

THE FITE FOR READING TEACHING

AN EXAMINATION OF THE INITIAL TRAINING OF
SENIOR PRIMARY TEACHERS AT A SAMPLE OF
INSTITUTIONS IN ENGLAND AND SOUTH AFRICA.

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ABSTRACT

THE FITE FOR READING TEACHING: AN EXAMINATION OF THE INITIAL TRAINING OF SENIOR PRIMARY TEACHERS AT A SAMPLE OF INSTITUTIONS IN ENGLAND AND SOUTH AFRICA.

Ph.D. Thesis by David William McKellar, in the Faculty of Education, Rhodes University, Grahamstown, South Africa, September 1991.

Primary school teachers are expected to teach reading. Whether they are adequately prepared to fulfil this role, particularly for those preparing to teach in the senior primary phase, is the concern of this thesis.

Reading teaching models are useful to reading teaching course developers for devising initial training syllabuses. Such models are described, followed by an example of such a syllabus developed at Rhodes University. The Rhodes University model, described early in the thesis, is used as a background for the further consideration of aspects of reading teaching at other institutions. This model is also used as an instrument for assessing the pre-service teaching experience of student teachers.

The study focuses on English speaking teacher training institutions where the majority of the student teachers are preparing to teach in English speaking primary schools. Because of the considerable influence of developments in England on South African English speaking teacher training institutions, reading teaching developments in England from 1972 to 1990 are described. The pioneering work of Cook and Moyle provides a background against which subsequent developments in reading teaching are traced. Reports produced by the Department of Education and Science provide many insights into the state of reading teaching in schools in England as well as developments in teacher training.

The reading teaching courses at six teacher training institutions are examined - three in England and three in South Africa. The differences are considerable, particularly the amount of time allocated to reading teaching during the four years of initial teacher education and training common to the six institutions.

Two cohorts of student teachers review and assess the Rhodes University reading teaching course in terms of the extent of its interest and value for them as prospective teachers, and the amount of time allocated to the course.

The most disturbing finding of this study is the nature of reading teaching observed in schools by student teachers. It is suggested that if reading teaching in senior primary schools is to be improved, the deadlocked cycle needs to be broken by education authorities, teachers and teacher trainers resolving the problem jointly.

THE ACRONYM FITE.

The acronym FITE is used in this thesis. It stands for Formal Initial Teacher Education and was generated in this study as a result of the many interviews conducted during the period 1985 to 1991. It appears that many tutors object to the term 'teacher *training*', seeing the word 'training' as inappropriate to the nature of the work done by these people. Thus teacher *training* colleges in South Africa now refer to themselves as *Colleges of Education*, and sometimes exception is taken when one refers to courses completed at these institutions as teacher 'training' courses. In this study no derogatory intimation is intended when the term 'training' is used; the word is used loosely to describe anything done or experienced by student teachers during their period of preparation that will qualify them as senior primary teachers.

The acronym FITE is used when requiring a more global term which will cover the total experience of the teaching qualification.

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A recent survey into teaching method courses in the U.S.A. (Roeder 1975) noted that more time was in fact given on average to the teaching method associated with religious education than was the case in respect of reading. He concluded that 'it is difficult to comprehend why prospective elementary teachers should be required to complete an excessive number of hours in such a subject. Perhaps, though, requiring four or more semester hours in 'religion' can be justified; if a teacher is expected to teach reading and has not been adequately prepared for the task, he had better know how to pray'.

Cook and Moyle 1977: 36

CHAPTER 1: THE NATURE OF THE PROBLEM.

This study attests to the belief that one of the key roles of the primary school is to teach children how to become proficient readers. It is thought that most parents and the general public at large believe that professionally qualified teachers have received a training that enables teachers to teach reading. Very few people question whether primary school teachers have received a training that enables them to be efficient teachers of reading. Over a twenty five year period of teaching experience, the writer has had many parents seek advice about apparent reading problems experienced by their children. Most parents begin such a consultation by suggesting that their child has 'dyslexia' and that the child does not want to read or cannot cope with the reading demands of school. In most of these cases it becomes clear that there is nothing 'wrong' with the child but that the nature of reading teaching experienced at school as well as the school reading environment, is often the cause of the problem. Very few parents in such consultations entertain the possibility that the perceived problem is caused or brought about by the inadequacy of the reading teaching taking place in the primary school.

In considering these cases, there seems justification for questioning whether teachers receive an adequate or appropriate training in the first instance.

Where a history of reading teaching and reports about reading teaching have been chronicled - such as in England - it becomes clear from a study of such documentation that teachers may not be as well qualified to teach reading as the general public assumes them to be. If the quality of initial teacher training in reading teaching is suspect, is it any wonder that the quality of reading teaching in the primary school suffers accordingly?

The reader's attention will be drawn to the number of authorities who note that people *expect* primary school teachers to teach reading. The investigation then illustrates how teachers are trained to teach reading and considers student teachers' observations about what is happening in the schools.

A NOTE ON TERMINOLOGY DESCRIBING PRIMARY PHASES.

Different terminology is used in England and South Africa to describe the various phases in primary education. Table 1 provides a guide to clarify the use of the terminology.

TABLE 1: TERMINOLOGY USED TO DESCRIBE THE VARIOUS PHASES IN PRIMARY EDUCATION.

<u>England</u>	<u>Age range</u>	<u>South Africa</u>	<u>Age range</u>
First or Pre-school	3 - 4	Pre-primary	3 - 5
Infant School	5 - 7	Junior Primary or Phase 1	5 - 8
Junior School	8 - 11	Senior Primary or Phase 2	8 - 12
Middle school	9 - 13	(Upper) Senior Primary	10 - 12

This study has as its central concern the teaching of reading in the *Senior Primary* phase and thus developments in England in Junior and Middle schools will be referred to when comparing reading teaching in the two countries. Because age ranges overlap at times, the terms are used that most closely reflect the age group being considered.

PRIMARY SCHOOLS ARE EXPECTED TO TEACH READING.

Teaching children how to read is the concern and responsibility of all primary school teachers, a belief endorsed by Vera Southgate in the preamble to the Schools Council project Extending Beginning Reading (1981: 21). The perceived importance of teaching children to read also is seen in the project Aims in Primary Education conducted by Patricia Ashton. In this project seventy two aims relating to primary education were identified and described. Two of these aims are concerned with reading, stating that children should be able to read "...fluently and accurately" at a reading age of eleven and able to read with understanding material "...appropriate to his age group and interests" (Ashton 1975: 117). Ashton notes how reading with understanding was one of the "Top-Ten" aims selected by teachers from the list of seventy two aims and that this aim is widely held (Ashton 1975: 27).

At Rhodes University student teachers preparing to teach in senior primary classes are asked to select a 'Top-Ten' from the list of aims described by Ashton by sifting through and sorting 72 cards in the exercise. Each class then draws up a list that reflects the opinion of the class as a whole. The two aims to do with reading have appeared in the final list on every exercise conducted annually during the past seven years. It is clear from this that these student teachers in training believe they have to teach children how to read with understanding.

In England and Wales, the Department of Education and Science (DES) publication English from 5 to 16 emphasises the need to clarify aims to do with reading. The DES suggests that a teacher must help children to read a range of different materials, to know how to use different reading strategies in response to particular purposes, to improve the children's

confidence as readers, to extend their literary awareness and to develop an interest in and liking for reading for pleasure (DES 1984b: 2). The objectives for basic literacy are listed (1984b: 5-6) and the DES then lists the reading teaching objectives for children aged eight to eleven years of age. These objectives include the child reading for pleasure on a regular basis, knowing how to use a library, how to use different strategies to decode words, how to collate evidence from their reading, how to read critically, how to draw inference from text and how to make predictions based on evidence presented in a piece of text. Other skills that an eleven year old should demonstrate are how to use reference books, how to interpret non-verbal information such as maps and how to distinguish between the literal and the figurative (DES 1984b: 7-8).

The DES aims and objectives are very similar to those outlined by South African education authorities such as the Cape Education Department (CED). In the publication The primary school course: syllabus for English first language, the CED includes as one of the *General Aims* the need for the teacher to provide regular opportunities for consolidating and extending the reading skills of the children and for promoting reading for pleasure. The CED describes the Junior Primary teacher's aim as teaching the child the "mechanical skills of reading" so that the child may read with understanding, words, phrases and sentences in the contexts in which they are used (CED 1979: 4).

The CED senior primary syllabus is prefaced by a quotation from G.A. Pappas:

Reading is the key to primary school, and, indeed, to later education. As such, its teaching demands the utmost care and thoughtful planning if it is to serve its broadest purpose as an aid to child growth and development.

CED 1979: 8

The syllabus sets out aims for the senior primary teacher that are very similar to the aims and objectives listed by

the DES in England. Although some of the CED aims are actually objectives, the sentiment is clear. The teacher must develop the child's 'mechanical' reading skills, encourage and promote recreational reading, facilitate interpretative reading, and train the child to use particular skills such as skimming and scanning. The CED sees as an aim the development of the reading potential of the child, indicating the need for senior primary teachers to involve themselves in reading teaching programmes that will achieve this end (CED 1979: 8).

It is not only education authorities such as the DES or CED who expect primary school teachers to teach reading. Parents see this as one of the main responsibilities of the school. Margeret Meek believes that "most people think that is what schools are for" (Meek 1982: 7) and that parents look to the teachers and reading specialists to teach their children to read.

The Schools Council Report Extending Beginning Reading notes how headteachers reported on parental expectations:

One headteacher who included 'literacy' in his reply (about general aims and objectives for the school)...added that parents wanted their children to be literate

and

Parents want their children to be literate and this is one of the general aims of the school.

Southgate et al 1981: 44-45

This may appear to be stating the obvious. The reason for highlighting these points is to raise the question: all these agencies expect the teacher to teach reading, but are teachers well enough trained to fulfil the function? If they are prepared during their initial training, are they able to implement effective reading programmes in the schools and promote those skills that combine to produce an effective reader? If not, why is this the case and is there anything that can be done about it?

First to be examined is what is meant by 'reading programmes'.

READING PROGRAMMES: SOME MODELS OF THE READING PROCESS.

Aims such as 'helping a child become a fluent reader' are so broad as to be of little help. Harris and Sipay comment:

When teachers of reading are asked to state their objectives, the answers are frequently very general. Many teachers do not get beyond the statement that their aim is to help children become better readers. This praiseworthy desire is much too broad and vague to be helpful in the specifics of reading.

Harris A and Sipay E 1980: 72

Harris and Sipay suggest it is helpful to use a model so that teachers can plan a programme based on stated strategies or categories of reading activities. The word 'model' in 'reading model' requires amplification. Harris T.L. and Hodges R.E. see a reading model to mean "a theoretical representation of the reading processes" (1981: 200) and many such models exist. Potts in Beyond Initial Reading describes a simple model that is useful as an entry point:

- Stage 1 - pre-reading.
- Stage 2 - mastering the basic foundation skills
- Stage 3 - learning how to use reading efficiently and to maximum effectiveness.

Potts 1976: 29

Stage 1 requires no amplification here, while Stage 2 is seen as the stage at which children become able to read, with a degree of fluency, material which is appropriate to their age. Potts maintains that this can usually be observed in average children aged seven. This corresponds with the latter period of the South African junior primary phase. The child then progresses into Stage 3 which is characterised by the child now learning how to use his acquired skills in an

increasingly complex and varied ways. It is at this stage that the child requires as much instruction, guidance, teaching and experience as they received during their first years of formal schooling acquiring Stage 2 skills. Potts maintains that there should be a systematic reading programme during Stage 3 during which the child's reading techniques and strategies will be extended (Potts 1976: 31).

The Australians, Drummond and Wignell, offer a model which also consists of three stages: the stage of readiness, then of dependence and, finally, of independence. The second stage - dependence - is seen as one in which the child acquires basic reading skills as a result of two broad areas of instruction: those to do with gaining a sight vocabulary and, secondly, those which provide the child with a range of word attack skills (Drummond and Wignell 1979: 2-3).

The authors suggest that a child acquires a "sight vocabulary pool" during Stage 2 which, as it expands, reaches a level that permits the child to be classified as a Stage 3 reader - that of being independent:

When a sight pool of approximately 500 words is combined with effective word attack skills a vocabulary explosion occurs and the development of reading ability is no longer dependent on rigid control of methods and material. A major step towards reading independence has been taken.

Drummond and Wignell 1979: 3

The third stage proposed by Drummond and Wignell - that of independence - is characterised by two broad categories: firstly the child reading independently but where the teacher consolidates the skills acquired during the stage of dependence and, secondly, where the emphasis is placed on developing the child's reading skills so that reading can become a "multi-purpose tool" (1979: 4-5). They see the

effective reader as a person who has skills and abilities which enable him to

...identify unfamiliar words and determine their meaning in context...that enable him to adjust his reading behaviour in the light of his reading purposes; still others that he uses for critical reading...

Drummond and Wignell 1979: 72

The teacher is called upon to consider promoting the skills of (a) word identification (b) comprehension (c) selective reading, study and locational skills (d) appreciation skills and (e) aids to book selection (Drummond and Wignell 1979: 72-83).

It is clear that Drummond and Wignell stipulate that reading development is to *continue* once the child passes beyond the confines of Stage 2. Just how teachers are prepared during initial training to provide for such development programmes and whether the schools support such strategies is the concern of this study.

The work done in Australia by Drummond and Wignell has been adapted by Raban for the United Kingdom. Other models are offered by educationalists in the United States of America. One of the more widely known of these models (and it is not very different from that proposed by Drummond and Wignell) is that described by Harris and Sipay in How to Increase Reading Ability (1980). In terms of creating a sound reading programme, Harris and Sipay list eight points set out by the Year Book Committee of the National Society for the Study of Education, of which point 6 is pertinent in this study. A good reading programme, it was pointed out,

...affords, at each level of advancement, adequate guidance of reading in all the various aspects of a broad program of instruction: basic instruction in reading, reading in the content fields, literature, and recreational or free reading.

Harris A & Sipay E 1980: 73

Harris and Sipay propose that this could be done by devising a model consisting of three parts:

Developmental Reading
Functional Reading
Recreational Reading.

The categories of reading are then defined:

Developmental reading activities are those in which the teacher's main purpose is to bring about an improvement in reading skills - activities in which learning to read is the main goal. Functional reading includes all reading in which the primary aim is to obtain information, in other words, reading to learn... Recreational reading consists of reading activities that have enjoyment, entertainment, and appreciation as major purposes.

Harris A and Sipay E 1980: 73

This analysis of these kinds of reading is accepted as a useful model in reports such as the Bullock Report A Language for Life (DES 1975: Chapter 8), and the Schools Council report Extending Beginning Reading (Southgate et al 1981).

The Bullock Report A Language for Life has had a major and international impact on the teaching of English. Published in 1975, the report has served as a catalyst for the renewed consideration of almost all aspects of language teaching. The nature of reading teaching in *middle* schools was described as requiring three emphases. Firstly, the teacher is required to consolidate the work of the junior primary years. The second emphasis is to develop and extend the idea that reading is a pleasurable activity while the third emphasis is to "...develop the pupils' reading from the general to the more specialised" (DES 1975: 115).

Southgate et al see the the term *functional reading* as referring to what are generally called study skills and list examples of study skills that should be taught. These include reading for specific purposes, knowing how to read reference materials, how to use a library and knowing how to organize, select and summarize what is read. In developing and

extending *recreational reading*, Southgate et al see this as developing the ability to appreciate and evaluate books read for pleasure (Southgate et al 1981: 6).

The more detailed analysis of the model proposed by Harris and Sipay is listed in annexure 1.

THE EXTENT TO WHICH SCHOOLS, COLLEGES AND UNIVERSITIES MEET THE DEMANDS OF READING PROGRAMMES IN THE SENIOR PRIMARY PHASE.

Thus far it has been shown that parents, teachers and education authorities see the teaching of reading as important and that models exist which are helpful for teachers to plan reading teaching programmes based on stated strategies or categories of reading activities. The question is whether teacher training institutions prepare teachers adequately for the task and whether schools provide reading teaching programmes that develop and extend the child reader?

Concern about the nature of reading courses during the initial training of teachers has been expressed by such research workers as Harold Roeder in the United States (refer Nemeth [Ed] 1975), Vera Southgate et al in the United Kingdom (Clark and Milne 1973) and more recently in South Africa, by Hugh Houghton-Hawksley (Houghton-Hawksley 1983).

In his report on a national survey of methods courses in the United States, Roeder expresses concern about the manner in which teachers are equipped to teach reading. He cites the case of a teacher who graduated from an institution and his concern in terms of the teacher's qualification is worth citing in full.

(The teacher)...received his baccalaureate degree in elementary education from an institution which required such courses as industrial arts (three hours), music methods (six hours), arts and crafts for classroom teachers (six hours), physical education (two hours), and marriage and family relations (three hours). When this graduate embarked upon his professional career, he was prepared consequently, to teach his fifth graders how to swim, sing, make puppets, build bird houses, play volleyball, settle family arguments, and weave baskets. Unfortunately, he was not prepared to teach his students how to analyze words, comprehend printed materials, or critically evaluate textbook selections. Somehow his old alma mater had let him down; it had disregarded the most important R - reading. Although he had fulfilled all of the requirements for graduation and state certification, he and his contemporaries were never required to complete a course in the teaching of reading.

Roeder in Nemeth 1975: 19

The national survey reported by Roeder (see annexure 2) provides some important findings. Of 860 colleges and universities that returned usable data, only 3% provided reading method courses of six or more hours in duration! Only four institutions (0,5%) provided courses in children's literature of six or more hours. As many as 86 institutions offered no course at all in reading teaching methods, while 167 offered no course in children's literature. The remaining institutions offered in one form or another courses which ranged in duration from one to five hours.

Roeder's findings are alarming. One needs hardly raise the question as to what could be achieved in the period of time allocated to reading teaching at the majority of colleges and universities included in his survey. Naturally the amount of time given to a course is no criterion of excellence in itself. Nonetheless, the amount of time allocated to a course provides some inkling as to the importance with which it is regarded. The Bullock Report recommends that a basic course in language in education should "...occupy at least 100 hours, and preferably 150" (DES 1975: 338), although no

guidance is given as to how much of this time should be devoted specifically to the teaching of reading.

The British Schools Council report, Extending Beginning Reading, is also critical of the training teachers have received in equipping them to extend children's reading ability beyond the initial stages. In background comment to the Schools Council project, the authors note that reading teaching has not been a particular concern of teachers other than those working in infant schools and remedial education:

Unfortunately, in Britain the emphasis had been planned almost exclusively on beginning reading, and within that narrow field, almost solely on word recognition skills. Consequently, learning to read had tended to be regarded as a subject of concern only to infant teachers and remedial teachers.

Southgate et al 1981: 6

Later in the report the authors ascribe part of the problem to the inadequacies of initial training, as will be shown in chapter three of this study.

In South Africa very little research has been conducted in reading development and extension in the senior primary phase for English First Language schools. Research into what is taking place in South African schools in the form of school inspection reports has been a regular and long-standing function of the inspectorate and subject advisers. Their reports and findings, however, are confidential documents and are not available for public scrutiny. The extent to which one education authority in South Africa views research into classroom practice as its prerogative and where independent educational research into teaching programmes is not permitted is illustrated by McKellar (1983). The Cape Education Department was asked by McKellar for permission to publish findings about the following issues:

- the number of times teachers read aloud to children in their classes
- the duration of these read aloud sessions
- the titles of books read aloud.

The officer responsible responded as follows:

The (Cape Education Department)...constantly guards against research procedures which could inter alia, subject individuals or institutions to identification, or which could prove embarrassing in any way.

(and)

Certain fields of research are considered by the Department as its prerogative: for example, the evaluation of teachers *and teaching programs* in CPA schools. (Italics mine.)

Letter in M.Ed thesis
McKellar D 1983: Introductory notes.

As a result, this information in McKellar's research was published separately and was subject to an embargo.

A notable exception to this dearth of available research is the work of Houghton-Hawksley in his study Enrichment reading in the primary schools (1983). Houghton-Hawksley, though concentrating on the fostering of recreational reading, pleads for teacher training institutions to plan for the provision of suitable courses:

If one accepts that the 'fostering of the reading habit' is of paramount importance throughout the whole of the primary school...then...teacher-training programmes should place considerable emphasis on the children's literature component of the course.

Houghton-Hawksley 1983: 4

In considering the problems confronting teachers who want to encourage enrichment reading, he points out that "little has been done to ensure...that teachers, especially primary teachers, are trained to assist pupils to become literary readers..." (1983: 5).

Among his conclusions and recommendations he notes that:

16. Teachers' Colleges and University Art and Education Faculties should consider giving greater prominence to children's literature in the curriculums of all prospective primary school teachers...

17. In University diploma and degree courses for primary teachers - English First and English Second Language - there should be a mandatory children's literature component involving wide reading of children's books for each year of the course.

18. Consideration should be given to the designing of a B.Ed course with children's literature as the focal component...

19. In a BA course there should be a children's literature module at least to first year level.

20. For both English First and English Second Language, Teachers' Colleges should include a mandatory children's literature component involving wide reading of children's books for each year of the course.

21. Teachers' Colleges should offer a specialist fourth-year course in children's literature.

Houghton-Hawksley 1983: 240-241

In McKellar's study on reading aloud in senior primary classes, one of his recommendations also draws attention to the need for those involved in teacher training to consider the findings of his investigation so that appropriate action can be taken.

OUTLINE OF THE RESEARCH AND THE RESEARCH METHODOLOGY.

Considerable research into reading development and extension programmes has been conducted in the United States of America, Australia and Britain. A reading teaching model based on this research is described in chapter two. This model was developed at Rhodes University over a period of five years. It is presented in chapter two and aspects of the model will be referred to in the chapters that follow.

Some background factors affecting initial teacher training in England are considered in chapters three and four. A survey of the literature and official reports will be presented in which issues affecting the nature and duration of reading teaching courses are identified. In this study the focus will be limited to a consideration of developments in England and South Africa for two reasons. Firstly, developments in education in South Africa were shaped to a considerable extent by the historical links between the two countries (Behr 1988). Secondly, because of the constraints of time and funding, visits overseas during 1985-6 and 1990 were limited to an examination of developments in England.

The research examines three institutions in England and three in South Africa. The three selected institutions visited in England are described in chapter five. Before making the selection, visits were arranged to a number of institutions, from which three were chosen as most appropriate to this study. Tutors were interviewed in 1986 and again in 1990, and their course outlines and other documents provide insights as to the aims, content, and nature of the courses.

Analysed in chapter six are three reading courses at South African universities offering a Bachelor of Primary Education degree where English is the language of instruction. A brief precis of the historical involvement of universities in pre-service primary teacher training is followed by an analysis of the regulations and criteria imposed on South African teacher training institutions.

Following the procedures adopted in England, tutors in three South African universities were interviewed in 1988 and again in 1991. As well as the information gained in these interviews, course outlines as well as other documentation helped to provide details about the reading teaching courses.

The main objectives were to establish the timing of the reading teaching courses within the period of pre-service training in the Bachelor of Primary Education, the duration and content of the courses. Another objective was to examine the relevance and suitability or appropriateness of the qualifications and experience of the reading teaching tutors.

The reading teaching course for senior primary teachers developed at Rhodes University was evaluated by two cohorts of student teachers, in 1987 and in 1989. Their evaluations are reported in chapter seven.

It will be argued that teaching practice experience is of vital importance in the training of new teachers and that schools provide models for the student teachers where the quality of the teaching taking place affects the student teachers' subsequent teaching. This being the case, the nature and quality of reading teaching taking place in senior primary classrooms is scrutinised. To provide some insights into these issues, the reading teaching course example described in chapter two serves as an instrument for conducting a survey of reading teaching taking place in a sample of schools. This information gained from this sample is analysed in chapter eight.

Chapter nine concludes the study by analysing those factors which indicate what might be done to provide effective pre-service reading teaching courses by raising some of the issues teacher trainers may consider when developing reading teaching courses.

SUMMARY

Having established that student teachers, qualified teachers, education authorities and parents see the teaching of reading as one of the central concerns of the primary school, it is important to establish what is meant by 'effective' reading teaching programmes. Reading models provide a useful starting point and the basis upon which reading teaching courses can be planned, taught and evaluated.

Whether institutions offering FITE courses for primary teachers do provide an effective education and training of student teachers to teach reading - particularly in reading development and extension programmes - has been queried in some of the research conducted in the United States of America, England and South Africa.

This study sets out to examine a selection of reading teaching courses, to determine the effectiveness of a reading teaching programme developed over a period of time, as well as to consider other factors which affect student teachers being trained to teach reading in the senior primary phase.

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CHAPTER 2: A FITE READING TEACHING COURSE FOR SENIOR PRIMARY STUDENT TEACHERS.

There are plenty of bullets flying about just now. It is difficult to preserve the detachment necessary to review one's own work calmly when there are bullets flying overhead. The media and other opinion formers are enjoying the snipe season. It is altogether understandable that teachers should keep their heads down. But not very useful. The only advantage to an ostrich when it buries its head in the sand is that it limits the choice of where precisely it is shot. It will probably not be in the head.

Dougill 1991: 3

Any school teacher or professed primary school educationalist in Britain during the mid and later months of 1990 (as was the writer) will well understand Peter Dougill's cautionary note about the need to consider one's anatomy in terms of the sniper fire that filled the popular press - as well as more serious publications such as the Times Education Supplement - during that period. Reading standards and reading teaching in primary schools were seriously questioned in a public debate that has yet to subside. Thus the Times Education Supplement headline of the 29th June 1990:

Leaked study reveals slump in primary standards
since 1985
PSYCHOLOGISTS ALARMED BY FALL IN READING SCORES

The Daily Telegraph signalled the opening of this barrage of criticism with the main headline (of the same date):

Number below average doubles
TESTS REVEAL FALL IN STANDARD OF PUPILS' READING

By September 1990 the concern about reading standards was still an item of national news as the Daily Telegraph of 15 September 1990 illustrates:

SHARP DECLINE IN CHILDREN'S READING LEVELS

More evidence of the decline in children's reading standards was disclosed yesterday...

The public debate about reading teaching in schools gave rise to considerable discussion amongst educationalists as to the state and nature of reading teaching. Bearing in mind the cautionary note expressed by Dougill, any attempt to compile a model of a reading teaching course for initial training is also likely to run into the kind of sniper fire described by him. There can be no single model that will meet all needs, and to be prescriptive in such a matter would be sheer folly. Such a stand would, in any event, run counter to a teaching philosophy that few would question: that of requiring the teacher to know of several approaches to reading teaching - and to be able to adapt them to the needs of the children in a class. This point is highlighted by Muriel Somerfield et al in the handbook A Framework for Reading: Creating Policy in the Primary School, when the first thing said is:

All experienced teachers know that:

- different children work in different ways
- to help all children a teacher needs various approaches.

It would therefore be wrong to suppose that any one method can be used to teach all children to read. If there is only one method being used in a school then, whatever it is, some children will not manage to learn to read.

Somerfield et al 1983: 3

The Cox Report of 1989 *English for Ages 5 - 16* makes the same point:

A prime objective of the teaching of reading must be the development of the pupils's independence as a reader. But "there is no one method, medium, approach, device, or philosophy that holds the key to the process of learning to read...Simple endorsements of one or another nostrum are of no service to the teaching of reading."

Bullock Report cited in DES 1989b: paragraph 16.9

This philosophy ought to serve as the platform upon which pre-service reading teaching courses are built. If this is accepted as an underlying principle, then any recommendations for a pre-service reading teaching syllabus must be viewed in the light that such recommendations are tentative. It is in this spirit that a syllabus is presented in this chapter.

WHY OUTLINE A READING TEACHING COURSE?

There are three reasons for setting it down. Firstly, it is presented as a starting point for discussion as to whether it satisfies the needs of pre-service senior primary teachers. Secondly, in chapter seven of this study it is used as an instrument for evaluating the reading teaching course which two cohorts of student teachers completed. Thirdly, it serves as a framework or 'grid' with which student teachers surveyed reading teaching programmes observed in schools whilst completing periods of teaching practice. This is examined in chapter eight.

THE EXTENT TO WHICH THE ELEMENTS OF THE SYLLABUS ARE JUSTIFIABLY INCLUDED IN A PRE-SERVICE READING TEACHING COURSE.

Some explanation or justification for the inclusion of various elements of the syllabus is provided in this chapter. It must be borne in mind, however, that it is not the intention to present such an argument as a main concern of this thesis. Because of the underlying philosophy described above, it is accepted that the inclusion or exclusion of any particular aspect of the syllabus is not a key issue in this study. In the same way, the degree of stress or amount of time allocated to a particular strand or activity within the syllabus is viewed as being arbitrary. What matters, it is argued, is that the student teacher qualifying to enter the ranks of the profession as a senior primary teacher should be in a position to know where and how to start consolidating, developing and extending the reading abilities, skills and attitudes of the children in her class. The DES publication Quality in Schools: the Initial Training of Teachers provides a perspective worth keeping in mind when considering the nature of a pre-service syllabus in whatever teaching area is being scrutinized:

Initial training cannot prepare for all that a teacher may be called upon to do throughout a working lifetime. Nor can it be expected to turn out a finished product...Initial training must, however, turn out teachers who are enthusiastic about their subject interests and confident in their understanding of them; know about how children develop and learn; are able to relate to children and other adults; and can prepare, organise, and carry through their work and stand back to evaluate and review it. Above all, what has been achieved and mastered in initial training should enable new teachers to respond surely but flexibly, and with some imagination and flair, to their pupils in whatever particular teaching situation they find themselves.

DES 1987: 5

The qualities and abilities described by the DES provide tutors with aims that make the inclusion or exclusion of a particular aspect of a subject or activity or skill of lesser priority than the over-riding aim: that of making it possible for the newly qualified teachers to feel confident in their ability to tackle the work. What is needed, it is suggested in this thesis, is the right amount of time to achieve these ends within a balanced programme where theory and practice become an integrated whole.

THE BULLOCK REPORT A LANGUAGE FOR LIFE LANGUAGE AND READING COURSES FOR PRE-SERVICE TRAINING.

