantics and pragmatics of the English required for understanding the content of his or her subject (McKeon, 1995: 18; Solomon & Rhodes, 1995: 1; Schleppegrell *et al.*, 2004: 75) and can, subsequently, deconstruct the language of the subject textbooks. By identifying the role of grammar in the construction of meaning in the subject classroom, the effective L2MI teacher enables learners to develop academic language skills suitable for the specific subject that they are studying (Mohan & Beckett 2003: 457; Schleppegrell *et al.*, 2004: 67).

Genesee (1999: 5), McKeon (1995: 22), Solomon and Rhodes (1995: 1) as well as Schleppegrell *et al.* (2004: 73) note that there is a considerable variation in the formal and functional characteristics of language from one context of use to another. History classes, for example, employ a variety of syntax types, including simple past, historical present, sequence words, active voice, temporal signs, and causative signals (Short, 1993b: 5). Discourse in the Science class, on the other hand, is characterised by a particular sequence of steps and a heavy reliance on the use of the passive voice and long noun phrases (Solomon & Rhodes, 1995: 1). Second language learners thus require grammatical scaffolding by the teacher for explaining, describing, defining,

justifying, giving examples, sequencing, comparing, and evaluating content (Short, 1993b: 4; Mohan & Beckett, 2003: 423).

2.1.3 Second language development

The effective L2MI teacher knows about second language development, possible defects in the language usage of second language learners and the ways in which the teacher may understand and develop the communicative powers of his or her learners (Echevarria *et al.*, 2004: 25). Such a teacher does not take the learners' language ability for granted, nor is he or she deceived by apparent communicative ability (Kyeyune, 2003: 75). Baker (2002: 174) states that children with conversational ability in their second language 'may appear ready to be taught in their second language, but may fail to engage in higher order cognitive processes such as synthesis, discussion, analysis, evaluation and interpretation'.

The effective L2MI teacher knows that second language learning is basically similar to first language learning and that second language learners can be expected to demonstrate the same stages in language acquisition as a first language speaker (Klein, 1986: 50; McKeon, 1995: 18). The teacher is aware that, as with first language acquisition, the second language speaker acquires the language through both spontaneous and guided communication. The teacher may thus be expected to provide settings that accommodate each of the language acquisition processes (Klein, 1986: 50). The teacher may, furthermore, be expected to recognise and correct instances of first language interference in the learners' second language usage (Titlestad, 1999: 341; Liang, 2005: 1).

2.2 Methodological skills

Effective L2MI teachers employ special techniques or methodological skills for teaching new concepts through medium of a second language (Clark, 1999: 1).

Genesee (1999: 2), Klaassen (2002: 83), Echevarria *et al.* (2004: 19) and Liang (2005: 1) indicate that L2MI teaching efficiency can be enhanced by the use of specific strategies and techniques. The teacher who employs these strategies enables learners to not only learn content more effectively, but also, at the same time, improve their proficiency in the medium of instruction (Al-Ansari, 2000:176).

Many of the methodological strategies employed by effective L2MI teachers stem from approaches generally associated with second language acquisition theory and practice (Short, 2002: 18) and/or sheltered instruction³ (Genesee, 1999; Echevarria *et al.*, 2004). These strategies do not necessarily differ from the approaches, strategies and techniques found in high quality first language teaching, but they are characterised by careful and detailed attention to the needs of the second language speaker (Echevarria *et al.*, 2004: 25). Short (2002: 18), Harklau (1994: 241), Klaassen (2002: 125) and Echevarria *et al.* (2004; 89) all suggest that effective L2MI teachers employ the following techniques: They plan content and language objectives for each learning task; design suitable and appropriate materials; encourage purposeful interaction; create a classroom atmosphere and attitudes that promote language acquisition and conceptual development and employ fair and appropriate assessment strategies.

The question now is: How does the L2MI educator apply each of these strategies in the classroom?

2.2.1 Content, language, and learning-task objectives

When content objectives are planned, the effective L2MI teacher not only clearly states and defines academic content objectives, background knowledge, main principles, and key concepts, but he or she also considers the language requirements for each content objective (Short, 2002: 18; Echevarria *et al.*, 2004: 139). In a first language classroom the phrasing of content objectives usually involves academic discourse on higher cognitive levels. This may be beyond the second language speaker's level of understanding (Met, 1995: 164). The effective L2MI teacher simplifies the learning objectives, breaks them down into meaningful chunks and sequences the content objectives from those requiring the least language skills to those requiring the most language skills (Met, 1995: 161). The teacher then explains these objectives and makes them clear to the learners, both orally and in writing (Snarski, 1997: 59; Echevarria *et al.*, 2004: 139).

³ Sheltered instruction refers to an adaptive teaching strategy to present content material to second language learners. In sheltered instruction the techniques of presentation, not the content, differ from that of regular instruction (Hamayan, 1990).

When identifying objectives for language teaching in the content classroom, the effective L2MI teacher clearly states language objectives that include both content-obligatory language and content-compatible language⁴ (Met 1995: 162). Language that is obligatory for understanding the content lesson may include technical terms such as 'additive inverse' in Mathematics, or 'coefficient', whereas content-compatible language could include the teaching of comparatives (greater than/less than) or logical connectors (if ... then) (Short, 1993b: 6; Solomon & Rhodes, 1995: 1).

In a class with learners of mixed proficiency, it is particularly important that language outcomes present a challenge to all learners, even native language speakers (Krashen, 1985: 20). In order to promote language learning in all learners, the effective L2MI teacher analyses language requirements for the lesson and then includes challenging language structures that will promote language growth in the content lesson (Met, 1995: 177; Short, 2002: 23; Echevarria *et al.*, 2004: 138)⁵. The effective L2MI teacher knows that cognitively challenging input, both in content knowledge and language proficiency, is crucial for stimulating the academic growth of the learners and thus ensures that learning tasks demand the utilisation of higher order thinking skills (Chamot, 2000: 1-20).

Klapper and Rees (2003: 286) and Schleppegrell *et al.* (2004: 278) agree that the formal instruction that usually needs to accompany the introduction of such new and challenging structures is invaluable for the general language development of the learner. 'Form-focused instruction' (FFI) is becoming established as a generic description of 'any pedagogical effort, which is used to draw the learners' attention to language form either implicitly or explicitly' (Klapper & Rees, 2003: 287). This means that 'during an otherwise meaning-focused classroom lesson, focus on form consists of an occasional shift of attention to linguistic code features – by the teacher and/or one or more learners – triggered by perceived problems with comprehension or production' (Long and Robinson, 1998: 23). In setting explicit language objectives, the effective L2MI teacher not only explains grammar, but also attends to the development of the

⁴ Language that is essential for understanding the content of the lesson This involves identification of terminology, vocabulary (also synonyms and antonyms) and phrases.

⁵ Krashen does not believe that children with mixed abilities should be grouped together in L2MI classes. This has particular implications for the National Revised Curriculum Statement (DoE, 2002) which allows First language, First Additional as well as Second Additional language learners to be grouped together in one class.

learners' language skills (Short, 2002: 22; Echevarria *et al.*, 2004: 49; Krashen, 2004: 1).

Once the teacher has decided on content objectives and language objectives, he/she designs learning tasks through which these outcomes may be attained. The effective L2MI teacher clearly states content, language and task objectives and provides additional scaffolding in the form of vocabulary, language structures, and examples of how the task should be completed (Harklau, 1994: 252; McKeon, 1995: 24; Short, 2002: 22). Such a teacher does not assume that the academic language required for mastering an age-appropriate learning task will be present in a specific group (Short, 2002: 18; Kyeyune, 2003: 175). The effective L2MI teacher assists the learners by setting pre-reading and pre-writing tasks. Pre-reading tasks may include reviewing chapters, answering a series of questions or predicting events. Pre-writing tasks may include brainstorming or gathering information. When learners are steered to focus on targeted aspects of the language, such as the use of the passive voice structure in Science (formal report writing), or cause and effect statements in History (Mohan & Beckett, 2003: 424), they can improve and develop their language skills while studying the content of the subject (Short, 2002: 23).

2.2.2 Suitable and appropriate materials

Formal teaching materials such as textbooks that are developed in isolation from classroom realities, generally fail to provide critical background information for second language learners (Genesee, 1999: 1; Cummins, 1995: 34; Klaassen, 2002: 68) and may be progressively context reduced (McKeon, 1995: 24; Schleppegrell *et al.*, 2004: 74). Second language speakers, however, require a rich contextual (context-embedded) environment (Met, 1995: 162). Although first language medium of instruction teachers may find commercially available material invaluable, the effective L2MI teacher usually needs to develop his or her own materials and/or adapt existing material in order to accommodate the specific academic and linguistic needs of the learners in the classroom (Echevarria *et al.*, 2004: 5).

2.2.3 Purposeful interaction

The effective L2MI teacher plans for and incorporates opportunities for learners to use English in a variety of ways (Echevarria *et al.*, 2004: 112). The teacher plans and

creates opportunities for cooperative activities, peer assessment, group work, and interactive tasks. Learner-centred activities encourage purposeful⁶ interaction between learners and learners and learners and teacher and are commonly accepted as a more effective teaching strategy than, for example, lecturing (Johnson *et al.*, 1991: 185; Cummins, 1995: 41; Echevarria *et al.*, 2004: 135). To ensure that interactive activities provide optimum opportunity for effective learning and communication, the L2MI teacher plans scaffolding strategies such as verbal prompting, provision of language structures and examples of phrases, vocabulary items, and background knowledge required to complete the activities (Genesee, 1999: 5; Mohan & Beckett, 2003: 425; Echevarria *et al.*, 2004: 110). Krashen (2004) emphasises the importance of the teacher's oral contribution in interactive activities. He argues that, during a conversation, language acquisition is promoted by what 'the other person says to you, not what you say to them'.

2.2.4 Classroom atmosphere conducive to learning

In line with ESL acquisition methodology and Krashen's Affective Filter Hypothesis (1985)⁷ the L2MI teacher designs attainable, realistic, and age-appropriate content, language, and task outcomes. On attainment of such outcomes, learners experience a sense of success and ability which, in turn, brings about an atmosphere that promotes self-assurance and risk-taking. The atmosphere in the classroom may be reflected in learners' demonstrated ability to work in a group, confidence to use the language of instruction in group discussions, or willingness to ask questions if they do not understand (Harklau, 1994: 253; Crandall, 1998: 2).

2.2.5 Fair and appropriate assessment strategies

If the effective L2MI teacher plans content, language and learning task outcomes, it follows that all the outcomes need to be assessed. The effective L2MI teacher, therefore, provides feedback on the attainment of content and language outcomes as demonstrated by the tasks the learners complete. The teacher assesses throughout the lesson to determine how well learners understand and retain key vocabulary and content concepts

⁶ A purposeful activity indicates that there is an attainable and measurable outcome that can be assessed and evaluated (De Villiers, 1997).

⁷ The Affective Filter Hypothesis denotes Krashen's view that a number of 'affective variables', like motivation, self-confidence and anxiety, play a facilitative, but not necessarily fundamental, role in second language acquisition.

(Echevarria, *et al.*, 2004: 159). Feedback on language usage is consistent and frequent over a period of time (Parkinson, 2001: 278-292; Schleppegrell *et al.*, 2004: 70). Although learners benefit from positive encouragement, negative feedback in the form of recasts or corrective reformulations of his or her L2 utterances may also be crucial for language development (Klapper & Rees, 2003: 289). The teacher's challenge is to provide feedback in such a way that learners still feel confident enough to risk their L2 utterances. Like any effective L1 teacher, the effective L2MI teacher uses high quality assessment practices that satisfy certain common principles typically referred to as reliability, validity, fairness, discrimination, and meaningfulness (Lundie, 2005: 16). The effective L2MI teacher uses a variety of assessment methods (Dreyer, 2000: 266), allowing learners a range of processes through which to demonstrate their respective strengths and weaknesses. Short (1993a) indicates the following aspects as outcomes that one could expect a language learner to demonstrate in the content classroom. These are:

- ability to complete tasks,
- content area skills,
- comprehension and understanding of new concepts,
- language use and knowledge of appropriate language use including the use of basic syntax, semantics and phonology,
- reading skills,
- communication skills,
- ability to work in a group, and
- a positive attitude.

The challenge for the effective L2MI teacher is to make subject content and language accessible and comprehensible to the second language speaker who may have neither the language, nor the conceptual skills to master new knowledge. Such a teacher not only uses methodological strategies and techniques to promote comprehension in the learner, but also applies specific presentational skills.

2.3 Presentational skills

Presentational skills refer to the way in which teachers use aspects of presentation such as loudness of voice, rate of delivery, variation in tone and pitch, articulation, fluency and relaxation as well as appropriate gestures and body language to ensure that academic input is introduced in an understandable way (Johnson *et al.*, 1996: 10; Klaassen, 2002: 19; Bone, 1998: 236). The teacher furthermore uses contextual cues to help learners link background content, language and cultural knowledge to new knowledge (Echevarria, *et al.*, 2004: 79).

We will now consider the degree to which presentational skills may affect the comprehensibility of academic input and the effectiveness by which learners may link existing knowledge to new knowledge.

2.3.1 *Comprehensible input*

Presenting academic input in an understandable way to second language speakers entails that the teacher limits the use of asides, digressions, irony, and metaphorical language (Harklau, 1994: 254). The teacher avoids the use of slang and idiomatic phrases (Teague, 2000: 1; Echevarria *et al.*, 2004: 19), carefully considers vocabulary and controls the length of his or her sentences (Johnson *et al.*, 1996: 45).

When presenting academic input, the effective L2MI teacher makes a conscious effort to slow down the rate of his or her speech and to enunciate clearly, ensuring, at the same time, that delivery does not become monotonous and slow (Harklau, 1994: 253; Met 1995: 168; Snarski, 1997: 52; Klaassen, 2002: 36). Osborne (1999: 4) reports that non-native speakers of English did significantly better at dictation exercises when the rate of delivery was slowed down from normal speech rate of 200 words per minute to 130 words per minute. The teacher also checks clarity of personal articulation and the correct pronunciation of words to prevent miscommunication (Titlestad, 1999: 345; Osborne, 1999: 4).

