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

**A B S T R A C T** 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 BEd 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.

**Keywords:** 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) defines 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; 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) 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: 317), 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.

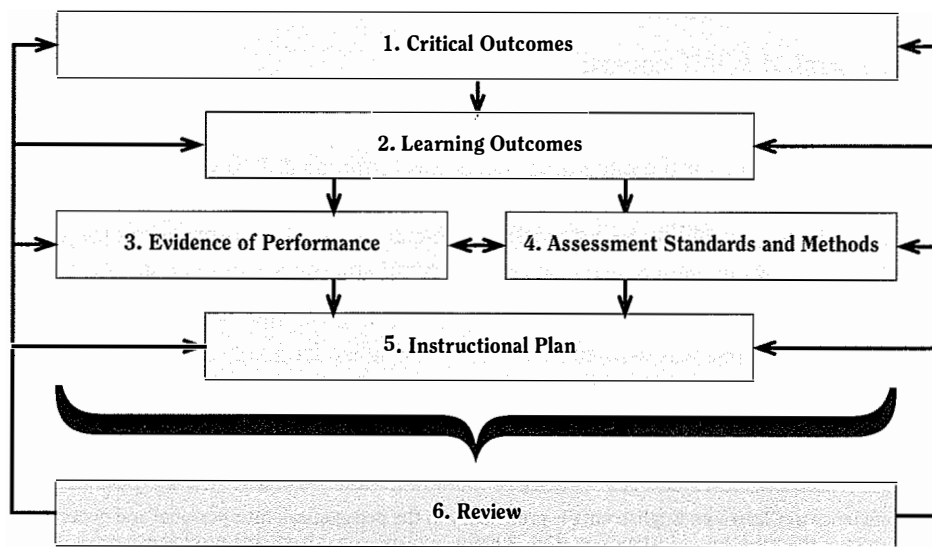


Figure 1: Schematic presentation of the hybrid model for course design

**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 on the knowledge and skills referred to in the Critical Outcomes.
- Steps 3&4:** These steps are closely related. Step 3 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), 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). 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), which calls for the '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'<sup>1</sup> described in Uys (2006b), and 'ways to facilitate' were regarded as the specific methodological and presentational skills required by the L2MI teacher as defined by Uys et al. (2005). The critical outcome for the L2MI was thus formulated as follows:

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<sup>1</sup> 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, 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.

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). Three learning outcomes were derived from the critical outcome:

- 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; 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).
- 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;
  - 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).

### 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). 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 state and define academic content objectives clearly; 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; 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; Dickey & Han, 1999:40).

North's (1997) 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 (see page 73) 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.

### 3.5 Instructional Plan

The Instructional Plan for the integrated L2MI course was designed within the time-constraints and administrative limitations of the BEd 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?

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

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	<table border="1"> <tr> <td></td> <td>Minimal achievement</td> <td>Limited</td> <td>Adequate</td> <td>Advanced</td> <td>Superior</td> </tr> </table>		Minimal achievement	Limited	Adequate	Advanced	Superior
	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						

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) 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; Beckett & Slater, 2005). 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; Lundie, 2004: 125; Beckett & Slater, 2005). This made it particularly suitable for teacher training, as Kennedy (1983) maintains that teacher-trainees should be trained to perform real-life teaching activities effectively. 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 lessons<sup>2</sup> 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) 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 of breaking down a project into smaller, attainable tasks. Figure 2 illustrates the process as applied in this course.

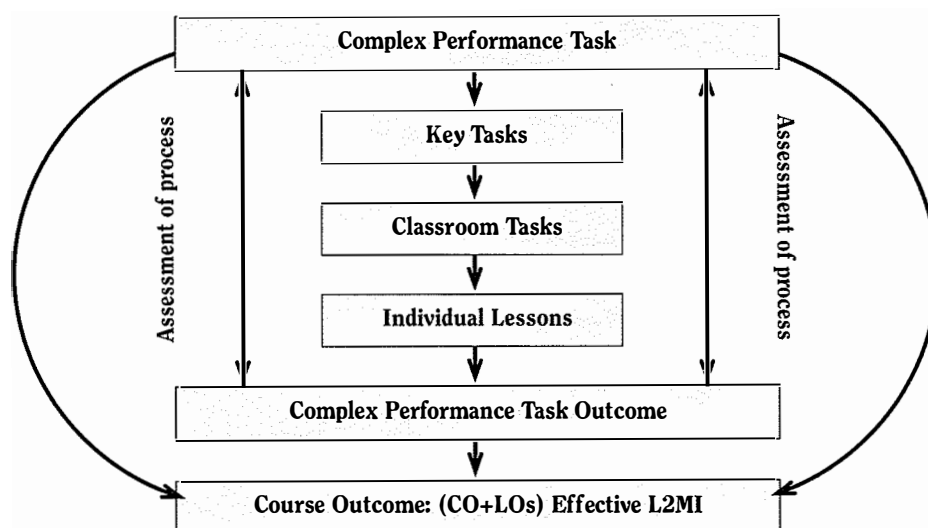


Figure 2: Schematic presentation of the process followed in the design of the Instructional Plan

<sup>2</sup> Each lesson requires decisions regarding learning activities, teaching strategies, resources and methods of assessment (Meyer, 1999).

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.

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 criteria<sup>3</sup>. The second outcome entailed the compilation of a personal portfolio. Such a portfolio contains evidence of all the individual tasks completed (Crandall, 1998). 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), 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 email to confirm accommodation; deliver a formal presentation to parents/pupils to inform them about the tour plan.

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 over 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.

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<sup>3</sup> 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.



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) suggest.

### 3.5.3 Procedure

The 380 students who enrolled for the L2MI course were divided into five 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; 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). Beckett and Slater (2005) 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 at 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).

