

A scheme for training effective English Second Language medium of instruction teachers

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

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

1. Introduction

It is generally accepted that one of the reasons for poor results in the National Grade 12 examinations may be rooted in the medium of instruction used in the majority of South African classrooms (Plüddemann, 2002: 48; Heugh, 2002: 171; Rodseth, 2002: 97; Beeld, 2004). English is the second language of most learners and teachers¹ in South Africa and is the language of learning and teaching in most schools (De Klerk, 2002: 3; Barry, 2002: 105; Beeld, 2005: 1). However, the language proficiency of second (first additional) language learners who receive

¹ "The Ministerial Project Committee would like to promote precision in the use of language and terminology. It refers to 'teachers' when talking about classroom-based teachers and 'educators' when referring to everybody involved in providing education. The word 'educator' is not a substitute for 'teacher', in some contexts it may mean the same thing, in others not. The main aim is to use the correct word in the specific context" (Department of Education, 2001).

their schooling through medium of their second language may not be sufficient for them to cope in subject classes (Macdonald, 2002: 114).

Studies conducted by researchers such as Hamayan (1990: 6), Snarski (1997: 1), Crandall (1998: 2), Arkoudis (2003: 161) and Schleppegrell et al. (2004: 67) suggest that, in order to promote the language proficiency of the second language speaker, the language skills that are first introduced in the language classroom should also be promoted and developed subject- specifically by the content teacher.

An analysis of content classrooms (Uys, 2005) suggests that although the *Discussion Document on Norms and Standards for Teacher Education, Training and Development* (Dept. of Ed., 1997: 86) specifies that all teachers should 'understand and apply the principles of language across the curriculum', even experienced teachers using the second language as medium of instruction lack the necessary skills and strategies to promote academic literacy and language proficiency in the content classroom.

Both Clark (1999) and Klaassen (2002: 52) point out that, where a second language is the medium of instruction, teachers not only require proficiency in the medium of instruction but also training in specific strategies and techniques. It is therefore essential that teacher training programmes equip students or in-service teachers to teach through the medium of the second language.

The questions that need to be addressed are the following:

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

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

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

2. Effective English Second Language medium of instruction

Klaassen (2002: 168-169) contends that effective L2MI teaching and learning takes place where teachers display specific characteristics or behaviour in the classroom. This specific behaviour applies to the following aspects of their teaching:

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

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

2.1 Language Proficiency

Elder (2001: 159) defines the language proficiency required by teachers as language skills that encompass 'everything that "normal" language users might be expected to be able to do in the context of both formal and informal communication.' Such proficiency includes a range of specialist skills such as expert command of the linguistic features of the medium of instruction (Cullen, 1994: 163; Johnson, et al., 1996: 19), command of subject specific language and terminology (Short, 2002: 18-24; Elder, 2001: 159; Schleppegrell et al., 2003) and knowledge about second language acquisition. Clark (1999).

Each of these aspects is now discussed in more detail.

2.1.1 Linguistic features of the medium of instruction

Classroom procedures invariably have to be verbalised and for this English medium of instruction teachers need knowledge of the four language skills, vocabulary and grammar mechanics as well as knowledge of the nature of English rhythms, pronunciation and spelling (Titlestad 1999:341; Short, 2002: 18-24).

Met (1995: 173), Titlestad (1999: 345) and Klaassen (2002: 81) argue that L2MI teachers need to demonstrate proficiency that is such that they can act as role models for language use and pronunciation to their learners. Although Liang (2005:1) agrees, he points out that linguistic competence in the medium of instruction should not to be confused with 'the unattainable': native speaker's competence in all language skills areas. Effective L2MI teachers should possess a 'systematic understanding of grammar structure' (Liang, 2005:1) that will enable them to prepare and plan for the classroom discourse that is to take place (Johnson et al., 1996: 19; Elder, 2001: 162; Klaassen, 2002: 36; Dickey and Han, 1999). According to Elder (2001: 162), Maum (2002) and Nunan (2003: 589), the effective L2MI teacher possesses 'strategic' linguistic skills such as the ability to simplify and clarify complex structures and to show sensitivity to audience that may be valued over and above native-like proficiency.

2.1.2 Subject-specific grammar

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

Genesee (1999: 5), Mc Keon (1995: 18-24), Solomon and Rhodes (1995: 1) as well as Schleppegrell et al. (2004: 73) note that there is a considerable variation in the formal and functional characteristics of language from one context of use to another. History classes, for example, employ a variety of syntax types, including simple past, historical present, sequence words, active voice, temporal signs, and causative signals (Short, 1993b: 5). Discourse in the Science class, on the other hand, is characterised by a particular sequence of steps and a heavy reliance

on the use of the passive voice and long noun phrases (Solomon and Rhodes, 1995: 1). Second language learners thus require grammatical scaffolding by the teacher for explaining, describing, defining, justifying, giving examples, sequencing, comparing and evaluating content (Short, 1993b: 4; Mohan and Beckett, 2003: 423).