The Bullock Report reminds course developers that it is *fragmentation* that "...prevents theory being linked with practice within a coherent intellectual framework". The solution, the Report continues, "lies in constructing a new type of course" (DES 1975: 333). The models the Bullock Report presents are based on the argument that language should occupy a central position in teacher training (DES 1975: 337). Two examples are presented and are reprinted as annexure 3. A key statement in prefacing the course outline examples presented on the Bullock Report is seen in paragraph 23.24:

We can sum up our basic recommendation by saying that during their pre-service training all teachers should acquire a more complete understanding of language in education than has ever been required of them in the past.

DES 1975: 343

It can be argued that such an understanding ought to be gained through a complex of language related issues in all education related subjects and professional studies within their degree programme. This type of approach will be illustrated in chapter five where King Alfred's College in Winchester, England, required all BEd student teachers to complete a compulsory course entitled *Foundation Studies*. This particular course had as one component *Language and the Principles of Classroom Learning* and served as a good model

in terms of strategies that start student teachers on the road to understanding the link between language and learning. (It is of considerable concern to many of the tutors at the college that this course has been discontinued due to factors that will be discussed in chapter five.)

In the experience of the writer most pre-service primary degree courses include a *Language and Learning* component either in Education Studies or specialist components such as the one offered at King Alfred's College. In the case of the Rhodes University Bachelor of Primary Education degree, for example, students complete modules lasting twenty contact hours on *Language and Learning* during the Education 1 programme which is linked with *Learning Theories*.

ORIGIN OF THE READING TEACHING MODEL FOR SENIOR PRIMARY STUDENT TEACHERS USED IN THIS THESIS.

The model for senior primary student teachers presented here was developed at Rhodes University from 1980 to 1984 and has been presented in its basic form for a period of six years (1985 - 1990). Minor changes have been introduced during the latter period as a result of administrative changes, but the course has retained its basic elements so that an evaluation of the course could be completed over a period of time.

BASIC DIVISIONS.

The model has eight sub-divisions:

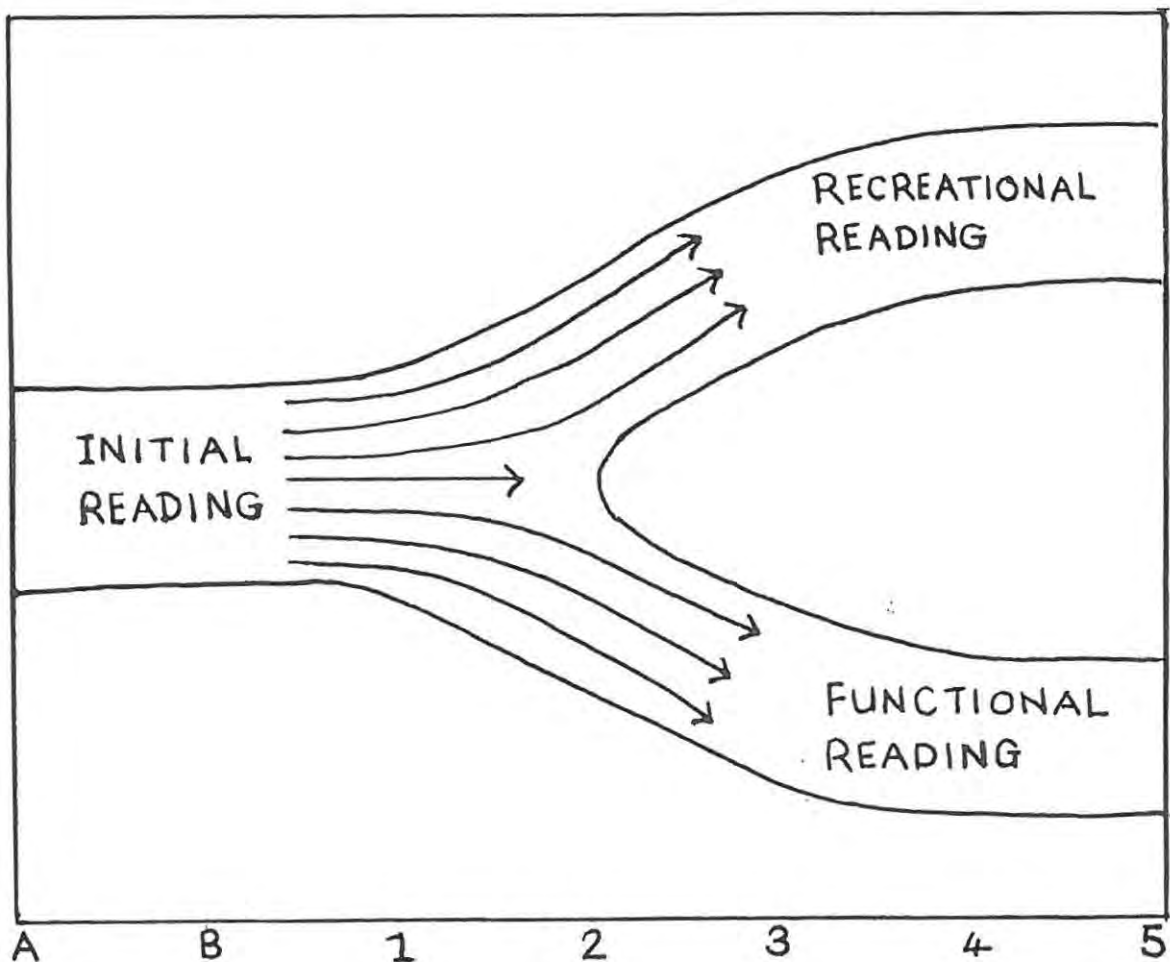
- 1 General background or 'theory' in reading teaching.
- 2 Initial or beginning reading.
- 3 Reading development and extension: functional reading.
- 4 Reading development and extension: recreational reading.
- 5 Student teacher reading programme.
- 6 Testing and remediation.
- 7 Examination of official documents and guides.
- 8 Practical reading teaching experience.

BASIC PREMISE.

In terms of stressing aspects of reading teaching, Diagram 1 provides those attending the course with an introductory statement about the need to see reading teaching as an on-going developmental process.

DIAGRAM 1: READING TEACHING FOCUS AND PROCESS - SUBSTANDARD A* TO STANDARD 5**.

Note: * Substandard A: 5-6 year olds
** Standard 5: 11-12 year olds.



It is stressed that reading for pleasure in the junior primary phase is seen as being *as important* as the initial or beginning reading programme. The diagram attempts to clarify the fact that the junior primary teacher stresses the *initial reading* programme in her planned activities as getting the children through this stage to the stage of independence (refer Dummond and Wignell model in chapter one) is one of her major aims and priorities. The diagram attempts to clarify to the student teachers that far from the teaching of reading ceasing at the end of the junior primary phase, it is only a beginning - and that the senior primary teacher has two main paths to follow: a recreational reading programme as well as a functional reading programme - neither of which is of more importance than the other.

It is made clear to the student teachers that there is no set point in time at which a child moves from the stage of beginning reading to being equipped 'overnight' to cope with the functional reading teaching programme that becomes the concern of the senior primary teacher. Because becoming a proficient reader is an on-going process, children progress at an erratic pace (and may regress at times), and the effective teacher of reading needs to allow for this pattern of development. Indeed, this gives rise to discussion about the statement made in the DES report English for ages 5 - 16 that teachers "...should recognise that reading is a complex but unitary process and not a set of discrete skills which can be taught separately in turn and, ultimately, bolted together" (DES 1989b: paragraph 16.9).

GENERAL BACKGROUND OR 'THEORY' IN READING TEACHING.

Without an underpinning of theory, reading 'teaching' can easily become an activity in which the teacher presents to children in her class a series of mechanical exercises pre-determined not by what the children need, but by outside agencies of one sort or another - for example, a work programme devised by the employing authority or a text book or a set of notes collected during pre-service 'training'.

To be able to teach and promote reading in a flexible way, to meet the needs of individual children within a class, the teacher needs to have a broad understanding of the nature of language, of how reading relates to other language skills and the nature of the child as a learner (Wilkinson 1971; Donoghue 1971: 1-42; DES 1975: 47-50; Moyle 1976:21-27; Potts 1976: 20-41; Donaldson 1978; Flood and Salus 1984: 1-66; Lapp and Flood 1986: 3-49; Beard 1987: 1-6).

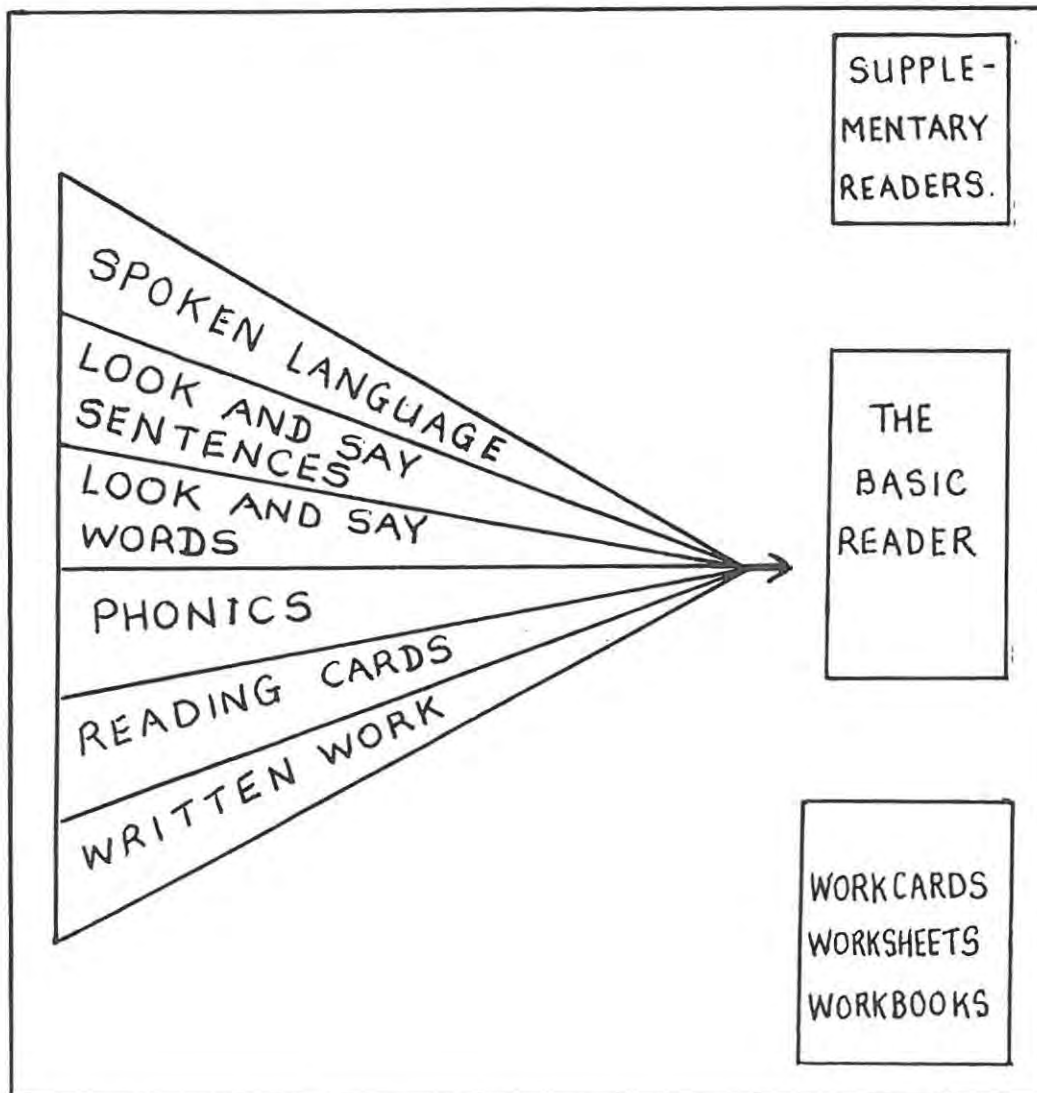
An overview as well as definitions and descriptions of the reading process provide the student teachers with the essential background needed to understand subsequent teaching methodologies and the debate about the effectiveness of various approaches. This, in turn, provides an introduction to an exploration of the *notion* of reading readiness (rather than reading readiness 'programmes') and the opportunity to consider controversies about reading teaching. Dealing with the latter is made that much more meaningful if the student considers the history of reading teaching - however briefly (Smith F 1971; DES 1975: 77-96; Moyle 1976: 28-92; Smith F 1978; Beard 1987: 3-92).

INITIAL OR BEGINNING READING.

Experienced primary school teachers know that the Bullock Report is correct in acknowledging that senior primary teachers - particularly those teaching at the standard two (or eight year old) level - need to "...consolidate the work of the early years, and to give particular help to those children who for one reason or another have failed to make progress" (DES 1975: 115). For this reason, it is essential that senior primary teachers be familiar with the teaching philosophies, teaching methodologies and teaching resources used by their colleagues in the junior primary phase.

In most South African English speaking primary schools the main approach used in beginning reading can be described as the 'eclectic' approach: a combination of methods endorsed by the employing authority and set down in teacher manuals and guides. An example of this is provided in Diagram 2: the 'eclectic' approach as endorsed by the Natal Education Department.

DIAGRAM 2: THE 'ECLECTIC' APPROACH AS ENDORSED BY THE NATAL EDUCATION DEPARTMENT.



Natal Education Department 1977: 39

Senior primary teachers familiarise themselves with the procedures, advantages and disadvantages of the main reading teaching strategies employed by junior primary teachers: the so-called phonics, look-say and language-experience approaches to reading teaching - as well as approaches in which the main emphasis is not on reading 'schemes'. The latter is sometimes referred to as the 'real' book approach. Useful references for senior primary teachers include Practical Ways to Teach Reading (Moon 1985), as well as the Bullock Report A Language for Life (DES 1975: 77-79 and 104-114 ; Moyle's The Teaching of Reading (1976 : 95-132), Bennett's Reaching out - Stories for readers of 6 - 8 (1980), Waterland's Read with Me - an Apprenticeship Approach to Reading, (1985), Beard's Developing Reading 3 - 13 (1987: 71-93) and Bloom et al Managing to Read (1988).

Included in this section is a brief discussion about other approaches that have been tried such as the *Initial Teaching Alphabet*.

Because of the persistent and continuing popularity of reading schemes in schools, senior primary teachers need to become familiar with a variety of such schemes in order to assess their various inherent advantages and disadvantages (DES 1975: 104-109; Jack and Root 1985).

Experienced teachers of children in the junior primary phase will also know of the keen interest in progress displayed by most parents whose children are beginning school. The involvement of parents in promoting a child's reading interests, abilities and attitudes is now well documented and senior primary teachers should be aware of the role parents can play in the continuation of positive gains made in the teacher-pupil-school-parent relationship. Many recent publications draw attention to these relationships and possibilities. Among the most important of these are:

Margaret Meek's Learning to Read (1982), Parental Involvement in Children's Reading by Topping and Wolfendale (1985), Children and Parents Enjoying Reading by Branston and Provis (1986), Wendy Body's Learning how to Read and Write (1989), and Beard's Developing Reading 3 - 13 (1987).

Senior primary teachers cannot ignore the impact that pre-school groups - or pre-primary schools as they are known in South Africa - have had on children's education. Again, brief consideration of the effect of such experience on young children is important. Included in their study is an examination of 'reading readiness' programmes as practised by some pre-primary schools (and most Substandard A teachers in the junior primary phase) (DES 1975: 197-198; Moyle 1976: 85-92; Smith 1978: 154-158; Lapp and Flood 1978: 53-114; Beard 1987: 52-70).

While recreational reading is examined in detail in the reading course, it is worthwhile including discussion on the importance of recreational reading - of the power of story - while the junior primary teacher is teaching beginning reading (Meek 1982: 15 - 27; Bloom et al 1988: 34 -39).

Finally, the senior primary teacher needs to know how junior primary teachers organise a reading teaching programme and their reading lessons - particularly so for teachers who will be teaching first year senior primary children (i.e. standard 2 classes) so that the transition from one phase to the other can be facilitated (Taylor J 1983; Cape and Natal Education Department Junior Primary Guides to English syllabus).

READING DEVELOPMENT AND EXTENSION: FUNCTIONAL READING.



Pearson 1987: 43

During the past ten years the writer asked incoming third year senior primary student teachers to describe what they understood 'reading teaching' in the senior primary phase to mean. The response was usually predictable. Following a period of silence, the student groups described reading teaching as being comprehension exercises from language text books, as well as reading aloud around the class or in a 'ring'. Some students recalled having worked on the S.R.A. reading laboratory when they were at school. It regularly surprised them to learn that reading teaching at the senior primary level requires very much more than that.

It is necessary to establish what is meant by the development and extension of *functional* reading skills, and for this reason aims and objectives are clarified at the commencement of this section (Walker 1974: 8-14; DES 1975: 115-118; Dean - undated publication; Potts 1976: 55-60; Wray - undated publication: 4-17; Lunzer and Gardener 1979: 7-36; Harris and Sipay 1980: 72-98; Beard 1987: 113-133; and Dougill 1991: 81- 97).

A major section involves a consideration of the meaning of *comprehension* as well as different 'levels' of *comprehension*. A most useful classification is that used by Harris and Sipay and the Bullock Report A Language for Life. These are the literal, the inferential and the evaluative comprehension or interpretation of text (DES 1975: 94-96 and 120-122; Moyle 1976: 202-203; Harris and Sipay 1980: 447- 514). The reason this classification system is described as useful to the student teacher is that several excellent school text books have been produced during the past few years using this classification of comprehension levels as the point of departure for the promotion of comprehension skills in children. Examples of such texts include the Scope for Reading series produced by Allan, Livingstone and Love (1975) and the series titled Directions and More Directions by Cooper and Hughes (1982).

The importance of stressing *purpose* in reading teaching and the need for children to establish their own purpose in their reading is a crucial one. Spache is cited in the Natal Education Department Guide:

...most ineffectual or superficial reading is due to lack of purpose in the mind of the reader...

and

...if the teacher has a narrow view of the variety of purposes that can be met through reading, she will be unable to develop her pupils' reading skills.

Spache cited in N.E.D. Guide 1978: 19

Readings include DES 1975: 119; Moyle 1976: 204-208; Wray - undated publication: 19-24; Beard 1987: 24-26.

The acronym 'DARTS' is widely used in British texts and schools (Directed Activities Related to Texts). The acronym describes activities such as cloze procedure, prediction and sequencing exercises (Beard 1987: 149).

Beard points out that this work was "...pioneered by Stauffer (1969) who drew attention to the possibilities of 'teaching reading as a thinking process'" (Beard 1987: 149).

Walker's Reading Development and Extension (Walker 1974) did much to bring these reading teaching strategies to the attention of a wider audience and, as Beard points out, was "...an important catalyst in the decision by *The Effective Use of Reading* team to carry out some exploratory work..." into pupil-centred discussion (Beard 1987: 149).

Student teachers examine DARTs as teaching strategies for the senior primary classroom (Walker 1974: 25-66; Wray - undated publication: 31-43; Lunzer and Gardener 1979: 228-265; Pearce 1985: 16-24; Beard 1987: 149-155; Taverner 1990: 52-56) as well as how to equip the children with word-attack skills (Moyle 1976: 179-199).

Schools in South Africa are sometimes approached by commercial houses, the latter selling a range of tachistoscopes or 'courses' which claim to improve the children's speed of reading. This vexed issue, therefore, is part of the student teachers' reading teaching course. As a result of their understanding of the reading process, student teachers soon realise that many of these courses are presented by charlatans, while tachistoscopes and other mechanical 'accelerating' devices have to be evaluated with enlightened caution (Smith 1971; Smith 1978; Farr and Roser 1979: 360-363; Dechant 1982: 346-352).

The skills of being able to skim and to scan are important if children are to be shown how to cope with large volumes of text and to understand the link between different reading strategies being used to meet different demands or purposes (DES 1975: 115-123; Harris and Sipay 1980: 486-493; Beard 1987: 138-141).

The Bullock Report A Language for Life made it quite clear that it is the responsibility of teachers to help children develop critical insights in their reading and to question what they read instead of accepting a point of view simply because it is encountered in print:

There is all too often taken for granted that the information in the text book is accurate and its opinion not seriously to be questioned - at least by the pupils...it is one of the responsibilities of all teachers to ensure that this apparent authority receives critical attention.

DES 1975: 121

For this reason, the development of critical reading habits - usually using comparative reading as a key strategy - is a major issue in the syllabus (Walker 1974: 9-10; DES 1975: 121; Moyle 1976: 208-209; Taverner 1990: 70).

Reading laboratories - particularly the S.R.A. Reading Laboratory - are found in many South African primary schools. The effectiveness of the use of such laboratories is clearly dependent upon the manner in which teachers use them (Walker 1974: 68-80; Moyle 1976: 210-214; Lunzer and Gardener 1979: 193-227). The course includes an examination of reading laboratories (S.R.A. Reading Laboratories [Parker 1961] and Ward Locke's Reading Workshop [Conochie et al 1969]) as well as some of the research findings concerning the effectiveness of these laboratories (DES 1975; Moyle 1976: 210-215; Beard 1987: 143-145).

A further part of the functional reading teaching programme is concerned with teaching the children how to consult reference books and dictionaries. There are many texts available such as Aithchison's Using Textbooks (Aithchison: undated publication) and Underhill's Use Your Dictionary (Underhill 1980).

In terms of reading 'across the curriculum' or 'language across the curriculum', Rhodes University Bachelor of Primary Education students are provided with a series of lectures as part of the English Professional Studies course. During the reading course, reference is made to this with special attention paid to the need for teachers to be sensitive to the special language and reading demands made by specialist texts. The Bullock Report A Language for Life is used as a catalyst for initiating workshops on text analysis (DES 1975: 190-19).

READING DEVELOPMENT AND EXTENSION: RECREATIONAL READING.

The best reading teachers are those who help children to become independent readers *quickly*.

Meek M 1982: 27

From 8 to 15 years - this is the vital period to develop an interest in reading, to satisfy individual tastes and to build the foundations of a love for literature that will persist through a lifetime.

Schonnell F 1961: 192

It is not the purpose of this study to convince the reader of the importance of recreational reading and the need for the teacher to develop and extend the child's recreational interests and experiences. Nevertheless, it is worthwhile bearing in mind the responsibility that rests on the

shoulders of all primary school teachers - and therefore those who train these teachers - of doing everything possible to promote the child's range and extent of voluntary reading. The Bullock Report, for instance, argues:

There is no doubt at all in our minds that one of the most important tasks facing the teacher of older juniors and younger secondary pupils is to increase the amount and range of their voluntary reading. We believe that there is a strong association between this and reading attainment, and that private reading can make an important contribution to children's linguistic and experiential development.

DES 1975: 126

CHILDREN'S LITERATURE AND THE NEED TO BE KNOWLEDGABLE AS A RESULT OF WIDE READING.

The course developers of the recreational reading component at Rhodes University agreed on an underlying principle: that to know *about* children's literature was not enough. The teacher does need to know something about children's literature but the course developers believed that *this was not as important as having read as wide a range as possible of books that appeal to children*. It was agreed that only when a teacher could recommend books to children because she had read them; only when she could share a response to a book that a child had read, was she in a position to promote recreational reading.

Obviously no finite criteria can be set down as to how many books a teacher needs to have read to be in a position to promote reading effectively. What matters, it was agreed by the course developers, is that the teacher has a real interest in the world of children's literature, and a wide and ever-growing experience of children's books.

The recreational reading course thus consists of two main parts:

- * learning *about* children's literature and related issues

- * encouragement of wide reading of children's books by the students through the provision of time, resources, and structured activities.

COMBINING JUNIOR AND SENIOR PRIMARY STUDENT TEACHER GROUPS.

A further point agreed to by the course developers was the need to see the growth and development of recreational reading as lineal in the sense that in an ideal world, children would experience as wide a variety of literature as possible throughout their lives. It was agreed, thus, that the course would include consideration of recreational reading from the time a child was able to respond to and experience enjoyment from a book. This meant starting with an examination of so-called 'First Experience Books' (Huck 1976: 93). This, in turn, led to the decision to combine the junior and senior primary student teacher groups and to see the course as a recreational reading course for *all* primary student teachers.

THE RECREATIONAL READING COURSE: COURSE TITLE.

The course developed and outlined here is referred to as the 'Reading Course' in chapter six. It should be noted that the reason for this title is that it gained wider acceptance as a legitimate university course amongst some of the university staff, than was the case when it was entitled "A Course in Children's Literature"!

TIME AND ARRANGEMENT OF WORKSHOPS.

The course was developed to make maximum impact within the sixty available contact hours. A four week teaching practice period divided the course into the following pattern:

Weeks	
1 - 7	Lectures and workshops
8 - 12	Continuous teaching practice
13 - 17	Lectures and workshops.

The weekly arrangement is one in which a double lecture period is used as input: getting to know about children's literature, while later in the week a triple lecture period is used for workshops and discussions about books read.

THE READING COURSE.

THE SYLLABUS FOR THE READING COURSE: KNOWING ABOUT CHILDREN'S LITERATURE.

This offers opportunities for discussion and consideration of what is meant by 'children's literature' and for understanding the child as a reader. Another concern is the value of reading to children.

Two general texts are recommended - and they provide readings on most of the topics covered in the course: Charlotte Huck's Children's Literature in the Elementary School (1976) and Sutherland (et al) Children and Books (1981). The Open University publication Children, Language and Literature (Hoffman et al 1982) is also recommended. Many other titles are available - and as is the case in each of the strands outlined here, only a few are listed to provide some examples for the reader.

A STUDY OF TYPES OF LITERATURE.

This section deals with the many different types of literature that can make up a reading 'curriculum' for children. Included here are such categories as folk tales, fables, myths, legends, modern fantasy, modern fiction, historical fiction - and so on. The student teachers consider examples of books from these various categories as well as recommendations of titles within each category. Apart from Huck (1976) and Sutherland et al (1981), useful and appropriate readings include such titles as Meek's Learning to Read (1982) and Taylor and Braithwaite The Good Book Guide to Children's Books (1983).

EVALUATING CHILDREN'S LITERATURE.

Many publications are available which consider what is meant by a 'good' book for children. In this course the student teachers examine the views of Huck (1976: 6-44), Sutherland et al (1981: 50), and Chambers (1983 102-107).

SCHOOL LIBRARIES.

The purpose of this course component is to provide the student teachers with a working knowledge and practical understanding of the running of school libraries, should they be called upon to do so, as well as ways of assisting children to gain maximum use and benefit from them. Assignments include the compilation of a file in which articles and documents are listed so that the student teachers are equipped to meet such challenges as come their way once they are teaching.

References include Gawaith's Library Alive! (1988) and Van Schalkwyk's The School Library and its Use (1976).

HOW TO PROMOTE RECREATIONAL READING.

This topic is also covered in an extensive range of publications. The student teachers consider a range of texts including the Open University package - Part 3 *Encouraging the reading habit* (Hoffman et al 1982) as well as all of Chambers' *Introducing Books to Children* (1983) and journals such as *Children's Literature in Education* and *Books for Keeps*. Also included is an examination of Part 4 of *Children and Books, Bringing Children and Books Together* (Sutherland et al 1981).

SCHOOL AND CLASSROOM POLICY IN PROMOTING RECREATIONAL READING.

Consideration is given as to how a school could be organized to provide a meaningful on-going recreational reading programme for the children. Where schools do not have such a co-ordinated plan, the student teachers consider ways in which they can formulate such a policy within their classrooms.

Main readings include Somerfield et al *A Framework for Reading: Creating Policy in the Primary School* (1983) and Huck - Part 3 of *Children's Literature in the Elementary School* (Creating the learning environment/ extending literature through creative activities/ the literature programme) (1976: 587-754).

TESTING 'READING AGE'.

Because many South African schools test the 'reading age' of individual children, it is seen as important that the student teachers know enough about reading age testing that they treat all reading age scores with enlightened caution.

Using a taped recording of a child reading, the student teachers establish the child's 'reading age' using various tests.

Texts and materials used include Schreiner's Reading Tests and Teachers (1979), Raban's Guides to Assessment in Education - Reading (1983), Daniels and Diack The Standard Reading Tests (1973) and Neale's Neale Analysis of Reading Ability (1966).

TESTING BOOK SUITABILITY.

Readability tests are considered and students apply such tests as the Fry Test and Johnson Test to various examples of texts. The results of tests are compared - and once again, the students realise the extent to which enlightened caution needs to be brought to bear on any test 'results'.

References include Diana Bentley's excellent How and Why of Readability (1985) and Fry's Elementary Reading Instruction (1977).

USING CHILDREN'S LITERATURE ACROSS THE CURRICULUM.

We believe that the English department should consider the development of reading skills at all levels and in all its aspects as one of its most important responsibilities. As part of the school's policy for language across the curriculum it should offer guidance in the extension of this ability in all the pupil's learning activities.

The Bullock Report A Language for Life.

DES 1975: 223

Although this recommendation is included under the section 'The Secondary School', it can be argued that such a policy should also be introduced in the senior primary school. In the vast majority of South African primary schools, subjects are taught within strictly timetabled boundaries and many schools have subject specialisation rather than class teaching. Heads of Department are invariably given subject-based portfolios - such as Languages or Mathematics. It should be a responsibility of the Head of Department to introduce such a policy.

Teachers need to be aware of ways in which literature can be used across the curriculum to provide a more interesting and meaningful approach to the children's growing understanding of the world in which they live. This will overlap with the next strand in the Reading Course syllabus - using books as a theme - and the references are applicable to both.

USING BOOKS AS THE FOCUS FOR A THEME.

There has been a growing interest in thematic approaches to teaching as evidenced by a spate of recent publications. The student teachers consider ways in which literature can be used as part of a theme - or, alternatively, how novels can act as a springboard to thematic approaches to world studies. The student teachers examine the following publications (arranged in order of publication):

- * Shapiro J E (Ed) : Using Literature and Poetry Effectively
(1979)
- * Hoffman M,
Jeffcoate R, : Children, Language and Literature
Maybin J and (Open University Package)
Mercer N (1982)
- * Jackson D (1983): Encounters With Books: Teaching Fiction 11 - 16.
- * Roser N and : Children's Choices: Teaching with Books Children Like
Frith M (1983)
- * Hayhoe M and : Working with Fiction.
Parker S (1984)
- * Thomas R and : Into Books.
Perry A (1984)
- * Hill S (1986): Books Alive!
- * Little R : Contexts - Teaching Strategies for Fiction.
Redsell P
Willcock E (1986)
- * Pearson H (1987) : Children Becoming Readers.
- * Reader E and : Introducing the Novel.
Woods P (1987)

- * Thomas R and Hipgrave J (1988) : Into Books Too.
- * Tyrrell M (1988) : Storylines.
- * Leggett J, O'Connor J, Scott A (1989) : The M Books File.
- * Garvie E (1990) : Story as Vehicle.