#### 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 focussing 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 (see page 79). Questions in section 2 and 3 focus on a number of representative Classroom Tasks and course material.

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) 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) 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

Table 2: Analysis of responses received from students

1.	Rate the following aspects of the course.	1	2	3	4	5
1.1	How often do you attend classes?	Never	1/4	2/4	3/4	Always
	<b>Percentages (rounded)</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>34%</b>	<b>62%</b>
1.2	How often do you attend group classes?	Never	1/4	2/4	3/4	Always
	<b>Percentages (rounded)</b>	<b>1%</b>	<b>5%</b>	<b>9%</b>	<b>19%</b>	<b>66%</b>
1.3	How useful is this training likely to be for a future teacher?	Not at all	Limited use	Quite	Very	Extremely
	<b>Percentages (rounded)</b>	<b>1%</b>	<b>9%</b>	<b>30%</b>	<b>36%</b>	<b>24%</b>
1.4	How practical is this course?	Not at all	Limited	Moderate	Very	Highly
	<b>Percentages (rounded)</b>	<b>1%</b>	<b>15%</b>	<b>20%</b>	<b>44%</b>	<b>20%</b>
1.5	How much have you benefited from interaction with the other students?	Not at all	Fairly	Considerably	Largely	Very much
	<b>Percentages (rounded)</b>	<b>2%</b>	<b>12%</b>	<b>27%</b>	<b>41%</b>	<b>18%</b>
<b>2.</b>	<b>Rate the following course content in terms of how much you have learned</b>	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%
	<b>Average:</b>	<b>1%</b>	<b>4%</b>	<b>22%</b>	<b>37%</b>	<b>33%</b>
<b>3.</b>	<b>Rate each of the following activities in terms of how much you enjoyed them</b>	Nothing	Little	Fair	Much	Very much
3.1	Lesson outcomes: Fossils	16%	35%	28%	13%	8%
3.2	Video presentation: lassroom 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%
	<b>Average:</b>	<b>8%</b>	<b>17%</b>	<b>23%</b>	<b>27%</b>	<b>21%</b>
<b>4.</b>	<b>Rate your lecturer's performance</b>	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%

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 BEd 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 seven subject lecturers confirmed both Klaassen (2002) and Arkoudis's (2003) 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, administrators and programme organisers should realise that at least for the immediate future, extensive training in English as main L2MI in South Africa, should prevail over 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

<b>Critical outcome: Ability to teach effectively through medium of English.</b>	
<b>LO1: Proficiency in Classroom English in terms of the four language skills and general language knowledge</b> <b>LO2: Presentational skills: rate tone fluency, aspects of body language</b> <b>LO3: Methodological skills</b>	
<i>The teacher trainee demonstrates ability to apply language knowledge and skills as well as appropriate presentational skills when:</i>	<b>Evidence of Performance</b>
	The teacher trainee can:
<i>1. 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
<i>2. 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;
<i>3. 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;
<i>4. introducing contextual clues;</i>	identify learner's prior knowledge;
	introduce strategies for linking prior knowledge to new content and language objectives;



	<p>select visual aids such as graphs, realia, overheads, maps and pictures to bridge the gap between the concrete and the abstract;</p> <p>teach basic reading skills such as skimming and scanning;</p> <p>simplify a reading passage by identifying the gist, highlighting key notes; restructuring; predicting outcome etc.;</p> <p>use gestures pauses and facial expressions to provide contextual clues;</p>
<i>5. encouraging purposeful interaction;</i>	<p>design cooperative activities such as group work and interactive tasks;</p> <p>provide scaffolding in the form of vocabulary, language structures and examples of how the activity should be completed;</p> <p>elicit responses by asking questions that involve the different cognitive levels;</p>
<i>6. creating classroom atmosphere and attitudes that promote language acquisition and conceptual development;</i>	<p>design activities that promote both language acquisition and conceptual development.</p> <p>introduce group and interactive activities in such a way that learners' confidence is boosted;</p>
<i>7. employing fair and appropriate assessment strategies.</i>	<p>provide feedback on the attainment of content and language outcomes (formative);</p> <p>introduce instructional material to alleviate basic grammar and language errors (formative);</p> <p>introduce a variety of assessment strategies (formative, summative, etc).</p>

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

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### 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 and 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: three 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: six 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 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**

<b>LESSON PLAN</b>					
<b>Classroom Tasks derived from the Key Task:</b> 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;					
<b>Learning outcomes</b> Use appropriate reading, writing, speaking and listening skills (L01), presentational skills (L02) and methodological skills prove competence in skills associated with effective L2M1					
<b>Evidence of Performance (cf. Appendix 1)</b> 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.					
<b>Learning activity</b>	<b>Enabling knowledge</b>	<b>Enabling skills</b>	<b>Instructional method</b>	<b>Material and resources</b>	<b>Assessment methods</b>
<i>Work in pairs. Look up information, conduct telephone conversations</i>	The appropriate register, tone and language to communicate over the phone	Formal language structures Appropriate telephone etiquette. Use appropriate register, tone and language to communicate over the phone.	Prepare notes, handouts. Do PowerPoint 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 layout of advertisement.		Rubric Advertisement
<i>Deliver Formal presentation</i>	Vocabulary, tone, register	Outlay of a formal presentation. Use of PowerPoint or overhead projector.	Demonstration: outlay of formal presentation.		Rubric for assessment: peer assessment Write comments.
<b>AFTER HOURS</b> 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? <b>Checking</b> →	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?	<b>Own</b> →	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? <b>Proficiency</b> →	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?	<b>Checking</b> →	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? <b>Own</b> →	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? <b>Proficiency</b> →	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?