2.1.3 Second language development

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

The effective L2MI teacher knows that second language learning is basically similar to first language learning and that second language learners can be expected to demonstrate the same stages in language acquisition as a first language speaker (Klein, 1994: 6; McKeon, 1995: 18). The teacher is aware that, as with first language acquisition, the second language speaker acquires the language through both spontaneous and guided communication. The teacher may thus be expected to provide settings that accommodate each of the language acquisition processes (Klein, 1994: 16). The teacher may, furthermore, be expected to recognise and correct instances of first language interference in the learners' second language usage (Titlestad, 1999: 341; Liang, 2005: 1).

2.2 Methodological skills

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

Genesee (1999: 2), Klaassen (2002: 83), Echevarria et al. (2004) and Liang (2005) indicate that L2MI teaching efficiency can be enhanced by the use of specific strategies and techniques. The teacher who employs these strategies enables learners to not only learn content more effectively, but, at the same time, improve their proficiency in the medium of instruction (Al Ansari, 2000). Many of the methodological strategies employed by effective L2MI teachers stem from approaches generally associated with second language acquisition theory and practice (Short, 2002: 18-24) and/or sheltered instruction² (Genesee, 1999; Echevarria et al., 2004). These strategies do not necessarily differ from the approaches, strategies and techniques found in high quality first language teaching, but they are characterised by careful and detailed attention to the needs of the second language speaker (Echevarria et al., 2004).

Short (2002: 18-24), Harklau (1994: 241-272), Klaassen (2002) and Echevarria et al. (2004) all suggest that effective L2MI teachers employ the following techniques: They plan content and language objectives for each learning task; design suitable and appropriate materials; encourage purposeful interaction; create a classroom atmosphere and attitudes that promote language acquisition and conceptual development and employ fair and appropriate assessment strategies.

² Sheltered instruction refers to an adaptive teaching strategy to present content material to second language learners. In sheltered instruction the techniques of presentation, not the content, differ from that of regular instruction (Hamayan, 1990).

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

2.2.1 Content, language and learning-task objectives

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

When identifying objectives for language teaching in the content classroom, the effective L2MI teacher clearly states language objectives that include both content-obligatory language³ and content-compatible language⁴ (Met 1995: 162). Language that is obligatory for understanding the content lesson may include technical terms such as 'additive inverse' in Mathematics, or 'coefficient', whereas content-compatible language could include the teaching of comparatives (greater than/less than) or logical connectors (if ... then) (Short, 1993b: 6; Solomon and Rhodes, 1995: 1).

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

Klapper and Rees (2003) and Schleppegrell et al. (2004: 278-292) agree that the formal instruction that usually needs to accompany the introduction of such new and challenging structures is invaluable for the general language development of the learner. 'Form-focused instruction' (FFI) is becoming established as a generic description of 'any pedagogical effort, which is used to draw the learners' attention to language form either implicitly or explicitly' (Klapper and Rees, 2003: 287). This means that 'during an otherwise meaning-focused classroom lesson, focus on form consists of an occasional shift of attention to linguistic code features – by the teacher and/or one or more learners – triggered by perceived problems with comprehension or production' (Long and Robinson, 1998: 23). In setting explicit language objectives, the

³ Language that is essential for understanding the content of the lesson This involves identification of terminology, vocabulary (also synonyms and antonyms) and phrases.

⁴ Language that allows for the growth and development of language proficiency.

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

effective L2MI teacher not only explains grammar, but also attends to the development of the learners' language skills (Short, 2002: 22; Echevarria et al., 2004: 49; Krashen, 2004).

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

2.2.2 Suitable and appropriate materials

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

2.2.3 Purposeful interaction

The effective L2MI teacher plans for and incorporates opportunities for learners to use English in a variety of ways (Echevarria et al., 2004: 112). The teacher plans and creates opportunities for cooperative activities, peer assessment, group work and interactive tasks. Learner-centred activities encourage purposeful⁶ interaction between learners and learners and learners and teacher and are commonly accepted as a more effective teaching strategy than, for example, lecturing (Johnson et al., 1991; Cummins, 1995: 41; Echevarria et al., 2004). To ensure that interactive activities provide optimum opportunity for effective learning and communication, the L2MI teacher plans scaffolding strategies such as verbal prompting, provision of language structures and examples of phrases, vocabulary items and background knowledge required to complete the activities (Genesee, 1999: 5; Mohan and Beckett, 2003: 425; Echevarria et al., 2004: 110). Krashen (2004) emphasizes the importance of the teacher's oral contribution in interactive activities. He argues that, during a conversation, language acquisition is promoted by what 'the other person says to you, not what you say to them'.