READING TO CHILDREN.

The teacher's biggest contribution throughout the 9 to 13 age range is in reading aloud to his pupils.

Adams and Pearce 1974: 69

Because of the importance and value of the teacher reading aloud to senior primary classes (McKellar 1983; Chambers 1983: chapter XII, Trelease 1982), considerable time is spent examining this aspect of the reading teaching programme. Useful references include the excellent work by Trelease The Read-Aloud Handbook (1984), Lapage 101 Good Read Alouds for 5 - 11 Year Olds (1985), Bates Books to Read Aloud (Undated I.L.E.A. publication circa 1982) and McKellar The Web of Enchantment (1983). Most general books on the importance of children's literature in the school make some reference to this important activity - such as Huck's Children's Literature in the Elementary School (1976).

GROUP NOVELS IN THE CLASSROOM.

Students examine and discuss ways in which they can deepen the children's response to literature using group novels in the classroom. References include Hayhoe and Parker Reading and Response (1990), Protherough's Developing Response to Fiction (1983) and Dougill's Developing English (1991: Part 5).

WAYS TO SHARE READING EXPERIENCES.

The student teachers discuss and devise ways in which teachers can get children to share their responses to novels without having them write traditional 'book reviews' which often take the pleasure out of sharing a response. This is presented as a workshop with no references provided so that the student teachers are compelled to initiate ideas.

OTHER TOPICS: SEXISM, RACISM, STEREOTYPING - AND SO ON.

The students are required to select an area of interest within the realm of recreational reading. Working in pairs, they have to prepare an address on this topic for the rest of the class and provide a suitable handout for study purposes.

THE READING COURSE: THE STUDENTS' READING OF CHILDREN'S BOOKS.

This reading course has two main strategies which provide opportunities for student teachers to familiarise themselves with as many books as possible by reading group novels and, secondly, by reading books from the collection of individual titles.

THE GROUP NOVEL PROGRAMME.

A collection of books has been established and made available in the departmental library. There are six copies of each book. The students work in groups and have to read at least seven titles during the twelve weeks of the course. During workshop sessions students share their response to the novels and discuss the books' suitability for use in a classroom.

THE SINGLE TITLE COLLECTION.

Students are encouraged to read as many books as they wish from this collection. These books are also made available for use on teaching practice.

The extent to which students were making use of this collection was tested in 1987. The results are listed in Table 2.

TABLE 2: NUMBER OF BOOKS READ BY STUDENTS: SINGLE TITLE COLLECTION.

Student	Number of Single Titles read
1	3
2	8
3	9
4	12
5	11
6	7
7	20
8	12
9	5
10	9
11	9
12	8
13	14
14	4
15	3
16	7
17	6
18	5
19	5
20	8
21	4
22	10
23	3
24	5
25	4
26	13

The number of students reading 3 - 6 books = 11

The number of students reading 6 - 10 books = 9

The number of students reading 11 - 20 books = 6

The average number of books read = 7,8

As they have also read at least seven group novels, this means that the student teachers read on average fifteen books, with a range from ten to twenty seven.

It is stressed throughout the course that this reading must be seen as a start - that as a teacher of primary aged children it is essential that they maintain their reading habit so as to become informed reading teachers.

TESTING AND REMEDIATION.

Remedial teaching is outside the limits of this reading course. The student teachers are made aware, however, of the support available for teachers, in the form of school psychological services and children's assessment centres.

Examples of education authority requirements in terms of reporting on the child's reading performance or ability are also examined. The question of monitoring children's reading interests and books read by the children forms part of a workshop session.

In terms of equipping the student teacher with an awareness of reading problems children may experience and, furthermore, what a general class teacher can do about it, Edwards' Reading Problems: Identification and Treatment (1978) is recommended as well as Children's Reading Problems by Bryant and Bradley (1985).

The course developers at Rhodes University have considered ways in which case studies could be used in terms of testing and remediation - using either a simulated case or actual case studies. Proposals and details of such a programme have not been finalised.

EXAMINATION OF OFFICIAL SYLLABUSES AND GUIDES.

As the majority of student teachers are employed in state schools, it is considered necessary that they conduct a critical study of the various Guides produced by the Provincial Departments. The need to read these documents critically is illustrated in McKellar's 1983 study (1983: 80-101) in which he demonstrates why the Cape Education Department Guide to the teaching of English in senior primary classes requires urgent revision in terms of many of its recommendations about reading teaching. Examples of such recommendations in the Guide include children reading 'round the ring' in such a way that they can 'compete' with each

other, teachers allowing children whose 'performance' is unsatisfactory to read silently and the 'able' readers wearing badges to identify themselves as such in the act of assisting the less able readers. Further examples include the abuse of reading age tests as well as confusion of purpose. Many more examples are provided (McKellar 1983: 85-96).

PRACTICAL EXPERIENCE.

Chapter eight of this thesis considers the importance of teaching practice.

In terms of the syllabus for a pre-service reading course, the course developers saw as important the need for the student teachers to teach reading while on teaching practice. For this reason, a teaching practice period divides the reading course into two sections (refer page 38). During the period of teaching practice, student teachers are expected to:

- a) observe the host teacher teaching reading
- b) work with an individual child
- c) teach a series of reading lessons to the class in an on-going programme.

The work of the student teachers is supervised and monitored by the tutors.

SUMMARY AND CONCLUSIONS.

In setting out a reading teaching syllabus for pre-service training, it is recognized that such recommendations are tentative. It is also clear that pre-service training cannot equip a teacher with sufficient skills, knowledge and abilities which will meet all their career needs. Further in-service work will be required. The aim in FITE reading teaching courses is to enable the newly qualified teachers to feel enthusiastic about reading teaching and confident in their ability to teach and promote reading.

The model set out in this chapter was developed over a five year period. It provides the senior primary student teacher with some theoretical underpinning of reading teaching, a study of beginning reading teaching and then a fairly intensive coverage of reading development and extension for senior primary children in terms of functional reading skills and recreational reading.

In terms of general background or 'theory' to reading teaching, then, the syllabus includes:

1. The nature of language
2. The relationship of reading to other language skills
3. Definitions and descriptions of the reading process
4. The nature of the child as a learner
5. Reading 'readiness' - the notion
6. A history of reading teaching
7. Controversies about reading teaching.

The senior primary teacher needs to know about how a child's pre-senior primary experience affects his reading performance and attitude. Thus the reading course includes the following topics:

1. Reading teaching: the parent's role.
2. Reading teaching and the pre-school
3. Reading readiness programmes
4. Major approaches used in beginning reading teaching programmes: phonics
5. Major approaches used in beginning reading teaching programmes: 'look-say' methods
6. Major approaches: the language-experience approach
7. The eclectic approach
8. Reading teaching without an 'approach' or 'scheme'
9. Other approaches - eg I.T.A.
10. Reading schemes: a survey
11. The importance of recreational reading
12. The organisation of reading activities in the junior primary phase.

The *functional reading* syllabus is as follows:

1. Aims and objectives in functional reading development
2. The meaning of 'comprehension'
3. Developing levels of comprehension
4. Cloze procedure
5. Prediction exercises
6. Reading for different purposes
7. Developing word-attack skills
8. Reading rate
9. Skimming and scanning
10. Developing critical reading
11. Reading laboratories
12. How to consult reference books
13. How to consult dictionaries
14. Language across the curriculum.

The recreational reading syllabus includes the following:

1. About children and literature
2. A study of types of literature
3. Evaluating children's literature
4. School libraries
5. How to promote recreational reading
6. School and classroom recreational reading policy
7. Testing 'reading age'
8. Testing book suitability
9. Using children's literature across the curriculum
10. Using books in theme and topic work
11. Reading to children
12. Group novels in the classroom
13. Ways to share reading experiences
14. A study of selected topics such as sexism, racism and stereotyping
15. Required reading: group novels
16. Individual reading
17. Testing and remediation
18. An examination of official syllabuses and guides
19. Practical reading teaching experience.

Whether student teachers completing this pre-service reading teaching course would be equipped to avoid being hit by the sniper fire mentioned by Dougill at the beginning of this chapter is a question that will be considered as other reading teaching courses are examined. Prior to this, a review of developments in England from 1972 to 1990 is considered in chapters three and four.

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CHAPTER 3: DEVELOPMENTS IN FITE COURSES FOR PRIMARY TEACHERS
IN ENGLAND : 1972 - MARCH 1984.

The conflicts between education and training, the unrealistic width of subject and other offerings in many colleges....conspire to impose severe limitations on the present effectiveness of initial training....In such a hubbub of competing priorities it may not be surprising, although it is certainly alarming, that such matters as the teaching of reading should sometimes appear to be neglected.

DES 1972: 19-20.

ANALYSING TEACHER TRAINING COURSES: THE PROBLEM OF CHANGE.

One of the problems associated with any attempt to examine the nature of teacher training courses is that courses change in some way or form every year. That this is so is endorsed by Mike Rathbone when, in a series of articles on recruitment and training written for the journal Child Education, he points out how rapidly information about teacher training courses becomes out of date. "Higher education," he writes, "is in such a constant state of flux that almost any information given on initial teacher training is likely to become out of date quickly" (Rathbone 1986).

Developments in England and Wales during the latter half of the 1980's have been such that any review of the situation there must bear in mind the problem of rapid change. This does not mean, however, that attempts to describe courses in something like the teaching of reading, are worthless or have no significance for anyone examining these courses. What must be borne in mind is that courses described in terms of the documentation available may have changed in detail since

the date of publication recorded on the source document. Nonetheless, an analysis of the documents available may provide insights about the approaches, attitudes and concerns of a sample of teacher trainers responsible for the design and planning of FITE courses at colleges and universities.

RESEARCH, REPORTS AND SELECTED LITERATURE PROVIDING INFORMATION ON FITE COURSES AND THE TEACHING OF READING IN SCHOOLS IN ENGLAND.

A survey of the literature describing FITE courses for primary teachers as well as reading teaching in schools during the past two decades reveals that, in England, many teachers in the senior primary phase (or junior or middle school) did not receive adequate training in reading teaching and did not teach reading competently in terms of what is referred to as reading development and extension programmes. The focus of this chapter will be on FITE courses for primary teachers concomitant with recommendations and reports submitted by various authorities during the period between the publication of the James Report of 1972 (DES 1972) and the DES Circular No 3/84 of March 1984. Chapter two commences with a brief review of the main thesis submitted by the James Report for the reason that this report heralded the first comprehensive investigation and report on the initial education and training of teachers. Chapter three examines the situation from the the publication of Circular No 3/84 of 1984 until the publication of the DES circular on Standards in Education 1988 - 89 (DES: 1990b). This division between the chapters is considered appropriate in terms of the pace and nature of changes that affected FITE courses since the publication of Circular No 3/84 of 1984. The latter period is distinguished by greater involvement of central government in FITE courses for teachers, as will be shown in chapter three.

THE 'JAMES REPORT' - TEACHER EDUCATION AND TRAINING 1972.

It is well known that the James Report recommended a cyclical pattern of teacher training - cycle one being the personal education of the teacher, cycle two, pre-service training and induction, and cycle three, in-service education and training (D E S 1972: paragraphs 1.9 and 6.5). The James Report recognised that it is quite impossible to provide teachers with all that they need to know about reading teaching during FITE courses. Stating that all teachers "...ought to have opportunities to extend and deepen their knowledge of teaching methods and educational theory" (1972: 7), the Report reminds us that on-going training and education in reading teaching will be required after pre-service training is completed:

Teachers in the primary schools....will need to continue to improve their understanding and competence in the language arts, i.e. language development and the teaching of reading and writing. Although this deeper understanding, however much emphasised in initial training, cannot be fully acquired without prolonged experience, suitable inservice training, rooted in the experience teachers have already had, can be a powerful aid.

DES 1972: 7

The James Report expressed alarm about the place of reading teaching in some pre-service courses (1972: 19-20), and the call for teachers to undergo further in-service training appears well merited when subsequent literature about the teaching of reading in schools is examined closely.

To what extent did teachers teach reading effectively at senior primary level in terms of reading development and extension programmes? Christopher Walker's 1974 publication entitled Reading Development and Extension provides some insights.

CHRISTOPHER WALKER'S 1974 PUBLICATION *READING DEVELOPMENT AND EXTENSION*.

Walker's 1974 publication Reading Development and Extension has been influential (Beard 1987: 113) in providing a framework for reading development and extension activities, particularly those concerned with teacher-directed oral group activities. Walker pointed out that while infant teachers had clear aims and objectives in terms of reading teaching, junior teachers had no such guidelines which would have resulted in effective reading teaching programmes (1974: 5-7). As Walker put it:

A definite methodological pattern for teaching reading has been established in the infant school. No such generally recognizable pattern has yet emerged at the junior and subsequent levels of schooling.

Walker 1974: 15

Walker believed that it was the responsibility of teachers in the senior primary phase to develop and extend the senior primary child's reading ability in both functional and recreational aspects of reading behaviour. He saw the task of the teacher as being to extend the child's critical reading ability as well as developing a love for reading both for pleasure and for information (1974: 13-14). To achieve this, he maintained that teachers and those who trained them required a change of attitude from that which existed at that time. He believed that

Junior and secondary teachers should have longer and more relevant training in teaching reading than those concerned merely with the beginning stage. In junior, middle and secondary schools reading should have the same sort of status which it enjoys at the infant stage.... reading must be taught as a subject in its own right, regularly and systematically.

Walker 1974: 13-14

This call for "longer and more relevant training in teaching reading than those concerned merely with the beginning stage", while not new, can be seen to gather momentum in subsequent reports such as The Bullock Report (DES 1975 chapter 23), in the writing of people such as Potts (1976) and eventually in official circulars such as those issued by the DES in 1984 (DES Circular No 3/84) and again in 1989 (DES Circular No 24/89).

An examination of official reports and formal research conducted at or about this time (1974) proves useful in determining whether Walker was exaggerating the case or whether his appeal for greater attention to reading in the senior primary phase was justifiable. British reports on initial teacher training in general during the previous four decades are available (McNair Report 1944, Robbins Report 1963, James Report 1972)(DES 1972: 2-3). Apart from the Bullock Report A Language for Life (1975), teacher training is also referred to in documents such as the DES reports Primary Education in England (1978), 9-13 Middle Schools - an illustrative survey (1983) and Education 8 to 12 in Combined and Middle Schools (1985). In this study, the last four reports - that is those appearing after the 1972 James Report Teacher Education and Training - will be examined briefly to provide some idea of the situation pertaining to the training of teachers to teach reading at the post-initial stage as well as the teaching taking place in schools.

In terms of more specific research on the nature of reading teaching courses during initial teacher training at colleges in England and Wales, the findings and conclusions of the study completed by the Professional Association of Teachers in 1974 and cited by Cook (Cook 1975: 19-21) provide a useful starting point in an attempt to identify the nature of reading courses in England and Wales at that time.

SUMMARY OF 1974 SURVEY CONDUCTED BY THE PROFESSIONAL ASSOCIATION OF TEACHERS.

Cook provides the following summary of the survey (refer Table 3):

TABLE 3: PERCENTAGE OF RESPONDENTS WHO CLAIMED TO HAVE EXPERIENCED READING TEACHING COURSES DURING THEIR INITIAL TRAINING.

Respondents:

Teachers in England and Wales who qualified in the previous five years.

Number of respondents: 556.

Percentage of respondents who claimed to have experienced courses in reading during their initial training as teachers.

Nursery, Infant and First School Teachers (Junior Primary equivalent).

Had not experienced a course in reading:	22%
Had experienced a course in reading:	78%

Junior and Middle School Group (Senior Primary equivalent.)

Had not experienced a course in reading:	36%
Had experienced a course in reading:	64%

Adapted from Cook 1975: 19-21

As alarming as those figures are, of equal concern is the way in which those teachers who did undergo a course in reading teaching viewed the worth of this experience. Table 4 reflects the survey results.

TABLE 4: PROFESSIONAL ASSOCIATION OF TEACHERS 1974 SURVEY:
VALUE OF FITE READING COURSE.

Nursery, Infant and First School (Junior Primary Equivalent).

Of those who had a reading course:

Course described as "haphazard"	62%
Course described as "useful" for the classroom	30%
Course described as "partially useful"	53%
Course described as "useless" for the classroom	17%

Junior and Middle School (Senior Primary Equivalent).

Of the 64 % of teachers who experienced a reading course:

Course described as "inadequate"	57%
Course described as "useful" to their teaching	22%

Adapted from Cook 1975: 20-21

These results were very unsatisfactory if one considers that teachers in primary schools need to be confident, knowledgeable teachers of reading. As Cook concluded:

This survey seems to indicate that, in many respects, student-teachers are not receiving the professional training they and the profession expect from colleges of education. It would seem that courses in the basic techniques of teaching...reading are neglected or inadequately organised.

Cook 1975: 21

(These findings are repeated in the paper *The State of Reading Teacher Training* by Heather Cook and Donald Moyle, published in Reading Education of March 1977 pages 37-38.)

COOK'S RESEARCH ON THE EDGE HILL COLLEGE OF EDUCATION READING COURSE.

Cook's 1975 research provides a useful follow-up to the 1974 survey. Her research on the situation at Edge Hill College provides interesting perspectives of the nature of reading courses and the amount of time that ought to be set aside for language courses in general and reading teaching in

particular. In 1975 Cook sent questionnaires to 148 probationary teachers who had attended Edge Hill College between 1971 and 1974 "...in order to explore their level of satisfaction with the reading course which had been provided" (Cook and Moyle 1977: 38). They received 120 replies. The results revealed that opportunities for observing and teaching reading during teaching practice were very limited (Cook and Moyle 1977: 38).

That observation will be of considerable interest when the experiences of student teachers in a sample of classrooms in South African schools is examined in chapter eight. It must be borne in mind, however, that the South African student teachers provided data on the completion of their reading course, whereas Cook's data was provided by probationary teachers. This difference in timing may be significant to the opinions expressed, although it will be seen that the results were remarkably similar.

Of particular interest here is the amount of time available for courses. Cook and Moyle point out that the Edge Hill reading course of 40 hours "...would appear more than adequate in comparison with time given in other colleges..." yet "...students were not fully satisfied" (1977: 38). They note the following:

In general, both teachers and their Headteachers suggested a longer course might have proved more beneficial allowing the students to have time either to become confident of the various areas and techniques involved in teaching reading or to enable more practical work to be carried out.

Cook and Moyle 1977: 38-39

Cook and Moyle make an interesting aside in terms of the responses received. One headteacher telephoned to apologise for not having completed the questionnaire "...as the probationer was not involved in teaching reading - he was teaching English to nine and ten year olds"(1977: 39).

The research examines the Bullock Report recommendation that a language course should "...occupy at least 100 hours, and preferably 150" (DES 1975: 338) and Cook and Moyle suggest that even these figures may be too low. Cook estimated lecture time in a *two year course* to be approximately 1350 hours, and therefore a language/reading course of 200 hours "...still does not seem excessive" (Cook 1975: 73). She provides a course outline which requires such a period of time (Cook 1975: 68-73).

THE 1976 SURVEY CONDUCTED BY COOK AND MOYLE.

In the same article *The State of Reading Teacher Training*, Cook and Moyle report on their survey conducted in 1976, "...to obtain a clearer picture of the pattern of provision for reading in England and Wales" (Cook and Moyle 1977: 39). Questionnaires were sent to all institutions providing courses of initial teacher education in England and Wales (1977: 39). Returns were received from 176 institutions. Only those who returned completed questionnaires were included in the analysis - eighty in all. The types of institutions are shown in Table 5.

TABLE 5: TYPES OF INSTITUTIONS EXAMINED IN THE 1976 SURVEY CONDUCTED BY COOK AND MOYLE.

Returns were received from:

Colleges of Education	54%
Colleges of Higher Education	100%
Institutes of Higher Education	100%
Polytechnics	56%
Universities	69%

 Cook and Moyle : 1977: 39

THE AMOUNT OF TIME SPENT ON READING COURSES.

The amount of time spent on reading courses during initial training in terms of the equivalent Senior Primary age group revealed the situation as shown in Table 6.

 TABLE 6: COOK AND MOYLE 1976 SURVEY: AMOUNT OF TIME
 ALLOCATED TO READING TEACHING COURSES (JUNIOR AND MIDDLE
 SCHOOLS).

Note that the average number of hours is adapted from the paper.

A. Colleges of Education

	Junior	Middle
Certificate of Education	39,7	33,8
B.Ed (3 Years)	41,2	36,5
B.Ed (4 Years)	41,6	37,0
P.G.C.E.	25,9	22,6
Average	37,1	32,5

B. Colleges of Higher Education

Certificate of Education	48,3	42,5
B.Ed (3 Years)	48,2	47,3
B.Ed (4 Years)	51,8	47,3
P.G.C.E.	41,5	38,7
Average	47,5	44,0

C. Institutes of Higher Education

Certificate of Education	27,5	20,0
B.Ed (3 Years)	10,0	20,0
B.Ed (4 Years)	25,0	10,0
P.G.C.E.	16,5	-
Average	19,8	16,7

D. Polytechnics

Certificate of Education	34,4	46,1
B.Ed (3 Years)	27,2	28,6
B.Ed (4 Years)	89,2	48,4
P.G.C.E.	14,0	10,4
Average	41,2	33,4

E. Universities

P.G.C.E.	16,7	18,1
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 Adapted from Cook and Moyle 1977: 40-41

The average number of hours for all these reading teaching courses was 30,7 hours. If the one year P.G.C.E course is excluded from the estimations, the average number of hours for reading courses was 37,6 hours.

This figure (37,6 hours) is relatively consistent with the figure obtained by Moyle in 1972, when in a survey of thirty-two colleges he showed an average of 35 hours (Cook and Moyle 1977: 40). The 1976 survey by Cook and Moyle estimated the average for *all* students (i.e., including infants and secondary teachers in training) as 39 hours.

What is notable, however, was the *range* of time spent on reading courses, ranging from nothing at all to 154 hours. (1977: 41). This wide range is of more significance than the mean, because a few institutions may have been organising courses requiring more than 100 hours of time, while many may have been offering very short courses of only a few hours. Unfortunately the returns are not available for scrutiny and the mean or average figures recorded can thus serve only as a very rudimentary guide.

It appeared to Cook and Moyle that the amount of time being devoted to reading courses was, in general, on the increase - although this was not always the case:

There would appear to be an upward trend in the number of hours given to reading in 56% of the institutions. In a worrying 10%, the number of hours now devoted to reading is lower than in the past. A number of other institutions suggested that time for reading courses might be curtailed in future in view of pressure to improve academic levels in the subject areas...

Cook and Moyle 1977: 43

The latter prediction proved to be correct.

QUALIFICATIONS OF THOSE PRESENTING READING COURSES.

One would expect that those involved in reading teaching courses would have had "...some direct experience of teaching reading," (Cook and Moyle 1977: 42), Cook and Moyle reported the following in terms of the experience and qualifications of the 1498 people concerned with or involved in reading courses. - refer Table 7.

TABLE 7: QUALIFICATIONS AND EXPERIENCE OF THOSE PRESENTING READING COURSES.

<u>Qualification or experience</u>	<u>Number</u>	<u>%</u>
No reading teaching experience	(No figure provided)	2,0%
Number with diploma in reading	9 or	0,6%
Higher degree based on research into some aspect of reading	27 or	1,8%
Those holding a degree or diploma which is "...judged to be related and relevant..."	417 or	27,9%
Number with "...no qualification adjudged to be of direct relevance"	1045 or	69,8%

The table is extrapolated from the information provided in Cook and Moyle 1977: 42-43.

This is a very worrying finding. That almost 70% of those involved in reading teaching courses had no qualification adjudged to be directly relevant to the teaching of reading must surely raise serious questions about the recruitment and appointment of staff at institutions preparing teachers to teach reading in schools. Although Cook and Moyle suggest that these people "perhaps had considerable understanding..." (1977: 43), one feels compelled to ask why this figure was so high?

THE APPROACH AND CONTENT OF READING COURSES.

Cook and Moyle report that courses for the various age ranges (such as infant, junior or middle school) differed in terms of content.

In *beginning reading*, they report that a "great deal" of coverage was provided in reading courses (Cook and Moyle 1977: 44). Both Infant and Junior teachers received training in this aspect of reading teaching. They express concern, however, about the fact that some reading courses consisted of this aspect of reading teaching and nothing more. They suggest that this over-concentration on beginning reading should be discouraged "...if there are to be fewer problem readers of secondary school age" (Cook and Moyle 1977: 44).

Prior to this comment about beginning reading, Cook and Moyle discuss developmental reading. No discussion about the difference between what is meant by the use of this terminology is provided, but it must be pointed out that while some teachers see the terms as being synonymous, it could also be argued that there is a difference in what the terms mean. It will be shown in chapter six that for the purpose of this thesis the term 'beginning reading' is used to describe any teaching programme provided for children who cannot read a sufficient range of words to be able to get meaning from the most basic text and which then sets out to provide them with the skill of gaining a basic level of meaning from very simple text. Developmental reading, on the other hand, refers to a programme that, apart from including aspects of beginning reading, includes a planned strategy for developing their reading skills beyond the first stages achieved in the beginning reading programme.

Cook and Moyle report that their research shows that developmental reading is covered "strongly" in courses for Infant teachers (Junior Primary), while this is also the case in a "number" of Junior and Middle School courses. However, the "majority" of students preparing to teach in the Junior

age range do not experience such a course (Italics mine) (Cook and Moyle 1977: 43).

In terms of approach, Cook and Moyle report that a "large number of institutions" (1977: 44) still present reading courses as though schools have a timetabled period of reading. Whether schools do or do not is not the subject of their research, although in the writer's experience of working in ten primary schools in England during 1985 and 1986, none of these schools still timetabled reading as a separate activity.

The important need for the teaching of reading skills that children could apply in project work was only provided by "...less than 50% of the institutions" (1977: 44). Colleges of Education, however, provided better preparation of the teachers in terms of this part of the reading curriculum. Cook and Moyle report that

...83% give coverage of reading in content areas to Three Year B.Ed Middle (School) students and two-thirds give coverage of reading in topic and project work to Three Year B.Ed Junior (School) students.

Cook and Moyle 1977: 44

This research conducted by Cook and Moyle is invaluable for anyone concerned about the nature of reading teaching courses during initial training. The Bullock Report, published in 1975, provides further insights into initial teacher training and the nature of reading teaching courses during the mid seventies.

THE BULLOCK REPORT A LANGUAGE FOR LIFE 1975.

As noted in chapter one, the Bullock Report A Language for Life has had an enormous impact on the language programmes and policies in schools and tertiary institutions wherever English as First Language is taught in schools. The Bullock Report included an investigation of language programmes during initial training and provides a useful yardstick for anyone concerned with the design and implementation of reading teaching courses during initial training. The Report provides two examples of basic language courses (DES 1975: 343 - 346). Of particular interest to this study, however, is the situation that existed in institutions providing initial training as reported by the Bullock Committee witnesses.

ON THE AMOUNT OF TIME DEVOTED TO READING TEACHING COURSES DURING INITIAL TRAINING.

The Bullock Report, commenting on the amount of time spent on the teaching of reading during initial training, said:

A recurring theme in the evidence we received was that colleges of education give too little attention to language in general and *reading in particular*. One after another of the written submissions quoted the experience of young teachers who claimed to have completed their training *with only the most cursory attention to the teaching of reading* (Italics mine).

DES 1975: 331

The Report continues:

A frequent observation was that in some colleges there is still surprisingly slight attention given to the teaching of reading, with some students receiving little more than a few lectures of an hour's duration.

DES 1975: 331

The Bullock Report refers to the inadequacy of time devoted to reading teaching as a shortcoming "brought most insistently to our attention" (DES 1975: 332). The Report notes that there appeared to be a "... remarkably wide variation in the importance attached to reading and language development in different institutions," but that all of them were facing "...conflicting claims of other elements of professional training" (332) as well as calls for the initial training of teachers to be more 'academic'. The Report cites the hope expressed by the Ministry of Education when, in a pamphlet issued in 1957, it was said that the "...student's personal education should be strengthened" (DES 1975: 332). The issue is a vexed one as will be shown. The result of such a drive is that

...subjects, which can now be studied to degree level, have made major demands on time. In this context, English as a main subject has developed largely as a study of literature...Education - which includes elements from psychology, sociology, philosophy, and the history of education - has itself developed as an 'academic' subject; it has not necessarily been directly related to the immediate needs of the beginning teacher. In short, there has been a tendency for an emphasis on the 'academic' training of the student to emerge at the expense of the professional element. During the period in which all this has taken place the length of the course of teacher training has been increased from two years to three, and for some students it extends to four. Language and *the teaching of reading* did not automatically gain when the course was lengthened, nor when there were moves to restore the balance between personal and professional education. (Italics mine.)

DES 1975: 332

This quotation from the Report is quoted at length because it will be shown in chapter five and six that this tendency has developed at many of the teacher training institutions in England and South Africa.

ON THE DESIGN, STRUCTURE AND TIMING OF READING COURSES DURING INITIAL TRAINING.

The Bullock Report is critical of the design, structure and timing of many British courses in the teaching of reading. It found that courses were often presented in the first year of training and that there was little or no subsequent development. This could result in limited knowledge about reading teaching and a loss of self confidence by the time the teacher commenced teaching. This unsatisfactory situation is exacerbated in many cases by an "...uncertain relationship between theory and practice," in many cases (DES 1975: 331). Complaining that the one is often emphasised at the expense of the other, the Report expresses concern that in some cases there was a great deal of time given to actual practice, but "...no sound theoretical base" upon which this practice is founded. In other cases it is reported that some student teachers are exposed to "... a series of lectures on theoretical aspects of reading but never have the opportunity to work with children at the relevant point in the course" (DES 1975: 331).

The Report raises questions about the extent to which student teachers teach reading during teaching practice as well as the quality of the assistance and guidance made available to them by way of the host teacher or tutor. In some cases the student teacher may have no opportunity for teaching reading during block teaching practice periods; the extent to which they receive assistance from the host teachers varies greatly; and that, too often, supervisors are "...sometimes not well placed to relate the practical experience to the work in college" (DES 1975: 331).

