

The Initial Teacher Education Research Project
Report on English courses for Intermediate Phase student
teachers at five universities

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List of Acronyms

AL	Academic Literacy
ANA	Annual National Assessments
BA	Bachelor of Arts Degree
BEd	Bachelor of Education
CAPS	Curriculum Assessment Policy Statement
FAL	First Additional Language
FET	Further Education and Training Phase (Senior High School – Grade 10 to 12)
FP	Foundation Phase (Junior Primary School – Grade R to 3)
HL	Home Language
IP	Intermediate Phase (Grade 4 to 6)
LOLT or LoLT	Language of Learning and Teaching
NCS	National Curriculum Statement
NCTE	National Council of Teachers of English
NLFT	New Literacies for Teachers
NSC	National Senior Certificate
OBE	Outcomes Based Education
PGCE	Post Graduate Certificate in Education
SP	Senior Phase (Grade 7 to 9)

1 Preface

An outline of the Initial Teacher Education Research Project (ITERP), including the research methods employed to derive the data discussed below, is contained in Taylor 2014. ITERP is investigating the nature and quality of initial teacher education programmes offered by universities and the extent to which these programmes are meeting the needs of the South African schooling system. The four components of the programme are:

- The content of teacher education programmes for students training as Intermediate Phase (IP) teachers at five universities, together with the instruments used to assess the practice teaching undertaken by these students. The present report is one of four describing the findings of this component;
- Case studies of newly qualified teachers (NQTs) in their first two years of teaching;
- Survey of all final year (BEd and PGCE) students in 2013, tracking them into the workplace for two years.
- Recommendations for ITE in the IP; action arising from the findings and recommendations.

Further details are provided in Deacon (2012); Bowie (2014); Rusznyak and Bertram (2014); Deacon (2014); and Taylor (2014), available at www.jet.org.za.

Before engaging with this report, please note the following:

- i. Despite the best efforts of the researchers who visited each of the five universities, there are some gaps in the data sets on which this report is based. It was thus not always possible to work out what content is taught and in what depth, how it is taught and how it is assessed. Of particular concern is the fact that a copy of a detailed course outline, with information on course content and assessment, was not always provided to the researcher. Even if all copies had been issued to students/lecturers (as was indicated for some courses at one institution) there needs to be a master copy available as a reference for lecturers planning course revisions. At another, the researcher noted that students had requested a semester plan so that they could understand the relationship between subject content and pedagogic content courses, suggesting that the students did not have this important information. At a third, some course outlines for 2013 referred to the NCS rather than to CAPS and used headings from the NCS as an organising frame, suggesting that these outlines had not been revised to take the changed school curriculum into account. Another concern is that lecturers interviewed at the various institutions were not always aware of what was offered to IP English student teachers in the various subject and methodology courses included in the specialisation and thus could not discuss the specialisation as a whole.
- ii. Some institutions integrate aspects of pedagogic content with subject content in the same course while others do not. Also, in the same institution this integration is evident in some courses but not in others. In one institution aspects of language

methodology appear to be included in courses titled Curriculum Studies and Professional Studies respectively. These observations are not criticisms, but are stated to indicate one of the challenges of identifying and categorising courses and course content.

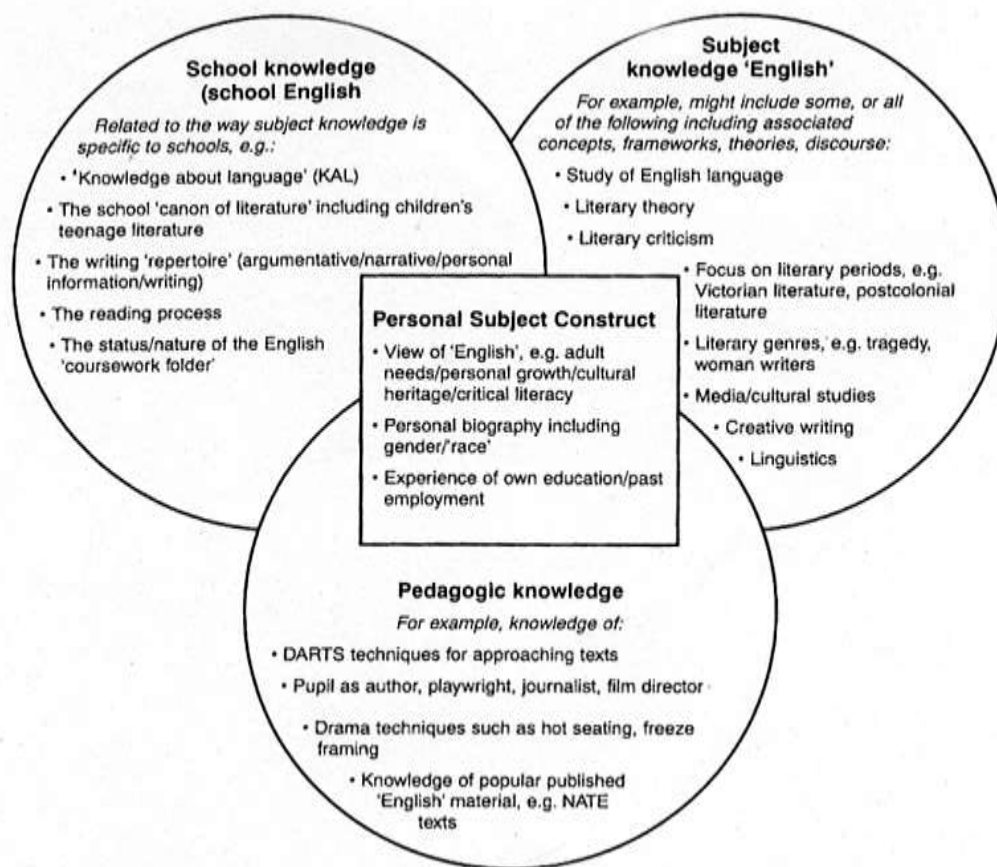
- iii. Some institutions offer year- long courses, while others offer semester-length modules, with the length of a semester varying from one institution to another. The relationship between course content and course credits also appears to vary within and across institutions. All of these variations add to the complexity of any comparative analysis.
- iv. Courses with a focus on academic literacy/ computer literacy/ new literacies¹ for all BEd students have been analysed for this report as these courses have the potential to make a significant contribution to students' own literacies and knowledge of English and thus to contribute to their identities as literate teachers in the twenty-first century and to their ability to teach English to IP learners.
- v. In comparison to Mathematics, the subject English in a curriculum for a BA or BEd degree or for primary or secondary school classrooms has a less defined disciplinary core, is less hierarchically organised and thus less dependent on sequenced 'segmental connections' than is Mathematics. For example, for the study of literary and other texts lecturers within and across institutions have many possible genres, texts and approaches to text study to choose from.
- vi. Comparative tables of courses offered at the five institutions are included in this report. The categories used in the comparative analysis, which is reflected in these tables, were arrived at in three ways: (i) from a reading of Banks, Leach and Moon's (1999) conceptualisation of what teachers of English need to know; (ii) from what is listed as required content and skills in the IP Curriculum and Assessment Policy Statements for English Home Language (HL) and English First Additional Language (FAL); (iii) from the identification of recurring 'themes' in the data submitted by the researchers.