2.3.2 *Contextual clues*

The effective L2MI teacher plans how to place both content and language in a context that links with the learner's prior linguistic and cultural knowledge by planning how applicable vocabulary, language structures and terminology should be presented to the learner (Echevarria, *et al.*, 2004: 19). The teacher plans how and when to retell, clarify

and give examples and carefully selects visual aids such as graphs, realia, overheads, maps and pictures to bridge the gap between the concrete and the abstract (Harklau, 1994: 250-252; Johnson *et al.*, 1996: 22-29; Echevarria *et al.*, 2004: 115).

In planning for effective delivery, the teacher is aware of how non-verbal cues such as demonstrations, gestures, facial expressions and eye contact, pauses and stress can serve to provide contextual links (Bone, 1998: 236; Elder, 2001: 26). Because of the different cultures that are usually found in the L2MI classroom, teachers are sensitive to the use of non-verbal cues that may constitute a cultural taboo (Met, 1995: 173).

3. Outcomes for teacher-training

This profile of an effective L2MI teacher, with its inclusion of aspects such as language proficiency, methodological and presentational skills, may now be used to suggest a scheme for training effective English Second Language medium of instruction teachers on tertiary level.

Table 1 below indicates how the special strategies and presentational skills employed by the effective L2MI teacher can be utilised to determine outcomes for the L2MI training programme. The subject and language knowledge that trainees are required to acquire underpin these strategies.

<i>L2MI Profile</i>	The teacher or teacher trainee can be deemed qualified for L2MI if he or she can:
<i>Plans both content and language objectives for each learning task</i>	Clearly state and define academic content objectives
	identify language requirements for obtaining each of the content objectives
	design language objectives that include both content-obligatory language and content-compatible language
	simplify content objectives by identifying and simplifying difficult academic concepts or terminology
	sequence content objectives requiring least language skills to objectives requiring most language skills
	identify academic writing and reading skills required for a specific subject
	identify task objectives

	identify language structures and scaffolding required for completing tasks
	identify additional resources e.g. examples, outlines, etc
<i>Designs suitable and appropriate materials</i>	develop his or her own teaching materials
	adapt existing material in order to accommodate the specific academic and linguistic needs of the learners in the classroom
<i>Communicates understandably</i>	use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident way
	adapt and develop language to meet the needs and ability of the learners
	adopt presentational skills that will promote understanding in learners (e.g. slow down rate of speech, check pronunciation)
	communicate using simple sentence structures simultaneously acting as a language role model for the language learner use and apply technical vocabulary, finding synonyms and explaining terminology by using effective teaching strategies
	apply presentational skills such as effective use of rate, tone, body language, gestures
	annotate and explain subject material fluently and interestingly using voice and register appropriately and effectively
<i>Introduces contextual clues</i>	identify learner's prior knowledge
	introduce strategies for linking prior knowledge to new content and language objectives
	select visual aids such as graphs, realia, overheads, maps and pictures to bridge the gap between the concrete and the abstract
	teach basic reading skills such as skimming and scanning
	simplify a reading passage by identifying the gist, highlighting key notes
	use gestures, pauses and facial expressions to provide contextual clues
<i>Encourages purposeful interaction</i>	design cooperative activities such as group work and interactive tasks.
	provide scaffolding in the form of vocabulary, language structures and examples of how the activity should be completed
	ask question to elicit required response from learners
<i>Creates a classroom atmosphere and attitudes that</i>	design activities that promote both language acquisition and conceptual development

<i>promote language acquisition and conceptual development</i>	introduce group and interactive activities in such a way that learners' confidence is boosted
<i>Employs fair and appropriate assessment strategies</i>	provide feedback on the attainment of content and language outcomes
	introduce instructional material to alleviate basic grammar and language errors
	introduce a variety of assessment strategies to check learners' ability to complete tasks; content area skills; comprehension and understanding of new concepts; language use and knowledge of appropriate language use including the use of basic syntax, semantics and phonology; reading skills; communication skills; ability to work in a group; attitude

Table 1: Outcomes for effective L2MI training

Apart from serving as a template for identifying outcomes for teacher-training, the profile of effective L2MI can also be modified for monitoring teacher-training and identifying problem areas where teachers are teaching subjects through medium of a second language. Such monitoring can be done by using a checklist containing the requirements for effective L2MI.

4. The L2MI checklist

The checklist, or observation sheet suggested (*cf.* Table 2), renders a holistic look at the teaching that takes place in the L2MI classroom. It is not constrained by a specific lesson planning format which the teacher or trainee may be expected to use. L2MI strategies are used in addition to the subject-specific didactics that the teacher or trainee has been trained in.

The observation sheet for effective L2MI allows an observer (who can be a teacher trainer, another trainee or a colleague, in the case of an in-service teacher) to ask a series of questions relating to the preparation and presentation of lessons by the teacher or the teacher trainee. The observer can then compile focused feedback that may help the trainee or teacher to improve or adapt specific areas in his or her preparation and/or presentation. Although the checklist may be adapted to serve as a tool for assessment, it is meant as a diagnostic tool for evaluating the effectiveness of the L2MI teaching and for pinpointing problem areas.

The observer takes both preparation and presentation of the lesson into account when answering each of the questions. Presence or absence of a specific criterion is indicated by ticking the appropriate 'Yes' (✓) or 'no' (X) symbol.

Absence or superficial treatment of any of the criteria indicates a weakness in the planning and presentation of the L2MI subject teacher. The degree to which the criteria are evident in the L2MI lesson may consequently be rated as 'evident' if the majority of the questions regarding a specific criterion are answered satisfactorily. A criterion may be marked as 'highly evident' if the observer finds detailed and comprehensive answers to all the relevant questions.

A teacher or trainee may also use the observation sheet for self-evaluation or as a guideline for planning effective L2MI lessons.

L2MI CRITERIA	Highly evident	Evident	Not evident		Yes/ No	Comments
Clearly Defined Content Outcomes (Objectives)				Are content objectives explicitly stated (written down, orally explained)?		
				Are the outcomes measurable? (Are relevant verbs used to describe outcomes?)		
				Are the outcomes attainable? (Does teacher set realistic expectations?)		
				Are the outcomes appropriate for the grade and educational background of the learners?		
				Are difficult academic concepts or terminology simplified according to the needs of the learners?		
				Are outcomes sequenced from objectives requiring least conceptual knowledge and language skills to objectives requiring most conceptual knowledge and language skills?		
Clearly Defined Language Outcomes (Objectives)				Are language outcomes explicitly stated and communicated to the learners? (Written down/oral explanation etc.)		

			Do language objectives include both content-obligatory language and content-compatible language?		
			Are academic reading and writing skills explained and scaffolded?		
Clearly Defined Task Outcomes (Objectives)			Has the teacher identified the language and content knowledge and skills required for completing the learning tasks?		
			Has the teacher broken down content and language objectives into a variety of tasks with measurable outcomes?		
			Are tasks and instructions clearly explained?		
			Do tasks promote both language acquisition and conceptual development?		
Meaningful and Appropriate Resources			Has the teacher developed his or her own teaching and learning materials to meet the needs of the learners?		
			Has existing material been adapted in order to accommodate the specific academic and linguistic needs of the learners in the classroom?		
			Do resources contribute to clarifying difficult concepts?		
			Are learning support materials in place to aid learners with tasks? i.e. sample sentences, vocabulary, additional resources etc.		
Fluent Communication			Does the teacher annotate and explain subject material and classroom activities in a clear and understandable way?		
			Does the teacher enunciate clearly?		
			Does the teacher supply synonyms for technical vocabulary and terminology?		
			Does the teacher adapt sentence structures according to the proficiency of the learners?		

			Does the teacher clarify vague terminology and ambiguous or metaphorical sentences?		
			Does the teacher provide input that is challenging yet understandable to all learners?		
			Does the teacher communicate fluently and understandably?		
Contextualisation			Does the teacher introduce strategies for linking prior linguistic and cultural knowledge to new content and language objectives?		
			Does the teacher employ visual aids such as graphs, realia, overheads, maps, and pictures to bridge the gap between prior knowledge and new knowledge/ the abstract and the concrete?		
			Does the teacher make a reading passage accessible to the learners by helping them identify the gist or key concepts?		
			Does the teacher adopt presentational skills that promote understanding in learners e.g. rate of speech, gestures, pauses, facial expressions, register?		
			Does the teacher introduce pre-writing and pre-reading activities before actual learning tasks are set?		
Purposeful Interaction			Has the teacher designed cooperative learning activities such as group work and interactive tasks?		
			Does the teacher provide scaffolding in the form of vocabulary, language structures, and examples of how the activity should be completed?		
			Does the teacher review key terms?		
Classroom Atmosphere			Has the teacher created an atmosphere and opportunities for learners to attain attitude outcomes such as willingness to take part in discussions?		
Assessment			Are learners aware of the criteria for assessment of the learning tasks for this specific lesson?		

			Does the teacher use assessment strategies that meet the principles of high quality assessment practices?		
			Does the teacher check comprehension of content and language throughout the lesson?		
			Does the teacher assess and/or provide feedback on content outcomes throughout the lesson?		
			Does the teacher assess and/or provide feedback on language outcomes throughout the lesson? (Supply formal language instruction)		
			Are additional strategies and remedial exercises introduced if language and/or content outcomes are not attained?		
Presentational Skills			Does the teacher use loudness of voice, rate of delivery, variation in tone and pitch, articulation as well as appropriate gestures and body language to ensure that academic input is introduced in an understandable way?		

Table 2: Observation sheet for effective L2MI

5. Conclusion

The profile of the effective L2MI teacher enables teacher trainers to identify skills and abilities that a teacher (at in-service and/or pre-service level) needs to demonstrate in order to be deemed qualified for L2MI. These outcomes may prove useful in various areas. In addition to serving as a template for the design of a training programme for L2MI teacher trainees, they may also be used as a checklist that serves a twofold purpose: on the one hand, it enables the trainer to assess and evaluate a pre-service teacher's abilities in the medium of instruction, and on the other, they can identify problem areas in the L2MI classroom. In the absence of a standardised test for L2MI language accreditation in South Africa (Plüddemann *et al.*, 2000: 12), the outcomes and checklist may also prove useful in the design of a standardised test with a realistic set of requirements for L2MI teachers in South Africa.

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CHAPTER 4: ARTICLE 3

MODELLING A LANGUAGE DEVELOPMENT COURSE FOR SECOND LANGUAGE TEACHER⁸ TRAINEES

Abstract

This article focuses on one sub-component of a training course for English second language medium of instruction (L2MI) teachers, namely the development of the teacher trainee's language proficiency. It discusses Classroom English as a specialised form of language required to perform specific teaching activities. Classroom English is seen to consist of three distinctive components: Interpersonal, Pedagogical and General language skills. Proficiency in these is affected by physiological factors. The article discusses the implications of these components of Classroom English for the training of L2MI teachers and subsequently proposes a curriculum model and an outline for designing a language development course for L2MI teachers.

Key words: English second language medium of instruction; teacher-training; Outcomes-Based Education; Backward Design; course design; Classroom English.

1. INTRODUCTION

A growing number of teachers who are second language speakers of English are using it as medium of instruction (Maum, 2002; Nunan, 2003). Reports from countries such as Vietnam, Korea, Malaysia, Japan (Nunan, 2003; Butler, 2004), Argentina (Luchini, 2004), Uganda (Kyeyune, 2003), Namibia (Brock-Utne, 2000) and South Africa (NCCRD, 2000; Plüddemann, 2002) indicate that many teachers do not possess the necessary language skills to teach through the medium of English. Learners' poor academic achievement is often ascribed to teachers' lack of proficiency in the medium

⁸ "The Ministerial Project Committee would like to promote precision in the use of language and terminology. It refers to 'teachers' when talking about classroom-based teachers and 'educators' when referring to everybody involved in providing education. The word 'educator' is not a substitute for 'teacher'. In some contexts it may mean the same thing, in others not. The main aim is to use the correct word in the specific context" (SADoE, 2001a).

of instruction (De Klerk, 2002:13; Nunan, 2003:590; Kyeyune, 2003:178; Horne, 2005:1).

Most researchers agree that teachers who use their second language to teach their subjects require intensive language training in the medium of instruction (Maum, 2002:1 Nunan, 2003: 610; Luchini, 2004:1 Liang, 2005:3). The profile of the effective L2MI teacher compiled by Uys *et al.* (2005:333) shows that such teachers also require specific training in presentational and methodological skills. Questions that have been much debated in the past few years pertain to the nature of the language proficiency required by second language teachers, and to how such teachers should be trained to attain proficiency (Elder, 2001; Maum, 2002; Luchini, 2004; Liang, 2005).

This article focuses on the language proficiency requirements of the second language medium of instruction (L2MI) teacher as one sub-component of a training programme for L2MI teacher-trainees. It attempts to establish the characteristics of the type of proficiency required by L2MI teachers, and identifies some of the typical teaching activities that L2MI teachers perform using the medium of instruction. It then suggests a model for course design, outcomes, and an outline for a language development course for L2MI teacher-trainees.

2. THE NATURE OF THE LANGUAGE PROFICIENCY REQUIRED BY ENGLISH L2MI TEACHER TRAINEES

Willis (1985:5) defines the English used in the classroom (Classroom English) as follows: It is 'the specialised and idiomatic forms of the English used when teaching. It is an English that enables teachers to use English effectively and imaginatively as a means of instruction or as a means of organising a class or even a means of communicating with their pupils as individuals about their life outside the classroom'.

According to Johnson *et al.* (1996:8) all classroom languages, of which Classroom English is one, have certain functions in common. In line with Willis's (1985:5) definition, as well as research by Halliday (1985)⁹ and Ellis (1990)¹⁰, Johnson *et al.* (1996) distinguish between interpersonal and pedagogical functions of language in the classroom. Interpersonal functions refer to the ability to use language for social

⁹ Halliday distinguishes between 'interpersonal' and 'ideational' functions of language.