The significance of this will become clear in chapters five, six, and eight.

The Bullock Report found that some colleges attempted to overcome the inadequacies of practical teaching experience by introducing other measures. These included bringing children into the colleges so that the students could work with them, while in other cases students went to schools over a period of two terms for day visits when they would give reading assistance to small groups. The Report acknowledged, however, that such arrangements are not easy to make and that some schools are unwilling to co-operate in such ventures (DES 1975: 335).

ON THE QUALIFICATIONS OF TUTORS.

The surveys of Cook and Moyle showed that large numbers of lecturers were ill-equipped to provide detailed theoretical background to reading practice. The Bullock Report also expressed concern about whether student teachers received guidance from tutors who were adequately qualified in the teaching of reading, particularly in terms of reading teaching in the post-initial stage. The following comment reflects a situation that was less than satisfactory:

In most colleges the teaching of reading is the responsibility of general practitioners who are highly experienced in infant, junior or remedial work. Only comparatively rarely are they strengthened by the presence of a colleague well qualified in *reading* by training or experience. *There is little attention to aspects of reading beyond the initial stages and to remedial measures for pupils who are still having mechanical difficulties.* (Italics mine)

DES 1975: 332

The concerns expressed by Walker, Cook, Moyle and corroborated by the Bullock Report are expressed as well by Potts when in 1976 he wrote that little was done for the teacher of senior primary children in terms of reading teaching. Potts said that little was available for the teacher who reached out for literature which may have helped them in their quest for more knowledge about the development and extension of reading abilities in older children:

Many books have been written on the subject of reading in the early stages of the primary school; few have been written with older children predominantly in mind. A great deal of help and guidance is available to the teacher of young children; if she has not received much in the way of instruction from her course of training, she usually has a variety of in-service courses open to her, and even if these are not readily available there is a vast literature on the subject, both in book form and in magazine articles in various educational journals.

Potts 1976: 15

But, as Potts pointed out, the position of the senior primary teacher concerned about reading teaching, was very much less certain. These teachers had little to assist them in terms of their own teaching programmes:

The teacher of older children is less fortunate. There is little to guide him in the organisation of reading in the classroom, and although specialist help is available if the children have serious reading problems, there is little material which is easily and readily available to help him with those children whose mastery of the skill of reading may be reasonably sound but is still less than perfect.

Potts 1976: 15

Dr John Potts was as concerned about reading teaching in the schools as Christopher Walker. Like Walker, he believed that at the junior primary (or infant) school, the purpose in reading teaching was clearly understood and defined by teachers (Potts 1976: 42). In the senior primary classrooms, however, he questioned the nature and effectiveness of reading teaching:

There are those teachers who keep the daily or weekly reading lesson on the time-table because it gives the children practice, although just how much reading is done during such periods is an open question. Other teachers no longer set aside a fixed period for reading, preferring instead to integrate it with other aspects of the curriculum. (However) The task of the middle school teacher is to *ensure* that the children develop effective reading habits, strategies and techniques. (Italics mine)

Potts 1976: 42-43

Potts was concerned about whether reading teaching actually took place in the middle school. His concern seems justified if the proceedings of the 1977 U.K.R.A. conference are examined.

THE 1977 UNITED KINGDOM READING ASSOCIATION CONFERENCE.

At the 1977 United Kingdom Reading Association (U.K.R.A.) conference, the theme was *Reading: Implementing the Bullock Report*. Conference delegates formed working parties whose task was to formulate recommendations which various agencies should consider and act upon. One group put forward three recommendations for initial training. The first was that more time should be given to training in reading teaching for all students preparing for work in the primary school. The second was the need for improved design of courses in both language development and reading. The third concerned the need to define minimum requirements (that is objectives or criteria) which all courses had to satisfy (Hunter-Grundin and Grundin 1978: 208).

The extent to which the U.K.R.A. recommendations have been implemented will be answered partially through the evidence presented in the rest of the chapter as well as in chapters four and five.

Between 1978 and 1990 various DES reports, papers and circulars were published which are of significance to this study. These include:

- 1978: Primary Education in England.
- 1979: Developments in the BEd Degree course.
- 1982: Bullock Revisited: A discussion paper by HMI.
- 1982: The New Teacher in School.
- 1983: 9 - 13 Middle Schools - an illustrative survey.
- 1984: Education Observed 2.
- 1984: DES CIRCULAR No 3/84 ('CATE 1').
- 1985: Education 8 - 12 in Combined and Middle Schools.
- 1985: Better Schools.
- 1987: Quality in Schools: the Initial Training of Teachers.
- 1988: Education Reform Act.
- 1988: Education Observed 7.
- 1988: Report of the Committee of Inquiry into the Teaching of English Language.
- 1988: The New Teacher in School.
- 1989: Reading Policy and Practice at Ages 5 - 14.
- 1989: DES CIRCULAR No 24/89 ('CATE 2').
- 1990: Aspects of Primary Education: The Teaching and Learning of Language and Literacy
- 1990: Standards in Education 1988 - 89.

(Note: the two publications The New Teacher in School of 1982 and 1988 are different reports.)

Chapter four (as already stated) is concerned with developments from the publication of Circular No 3/84. The DES publications prior to that circular provide perspectives about the situation in the late seventies and early eighties which are corroborated by two Schools Council Projects published in 1979 and 1981.

THE 1978 DES REPORT: PRIMARY EDUCATION IN ENGLAND - A SURVEY BY HM INSPECTORS OF SCHOOLS.

The 1978 DES report Primary education in England, makes no mention of the amount of time spent by teachers during initial training on learning how to teach reading. The report, however, does recognise the importance of teachers being trained to teach reading. Under the heading The Professional Development of Teachers, the report submits that:

...it is necessary that all primary school teachers should be trained to teach children to read, write and do mathematics; courses should enable teachers to understand the nature of these skills and how to teach them...

DES 1978: 122

No other reference is made to initial teacher training in terms of the amount of time allocated to reading courses, but concern about the nature of reading teaching at senior primary level should be noted in terms of the reported situation. Teachers appeared to be teaching beginning reading but reading teaching beyond that level left much to be desired. Graded reading schemes were used in about seventy five per cent of classes of eleven year olds (as opposed to getting children onto 'real' books). The Report submits that:

It was evident that teachers devoted considerable attention to ensuring that children mastered the basic techniques of reading but there was a tendency at all ages for children to receive insufficient encouragement to extend the range of their reading.

DES 1978: 47

The Report notes that in classes of eleven year olds, only about forty percent reflected a situation where the children selected and used books with confidence (1978: 47). The Report continues:

For the abler readers, at all ages, there was little evidence that more advanced reading skills were being taught. The work which the ablest readers were given was too easy in about two-fifths of the classes....in only a very small minority of classes at any age were children discussing the books they had read at other than a superficial level of comprehension.

DES 1978: 48

It would appear, then, that the standard of reading teaching in terms of reading development and extension programmes left much to be desired. Why this was so and what possible link this had with inadequate initial training is not explored - but clearly, the matter required further thought.

Before examining further DES reports and papers and so as to maintain the historical development of the argument being established, consideration is given to two Schools Council projects conducted during this period. The project published under the title Extending Beginning Reading and directed by Southgate was conducted between 1973 and 1977; the project titled The Effective Use of Reading directed by Lunzer and Gardner was conducted during the period 1973 to 1976. In this study they are dealt with in this order as the first examines reading teaching at the seven to nine year level, while the latter deals with later senior primary and junior secondary school levels.

THE SCHOOLS COUNCIL PROJECT *EXTENDING BEGINNING READING*.

The findings expressed in the 1978 DES report are remarkably similar to the observations recorded in this Schools Council project. The project is of signal importance to anyone concerned with reading development and extension.

The project hypothesised that beyond the age of 7 "...many children reached a plateau of attainment in reading, beyond which their progress slowed or sometimes almost ceased". It is suggested that a possible reason for this is that teachers tended to focus their attention on "slower" children or that these teachers are "...not knowledgeable about the stages of reading tuition which should follow" (Italics mine)(1981: 7).

While the findings and recommendations of the project have been criticised in some quarters (refer Beard 1987: 118-119), Southgate's comments regarding the pre-service training of teachers corroborates the DES reports of 1975 and 1978 as discussed above. Southgate argues that initial teacher training during the 1950's and "...well into the 1960's" (1981: 4) did not provide anything like adequate reading teaching courses for those preparing to teach senior primary children:

One of the problems facing teachers of first-and second-year juniors is that until fairly recently they have been given little guidance about what needs to be done or how to set about doing it. Their initial teacher training was unlikely, unless it was very recent, to have included much in this area; nor have many books on the subject been published to help them. Even the *Bullock Report* (DES 1975) has little to say about these vital two years. Having discussed in a fair amount of detail reading in infant classes, there is then a jump to third-and fourth-year juniors.

Southgate 1981: 35

Southgate repeats this thesis later in the report when she says "Unfortunately, teachers in junior classes, through no fault of their own, are generally ill-equipped to teach the reading skills which extend beyond the beginning stage" (1981: 159). With reference to teaching children how to use reference books for 'topic' work, she once again maintains that teachers are ill-equipped to do so and that this "...could generally be attributed to the fact that they themselves had received little or no training in the development of study skills" (1981: 165).

THE SCHOOLS COUNCIL PROJECT THE EFFECTIVE USE OF READING.

The project concerned itself with reading behaviour and performance as the child progressed through the later junior school stage and on to early secondary school. The project posed the question (1979: 2) whether during these years, reading could be 'taught' - and whether reading was being taught and if so with what success? The project signalled a growing awareness of the need for attention to be paid to reading development and extension work throughout the senior primary and junior secondary levels.

Some of the project's findings provide results that Beard (1987: 274) describes as "...clear and startling":

Approximately half of all classroom reading occurs in bursts of less than fifteen seconds in any one minute. However this is interpreted it is impossible to escape the conclusion that a large amount of reading is fragmented in nature....it is unlikely that 'short-burst' reading provides pupils with an adequate means for developing a critical or evaluative approach.

Dolan et al in Lunzer and Gardner 1979: 124-125

The project leaders used observation studies in a sample of primary schools. Their findings *were* startling:

A daily average of 33.4 minutes of reading was recorded during the thirty-two days observation. Well over one-third of this was private reading of library books during set reading periods or on occasions when children read between lessons. The only substantial amount of prolonged reading recorded was seen during these reading sessions. Although there was reading in the context of subject lessons in the primary schools observed, by far the greatest incidence of continuous reading took place when children were reading privately to suit their own purposes rather than to complete an assigned learning task.

Dolan et al in Lunzer and Gardner 1979: 130

In their conclusions, Dolan et al provided a perspective that should have alarmed all concerned with reading development in the senior primary phase:

At the outset of this project we believed that reading was widely used in the classroom and that teacher expectations of possible reading outcomes would probably be high. *What we have found tends to deny both these hypotheses. In most lessons, reading for learning seems to have a relatively minor role.* Equally, teachers are generally realistic. They know that many of their pupils gain little from unsupported reading and they are *more surprised by the successful reader than the unsuccessful.* (Italics mine)

Dolan et al in Lunzer and Gardner 1979: 137

As interesting as this project is and as wide ranging as its findings and recommendations are, the report pays no heed to the issue of whether teachers were *trained* to teach reading during their initial training - nor does the report state implicitly what colleges or universities ought to do about the situation. There is much for schools, headteachers and teachers to consider - but teacher trainers are left to draw their own conclusions and recommendations from the study.

THE 1979 DES REPORT: DEVELOPMENTS IN THE BEd DEGREE.

In a study based on fifteen institutions, the DES report provides an excellent summary of developments in the BEd degree. In terms of *language and learning*, the report noted a "wide variation" in the amount of time allocated to language and reading (DES 1979: 31). The amount of time allocated to *language courses* averaged 90 hours, but no figure is provided for reading teaching courses. The report submits the following:

The range of student contact hours was from 40 to 180, with an average of some 90 hours. *Half the colleges allotted less time to language and reading in middle school than in first school courses, reducing it by an average of 20 per cent. In these cases the number of contact hours fell to a level which was thought by HMI to be inadequate for the task in hand. (Italics mine.)*

DES 1979: 31

As regards syllabus content and balance of language and reading courses, the HMI reported that there was "...considerable variation in what it was felt an intending teacher should know about language and reading" (1979: 31). The report provides the following examples of this:

...(At) two colleges the emphasis in the 'language' course was upon children's literature, with very little attention to features of language growth in young children. In one of them the ratio of time given to children's literature and to language acquisition in the First School course was 9:1. At another institution on the other hand, an intending primary teacher could complete the BEd with no work at all on children's literature unless he or she took it up as an option. In two others the teaching of reading was seriously under-represented.

DES 1979: 31

Thus, while many of the institutions did offer well 'balanced' courses, the situation was such that numbers of teachers could enter the profession ill-equipped to teach and foster reading skills and abilities in the children. It is possible that many of these teachers are now teaching in schools where they are 'senior' members of staff as a result of their period of service - and will be acting as host teachers to student teachers completing their teaching practice periods. The consequences of this must be borne in mind as the reader considers the information, data and viewpoints expressed in chapters four, five and eight.

This 1979 survey of teacher training institutions notes the need for all primary school teachers to have an understanding of language acquisition, development and progression, and the need to be competent reading teachers is clearly stated:

...the student teacher's work on reading should encompass *the continued development of skills after the early stages, assessment and diagnosis, and children's literature* (Italics mine).

DES 1979: 32

This DES report is also critical of the arrangement in which reading courses are presented by professional studies lecturers, whereas language courses are presented by staff from the English department (1979: 32). Noting that in this case the language course usually tends to be the longer of the two, they advise that:

Where courses were staffed separately links were usually not well forged. Moreover, two areas of study which should be organically related were being allowed to develop in the minds of the students as quite distinct. *This was particularly noticeable in its effect on the reading course, the tendency being towards a narrowing of range.* (Italics mine)

DES 1979: 33

As will be shown in chapter five, just such a problem has developed at King Alfred's College, Winchester, as a result of developments affecting FITE courses in the period 1984 to 1990.

THE 1982 DES PAPER BULLOCK REVISITED: A DISCUSSION PAPER
BY H.M.I. (DES 1982a).

This paper reiterated the shortcomings in reading teaching in schools, pointing out that:

- * children's literature remained a neglected and underused part of the primary curriculum.
- * schools still allocated too little time to individual reading
- * children did not receive adequate assistance in terms of book selection
- * schools spent too much of their monetary sources on course books and workbooks rather than on intrinsically interesting books
- * not enough was done that capitalised on the way in which literature refined and extended the childrens' experience of life
- * that schools and teachers should see the importance of the *informed enthusiasm* of the teacher.

Beard 1987: 274.

The paper highlights an occurrence which many an experienced teacher will have seen: the consequence of leaving time for reading to spare moments when children have completed their work ahead of others:

In a good many primary and middle schools, graded reading schemes represent a major part of pupils' reading experience; time for individual reading of books... is often limited to spare minutes when other tasks have been completed (which gives slower children even less time to read); and though many teachers read to their classes (a most valuable activity invariably enjoyed by the children), "group attention to text" is rarely observed.

DES 1982a: 7

They continue:

It is suggested that teachers in both primary and secondary schools should consider whether they give enough encouragement and opportunity to pupils to develop the reading habit...

and

The process of "group attention to the text" as a means of deepening response to imaginative literature is one that can occur at many levels from junior school to sixth forms; but it is not common in primary and middle schools...

1982a: 8

THE 1982 DES REPORT: THE NEW TEACHER IN SCHOOL (DES 1982b).

The 1982 investigation was concerned with establishing how well newly qualified teachers were equipped for the work they had to do as teachers and, secondly, to "...identify the circumstances of training and school environment which seem to be associated with the new teachers' level of satisfaction with their jobs..." (DES 1982: 1). In terms of the teaching of mathematics and reading, the report concludes that:

About three-quarters of the primary teachers considered themselves adequately prepared to teach mathematics and almost as many to teach reading.....On reading, a typical comment made by teachers trained for the younger age group was, "We were provided with plenty of opportunity to study various reading schemes and given adequate information about the development of phonic and reading skills." Others complained of "an insufficient proportion of the course time devoted to the teaching of reading, in particular the development of pre-reading and early reading skills" while some referred to "too much theory and too little practical work."

DES 1982b: 36-37

The significance of this is that no comment or data is presented as to how well prepared teachers of senior primary classes were to teach or promote reading at a more advanced level.

THE 1983 DES REPORT 9-13 MIDDLE SCHOOLS.

In the 1983 DES report 9-13 Middle Schools based on a survey of fifty schools, no reference is made to the nature or extent of reading courses attended by teachers during initial training. However, the importance of reading is recognised in several entries (paragraphs 2.9, 3.23, 6.19, 7.3, 7.10) although it is treated as a sub-skill in the teaching of English in these schools. The extent to which teachers saw reading teaching as important and had organised sound reading teaching programmes can be gleaned from statements such as the following reference to teaching programmes in first-year classes (equivalent to Standard 2 or the first year of the Senior Primary Phase in South Africa):

In three-fifths of the sample there were features of good practice in the teaching of reading; these included the encouragement of personal reading, systematic monitoring of pupils' progress, class libraries of books appropriate to children's abilities and the provision of readers and supplementary readers often colour-coded according to level of difficulty, and sometimes linked to schemes in the first schools. Other schools, however, had no structured approach to developing pupils' reading...

DES 1983: 55.

Thus, in as much as *forty percent of the sample*, (ie twenty of the fifty schools), children were not experiencing "good practice in the teaching of reading." This figure must be worrying for anyone concerned with the education of children who have only completed the first stage of their schooling - the First or Infant School. One can only surmise that had the teachers been adequately trained in reading teaching, this situation might not have been reported.

The consequences of this shortcoming are spelled out:

One consequence of this was that some children, particularly in years one and two (ages 9 and 10), were found attempting books substantially too difficult for them and becoming discouraged; conversely, some children were losing their enthusiasm for reading as a result of work which was insufficiently stimulating.

DES 1983: 55

The Middle Schools report does indicate that where teachers were observed teaching reading skills and keeping reading records, very satisfactory work was being done. Reference is made to cases where

...many fourth year pupils read quite extensively and some were adept at using books as sources of information as well as for pleasure...

DES 1983: 55

They add that:

In a *small number of schools*, reading skills were being systematically extended to enable pupils to approach the printed word in different ways for different purposes....In about half the schools, such skills were taught in English lessons but not applied to work being undertaken in other parts of the curriculum. (Italics mine).

DES 1983: 56

However, the Report is critical of the extent to which teachers were teaching reading where higher comprehension skills were developed and where critical reading was practised. The Report points out that this "happened in relatively few instances" (DES 1983: 56).

In terms of the promotion of recreational reading, the Report's findings also gave cause for concern although they do add that "the time available for (reading for pleasure) varied considerably from school to school" (DES 1983: 56). The report is inadequate in that no quantitative data is

provided, but the results of their survey provide the following indicators (Table 8).

TABLE 8: THE PROMOTION OF RECREATIONAL READING IN MIDDLE SCHOOLS.

<u>Activity or Aspect observed in Middle Schools</u>	<u>Indicator</u>
Interest and enthusiasm of children not sufficiently matched by opportunities to talk about their individual reading...."	"Many schools."
Time given each week specifically for reading for pleasure	"About half the sample."
Individual reading guidance	"Some schools."
Reading extracts aloud ('Book sells')	"Some schools."
Links between literature and other areas of the curriculum.	"Some schools."
Second-hand book exchanges/sales	"Some schools."
Sustained Silent Reading by all, including teachers	One school singled out.
Childrens' recommendations of books displayed	One school singled out.
Childrens' interest in books "...manifested by an informal network which recommended (novels).."	One school singled out

Adapted from DES 1983: 54-59

On the more positive side, the Report maintains that there was evidence of worthwhile teaching - refer Table 9.

TABLE 9: SOME POSITIVE ASPECTS OF READING TEACHING IN MIDDLE SCHOOLS.

<u>Activity or Aspect</u> <u>observed in Middle Schools</u>	<u>Indicator.</u>
Teachers regularly reading passages to their pupils	"Most schools."
Children encouraged to use libraries for recreational reading	Children often encouraged.
New books attractively displayed	Many schools.
Books sold through book clubs	Two-thirds of the schools.

Adapted from DES 1983: 53-59

This method of reporting is vague, yet it gives rise to the question as to whether the situation would have been improved had the schools placed greater importance on *all* aspects of reading teaching?

THE 1984 DES PUBLICATION: EDUCATION OBSERVED 2 (DES 1984a).

The HMI report Education Observed 2 published in 1984 provides further evidence that while initial or beginning reading was taught reasonably well in most schools, the same could not be said for reading teaching in the post-initial stage:

In nearly all (123) schools considerable time or attention are devoted to the foundations of literacy...and most of the pupils acquire reasonable levels of basic competence. In language work the early stages of reading are usually taught systematically...

However:

Once they are reading fluently, children could with profit be challenged more than they are in order to extend their reading skills, and most need to encounter a wider range of information books and good fiction than they do.

DES 1984a: 1

It is quite clear where and when the problems in reading teaching occurred. In Education Observed 2 it was spelled out yet again.

SUMMARY AND CONCLUSIONS.

The James Report of 1972 provided a focus upon FITE courses and included the need for reading teaching courses to be re-examined. Developments in reading development and extension courses and the the teaching of reading in junior schools (senior primary classes) during the period 1972 to 1984 did not appear to improve despite the appearance of several influential publications and official reports. Publications by Moyle, Walker and Potts provided teachers and teacher trainers with teaching strategies and approaches that could improve the situation. It is clear from surveys and research conducted at or about that time that student teachers, teacher trainers and practising teachers could benefit from such publications. The survey conducted by the professional association of teachers revealed that many teachers were not adequately prepared for reading teaching, while the work of Cook and Moyle provided further evidence of the need for teacher trainers to re-examine the nature of their reading teaching courses. Cook and Moyle showed that while developmental reading was covered strongly, the majority of student teachers preparing to teach in junior schools did not experience a course in reading teaching which adequately prepared them for teaching at the junior school or senior primary level.

The Bullock Report of 1975 highlighted the fact that in FITE courses time devoted to reading teaching was inadequate. Expressing concern about the relationship between theory and practice, the Bullock Report also criticised the quality of reading teaching experience student teachers received during teaching practice. The Report also questioned the qualifications and experience of some of the tutors responsible for seeing to it that reading teaching courses for the senior primary school were worthwhile, noting, as well, that while the initial aspects of reading teaching received attention, not enough was done to prepare teachers for the post initial stage, as well as for coping with those children who required remedial assistance.

The United Kingdom Reading Association conference of 1977 called for more time and attention to be paid to reading teaching courses. DES reports that appeared in 1978, 1979, 1982, 1983 and 1984 confirmed the need for such action. It is quite clear from these reports where and when the problems in reading teaching occur. Again and again the reports and opinions of authorities on reading point to the post initial stage of reading in the senior primary phase. The evidence appearing in these DES reports is supported by two School Council Projects that were conducted in the mid-seventies: Extending Beginning Reading and The Effective Use of Reading. In the first project it was suggested that teachers may not know *how* to extend and develop the early reader's skills, while the second project provides evidence about the nature of reading teaching in senior primary classes that is startling and worrying.

DES reports that appeared in the early eighties provide little evidence that the situation improved during this period. In 1982 the Department of Education and Science noted that reading teaching in schools still required improvement, while an investigation into how new teachers coped in schools revealed that the pre-service training received by new teachers was often inadequate in terms of reading teaching.

The 1983 DES report on Middle Schools appears to indicate that while in a small number of schools reading teaching was being taught systematically, many schools failed to provide adequate programmes, particularly in the promotion of recreational reading. An encouraging development was the fact that most teachers read to their classes regularly.

In the 1984 DES publication Education Observed 2, the situation is clarified yet again. In the schools observed, it appeared that the initial teaching of reading was satisfactory. The problem lay in developing and extending the children's reading skills.

It thus appears that not much progress had been made in the period 1972 to 1984. With the advent of greater central government intervention and control of education as evidenced in the DES Circular No 3/84 of 1984, the question becomes whether the situation would improve as a result of the developments that followed this event. Chapter four takes up this issue.

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CHAPTER 4: DEVELOPMENTS IN FITE COURSES FOR PRIMARY TEACHERS
IN ENGLAND: MARCH 1984 - 1990.

It may be that future students of the history of education in England will see the introduction of Circular No 3/84 of March 1984 as one of the most significant developments in FITE courses since the publication of the James Report of 1972. Whatever the case, the decade of the eighties was to see significant developments take place once Circular No 3/84 was ratified. In the next few years Thatcher's Conservative Party government introduced legislation which was to have a profound effect on all aspects of education in England. Teacher training institutions, schools, universities and polytechnics were widely and greatly affected by the passing of The Education Reform Act, the introduction of a national curriculum and the introduction of the follow-up to Circular No 3/84, Circular No 24/89. This chapter examines these - and other - developments in terms of FITE courses for primary teachers, with special reference to reading teaching.

THE DES CIRCULAR NO3/84 OF MARCH 1984.

The Education Digest of 9 November 1984 identifies the significance of this circular:

DES circulars are sometimes ephemeral in their importance. This one will have lasting significance. In the first place it is trans-binary, affecting both university based and public sector initial training; secondly it is a directive from a Secretary of State using in a quite new way the powers he has always had in accordance with the Education (Teachers) Regulations to say whether a course of training is suitable for the professional preparation of teachers and hence the conferment of qualified teacher status.

Education Digest 9 November 1984: i-ii

On the advice of the Advisory Committee on the Supply of Teachers (ACSET), a Council for the Accreditation of Teacher Education courses (CATE) was established. Its terms of reference were:

...to advise the Secretaries of State for Education and Science and for Wales on the approval of initial teacher training courses in England and Wales.

DES 1984b: 19

(Many educationalists in England now refer to the Council for Accreditation of Teachers by the acronym 'CATE'.)

The Council had several functions. Some of its functions were to

- * "...undertake a review of all existing approved courses of initial teacher training..." (paragraph 4);
- * "...scrutinize any proposals for new courses..." (paragraph 4);
- * reassess training courses "...at regular intervals" (paragraph 4);
- * have HMI visit institutions in the public sector and universities by invitation - and to report to the Secretary of State and Council;
- * advise on criteria as to acceptability of courses (paragraph 10).

The criteria for assessing courses is a crucial issue. They include the following:

- * Post Graduate Certificate in Education courses should be of at least 36 weeks duration.
- * Training institutions should establish close partnerships with schools so that "experienced" teachers could share responsibility with the institution "...for the planning, supervision and support of students' school experience and

teaching practice" as well as having an "influential role" in the assessment of the student teacher's performance (Annex paragraph 3).

- * School teachers should "...be involved in the training of the students within the institutions" (Annex paragraph 3).
- * Staff of training institutions "...who are concerned with pedagogy should have school teaching experience. They should have enjoyed recent success as teachers of the age range to which their training courses are directed, and should maintain regular and frequent experience of classroom teaching" (Annex paragraph 4).
- * The four year BEd course should be planned "...to allow for a substantial element of school experience and teaching practice which...should not be less than...20 weeks. Educational and professional studies should be closely linked with each other and with a student's practical experience in schools" (Annex paragraph 5).
- * Subject studies in the BEd had to be of two years duration.
- * Student teachers preparing to teach in the primary school should be qualified to teach in a subject area. Training courses should also "...devote a substantial amount of time to the study of teaching language and mathematics, and the understanding of their significance across the curriculum. As a minimum about 100 hours should be devoted to each of these aspects..." (Annex paragraph 9).

It can be seen, then, that the introduction of 'CATE' was to lead to significant changes in teacher training courses. The Education Digest provides an appropriate perspective:

1984 may prove to be an important year for teacher education, and not only for readers of George Orwell. Both in initial and in-service training changes are being effected at a pace which would have seemed astonishing a decade

ago. The system had come to accept periodic changes in organisation and structure; what is new is the strong centralised direction of change in content and approach, here apparently to stay.

Education Digest 1984: i

The Education Digest describes this move towards centralising control of education as the "...startling innovation of Circular 3/84..." (1984: ii) adding a note of disapproval in terms of this new procedure for the accreditation of teacher training courses:

Sadly, many feel, the Secretary of State got there first, when the task of accreditation might more properly have been undertaken by some body, possibly a General Teaching Council, representing the totality of the teaching profession.

Education Digest 1984: ii

The introduction of 'CATE' resulted in many institutions having to assess and modify their FITE courses to meet the new criteria. Almost all aspects of particular courses were affected - the duration and content of theory courses, the relationship between academic courses and professional studies, the length, timing and nature of teaching practice, the role of the schools and the qualifications and experience of lecturers provide some examples of this. Reading teaching courses would also be affected and some notion of how tutors and institutions responded to this is provided in chapter four.

In the next six years no less than nine DES reports, publications or papers appeared which dealt with reading teaching and/or initial teacher training in one way or another - excluding the Education Reform Bill of 1988 and Circular No 24/89. An analysis of the key points of each publication follows in an attempt to trace whether pre-service reading teaching courses improved as well as the nature of reading teaching in junior schools.

THE 1985 DES REPORT EDUCATION 8 to 12 IN COMBINED AND MIDDLE SCHOOLS.

This report draws its conclusions from a survey of forty nine combined and middle schools, and attempts to investigate how adequately these schools provided for children in the 8 to 12 years age group.

With reference to language and literacy, the report portrays a situation in which schools and teachers were teaching and promoting reading to a greater extent than was the case reflected in previous reports. But it is also clear that too many children still were not experiencing reading teaching programmes that can be described as satisfactory.

Language and literacy programmes are described as "... (the) elements which most obviously permeated the curriculum," (DES 1985a: 5) though English was generally timetabled as a subject.

In terms of developing and extending the reading skills of the children, this report states:

In about half the schools attention was paid to the development of extended reading skills, particularly the confident use of reference books, though in the majority of these cases the skills were practised in isolation from work in other areas of the curriculum.

DES 1985a: 7.

This reflects an improvement in the situation since 1978 when the D.E.S. reported "... little evidence that more advanced reading skills were being taught" (DES 1978: 48).

The 1985 report continues:

The best practice was based on effective use of a wide range of books, both fiction and non-fiction, where teachers extended the experience of children through well considered topics...