2 Framework for analysis of English courses

Banks, Leach and Moon (1999) conceptualised what teachers of English need to know in terms of three overlapping 'categories' with a student teacher's personal subject English construct at the centre of, and superimposed on, all three:

¹ From the early 1980s language and literacy researchers and educators (e.g. Heath, 1983; Street, 1984; New London Group, 2000; Pahl & Rowsell, 2005; Janks, 2010) have broadened the conceptualization of literacy to include literacy practices that are cross cultural, that are located in different domains and discourses and that vary in relation to different sign systems and different technologies. The plural form 'literacies' is used to refer to this newer conceptualization of literacy which is increasingly important in the digital age.

Figure 1: A model for conceptualising teachers' professional knowledge, with examples from a group of English teachers (Banks, Leach & Moon, 1999)



3 A quantitative summary of English courses provided to BEd specialising in the Intermediate Phase

The report begins with a brief quantitative account of the number of semester modules or year-long courses in English 'subject content' and in 'pedagogic content' that are offered to IP English specialists (Table 1) and to all IP teachers (Table 2). Note that the content includes Academic Literacy / New Literacies courses.

Table 3 indicates the total number of credits in the 480 credit BEd degree that are allocated to courses in English for the specialist IP English teacher and to courses in English for the IP generalist (i.e. studied by all IP student teachers).

Table 1: English courses for IP English specialists

Categories for comparisons	Institution A	Institution B	Institution C	Institution D	Institution E
Academic Literacy	1 year course: <i>New Literacies for Teachers</i>	2 Semesters: <i>Academic and Computer Literacy</i> – 1 compulsory for all students; the second a support module for students with poor reading proficiency	No Academic Literacy courses, though some attention is paid to Academic Literacy in Level 2 English modules	2 semesters: <i>Academic Literacy</i>	2 year long courses: <i>Academic Literacy</i>
Subject Knowledge	4 year courses: <i>English Language and Literature 1 - 4</i>	6 semesters: <i>English Language and Literature 1 - 3</i>	5 semesters: <i>English Language and Literature</i> (2 level 1; 3 level 2 modules)	6 semesters: <i>English Language and Literature 1 - 3</i>	Home Language 4 year-long courses: <i>English Language and Literature</i>
School and Pedagogic Knowledge	2 year courses: <i>Language Methodology 1 and 2</i>	2 semesters: <i>English as Medium of Instruction</i> (i.e. English LOLT-FAL focused) 4 semesters: <i>English Methodology</i>	2 semesters: <i>Language Methodology</i> (one semester HL and one semester FAL)	2 semesters: <i>English Methodology</i> (FAL focused)	Home Language 4 year-long courses: <i>English Methodology</i> OR FAL 2 year-long courses: <i>English Language and Literature</i> plus one elective year

Categories for comparisons	Institution A	Institution B	Institution C	Institution D	Institution E
Total Credits and/or contact hours	Total of 624 contact hours for 120 credits (1200 notional learning hours)	Total of 378 contact hours for 162 credits (1620 notional learning hours)	Total of 72 credits (720 notional learning hours)	Total of 306 contact hours for 120 credits (1200 notional learning hours)	Total of 300 - 375 ² contact hours for HL for 72 credits (720 notional learning hours) Total of 200 for 34 credits for FAL compulsory (340 notional learning hours) and 300 for 51 credits (510 notional learning hours if elective included). Academic Literacy 1: 5

² NOTE: Institution E's lectures are 45 minutes long and not an hour. The contact times are noted as sessions in their documents. The total hours reflected in the table is a conversion of the total number of sessions into hours.

Table 2: English courses for IP teachers not specialising in English

Categories for comparisons	Institution A	Institution B	Institution C	Institution D	Institution E
Academic Literacy	1 year course: <i>New Literacies for Teachers</i>	2 semesters: <i>Academic & Computer Literacy</i> one compulsory for all students; the second a support module for students with poor reading proficiency	No Academic Literacy courses	2 semesters: <i>Academic Literacy</i>	2 year courses: <i>Academic Literacy</i>
Subject Knowledge	None	None	2 semesters: One for <i>English Language</i> and one for <i>English Literature</i>	None	HL 2 year courses: <i>English Language & Literature</i> OR FAL 2 year courses: <i>English Language & Literature</i>
School and Pedagogic Knowledge	1 year course: <i>Language Methodology 1</i>	2 semesters: <i>English as a Medium of Instruction</i> (i.e. Methodology for English as a LOLT – FAL focused)	2 semesters: <i>English Methodology</i> HL and FAL	None	HL 2 year courses: <i>English Methodology</i> OR FAL 2 year courses: <i>English Methodology</i>

Categories for comparisons	Institution A	Institution B	Institution C	Institution D	Institution E
Total contact hours and/credits	NLFT: 120 contact hours for 20 credits (200 notional learning hours); Methodology 72 contact hours for 10 credits (100 notional learning hours) Total: 192 hours for 30 credits (300 notional learning hours)	Ac Lit: 20 hours for 16 credits (160 notional learning hours); English as LOLT: 36 hours for 12 credits (120 notional learning hours) Total: 56 hours for 28 credits (280 notional learning hours)	36 credits – 24 for subject and 12 for Methodology (360 notional learning hours)	Ac Lit: 140 contact hours for 24 credits (240 notional learning hours)	HL & FAL: 279 contact hours for subject and methodology courses; HL 28 credits (280 notional learning hours); FAL: 29 credits (290 notional learning hours) Academic Literacy Credits: 5

Table 3: Total credits allocated to Literacies / subject English and English methodology courses

Categories for comparisons	Institution A	Institution B	Institution C	Institution D	Institution E
IP teachers specialising in English	120 (25%)	162 (34%)	72 (15%)	120 (25%)	HL IP English specialists: 72 (15%) FAL IP English specialists: 34 (7.1%) Academic Literacy: Credits not specified
IP teachers not specialising in English	30 (6.25%)	28 (5.8%)	36 (7.5%)	24 (5%)	HL IP generalists: 28 (5.8%) FAL IP generalists: 29 (6%)

These three tables indicate the following:

- IP English specialists are required to study 'English as subject' modules for 4 years (**Institution A; Institution E - HL**), with 2.5 to 3 years being most common (**Institutions B, C, and D**).
- IP generalists (ie those not specialising in English) are not required to take any 'English as subject' courses at three universities (**Institutions A, B and D**). They must take two modules (one year) at **Institution C** and two year-long courses at **Institution E HL & FAL (with a third year non-credit elective course being offered)**. NOTE: In 2014 two English as subject modules will become compulsory at Institution B.
- IP English specialists are required to study 'English / Language pedagogy' modules for between one year (**Institutions C and D**) and four years (**Institution E HL**), with **Institutions A** and **Institution E FAL** requiring 2 years (with a third as an elective at Institution E for FAL) and **Institution B** 3 years.
- Three universities require IP generalists to study 'English / Language pedagogy' for one year (**Institutions A, B and C**) and one requires two years (**Institution E HL & FAL**). IP generalists at **Institution D** do not study 'English / Language pedagogy' at all. NOTE: From 2014 IP generalists at **Institution B** will study a 'methodology' course in addition to the LOLT course.
- The relationship between credits and contact/notional learning hours differs considerably across the five institutions.
- The percentage of course credits allocated to academic literacy and /or subject English and /or English methodology for the IP generalist is very similar across the five institutions but the percentage of the credits towards the BEd degree allocated to an IP English specialisation differs considerably across institutions.