¹⁰ Ellis distinguishes between 'interactive goals' and 'pedagogical intentions' in the classroom.

purposes, whereas pedagogical functions refer to the use of language to express content and to communicate information. While Johnson *et al.* (1996:15) argue that proficiency in Classroom English presupposes proficiency in the interpersonal and pedagogical functions of the language, Elder (2001:149), Short (2002:18) and Echevarria *et al.* (2004:5) all contend that such proficiency is dependent on a practical knowledge of the grammar, semantics, and pragmatics of the medium of instruction, i.e. a general proficiency in the language.

Classroom English, therefore, can be characterised by proficiency in three different aspects: Interpersonal, Pedagogical and General language proficiency. Johnson *et al.* (1996:18) and Elder (2001:149) add that, since Classroom English in most instances has to be vocalised, it is also characterised by the effect that physiological factors such as rate, tone, pitch, articulation and fluency have on speech production.

Each of the characteristics of Classroom English, as well as their implications for an L2MI language development programme, is now discussed.

2.1 Interpersonal language proficiency

Interpersonal proficiency, according to Johnson (1992:273), refers to language that deals with the establishment of a social climate in the classroom and the execution of certain routines. Such language includes greetings, checking attendance, organising seating and arrangements, using visual aids, dividing the class into groups, handling interruptions such as late comers and things lost, controlling and disciplining pupils, distributing commands, requests, and suggestions (Willis, 1985:6; Spratt, 1999:24). The language that the teacher uses contributes to a disciplined and well-organised classroom (Johnson *et al.*, 1996:19). Language must, therefore, be used appropriately. For the second language speaker, the distinction between what is appropriate language and what is not, is often 'very subtle' (Johnson *et al.*, 1996:15; Osborne, 1999:10; Liang, 2005:2). The typical native-speaker reaction if a foreigner makes an inappropriate choice is to consider the foreigner 'bossy', 'rude', or 'direct'. If a second language teacher uses a sociolinguistic variable¹¹ inappropriately, it may not only influence the second language learner's acquisition of language functions and the rules for their

¹¹ 'When a linguistic unit is realised by more than one norm, it is termed a linguistic variable. If its use is sensitive to social context, it is called a sociolinguistic variable (Osborne, 1999:10)

appropriate use, but it may also create an atmosphere that is detrimental to learning and language acquisition (Hughes, 1981:15; Osborne, 1999:10). Klaassen (2002:82) reports that students often experience L2MI lecturers as remote, unapproachable or unfriendly when they are unable to engage in spontaneous interaction in the classroom.

Luchini (2004:3) points out that teachers 'need to use language for authentic, communicative reasons'. For this reason, the 'authentic communicative situations' for which teachers require fluency and confidence (Luchini, 2004:1) have implications for the type of training L2MI teacher-trainees require. Kennedy (1983:75) calls these authentic, communicative situations 'professional teaching activities that the teacher has to perform in the course of a normal working day'.

Willis (1985), Cullen (1994), Johnson *et al.* (1996) and Spratt (1999) have identified typical teaching activities that, by implication, require training in interpersonal language skills. These activities include:

- establishing and maintaining relationships;
- exchanging ideas and information;
- getting things done in the classroom and outside;
- exchanging messages such as letters, reports and circulars;
- motivating pupils by conversing about feelings, interests, ideas;
- participating in scheduled meetings, seminars;
- maintaining order and discipline.

2.2 Pedagogical language proficiency

The major pedagogical function of a classroom language is 'the transmission of knowledge, attitudes and skills to a new generation' (Johnson *et al.*, 1996:8). Johnson *et al.* (1996:19) and Elder (2001:152) distinguish three aspects of Pedagogical proficiency. These are proficiency in the pedagogical language used when the teacher gives instructions or sets tasks (*operative mode*), proficiency in the language used when

the teacher asks questions (*interactive mode*), and proficiency in the academic language¹² used to impart new information (*informative mode*).

Implementing these pedagogical aspects of classroom language in a second language places great demands on the L2 teacher's language proficiency (Nunan, 2003:607). Not only does the teacher need to select appropriate information on a subject, but he or she also needs to plan and control the flow of information in order to present it in a clear and comprehensible way (Thomas & Hawes, 1994:22). Effective use of language is crucial in helping students acquire new skills for dealing with abstract ideas (Johnson, 1992:273).

According to a number of researchers such as Willis (1985), Cullen (1994), Johnson *et al.* (1996) and Spratt (1999), typical activities requiring the use of pedagogical language skills include:

- preparing lessons on subjects, e.g. History, Mathematics;
- providing, organising and presenting new information;
- marking transitions between sections of the work;
- providing learners with a frame of reference;
- asking questions, eliciting responses;
- setting tasks; giving instructions;
- providing explanations;
- summarising and evaluating information.

2.3 General language proficiency

General proficiency underpins Interpersonal proficiency and Pedagogical proficiency in that both require knowledge regarding the rules that are entrenched in language use (Met, 1995:173; Titlestad, 1999:345; Klaassen, 2002:81; Luchini, 2004:5).

¹² Academic language is the language of lecture and textbooks. It is filled with expectations of prior knowledge and background. The vocabulary can be very technical and topic-specific. Academic language in the classroom is often decontextualised and relies heavily on oral instructions. (McKeon 1995:16)

Although L2MI subject specialists are not required to specialise in English, this does not mean that they should not have a general knowledge of the 'syntax, semantics and pragmatics of English grammar' (Short, 2002:18). L2MI teachers' knowledge of formal grammar should be such that they can identify the role of grammar in the construction of meaning in the subject classroom so that learners can develop academic language skills suitable for the specific subject that they are studying (Uys *et al.*, 2005:322). In addition, teachers should be able to supply some formal instruction when this is called for, and provide consistent and accurate feedback in the form of recasts, or corrective reformulations of learners' language (Parkinson, 2001:278; Klapper & Rees, 2003:286; Echevarria *et al.*, 2004:138; Schleppegrell *et al.*, 2004:278). Fillmore and Snow (2000:1) assert that teachers need an understanding of educational linguistics – how language impacts on teaching and learning – to do their work well. They argue that knowledge about language will enhance teachers' practice in general, while Clair (2000:1) says it will aid them in teaching literacy and in working with English language learners.

2.4 Physiological factors that affect language proficiency

Interpersonal, Pedagogical and General proficiency cannot be separated from the way language is vocalised in the classroom. Johnson (1992:273) argues that the teacher's voice is probably the most important instrument in the classroom. Vocal aspects such as loudness, pitch, rate, variation, articulation, fluency and tone all affect the communication that takes place (Johnson *et al.*, 1996:10; Bone, 1998:36; Klaassen, 2002:82). For the L2MI teacher trainee, training in *rate*, *articulation* and *fluency* is of particular importance (Klaassen, 2002:82).

Rate

Rate refers to the timing of the delivery of speech and silence (pauses). Harklau (1994:13), Johnson *et al.* (1996:11) and Klaassen (2002:19) all mention that it is a common complaint that new teachers, especially, tend to speak too quickly. Factors such as excitement and nervousness can contribute to an increase in the rate of speech. In general, the more formal and the more complicated the information (such as the type of information conveyed in a classroom), the slower and more deliberate the presentation needs to be. When most of the participants in the classroom (learners and teachers) are second language speakers, speaking more slowly in the medium of

instruction may contribute towards ensuring more effective communication in the classroom.

Articulation

Sounds normally carry contextual clues from which the listener attempts to reconstruct the message. Where a second language (L2) is the medium of instruction, the teacher's first language often interferes with articulation in the L2, thereby impeding effective communication (Titlestad, 1999:346; Strauss, 2002:91). Second language learners may experience great difficulty in discriminating and identifying phonemes which are different from those in their native language (Hazan & Simpson, 1998:273; Titlestad, 1999:344). According to Titlestad (1999:345), all L2MI teachers should, 'in the linguistically diverse situation that we have in South Africa', be trained to articulate clearly. This presupposes knowledge of assimilation, slurring, spelling pronunciation, silent letters, stressed rhythm, and reduction. Hazan and Simpson (1998:280) found that L2MI speakers could also be trained in techniques that lead to improved intelligibility by non-native listeners. Such techniques include the insertion of pauses, or lengthening of syllables prior to certain 'difficult' words.

Fluency

Spoken fluency can be defined in many ways, but a fluent delivery is usually regarded as one where nothing distracts the listener's attention from the message (Johnson *et al.*, 1996:12; Klaassen, 2002:15). Amongst the most important phenomena that put communication at risk are hesitations, pauses, false starts and verbal mannerisms. These phenomena are exacerbated by a lack of language proficiency (Johnson *et al.*, 1996:13), as the second language speaker usually does not have the language resources that make the appropriate language skills available. Speech is thus often halting, delivered in monotone, and lacks conviction. As a result, the teacher's self-confidence is undermined (Nunan, 2003:358) and he or she sacrifices credibility with the learners (Klaassen, 2002:82).

3 CLASSROOM ENGLISH FOR THE L2MI TEACHER

Although teachers need to communicate in more ways than simply giving instructions or conducting short exchanges with their students (Luchini, 2004:10), Johnson (1992:273) and Dickey and Han (1999:50) are convinced that most aspects of Classroom English can be planned for in advance. This means that the L2MI teacher who can learn to anticipate classroom events and the subsequent teaching activities, can plan for most of the interpersonal, pedagogical and general language skills required to perform these teaching activities. Nunan (2003:606) argues that teachers should be trained to use technology and rich, input-based programmes to support their lack of fluency. Elder (2001:15) suggests that the second language speaker should make use of his 'strategic competence' to make up for his or her lack of fluency. She argues: 'Features of strategic competence such as simplicity, clarity and sensitivity to audience may be valued over and above elaborateness.'

4. A MODEL FOR COURSE DESIGN

Various models for the design of academic courses have been proposed. Two curriculum¹³ models relevant to the development of an L2MI language course are the Outcomes-Based Education (OBE) model and the Backward Design (BD) model. Both these models proceed by working "backwards" from outcomes to the other elements of the curriculum (Prideaux, 2003:1). Backward Design curriculum models are widely recognised for promoting more focused assessment, teaching and learning activities (Miller, 2004:1).

The OBE curriculum model advocated by the South African Department of Education (SADoE, 2002) and the Backward Design model proposed by the Tasmanian Department of Education (TDoE, 2004), are used here as representative of OBE and BD models for curriculum design.

The Revised National Curriculum Statement (SADoE, 2002) suggests three stages in the development of a curriculum for Outcomes-Based Education. These are the identification of Critical Outcomes, Learning Outcomes, and Assessment Standards.

¹³ 'The curriculum represents the expression of educational ideas in practice. The word curriculum has its roots in the Latin word for track or race course. From there it came to mean course of study or syllabus.' (Prideaux, 2003).

The Tasmanian Department of Education (TDoE, 2004) suggests four steps or stages for the design of a Backward Design Curriculum model. These entail the identification of Goals and Standards, Evidence of Performance, Instructional Planning, and a Review of the planning process.

The model proposed here for an L2MI language development course follows a hybrid approach that uses appropriate features from each of the two models to suggest a course design consisting of six distinctive steps (*cf.* Table 1).

OBE model	BD model	A hybrid curriculum model
1. Critical Outcomes	1. Goals and standards	1. Critical Outcomes
2. Learning Outcomes		2. Learning Outcomes
3. Assessment Standards	2. Evidence of Performance	3. Evidence of Performance
		4. Assessment Standards
	3. Instructional plan	5. Instructional Plan
	4. Review	6. Review

Table 1: Comparison of curriculum design models

Step 1 of the TDoE model (2004:1) refers to Goals and Standards that are defined as 'what is important for the student to understand and/or be able to do'. This step encompasses both Critical Outcomes and Learning Outcomes as described in the OBE model (SADoE, 2002:4). Critical Outcomes (COs) are described as 'the broad, generic cross-curricular outcomes that are derived from the Constitution and which have been adopted by SAQA'¹⁴

Learning Outcomes are designed down from the Critical Outcomes and are specific to the course presented (SADoE, 2002:4).

'Evidence of Performance' in the TDoE (2004:1) model entails the identification of what the course designer will accept as evidence that students have attained the Course Outcomes. It subsequently involves the identification of suitable and appropriate assessment methods as well as levels of performance. When juxtaposed, this step corresponds with 'Assessment Standards' in the SADoE (2002:4) model. Assessment

¹⁴ South African Qualifications Authority

Standards are said to 'describe the minimum level, depth and breadth of what learners should demonstrate in their achievement of each learning outcome' (SADoE, 2002:5).

Instead of clustering Evidence of Performance, Assessment Methods, and Assessment Standards in one step, the proposed hybrid model suggests two distinctive steps that will simplify and clarify this stage in curriculum design (*cf.* Table 1): 'Evidence of Performance' and 'Assessment Standards and Methods'.

In line with arguments put forward by Spady and Marshall (1994:29), Vail (2000:1), and Prideaux (2003:1), the TDoE model (2004:1) regards the Instructional Plan as an essential component of curriculum design. This step thus also features in the hybrid model and entails the planning of a sequence of learning experiences that students will undertake to attain the outcomes of the course.

The final stage in the hybrid model involves a review of the design process and the instructional plan, as suggested by the TDoE (2004:1) model. Meyer (1999:16) considers this an important step in curriculum design as it promotes quality assurance.

Each of the steps in the hybrid model for curriculum design is now discussed in more detail.

Step 1: Critical Outcomes

Unlike the traditional content framework where curriculum planning begins and ends with a concern for covering the content, designated topics, and testing students on their knowledge of the content (Stiehl & Lewchuck, 2002:1), the hybrid model begins with the end in mind. Like the OBE and BD models it begins by identifying Critical and Learning Outcomes for the course. The *Norms and Standards for Educators* (SADoE, 2000:44) describes the outcome for language learning in teacher training as 'the ability to demonstrate competence in the language of instruction in ways that facilitate the educators own academic learning and the learning of others'.

This article argues that competence in English as medium of instruction presupposes competence in each of the distinctive characteristics of Classroom English (*cf.* 2.1-2.4). The Critical outcome for an L2MI language development course may thus be formulated as 'Demonstrated competence in Classroom English'.