DES 1985a: 7

While this indicates an improved situation, the fact remains that 'about half' of the children were *not* experiencing reading teaching programmes that were considered worthwhile.

In terms of the provision of books for the recreational reading programme, the situation also seemed to have improved:

The majority of the schools provided well for pupils in terms of the quality and quantity of fiction, mainly through good collections of paperback books and their use of the local authority library services. The schools which bought good quality fiction and regularly replaced wornout stock often took steps to promote their use through, for example, school book clubs, sharing of children's book reviews and, particularly, the encouragement given to children to take books home to read.

DES 1985a: 5.

Unlike the situation described in a sample of South African senior primary classrooms, (McKellar D. 1983), the "majority" of teachers in the junior and middle schools that took part in this survey, were reading aloud to their classes:

In the majority of the schools the children were read to....A wide range of books was read: the teachers often chose material which children would have found too challenging for themselves but the quality of the material and the involvement of the teacher...enabled children to follow and become involved in the narrative.

DES 1985a: 7

Not as promising was the time and opportunity provided for recreational reading if it is seen as important that *all* children receive such opportunities:

The opportunities provided for the children to read for pleasure for themselves were satisfactory in over half the schools. Half the sample set time aside specifically for private reading...

DES 1985a: 7

Certainly teachers were not talking to the children about the books being read or much guidance being given:

There were very few schools in which the teachers regularly spent much time talking about books or guiding children's choice of future reading. The discussion of books or poems by groups of children was also comparatively rare.

DES 1985a: 7

In terms of fiction being used to deepen the pupils' interest in other areas of the curriculum, the Report claims that only "...about a third of the schools" do this (DES 1985a: 8).

Nothing is said about initial training courses and the teaching of reading in this Report. In terms of the classroom situation showing some improvement in comparison with the mid-seventies, it could be said that student teachers should, of course, benefit from seeing and experiencing sound reading teaching programmes when they work in schools during their periods of teaching practice. The extent to which they can benefit from this improved situation depends, however, on whether they have experienced a reading teaching course which will make teaching practice meaningful for them.

THE 1985 DES REPORT *BETTER SCHOOLS*.

This report gives some notion of prevalent British government thinking:

It is the government's aim... to promote a more rigorous approach to initial teacher training, including the selection of students for training, the academic and professional content of courses and the practical element for training. The Government has made it clear that courses should include a substantial element of school experience and teaching practice...

DES 1985(b): 50

Clearly, new criteria for initial training were imminent.

The report Better Schools is not unsympathetic to the complexity of the demands facing primary school teachers. It notes that

Teachers in almost all primary school classes have to teach a broad curriculum to a very wide spread of ability...Teaching the broad curriculum...and doing so with the necessary differentiation, places formidable demands on the class teacher which increases with the age of the pupils.

DES 1985(b): 20

This statement is important for in it lies the acknowledgement that the older the children are, the more complex the task and the greater the demand on the teacher. These are useful facts to consider when examining the next report which deals specifically with FITE courses.

THE 1987 DES REPORT QUALITY IN SCHOOLS: THE INITIAL TRAINING OF TEACHERS.

Of the reports and papers considered in this thesis, this publication is the most comprehensive in terms of initial teacher training courses in England.

The Report's findings are based on past reports and surveys conducted by HMI, and includes a study of thirty teacher training institutions. The survey was commenced in 1983 and the findings published in 1987.

A few of the issues examined are:

STAFFING.

The Report maintains that that "the great majority" of staff contributing to primary FITE courses were "judged to be well qualified academically" (DES 1987: 36), while only about ten per cent of staff had never taught in schools. (Interestingly over two thirds possessed Masters' degrees, while about ten per cent were qualified at Doctoral level).

TUTOR TEACHING BACKGROUNDS.

The Report is critical of the fact that approximately two thirds of the lecturers

...had not held full-time teaching posts in schools during the previous ten years, and the great majority of their teaching experience had been in secondary schools. Because of the increasing emphasis on the training of teachers for junior and early years work, the school teaching experience of a large number of staff was therefore neither recent nor appropriate.

DES 1987: 36

TIME ALLOCATION: BEd DEGREE.

Most institutions had 30 teaching weeks, with contact time ranging from 12 to 20 hours per week. What is of particular interest was the amount of time allocated to the specialist subject. On average 350 hours were allocated, with extremes of 135 hours and 600 hours recorded, yet "In most instances the amount of time students spent on specialist study was insufficient to provide them with adequate knowledge and confidence in a particular area of the primary curriculum" (DES 1987: 12). The significance of this will be shown in chapter five when Leah comments on the manner in which the English course at King Alfred's College has been affected by developments during the period 1984 and 1990.

THE PRIMARY SCHOOL CURRICULUM.

The Report noted that all the institutions offered courses which prepared the student teachers as general class teachers (DES 1987: 65). In terms of the amount of *time* available for these courses, the Report showed that, although the amount of time allocated "varied widely", it was "seldom adequate" (1987: 65).

The average amount of time allocated to *language* courses was 100 hours. No indication is given about the amount of time allocated to reading teaching courses. What is said about reading courses is that

All the courses took a comprehensive view of the reading process as involving talking and listening, and as being related to writing. Tutors took care to point to the essentially eclectic nature of the teaching task and avoided a restrictively narrow concept of teaching reading.

DES 1987: 66

This is a positive note. But is it an accurate reflection on the situation? Later reports and publications are sometimes less assuring.

1987: ROGER BEARD'S PUBLICATION: DEVELOPING READING 3- 13.

This publication brings together the major themes which form the basis of reading teaching in the junior and senior primary school. It deals with the nature of reading, pre-reading, beginning reading, the role of the parents, reading development and extension, the experience of literature, reading assessment, delays in learning to read, and then provides an overview of the situation which prevailed in the late 1980's in a chapter entitled *Where are we now?*

Beard considers the nature of reading courses in terms of initial training, noting that the "...patterns of initial and in-service teacher education are changing" (Beard 1987: 5).

THE 1988 DES PUBLICATION EDUCATION OBSERVED 7 - INITIAL TEACHER TRAINING IN UNIVERSITIES IN ENGLAND, NORTHERN IRELAND AND WALES.

This publication provides a useful summary of developments in initial teacher training in universities, but does not provide specific comment on reading teaching. In terms of the primary curriculum it is stated that:

In both primary and secondary courses professional preparation is a major feature of training in the UDEs (University Education Departments). Much of this is closely linked to practical experience in schools...In some of the courses which had not been revised, both undergraduate and post graduate, there were significant weaknesses in the professional component. In a number of UDEs, for example, primary students were not trained in important areas of the curriculum such as science, art, music or religious education and they received only minimal training in others.

DES 1988(a): 19

One of the reports that has had a marked effect on the nature of FITE courses in England and Wales is the 1988 'Kingman Report' which was also published in 1988.

THE 1988 REPORT OF THE COMMITTEE OF INQUIRY INTO THE
TEACHING OF ENGLISH LANGUAGE UNDER THE CHAIRMANSHIP OF SIR
JOHN KINGMAN.

This committee was commissioned

...to recommend a model of the English language as a basis for teacher training and professional discussion, and to consider how far and in what ways that model of the English language should be made explicit to pupils at various stages of education.

DES 1988(b): 1

While it is still too early to assess the impact the Report's recommendations will have on FITE courses and on school language programmes, the recommendations are of concern insofar as they may affect the amount of time allocated to reading teaching. The Committee recommends, for example, that

...all intending teachers of primary school children should undertake a language course in which *the larger part of the time allocated to the course (i.e. over 50 per cent)* be spent in direct tuition of knowledge about language as outlined in a model proposed in this report which is relevant to the primary school child... (Italics mine.)

DES 1988(b): 62

In allocating time to an English course, it must be borne in mind that during FITE courses student teachers are required to study and become reasonably proficient at developing children's skills in reading, writing and oral communication. The Cape Education Department syllabus for English First Language (1979) recognises these three key elements and describes the study of a knowledge about language as *Supporting Language Skills*, serving the three key elements of reading, writing and oracy. It could be argued that the Kingman Report recommends that too much time could be spent on student teachers learning about language and not enough time learning about reading teaching, the promotion of writing skills and the fostering of oral communication. It is true that a knowledge of language assists the teacher to

become a *better* teacher of reading, writing and oracy - but the concern expressed here is that the Kingman recommendation is excessive.

Chapter five gives some notion of how the Kingman Report is being received by tutors in England. This is reported in interviews with Sarah Tann, Marilyn Leah and Donald Moyle.

THE 1988 DES REPORT *THE NEW TEACHER IN SCHOOL*.

This report is concerned with how well first year teachers were prepared for their task as teachers, and how schools received them into the profession. The findings of this Report are of considerable importance to this study and a more detailed explanation of some of these findings is provided in chapter seven. The information will be used to compare the findings of this report with the student teacher evaluations of the FITE reading teaching model described in chapter two.

THE 1988 EDUCATION REFORM ACT (ERA).

The Secretary of State, Kenneth Baker, introduced the Education Reform Bill on the 20th November 1987. The Bill was to have a major impact on all aspects of schooling - and thus teacher training - once it received approval as the Education Reform Act.

The detail of the Education Reform Bill (which contained 147 clauses) exceeds the requirements of this study. Some of the more important issues, however, include the following.

A *National Curriculum* was to be introduced. This curriculum would cover the *core subjects* (English, mathematics and science) and those described as *foundation subjects* (history, geography, technology, music, art and physical education).

Four key 'stages' of education are defined and for each stage *attainment targets* were to be specified.

The Bill provided for the establishment of three new Councils: the National Curriculum Council (NCC), the Curriculum Council for Wales and the School Examinations and Assessment Council (SEAC).

Specifying what should be taught and setting 'attainment targets' that had to be met was a fundamental change for education in England. Schools would lose the authority to prescribe their own syllabuses, overseen by the Local Education Authority. In effect the determination of what should be taught being vested in a central national body brought education in England and Wales more into line with the situation in South Africa. In South Africa the determination of syllabuses has been prescribed at a national level since the introduction of Act 39 of 1967, the National Education Policy Act. Behr describes the ten "cardinal" principles of the South African Act, the eighth being that "Coordination on a national basis in respect of syllabuses, courses and examination standards shall be effected" (Behr 1984: 38-39).

The result of imposing a curriculum at national level by a central authority is that teachers are required to be able to teach all aspects of the syllabuses. Secondly, teachers have to meet and satisfy the prescribed standards as defined in syllabus aims and objectives as well as in the examination system which is subject to scrutiny by the representatives of the education authority.

For FITE courses the implications are that they have to equip the beginner teacher with the skills and knowledge necessary for effective teaching of the imposed curriculum. Thus in South Africa all FITE courses are required to satisfy further criteria as defined in the document Criteria for the Evaluation of South African Qualifications for Employment in Education (Department of Education and Culture, 1988).

The situation in England is likely to develop in the same way. In a paper titled *Charting the Changes in Teacher Education*, Craft points out that the National Curriculum for schools

...will require syllabus modifications in ITT (Initial Teacher Training), and a huge programme of preparation for the teachers in the schools...

There will now be an even greater need for teacher education programmes in universities, polytechnics and colleges to provide specialist teaching in curriculum subjects...as well as in assessment and in management.

Craft 1990: 75-76

A summary of the Education Reform Bill from Education Digest of November 1987 is included as Annexure 4.

DES CIRCULAR NO 24/89 OF 10 NOVEMBER 1989.

Like Circular 3/84 of 1984, this circular was to introduce further dramatic legislation that would also have a significant effect on FITE courses.

(In interviewing educationalists in England during June and July of 1990 it appeared that the the circular had become known as 'CATE 2'....or, 'Son of CATE'!)

Once again, new criteria for the accreditation of FITE courses were introduced - and these are reproduced in full as Annexure 5. The circular updated criteria introduced by way of Circular 3/84 ('CATE 1'). In terms of the concerns of this study, the relevant criteria include the following (DES: 1989a: 7-8):

- * School/training institution co-operation and joint responsibility for FITE courses for student teachers was reinforced (Section 1).
- * In all four year FITE courses, teaching practice should be of 100 days duration (Section 2.1).
- * There should be classroom experience during the first term of the course (Section 2.2).
- * Work conducted within the training institution should be "...closely linked to students' practical experience in schools" (Section 2.4).

In terms of the *subject studies* component of the degree, section 4.2 stipulates that

...the minimum period allocated should be the equivalent of one and a half years for subject studies and half a year for subject application.

DES 1989a: 8

The consequences of this will be examined in the next chapter.

In terms of *the primary curriculum* the most significant directive is that student teachers should be trained to teach as well as assess the core subjects of the National Curriculum. One hundred hours should be devoted to English of which sixty should be contact hours. (The same is prescribed for mathematics and science teaching.)

It will be an important contention in this study that this DES directive is inadequate in terms of equipping beginner teachers with the skills they need to teach English and to develop and extend the children's reading skills, competence and attitudes.

THE 1989 DES REPORT READING POLICY AND PRACTICE AT AGES
5 -14.

This survey was conducted in the summer term of 1989. Seventeen schools were visited by HMI. Seven of the schools catered for the age range 5 - 11, while the others catered for pupils aged 11 - 18. The Inspectors concentrated on Years 1, 2, 6 and 9 (5-7 year olds, 10-11 year olds and 13-14 year olds).

Issues which received attention included

- * Standards and attitudes;
- * The formal provision for reading made by each school - such as policy statements, staffing, resources and accommodation;
- * Reading practice in terms of
 - the promotion of voluntary reading
 - progression in developing the ability to read for information
 - critical reading.

In terms of standards, the report's findings echo a familiar theme :

Standards of reading fluency were at least satisfactory and the skills of initial reading were taught successfully in all the classes visited. The majority of pupils retained positive attitudes to reading fiction and non-fiction for enjoyment...

Consistency of progression was not found however. Beyond the earlier stages, reading was often less effectively taught. Pupils (aged 5 - 7) were sometimes not challenged enough once they had achieved a reasonable degree of fluency; and those (aged 10 - 11) often lacked opportunities to reflect on and discuss features of the language they encountered in their reading... (Italics mine)

DES 1989d: 2-3

It appears from this report that a central theme of this thesis continues to predominate in English schools - that initial reading teaching is successful, but problems occur in the subsequent stage.

The Report submitted that reading was taught "...most successfully where there was a coherent programme supported by the whole staff" (1989d: 4). In identifying a school that was successful, the Report noted that the "central aim" of that school was for "...every child to see reading as an inviting, pleasurable activity" and the Inspectors cited the case of an eight year old boy who said

When I was little I went to school and the teachers got me a book to read. My favorite story was the three pigs. I took a book home and I enjoyed it. It was wonderful. I found it hard to read. I cracked it in the end by reading and reading and reading.

DES 1989d: 4

Some of the conclusions to the Report include the following:

In general initial reading was well taught but practice was more varied in the later years...

The most effective practices in reading were rarely all present in any one school...

Advanced reading skills, including information and retrieval skills, were not developed in a coherent way...

...achievement in reading was not monitored sufficiently closely...

Good quality poetry and drama were not read frequently enough.

In general, practice was not underpinned by sufficiently clear, coherent and comprehensive reading policies or organisation.

DES 1989d: 16

On a more positive note - apart from initial reading being well taught - the report indicated that the following aspects of reading teaching were commendable:

Relatively few pupils experienced severe difficulties in reading and those who did usually received extra help.

Literature was often well taught, particularly in the secondary years...

Voluntary reading was encouraged ...successfully in the primary years...

Most schools catering for primary age pupils provided an encouraging environment for reading...

Parental contributions (of books) were a significant source of help in most of the primary schools.

With an outcry about reading standards in primary schools in England about to become a public issue leading to prominent headline ratings in mid 1990, this 1989 DES report is a particularly interesting one.

THE 1990 DES PUBLICATION ASPECTS OF PRIMARY EDUCATION:
THE TEACHING AND LEARNING OF LANGUAGE AND LITERACY.

This publication highlights the improvements in teaching programmes since the National Survey conducted in 1978. In terms of reading teaching it is reported that teachers encourage reading for pleasure, that the partnership between home and school is recognised as important, that book shops and clubs have contributed in a meaningful way. Published reading schemes continue to be used until children reach approximately ten years of age. The selection of reading schemes has become more discriminating. Good quality fiction and non-fiction is to be found in many schools. On the negative side, problems are still experienced in the junior levels (i.e. senior primary level):

... most junior children need more experience in referring to different sources and to learn how to select and use information...Although they are often able to comprehend literally what is stated, many older children find it difficult to grasp an implied meaning, or to modify an earlier interpretation in the light of further evidence. *These shortcomings are largely attributable to reading policies which are too narrow and insufficiently demanding.* (Italics mine).

DES 1990(a): 9

THE 1990 DES REPORT STANDARDS IN EDUCATION 1988 - 89.

This report states that in terms of the curriculum as a whole, teaching in about 70% of primary schools was judged to be satisfactory or good, while in 30% of primary schools it was judged to be "poor" (DES 1990(b): 6).

In terms of English teaching, the report states that

...the basic skills of literacy...are given priority in the vast majority of primary schools. Most schools, however, will need to broaden the range of work in English...In English that will require more time and improved performance in deepening children's understanding of literature and extending the range of their written and oral work.

DES 1990(b): 6

This publication, thus, reiterates the urgent plea for improved reading teaching in the post initial reading teaching stage.

SUMMARY AND CONCLUSIONS.

The introduction of 'CATE 1', followed by the Education Reform Act and 'CATE 2' are clear indicators of the extent to which education in England changed during the period 1984 to 1990. Central government exercised far greater control over almost all aspects of education and in terms of FITE courses, set out criteria with which teacher training institutions were obliged to comply.

The 1985 DES report on combined and middle schools reflects a note of optimism in terms of reading teaching in schools, but about half the reported schools still provided reading teaching programmes that were inadequate.

The DES report Better Schools of 1985 clearly sets out government thinking in terms of future control of education. It was evident that this thinking would affect the nature of pre-service training.

One of the most significant reports in terms of teacher training is the DES report of 1987: Quality in Schools: the Initial Training of Teachers. The report noted that too many tutors did not have recent or appropriate primary teaching experience. There was criticism that the amount of time spent on "specialist study" was insufficient and that the amount of time allocated to primary curriculum studies varied too widely. On a more optimistic note, the Report claimed that most reading courses took a comprehensive view of the reading process.

Other significant reports include the Kingman Report and the 1988 report The New Teacher in School.

In the light of the public outcry about reading standards which took place in mid 1990, the 1989 DES report Reading Policy and Practice at Ages 5 - 14 and the 1990 report Standards in Education 1988-89 are noteworthy. Once again, the situation that existed in the period 1972 to 1984, showed

little change: the basic skills of literacy were being taught adequately but problems were still encountered at the stage where children are able to read with a degree of basic understanding during the junior school or senior primary years.

From this survey of reports and publications it may be concluded that, while some aspects of reading programmes observed in schools had improved since the mid seventies, there remains much room for improvement in specific ways in which teachers can promote functional and recreational reading. The question remains: are teachers being adequately prepared to teach and promote reading during their initial period of training - particularly in terms of reading development and extension programmes? If they are receiving such training what is the nature of that training? An understanding of developments since then may be gleaned by examining courses provided in a sample of institutions visited in 1985 and 1986 and then again in 1990. The next chapters provide such a focus. Before consulting these, the reader is reminded of the 1972 James Report statement at the beginning of chapter two that it is difficult to provide adequate courses in the "hubbub of competing priorities" when preparing teachers to teach. It seems appropriate to close the chapter with a statement from the 1987 DES Report Quality in Schools: the Initial Training of Teachers that should be helpful as the reader turns to chapters five and six:

Equipping teachers with the full range of desirable capabilities constitutes a formidable challenge for those tutors who are responsible for course design. Not least among the problems is the need to provide a reasonable allocation of time for each of the competing priorities...

DES 1987: 64

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CHAPTER 5: THE READING COURSES PROVIDED IN A SAMPLE
OF INSTITUTIONS IN ENGLAND: 1985 - 1990.

All an initial training course can ever be is
initial.

Sarah Tann
Oxford Polytechnic
Interviewed: 25 June 1990.

I think you would find it hard these days in
initial teacher education to find a course which
was precisely on reading - that they would all be
called 'language in education' or 'language across
the curriculum' or something of that sort.

Donald Moyle
Edge Hill College
Interviewed 26 June 1990

INTRODUCTION.

In the publication Teaching for Literacy: Reflections on the
Bullock Report Chris Crowest describes the Dartford College
of Education course for primary teachers (Davis and Parker
1978: 108-116). Crowest sees the principal aim of the
primary school as being the teaching of reading and writing,
while other course directives are subservient to that end:

It is assumed as a principal aim of the
primary school that children should be able to
read and write. Students discuss the demands of
society within the content of sociological
studies *but essentially the concern is with
reading and the enjoyment of books* closely
linked to studies in the development of speech
and written language.

Preparation for the further stages of education
and the eventual demands of adult life are
important supplementary aims that lie alongside
the central task of satisfying the immediate needs
of the growing child. (Italics mine).

Crowest cited in Davis and Parker 1978: 109

Crowest provides a summary of the Dartford course in which reading teaching is covered in five entries:

1. Towards literacy. This is a discussion which concerns definitions of literacy....
5. Early stages of reading. The need to establish a balance between interest and construction. Emphasis on reading linked to experience.....
6. The development of reading schemes. Stress on matching the material to the child. Word-attack skills. Introducing phonics....
7. Reading comprehension. The need to practise comprehension skills from the beginning. Practising the techniques that are concerned with contextual cues and extracting meaning from the text as a whole.

The complexity for older children comes through the examination of more elaborate textual structures that deal not only with factual questions but also invite conjecture and hypothesis.

8. Literature. The importance of narrative as a story motivation for reading. The importance of poetry, music and song.

Crowest in David and Parker 1978: 110

The Dartford course provided its student teachers with coverage of reading teaching. Although no detailed information is provided about the extent, nature and timing of the course, this description of the Dartford course is used to provide insights about the nature of teacher training in the post Bullock Report era.

In the same way this study provides a detailed description and analysis of reading teaching courses in a sample of teacher training institutions recommended for their excellence. It is hoped that this will show how others have tried to equip teachers with the necessary skills of and knowledge about reading teaching. This approach is used in preference to a large scale survey. As described in chapters three and four, surveys provide some idea of approaches to the training of teachers but it is not always possible to

glean from such surveys details of course structures nor the amount of time spent on each section. By examining in detail the selected reading teaching courses, it is hoped that worthwhile and useful conclusions can be reached in the planning of FITE reading teaching courses.

THE INSTITUTIONS SELECTED.

Cliff Moon, a widely accepted authority on reading teaching, was interviewed in February 1986. Moon was asked to recommend institutions where reading teaching courses were worthy of examination or for the names of people who could provide insights into reading teaching courses which would be worthwhile. Various people and institutions were recommended by Moon (Moon 1986). It is not possible to describe all of the courses investigated or to record the interviews of all of the people recommended and subsequently visited. (A list of the visits conducted is included in Annexure 6). As a result of these visits, Oxford Polytechnic was one of the three institutions selected for this study. The work being conducted there as well as the views of Sarah Tann, provide viewpoints and considerations worthy of reflection.

The second institution included in this study is the Liverpool Institute of Higher Education (L.I.H.E.) where Dr John Potts, author of Beyond Initial Reading (Potts 1976) was interviewed. The nature of the course offered at L.I.H.E. was included on the grounds that the amount of time allocated to English Professional Studies in the L.I.H.E. B.Ed degree exceeded that of most institutions, and for the fact that Potts' publication and views are worth consideration.

The third reading course examined was that conducted at King Alfred's College, Winchester (K.A.C.). The K.A.C. course is included for three reasons. Firstly, the reading teaching component of the English Professional Studies course had more timetabled contact hours than most other courses - as will be demonstrated in this chapter. Secondly, in Christopher Powling and Marilyn Leah, (refer Annexure 6), the

student teachers had two tutors committed to reading teaching. (Powling is a well known author of several children's books). Thirdly, the writer was a visiting lecturer at K.A.C. over a ten month period, during which time he was able to gain an in-depth knowledge of the reading teaching component offered there.

Because of his work in surveying reading teaching courses in the mid seventies as well as his international reputation in the teaching of reading, the chapter will include the views of Donald Moyle, interviewed in 1986 and again in 1990.

PROCEDURE ADOPTED IN THE ANALYSIS OF THE READING TEACHING COURSES.

No attempt will be made to describe the entire degree course at each institution.

To provide some idea of the nature of the reading teaching course as well as where it was positioned in the degree structure, the following procedure is adopted.

An overall view of the components of the degree structure relevant to the language course is provided. At the Oxford Polytechnic, for example, it will be seen that this means examining General Education Studies, while at the Liverpool Institute of Higher Education the focus is on Professional Studies. Other factors that affect reading teaching courses - such as teaching practice or school visits - are also included.

This is followed by a more detailed consideration of the language course.

The topics dealing with reading teaching are then identified. It will be noted whether courses are compulsory or optional.

Finally, an estimation will be made of how much time is available for the reading teaching course which all student teachers are required to complete.

For the purposes of comparison with other systems, all lecture periods are classified as one unit of an hours duration.

It is assumed that all training institutions require their students to do further work in their own time on topics covered during lecture periods. As it is virtually impossible to determine the amount of time this requires, no meaningful comparisons of private study time can be made. Thus the only means by which some comparisons can be made is to determine the total lecture or contact periods rounded off to one hour units.

A further complication lies in the fact that reading will be discussed when covering other topics such as language across the curriculum. Once again, however, it is impossible to determine the extent to which this takes place or the nature of such discussions. For this reason the survey of reading teaching courses will focus on those topics which are clearly and specifically seen as being concerned with the teaching of reading.

THE 1986 OXFORD POLYTECHNIC B.ED DEGREE.

Oxford Polytechnic offers a B.Ed course over four years.

In order to understand the nature and timing of the language course in general and the teaching of reading in particular, it is necessary to clarify what the Oxford Polytechnic describes as General Education Studies.

GENERAL EDUCATION STUDIES.

YEAR 1.

A feature of General Education Studies is its modular structure.

In Term 1 a module is completed on children's *mathematical and scientific thinking*. Attention is paid to how children think and operate rather than on how to teach them - thus reinforcing the tutor's belief that it is important "...to know about and start (by determining) where the children are at" (Tann - interview 2 June 1986).

In Term 2 the student teachers complete a module on the *Language of Thought and Feeling*. This is about children's moral thinking and aesthetic feeling. In four of the nine sessions the student teachers meet and work with children. During these sessions with the children activities are arranged so that the student teachers can gain insights about the children's levels of development.

Although details of this module are provided later, it is important at this stage to note that it is not the intention to teach the student teachers how to *teach* during this first year.

Contact time for each session is four hours arranged as a lecture of one hour followed by workshop activities where considerable use is made of video or tape recordings. During these workshops the student teachers also try out practical activities related to the theoretical information they have been given in their lecture.

In Term 3, the student teachers complete a module on teaching and learning across the curriculum. Although this focusses on how aspects of the curriculum are taught, the students are also asked to analyse the demands that any task makes across the curriculum - particularly in terms of its language demands.

YEAR 2.

In Term 1 a module termed *Teaching Studies 1* provides the student teachers with what is best described as a general methodology course. Student teachers consider such topics as classroom management and organisation, instructional techniques, communication in the classroom, discussion techniques, and questioning.

Term 2 consists of a 9 or 10 week *School Experience* or *Teaching Practice* period.

An interesting feature of the Oxford Polytechnic School Experience plan is the arrangement in which the student teachers return to the college one day a week for the first half of the block period. Thus on Fridays, for the first four weeks, the student teachers report to the college where they discuss what they have seen, observed and experienced as well as share problems, receive advice and find resource material.

In Term 3 the student teachers commence learning how to teach in a curriculum area. The first unit is a module termed *Place, Time and Values*, which is a general environmental and humanities study of areas taught in the primary curriculum. At the same time a course is provided in *Movement Studies* - gymnastics, dance and games.

YEAR 3

This year continues to focus on areas of the primary curriculum.

In Term 1, the focus is on *language teaching*, Term 2 concentrates on *mathematics teaching* while Term 3 provides coverage of the *teaching of science and technology* as well as *creative studies* such as arts, crafts, photography and video. The focus on *language teaching* will be explored later in this chapter.

YEAR 4.

Compulsory courses during the first term concentrate on multicultural challenges as well as on children with special needs in the primary school - the teaching of the gifted as well as those children described as 'slow'.

During the second term the student teachers complete their second School Experience over a nine or ten week period.

During the third and final term, the student teachers undertake what is called an Independent Study or Internship. Tann described the purpose of this Internship as being to help the student teachers get a "...broader perspective on the role of the teacher... so they can find out about the *other* things a teacher has to do other than class teaching" (Tann - interview 2 June 1986). The student teachers negotiate with the schools to undertake to complete specific tasks. Tann provided as an example a school wanting to list its information references on a computer and a student teacher undertaking to do this work.

Student teachers can also complete a course on children's literature during their fourth year as one of the options available to them. This is discussed in more detail as the focus shifts to identifying the reading teaching course at the Oxford Polytechnic.

THE LANGUAGE AND READING COURSES IN MORE DETAIL.

It has already been noted that the focus on language teaching took place in Year 1 Term 2 and Year 3 Term 1.

TIME ALLOCATION.

The Year 1 course is a nine week module with four hours per week allocated to it, making a total of 36 hours. The module in Year 1 is supposed to total 100 hours which means that apart from 36 hours of contact time with tutors, the rest is regarded as study time.

In Year 3 the contact time is 3 hours per week for nine weeks, making a total of 27 hours, while the rest of the allocated 120 hours is seen as private study time.

The total contact time for the Language and Reading course is 63 hours while private study time is expected to be 157 hours. The latter figure is high and it is a matter of speculation whether students actually spend this amount of time in private study.

An analysis of how much of the 63 hours is allocated to reading teaching is calculated later in this chapter. Before doing that, a description of the Language and Reading course during years 1 and 2 provides an overall picture of where reading teaching was covered.

The Year 1 Term 2 module is entitled The Language of Thought and Feeling (Course 6202).

(In all course outlines those topics dealing with reading teaching are italicised.)

Table 10 lists the Year 1 Term 2 syllabus and contact time.