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

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

2.2.4 Classroom atmosphere conducive to learning

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

2.2.5 Fair and appropriate assessment strategies

If the effective L2MI teacher plans content, language and learning task outcomes, it follows that all the outcomes need to be assessed. The effective L2MI teacher, therefore, provides feedback on the attainment of content and language outcomes as demonstrated by the tasks the learners complete. The teacher assesses throughout the lesson to determine how well learners understand and retain key vocabulary and content concepts (Echevarria, et al., 2004: 159). Feedback on language usage is consistent and frequent over a period of time (Parkinson, 2001: 278-292; Schleppegrell et al., 2004: 70). Although learners benefit from positive encouragement, negative feedback in the form of recasts or corrective reformulations of his or her L2 utterances may also be crucial for language development (Klapper and Rees, 2003: 289). The teacher's challenge is to provide feedback in such a way that learners still feel confident enough to risk their L2 utterances.

Like any effective L1 teacher, the effective L2MI teacher uses high quality assessment practices that satisfy certain common principles typically referred to as reliability, validity, fairness, discrimination and meaningfulness (Lundie, 2005: 16). The effective L2MI teacher uses a variety of assessment methods (Dreyer, 2000: 266), allowing learners a range of processes through which to demonstrate their respective strengths and weaknesses. Short (1993a) indicates the following aspects as outcomes that one could expect a language learner to demonstrate in the content classroom. These are:

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

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

2.3 Presentational skills

Presentational skills refer to the way in which teachers use aspects of presentation such as loudness of voice, rate of delivery, variation in tone and pitch, articulation, fluency and relaxation

as well as appropriate gestures and body language to ensure that academic input is introduced in an understandable way (Johnson et al., 1996: 10; Klaassen, 2002: 19; Bone, 1998). The teacher furthermore uses contextual cues to help learners link background content, language and cultural knowledge to new knowledge (Echevarria, et al., 2004).

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

2.3.1 Comprehensible input

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

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

The teacher also checks clarity of personal articulation and the correct pronunciation of words to prevent miscommunication (Titlestad, 1999: 345; Osborne, 1999: 4).

2.3.2 Contextual clues

The effective L2MI teacher plans how to place both content and language in a context that links with the learner's prior linguistic and cultural knowledge by planning how applicable vocabulary, language structures and terminology should be presented to the learner (Echevarria, et al., 2000: 19). The teacher plans how and when to retell, clarify and give examples and carefully selects visual aids such as graphs, realia, overheads, maps and pictures to bridge the gap between the concrete and the abstract (Harklau, 1994: 250-252; Johnson et al., 1996: 22-29; Echevarria et al., 2004: 115).

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

3. Outcomes for teacher training

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

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

Table 1: Outcomes for effective L2MI training

L2MI if he or she can:	The teacher or teacher trainee can be deemed qualified for L2MI if he or she can:
<i>Plans both content and language objectives for each learning task</i>	clearly state and define academic content objectives identify language requirements for obtaining each of the content objectives design language objectives that include both content-obligatory language and content-compatible language simplify content objectives by identifying and simplifying difficult academic concepts or terminology sequence content objectives requiring least language skills to objectives requiring most language skills identify academic writing and reading skills required for a specific subject identify task objectives identify language structures and scaffolding required for completing tasks identify additional resources e.g. examples, outlines, etc
<i>Designs suitable and appropriate materials</i>	develop his or her own teaching materials adapt existing material in order to accommodate the specific academic and linguistic needs of the learners in the classroom
<i>Communicates understandably</i>	use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident way adapt and develop language to meet the needs and ability of the learners adopt presentational skills that will promote understanding in learners (e.g. slow down rate of speech, check pronunciation) communicate using simple sentence structures, simultaneously acting as a language role model for the language learner use and apply technical vocabulary by finding synonyms and 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 by using voice and register appropriately and effectively
<i>Introduces contextual clues</i>	identify learner's prior knowledge introduce strategies for linking prior knowledge to new content and language objectives select visual aids such as graphs, realia, overheads, maps and pictures to bridge the gap between the concrete and the abstract teach basic reading skills such as skimming and scanning simplify a reading passage by identifying the gist and/or highlighting key notes use gestures pauses and facial expressions to provide contextual clues
<i>Encourages purposeful interaction</i>	design cooperative activities such as group work and interactive tasks provide scaffolding in the form of vocabulary, language structures and examples of how the activity should be completed ask questions to elicit response from the learners
<i>Creates a classroom atmosphere and attitudes that promote language acquisition and conceptual development</i>	design activities that promote both language acquisition and conceptual development introduce group and interactive activities in such a way that learners' confidence is boost
<i>Employs fair and appropriate assessment strategies</i>	provide feedback on the attainment of content and language outcomes introduce instructional material to alleviate basic grammar and language errors introduce a variety of assessment strategies to check learners' content area skills; comprehension and understanding of new concepts; language use and knowledge of appropriate language use including the use of basic syntax, semantics and phonology; reading skills; communication skills; ability to work in a group; ability to complete tasks and attitude