Commentary: These quantitative differences across institutions suggest that depending on where they study, IP English specialist teachers are likely to graduate with greater or lesser depth and breadth of knowledge of literature and language and of how to teach 'school English'. Perhaps of greater concern is that in three of the five universities in the study IP generalists are not required to extend their knowledge of literature and language beyond what they brought to the university from school. In one of these three universities, IP generalists are not required to take any course in language methodology.

As will be discussed further below, IP teachers, in the majority of South African schools, face the challenge of teaching learners who are making the change in grade 4 from learning in their primary language to learning through the medium of English. It can thus be argued that all IP teachers need some understanding of second language acquisition theory and research and of the implications of both for the classroom, together with knowledge of strategies for supporting learners to extend their knowledge of the lexis and syntax of English. For the generalist IP

teacher this does not happen at all at one university and receives limited attention at most of the others.

In what follows the three knowledge categories discussed in section 2 above are used to frame the research findings on course content across the five institutions. However, before turning to them, the report first focuses on 'academic literacy' – an element of most teacher education programmes in South Africa which is not considered by Banks, Leach and Moon, whose framework was devised for teacher education in the United Kingdom where competence in using English for study purposes and in the classroom is assumed.

4 Academic Literacy

The only institution which does not require BEd students to take one or more courses with a focus on academic literacy is **Institution C**. While there is evidence, in some of the study guides and in the tutorial letters which provide feedback on assignments, that this institution's lecturers attempt to offer some support for students' academic reading and writing, particularly in the level 2 English modules, this is limited for two reasons: (i) the highly problematic lecturer to student ratio (1 to several thousand for some modules) makes individual consultation impossible; (ii) the semesterisation of modules together with the very large student numbers means that feedback on assignments is often received only after the end- of- module examination has been written. **Institution C lecturers interviewed expressed concern about the lack of support for struggling readers and writers, citing this as a reason for high drop-out rates.**

As indicated in Tables 4 and 5, at the other four universities there are significant differences between the Academic Literacy courses in terms of content focus, 'delivery' of content, time allocation and connection (or lack of) to classroom teaching.

At **Institution D** the primary aim of the two modules is to improve students' communicative competence in English, both spoken and written, and thus there is considerable emphasis on speaking and listening and on the grammar of English, including 'grammatical knowledge for educators'. Some attention is given to reading strategies, visual literacy, speed reading, thinking and reasoning, library orientation, vocabulary development, note-taking, paragraph writing and essay writing. Students also study a separate Computer Literacy module. From 2014 a software programme, 'readers are leaders', will be available on 50 computers for reading comprehension support. In the academic literacy modules formative and summative assessment focus on reading comprehension, vocabulary development and grammatical knowledge with essay writing included in the formative but not the summative assessment. The two modules are allocated 5 periods per week for 14 weeks in first and second year: in first year, 3 lectures and 2 tutorials and in second year, due to staffing constraints, 5 lectures (over two years, 140 contact

periods for a total of 24 credits). **Lecturers interviewed indicated that the majority of BEd students enter the university with very limited proficiency in English, even though they have passed English FAL in the NSC examinations. This is likely to be why significant content time is allocated to the modules and why the focus is on improving students' knowledge of vocabulary and grammar rather than on sustained engagement with academic reading and writing.** While improved knowledge of English should benefit the students when they teach, the limited opportunities to extend their academic literacies have implications for students' development as successful undergraduate and, in the future, post-graduate students.

At **Institution E** there are academic literacy and computer literacy modules within the B.Ed Professional Studies course that all BEd students study in both their first and second years. Initially the academic literacy strand was conceptualized as a strand that would support students' in accessing the library, reading academic discourse and writing academic essays. However, **as a result of students' limited proficiency in both oral and written English the focus of the strand has shifted to 'writing and grammar', to oral presentations and preparation for communicating in English in the classroom.** The academic literacy strand is allocated only one period per week over two years (total of 50 hours) and is worth five credits (20% of the Professional Studies Credits). **Lecturers commented that there is a lack of connection between what the students do in the Academic Literacy modules and in their other modules. This raises questions about the role of this strand in students' development as readers and writers of academic texts and as teachers.**

At **Institution B** academic and computer literacies are integrated in two first year modules – one that is compulsory for all first year students and a second that is compulsory for those students who score less than 70% on a test of reading proficiency. Even though only one period a week for 10 weeks is allocated to each module, the two modules are formatively and summatively assessed for a total of 16 credits. The main focus is academic literacy development for success as a reader and writer at university. The reading component addresses reading strategies, vocabulary development, reading comprehension, locating information on the page and screen and reading research reports. BEd students analyse texts that relate to their field of study. It is also compulsory for students at Institution B to complete a reading programme in the reading laboratory. The writing component addresses planning, structuring and developing arguments, referencing and writing a research report. Both components are supported by a workbook which summarises key content and provides practice activities. Each module is assessed both formatively (computer & information skills tests; reading comprehension tests; essay writing) and summatively (one exam paper for academic literacy and one exam paper for computer and information skills). The modules are intended to be a bridge into first year university study rather than a preparation for meeting all the academic literacy demands of the undergraduate curriculum or of post-graduate study.