TABLE 10: THE OXFORD POLYTECHNIC YEAR 1 LANGUAGE OF THOUGHT AND FEELING COURSE SYLLABUS AND CONTACT TIME.

<u>Week</u>	<u>Topic</u>	<u>Contact time</u> (Hours)
1	Oracy.	All sessions
2	Children's moral development.	4 hours per
3	Children's writing.	week
4	Children's writing.	
5	<i>Introduction to reading.</i>	
	<i>Miscue analysis.</i>	
6	<i>Looking at reading schemes.</i>	
7 and 8	Looking at language activities in the school.	
9	Language across the curriculum.	
	Total	36 hours.

FURTHER DETAIL ON THE READING TEACHING COMPONENTS IN THE YEAR 1 COURSE.

Tann described these inputs in the First Year as being very much concerned with an introduction to *beginning* reading. (Interview 2 June 1986). The junior and nursery/infant student teachers are integrated at this stage, except when working with children, in which case each of the groups work with children in the age range for which they will be specialising. Tann argued that at this stage in their training no separation of students into infant or junior groups is warranted as many of the children aged seven or eight still cannot read and are like beginner readers in certain respects. For this reason the junior specialists need to know about alternative approaches to initial reading.

In the *Introduction to Reading* lecture, students are provided with some idea of different theories of reading as well as the different approaches that can be used (the look-say approach, the language experience approach, and phonics). They are provided with the pros and cons of these main teaching approaches. All this was done in "...one hour flat!" (Tann - interview 2 June 1986).

Coverage is provided as to how a teacher can appraise a child's reading through what Tann describes as "informal conferencing" (finding out whether the child understands what he has read and whether he has enjoyed it). More formal means of appraising a child's reading such as conducting a *Miscue Analysis* is also covered. The students do a miscue analysis using a tape recording of a child reading, although it could be argued that the student teachers should consider error analysis only when they have studied more theory about the reading process as well as how reading is taught in schools.

In Week 6 the students look at *Reading Schemes* to familiarise themselves with the methods of teaching and kinds of reading materials being used in many schools.

During the *Language of Thought and Feeling* course, the student teachers meet and work with children on four occasions. To help them appraise the language of the children, the student teachers are provided with a handbook of suggested activities which focus their attention on four language areas - listening, talking, reading and writing. In the section on what is entitled *Reading and Storying*, the student teachers are provided with three "objectives":

- 1) Can the pupil read from a picture book or poster?
- 2) Can the pupil follow and complete a story?
- 3) Are books an important part of the pupil's life?

Oxford Polytechnic Handbook on
language activities for primary
schools: 1986

(The first two questions are to do with determining skills while the third relates to attitude. It is not clear, however, whether the student teachers are taught how to use the very different investigative techniques required to answer these questions - other than at a superficial level.)

THE YEAR 3 TERM 1 MODULE: LANGUAGE STUDIES (COURSE 6243).

This nine week course had as its aims:

1. to provide a theoretical framework plus practical ideas to help form strategies of diagnosis and development of pupils language skills in listening, talking, reading and writing.
2. to provide a range of learning/teaching contexts, especially group discussions based on resource packs, lecture/workshops and private study.
3. to encourage use of a variety of sources of information, oral, aural (including slide-tape), visual (video) and printed materials.
4. to present information in a variety of media, oral reports, written essays, plus visual-graphs/tables etc."

Letter from Tann, 11 July 1986.

The course outline follows in Table 11. (All group presentations refer to the student teachers presenting the topics in groups.)

 TABLE 11: THE OXFORD POLYTECHNIC YEAR 3 LANGUAGE STUDIES
 COURSE SYLLABUS AND CONTACT TIME.

<u>Week</u>	<u>Topic</u>	<u>Contact time</u> (Hours)
1	Introduction.	All sessions
2	What is reading? Group presentations on a) Teachers' perceptions b) Pupils' perceptions c) Parents' perceptions Monitoring reading. Group presentations: d) Informal techniques e) Miscue analysis.	3 hours per week
3	Beginning reading - group presentations: f) Learning to read g) Teaching reading (comparing alternative schemes) h) Structuring reading (without schemes). Developing reading - group presentations: i) Reading aloud to reading silently. j) Becoming a book worm - managing the reading environment, motivating readers, response to fiction, biasisms.	
4	Readability and comprehensibility.	
5	Developing comprehension - D.A.R.T.S. (Directed Activities Related to Text).	
6	Oracy: analysing classroom listening/ speaking demands. Developing discussion skills.	
7	Personal writing - developmental stages, crafting a composition, criteria for marking.	
8	Transactional writing and graphic information presentation techniques. Teaching spelling and handwriting.	
9	Analysing the language demands across the curriculum. Developing language skills through topic work.	
Total:		36 hours

 In terms of *reading teaching*, Tann enlarged on the detail
 provided in the course outline above. The course included the
 following:

- 1) Learning to read: cognitive and affective
 factors in which consideration is given
 to cognitive styles and the way this might
 affect the way children may learn to read.
- 2) Ways in which teachers organise reading, the
 planning of teaching programmes and record
 keeping.

- 3) The daily plan of reading teaching.
- 4) The value and place of uninterrupted, sustained, silent reading (U.S.S.R.).
- 5) The organisation of the reading corner.
- 6) How to motivate children to browse.
- 7) An examination of whether to use a scheme or not to - and the pros and cons of each approach.
- 8) Individualised reading.
- 9) Developing further reading skills - how to promote fluency.
- 10) Skimming techniques.
- 11) The difference between oral, aural and silent reading.
- 12) Factors dealing with cohesion - and ability to predict, to look ahead.
- 13) Reading for detail.
- 14) How to encourage children to read fiction.
- 15) Children's attitudes to books.
- 16) The uses of children's literature.
- 17) Sexism and racism in children's literature.
- 18) Different levels of comprehension - reading on, between and beyond the lines.
- 19) An examination of language programmes which develop comprehension.
- 20) Locating, extracting, organising and presenting information.
- 21) Modelling and D.A.R.T.S. - examination of expository structures.

Tann - interview 2 June 1986

The course, therefore, is comprehensive in terms of the number and range of topics covered. Bearing in mind the contact time available (three hours per week for five weeks), there is the possibility that the depth of coverage for many of these topics cannot be adequate. An example of how the

shortage of time affects matters is illustrated in Tann's response to a question about when and to what extent poetry is covered in the course. Tann replied:

(There is) not very much, I am afraid. When we look at our one week session on children's fiction in general, poetry gets squeezed into that. In a sense it comes in more with writing because one of the things I try doing is to discourage students from attempting to turn on their creativity at ten-past-nine and write a whole story.

Interview 2 June 1986.

THE TEACHING METHOD.

When interviewed, Tann's approach to the course was an interesting one. In terms of lectures as a teaching method, she said she tried "...to avoid them like the plague." (Interview 2 June 1986). Tann developed packs (about fourteen in all) which the students used to work on the topics. The packs consisted of various envelopes with photocopied articles dealing with aspects of the topic being focussed upon. Tann favoured using contemporary journals rather than texts which, she felt, became dated very rapidly. Working in groups of three or four, the student teachers had two weeks in which to prepare and present their findings to the rest of the group. Tann expressed the opinion that this teaching method encouraged and taught student teachers how to work in groups, to do practical activities and to draw conclusions together. The student teachers had to learn from each other. The other students made notes in the 'teach back' which the student teachers then conducted. This 'teach-back' was usually of about twenty minutes duration. If individuals in the class group felt that the presenting group had not presented their topic well enough, they were free to ask for the pack and work on it individually.

ASSESSMENT OF THE COURSE.

Assessment of the student teachers' performance is entirely by course work. No formal examinations are written. During the course they are required to report, respond, review and reflect on the issues raised.

The students are assessed in four ways:

- a) They have to review a reading scheme critically.
- b) They have to review a language scheme covering talking, listening, reading and writing critically.
- c) They have to write a story for children, try it out and get feedback. They had to think about readability, their audience, how they were going to set it out, the pictures and illustrations and how to get the story to form a cohesive whole.
- d) An essay is written on any of the packs - other than the one reported on during their course.

[Interestingly, the external examiner recommended the change to complete assessment by course work "...when it was seen (that) these developments were exciting and worthwhile" (Tann - interview 2 June 1986).]

THE CHILDREN'S LITERATURE COURSE OPTION. COURSE 6247.3.

A comprehensive course in children's literature is offered at the Oxford Polytechnic as an optional course. It is of nine weeks duration and requires the students to attend 36 hours of lectures and seminars.

Table 12 lists the children's literature course syllabus and contact time.

TABLE 12: THE OXFORD POLYTECHNIC YEAR 4 CHILDREN'S LITERATURE COURSE SYLLABUS AND CONTACT TIME.

<u>Week</u>	<u>Topic</u>	<u>Contact time</u> (Hours)
1	Survey of childrens' literature to 1870.	All sessions 4 hours per week.
2	Survey of children's literature 1870 to 1920.	
3	The development of fantasy after 1920.	
4	The family in childrens' literature.	
5	Race, class, and treatment of minority groups in childrens' literature.	
6	Books for young children.	
7	Poetry for children.	
8	Moral issues in childrens' literature, with special attention to Roald Dahl.	
9	What children look for in their reading.	
Total:		36 hours

Assessment of this course is 60% by examination and 40% the better of two essays.

Tann reported that about twenty of the eighty student teachers opted to do the childrens' literature course. This did mean, however, that sixty of the student teachers qualified as teachers not having covered very much in terms of this important area. What bearing this will have on their ability to promote recreational reading is subject to conjecture.

SUMMARY OF READING PROGRAMME AND APPROXIMATE LECTURE OR SEMINAR CONTACT HOURS FOR ALL STUDENTS.

Table 13 summarises the reading teaching syllabus and number of contact hours allocated to each topic.

TABLE 13: THE OXFORD POLYTECHNIC READING COURSE SYLLABUS AND CONTACT TIME.

<u>Year</u>	<u>Topic</u>	<u>Contact Time</u> (Hours)
1	Introduction to reading	1
	Miscue analysis	1
	Looking at Reading schemes	1
2	<u>TEACHING PRACTICE (TERM 2) 9 weeks.</u>	
3	What is reading	3
	Monitoring reading	
	Beginning reading	3
	Developing reading	
	Readability and comprehensibility	3
	Developing comprehension - D.A.R.T.S.	3
4	<u>TEACHING PRACTICE (TERM 2) 9 weeks.</u>	
	Total:	15 hours.

A CRITICISM OF THE OXFORD POLYTECHNIC READING COURSE.

Four possible problems arise from the approach and organization of the reading teaching course.

Firstly, an examination of the topics in the course outline shows that in "about twenty minutes" groups would have to present their findings on topics such as (in week 3) learning to read, a comparison of alternative reading schemes, structuring reading without schemes, reading aloud to reading silently, managing the reading environment, motivating readers, response to fiction, and bias. It is not likely that the student teachers could have received adequate coverage of such topics in this limited amount of time.

The second problem is the teaching methodology. Group presentations are more time consuming than conventional lecturing if it is the intention to convey basic information about a topic. Students responsible for the preparation of a

'teach back' on a particular topic may have covered the topic in some detail and become reasonably knowledgeable about it. Whether they could achieve anything like an adequate knowledge of a topic presented by other students in a twenty minute 'teach back' is questionable.

Thirdly, the question arises as to how the student teachers are to judge whether the presentation of a topic was inadequate and thus realise the need to ask for a pack for personal examination? Only the tutor could be in such a position and would have to advise the students that a particular presentation had been inadequate. As a teaching methodology, such an approach would be a further waste of the limited time available.

In defence of the approach, Tann reported that many of the student teachers used innovative approaches to present their reports to the class group. These included such activities as dramatic presentations and role playing. She said: "Some have smashing ideas ... there is a tremendous variety of output" (interview 2 June 1986).

Finally, about seventy five percent of the student teachers do not attend the children's literature course. This means the majority of the student teachers will not be adequately qualified to promote recreational reading.

THE LIVERPOOL INSTITUTE OF HIGHER EDUCATION.

The Liverpool Institute of Higher Education also offers a four year B.Ed degree for students. In the Professional Studies programme, students complete courses in what is termed the Early Years Course (for teaching 4 - 8 year olds) or, secondly, the Middle Years Course (for 7 - 11). The latter course is the focus of attention in this study.

PROFESSIONAL STUDIES: MIDDLE YEAR COURSE.

The Professional Studies programme takes place in each of the four years of the degree.

In the first year three major strands are evident. *Educational Studies* is concerned with theoretical aspects of education in general and child development in particular. *Curriculum Studies* explores the teaching of subjects from the primary school curriculum. This includes the aesthetic subjects (art, music and physical education), language and mathematics. The third strand is *teaching practice*, which takes place in the second term of the first year.

The L.I.H.E. Middle Years Course Programme describes the first year as focussing on child development. During the second year, the focus is on the curriculum. Students take courses "...in each major area of the Primary School Curriculum and an Education Studies Course designed to help them develop a coherent understanding of the teacher's curricular role in the school" (L.I.H.E. B.Ed. Year 2 Professional Studies 1985-86 Middle Years Course Programme: 2). Particular emphasis is given to English, Mathematics, and Aesthetic Studies.

In *Education Studies* during the second year the theme studied is the *Planning of Children's Learning in the Primary School*. A spiral or cyclical pattern is followed. In the first cycle questions about the curriculum are raised; in the second cycle questions about teaching are raised; cycle three is concerned with questions about the management of learning. Finally, in the fourth cycle, school based work is related to the three previous cycles.

The third year Professional Studies course deals with further curriculum studies (including language), children's learning difficulties, education in a multicultural society and social behaviour and learning in school.

In Education Studies topics studied include educational aims, accountability, discipline, primary school organisation, the primary school and a changing world and the changing role of the primary school teacher.

During the fourth year of the B.Ed degree, the student-teachers select two options from a list organised as follows:

GROUP A

GROUP B

History

Comparative education

Curriculum development and evaluation

Moral education

Education for a multi-cultural society

Special education

Language and reading

Not more than one course from Group A can be selected.

THE LANGUAGE AND READING COURSE IN MORE DETAIL.

From this outline, it now becomes necessary to assess the amount of time available for the students' work on language and reading.

The focus on language teaching thus takes place in years one, two and three, while an optional course is offered in the fourth year.

As in the case of each institution reported on in this study, an estimate is made of the amount of contact time allocated to language teaching in general, followed by an analysis of the amount of time allocated to reading teaching in particular.

Table 14 summarises the amount of contact time allocated to language teaching. (The optional course in Year 4 is not included).

TABLE 14: L.I.H.E. AMOUNT OF CONTACT TIME ALLOCATED TO LANGUAGE TEACHING.

<u>Year</u>	<u>No. of weeks</u>	<u>Hours per week</u>	<u>Total.</u>
1	18	2	36
2	27	2	54
3	25	2	50
		Total:	<u>140 hours.</u>

The total of 140 hours is close to the 150 hours that the Bullock Report preferred, and is significantly higher than the Oxford Polytechnic 63 hours. However, within the L.I.H.E. language course, the amount of time available for reading teaching presented a less satisfactory situation.

In the first year reading teaching occupied 12 contact hours, while in the second year it was 10 hours. In the third year Potts said that the emphasis was placed on observation, analysis and diagnosis of learning and that it was not possible to identify scheduled contact hours dealing with the teaching of reading (Potts - interview 23 May 1986).

Thus for all Middle Year students the total contact time for the teaching of reading was somewhere in the region of 22 hours. This is less than 16% of the contact time allocated to language teaching.

THE READING COURSE IN MORE DETAIL.

Potts described Year 1 as concerned mainly with reading, while in Year 2 the emphasis is on writing.

Table 15 lists the reading syllabus and the amount of time allocated to each topic.

TABLE 15: L.I.H.E. YEARS 1 AND 2 READING COURSE SYLLABUS AND CONTACT TIME.

<u>Year</u>	<u>Topic</u>	<u>Contact Time</u> (Hours)
1	The initial teaching of reading - Language experience: approaches to reading.	2
	The initial teaching of reading - Analytic methods of teaching reading.	2
	The initial teaching of reading - Synthetic methods of teaching reading.	2
	The initial teaching of reading - Story methods of teaching reading.	2
	Children and books.	2
	A general overview - discussion.	2
2	Higher order reading skills	4
	Approaches to the development of these skills	2
	Readability: Problems in developing higher order reading skills	2
	Reading for pleasure	2
	TOTAL	22

This means that the student teachers preparing to teach children aged 7-11 years receive 10 hours of instruction on beginning reading, 8 hours on reading development and extension (functional reading) and 4 hours on recreational reading. It could be argued that this is an inappropriate weighting of the three aspects of reading teaching for student teachers who will be required to develop and extend the reading skills and abilities of children aged 7-11.

Secondly, the total amount of time is inadequate if the student teachers are to receive intensive training in reading teaching for senior primary children. While ten hours of instruction may be sufficient to familiarise student teachers with beginning reading, 8 hours - or 8 lectures - is inadequate for the consideration of reading development and extension programmes in functional reading. Allocating 4 hours to recreational reading is very inadequate if the student teachers are expected to become proficient in how to develop and extend children's reading for pleasure.

The timing of the course is also questionable. In chapter one it was noted how the Bullock Report was critical of the timing of reading courses when they occurred during the early part of the degree and little development followed. In the L.I.H.E. degree, it is possible for a student teacher to qualify for a first teaching appointment without having considered reading teaching for over two years. This would not have been the case, however, for those student teachers who *opted* to do the course in language and reading during the fourth year of the degree.

THE FOURTH YEAR OPTIONAL COURSE IN LANGUAGE AND READING.

As explained earlier, in professional studies the students select two courses, from a range of seven, during the fourth year. Those selecting *Language and Reading* complete a 25 week course which is comprehensive and pertinent to the needs of primary teaching.

The Language and Reading course has a further 50 hours of contact time, of which 24 hours is for language teaching in general, while 26 hours are set aside for reading teaching.

The course covers eleven topics in aspects of reading teaching. Each topic occupies a weekly meeting of two contact hours. The reading syllabus and contact time is shown in Table 16.

TABLE 16: L.I.H.E. OPTIONAL READING COURSE SYLLABUS AND CONTACT TIME.

<u>Topic</u>	<u>Contact time</u> (Hours)
Literacy.	2
The reading process.	2
Children and books.	2
Early reading	6
The development of higher order reading skills.	2
Aspects of a reading policy for schools.	2
Reading problems of and approaches for teaching the advanced stages of reading.	2
Monitoring reading progress - formal.	2
Monitoring reading progress - informal.	2
Reading failure.	2
Childrens' books.	2
Total:	26

It is questionable that such a course should be optional. It is important, for example, that teachers should be able to recognize reading problems and know about reading failure. This does not appear in the L.I.H.E. reading course syllabus which all students complete during their first and second years. Thus only those opting for the language and reading course in the fourth year will have experienced some coverage of these topics.

THE VIEWS OF DR JOHN POTTS ON THE LIVERPOOL INSTITUTE OF HIGHER EDUCATION READING COURSE AND RELATED MATTERS.

Interviewed on the 23rd May 1986, Potts provided the following viewpoints.

ON THE AIMS, TEACHING PHILOSOPHY, METHODOLOGY AND CONTENT OF THE L.I.H.E. READING COURSE.

Potts regarded language being seen in its totality as one of the most fundamental changes in language and reading courses in the previous decade. He used what he referred to as "the Wilkinson model" of oracy-literacy. Potts was referring to

Wilkinson's book The Foundations of Language (1971) in which Wilkinson claims:

The ability to read is largely dependent on the skill in the spoken language the learner already possesses...The major reading skills are present in the oral language of young children: learning to read is a matter of drawing upon one's prior knowledge.

Wilkinson 1971: 202

Potts said that the L.I.H.E. approach to the study of reading teaching was determined by taking as their starting point a study of the fluent reader. Instead of starting in a natural progression from the early stages, Potts said that they now worked 'backwards':

We say "What is a fluent reader?" We start from where the students are and work backwards that way...it seems obvious to start from where they are anyway because so few of them have had problems in the early stagesThey can't remember learning to read and we provide them with a course which emphasises a psycholinguistic approach.

Interview 23 May 1986

Potts said that he tried to develop the student teachers' critical reading skills, getting them to read between and beyond the lines. The student teachers then went on to learn about activities that develop and extend a reader's comprehension by doing the activities themselves - activities such as cloze procedure, sequencing and prediction exercises.

This appears to be contrary to the order in which the reading teaching course is organised in years 1 and 2. Potts explained that the order of the reading course was based on the idea that the teacher needs to know where the children have come from and where they are heading. Because of this, an overview of initial reading teaching approaches is provided in the first year before they move on to the higher order reading skills in the second year.

An examination of the reading course in years 1 and 2 as well as the optional course in the 4th year shows that very little time is made available for the study of children's literature and recreational reading. In response to this Potts expressed a belief in the importance of children's literature. He said that the English Department was responsible for this part of their training but that he was not familiar with the details of the course.

This in itself is worrying as it can be argued that tutors presenting reading teaching courses ought to know what colleagues include in their programmes. A failure to do this may result in student teachers experiencing reading teaching courses which suffer from omissions or repetitions.

Unfortunately no course outline of the L.I.H.E. children's literature course offered by the English Department was available.

ON THE TEACHING OF LANGUAGE IN SCHOOLS.

Despite a considerable amount of in-service work being conducted, Potts expressed concern about the general standard of language teaching in many schools:

....frankly, I still despair at the teaching of language. I still think it is antiquated even here. It's still all too often a case of get your exercise book out. It's a case of formal grammar and so on. There is still in many schools an emphasis on reading aloud to the teacher and this is one thing I really am trying to break down with the students.

Interview 25 May 1986

The use of reading schemes in junior schools was also criticised by Potts. He felt that where children have become fluent enough in reading, the continued use of reading schemes inhibits their progress rather than enabling them to develop and extend their reading skills. Potts believes that insufficient emphasis is placed on developing reading

strategies. "We're not bad on mastering the basic skills," he said, "but *using* those skills...is where we are weakest" (interview 25 May 1986).

In the interview, Potts was critical of traditional comprehension exercises as used in many schools. He commented that such exercises did not test comprehension at all, seeing them as mere memory tests. He said the exercises were restricted to questioning the reader at a literal level.

ON CHANGE IN SCHOOLS.

Potts was of the opinion that the Bullock Report had had a limited influence on schools. On the changes which had taken place in language teaching in general, Potts expressed the opinion that the process of change had slowed down during the preceding six years and that the current period could be seen more as one in which consolidation was taking place. He described it as a period during which there has been "...a tendency to sort out the ideas that came out of Bullock and the APU (the Assessment of Performance Unit)." However, resistance to change was also a problem. He was critical of teachers who resist change in language teaching:

...the education system is rather conservative, and change doesn't come easily. Teachers are always ready to make excuses why they cannot (try) the innovation.....I am rather surprised in language (teaching) because the thing that upsets me is that whereas you will see (teachers) doing innovative environmental studies, when it comes to language they will still resort to 'take your book out'.

Potts - interview 25 May 1986.

If Potts is right, the advances in language and reading teaching appear to have been minimal. From the evidence provided in chapters three and four of this study, it seems that his pessimistic outlook may not be unfounded.

It has been noted how the L.I.H.E. reading course for all student teachers preparing to teach in children aged 7-11 was allocated 22 contact hours, which was less than 16% of the contact time allocated to language teaching. The situation at King Alfred's College, Winchester, was very different.

KING ALFRED'S COLLEGE, WINCHESTER.

King Alfred's College (K.A.C.) offers a four year B.Ed.(Honours) degree as distinct from their (now discontinued) three year B.Ed. degree. In the K.A.C. Undergraduate Prospectus of 1984, the B.Ed. (Honours) degree is described as providing

...preparation as a generalist (covering) the age range 4-12, and is for teachers who wish to teach a broad spread of the curriculum, with concentration on one of the following options: 4-9 years, 8-12 years...

K.A.C. Undergraduate Prospectus 1984: 8

GENERAL OUTLINE OF THE B.Ed HONOURS DEGREE.

For all students there are two components in the degree: Professional Studies and a Special Subject.

Professional Studies is made up of three parts: Curriculum Studies, Foundation Studies and School Experience.

Curriculum Studies comprises a study of the range of subjects taught in the primary school, usually separated into the appropriate 4-9 or 8-12 year options.

Foundation Studies is a study of broad educational issues such as child development, how children learn, issues and problems affecting children, principles of classroom learning, the relationship between schools and society and the aims and development of the primary school curriculum.

School Experience is often referred to as Extended School Experience (E.S.E.) or Teaching Practice. It includes day visits to schools.

The Special Subject - occupying about one third of the student teacher's total time - is the study of a subject selected from art, biological sciences, education studies, English, French, geography, human movement studies, mathematics, music or religious studies.

Table 17 illustrates the time allocation of the degree, or 'weighting' of the coursework as K.A.C. refers to it.

TABLE 17: K.A.C. TIME ALLOCATION OR 'WEIGHTING' OF COURSEWORK: (as a percentage)

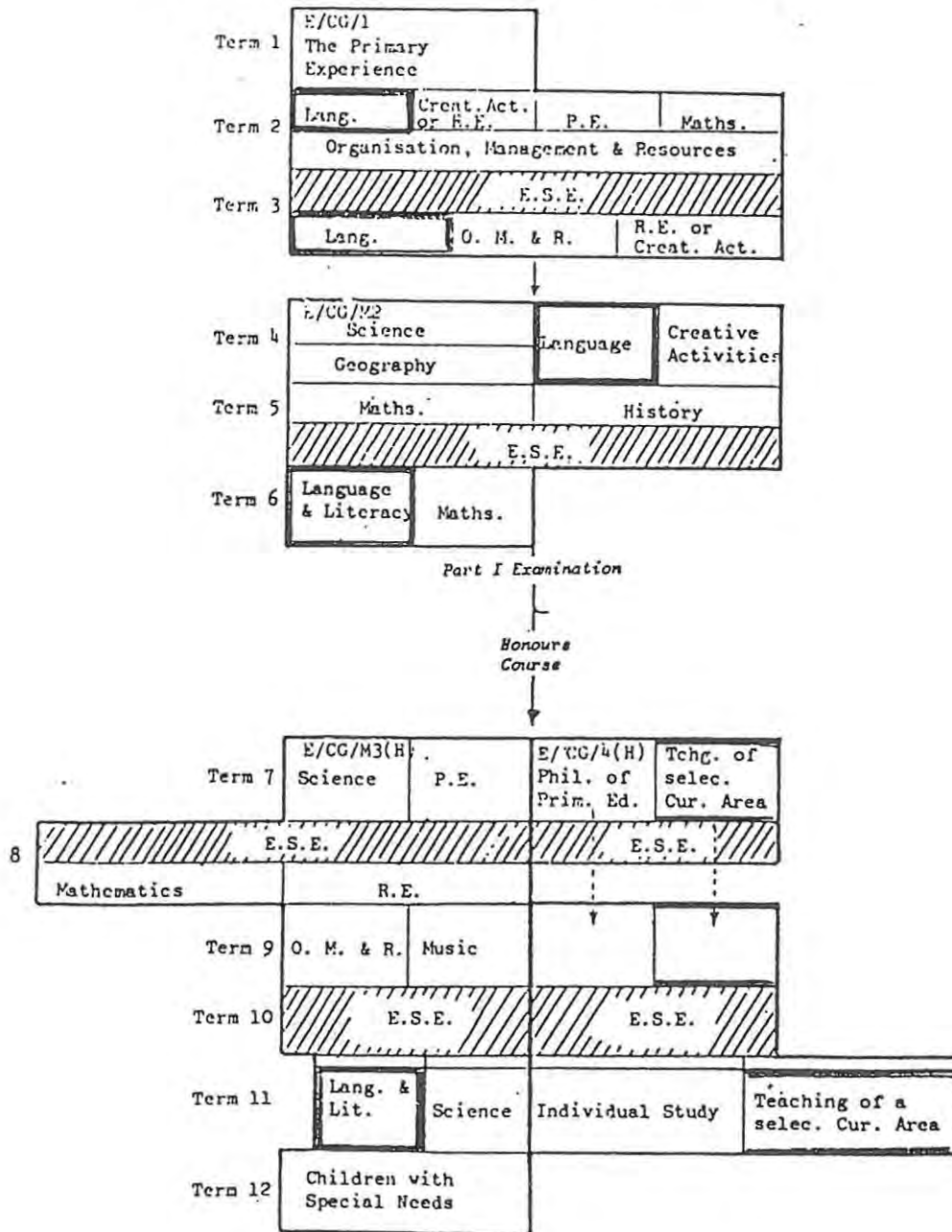
Year	Curriculum Studies	Foundation Studies	Special Subject
1	10,81	5,41	10,81
2	10,81	5,41	10,81
3	13,50	5,41	8,11
4	10,81	2,70	5,41
Total:	45,93	18,93	35,14

Teaching Practice of 20 weeks duration over the four year period is not included in these calculations.

 Thus the students spent almost half their lecture time working in the field of curriculum studies, about a third of their time on their special subject and the balance on foundation studies.

The Curriculum Studies Generalist 8-12 programme is illustrated in Diagram 3. Language blocks are highlighted.

DIAGRAM 3: K.A.C. CURRICULUM STUDIES 8-12 OPTION.



TEACHING PRACTICE IN THE B.Ed HONOURS COURSE.

It was noted in Table 17 that 20 weeks were spent on teaching practice during the four years. In an academic year totalling 31 weeks, this meant that teaching practice took up 16% of their four year course. What is noteworthy however, was the

timing and duration of the teaching practice periods which were arranged to provide the student teachers with an increasing exposure to teaching over the four year period. The model is worth consideration by institutions which have teaching practice organised too late in their course structure or in too concentrated a form.

The pattern is shown in Table 18.

TABLE 18: K.A.C. TIMING AND DURATION OF TEACHING PRACTICE.

(ESE: Continuous extended school experience.)

<u>Year</u>	<u>Term</u>	<u>Detail</u>
1	1	3 visits to schools
	2	5 x 1 day visits to schools 3 weeks ESE
	3	-
2	4	-
	5	4 weeks ESE
	6	-
3	7	-
	8	5 weeks ESE
	9	-
4	10	7 weeks ESE
	11	-
	12	-

 The students thus complete nineteen weeks of extended school experience, as well as day visits, spread over the four year period, in an arrangement which has each experience slightly longer than the previous one.