Step 2: Learning Outcomes

Stiehl and Lewchuck (2002:1) define the Outcomes-Based curriculum as 'a framework for curriculum planning and teaching by which everything we do in the classroom is guided by a clearly articulated vision of what we intend our students to be able to do in their complex lives *outside* the [training] classroom', i.e. real-life situations. In a teacher-training programme these 'real-life situations' refer to the professional tasks that a teacher fulfils in the course of an ordinary working day (Kennedy, 1983:73). Stiehl and Lewchuck (2002:1) suggest two central questions pertaining to the identification of Learning Outcomes for a training course. These are:

- What do the students need to be able to do in 'real-life' situations?
- What skills must students master to do these things?

Two Learning Outcomes for the L2MI course can be formulated from answering these questions.

The first is: 'Students must be able to use Classroom English proficiently and competently while performing Interpersonal and Pedagogical teaching activities' (*cf.* 2.1 and 2.2).

The second Learning Outcome pertains to skills. In a language programme these skills generally refer to the four macro language skills: listening, speaking, reading and writing (Norris, 1999:46). The second Learning Outcome can thus be defined as follows:

'Students must demonstrate competence in Classroom English in the four language skills'.

Step 3: Evidence of Performance

The Outcomes-Based curriculum incorporates both behavioural and constructivist theory, asking students to synthesise understanding of course content and their acquired skills in authentic projects and tasks (Stiehl & Lewchuck, 2002:1). 'Evidence of Performance', in the language development course, pertains to authentic performance tasks that require students to demonstrate listening, speaking, reading and writing skills in Classroom English in a context that realistically represents, or simulates, the situations they are likely to encounter in real-life, teaching situations. Thus, a teacher trainee who is required to demonstrate reading skills while performing a teaching

activity, delivers 'evidence' of his or her competence by, for example, demonstrating an ability to skim and scan a text to obtain a general idea of it (*cf.* Appendix).

The Appendix illustrates how the performance tasks that serve as 'Evidence of Performance' can be aligned with Critical and Learning Outcomes. As soon as a level, or standard, of performance has been identified, 'Evidence of Performance' serves as authentic assessment tasks that need to be performed at a certain level of competence.

Step 4: Assessment Standards and Methods

'Assessment Standards' employs the term 'standard' in its literal sense as a norm, benchmark, or criterion and it thus indicates the level of performance required for the assessment of performance tasks.

Considerable debate remains about the levels of proficiency required for second language teachers (Norris, 1999:53). Although second language acquisition theories have traditionally emphasised native or near-native speaker competence as the norm for second language proficiency, Liang (2005:2) suggests that non-native speakers should not consider 'the unattainable native speaker's competence' as the norm for second language proficiency. He suggests that 'automatic and authentic use' offers a more attainable goal. However, apart from the matter of accent¹⁵, Liang's (2005:2) definition of 'automatic and authentic' use of language in terms of range, fluency, cohesion, interaction, and accuracy reflects a level of proficiency that closely resembles that of an educated native speaker. North (1997:449) defines this proficiency as Effective Operational Proficiency¹⁶ while the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (1999:212) calls this 'advanced'¹⁷ proficiency.

Kennedy (1983:73) and Dickey and Han (1999: 51) argue that for a second language teacher, however, this advanced level of proficiency in the medium of instruction is restricted to the L2MI classroom and the subject content.

¹⁵ The second language speaker's distinctive accent should not be confused with first language interference that puts meaning at risk. (*cf.* 2.4.2).

¹⁶ 'Effective Operational Proficiency', on North's (1997) scale of language proficiency, is just one level below 'Mastery' which indicates native-like proficiency.

¹⁷ 'Advanced' proficiency is one level below 'Superior' proficiency which is seen as native-like proficiency.

North's (1997:449) criteria and descriptors can be used to define the language proficiency required by the L2MI teacher trainee.

- Range: a good command of a broad range of language allowing the teacher to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, or academic topics without having to restrict what he/she wants to say (*cf.* 2.1 and 2.2).
- Accuracy: consistent maintenance of a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they do occur. A sub-conscious knowledge of language rules; can detect the differences between own speech and that of the 'standard' form of the language (*cf.* 2.3 and 2.4).
- Fluency: fluent and spontaneous, almost effortless expression (*cf.* 2.4).
- Interaction: selection of a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers (*cf.* 2.1 & 2.2).
- Cohesion: controlled use of organisational patterns, connectors and cohesive devices clear production, smoothly-flowing, well-structured speech (*cf.* 2.4).

Evidence of the teacher-trainees' ability to perform teaching-related tasks through the medium of English can now be assessed through various methods (e.g. observation sheets, essays, portfolios, written tests) and for a variety of purposes. These purposes are often loosely placed in two categories, developmental (formative) and judgemental (summative). Both are legitimate purposes for assessment in higher education and effective assessment programmes must be designed with both in mind (AUTC, 2004:1).

In order to 'increase the reliability of subjectively judged ratings, providing a common standard and meaning for such judgements' (North, 1997:423), a rubric consisting of 4 successive bands is suggested to assess the students' level of language proficiency when performing teaching activities. These bands are indicated as 'not achieved', 'partially achieved', 'adequate attainment' and 'advanced attainment' of outcomes. When this rubric is aligned with the Critical Outcome, Learning Outcomes and Evidence of Performance (*cf.* Appendix) of the language development course it clearly shows what is expected from the students. This makes it possible for students to assess their

own progress, as Dreyer and Van Aswegen (2004:26) suggest. In this way assessment becomes a training, rather than a filtering, tool.

Similar rubrics may be developed for each of the Interpersonal and Pedagogical teaching activities (*cf.* 2.2 and 2.3) and their subsequent performance tasks (Evidence of Performance).

Step 5: Instructional Plan

Now that the course designer/instructor has established what Outcomes need to be attained, what Evidence of Performance will be accepted as proof and how these will be assessed, the instructor designs an instructional plan consisting of a series of individual lessons. The instructional plan is designed for a specific period, e.g. one semester.

Considering the Outcomes identified and the time allocated for the course, the course instructor selects an appropriate number of Interpersonal and Pedagogical Teaching Activities (*cf.* 2.1 & 2.2) that need to be performed through the medium of Classroom English. Teaching Activities are then aligned with Evidence of Performance (*cf.* Appendix), and methods for the assessment of these (*cf.* Step 4). Individual lessons involve the planning of learning activities, course material, resources, instructional method(s), and methods for assessing the learning activities (Meyer, 1999:2). The outcome of each lesson should fit into the larger scope of fulfilling the Learning Outcomes and, ultimately, the Critical Outcome, as Spady and Marshall (1994:29) suggest.

A frequency table, based on the table in the Appendix, may help the instructor to ensure that teacher-trainees receive training in all the selected teaching activities.

Step 6: Review

Reviewing is a recursive process that entails revising and refining a course. It entails a re-examining of Learning Outcomes, Evidence of Performance, Assessment Standards and the Instructional Plan. The course designer and the course instructor work together to determine whether the language development outcomes have been attained and to restructure the course and/or instructional plan if necessary.

Reviewing the L2MI course can also be done by requesting feedback from the students. Coburn (1984:1) says that students are the main source of information about the

learning environment, including instructors' ability to motivate students for continued learning, rapport or degree of communication between them and students. They are also the most logical evaluators of the quality, the effectiveness of, and satisfaction with course content, method of instruction, textbooks, and homework.

Reviews can be done through a questionnaire, interviews, or recommendations submitted by the students. An analysis of such feedback allows both the course designer and course instructor to streamline the course in accordance with the needs and preferences of the students.

5. CONCLUSION

The importance of proper language development training for teachers who have to teach through medium of their second language cannot be disputed. However, the specific nature of the language proficiency, as well as the training such teachers require have been much debated.

This article defines the type of language proficiency required by the L2MI teacher as a specific Classroom English consisting of three distinct areas of competence, i.e. Interpersonal, Pedagogical and General language proficiency. An important characteristic of the advanced level of proficiency required in Classroom English is the fact that it is restricted to the L2MI classroom. Even though not all the language that will be used in the L2MI classroom is fully predictable, the identification of the nature of L2MI proficiency and some of the teaching activities for which proficiency is required makes it possible to design an appropriate language development course for second language speakers of Classroom English.

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Appendix : Evidence of Performance aligned with Critical and Learning Outcomes

Critical Outcome: Demonstrated competence in Classroom English				
Learning Outcome 1: Students must be able to use Classroom English proficiently and competently while performing Interpersonal and Pedagogical teaching activities				
Learning Outcome 2: Competence in the four language skills of Classroom English.				
Evidence of performance:				
<i>Teaching activity</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>
Preparing lessons on different subjects, e.g. History, Mathematics.	Practise pronunciation of subject terminology. Supply synonyms and antonyms for difficult words.	Skim and scan a text to obtain general idea. Identify details.	Develop written texts by presenting main and supporting ideas.	Identify details that support a main idea.
Provide, organise and present new information.	Convey meaning clearly and coherently when paraphrasing, exemplifying, rephrasing, summarising.	Read written language in meaningful chunks. Use visual clues to work out meaning.	Reconstruct and synthesise information and ideas from print and other media.	Listen for specific information. Identify details.
Mark transitions between sections of the work.	Use appropriate formulaic expressions. Use proper intonation, pitch, and stress.	Understand the connection between ideas. Predict the likely development of a text.	Write descriptions of lessons. (Lesson planning).	Identify details that support a main idea.
Provide learners with a frame of reference.	Describe pictures; provide commentary for slides and visuals.	Recognise the presentation of ideas through the use of headings, paragraphing, etc.	Use appropriate layout and visual support.	Understand a speaker's intention/question.
Elicit responses and set tasks.	Use appropriate intonation and stress when asking questions.	Identify and answer questions set on different cognitive levels.	Formulate questions and assignments.	Recognise differences in use of intonation.
Provide explanations.	Give reasons, exemplify, rephrase, paraphrase summarise.	Re-read to establish and confirm information.	Plan and organise information.	Understand questions.
Summarise information.	Analyse, paraphrase, summarise, synthesise information.	Use strategies to self-correct when necessary by rereading, using context, reading further to clarify.	Assess written work (self-assessment and peer assessment).	Identify own shortcomings-identify errors of pronunciation, language structures etc.

Establish and maintain relationships.	Convey meaning clearly and coherently when extending greetings, beginning a conversation, introducing oneself, apologising.	Skim and scan a text to obtain general idea. Identify details.	Develop written texts by presenting main and supporting ideas.	Identify details that support a main idea.
Exchange ideas and information.	Express an opinion and invite others to express theirs. Give advice.	Read written language in meaningful chunks. Use visual clues to work out meaning.	Reconstruct information and ideas from print and other media.	Demonstrate understanding of a speaker's intention. Listen for specific information.
Get things done in the classroom and outside.	Use appropriate formulaic expressions. Correct intonation, pitch, and stress. Use appropriate register to give instructions, make requests, apologise, issue warnings, check attendance, and manage the classroom.	Understand the connection between idea. Predict the likely development of a text.	Formulate clear, unambiguous instructions.	Identify aspects of communication that present problems.
Exchange messages such as letters, reports, and circulars.	Use formulaic expressions, intonation, tone, facial expressions, and gestures to exchange messages, divulge information, conduct presentations.	Recognise presentation of ideas through the use of headings, paragraphing, etc.	Use appropriate layout and visual support.	Demonstrate understanding of a speaker's intention.
Motivate pupils	Converse about feelings, interests, and ideas using appropriate intonation and stress. Elicit responses by asking questions.	Compile/list information and ideas.	Formulate questions. Write comments and reports.	Listen for specific information in order to ask questions, motivate pupils.
Participate in scheduled meetings, seminars, etc.	Motivate decisions. Use appropriate register. Control and regulate participation.	Re-read to establish and confirm information. Use strategies to self-correct when necessary.	Plan and organise information. Respond to written ideas by writing letters, notes etc.	Recognise key words to predict development of topic.
Maintain order and discipline.	Issue warnings, Give instructions. Apologise.	Locate information and ideas.	Write reports, comments.	Identify detail, follow arguments, and identify non-verbal clues.

CHAPTER 5: ARTICLE 4

An integrated course for English medium of instruction teacher trainees in South Africa

Abstract

Research regarding the specific needs of the L2MI teacher points to the need for developing a training course that not only ensures advanced levels of personal proficiency in the medium of instruction, but also certifies the ability to apply methodological and presentational skills that enhance and promote learning in the L2MI subject content classroom. This article describes the design and implementation of an integrated course for second language medium of instruction (L2MI) teacher trainees. Based upon the profile of effective L2MI and deriving outcomes for language, methodological and presentational skills from this, the course is both practical and functional. The hybrid model that was used for the design of the course is based on a combination of an Outcomes-based and a Backward Design model for course design and consists of six distinctive steps. The integrated course was developed within the B. Ed teacher-training programme and introduced for one semester. The students and the course instructor reviewed some aspects of the course and the Instructional Plan afterwards.

Key words: English medium of instruction; second language medium of instruction; Outcomes-based education; Backward design; course design; teacher training.

1. Introduction

Research investigating the second language medium of instruction (L2MI) situation in some content classrooms in South Africa (Uys, 2006a) found that the majority of subject content teachers possessed neither the language, nor the methodological or presentational skills associated with what Uys *et al.* (2005: 321) define as effective L2MI. These teachers were, as a result, incapable of consciously promoting the development of functional language skills in the content classroom (Uys, 2006a). Considering the important role that subject content teachers should play in their learners' attainment of academic literacy (Crandall, 1998: 2; Fillmore & Snow 2000: 5; Marland, 2001: 1; Klaassen, 2002: 19; Short, 2002: 18), together with figures released by Horne (2002: 42; 2005: 1) indicating the low level of functional literacy in South African learners, leads to the conclusion that a teacher-training course that would equip L2MI teacher-trainees with the required skills for effective L2MI should be developed.

Cross (1995: 34) recommends that pre-service teacher training programmes should be 'based upon an ideal teacher profile', be functional, and have a 'strong bias towards the practical'. The L2MI course discussed in this article adheres to all of these prerequisites. Based upon the profile of the effective L2MI teacher compiled by Uys *et al.*, (2005: 327), the course is both practical and functional, as it integrates development of Classroom English language skills with training in the methodology and presentational skills teacher-trainees should be able to apply when they start teaching.