In 2010 **Institution A** introduced an ambitious 24 week, 20 credit course for all first year BEd students, titled *New Literacies for Teachers*. Approximately 500 students attend one lecture and participate in two double tutorials in groups of 35-40 each week (5 hours a week). The syllabus entry in the faculty handbook sums up what the course aims to achieve: “This course is about developing different forms of literacy: personal literacies, and a culture of reading and writing for pleasure and for learning; academic literacies that students need for their own studies; working critically with and evaluating a wide range of texts in order to develop the literacies needed for the different learning areas and subjects in the school curriculum; reading, analysing and producing a wide range of multimodal and digital texts using different media”. Framed by a sociocultural approach to literacies, the academic literacy components include reading academic journal articles and reading visual texts (maps, graphs, photographs, etc.) while the ‘school literacies’ component includes reading popular culture texts (e.g. magazines) and evaluating school textbooks. Students learn to write comparisons and construct arguments in academic essays, to write a research proposal, to undertake a small research project and to write a research report. They also learn how to evaluate internet articles, write a blog and prepare a PowerPoint presentation. The course focuses on the roles of literacy in all school subjects and on the links between literacies, cultures and identities, which is important for teachers who will work in culturally and linguistically diverse classrooms. **This is a course which combines a focus on knowledge and skills development in ‘traditional’ academic literacy with a focus on the new literacies that are increasingly important in the information age and which situates literacies in linguistically and culturally diverse university and school classrooms.**

Commentary

“... Who we are and who we are allowed to be is shaped in part by the way we use literacy” (Pahl & Rowsell, 2005: 23). This brief account of what is offered to student teachers to support their development as readers and writers of academic texts in English indicates that while the courses offered across the five higher education institutions have elements in common (e.g. reading and writing for academic purposes), they also differ in emphasis (e.g. improving students’ own proficiency in English through a focus on vocabulary and grammar in one institution and engaging critically with the resources of new technologies in another) and thus construct the student teacher as literate subject differently. These different constructions of the literate student teacher have implications for practices in the classroom with student teachers in some institutions arguably being better prepared to meet what is required of ‘active, successful participants in 21st century global society’, according to a definition provided by the National Council of Teachers of English in the USA:

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Active, successful participants in this 21st century global society must be able to:

- develop proficiency and fluency with the tools of technology;
- build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- design and share information for global communities to meet a variety of purposes;
- manage, analyze, and synthesize multiple streams of simultaneous information;
- create, critique, analyze, and evaluate multimedia texts;
- attend to the ethical responsibilities required by these complex environments.

(NCTE Position Statement, 2013).

5 Subject knowledge English

As indicated in the diagram from Banks, Leach and Moon (1997) (Figure 1) 'subject knowledge' English in a university undergraduate degree programme is likely to include both literature and language / linguistic strands and this is even more likely to be the case in a BEd programme. However, the respective weightings of literature and language in the BEd curriculum, what is selected for inclusion in the literature and language components of courses and the total number of courses and hours of study for both specialists and generalists vary considerably across the five institutions in this study.

5.1 Subject knowledge courses for the IP English specialist

In addition to Academic Literacy modules or AL components of modules, the respective institutions offer the following:

4 year long courses: Institution E HL (3-4 hours per week for 25 weeks each year; 60 credits); Institution A (5-6 hours per week for 24 weeks each year; 80 credits)

3 year long courses: Institution B (4 hours per week for 20 weeks each year; 102 credits); Institution D (3 hours per week for 26 weeks each year; 72 credits)

2.5 years: Institution C (5 semesters – 2 level 1 for 24 credits; 3 level 2, for 36 credits (No Academic literacy modules)

This summary indicates the following variations across institutions:

- Number of courses and years of study of subject English that are compulsory for an IP English specialist;
- Contact hours per course;
- Credits in relation to contact hours.

In the sub-sections that follow the similarities and differences in the content of subject English courses at the five institutions are summarised and then commented on.

Linguistics and Language Study

Three of the five institutions (**Institutions B, C and D**) include 'traditional' introductory linguistics content (e.g. morphology, phonology, semantics) in first year modules with **Institution D** also including linguistics in a fourth year course which focuses on lexis. The other two (**Institutions A and E**) focus on sociolinguistics (e.g. language in context, language varieties). **Institution A** offers the most extensive input in this area, including content on English in multilingual societies and as a global language, language(s) and identity, language and gender. Curiously, while **Institution E** includes sociolinguistics in the modules offered to the HL stream of BEd students, there is no evidence in the very limited information on FAL modules that such content is included for the FAL stream. **Institution C** is the only institution to include both introductory linguistics content and sociolinguistics in the English modules which must be studied by BEd students specialising in English.

Commentary:

Knowledge of phonology, morphology and semantics is useful to English teachers in terms of assisting learners with pronunciation, vocabulary development, grammatical knowledge and meaning-making respectively. Knowledge of sociolinguistics is valuable to teachers in many ways – for example, for situating English in local and global contexts of use. As a case can be made for including both in a BEd curriculum for English teachers, it is interesting that only Institution C does so and does this in courses for a degree in English that is not specific to teacher education.

The grammar of 'standard' English

All institutions include grammatical meta-language and knowledge of the grammar of standard English in their course or module outlines. There are variations across institutions in the extent to which the focus is on grammatical knowledge in isolation from texts or on grammar in context (e.g. using grammatical knowledge to read texts critically or to write texts). **Institution D** allocates far more module time to teaching grammar than any of the other institutions. Of concern in regard to what this university offers is the evidence of repetition of course content from one year to the next – probably at the expense of other literary or linguistic content that could benefit the student teachers.

Commentary:

Teaching grammar in context is a requirement of the CAPS curriculum for English HL and FAL. However, even if it were not, English teachers need to be able to explain to learners how grammatical choices affect the construction of the texts that they write and the texts that they read and so there is a case to be made for the inclusion of grammar in the BEd curriculum and for a pedagogic focus on teaching grammar in context. Key questions in regard to the courses reviewed concern how grammar is taught and how students are taught to teach grammar in the primary school. There is evidence in the course outlines and workbooks or study guides submitted by the five universities of a spectrum of approaches from text-based grammar in context to decontextualized grammar exercises.

Becoming a writer

As noted above, learning to write an academic essay is central to the academic literacy courses offered by four of the five institutions. Academic essay writing is also a component of first and /or second year courses at **Institutions B, C, D** and **E**. Only two institutions appear to include writing in other genres. **Institution A** includes a course in creative writing in the third year English curriculum and another course with a focus on writing (Language, style and context) in fourth year. At **Institution E** assignments for first and second year HL stream student teachers include 'a portfolio of different types of writing' and for first and second year FAL students, 'creative writing' and 'poetry writing'.

Commentary:

Opportunities to develop as writers of texts in a range of genres are important for teachers as literate subjects and as a starting point for their understanding of how to teach learners to write in a range of genres – including understanding the contribution of text structures and language functions (as required by CAPS). The lack of such opportunities in three of the BEd programmes is noteworthy.

Reading 'non-literary' texts; reading visually; reading critically

Only **Institution A** offers specific courses in reading and engaging critically with non-literary texts: media stories in first year; critical literacy in second year and parts of the course language, style and context in fourth year. **Institution C** level one and two modules include some content on reading advertisements, reading newspapers and becoming a critical reader. Course outlines from **Institution D** make reference to 'brochures, reference texts, textbooks, cartoons and advertisements' but no information is provided about how these texts are used in the modules.

Commentary:

In recent years examiners' reports on the NSC examinations for English – particularly for English FAL - have expressed concern about the limited visual literacy of many learners which results in inability to answer questions on cartoons or advertisements in the examination paper. This suggests that some students may come into a BEd programme with limited proficiency in visual literacy, which is so important for reading texts on the page and screen. In addition to ability to decode the visual elements of texts student teachers need to learn 'how to uncover the social interests at work, to ascertain what is at stake in textual and social practices' (Janks, 2010: 13-14). They need to become both visually literate and critically literate for their own development as literate subjects and in order to teach visual and critical literacy to learners. The backgrounding or absence of such important literacies in some BEd programmes is a cause for concern.