THE LANGUAGE AND READING COURSES IN GREATER DETAIL.

As seen in diagram 3, consideration of language teaching for all students takes place in:

Year 1: Term 2 and Term 3

Year 2: Term 1 and Term 3

Year 4: Term 2.

For those student teachers who opt to specialise in language teaching, a course is completed in Year 3, terms 1 and 3. In diagram 3 this is classified as 'Teaching of a Selected Curriculum Area' (Tchg. of selec. Cur. Area). Tutors and students refer to this as the 'TESCA' programme.

The K.A.C. course is notable for the progressive development of experience that the student teachers gain in learning about reading teaching. The student teachers consider aspects of reading teaching, for example, in the first, second and fourth year of the course, while those opting to specialise in the teaching of language complete further work in their third and fourth years of study. Experience in schools is gained in each of the four years, enabling the student to apply theory to practice in an ever more meaningful way.

THE K.A.C. LANGUAGE AND READING COURSE SYLLABUS AND CONTACT TIME: 8-12 SPECIALISATION.

It will be shown that reading teaching so dominates the K.A.C. language course that there is no point in describing each in turn as was done in the case of the Oxford Polytechnic and L.I.H.E. courses. To highlight topics dealing with reading teaching, italics will be used.

YEAR 1 TERMS 2 AND 3.

Fifteen meetings of two unit hours are held - making a total of 30 hours. Five sessions are held in term 1, while sessions 6 to 15 are held in term 3.

Table 19 sets out the language and reading course as well as the allocated contact time.

TABLE 19: K.A.C. YEAR 1 LANGUAGE COURSE SYLLABUS AND CONTACT TIME: 8-12 OPTION.

<u>Sessions</u>	<u>Topics</u>	<u>Contact time</u> (hours)
1 to 5	<i>The importance of literacy . Introduction to childrens' literature. Reading and telling stories.</i>	10
6 to 15	<i>Stories continued. Hearing reading Creative writing. Drama. Background to teaching literacy in infant and junior schools. Poetry.</i>	20
	Total:	30 hours

The time allocated to reading teaching during the first year is approximately 24 hours, and it can be seen that the course is an introduction to the importance of reading and the value of story.

YEAR 2 TERMS 4 AND 6.

Eighteen meetings of two hours each are held during the first and third terms. Thus 36 hours are allocated to language teaching in Year 2.

Table 20 lists the syllabus followed during Year 2.

TABLE 20: K.A.C. YEAR 2 LANGUAGE COURSE SYLLABUS AND CONTACT TIME: 8-12 OPTION.

<u>Session</u>	<u>Topics</u>	<u>Contact time</u> (hours)
1	Introduction	All sessions 2 hours each
2	<i>The nature of reading.</i>	
3	<i>Visiting speaker on reading.</i>	
4	<i>Approaches to reading.</i>	
5	<i>Reading schemes.</i>	
6	<i>Reading 360: examination of the scheme.</i>	
7	<i>Student evaluation of reading schemes.</i>	
8	<i>Reading development.</i>	
9	<i>DARTS.</i>	
10	<i>Reading development and topic work.</i>	
11	<i>Reading development.</i>	
12	<i>Review of literature on reading.</i>	
13	<i>Remedial reading in the primary school</i>	
14	<i>Review of literature on writing.</i>	
15	<i>Initiating writing.</i>	
16	<i>Marking and responding to writing.</i>	
17	<i>Spelling, punctuation, grammar and handwriting.</i>	
18	<i>The development of writing.</i>	
Total:		36 hours

Reading teaching topics are allocated 24 of the 36 hours. The focus of the reading teaching topics deal with initial reading, which then shifts to the development and extension of functional reading skills.

It is clear from Diagram 3 that a teaching practice period occurs midway through this course which means that the student teachers will only have started considering reading development and extension programmes before embarking on their second of four extended periods of teaching practice.

YEAR 4 TERM 2.

The course has seven sessions, each of two unit hours duration, thus totalling 14 hours. Table 21 lists the year 4 term 2 syllabus and contact time.

TABLE 21: K.A.C. YEAR 4 LANGUAGE COURSE SYLLABUS AND CONTACT TIME: 8-12 OPTION.

<u>Session</u>	<u>Topics</u>	<u>Contact time (Hours)</u>
1	<i>Individual testing and diagnostic investigation; miscue analysis.</i>	All sessions 2 hours each
2	<i>Books for slow learners; visual impact; analysis of vocabulary.</i>	
3	<i>Apparatus and techniques for developing reading sub-skills.</i>	
4	<i>Support agencies: reading centres and the Schools Psychological Service.</i>	
5	<i>Spelling and the poor reader.</i>	
6	<i>Capitalising on children's interests and experiences.</i>	
7	<i>School organisation and catering for individual needs.</i>	
	Total	14 hours

This fourth year course is exclusively concerned with reading teaching, the main focus being on reading problems. It can be argued that the fourth year course is appropriately positioned as the student teachers have experienced four teaching practice periods and therefore are experienced enough to assess normal progress against which problems could be set.

THE K.A.C. 'TESCA' OPTION IN LANGUAGE TEACHING.

It has been noted how student teachers completing the K.A.C. B.Ed. (Honours) course can opt to study language teaching (or any other selected subject from the primary school curriculum) during the first term of the third year. Those student teachers who select English teaching as their curriculum option negotiate with their tutors the nature of the topic or topics to be explored. As an example, the 1986 cohort studied the role of talk in learning by tape recording children at work and analysing the children's talk.

While the student teachers can opt to study aspects of reading teaching in the TESCA option, the TESCA programme is not included in the analysis of reading teaching at K.A.C. as it is an optional course and its syllabus coverage is negotiable.

THE K.A.C. LANGUAGE AND READING TEACHING COURSE: A CONCERN.

Table 22 summarises the contact hours allocated to reading teaching and other language topics at K.A.C..

TABLE 22: K.A.C. LANGUAGE AND READING COURSE CONTACT TIME: 8-12 OPTION.

<u>Year</u>	<u>Reading topics</u>	<u>Other topics</u>	<u>Total</u>
1	24	6	30
2	24	12	36
4	14	0	14
Total	62 hours	18 hours	80 hours
%	77,5	22,5	100

It can be seen that the language course for all student teachers taking the 8-12 option experience 80 hours of language teaching time, of which 62 hours are allocated to reading teaching. The contact hours allocated to reading teaching provide the opportunity for good coverage of reading teaching, but course developers need to ask whether other aspects of language teaching can be dealt with adequately in 18 hours?

Also in this chapter consideration must be given to the problem of change in FITE courses during the period 1986 to 1990, together with the views of some tutors about the changes. A summary of the courses described will also be given for comparative purposes.

THE PROBLEM OF CHANGE IN FITE COURSES.

As noted in chapter three, any information about teacher training courses becomes outdated within a very short period of time. This is exacerbated when national authorities controlling the accreditation of teacher qualifications introduce radical changes to which the institutions have to respond.

The survey of reading teaching courses offered at the three institutions described above was conducted in 1986 and a follow-up visit made in 1990. As noted in chapter four, it was during the period 1985 to 1990 that institutions were obliged to respond to the requirements and pressures of various agencies. The major influences included those recommendations, requirements and pressures brought about by the Council for National Academic Awards, the Council for the Accreditation of Teacher Education ('CATE 1' of April 1984 and 'CATE 2' of November 1989), the Education Reform Bill of November 1987, the Kingman Report of 1988 and the National Curriculum proposals published at various times during this period. Teacher training institutions have had to re-examine their courses in broad outline and in detail, with the result that these institutions have introduced considerable changes during this period. This has affected the three institutions examined in this study. In the follow-up visits in 1990 it became clear that the courses described in 1986 had changed or were being changed in order to satisfy the new criteria. Many of the revisions had yet to be finalised. Because these course revisions, particularly those in response to 'CATE 2' of November 1989 had not been finalised, this study uses the courses that existed in 1986 as the platform or common base from which further observations and comparisons will be made.

A further reason for using the 1986 models is that in interviewing Leah, Moyle and Tann in 1990, it became apparent that many of the changes being introduced were viewed negatively. This is demonstrated in the following responses, based on taped interviews.

SOME VIEWS OF LEAH, MOYLE AND TANN ON THE CHANGES BEING INTRODUCED TO FITE COURSES IN ENGLAND, 1986 - 1990.

Leah of King Alfred's College expressed concern about the nature of the new language courses being developed in response to 'CATE 2'. Because of the increase in time set aside for *Subject Studies* (up from 35% to 50%), the *Foundations Studies* component at K.A.C. has been dropped. Leah commented:

In 1985-6 we had a course for all students on *Language and Learning*, which was background knowledge about language and its importance. That was the Foundation Studies course. It had to go because the CATE criteria said (there should be) 50% subject studies. The understanding was that *Language and Learning* would be done via *Applied Studies* - the language and learning of the individual study. That may or may not have happened, but it's gone completely out of the control of people who are working on the teaching studies side of the degree.

Leah - interview 6 July 1990

Leah is concerned about *all* of the students not getting a basic course in language and learning. She believes, as a result of this, that curriculum studies programme is affected:

Our position has moved into simply the curriculum bits of the teaching of writing, reading, the role of oracy, dabbling in poetry, dabbling in children's literature. The curriculum work has not been cut down in time...we have the same amount of time for curriculum work, but we're not doing it with any background work going on anywhere else.

This concern about the student teachers not getting a sound, basic, well founded underpinning of language and learning as well as the consequences of this in terms of curriculum studies is echoed by Moyle and Tann. Moyle referred to the "...constant changing of goal posts" and worried about the balance in FITE courses. He expressed his concern as follows:

I think that colleges have gone too heavily promoting language across the curriculum and atmosphere - the idea of interest, motivation and so on - but that all too often the student hasn't the back-up to do the detail...there is a balance and if the teacher hasn't got the ability to teach the support skills, then these things are not going to happen.

Moyle - interview 26 June 1990

In 1990 Tann was provided with a copy of part of this study in which the Oxford Polytechnic language and reading course is described. Asked to compare the 1986 course with the 1990 course, Tann said that the 1990 language course outlines have "...remained substantially the same..." and that on looking through them she sees "...little differences, but I think they are insubstantial differences..." and felt that the information "...still holds true" (Tann interview 25 June 1990). Asked what major changes have been made since 1986, her response is an interesting one. In terms of the requirement that the student teachers spend more time in schools (refer CATE 1 and CATE 2, chapter four) Tann said:

I think in terms of the (Oxford Polytechnic) language of thought and feeling module the students are working with the children more often and the increase in time spent with the children is divided between observational work and children using language across the curriculum and not just in language sessions - and also of them teaching more. So they are doing more of both of these activities so they have less time for any input or feedback on the observations which they have (made). So they are left very much to their own devices in terms of following that up. I think that is a trend throughout. The government has been pushing for more time with the children, which to my mind means the students are going to be *doing* more and *thinking* less.

Tann - interview 25 June 1990

Describing that as the "main change" in the first year course, Tann saw the other changes as "cosmetic". Referring to the Year 1 Term 3 module (teaching and learning across the curriculum), Tann again noted that this "...has remained essentially the same but with this change of increased time in school. So they are doing more but have less support in

their conceptual thinking." Tann repeatedly expressed concern about the quality of the understanding of fundamental principles that student teachers will get in terms of the amount of time they have to spend in schools.

It was put to Tann that because of the new demands created by the introduction of the National Curriculum, reading teaching course contact time had been cut. Would beginner teachers be equipped or qualified to teach reading as they took up their first teaching post? Tann responded:

I think that the knowledge base that is required of teachers is increasing and yet the time we are allowed to have contact with students to provide any of that knowledge base is decreasing. Because the more they are pushed into schools, the more they get better at thinking up little activities to entertain the children, managing and controlling, and all sorts of things that end up at very mundane level(s) of crowd control. But they don't have time for grappling with the conceptual framework, so they really can't analyse what they are doing and analyse what the children are learning because we don't have that opportunity to develop that knowledge base at College. So their practical skills get better but they are not properly underpinned. It just becomes busy work. They don't know why or how. I think that is a very real concern.

Tann - interview 25 June 1990

The requirements in the Special Subject Study as defined in Circular No 24/89 ('CATE 2') have meant that most institutions have had to increase the amount of time allocated to this part of the B.Ed. degree. Noting, as well, that it is in the Special Subject Study that the student teachers have to learn how the subject is taught in the primary school, Leah pointed out that this has meant that at K.A.C. the TESCA course in English teaching in the primary school offered as an option for *all* students has had to fall away. In describing this as a "huge regret", she explained the consequences, as well as commenting on some of the other changes which have been introduced as a result of the implementation of CATE 1 and CATE 2 criteria:

Leah : Tesca had space in it for experimentation and to work with children. Students could come up with ideas. That has now been moved to Applied Studies English - so the only ones doing (the TESCA English in the primary curriculum) are those who are doing English as a Special Subject. It means every student who does not do English cannot do this course.

McKellar: And what about the children's literature component?

Leah: There is some in the first year - but it's minimal for all students. It doesn't occur anywhere else in the degree except for those doing English as a Special Subject. The bulk of students then only have the limited first year exposure.

McKellar: How do you feel about that?

Leah: Horrible. I mean we don't seem to be able to make impact on changing it because the Special Subject people have 50% of the degree.

Tann's views about increased subject specialization in the new proposals also suggest that this development should be reconsidered.

Tann It is the notion of subject specialization that is false for primary education because they are generalist teachers at the primary level. They need more time to become generalists in all subjects and not to have this great wad of time becoming specialists in one. We have to acknowledge that primary teachers are at the moment generalists and yet we are trying to give them a specialist training....it seems to be very much a secondary (school) model.

McKellar: Is this a widespread concern?

Tann: Yes. Especially at initial teacher training level.

Tann's concern about recent developments are thoughtful and worth consideration. The following record of her response to the question that follows is given in full as it is very pertinent.

McKellar: Will the influence of CATE, the National Curriculum and the Kingman Report result in teachers going out less well prepared or equipped to teach reading?

Tann: I think it is very easy to be very pessimistic that it is highly likely that most teachers will go out less well equipped, really being able to understand what (it's about). They will be able to *do* reading at a superficial level. They will put books in front of children and hear children read and tick them off.....but they will do it in a very uninformed way. I think that there is a very great danger that this will happen.

But it isn't inevitable. It is going to take a lot of hard work and imagination to ensure that this won't happen. It's going to be hard for it not to happen. If students are going out to be in schools more, they are going to pick up what the teacher does. And one of the whole reasons for the National Curriculum is that we are told teachers weren't doing it right - so they are going to be copying the people who aren't doing it right. There aren't enough good models out there, so students will pick up not particularly good habits, but habits which will get them by, unless we do something fairly drastic like...changing our own teaching strategies and practices, being much more rigorous about how we monitor and structure and guide the time they do spend in school, unless we have much better contact with classroom teachers who are going to be their monitors, to show them how we want them to be monitors and what we want them to monitor.

Tann said that tutors would have to provide "...a lot more..." in the form of text books, handouts and other materials if the student teachers were to acquire a basic knowledge which would underpin practice. The problem, however, was the decrease in contact time. Tann said that if tutors did not have time to talk to and teach the student teachers "face to face" the student teachers would then have to "pick it up for themselves". In addition Tann felt that tutors would have to find better ways of assessing how student teachers used their spare time. If this was not done, she foresaw a lowering of standards in terms of teacher quality at the initial qualifying level:

(If) we do not do all of these things then we are going to get an awful lot worse teachers going out and my fear is that because the teachers in the schools are so busy and so hectic at present, and because things are so hectic here, it is highly likely that we won't have the time as teacher trainers to put into the preparation of courses and all this extra structuring etcetera, to make them as good as they could be and it will end up being second rate if not third rate - and therefore the teaching of reading will suffer. It isn't inevitable but the government is making it as near as to the inevitable as possible because they are not providing us with the time or the resources to be able to put all that extra effort in. If you want new courses that are going to be taught in a new way, you have to re-orientate, you have to replan, you have to rethink and all the rest of it - and thinking is not on anybody's agenda.

Tann - interview 25 June 1990.

Tann's worry that too many teachers are not suitable as role models or tutors for student teachers appears to have been endorsed by the Education Minister, Tim Eggar. The irony of this report in the Daily Telegraph in November 1990 underlines the point. The report is headlined

SCHOOL LESSONS TO END TEACHER TRAINING ERRORS.

The vast majority of teachers in England and Wales are inadequately trained for their jobs, and their pupils are having to live with the consequences, Mr Tim Eggar, Education Minister, said yesterday. Announcing a radical change in Government policy, he said most teachers would in future be trained in schools instead of in teacher training institutions.

The Daily Telegraph
30 November 1990: 10

Rather than introduce "radical change", it might have been worthwhile for the policy makers to take more heed of what professional educators such as Moyle have to contribute to the debate:

If you get the frequency of year after year of change being made, there is never a point in which you can say what has been successful, because you have to have a fairly static situation in order to develop any measurement instrument of any sort to appraise what is going (on).

Moyle - interview 26 June 1990.

SUMMARY AND CONCLUSIONS FROM THIS EXAMINATION OF THREE INSTITUTIONS IN ENGLAND.

This chapter has examined three FITE language courses. The reading teaching syllabuses were identified and the amount of time allocated to language courses in general and reading teaching in particular has been established.

In the 1987 DES report Quality in Schools: the Initial Training of Teachers it was reported that the average time allocation for language courses at the thirty institutions examined was 100 hours (refer chapter four of this study). No figure was provided as to the number of contact hours allocated to reading teaching.

Table 23 reflects the amount of timetabled contact time for language for all students completing FITE courses for teaching senior primary children, at the three institutions examined in this study.

TABLE 23: TIMETABLED CONTACT TIME: LANGUAGE COURSES FOR SENIOR PRIMARY STUDENT TEACHERS AT THREE INSTITUTIONS IN ENGLAND.

	<u>Year</u>	1	2	3	4	<u>TOTAL</u>
1. Liverpool Institute of Higher Education		36	54	50	-	140
2. King Alfred's College		30	36	-	14	80
3. Oxford Polytechnic		36	-	27	-	63

The total number of hours at the three institutions examined shows how misleading an average can be. In the case of the Oxford Polytechnic in particular, the total number of hours allocated to language courses was very low.

The 1987 DES report also noted how "...some institutions encouraged students to top up their compulsory courses with language related options, for instance on children's literature..." (DES 1987: 66). This was the case in each of the institutions examined in this chapter, but it could be argued that if language teaching is accepted as a cornerstone of primary education, such courses should be compulsory.

The DES report also claimed that "...in the majority of instances the time was well distributed..." (DES 1987: 66). The distribution of time in Table 23 shows that only one institution (K.A.C.) had a language course during the final year of training - and then only 14 hours were allocated to it. From the sample examined it can be argued that the majority of student teachers would take up their first teaching post without having considered language teaching issues during the preceding fifteen months.

It was seen in chapter four of this study that the same 1987 DES report claimed that "*All the courses took a comprehensive view of the reading process as involving talking and listening, and as being related to writing*" (DES 1987: 66)(Italics mine). In terms of the description of courses offered at the sample of institutions examined in this study as well as the differences in time allocated to reading teaching, it is arguable whether the HMI report permits complacency about the courses offered. The differences in time are collated in Table 24 and the question asked is whether a comprehensive view of the reading process could be gained at each of the institutions in the time available?

TABLE 24: ALLOCATION OF CONTACT TIME TO READING TEACHING COURSES FOR SENIOR PRIMARY TEACHERS AT THREE INSTITUTIONS IN ENGLAND.

1. King Alfred's College	64 hours
2. Liverpool Institute of Higher Education	22 hours
3. Oxford Polytechnic	15 hours.

In terms of the "competing priorities" referred to by the HMI at the end of chapter four and the range of time allocation reflected in Table 24, it is doubtful whether the institutions could be said to provide reading teaching courses which paid close enough attention to all aspects of reading teaching.

An examination of the syllabuses also shows that too much attention is paid to initial reading teaching and not enough to reading development and extension programmes in functional and recreational reading.

This chapter also recorded the views of the tutors from the selected English institutions about the effects of developments such as 'CATE 1', the Education Reform Act, the National Curriculum and 'CATE 2' during the period 1985 to 1990. The views of Leah, Moyle and Tann, each interviewed in June 1990, provide the final perspective.

Question put to Leah of King Alfred's College:

Are student teachers being better prepared to teach reading than was the case in 1985/6? Or are you alarmed about what is happening?

Leah

The alarm gets to panic proportions when you actually begin to look very closely at what (we) are delivering now as compared to what (we) were delivering in 1985-6.

Question put to Tann, Oxford Polytechnic:

In terms of the requirements of the national curriculum, do you think that the students are being prepared adequately to cope with their early years of teaching to achieve those ends - if in fact you haven't the time to teach or grapple with reading teaching during their initial teacher training?

Tann:

I think it is getting a lot worse.

Question put to Moyle, Edge Hill College of Education.

In 1986 you said that many gains had been made in reading teaching techniques ...You said we needed a time of consolidation and you feared the new CATE proposals would not allow for this consolidation. Do you think your fears materialised?

Moyle:

I think they are worse than I feared.

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CHAPTER 6: BACHELOR OF PRIMARY EDUCATION DEGREES AT THREE
SOUTH AFRICAN UNIVERSITIES.

...it seems to me impossible to avoid the conclusion that there is no institution which can adequately train men and women for (the teaching) profession save one of University rank.

Adamson J 1937 cited in
Rose and Tunmer 1975:291

UNIVERSITY INVOLVEMENT IN FITE COURSES FOR PRIMARY TEACHERS.

As Clark has pointed out, universities in South Africa have a long tradition of involvement in FITE courses for primary teachers (Clark 1978: 2-3). He notes that "South African universities have been more directly involved in the training of primary teachers than their counterparts in Britain" (1978: 2). This may surprise many, but is supported by the research of Rose and Tunmer (1975), Behr (1988) and Robertson (1990). Behr points out that in England the preparation of secondary school teachers was the responsibility of the universities, but that "...there was no real contact between universities and the training colleges" (Behr 1988:151). This type of collaboration was seen in certain South African universities as far back as the late 1890's. These links, for example, can be traced back to 1895 (Victoria College, later to become the University of Stellenbosch) (Behr 1988: 160), to the Transvaal in 1908 (Ibid: 58) and the University of the Orange Free State in 1951 (Ibid: 63). Behr sums up the part universities in South Africa have played in FITE courses for primary and secondary teachers:

All the universities in South Africa have, since their inception, concerned themselves with providing....courses directed at the initial professional preparation of primary and secondary teachers...during the present century the universities have come to play an important part in the training of teachers.

Behr 1988:163

Whether universities provide FITE courses which adequately prepare teachers for their task is often contested, and is not a recent debate:

The universities are not delivering the goods... we want more skill, far more definitely useful training, than we are now getting, and if the professors want to control the training of teachers, they must come out of the clouds of the Academe, and roll a little in the garden of the primary school...

Annual Report, Natal Education Department,
1929, quoted in Clark 1978: 1

It appears, then, that while South African universities have been involved in primary education for some time, some people believe that the university training primary teachers receive is not adequate or appropriate to the needs of teachers in primary schools. This study now examines whether or not a sample of English speaking universities 'roll a little in the garden of the primary school' with special reference to English as first language reading teaching courses for senior primary teachers.

NATIONAL REQUIREMENTS FOR THE RECOGNITION OF DEGREES FOR TEACHING PURPOSES: CRITERIA FOR A FOUR YEAR DEGREE IN PRIMARY EDUCATION.

South African universities as well as colleges of education and technikons offering degrees and diplomas for teaching purposes are required to conform to criteria prescribed by the national authority and specified in the document Criteria for the Evaluation of South African Qualifications for Employment in Education (Department of Education and Culture, 1988). (This document will be referred to by the acronym CESAQ in this thesis, while the Department of Education and Culture will be referred to as the DEC.) It is thus patent that all South African institutions offering FITE courses are not entirely independent.

The CESAQ criteria governing a four year bachelor's degree in education for the primary school are set out in Annexure 7. For convenience, the criteria can be grouped into five main categories: a) academic courses b) professional studies c) practical courses d) teaching experience and e) other requirements. The CESAQ criteria specify the components of degrees and diplomas but not the content of each component. This means that teacher training institutions are free to decide on the content or syllabus of each curriculum area or component of the degree/diploma. The implications of this are that institutions are able to pursue individual philosophies of education within the broad structure of the CESAQ criteria.

ACADEMIC COURSES.

For the purpose of this study, 'academic' courses will refer to those courses which can be seen as furthering the undergraduate's own personal education. In this sense, for example, the English I course offered in the Bachelor of Arts degree and completed by students registered for the four year primary education degree will be treated as an 'academic' course, while English Professional Studies will be treated as dealing with the teaching of English in the primary school.

The CESAQ criteria require that a degree in primary education should comply with the following minimum requirements. Each course is to be of the same standard as an undergraduate degree course.

- a) One course in each of the official languages ie. English 1 and Afrikaans 1. (The University of the Witwatersrand and Rhodes University allow student teachers to study a language other than Afrikaans. It is explained to these students that the successful completion of the degree will be recognized by the Committee of University Principals, but that as their degree does not have Afrikaans as one of their courses, they will only be able to take up temporary posts in

state schools under the control of the Department of Education and Culture. Foreign student teachers from countries such as Zimbabwe and Zambia as well as many students from the 'homelands' such as Transkei generally opt to study a language other than Afrikaans.)

b) Three courses in at least two of the following subjects:

mathematics, history, geography, biblical studies, an African language, physical science, chemistry, physics, biology, zoology (but may not be taken with biology), botany (but may not be taken with biology), natural science, instrumental music, class music, art education, physical education, oral communication, school library and media science, school guidance and counselling, speech and drama.

(These subjects are stipulated as they are considered to have relevance to the school curriculum.)

c) Education which must include aspects of history of education, philosophy of education, psychology of education, sociology of education, and didactics must be taken at least up to second year university level.

PROFESSIONAL STUDIES.

This category includes the study of the content and teaching procedures of those subjects seen as the main branches of knowledge that make up the primary school curriculum: language, mathematics, history, geography, science and environmental education. For the senior primary course it is specified by CESAQ (1988: 49) that the "method" of teaching at least three primary school subjects shall be included in the four year primary education degree. The nature, syllabus and duration of each subject is not stipulated.

PRACTICAL COURSES.

This refers to those *skills* taught or developed in the primary school as required by CESAQ. The practical courses include art, school music, handcraft and physical education/human movement studies.

TEACHING EXPERIENCE.

It is a requirement that the student teacher completes at least ten weeks of teaching practice. How or when this has to be done is not specified.

OTHER REQUIREMENTS.

Course developers have to include a course in Bible Education as well as Teaching Aids. By the latter is meant "...aids used by a teacher in teaching, including the use of the school library, media science and other teaching aids" (CESAQ criteria, DEC 1988: 9).

It can be argued that the CESAQ criteria are less specific than the criteria specified in England's DES Circulars No 3/84 and 24/89 ('CATE 1' and 'CATE 2'). In the teaching of English in the primary school, for example, the duration of the course is not spelled out in the CESAQ criteria, whereas DES Circular 24/89 specifies that at least 100 hours should be devoted to the subject.

How three South African universities interpret and apply the CESAQ criteria and the nature of their language courses, with particular reference to the teaching of reading, is now examined.

SURVEY OF THREE ENGLISH SPEAKING UNIVERSITIES IN SOUTH AFRICA.

THE UNIVERSITIES SELECTED.

At the outset of this thesis it was decided to study the reading teaching courses at three institutions in England and three in South Africa. The three South African universities selected are the University of the Witwatersrand in Johannesburg, Transvaal, The University of Natal (Durban) in Durban, Natal, and Rhodes University in Grahamstown, Cape Province. They were selected for several reasons. Firstly, they have an academic tradition which is similar to their counterparts in England. Secondly, their language of instruction is English. Thirdly, in terms of the considerable distances involved in visiting the institutions, they formed a more manageable geographical link for travel arrangements. Fourthly, the University of the Witwatersrand and the University of Natal (Durban) have combined with the Johannesburg College of Education and Edgewood College of Education respectively. It was postulated that this will have resulted in a 'blend' of college and university thinking in terms of the nature of the FITE courses they offer, especially in the case of professional studies and reading teaching courses in particular.

Rhodes University has been included as it was at this university that the reading teaching course model examined in this thesis was developed, and student teachers were able to provide information about reading teaching in a sample of primary schools.

THE NOMENCLATURE OF FOUR YEAR FITE UNDERGRADUATE DEGREES.

Whereas in Britain the four year FITE degree course for primary teachers is widely referred to as a Bachelor of Education (B.Ed), South African English speaking universities refer to the four year FITE degree as the Bachelor of Primary Education (B.Prim Ed). (In South Africa, the Bachelor of Education degree offered at these universities is a Post-Graduate Honours degree course.)

THE ANALYSIS PROCEDURE.

The analysis of the degrees offered at these institutions will focus on the general structure of the degree, followed by a more detailed examination of the English Professional Studies course. That, in turn, will be followed by an analysis of the reading teaching courses. As was the case in chapter five, the analysis of the reading teaching courses will focus on those components completed by all students; specialist options are excluded from the comparative figures as this study is concerned with the nature of reading teaching education and training received by all student teachers qualifying to teach in English (first language) senior primary schools.

THE UNIVERSITY OF WITWATERSRAND BACHELOR OF PRIMARY EDUCATION DEGREE.

Act No. 73 of 1969 separated the training of teachers for secondary and primary schools. Teacher colleges lost their secondary school work which was made the responsibility of universities. The Act stated, however, that

The training of white persons as teachers for primary and pre-primary schools shall be provided at a college or a university: Provided that... such training shall be provided at a college and a university in close co-operation with each other.

Rose and Tunmer 1975: 312

The University of Witwatersrand (WITS) and the Johannesburg College of Education (J.C.E.) have co-operated in the development of a Bachelor of Primary Education degree. The J.C.E. teaching staff are accredited WITS lecturers.

In general terms the degree can be defined as being of concurrent format (refer Clark 1978:1), the students completing a mix of academic, professional and practical courses during each of the four years. The degree structure is set out in Table 25.

(See page 166.)

TABLE 25: UNIVERSITY OF WITWATERSRAND/JOHANNESBURG COLLEGE OF EDUCATION
BACHELOR OF PRIMARY EDUCATION DEGREE.