The hybrid model used for the design of the integrated course was derived from the Outcomes Based model for course design advocated by the South African Department of Education (SADoE, 2002) and the Backward Design model implemented by the Tasmanian Department of Education (TDoE, 2004). This model for course design was designed by Uys (2006b), and applied for proposing a framework for a language development course for teachers who are second language speakers of English.

2. The hybrid model for course design

The hybrid model for course design shown in Figure 1, involves six distinctive steps. These steps are discussed and explained after the schematic presentation.

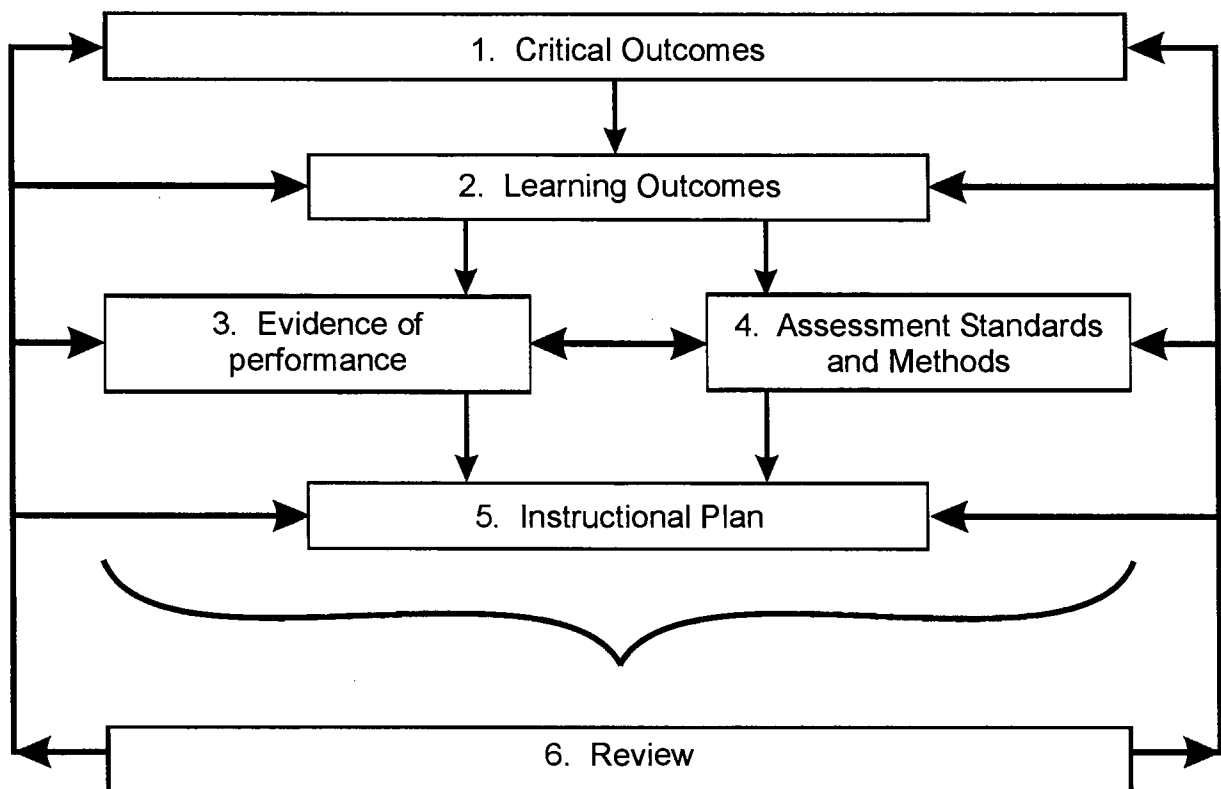


Figure 1: Schematic presentation of the hybrid model for course design

- Step 1:* The first step entails identification of Critical Outcomes for the course. These underpin all the subsequent processes in the model that are, in turn, reviewed and re-planned by the course designer and instructor.
- Step 2:* Step two involves the formulation of Learning Outcomes (LOs) that provide a specific focus to the knowledge and skills referred to in the Critical Outcomes.
- Steps 3&4:* These steps are closely related. Step three requires the selection of ‘Evidence of Performance’. This involves authentic, real-life performance tasks (i.e. teaching and learning activities) that require students to demonstrate appropriate knowledge and skills. Step 4 refers to the ‘Assessment Standards and Methods’, i.e. the benchmark or criterion that indicates the level of performance required in the performance of the tasks selected in Step 3. It also entails the selection of methods and instruments for assessment.

- Step 5:** All of the above are taken into account in the design of an Instructional Plan that will enable the students to acquire and apply the knowledge and skills required for attaining the Course Outcomes.
- Step 6:** The final step involves a review and evaluation of the course that can occur at any given time during or after implementation. Evaluation, according to Nunan (1990: 17), involves the process of collecting and interpreting information about an educational programme and reflects students' reasons for failing or succeeding and ways of improving their learning. A review can entail both implicit and explicit evaluation, as distinguished by Sysoyev (2000: 1). Implicit evaluation takes place during the semester when the instructor and/or course designer reflects on aspects of the design and implementation of the course. Explicit evaluation takes place at the end of the course, at which time questionnaires, surveys, interviews, etc. may be used to determine students' attitude towards the subject matter, instructional methods, and activities.

3. The integrated L2MI course

3.1 Critical outcome

Only one critical outcome for the integrated course was formulated. This was based on the critical outcome for language training prescribed by the South African Department of Education (SADoE, 2000: 44), which calls for 'ability to demonstrate competence in the language/s of instruction in ways that facilitate the educator's own academic learning and the learning of others'.

In order to reflect the integrated nature of this L2MI course, 'competence in the language/s of instruction' for this course was defined as 'Classroom English language skills'¹⁸ described in Uys (2006b), and 'ways to facilitate' were regarded as the specific

¹⁸ Proficiency in Classroom English entails proficiency in the Pedagogical, Interpersonal, and General aspects of the medium of instruction (Uys, 2006b). Interpersonal language proficiency refers to language that deals with the establishment of a social climate in the classroom and the execution of certain routines. Pedagogical language proficiency includes the ability to use and explain the specific subject register and grammatical structures needed for the understanding and teaching of the subject (McKeon, 1995: 15; Schleppegrell, 2004; 278). General language proficiency entails knowledge of the grammar,

methodological and presentational skills required by the L2MI teacher as defined by Uys *et al.* (2005: 321). The critical outcome for the L2MI was thus formulated as follows:

Teacher-trainees must demonstrate competence in Classroom English and the L2MI methodological and presentational skills that will enable a teacher to facilitate learning in the subject classroom, i.e. the teacher trainee must demonstrate ability to deliver effective L2MI.

3.2 *Learning outcomes*

The Critical outcome, reflecting the integrated nature of the L2MI course, presupposes competence in three distinctive areas, i.e. competence in Classroom English, the presentational skills associated with effective L2MI, and L2MI methodological skills (Uys *et al.*, 2005: 333). Three learning outcomes were derived from the critical outcome.

These are:

- LO1: Competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English. This is underpinned by knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction (Uys, 2006b).
- LO2: Competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language (Johnson *et al.*, 1996: 10; Bone, 1998: 236; Klaassen, 2002: 19). Presentational skills also entail the use of contextual cues that will help learners to link background content, language, and cultural knowledge to new knowledge (Echevarria, *et al.*, 2004: 19).
- LO3: Competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to:
- plan both content and language objectives for each learning task;
 - design suitable and appropriate materials;
 - design and introduce contextual clues;

syntax and pragmatics of the language (Met, 1995: 173; Titlestad, 1999: 345; Klaassen, 2002: 81.) and underpins proficiency in the Pedagogical and Interpersonal aspects of Classroom English.

- encourage purposeful interaction;
- create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and
- employ fair and appropriate assessment strategies (Uys *et al.*, 2005: 323).

3.3 *Evidence of Performance*

The next step entailed the identification of appropriate tasks that teacher-trainees could perform to prove that they had attained the Course Outcomes (*cf.* 3.1 and 3.2). Such tasks are called Evidence of Performance and, for this course, were derived from the profile of the effective L2MI teacher and the observation sheet for effective L2MI developed by Uys *et al.* (2005: 333). For example, where Learning Outcome 3 (*cf.* 3.2) stipulates that an effective L2MI teacher should be capable of planning both content and language objectives, evidence of this ability is demonstrated when the teacher trainee can use Classroom English (LO1) and appropriate presentational skills (LO2) to clearly state and define academic content objectives; identify language requirements for obtaining each of the content objectives and design language objectives that include both content-obligatory and content-compatible language.

Appendix 1 illustrates how the Course Outcomes are aligned with Evidence of Performance. Outcomes are not listed in hierarchical order, as attainment of each of these tasks presupposes knowledge of, and skills in, the three Learning Outcomes.

3.4 *Assessment standards and methods*

Although considerable debate is still ongoing about the levels of proficiency required for second language teachers (Norris ,1999: 53), Met (1995: 173), Titlestad (1999: 345) and Klaassen (2002: 81) all suggest that advanced levels of proficiency are compulsory for L2MI teachers. However, for a second language subject content teacher, such advanced proficiency is only required within the controlled environment of the L2MI classroom and the content subject (Kennedy, 1983: 73; Dickey & Han, 1999: 40). Even though classroom situations are not completely predictable, a well-trained teacher may find it possible to anticipate and prepare for most of the language structures and functions required in a lesson (Johnson *et al.*, 1996: 5; Dickey & Han, 1999: 40).

North's (1997: 423) extensive research on the assessment of language proficiency was used to compile a rubric offering definitions of learner proficiency. Language proficiency, which underpins the students' ability to perform each of the L2MI tasks required as 'Evidence of Performance', is described in terms of range, accuracy, fluency, interaction, and coherence. Each of these criteria contains descriptors that provide definitions of Classroom English proficiency at different levels. Five successive bands of competence in task performance range from 'minimal achievement', 'limited achievement', 'adequate attainment', and 'advanced attainment' to 'superior attainment' of outcomes. This rubric allows the instructor to 'increase the reliability of subjectively judged ratings, providing a common standard and meaning for such judgements' (North, 1997).

Student performance in the L2MI course was assessed through various methods (e.g. observation, written tests, peer assessment) and instruments (matrixes, rubrics) for both developmental (formative) and judgemental (summative) purposes.

Table 1 contains one of the observation matrixes that was developed from a combination of the criteria and level descriptors for classroom proficiency and the alignment of Evidence of Performance and Learning Outcomes (*cf.* Appendix 1). The matrix focuses attention on only one specific outcome at a time with its performance tasks, thereby simplifying observation. Such a simplified version is especially useful for peer assessment.

Observation Matrix						
Learning Outcomes	Evidence of Performance					
LO1: Proficiency in the four language skills of Classroom English in terms of range, fluency, cohesion, interaction, accuracy. LO2 Presentational skills in terms of rate, tone, body language etc. LO3: Methodological skills.		Minimal achievement	Limited	Adequate	Advanced	Superior
<i>The teacher trainee demonstrates ability to:</i>	<i>The teacher trainee can:</i>					
<i>plan both content and language objectives for a specific lesson</i>	clearly state and define academic content objectives					
	identify language requirements for obtaining each of the content objectives					
	design language objectives that include both content-obligatory language and content-compatible language					
	simplify content objectives by identifying and simplifying difficult academic concepts or terminology					
	sequence content objectives requiring least language skills to objectives requiring most language skills					
	identify academic writing and reading skills required for a specific subject					
	identify task objectives					
	identify language structures and scaffolding required for completing tasks					
	identify additional resources e.g. examples, outlines, etc					

Table 1: Example of an observation matrix used for assessing Learning Outcomes

3.5. *Instructional Plan*

The Instructional Plan for the integrated L2MI course was designed within the time-constraints and administrative limitations of the B.Ed. teacher-training programme of the North-West University. This entailed that the Instructional Plan was designed for one semester consisting of 9 weeks and 18 x 45-minutes contact sessions. As the course was endorsed with 8 credits, the notional time allowed for attainment of the outcomes was estimated at 10 hours per credit, i.e. 80 hours. Contact time, however, only amounted to 13,5 hours. This meant that the Instructional plan had to make provision for an additional 66,5 hours of L2MI learning activities beyond contact hours.

3.5.1 *Outline*

The Outcomes, Evidence of Performance, and Assessment Standards described above (cf. 3.1-3.4) specify what teacher-trainees should be capable of doing in order to deliver effective L2MI in subject content classrooms. After determining these the question was: What would be the most effective Instructional Plan for simultaneously developing the students' language, methodological and presentational knowledge, and skills?

It was decided to apply the principles of Project-based instruction to the design of the Instructional plan for a number of reasons. This type of instruction is not only learner-centred (Beckett & Slater, 2005: 108) and thus in line with Outcomes-Based principles as advocated by the South African Department of Education (SADoE, 2002), but it is also an effective way to teach a course such as this one, that integrates language, content, and skills (Sheppard & Stoller, 1995: 10; Beckett & Slater, 2005: 108). Project work creates opportunities for students to make use of their acquired English knowledge and skills by interacting and communicating with one another and with native English speakers in an authentic context that realistically represents the problems and situations they are likely to encounter in a real-life situation. (Sheppard & Stoller, 1995: 10; Lundie, 2004: 125; Beckett & Slater, 2005: 112). This made it particularly suitable for teacher training, as Kennedy (1983: 73) maintains that teacher-trainees should be trained to perform real-life teaching activities. Another advantage of Project-based instruction is that language work arises naturally from the holistic, Complex Task that constitutes the project (Beckett & Slater, 2005: 108). This allows the instructor to select and design

lessons¹⁹ that address the immediate needs of the students (Sheppard & Stoller, 1995: 11). Project-based instruction furthermore provided a solution as to how the 66,5 hours that remained outside of contact sessions could be utilised (*cf.* 3.5) since, as McLaughlin (2001: 1) indicates, it requires students to work after class to complete a number of tasks, independently or in groups.

3.5.2 Implementation

The method applied in the design of the Instructional Plan was based upon Sheppard and Stoller's (1995: 15) idea for breaking down a project into smaller, attainable tasks.