Reading and responding to literary texts (novels, plays, short stories, poetry, films)

The courses for English specialists at three of the institutions (**Institutions A, B** and **E**) can be described as 'reading rich' in terms of canonical and contemporary literary texts. It is perhaps understandable that students studying through distance **Institution C** are expected to read fewer full length novels or plays given that they also need to read the detailed study guides. The **Institution D** course outlines indicate that students 'learn about novels' and 'learn about drama'. There is no indication that students read and analyse texts other than a limited number of short stories and some poetry.

Only three of the five institutions include film study in their courses for English specialists. At **Institution B** film study seems to be closely aligned to the study of literature (e.g. a comparison between *Clockwork Orange* as a novel and as a film). At **Institution A** there is a course on film study in each of years 2 to 4, in which the films studied include those from the genre of science fiction and cosmopolitan films 'beyond Hollywood'. At **Institution E** film study is included in the HL curriculum and includes both controversial current films for adults and films for children (seemingly the only one of the five universities to do so).

Commentary:

The two universities (**Institution A** and **Institution E HL**) in which English specialists take year-long courses in each of their four years of study understandably offer students the greatest breadth and depth of literary study. In an era in which films are not only easily accessible on television but increasingly via a range of new technologies, it is surprising that film study is not offered at all in two BEd programmes and only to students in the English HL stream in a third. Of greatest concern is the limited engagement with literary texts offered to English specialists at Institution D.

5.2 Subject knowledge courses for all IP teachers (i.e. English for generalists)

In addition to Academic Literacy (AL) modules or AL components of modules the following are offered:

2 year long courses: **Institution E HL & FAL** (3 sessions per week for 25 weeks each year; 25 credits and a non-credited elective course for 3rd year B.Ed students)

1 year (2 modules): **Institution C** (24 credits) (no academic literacy modules)

Note 1: Components of the NLFT course at **Institution A** focus on English subject knowledge (e.g. media studies)

Note 2: From 2014 two English modules will be compulsory for all IP teachers at **Institution B**.

This summary indicates that in 2013 there were no compulsory courses in English subject knowledge for IP student teachers not specialising in English at three of the five institutions in the study. At **Institution C**, the two level one modules that are compulsory for all IP student teachers are useful foundation courses in linguistics, language and literary studies. **Institution E** requires all IP students to take English as subject courses in first and second year. While very little detail is available about some of them (especially for FAL English), content includes language study (particularly grammar), creative writing in a range of genres, reading children's literature, reading for HL a wide range of literary and popular novels and for FAL a narrower range, reading short stories.

Commentary:

While student teachers who have chosen to specialise in subjects other than English will be taking numerous courses to extend their knowledge in these specialisations, a question to be asked is whether all students should be required to take some English courses in support of their on-going development as literate teachers and in order to assist learners in using English to learn the subjects that they teach (e.g. mathematics or social sciences). This question is

particularly pertinent given that the Minimum Requirements for Teacher Education Qualifications state that '[A]ll IP teachers must specialise to teach languages (comprising First Additional Language teaching in one of the official languages and First Additional English Language teaching)' (Government Gazette, No. 34467, 2011: 21)

6 School knowledge and pedagogic knowledge

Banks, Leach and Moon (1999) make a useful distinction between 'school knowledge' and 'pedagogic knowledge'. *School knowledge* is their term for the knowledge and skills specified in the particular curriculum to be followed in schools. *Pedagogic knowledge* includes knowledge of approaches to teaching a language, strategies for teaching reading, writing, speaking, listening, text making, responses to texts, etc. and knowledge of resources useful for teaching.

Both 'school knowledge' and 'pedagogic knowledge' are likely to be addressed in courses with a methodological focus, though these knowledges may also be included in some of the English subject courses. This section begins with a quantitative summary of the 'methodology courses' studied by English specialists and by generalist IP student teachers at the five institutions.

6.1 School and pedagogic knowledge courses for the IP English specialist

A variety of programmes are offered prospective IP English specialist teachers by the 5 case study institutions:

4 year long courses: **Institution E HL** (1 hour per week for 25 weeks each year; total credits over 4 years = 12); **Institution B** (58 weeks over 4 years; total credits = 44)

2 year long courses: **Institution A** (3 hours per week for 24 weeks each year; total credits over 2 years = 20)

1 year long course: **Institution C** (2 X 15 week modules; total credits = 12); **Institution D** (3 hours per week for 24 weeks; total credits = 24).

6.2 School and pedagogic knowledge courses for the IP generalist

Prospective IP generalist teachers also experience a wide variety of English school knowledge courses, depending on the institution at which they study:

4 year long courses: **Institution E HL** : (1 hour per week for 25 weeks each year; total credits over 2 years: 3 for HL & 4 for FAL); **Institution B** (1 hour per week for 2 x 9 week modules; total credits over 2 years: 18)

1 year long course: **Institution A** (3 hours per week for 24 weeks; total credits = 10); **Institution C** (2 x 15 week modules; total credits = 12)

No course: **Institution D**

These summaries indicate the following variations in 'methodology courses' across institutions:

- i. Number of courses and years of study of school and pedagogic knowledge that are compulsory for an IP English specialist or for a generalist IP teacher;
- ii. Contact hours per course;
- iii. Credits in relation to contact hours.

6.3 Intermediate Phase specific courses

While it can be argued that it is important for student teachers to know how to teach learners in the school phases below and above the one in which they plan to teach, there is also a case to be made for an explicit focus on what is involved in teaching a subject to learners in a particular phase. Such a phase specific focus is available only to English subject specialists, and only at two institutions: **Institutions A and B**.

6.4 The Curriculum and Assessment Policy Statement

While it might be expected that courses or components of courses with a pedagogic focus would include engagement with the current curriculum document used in schools, the course outlines and materials suggest that this happens at only two of the five institutions: **Institutions A and B**.

At **Institution B** some reference is made to CAPS in all modules with a pedagogic focus but working with the CAPS document for English FAL is a major focus of the specialist course for IP teachers in fourth year. At **Institution A** both IP specialists and IP generalists are introduced to the CAPS documents (both HL & FAL), to current Language-in-Education policy and to current textbooks for language teaching in the first level methodology course. In the second level course, for IP specialists, study of CAPS is the focus of the first sessions after which the document is referred to throughout the course.