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

4. The L2MI checklist

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

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

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

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

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

5. Conclusion

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

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Table 2: Checklist for effective L2MI

L2MI Criteria				Yes/No	Comments
	Highly evident	Evident	Not evident		
Clearly Defined Content Outcomes (Objectives)			Are content objectives explicitly stated? (Written down, orally explained)		
			Are the outcomes measurable? (Are relevant verbs used to describe outcomes?)		
			Are the outcomes attainable? (Does teacher set realistic expectations?)		
			Are the outcomes appropriate for the grade and educational background of the learners?		
			Are difficult academic concepts or terminology simplified according to the needs of the learners?		
			Are outcomes sequenced from objectives requiring least conceptual knowledge and language skills to objectives requiring most conceptual knowledge and language skills?		
Clearly Defined Language Outcomes (Objectives)			Are language outcomes explicitly stated and communicated to the learners? (Written down/oral explanation, etc.)		
			Do language objectives include both content-obligatory language and content-compatible language?		
			Are academic reading and writing skills explained and scaffolded?		
Clearly Defined Task Outcomes (Objectives)			Has the teacher identified the language and content knowledge and skills required for completing the learning tasks?		
			Has the teacher broken down content and language objectives into a variety of tasks with measurable outcomes?		
			Are tasks and instructions clearly explained?		
			Do tasks promote both language acquisition and conceptual development?		
Meaningful and Appropriate Resources			Has the teacher developed his or her own teaching and learning materials to meet the needs of the learners?		
			Has existing material been adapted in order to accommodate the specific academic and linguistic needs of the learners in the classroom?		
			Do resources contribute to clarifying difficult concepts?		
			Are learning support materials in place to aid learners with tasks? (e.g. sample sentences, vocabulary, additional resources, etc.)		
Fluent Communication (Personal language proficiency of the Teacher)			Does the teacher annotate and explain subject material and classroom activities in a clear and understandable way?		
			Does the teacher enunciate clearly?		
			Does the teacher supply synonyms for technical vocabulary and terminology?		
			Does the teacher adapt sentence structures according to the proficiency of the learners?		
			Does the teacher clarify vague terminology and ambiguous or metaphorical sentences?		
			Does the teacher provide input that is challenging, yet understandable, to all learners?		
Contextualisation			Does the teacher introduce strategies for linking prior linguistic and cultural knowledge to new content and language objectives?		
			Does the teacher employ visual aids such as graphs, realia, overheads, maps and pictures to bridge the gap between prior knowledge and new knowledge or the abstract and the concrete?		

Table 2: Checklist for effective L2MI (cont.)

L2MI Criteria	Highly evident	Evident	Not evident	Yes/No	Comments
Purposeful Interaction				Does the teacher adopt presentational skills that promote understanding in learners?(e.g. rate of speech, gestures, pauses, facial expressions, register.)	
				Does the teacher introduce pre-writing and pre-reading activities before actual learning tasks are set?	
				Has the teacher designed cooperative learning activities such as group work and interactive tasks?	
				Does the teacher provide scaffolding in the form of vocabulary, language structures and examples of how the activity should be completed?	
				Does the teacher review key terms?	
				Does the teacher use well-formulated questions?	
Classroom Atmosphere				Has the teacher created an atmosphere and opportunities for learners to attain attitude outcomes such as willingness to take part in discussions?	
Assessment				Are learners aware of the criteria for assessment of the learning tasks for this specific lesson?	
				Does the teacher use assessment strategies that meet the principles of high quality assessment practices?	
				Does the teacher check comprehension of content and language throughout the lesson?	
				Does the teacher assess and/or provide feedback on content outcomes throughout the lesson?	
				Does the teacher assess and/or provide feedback on language outcomes throughout the lesson?	
				Are additional strategies and remedial exercises introduced if language and/or content outcomes are not attained?	

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