Figure 2 illustrates the process as applied in this course.

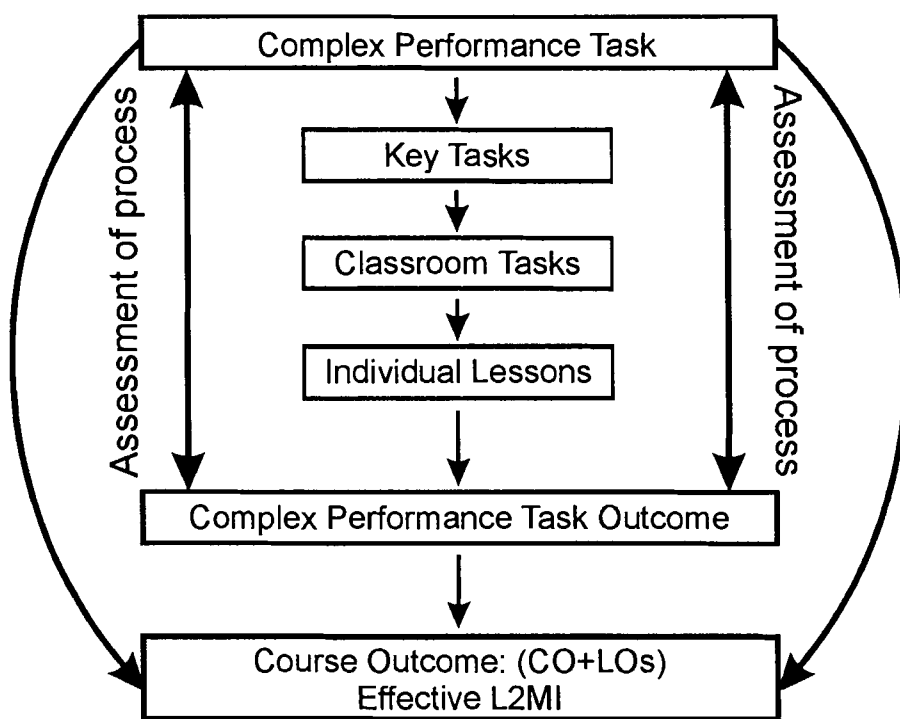


Figure 2: Schematic presentation of the process followed in the design of the Instructional Plan

The first step in the design of the Instructional plan entailed the identification of an appropriate Complex Task. For the purpose of this course, and owing to time constraints, only one Complex Task, 'Planning an Educational Tour', was selected.

¹⁹Each lesson requires decisions regarding learning activities, teaching strategies, resources, and methods of assessment (Meyer, 1999).

Consistent with the Backward Design principle (TDoE, 2004), the outcomes and methods of assessment for the Complex Task had to be considered next. It was decided that students would present the result of their work in the form of two culminating outcomes. In an OBE approach, 'such a culminating demonstration' is the result of meaningful learning taking place in various contexts (Schlebusch & Thobedi, 2005: 306). The first outcome was a formal group presentation showing how the students had planned and organised the tour which was assessed with a rubric containing appropriate criteria²⁰. The second outcome entailed the compilation of a personal portfolio. Such a portfolio contains evidence of all the individual tasks completed (Crandall, 1998: 2). The individual tasks focused on the acquisition of the language, presentational, and methodological skills required for completing the Complex Task. In keeping with Carmona *et al.* (1991: 45), assessment was regarded as an ongoing process spanning every aspect of task completion. Instruments for assessment involved the use of rubrics, formal testing, observation, etc.

The next step involved the breaking down of the Complex Task into smaller, attainable tasks. Thus, 'Planning an Educational tour' was first delineated into four Key Tasks: 'Planning an itinerary'; 'Completing administrative tasks'; 'Managing the pupils' and 'Designing an L2MI lesson to present on site'. These tasks, in turn, were then divided into smaller, practical Classroom Tasks that could be practised, or rehearsed, in the L2MI classroom, using some of the language, methodological and presentational skills that constitute the Learning Outcomes of the course (*cf.* Appendix 2). For example, in order to complete the Key Task 'Planning an itinerary', students were required to complete the following tasks: design an advertisement to be put up at school; work out the route on a road map; design the tour plan and the itinerary; estimate the cost of the entire journey (e.g., travelling expenses, accommodation, meals, and pocket money); telephonically book accommodation en route as well as at the destination; write letters or e-mail to confirm accommodation; deliver a formal presentation to parents/pupils to inform them about the tour plan.

²⁰ Criteria selected for the assessment of the group presentation were selected from a number of criteria suggested by Gerber (2005). These were: Organisation and presentation; Eye contact; Elocution; Subject knowledge; Factual information; Graphics (use and outlay of graphs, pictures etc); Group performance; Overall impression. The criteria for assessment of the personal portfolio were: Evidence of understanding; Knowledge of content; Linguistic accuracy; Variety of entries; Communication of ideas; Organisation and presentation; Completeness.

The instructor could use the Classroom Tasks to design individual lessons aimed at equipping the students with the necessary knowledge and skills to complete the Classroom Tasks. For example, in order to complete a task such as booking accommodation, students needed to know what tone and register to use when talking to strangers on the phone, what language structures and functions were required for introducing themselves, making enquiries, and so forth. A formal lecture and handouts provided the necessary scaffolding after which students performed a role-play activity to practise the newly acquired knowledge and skills. The role-play was peer-assessed, using a rubric for spoken proficiency. Not all the Classroom Tasks needed to be treated in the same way, as students were also required to complete some of these tasks after hours, thereby forcing them to do library and Internet research.

Appendix 3 shows a lesson plan for some of the Classroom Tasks. The outcome of each of the lessons fits into the larger scope of fulfilling the outcome of the Complex Task and ultimately the Course Outcomes as Spady and Marshall (1994: 29) suggest.

3.5.3 *Procedure*

The 380 students who enrolled for the L2MI course were divided into 5 class groups. Because groups were large, and also because part of the integrated course was concerned with methodological training, it was considered essential to introduce and demonstrate the effective use of technological aids in a classroom situation. Students worked in groups of 8 in a classroom that contained the following facilities: a video recorder/DVD and a screen for viewing; a computer with Internet access which could be viewed on the big screen; PowerPoint facilities; a white board; twelve (12) round tables with 8 chairs each; one CD recorder and 8 microphones attached to every desk.

In order to keep to the notional time specified for the course (*cf.* 3.5), students were required to spend 6 hours per week on individual writing and grammar exercises, Internet and library research as well as group conferencing. This left 12,5 hours for additional reading and preparation for the examinations.

Recordings of pair work and role-play conducted during class periods were captured on a computer system at the instructor's desk and were played back to the class on the central loudspeaker system. A role-play activity such as 'Conducting a disciplinary hearing' (*cf.* Table 2) integrates general grammatical, pedagogical, and interpersonal language as well as presentational skills. The recordings were not only used for

individual assessment of students' performance, but also for group and peer assessment.

In addition to aiding the CD recording, the microphones on each desk enabled the students to report to the class on the central loudspeaker system. This made group discussions more effective.

4 Review

Some aspects of the course were reviewed after implementation. As no control group was used, the evaluation of the course did not constitute 'proof' that the course improved students' proficiency or skills. Evaluation was aimed at determining to what extent the course had equipped students with a range of skills that would enable them to deliver effective L2MI lessons, and at establishing how students had experienced the Instructional Plan, in particular. Students' opinions were considered since they are the most logical evaluators of the effectiveness of, and satisfaction with, course content and method of instruction (Coburn, 1984: 1). Beckett and Slater (2005: 108) also emphasise that a 'critical issue concerning the successful use of project-based instruction' is the way students regard doing projects.

The first part of the review was done by observing and assessing 100, randomly selected, students' ability to present an L2MI micro-lesson. As this activity focuses on an integration of knowledge and skills required for effective L2MI, the observation of this lesson supplied information regarding the attainment of Course Outcomes in general. The second part of the review was based on data collected from semi-structured interviews conducted with 45 groups of 8 students and a questionnaire that examined their perceptions regarding the usefulness, effectiveness, and enjoyment of the course.

4.1 Analysis of the Micro-lessons

Observation of the micro-lesson was conducted by means of an observation sheet for effective L2MI. This observation sheet was based on a combination of Appendix 1 (Alignment of Course Outcomes and Evidence of Performance) and the criteria and level descriptors selected for defining proficiency in Classroom English (*cf.* 2.4). Five levels of attainment were indicated. These are: minimal attainment (0 – 49%), limited attainment (50-59%), adequate attainment (60 – 72%) advanced attainment (73 – 89%) and superior attainment (90 – 100%).

54 of the 100 assessed students designed lessons that were rated as 'adequate', 34 designed lessons on an 'advanced' level and 2 delivered 'superior' lessons. Only 10 of the students delivered lessons demonstrating minimal attainment of outcomes.

Observation of the micro-lesson showed that the majority of students demonstrated advanced skills in i) the design of content outcomes, ii) the selection and production of appropriate teaching resources, and iii) the identification of subject-specific terminology and vocabulary. However, most of the students still had trouble with i) contextualisation, ii) providing adequate scaffolding for their learners to complete assignments, and iii) identification of subject-appropriate academic language skills.

One of the most interesting findings from the observation of students' micro-lessons relate to their proficiency in Classroom English. Students were notably more proficient while conducting their L2MI lessons than during the semi-structured interviews. This confirms the argument that many aspects of Classroom English are predictable and that a well-trained second language speaker may find it possible to conduct lessons that adhere to high levels of L2MI proficiency (*cf.* 2.4). In this regard, students commented positively on the usefulness of the 'Checklist for planning an L2MI lesson' (*cf.* Appendix 4) that enabled the students to anticipate and plan for the language skills required during the presentation of their lessons.

However, with a group average of 71% for language proficiency, the majority of students had still not reached the advanced level of proficiency required by the Assessment Standard. This may be ascribed to time constraints, as the length of time and knowledge necessary to progress from one level of proficiency to the next increases with every level (Malone *et al.*, 2003: 1).

4.2 *Analysis of interviews and questionnaire*

Both the interviews and an analysis of the questionnaire indicate that the course was, in general, perceived as more informative than enjoyable. 92% of the students indicated that they had learned a 'fair amount', 'much', or 'very much', while only 72% said they had enjoyed the course (*cf.* Table 2: Averages, Questions 2 and 3). It is, however, interesting to note that the first activity on designing outcomes for an L2MI lesson on fossils (*cf.* 2.1/3.1) is rated much lower in both informativeness and enjoyableness than the second activity focusing on the same skill applied to a more advanced passage on

fossils (*cf.* 2.5/3.5). This may indicate that as students grew more knowledgeable, they also tended to enjoy the activity more.

Interviewed students were highly appreciative of the way in which technology such as the Internet, microphones, and CD recordings were used in the classroom and almost 80% of the student thought that the lecturer's teaching methods and preparation for the contact sessions were 'very good' or 'excellent'. Students said that they found the opportunity offered by the recordings for self-assessment and feedback from the lecturer and peers very informative. As recordings were done during role-play and pair work activities, responses to answers 2.3/2.4 and 3.3/3.4 (*cf.* Table 2) indicate that 77% of the students felt they had learned 'much' or 'very much' from these Classroom Tasks.

An analysis of responses received to the questionnaire is presented in Table 2.

Questions in section 2 and 3 focus on a number of representative Classroom Tasks and course material.

1.	Rate the following aspects of the course.	1	2	3	4	5
1.1	How often do you attend classes?	Never	¼	2/4	¾	Always
	Percentages (Rounded)	1%	1%	3%	34%	62%
1.2	How often do you attend group classes?	Never	¼	2/4	¾	Always
	Percentages (Rounded)	1%	5%	9%	19%	66%
1.3	How useful is this training likely to be for a future teacher?	Not at all	Limited use	Quite	Very	Extremely
	Percentages (Rounded)	1%	9%	30%	36%	24%
1.4	How practical is this course?	Not at all	Limited	Moderate	Very	Highly
	Percentages (Rounded)	1%	15%	20%	44%	20%
1.5	How far have you benefited from interaction with the other students?	Not at all	Fairly	Considerably	Largely	Very much
	Percentages (Rounded)	2%	12%	27%	41%	18%
2.	Rate the following course content in terms of how much you learned	Nothing	Little	Fair	Much	Very much
2.1	Designing Lesson outcomes: Fossils I	2%	18%	36%	32. %	11%

2.2	Video presentation: Classroom behaviour	0	14%	30%	37%	19
2.3	Role-play: Disciplinary Hearing	1%	1%	22%	41%	29%
2.4	Interview: Pair work	1%	8%	14%	45%	32%
2.5	Designing lesson outcomes: Fossils II		6%	21%	36%	37%
2.6	Planning an Educational Tour: Formal presentation.	1%	5%	10%	29%	56%
Average		1%	4%	22%	37%	33%
3.	Rate each of the following activities in terms of how much you enjoyed them	Nothing	Little	Fair	Much	Very much
3.1	Lesson outcomes: Fossils	16%	35%	28%	13%	8%
3.2	Video presentation: Classroom behaviour	9%	25%	28%	21%	18%
3.3	Role-play: Disciplinary Hearing	6%	6%	28%	38%	23%
3.4	Pair work: Interview	3%	11%	26%	40%	19%
3.5	Designing lesson outcomes: L2MI lesson	10%	20%	33%	26%	12%
3.6	Planning an Educational Tour: Formal presentation	4%	6%	16%	28%	46%
Average		8%	17%	23%	27%	21%
4.	Rate your lecturer's performance	Poor	Acceptable	Satisfactory	Very good	Excellent
4.1	Preparation for classes	1%	8%	12%	28%	50%
4.2	Presentation of classes	1%	7%	12%	27%	53%

Table 2: Analysis of responses received from students

The group assessment task (*cf.* 2.6/3.6), that constituted one of the culminating outcomes of the Complex Task, received the highest overall rating for enjoyableness, usefulness, and practicality (84%). During the interviews students said they found the holistic Complex Task very functional and believed it would help them work with

colleagues one day. This was very positive, as Beckett and Slater (2005) state that 'despite the excellent tasks and methods teachers implement to achieve valuable educational goals, the ideas may fail because the learners do not see the value in the tasks.' Devadoss and Foltz (1996: 499) purport that student absenteeism is a major concern for educators at institutions of higher learning. For that reason, the fact that 96% of the students attended at least 75% of the contact sessions, together with students' high rating of the Complex Task and the lecturer's teaching methods, points to a high level of motivation among the students and is, therefore, an indication of the successfulness of the course.