In the material obtained from **Institution E** there is a brief reference to CAPS in the fourth year subject guide but no indication of any focus on CAPS in the FAL materials. **Institution C** materials still make reference to the NCS and to OBE and still include the binary 'content focus bad / OBE focus good'. According to one of the lecturers interviewed, **Institution C** has decided not to refer to the CAPS documents in the methodology courses because approximately 40% of the BEd students are from outside South Africa. This being the case, it could be argued that the references to the NCS and OBE should be omitted not only because they are outdated but also because they are not relevant to the entire student population. However, it could also be argued that the 60% of BEd students who are based in South Africa would benefit from access to the CAPS documents and that some reference should be made to these together with information about how to access the documents in full. While a lecturer at **Institution D** stated, with reference to courses for the IP English specialist, that 'modules are designed to be in line with CAPS' there is no evidence of this in the course outlines some of which still make reference to the NCS.

6.5 English Home Language, First Additional Language and Language of Learning and Teaching

One of the decisions to be made by those responsible for preparing teachers of English as subject in South African schools is whether they prepare students to teach the home language (HL) curriculum, the first additional language (FAL) curriculum or both. In addition, in many schools teachers in the Intermediate Phase (IP) face the challenge of supporting learners in the transfer from learning in their home language in the Foundation Phase (FP) to learning all subjects through the medium of English. **The complexity of the linguistic landscape seems not to be given due recognition in many BEd programmes.** An exception is **Institution B** which offers two modules with a specific focus on English as LoLT. These modules are compulsory for all BEd students in their first year of study and have a dual focus: (i) extension of the student teacher's own proficiency in English; (ii) strategies for teachers to use in assisting learners to extend their knowledge of English through vocabulary development, development of strategies for reading texts, etc. Other Institution B 'methodology' modules focus on teaching English as FAL, as do the modules offered by **Institution D**. **Institution A** includes strategies for teaching in multilingual classrooms and offers students the option of focusing their assignments on HL or FAL classrooms. The Institution A modules are also supposed to be generic (i.e. for teaching any language) but they are English-oriented. BEd students at **Institution C** study two compulsory 'methodology' modules: one for home language and one for additional language. These are generic modules for students who will be teaching any language and so they lack specificity and there is also considerable repetition of content in the two modules. While **Institution E** separates student teachers into two streams these seem to relate to the student's home or additional language, or even to his or her preference for studying in the HL or FAL stream. There is no evidence in the course outlines and other materials that IP teachers are being prepared to teach the HL or FAL curriculum.

Commentary:

It seems likely that the decisions made about preparation for teaching English as subject and for using this language as LoLT are contextually driven (Muller, 2009): Institution A is located in a province in which the language mosaic in many schools makes input on teaching in multilingual classrooms and assignments in which students can choose to focus on either English HL or English FAL, contextually appropriate. The latter is arguably more contextually appropriate for students whose teaching context is likely to be a classroom in which all learners (or at least most of them) use Afrikaans or Setswana or isiZulu as their primary language. **However, given that the Intermediate Phase is where the majority of the country's learners make the transition from learning content through their primary language(s) to learning through English, a case can be made for a course in English as LoLT, currently offered only at Institution B, being included at all institutions.** This observation is in line with one of the recommendations made by Howie et al (2008) when they investigated the poor performance of South Africa's Grade 4 and 5 learners on the Progress in International Reading Literacy Study (PIRLS) tests:

The inclusion of content addressing the literacy teaching of second language learners in pre-service and in-service teacher education programmes is of central importance. Indeed, the complex multilingual nature of the South African learner cohort, demands that all teachers should have a thorough

theoretical and practical understanding of how to address the language and literacy needs of second language learners.

(Howie et al, 2008:48).

It is also in line with what is stated in the Minimum Requirements for Teacher Education Qualifications (2011):

It is expected that all new teachers should be proficient in the use of *at least one* official language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for the purposes of ordinary conversation) in *at least one* other official language ...

(Government Gazette, No. 34467, 2011, p16; italics in the original).

For an IP teacher, 'proficiency in the use of' includes knowing how to use the LoLT (English for the majority of the country's learners) to support learning across the curriculum.

6.6 Approaches and strategies for teaching English in grades 4-6

Course outlines, materials and interview data from Institutions A, B, C, D and Institution E (HL) all refer to the communicative approach. In addition Institutions B and C refer to the task-based approach, Institution A to the text-based approach and Institution E (HL) to 'genre-based approaches'.

Commentary:

The CAPS documents foreground both communicative and text-based approaches, together with a genre-based approach to teaching writing, each of which has implications for the design of learning activities (see next section).

6.7 'School knowledge' of English for CAPS HL and FAL

In this section the focus is on methodology courses for IP English specialists. The knowledge and skills gaps identified are more substantial for IP generalists who take fewer courses (or none in the case of students at the Institution D) with a methodological focus.

(i) Reading

According to Banks, Leach and Moon 'school knowledge' for English includes 'the school canon of literature including children's literature'. Given that IP English specialists will be teaching learners in grade 4-6 who are expected to engage with a range of literary genres, the limited attention given to literature for children and adolescents at the five institutions can be questioned. There is no reference to children's literature in the course outlines from **Institution D**. At **Institution C** a module which included children's literature has just been replaced in the curriculum for English by a module that focuses on post-colonial literature. At **Institution A** children's literature is included in the stories course in first year and at **Institution B** 'young adult literature' is included in a second year course. The most detailed input, coupled with student assignment work, is offered by **Institution E** in their Curriculum Studies courses for students in both the HL and FAL streams and in the fourth year Professional Studies course which includes philosophy for children (based on children's story books).

In addition to becoming knowledgeable about children's literature and ways of using literary texts in the classroom, a text-based approach to English requires that student teachers are knowledgeable about working with the full range of texts specified in the CAPS curricula (e.g. generic features of such texts, strategies for assisting learners to comprehend and critique them). Strategies, including questioning techniques, for assisting learners to read and respond to a range of texts are most evident in the **Institution A** and **Institution B** modules with the former including content on 'before, during and after reading' activities in line with what is advocated in CAPS and also content on what is involved in reading visual texts and in reading critically. **Institution E** requires students in the HL stream to undertake a research project to investigate what learners read but appears not to include a similar project for the FAL stream where it would be equally useful. In **Institution C's** FAL methodology module many of the example texts and strategies seem more appropriate for Foundation than Intermediate Phase. At **Institution D** the only evidence that strategies for reading different types of texts are included in a course is in an examination question which asks about these (and thus it can be assumed that some course content addresses this topic).

Commentary:

In grade 4 learners should be in transition from 'learning to read' to 'reading to learn'. However, results of the Annual National Assessments (ANAs) and findings from other research projects indicate that not all learners have learned how to read accurately and fluently by the end of Grade 3. This suggests that inclusion of content on teaching beginner readers how to read, in terms of both decoding and interpreting texts could be useful in a BEd curriculum for all IP teachers. Findings from the research undertaken by Howie et al (2008) indicate that the poor performance of Grade 4 and Grade 5 learners on the international PIRLS test was in part due to limited ability to decode both texts and questions but in particular to the difficulties they encountered in reading inferentially, an aspect of learning to read and reading to learn which should have been introduced in the latter part of the Foundation Phase. Howie et al make the following observations about the preparation of teachers of reading:

South African learners' performance in the PIRLS assessments accentuates the need for reading instruction practices aimed at addressing the difficulties South African learners encounter in both the Foundation and Intermediate Phases. The teacher data, considered in this chapter, particularly highlights the need for Intermediate Phase teachers' continuing professional development to assist learners with the further development of their literacy skills in the latter primary grades. This is important, as the low overall mean performances of learners, in relation to these teachers' qualifications, perhaps suggests that the qualifications that teachers do have, have not prepared them to teach reading literacy or that, for whichever reasons, these teachers are not able to implement strategies they have gleaned from professional training to the most effective level.