There was, however, one problem regarding the group sessions and group work. 43 of the 45 groups acknowledged that, although the majority of the inquiries, library and Internet research, as well as the final drafts were done in English, after-hour group discussions were conducted in Afrikaans. This significantly reduced the exposure to English and may thus have adversely affected the development of students' language proficiency. It also indicates that, in future, it may be necessary to appoint an observer to monitor students' use of Classroom English during their group meetings.

Two important recommendations emerging from the review of this course relate to the time allocated for the attainment of the Course Outcomes and the extensiveness of the outcomes. Many students felt that the outcomes (i.e. inclusive of the Evidence of Performance and the Assessment Standards) were too demanding to be attained in one semester and that more time was required, not only to attain the language, methodological, and presentational skills, but also to optimise them through practise and repetition.

5 Conclusion

Beckett and Slater (2005: 112) stress that one of the crucial elements in project-based instruction is how students view the project. It can thus be considered proof of the successfulness of the Instructional Plan implemented for this Integrated course that students' comments, ratings, and attendance indicated that they found the course practical, informative, and enjoyable. The course furthermore proved to be effective in that observation of the micro-lessons showed that students' were equipped with methodological and presentation skills that would enable them to deliver lessons that adhere to the profile of an effective L2MI teacher. Students' proficiency in Classroom

English, that is within the contained environment of the subject classroom, also appeared to be better than their general proficiency during the informal interviews. According to student testimony, as well as the researcher's own assessment, both the checklist for planning an L2MI lesson (*cf.* Appendix 4) and the observation sheet (*cf.* Appendix 1) that were developed for the course, provided students with a strategy, or tool, for taking cognisance of and giving consideration to the required skills and strategies when planning a subject content lesson (*cf.* 2.6.1).

The most important shortcoming of the course pertains to the time allocated for attainment of the Course Outcomes. Designed within the time constraints of the B.Ed. teacher-training programme of the North-West University (*cf.* 3.5), the course tended to focus on the application of generic Classroom Language skills in the content classroom and not on the development of subject-specific linguistic skills in e.g. History, Science, or Mathematics. Apart from the obvious solution of extending the course, a possible solution to this problem may be to involve subject content lecturers in the teaching of subject specific language skills. Schleppegrell *et al.* (2004: 67) say that subject content educators are in the position to, for example, teach learners how to 'deconstruct the language of their textbooks, enabling learners to develop academic language skills' suitable for the specific subject that they are studying'. However, informal interviews conducted with 7 subject lecturers confirmed both Klaassen's (2002: 82) and Arkoudis's (2003: 161) findings that most content lecturers do not consider the teaching of language their responsibility and are both reluctant and unwilling to venture into the field of language teaching. It seems clear that, for the interim at least, English Departments will remain responsible for the language training of subject content teachers.

It is strongly recommended that, even if programme organisers are faced with the reality of a national policy limiting the amount of coursework that can be required for initial teacher certification, that at least for the immediate future, extensive training in English as main L2MI in South Africa should prevail over training in some of the more generic courses. Language training courses for L2MI teachers should thus be extended to span at least six semesters of a teacher training course. An extension of the L2MI course may not only ensure that students' personal levels of proficiency be raised, and their methodological and presentational skills honed and refined, but may also counteract the problem of language skills that diminish if not continuously used.

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Appendix 1: Alignment of Course Outcomes with Evidence of Performance

Critical outcome: Ability to effectively teach through medium of English.	
LO1: Proficiency in Classroom English in terms of the four language skills and general language knowledge	
LO2: Presentational skills: rate tone fluency, aspects of body language	
LO3: Methodological skills	
<i>The teacher trainee demonstrates ability to apply language knowledge and skills as well as appropriate presentational skills when:</i>	Evidence of Performance
	The teacher trainee can:
1. <i>planning both content and language objectives for a specific lesson;</i>	clearly state and define academic content objectives
	identify language requirements for obtaining each of the content objectives
	design language objectives that include both content-obligatory language and content-compatible language
	simplify content objectives by identifying and simplifying difficult academic concepts or terminology
	sequence content objectives requiring least language skills to objectives requiring most language skills
	identify academic writing and reading skills required for a specific subject
	identify task objectives
	identify language structures and scaffolding required for completing tasks
	identify additional resources, e.g. examples, outlines, etc
2. <i>designing suitable and appropriate material;</i>	develop his or her own teaching materials
	adapt existing material in order to accommodate the specific academic and linguistic needs of the learners in the classroom
3. <i>communicating understandably;</i>	use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident way
	adapt and develop language to meet the needs and ability of the learners
	adopt presentational skills that will promote understanding in learners (e.g. slow down rate of speech, check pronunciation)
	communicate using simple sentence structures while simultaneously acting as a language role model for the language learner

	use and apply technical vocabulary, finding synonyms and explaining terminology by using effective teaching strategies
	apply presentational skills such as effective use of rate, tone, body language, gestures
	annotate and explain subject material fluently and interestingly using voice and register appropriately and effectively
4. <i>introducing contextual clues;</i>	identify learner's prior knowledge
	introduce strategies for linking prior knowledge to new content and language objectives
	select visual aids such as graphs, realia, overheads, maps and pictures to bridge the gap between the concrete and the abstract
	teach basic reading skills such as skimming and scanning
	simplify a reading passage by identifying the gist, highlighting key notes; restructuring; predicting outcome etc.
	use gestures pauses and facial expressions to provide contextual clues
5. <i>encouraging purposeful interaction;</i>	design cooperative activities such as group work and interactive tasks
	provide scaffolding in the form of vocabulary, language structures and examples of how the activity should be completed
	elicit responses by asking questions that involve the different cognitive levels
6. <i>creating classroom atmosphere and attitudes that promote language acquisition and conceptual development;</i>	design activities that promote both language acquisition and conceptual development
	introduce group and interactive activities in such a way that learners' confidence is boosted
7. <i>employing fair and appropriate assessment strategies.</i>	provide feedback on the attainment of content and language outcomes (formative)
	introduce instructional material to alleviate basic grammar and language errors (formative)
	introduce a variety of assessment strategies (formative, summative, etc).

Appendix 2: Delineation of Key Tasks, 2, 3, and 4

Key task 2 Administration and Organisation: 2–3 contact sessions

Classroom Tasks:

- Write the notice of a meeting to be held with the parents of the pupils who are going.
- Send an agenda of the meeting to the parents.
- Write the minutes of the meeting with the parents.
- Write a formal letter to parents to inform them about arrangements and ask for deposit
- Confirm accommodation (e.g. writing a business letter; calling the offices)
- Design an indemnity form.
- Send a letter to inform parents about final arrangements on time of departure, contact numbers, items required by pupils and a code of conduct

LO1: Reading, Writing Speaking and Listening

LO2: Presentational skills: Rate tone intonation fluency

LO3: Methodological skills

Assessment:

Rubric for spoken assessment.

Rubric for assessing formal and business letters/ written work: Peer assessment

Use checklist for effective L2MI (Uys *et al.*, 2005) to evaluate own work

Key Task 3: Dealing with the difficult child: 3 contact sessions

LO1: Language skills

LO2: Presentational skills

LO3: Methodological skills

Classroom Tasks

- Write a formal report to be submitted to the Governing Body.
- Write a report to be published in the school newspaper.
- Design a code of conduct.
- Conduct a disciplinary hearing: role-play.
- Write an official report about the unacceptable behaviour of a particular child.

Assessment

Rubric for assessment of spoken and written work.

Role-play: peer assessment.

Key task 4: Design L2MI lessons: 6 contact sessions

Design a subject-related lesson to be presented on site.

Classroom Tasks:

Students receive a checklist for effective L2MI. Classroom Tasks cover all the aspects of designing L2MI lessons e.g. designing language and content outcomes, etc.

Students observe and evaluate videotaped lessons.

Assessment

The lesson has to contain at least contain the following elements:

A planning grid with the whole lesson written/typed on it;

one visual aid;

a group activity;

an individual activity;

a worksheet.

appropriate and effective strategies for classroom management

Students peer assess the L2MI lesson according to the matrixes for effective L2MI.

A collection of all the Classroom Tasks and individual exercises are finally presented in the form of a personal portfolio.

Students work in groups to deliver a final presentation entitled: 'Planning an Educational tour'.

Appendix 3: Lesson plan for the Instructional Plan

LESSON PLAN					
Classroom Tasks derived from the Key Task: Design an advertisement to be put up at school. Work out the route on a road map. Design the tour plan and the itinerary. Estimate costs of entire journey (e.g., travelling expenses, accommodation, meals, and pocket money). Book accommodation telephonically (en route and at destination). Write letters or email to confirm accommodation. Deliver a formal presentation to parents/pupils;					
Learning outcomes Use appropriate reading, writing, speaking, and listening skills (LO1), presentational skills (LO2) and methodological skills prove competence in skills associated with effective L2MI					
Evidence of Performance (cf. Appendix 1) Elicit responses by asking questions; Communicate understandably; Encourage purposeful interaction; Adapt and develop language to meet the needs and ability of the audience; Adopt presentational skills that will promote understanding in audience (e.g. slow down rate of speech, check pronunciation); Communicate using simple sentence structures while focusing on accuracy.					
Learning Activity	Enabling knowledge	Enabling skills	Instructional method	Material and resources	Assessment Methods
<i>Work in pairs. Look up information, conduct telephone conversations</i>	The appropriate register, tone, and language to communicate over the ph	Formal language structures Appropriate telephone etiquette. Use appropriate Register, tone, and language to communicate over the phone.	Prepare notes, handouts. Do Power Point presentation Lecture on pronunciation. Facilitate group discussions. Make CD recordings. Analyse and assess some recordings for feedback in next class.	Handout: Vocabulary and communicative functions. CD; Power Point.	Rubric for assessment of oral performance
<i>Write a formal letter</i>	Vocabulary; Grammatical structures.	Using the format of the formal letter Formal tone and register.	Demonstration. Lecture on relationship between spelling and pronunciation.	Format of the letter. Lists of vocabulary.	Rubric for assessment of the formal letter
<i>Work in groups; Design advertisement</i>	Vocabulary, adjectives, adverbs	Layout of a poster/ advertisement	Demonstration. Notes on outlay of advertisement.		Rubric Advertisement
<i>Deliver Formal presentation</i>	Vocabulary, Tone, register	Outlay of a formal presentation. Use of Power Point or overhead projector.	Demonstration: outlay of formal presentation.		Rubric for assessment: peer assessment Write comments.
AFTER HOURS Work out the route on a road map. Design the tour plan and the itinerary.				Use rubric for assessment of the advertisement to establish criteria.	
Work in groups to suggest a budget for entire journey.				Peer assessment. Group discussion.	
Individual work: Complete grammar and language exercises.				Self assessment:	

Appendix 4: Checklist for preparing an L2MI lesson

What is the topic of my lesson?	What is the notional time for this lesson?	With what previous lesson does this topic link?	What other learning areas also deal with this topic? Checking	Have I prepared the language required for classroom management? Have I identified the vocabulary and language skills required for introducing activities/resources/content?
What group am I teaching?	What do I know about this group? Age, gender, language proficiency, academic literacy, cultural background etc	If the group is of mixed language proficiency, what strategies can I use to accommodate them?	Own	If I want to use free conversation, have I prepared an anecdote/story/introduction to my lesson? Do I know what I want to say? Do I know what I will ask my students?
Have I identified content outcomes for this lesson?	1. Knowledge (Subject specific) 2. Skills (e.g. adding) 3. Attitude e.g. confidence, working in groups etc.	Are the outcomes attainable?	Have I used a measurable verb in each of my descriptions? Proficiency	Have I designed appropriate questions? Are the questions clear, well formulated, grammatically correct? Do my questions challenge different levels of cognitive development in my pupils? Do I know what answers I expect? Do I know how to rephrase the question to evoke the correct answer?
What language knowledge and skills do pupils need for this lesson?	Have I identified key vocabulary, phrases, or grammatical structures required for mastering this content?	Have I rewritten these in the form of measurable outcomes?	Checking	Have I checked the pronunciation of difficult words? Do I have synonyms for these words? Can I explain these words? Do I know how to rephrase and explain new content? Do I know what to say when introducing examples or demonstrating content?
What tasks do I plan to introduce that will help my students attain the language and content outcomes?	What language and content knowledge and skills do they require to complete the tasks?	Do they already have the skills or am I going to teach these skills?	Are the outcomes of the tasks attainable? Own	Can I give clear instructions for the completion of the tasks? Have I considered what phrases and words I will need to use to explain/clarify the tasks? Have I formulated appropriate questions?
What assessment methods do I plan to use?	How will I know that my pupils have attained their content and language outcomes?	Have I used different strategies for assessment?	Have I defined criteria so that my pupils will know what is being assessed? Proficiency	Do I know how to correct incoherent sentences/grammar? Do I know how to write constructive feedback? Have I checked my comments for grammatical correctness?

CHAPTER 6

REFLECTIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This study investigated the use of English second language as the preferred medium of instruction in the majority of South African schools. It is presented in the form of four independent articles, each addressing a different aspect.

The aim of the study was to analyse the present situation regarding the teaching of language skills in some L2MI content classroom to establish whether South African content teachers require a specific training programme for teaching through medium of English (*cf.* Article 1). By compiling a profile of the effective L2MI teacher (*cf.* Article 2) and establishing the nature of the proficiency required by the teacher who is a second language speaker of English (*cf.* Article 3), the study aimed to propose outcomes for two teacher training courses: one for developing the language proficiency of second language teacher trainees (*cf.* Article 3), and another for training L2MI teacher trainees in the language, methodology and presentational skills required for effective L2MI (*cf.* Article 4). The study finally showed how an integrated course for training L2MI teacher trainees was implemented and reviewed (*cf.* Article 4).