(Howie et al, 2008: 48).

Teaching reading is complex and challenging. What is evident from the data is that each of the universities in the study approaches this 'topic' differently but may not be doing enough to

equip beginner teachers with the knowledge and skills to support struggling readers on the one hand or to extend excellent readers on the other. The omission of any input on literature for children and adolescents at some institutions and the limited attention given to this important area in some others is also a cause for concern.

(ii) Speaking and Listening

With **Institution C** as the possible exception, it appears that teaching listening and speaking receives limited attention across the institutions, even though all claim to be focusing on a communicative approach to the teaching of English. The **Institution C** study guides include useful input on speaking and listening in both the HL and FAL methodology modules (though the content in the latter is arguably more suited to Foundation Phase than Intermediate Phase). Course outlines from **Institution B** (for courses in years 2 and 3) and **Institution D** state that attention is given to listening and speaking but no detail is provided in terms of what is taught. For the **Institution E HL** courses there is brief reference to assignment tasks on both receptive and productive skills, but there is no information on what is taught in the FAL courses. In the two **Institution A** courses there is brief input on listening and speaking and in the second level course (taken only by IP English specialists) listening and speaking activities are included in the examination equivalent tasks.

Commentary:

The Curriculum and Assessment Policy Statements for English Home Language and English First Additional Language make very similar statements about listening and speaking. The quotations are from the First Additional Language document:

Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language. In the Intermediate Phase, learners will use listening and speaking skills to interact and negotiate meaning. They will build on skills developed in the Foundation Phase to carry on more sustained conversations, discussions and short oral presentations.

In this phase, learners' spoken language still needs to be strengthened (HL CAPs) /scaffolded (FAL CAPS) (i.e. modelled and supported, for example, with vocabulary and sentence frames). The teacher needs to make sure that all the children get opportunities to speak in English. Because children will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions she asks) to the level of the individual child. As the children move through the grades, the teacher should expect children to speak more and their utterances should become longer.

(CAPS for IP FAL: 13; CAPs for IP HL: 9)

These statements suggest that teachers of English as either Home or First Additional Language need both knowledge and skills that will enable them to respond to the requirements of the Intermediate Phase curriculum. It seems likely that the development of these is receiving insufficient emphasis in the BEd curricula of the five institutions, even though all five claim to have adopted a communicative approach to language teaching and learning.

(iii) Writing /Text making

Only in the information obtained from **Institutions A** and **B** is it clear that student teachers learn about different approaches to teaching writing (e.g. process and genre), strategies for assisting learners to write and formative and summative assessment of writing. At **Institutions A** and **E** student teachers design and present multimodal projects, using the affordances of new technologies but there is no indication that the design and production of multimodal texts is included in methodology courses at the other institutions.

Commentary:

The Curriculum and Assessment Policy Statements for English Home Language and English First Additional language also make very similar statements about teaching writing in the Intermediate Phase. The quotation below is from the First Additional Language CAPS document:

The aim is to produce competent, versatile writers who will be able to use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes. In the Intermediate Phase, First Additional Language learners will need careful support and guidance to develop the skills of producing sustained written text.

(CAPS for IP FAL: 16)

These statements suggest that the current curriculum expects teachers to guide learners' development as writers of texts in a range of genres ('texts for a variety of purposes') and texts that are multimodal. It is a cause for concern that, according to the information gathered by the researchers, only two of the five universities offer input on different approaches to teaching writing and only two include multimodal textmaking in their curricula. Research on the teaching of writing in South African primary schools (e.g. Pile & Smythe, 1999; Hendricks, 2006; Mendelowitz, 2010) indicates that learners do very little writing. While there are several possible reasons for this, teacher underpreparedness for teaching writing is likely to be one of these reasons.

(iv) Assessment

Formative and summative assessment, especially in relation to reading and writing, receive considerable attention in **Institution A** and **Institution B** courses when reading, writing, listening or speaking is the content focus and also when students are focusing on lesson planning. There is some reference to assessment in **Institution C** and **Institution E** methodology courses and assessment was mentioned by an **Institution D** lecturer as a topic that is addressed but there was no evidence of such a topic in the course outlines.

Commentary:

Analysis of curriculum documents and interviews from each institution suggests that, as with many of the other aspects of pedagogic knowledge, the two universities that engage most substantively with the school curriculum for English (**Institutions A and B**) prepare student teachers more fully to undertake the complex tasks involved in assessment than do the other three. Given that even beginner teachers are expected to plan and implement a range of assessments in their English classes, the limited attention given to assessment in some institutions is a cause for concern.

6.8 Lesson planning / micro-teaching

Opportunities for students to plan lessons, to participate in micro-teaching activities and to receive feedback on this planning and teaching differ greatly across the institutions. As a distance learning institution, **Institution C** is unable to offer microteaching opportunities to student teachers. There is useful, but limited information on lesson planning in both the HL and FAL methodology course materials and some assignments focus on planning learning activities and lessons. It is difficult to work out how students at **Institution E** are prepared for teaching in schools. Limited microteaching is available to first year students as part of the Academic Development Programme. Lesson planning and the preparation of a teaching file are components of a course titled “Professional Studies” that is assessed for a Curriculum Studies (i.e. ‘methodology’) mark. There is no information on how lesson planning is approached at **Institution D** but IP English specialists have an opportunity to plan a lesson in a group of five that is then taught in a microteaching context by one group member. It appears that only at **Institutions A and B** (and perhaps at **Institution E**), do student teachers have opportunities to plan, teach and receive feedback on lessons on more than one occasion. With the greater number of methodology modules at **Institution B** it is not surprising that at this institution students plan, teach and receive feedback on a number of lessons in years 2 to 4.

Commentary:

Findings from local and international research on initial teacher preparation programmes indicate that many student teachers find the teaching practicum simultaneously the most daunting and the most valuable part of their programme. Findings from this study indicate that on-campus preparation, in terms of microteaching opportunities, is quite limited at two of the institutions and, understandably, not available at **Institution C**. Of greater concern are the apparently limited opportunities for formative feedback and for practice in drafting and crafting lesson plans at **Institutions C and D**. Student teachers at **Institution A** appear to have adequate opportunities and at **Institution E** to have some opportunities in first year, while at **Institution B** lesson planning is central to the methodology courses in all four years.

7 Findings from the cross-institutional analysis

In writing about case studies in educational research Bassey (1999) argues that if researchers have gathered data on a case from multiple sources and have analysed this data carefully, when reporting their findings they are entitled to make what he terms ‘fuzzy generalisations’. This report concludes with the following fuzzy generalisations which have emerged from a cross-

institutional analysis of course outlines and assessment information, course materials, lecturer interview data and a researcher's report from each institution:

- The academic literacy courses offered to all IP student teachers at each of the five institutions contribute to very different constructions of literate teachers, as a result of the different learning focus of each course. While the aim of one appears to be to fill gaps in student teachers' syntactic and lexical knowledge of English (**Institution D**), others aim to support development of ability to read and write academic texts (**Institutions A, B, C, E**) with only **Institution A** including a focus on reading about and doing research). While the need for syntactic and lexical 'gap filling' for some students is acknowledged, if this is the sole or main focus of academic literacy programmes student teachers are unlikely to gain sufficient epistemic access to what Shay (2012) terms 'socially powerful' theoretical knowledge.
- Only in two institutions do courses (both subject and pedagogic in one (**Institution A**) and pedagogic in the other (**Institution B**)) engage substantively with New Literacy Studies in which literacy practices are considered 'cross culturally, in different domains, in different discourses and as they vary in relation to different sign systems and different technologies' (Janks, 2010: 117). When literacies are produced and used in such diverse ways within and across communities in South Africa and globally, this lack of engagement in several institutions is a cause for concern.
- The subject courses offered to IP English specialists at each of the five institutions contribute to very different constructions of teachers of English, as a result of the learning focus of the courses and the texts (including film texts) and genres chosen by lecturers.
- Children's literature, as part of the subject knowledge of an IP English teacher, is given limited attention at **Institutions A** and **B**, is ignored at **Institutions C** and **D** (Institution C's module which included children's literature has been discontinued), with only Institution E including substantial content and assignment work on literature for children.), This situation is a cause for concern given the importance of developing learners' interest in reading.
- Even in the two institutions (**B** and **E**) which offer more 'school and pedagogic knowledge' courses than do the other three, the allocation of time and course credits is significantly less than for English as subject and while depth of subject knowledge is centrally important in teacher education, it appears that across all five institutions, there may be insufficient focus on equipping student teachers to guide Intermediate Phase learners to become proficient readers and writers / producers of texts in a range of genres and modes.
- In only two of the five institutions (**A** and **B**) is substantial time allocated to microteaching and lesson planning. These two institutions are also the only ones that foreground the CAPS documents in their 'school and pedagogic knowledge' courses and that teach IP specialists on their own for a one year course.

- The opportunities for IP generalists to study English as subject courses, which could contribute to their development as literate teachers, vary from non-existent to limited.
- The opportunities for IP generalists to study courses with a focus on ‘school and pedagogic knowledge’ also vary from non-existent to limited, with the two institutions that pay most attention to microteaching, lesson planning and the CAPS documents again being the two that offer the most support to the generalist, in the one, a course with a LoLT focus (**Institution B**) and in the other a course with a focus on reading, writing and assessment (**Institution A**).
- The language and literacy challenges experienced by many learners in the transition from learning in their home languages(s) to learning in English and in developing their knowledge of English as subject, together with the challenges associated with the linguistic complexity of classrooms in many urban areas, appear to be insufficiently addressed across all institutions, although some pay more attention to addressing these challenges than others.
- The resources, particularly human resources, available at the five institutions appear to differ markedly to the detriment of what some institutions (particularly Institutions C and D) are able to offer to students in terms of formative feedback on their work, opportunities for microteaching and opportunities for lecturer modelling of good teaching practices for the classroom.
- At some institutions interviews with lecturers revealed lack of familiarity with what is offered to IP English specialists, in both subject and pedagogic knowledge courses, across the four years of a BEd curriculum. This is a cause for concern in regard to curriculum development and curriculum coherence.

8 Concluding observations

Some of the findings in the previous section indicate concerns about specific aspects of the curriculum for English as subject (e.g. limited conceptualisations of literacy; limited study of literature for children, limited film study) or for teaching English (e.g. insufficient attention given to learners’ development as readers and writers / producers of texts in a range of genres and modes). The concluding observations are offered in response to what is stipulated in the *Minimum Requirements for Teacher Education Qualifications* (MRTEQ) for all BEd graduates and for graduates specialising in Intermediate Phase Teaching.

- MRTEQ specifies that all new teachers should be proficient in the use of at least one official language as a language of learning and teaching (LoLT). For the Intermediate Phase, this is likely to be English (as a home or additional language) for the majority of the country’s learners (with Afrikaans the alternative). This may be one reason why some institutions (particularly Institution D, but also to a lesser extent Institution B and Institution E) foreground the syntax and lexis of English in their academic literacy courses (Institutions B, D and E) and English as subject courses (Institution D). A question to be asked is whether student teachers who require courses to build their

proficiency in English should be placed on an extended curriculum so that becoming more proficient in English is not at the expense of acquiring the knowledge of English as subject and pedagogic knowledge for teaching English competently.

- ii. MRTEQ specifies that all BEd students are required to develop 'intellectual independence' and 'some level of research competence' in order to provide a basis for postgraduate studies and for further professional development. In the data from the five institutions it is evident that developing independent and critical thought and research competence is addressed at three of them in courses for English specialists in the latter part of the degree (Institution A, Institution B and Institution E HL) and from first year in two of them (Institution A and Institution E HL). Information from a fourth year Professional Studies course at Institution E indicates that all BEd students undertake a research project and this raises the question of whether 'developing research competence' is located in parts of the BEd programme at Institution C and D for which data were not obtained or whether this specification in the MRTEQ is not addressed at these two institutions.
- iii. There are three specifications for *all* Intermediate Phase teachers that appear to be ignored, or inadequately addressed in some or all of the BEd programmes at the five institutions:
 - All IP teachers must be skilled in identifying barriers to learning within their specialisations(s), as well as in curriculum differentiation for multiple learning levels within a grade. There is no indication in the data analysed that attention is paid to these two aspects of pedagogy at any of the institutions. This may be because these are addressed in a general way in courses such as 'inclusive education' but the neglect of a disciplinary (subject) focus can be questioned.
 - All IP teachers must specialise to teach languages (comprising First Language Teaching in one of the official languages and First Additional English Language teaching). The first language may be any of the eleven official languages and thus data about this aspect of the BEd curriculum may not have been gathered (from Institution E there is data that all students are required to study three languages, English Afrikaans and isiXhosa for two years). However, it is clear that not all IP teachers specialise in teaching English as first additional language at any of the five institutions, with only Institution B and C offering a methodology course to all IP BEd students in which the focus is on teaching and learning English as LoLT (Institution B) or teaching and learning an additional language (institution C).
 - All IP teachers must have a sufficiently broad background knowledge to understand the requirements of all subjects in the IP curriculum. Where there are no English as subject courses for all IP students (Institution B – but to be added in 2014, Institution A, Institution D) or English methodology courses (Institution D) it is difficult to imagine how student teachers can acquire such knowledge.

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