6.2 RESULTS OF THE STUDY

An analysis of the L2MI situation in some subject content classrooms in South Africa and Namibia (*cf.* Article 1) showed that, despite acknowledging their responsibility in this regard, the majority of these subject content teachers failed to perform language-teaching duties in the content classroom. The reasons for these teachers' inability were ascribed to some, or all, of the following factors:

- Subject content teachers were often unaware of their inability to meet the language-related needs of their pupils.
- They lacked not only the knowledge and skills for teaching the four language skills, but also the necessary insight to identify strategies that would promote effective L2MI.

- Many subject content teachers lacked the personal language proficiency required (both spoken and written) to assist their learners in the acquisition of academic literacy.
- Many teachers regarded language proficiency as the single most important prerequisite for effective L2MI. Teachers, therefore, disregarded, or were ignorant of, the importance of applying methodological skills that would enhance and promote learning.
- None of the subject content teachers had received training that focused specifically on equipping them with skills for effectively teaching through medium of English.

These findings stressed the need for developing an appropriate training course for L2MI content subject teachers. Effective training in L2MI is one of the most important factors for improving the level of functional literacy in South African learners and providing what Horne (2002:42) calls the 'special intervention' required to restore a 'dysfunctional educational system'.

Three important questions needed to be answered. What are the skills that L2MI teachers should be trained in that will enable them to assist their learners in the acquisition of academic literacy? What is the nature of the language proficiency required by L2MI teachers? What should a training course for L2MI subject content teacher-trainees consist of and how should such a course be designed and implemented?

The research reported in Article 2 resulted in the compilation of a profile of effective L2MI teachers. This profile was obtained from combining information from all the relevant fields of English medium of instruction. It transpired that teaching through the medium of a second language is a specialised area requiring not only expertise in the content subject, but also high levels of personal language proficiency in the medium of instruction that include knowledge of second language acquisition, linguistic features of the language as well as grammatical structures. In addition, the effective L2MI teacher demonstrates methodological skills in the teaching of the subject content that are normally associated with the teaching of English as a second language. Such a teacher also uses presentational skills that promote effective communication in the L2MI classroom. These presentational skills include the ability to deliver comprehensible input and to use gestures, pauses and facial expressions to provide contextual clues. The

value of this profile is that it enables course designers and teacher trainers to envisage the ideal L2MI teacher, thereby providing clear outcomes for a teacher-training course.

Article 3 focused on answering Research Question 3 (*cf.* Chapter 1). It defines the competences necessary for effective communication through medium of Classroom English, the related knowledge and skills, as well as the teaching activities the L2MI teacher will have to perform through medium of English. The research reported in Article 3 resulted in the development of an appropriate model for course design that could be used for developing a training programme for teachers who are second language speakers of the medium of instruction.

Article 4 shows how the results of the research are synthesised into an integrated training course for L2MI teacher-trainees that can be used for the simultaneous development of the language, methodological and presentational skills required for effective L2MI. This article also discusses the implementation and review of such a course.

6.3 THE SIGNIFICANCE OF THIS STUDY

Reasons for the predicament in which the South African Educational system finds itself, abound. Among factors held responsible by educational experts and journalists are teachers' lack of conceptual knowledge of the subjects that they teach (Plüddeman, 2002:69; Barry, 2002:105; Van der Sandt & Nieuwoudt, 2003:20; Sukhraj, Mkhize & Govender, 2004:8); learners' poor reading and writing skills (October, 2002:3; Bloch, 2002:5); learners' poor problem-solving skills (Van der Sandt & Nieuwoudt, 2003:200); and teachers' lack of proficiency in the medium of instruction (De Klerk, 2002:17). Although much has been said and reported, the recommendations made by the majority of these researchers seem to have remained in the suggestion box. Consequently, recent reports by Horne (2005:1) indicate that learners' functional literacy has shown a steady decline over the past fifteen years.

This study points to the lack of appropriate language training of L2MI subject content teachers as one of the major factors contributing to the low levels of literacy of South African learners. It then proceeds to introduce and implement functional and practical ways of addressing this problem.

The profile of the effective L2MI teacher compiled from a large number of sources (*cf.*

Article 2), is of use to course designers and teacher trainers, as it not only identifies the methodological and presentational skills demonstrated by effective L2MI teachers for enhancing learning in their learners, but also the language knowledge and skills required in the medium of instruction. Until now, the relevant literature on English medium of instruction has failed to provide a unified record, or profile, of the characteristics and teaching behaviour of the effective L2MI teacher, and specifically the teacher who is also a second language speaker of English. The profile developed in Article 2 proved to be useful as a training tool for L2MI trainees (*cf.* Article 4) in that it defines outcomes for a pre-service training course. Cross (1995:34) maintains that such a profile allows teacher trainers and course designers to deliver a supply of teachers that 'meets the target'. In addition, this profile provides the 'coherent set of requirements' for Capital E certification²¹, that Plüddeman *et al.* (2000:12) argue is required for the upgrading of teacher requirements and effective L2MI teaching practices in South Africa.

A further contribution of this study pertains to a question that has been much debated in the past few years, namely the specific nature of the language proficiency required by the second language teacher (*cf.* Article 3). The definition of Classroom English, the identification of some of the teaching activities that need to be performed through medium of Classroom English, as well as the pinpointing of the relevant knowledge and skills required by the second language speaker of English, make it possible for course designers and teacher trainers to design courses that focus on the development of relevant knowledge and skills.

An important contribution of his study is the introduction of what Horne (2002:43) calls an 'intervention strategy' in the form of a functional and practical training course integrating training in the language, methodological and presentational skills required by effective L2MI teachers. The course was designed and implemented according to the model developed and described in Article 3 and fits into the OBE milieu of the South African Educational system. As the review of some aspects of the integrated course shows that that the course proved to be effective in a number of ways, future course designers may be able to use the outline of the course, the example of the Instructional plan and the exemplary lesson plan provided in Article 4 to adapt and develop similar courses streamlined for the specific needs of their students.

²¹ Any South African educator who wishes to teach through medium of English requires so-called Capital E certification.

The effectiveness of the course developed from the whole study is evident from the following aspects:

- Observation of the micro-lessons indicated that the majority of the students had attained the Course Outcomes and would be capable of presenting L2MI lessons that would enhance the learning of their pupils. The observation also indicated that it is possible for teachers to prepare for the use of Classroom English in the contained environment of the subject content classroom. Students were notably more proficient in their presentation of the micro-lessons than in the free conversation ensuing from the interviews that were conducted.
- Students perceived the course as both informative and enjoyable, resulting in high levels of class attendance in a milieu where absenteeism among students at institution of higher education is a major concern because of the positive link between class attendance and student performance (Devadoss & Foltz, 1996:499).
- Some of the instructional aids developed in this study, such as the observation sheet for effective L2MI (*cf.* Article 2), as well as the checklist for L2MI proficiency (*cf.* Article 4). The observation sheet provide guidelines for preparing more effective L2MI lessons while the Checklist enables trainees who are second language speakers of English to more effectively prepare for most of the language structures and language functions required during the presentation of their L2MI subject content lessons. Both these aids made it possible for students to monitor and assess their own development and can be used by both pre-service and in-service teachers.
- An unexpected consequence, and far-reaching effect of this study, is the fact that the North-West University allocated R300 000 towards the development and furnishing of a lecture hall specifically suited for the training of L2MI teachers. The venue, designed by the researcher, is described in Article 4. This venue presents opportunities for simulating real-life teaching and communicative situations, thus making it possible to develop and practise the skills required for effective L2MI.

6.4 LIMITATIONS OF THE STUDY

The following aspects need to be considered:

6.4.1. *Possible lack of triangulation*

Although a lack of triangulation may be perceived as a limitation, the situation analysis conducted in Article 1 was aimed at confirming research that suggests that content teachers are either incapable or unwilling to engage in language teaching in the content classroom (*cf.* Short, 2002:18; Arkoudis, 2003:161; Schlebusch & Thobedi, 2005:306). A sample study of a representative number of content teachers was, thus, considered sufficient.

6.4.2 *Lack of extensive observation of a number of L2MI teachers*

Extensive observation was neither possible, nor practical, for a number of reasons:

- access to schools was difficult to obtain.
- financial and time constraints limited the number of schools that could be visited.
- it was difficult to determine who would qualify as a 'successful' L2MI teacher.

6.4.3 *Time constraints of the B.Ed. programme at the University of the North-West.*

The course had to be designed within the time constraints of the B.Ed programme at the University of the North-West. The review of the implemented course proved that the majority of the students attained the Course Outcomes, yet, the ideal schedule would have allowed time for the practising and optimisation of skills and knowledge (*cf.* Article 4).

6.5 CONCLUSIONS AND RECOMMENDATIONS

Despite the consistent call for subject content teachers to take co-responsibility for the language learning of their second language learners (Schlebusch & Thobedi, 2005:306), the training such teachers have received until now, does not seem to equip them for effectively performing these duties in the content subject classroom (*cf.* Article 1). The majority of prospective teachers in South Africa will be required to teach through medium of English (Horne, 2002:43; Kgosana, 2006:17). However, English language training for second language speakers of English is not compulsory at four of five universities whose language training courses were reviewed (*cf.* Article 1).

If the decline in learner literacy in South Africa (Horne, 2002:42), the amount of language training required for improving proficiency (Malone *et al.*, 2003:1) and the actual time allocated for language training at some teacher-training institution are taken into account (*cf.* Article 1), it seems likely that many teachers will still be functionally illiterate when they graduate from teacher-training institutions. Such teachers will, therefore, be unable to assist their learners in the attainment of academic literacy.

Based on the results obtained in this study, the following suggestions are made:

6.5.1 *Suggestions for pre-service training*

- Even if programme organisers are faced with the reality of a national policy limiting the amount of coursework that can be required for initial teacher certification, administrators and programme organisers should realise that at least for the near future, extensive training in L2MI should prevail over some of the more generic courses.
- The linguistic, methodological, and presentational skills required for effective English medium of Instruction should be standardised to enable training institutions to design appropriate training courses.
- L2MI training should be compulsory for all teacher-trainees. First language speakers who do not require a language development course, still need to complete a course focusing on the methodological and presentational skills required for effective L2MI. Cross (1995:34) says that first language trainees are often singularly unaware of English grammar and may need to receive training in

what he calls pedagogic grammar. Not only do they need to become acquainted with pedagogic grammar but they should also be made aware of contrasts with their pupils' mother tongue. Klaassen (2002:82) states that first language speakers are often unaware of the complexity of their sentences or their fast rate of delivery. This makes training in the methodological and presentational aspects of L2MI imperative for first language speakers.

- Pre-service teachers should be trained for at least 3 consecutive years. Programme organisers and administrators need to be made aware of the fact that language skills are highly perishable and will deteriorate unless frequently used. This implies that language courses need to be extensive and ongoing, spanning the four years required for obtaining a pre-service teaching qualification. An integrated course encompassing training in language development, methodological, and presentational skills, should ensure that students receive consistent and intensive language training.
- Subject content lecturers at teacher-training institutions should become involved in the teaching of language skills in the content classroom. The subject classroom at the teacher-training institution is the one place where subject lecturers can help teacher-trainees deconstruct the language of their text-books (Schleppegrell *et al.*, 2004:67), thereby also enabling them to develop the academic language required for teaching their subjects through medium of English.
- L2MI language specialists should be trained to assist L2MI teachers on-site in schools or districts. It is recommended that L2MI Language specialists complete an Honours degree in language education that focuses on comprehensive knowledge of the language methodology and presentational skills required by L2MI teachers from different subject areas. Assistants could, after graduation, be employed by one or more schools from the same district. In contrast with workshops and short courses that are notorious for the fleetingness of their influence (Echevarria *et al.*, 2004:21), language assistants may have an ongoing and consistent effect on the teaching of L2MI content subject teachers by providing on-site training, advice and feedback to L2MI subject content teachers. This may prove to be a useful and effective 'intervention strategy' (Horne, 2002:42) for improving L2MI in South Africa. Upgrading teachers' proficiency and skills will have an effect on learners' attainment of academic literacy.

6.5.2 *Suggestions for in-service training*

In-service training should be extensive and ongoing. All teachers who have to teach through medium of English should be required to obtain a qualification in English medium of Instruction. This involves training the language, methodological and presentational skills required. A language proficiency certificate should be issued once adeptness has been assessed and found satisfactory.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

A number of researchers maintain that there is a considerable variation in the formal and functional characteristics of language from one context of use to another (Genesee, 1999: 5; McKeon, 1995:18; Solomon & Rhodes, 1995:1; Schleppegrell *et al.* 2004: 73). Further study could, through observations, analysis of syllabi, and surveys of the literature establish a list of terminology and language structures for specific subjects that may significantly contribute towards helping teachers to assist second language learners in the attainment of academic literacy. Such a list could contain information regarding the following aspects:

- tools or resources specific to the subject and the related language for using those tools, e.g. in Geography words such as globe (latitude, longitude, continents) map (north, south, east, west, landforms) timeline (years, dates), etc.
- important concepts and the technical vocabulary relating to those e.g. famous people or events in History.
- academic language competencies, e.g. the language functions and language skills required for a specific subject, e.g. give examples, sequence, compare, evaluate. Second language teachers, for example, need to know how to ask recalling questions, or how to give directions.
- "content-obligatory" language required for understanding new concepts and "content-compatible" language required for discussion that is more extensive.
- common text structures and syntax related to specific subjects, e.g. cause and effect statements in History.

Another area for further research could involve experimental action research that focuses on the effects of the integrated L2MI course on teacher-trainees' skills and proficiency. As this would usually entail the identification of a control group not subjected to L2MI training, the question is whether the instructor will be able to find volunteers for the control group and whether such an experiment is morally justifiable. If, however, action research can be conducted by establishing levels of proficiency and skills before the onset of the course that can then be compared to levels of proficiency and skills afterwards, some quantifiable results may be obtained.

Action research on the effect L2MI language specialists may have on the performance of L2MI content subject teachers at specific schools. These teachers' performance can be measured against a control group at a school not involved in the experiment.

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