	Year 1	Year 2	Year 3	Year 4
Academic	<p>A 1a English 1 1b Afrikaans 1 or Zulu 1 or an African language 1c One of</p> <p>Biblical Studies 1 Biology 1 Geography 1 History 1 Mathematics 1 Physical Science 1 Zulu 1 -Art 1 Library Science 1 Music 1 Physical Education 1</p>	<p>F 2a Education 1 2b English 2 or Afrikaans 2 or Zulu 2 2c A further course at first or second year level from 1c</p>	<p>J 3a Education 2 3b A further course at first or second year level from 1c</p>	<p>M 4a Education 3 4b A further course at first or second year level from 1c. (Students to have completed two courses at second year level plus one other course in their degree.)</p>
Professional Studies	B 1d Professional Studies A	G 2d Professional Studies B (Mathematics)	K 3c Professional Studies D (Language)	-
Practical Courses	C -	H 2e Professional Studies C One of Art, Music, Phys Ed.	-	-
Other	D 1e Teaching aids as part of 1 d above	-	-	N 4c Professional Studies F Bible Education
Teaching experience	E 3 weeks 3 weeks	I 3 weeks 3 weeks	L 3 weeks 3 weeks	O 3 weeks 3 weeks

PROFESSIONAL STUDIES: ENGLISH TEACHING.

The preparation of student teachers to teach English in the senior primary school takes place in years 1 and 3 of the degree, although year 3 is the main period during which this is done. An explanation of the Professional Studies A course in the first year of the degree is required if one is to understand this.

This first year Professional Studies course has no sub-title but is concerned with introducing the students to the nature of the primary child as a learner as well as those teaching skills which facilitate children's learning.

The aims of the course are stated as:

1. To begin to develop insights into the role of the learner, the teacher and the school within the structured learning situation.
2. To provide opportunities for students to interact with learners in different situations.
3. To develop in students an awareness of the factors involved in learning.
4. To develop teaching skills which facilitate children's learning.

University of Witwatersrand/
Johannesburg College of Education
Work Programme JCED 143 1991.

The syllabus (Table 26) reflects the diversity of the course.

TABLE 26: WITS YEAR 1 PROFESSIONAL STUDIES (A) SYLLABUS:

1. The curriculum
 2. Learning and teaching
 3. Teacher/pupil interaction
 4. Observation techniques
 5. Aims and objectives
 6. Evaluation and assessment
 7. *Poetry and literature in the primary classroom.*
 8. Learning beyond the classroom
 9. Unit and lesson planning
 10. *Developing language ability*
 11. Media education.
-

At a first glance this syllabus appears to be an illogical development, particularly as a first year course. A better understanding of the purpose and nature of the course is provided by course co-ordinator Rees S in an interview on the 30th April 1991:

The first eight weeks we send the students into various institutions once a week for a block of time (three to four hours) and that ranges from children learning in second language (ie. they look at black education), handicapped children, and pre-primary schools. The whole of the first eight weeks is designed to support their observation. So we have lectures in child development (simplified because they haven't started Education which is a problem for us), how children learn, various styles of learning, (and) movies showing styles of teaching and learning. We look at what makes a good teacher, what types of teachers there are...all designed to support their observation. (Furthermore) they read novels about teaching and watch videos...The idea is that the places they go to are not just the ordinary primary school that they are used to and that they will end up in.

In terms of the amount of time and nature of attention paid to the teaching of English in the primary school, Rees S pointed out the following:

We (then) go into a block of so-called English teaching - but it is not designed as that - its simply a vehicle to teach about teaching in which we look at children's talk in the classroom, teaching poetry in the primary school, and a big block on children's literature and film...

Rees S explained that the course also includes aspects of work that CESAQ refers to as *Teaching aids*:

We then have a short block of about three weeks which is strictly practical where we teach them to make transparencies, use overhead projectors, write on the blackboard, make work cards, (and) write lesson plans.

...after the second (teaching practice experience) we do assessment and evaluation... and then a block of media literacy.

Rees S - interview 30 April 1991.

The course is thus very much a general introduction to the world of the primary classroom and the primary child. The more specialised teaching of English takes place in year 3.

PROFESSIONAL STUDIES: YEAR 3 LANGUAGE TEACHING (SENIOR PRIMARY).

Rees S and Torrens pointed out that there have been considerable changes in the course dealing with English Professional Studies. In view of the increased number of English as second language speakers reading for the degree (referred to as English L2 speakers), the course developers have conflated English and Afrikaans - and they now talk of English Professional Studies as being a course dealing with language teaching. Rees S believes that this course will eventually become one dealing with South African languages. At present the course is such that the students pursue an extensive study of the teaching of English without focussing on it as being L1 or L2, although Rees S accepts that this means that it tends to be the teaching of English as first language. She also points out that there is "...a strong movement to have Zulu come into it as well" (Rees S - interview 30.4.91).

These are important pointers to future developments in language teaching and, therefore, the teaching of reading. The needs of pupils whose mother tongue is English (L1 speakers) differ from the needs of pupils for whom English is the second (or third) language. The problem is compounded by the fact that in schools under the control of the Department of Education and Training (DET), the policy has been that children were taught in their mother tongue for the first three years of their schooling, after which the language of instruction changed to one of the official languages - Afrikaans or English. This has meant that in the system of apartheid education black children have been taught to read in their mother tongue, and then had to convert to a second language of instruction (English or Afrikaans) during the early stage of their senior primary schooling. The effects of this are beyond the scope of this study which is concerned with the teaching of reading to children whose first language is English. Nonetheless, all English speaking South African teacher training institutions preparing teachers for a South Africa freed of apartheid education are going to have to develop strategies and courses which will provide for the needs of the various language groups. For example, at Rhodes University in the Molteno Project, research has been conducted into ways in which children speaking a variety of African languages can be taught to read in their mother tongue and subsequently assisted in the process of converting to reading in English.

Because the needs of children whose first language is English are so different to the needs of children for whom English is a second language, there is a strong case for arguing that all student teachers should be required to complete courses in English language teaching which equip them with the knowledge and skills that allow them to be effective teachers in the more heterogeneous classes and schools that a post apartheid society is likely to bring into being. Just as this study attempts to provide a reading teaching model for children whose first language is English - regardless of their racial classification - it is argued that there is a

need for further research on reading teaching to children for whom English is the second language.

In the case of the WITS English professional studies course, an attempt is made to handle the problem of first and second language teaching by classifying the English professional studies course as a language course and considering the differences of L1 and L2 teaching within the course. The aims of the course are clear in this respect:

The student teacher should have:

1. An awareness of the principles of language education.
2. An awareness of the conditions and needs of all pupils in the South African context.
3. An awareness of the challenge and responsibility fundamental to teaching language.
4. Been equipped with a practical foundation of approaches and methods applicable to the teaching and assessment of language.

University of Witwatersrand/
Johannesburg College of Education

Work programme JCED 364 1991.

Rees S commented on the changes taking place:

The difference is, whereas before we were teaching reading acquisition concentrating on First Language children who were reading in their mother tongue, we now are also dealing with children who are not reading in their mother tongue - and that is going to become more and more prominent as the years go by....We spend a lot more time on beginning reading because our schools are open....and many of the students are going to confront Standard 3 and 2 children who virtually have no reading - so we devote much more time to beginning reading instruction than we did when we expected their constituents to have come to them in the senior primary able to read more or less. So it's changed the focus of the course and that's going to be more and more so. At the moment it's not a problem because of the selection procedure (of children to schools) - but that will drop away and the children will just come, reading or not reading.

Rees S - interview 30 April 1991

The course outline is brief, something that Rees S ascribes to the fact that they are developing the course as it unfolds. Table 27 lists the syllabus.

TABLE 27: WITS YEAR 3: PROFESSIONAL STUDIES (D) (LANGUAGE) SYLLABUS.

1. Foundations of language
2. Receptive and productive methods of developing L2.
3. Poetry and drama : L1
4. *Developing reading: L1 and L2.*
5. Developing writing.
6. *Children's fiction.*

University of Witwatersrand/
Johannesburg College of Education

Work programme JCED 364 1991.

More detail about the nature of the reading teaching course is provided later in this chapter.

THE AMOUNT OF TIME AVAILABLE FOR READING TEACHING STUDIES AND RELATED ISSUES.

THE YEAR PLAN.

The WITS B.Prim. Ed. academic year is of thirty-three weeks duration with teaching practice taking place each year as shown in Diagram 4:

DIAGRAM 4: WITS: ACADEMIC YEAR AND TIMING OF TEACHING PRACTICE.

<u>Term</u>	<u>Week no.</u>	<u>Lecture weeks</u>	<u>Teaching Practice</u>
1	1	1	
	2	2	
	3	3	
9 weeks	4	4	
	5	5	
	6	6	
	7	7	
	8	8	
	9	9	
VACATION			
2	10		1
	11		2
	12		3
	13		4
11 weeks	14	10	
	15	11	
	16	12	
	17	13	
	18	14	
	19	15	
	20	16	
VACATION			
3	21	17	
	22	18	
	23	19	
7 weeks	24	20	
	25		5
	26		6
	27		7
VACATION			
4	28	21	
	29	22	
	30	23	
6 weeks	31	24	
	32	25	
	33	26	
EXAMINATIONS			

Based on J.C.E. Calendar: 1991.

THE AMOUNT OF TIME ALLOCATED TO ENGLISH PROFESSIONAL STUDIES.

According to Rees S, the approximate amount of time devoted to the teaching of English in the primary school in Years 1 and 3 is 120 hours:

TABLE 28: WITS: AMOUNT OF TIME ALLOCATED TO ENGLISH PROFESSIONAL STUDIES, SENIOR PRIMARY STUDENTS.

<u>Year</u>	<u>Number of weeks</u>	<u>Lectures per week</u>	<u>Total hours</u>
1	7	6	42
3	26	3	78
		TOTAL	120

This exceeds the minimum 100 hours recommended by the Bullock Report (DES 1975: 338).

THE AMOUNT OF TIME ALLOCATED TO READING TEACHING.

Rees S notes that the amount of time spent on reading teaching (L1) totals 48 hours. This is based on the third year Professional Studies D programme and is shown in Table 29.

TABLE 29: WITS: AMOUNT OF TIME ALLOCATED TO READING TEACHING, SENIOR PRIMARY STUDENTS.

<u>Focus</u>	<u>No. of weeks</u>	<u>Lectures per week</u>	<u>Total</u>
Reading teaching L1	5	6	30
Children's fiction and poetry	3	6	18
		TOTAL	48

This means that 40% of the English Professional Studies time is spent on reading and it will be shown later that this compares favourably with the other institutions examined.

THE QUALIFICATIONS AND EXPERIENCE OF LECTURERS PRESENTING THE ENGLISH PROFESSIONAL STUDIES COURSE.

Four lecturers are responsible for the course. Table 30 summarises their qualifications and experience.

TABLE 30: WITS: QUALIFICATIONS AND EXPERIENCE OF ENGLISH PROFESSIONAL STUDIES TUTORS.

Lec	Degree	Area	School Qualification	Experience				* Tot
				JP	SP	Sec	Tert	
1	BA Hons	English	Primary	6	10	0	8	24
2	BA Hons	English	Secondary	0	10	6	6	22
3	BA Hons	Linguistics	Secondary	0	10	3	7	20
4	M Ed	Tertiary didactics	Secondary	0	0	10	0	10
TOTAL:				6	30	19	21	76

*
 Where JP = junior primary; SP = senior primary; Sec = secondary school; Tert = tertiary teaching; Tot = total.

 Rees S - interview 8 July 1988

It can be seen that while three of the four lecturers were not trained as primary school teachers, their experience in lecturing at the senior primary level is considerable (although lecturer 4 had no primary qualification or primary experience at the tertiary level).

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THE UNIVERSITY OF NATAL (DURBAN) BACHELOR OF PRIMARY EDUCATION DEGREE.

As in the case of the WITS/J.C.E. arrangement, the University of Natal (Durban) offers a four year Bachelor of Primary Education degree in collaboration with Edgewood College of Education. The development of this degree is an interesting one. It was first offered in 1983 in an arrangement in which the University of Natal provided tuition in the academic courses, including Education Studies, while Edgewood presented the courses in Professional Studies. Interviewed on 6th May 1991, Dr Michael Thurlow of the University of Natal noted the uniqueness of the design of the degree in that students had to complete majors in three areas: Education, Professional Studies and in one academic course from a prescribed list. These were three year majors enabling the student to go on to B.Ed or Honours degree courses - if invited to do so.

The history of how the degree developed serves as a model in terms of two institutions co-operating in such an endeavour. In the first year of the degree students completed what was in every sense a first-year B.A. course. Education was not included at all in this year. During the second and third year the Edgewood staff would travel to the University to present the Professional Studies courses. During this time the University lecturers continued to provide tuition in the academic courses and Education studies. During their fourth year the students were relocated to the Edgewood campus because of the better facilities there for the intense work conducted in Professional Studies. The University lecturers then travelled to Edgewood to provide tuition in Education studies.

Beginning in 1990, this arrangement was changed. It is planned that the entire degree is to be offered at the Edgewood campus with effect from 1992. During 1991 the change is being implemented in such a way that the first and second years are located at Edgewood, the third year is offered at the University, while the fourth year courses are at Edgewood. Edgewood staff are to take full responsibility for all tuition, while the University will continue to act as the accrediting body.

This transition makes it difficult to comment on some aspects of the degree as much of the planning is being done as the changing circumstances demand. However, according to the English head of department, Peter Rees and course co-ordinator Rosemary Miles-Cadman when interviewed on the 6th May 1991, the detail of the courses with which this study is concerned will remain in essence much the same. For the most part they will continue to be presented by the same staff.

UNIVERSITY OF NATAL (DURBAN) BACHELOR OF PRIMARY EDUCATION
DEGREE: GENERAL OUTLINE.

Table 31 sets out the University of Natal (Durban)/Edgewood College of Education (referred to from now as U.N.D.) Bachelor of Primary Education degree.

TABLE 31: UNIVERSITY OF NATAL (DURBAN)/EDGEWOOD COLLEGE OF EDUCATION BACHELOR OF PRIMARY EDUCATION				
	Year 1	Year 2	Year 3	Year 4
Academic courses	A 1 Education 1 a 2 English 1 a 3 Afrikaans 1 a 4 Three of: Biology 1A Geography 1A History 1A Mathematics 1A Physical Science 1A Zulu 1A Class music Art Physical education Speech and drama School library and media science	F 1 Education 1 b 2 Afrikaans 1 b 3 Two from A4 at second year level	K Education 2 Two further academic courses	P 1 Education 3 2 Two further academic courses
Professional Studies	B Professional Studies 1A	G Professional Studies 1B (Mathematics, Science)	L Professional Studies II (Mathematics, Science, Afrikaans, English.)	Q Professional Studies III (Mathematics, Science, Environmental Education English Afrikaans
Practical courses	C (Physical education as part of B1)	H Art (as part of G1)	M Music (as part of Professional Studies II) Handwork (as part of Professional Studies II)	R —
Other	D Teaching aids (as part of B1) Biblical Studies 1A	I —	N —	S —
Teaching experience	E 1 One week 2 Five weeks	J Five weeks	O 5 weeks	T Five weeks

(The number of academic courses completed over the four years requires explanation. During the first year the students are required to complete Education 1A, English 1A, Afrikaans 1A and three further courses from the list provided under A4. During the second year they complete Education 1B, Afrikaans 1B, and either two subjects from A4 at second year level or one subject from A4 at first year level as well as Biblical Studies. In the third year the students complete Education 2, two further courses from A4 or one from A4 as well as English or Afrikaans. During the fourth year they complete Education 3 as well as two further courses based on their third year selection.)

It should be noted that School Library and Media Science is a course option in group A4. This is a course in which comprehensive coverage of children's literature and recreational reading is provided. Reference will be made to this course later in the chapter when consideration is given to the question of whether such courses should be optional.

ENGLISH PROFESSIONAL STUDIES.

It can be seen from Table 31 that in terms of the 'new' degree, the preparation of teachers to teach English in the primary school will take place in years 3 and 4. As the new degree will only start affecting course planning in Professional Studies with effect from 1992 (and has yet to be planned), the existing course is used to provide an outline of the work undertaken. As mentioned earlier, the lecturers responsible for the development of the new course feel that it would not be inappropriate to examine the existing course, as revisions will serve the same basic aims described in the existing course outlines.

THE YEAR 3 PROFESSIONAL STUDIES II COURSE.

ENGLISH.

The aims of the course are as follows:

By the end of the third year course students will be able:

- a) to plan and execute a representative range of lessons to foster writing skills;
- b) to choose an appropriate variety of poems for Senior Primary pupils and use them to good effect in the classroom;
- c) to present a wide variety of interesting and constructive language lessons;
- d) to outline the basic principles of teaching English as a second language to Afrikaans and Zulu-speaking pupils at Senior Primary level.

University of Natal/Edgewood College
Professional Studies II Course Outline 1991.

The course is divided into four sections as shown in Table 32.

TABLE 32: U.N.D. PROFESSIONAL STUDIES II (ENGLISH) SYLLABUS.

SECTION A: THE TEACHING OF LANGUAGE.

- a) Formulating a sound language programme.
- b) An approach to grammar.
The teaching of parts of speech and sentence structure.
Punctuation.
Vocabulary.
- c) *Comprehension. The importance of fostering comprehension skills; distinguishing between good and poor questions.*
- d) Practical work on the above...

SECTION B: THE TEACHING OF WRITTEN ENGLISH.

- a) Traditional methods.
- b) New trends - expressive, transactional and poetic writing.
- c) Writing for a specific audience.
- d) Writing to fulfil a particular function.
- e) Suggestions for lessons.
- f) A consideration of actual examples of a range of children's written work...

SECTION C: THE TEACHING OF POETRY.

- a) The place of poetry in the primary classroom.
- b) The choice of suitable poems - types of poems to be included.
- c) How to conduct a discussion of a poem. How to construct questions.
- d) Various methods - choral verse, dramatisation, work on a theme.
- e) Verse composition...

SECTION D: THE MEDIA.

A survey of the mass media and the need to foster discrimination in primary school children; emphasis on the printed media (newspapers, magazines), radio and television; some discussion of press freedom, propaganda, advertising and photo-journalism.

University of Natal/Edgewood College
Professional Studies II Course Outline 1991.

It is clear from the syllabus that the first two aims of the course could be satisfied. It is not possible to determine from an examination of the syllabus whether the third aim could be satisfied. The fourth aim - to outline the basic principles of teaching English as a second language - is not reflected in the syllabus. It could be argued that the needs of pupils for whom English is a second language are so different from the needs of English first language speakers that a course for the teaching of English as second language ought to be a separate entity. The topics listed in the course outlined above are very much the concerns of teaching English as first language.

YEAR 4: PROFESSIONAL STUDIES III (ENGLISH).

The aim of the course is broad.

AIM

To consolidate, enlarge and extend students' experience of the necessary theories and concepts for the teaching of the various elements of the primary school English syllabus, to enable them to organise and integrate these elements into a coherent, co-ordinated English programme.

The course is divided into five sections:

TABLE 33: U.N.D. PROFESSIONAL STUDIES III (ENGLISH) SYLLABUS.

SECTION A: CHILDREN'S LITERATURE.

- 1) *Literature as the focal point of English teaching in the senior primary school;*
- 2) *The use of literature in the development of communication skills...*

SECTION B: SETTING AND MARKING CHILDREN'S WORK...

SECTION C: THE MEDIA...

SECTION D: LANGUAGE IN USE, INCLUDING LINGUISTICS, SEMANTICS AND REGISTER.

- 1) Semantics;
- 2) Varieties in language (Register);
- 3) Phonology;
- 4) Morphology and Syntax...

SECTION E: THE TEACHING OF READING.

- 1) *Initial teaching methods (first three years);*
 - 2) a) *Goals during the senior primary phase;*
b) *Reading activities, including SQ3R, cloze procedure, group oral prediction exercises;*
 - 3) *Remedial reading, error analysis and corrective strategies.*
-

The aims of the syllabus and its content also shows that the course was very much concerned with the teaching of English as first language.

A concern about the syllabus is its position in the degree. Leaving the teaching of reading to the final year of the degree means that the student teachers will not have had the opportunity to teach reading with any kind of meaningful insight during the teaching practice periods in the first three years of the degree. The fact that the teaching of initial reading, developmental reading (functional skills) and remedial reading is the last entry on the syllabus also suggests that this work comes too late in the professional studies programme.

As in the case of the WITS English Professional Studies syllabus, the detail as to course content does not provide much information about the nature of the reading teaching course. However, further detail about course coverage will be explored later in this chapter.

THE AMOUNT OF TIME AVAILABLE FOR READING TEACHING STUDIES AND RELATED ISSUES.

THE YEAR PLAN.

The academic year is of 35 weeks duration, excluding study weeks and examinations. (The first year is slightly shorter.) Teaching practice and observation take place in six blocks totalling 22 weeks over the four years. Thus the students have a lecture programme of about 28 weeks a year.

The academic year is demonstrated in Diagram 3:

DIAGRAM 3: U.N.D. ACADEMIC YEAR AND TIMING OF TEACHING PRACTICE.

The year is divided into two semesters.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u> *	<u>Year 4</u> **
7 weeks lectures	21 weeks lectures	3 weeks T.P.	3 weeks T.P.
1 week observation		18 weeks lectures	18 weeks lectures
8 weeks lectures			
VACATION			
5 weeks T.P.	5 weeks T.P.	14 weeks lectures	5 weeks T.P.
9 weeks lectures	9 weeks lectures		9 weeks lectures
* Still at University of Natal (Durban) campus. ** Still under pre-1990 regulations.			

THE AMOUNT OF TIME ALLOCATED TO ENGLISH PROFESSIONAL STUDIES.

Based on information gained from the Professional Studies Course Outline booklets, the approximate amount of time allocated to English Professional Studies is set out in Table 34.

TABLE 34: U.N.D. AMOUNT OF TIME ALLOCATED TO ENGLISH PROFESSIONAL STUDIES.

<u>Year</u>	<u>No of weeks</u>	<u>Lec/week</u>	<u>Total</u>
3	11	3	33
4	25	2	50
<u>TOTAL:</u>			83

This is below the minimum 100 hours recommended by the Bullock Report.

THE AMOUNT OF TIME ALLOCATED TO READING TEACHING.

Based on information gained from the Professional Studies Course Outline, Table 35 sets out the estimated amount of time available for reading teaching.

TABLE 35: U.N.D. AMOUNT OF TIME ALLOCATED TO READING TEACHING.

<u>Focus</u>	<u>No of weeks</u>	<u>Lec/week</u>	<u>Total (Hours)</u>
Children's literature	6	2	12
The teaching of reading	6	2	12
<u>Total</u>			24

This represents approximately 29% of the time available for English Professional Studies.

THE QUALIFICATIONS AND EXPERIENCE OF LECTURERS PRESENTING THE ENGLISH PROFESSIONAL STUDIES COURSE.

As many as nine lecturers are responsible for the teaching of English Professional Studies, three of whom are concerned with reading teaching. For the purpose of comparing this with the other institutions, only these three lecturers concerned with reading teaching are considered.

TABLE 36: U.N.D. QUALIFICATIONS AND EXPERIENCE OF ENGLISH PROFESSIONAL STUDIES TUTORS.

Lec	Degree	Area	School Qualification	JP	SP	Experience *		
						Sec	Tert	Tot
1	MA	History English	Primary & Secondary	6	6	9	14	35
2	BA Hons B.Ed	English	Secondary	8	8	10	14	32
3	BA	English	Secondary	0	3	10	1	14
TOTAL:				14	17	29	29	81

Where JP = junior primary; SP = senior primary; Sec = secondary school; Tert = tertiary teaching; Tot = total.

Miles-Cadman and Rees P - interview 6 May 1991

This is very similar to the WITS/J.C.E. situation. Tutors tend to be qualified to teach in secondary schools and have considerable experience in secondary education. This is probably brought about because graduate teachers in South Africa have tended to teach in secondary schools, and colleges of education and universities have appointed graduates to the lecturing staff.

It is also the case at Natal that the tutors responsible for reading teaching courses for senior primary student teachers have amassed considerable experience in tertiary education.

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RHODES UNIVERSITY, GRAHAMSTOWN.

Rhodes University has offered FITE courses in secondary and senior primary education since the establishment of a department of Education in 1913 (as Rhodes University College) (Behr 1988: 165). Unlike The Universities of Natal (Durban) and Witwatersrand, Rhodes University does not have a College of Education with which it co-operates in the provision of a Bachelor of Primary Education degree. Following the closure of the Grahamstown Training College, the Faculty of Education moved into the buildings previously occupied by the Training College in 1977. Until 1983, primary FITE courses were only offered at diploma level. In 1984 the Bachelor of Primary Education degree was introduced, based on a mix between consecutive and concurrent design. This mix was brought about as a result of several linking factors: the size of the city of Grahamstown, the number of schools in the city and the teaching practice requirements set out in the CESAQ criteria.

Grahamstown is a relatively small city with a population of 57719 (Bulpin 1986: 350). The limited number of schools in the city means that about two thirds of the B.Prim Ed. student teachers have to do their supervised block teaching practice periods (of four or five weeks) at schools in cities or towns within a two hundred kilometre radius of Grahamstown. This means that during these teaching practice periods the students are not able to attend lectures at the University.

As a small university (1990 enrolment 3950), the academic courses specified in the CESAQ criteria other than Education are undertaken in other faculties in the University. Thus, for example, all B.Prim Ed. students will complete English 1 in the Faculty of Arts.

Because the majority of the students have to leave Grahamstown for extended periods to complete their teaching practice, the B.Prim Ed degree has been structured in such a way that the academic courses undertaken in faculties other than the the Faculty of Education have to be completed during the first two years of the degree, while supervised block teaching practice periods are completed during the third and fourth years of the degree.

The structure of the Rhodes University B.Prim Ed degree is set out in Table 37.

(See page 189)

TABLE 37: RHODES UNIVERSITY BACHELOR OF PRIMARY EDUCATION DEGREE.				
	Year 1	Year 2	Year 3	Year 4
Academic Courses	A 1. English 1 2 Afrikaans 1 3 TWO from: African languages 1 Biblical Studs 1 Biological Sc 1 Botany 1 Chemistry 1 Drama 1 Geography 1 History 1 Mathematics 1 Music 1 Human Movement Studies 1	F 1 One course at second year level from A3 Education 1	K 1 Education 2	P 1 Education 3 2 Special study.
Professional Studies	B —	G Environmental Education History Geography	L English Reading Mathematics Environmental Education Computer Literacy History Geography Afrikaans	Q Science Mathematics
	C —	H 1 Two from: Art, Music, Phys Ed, Needlework	M One course from H1 completed in year 2	R Games coaching
Other	D —	I —	N Religious education Teaching aids	S —
Teaching experience	E —	J Two weeks	O 1. Two weeks Four weeks Five weeks	T Four weeks

As explained earlier, in cases where student teachers are not able to study Afrikaans I (or who prefer not to), an alternative course is offered (usually a language), on the understanding that such a person will not be able to get a permanent post in a state school in South Africa once they have qualified.

AN IMPORTANT DIFFERENCE BETWEEN THE ENGLISH PROFESSIONAL STUDIES COURSE AND THE READING COURSE.

Both the English Professional Studies course and the Reading course are completed in year 3. The student teachers completing the junior primary qualification combine with the senior primary students for the Reading course, which is concerned with recreational reading. The groups separate for English Professional Studies, during which the emphasis on reading teaching differs. In the junior primary group the emphasis is on the initial teaching of reading, while in the senior primary group the emphasis is on the development and extension of functional reading skills.

ENGLISH PROFESSIONAL STUDIES (SENIOR PRIMARY).

No aims are provided in the course outline, but the course commences with the topic: 'Introduction to the course: What is English?' It is during this series of lectures and tutorials that the aims of the course are clarified. Nonetheless, the aims should be included in the course outline as the outline is distributed to a wider audience than the student group alone.

Table 38 sets out the English Professional Studies (Senior Primary) syllabus.

TABLE 38: RHODES UNIVERSITY: ENGLISH PROFESSIONAL STUDIES
(SENIOR PRIMARY) SYLLABUS.

1. Introduction: what is English?
2. The teaching of poetry in the primary school.
3. *The teaching of reading in the junior primary school.*
4. *The teaching of reading in the senior primary school.*
5. *Newspapers in education.*
6. Drama as a learning medium.
7. Language across the curriculum.
8. Children's writing.
9. Promoting spelling.
10. Responding to children's writing.
11. Supporting language skills.
12. Attitudes towards the teaching of English.

The teaching of poetry is included in this syllabus rather than in the Reading course as well as positioned early in the course for two reasons. The emphasis is on how to encourage children in the senior primary phase to *write* poetry rather than on how to 'study' poetry. The lectures and workshops provide the student teachers with ideas that can be used during their first supervised teaching practice which takes place soon after they have completed this section of the syllabus. Secondly, the topic is dealt with in such a way as to encourage the student teachers to question pre-conceived ideas they may have about the teaching of English in senior primary classes. The students are encouraged to consider alternative viewpoints about the nature of poetry and are asked to do what they in turn will ask of the children - that is, to write poetry.

Table 39 lists the Reading course syllabus.

TABLE 39: RHODES UNIVERSITY READING COURSE SYLLABUS (JUNIOR AND SENIOR PRIMARY).

1. *What is children's literature?*
2. *Reading aloud in the primary classroom.*
3. *Guides to evaluating children's literature.*
4. *Books for ages and stages.*
5. *A literature policy for the school.*
6. *Promoting the sharing of novels.*
7. *The testing of children's reading age.*
8. *The Testing of the readability of books.*
9. *The 'use' of children's literature in the primary classroom.*
10. *Using books in theme teaching.*
11. *School libraries.*
12. *Group novels: reading and workshop discussion.*
13. *Producing a slide-tape show of a book title.*
14. *Writing for children.*
15. *Paired research: selected topics.*

Based on Rhodes University Reading
Course outline: 1990.

The course developers believed it was important that in a course on recreational reading consideration should be given to a child's pre-school experience of books and story as this affects a child's reading interests and attitudes once they are at school (Huck 1976, Meek 1982, Trelease 1984). In the same way, the developers felt that for recreational reading to be promoted at any level in a primary school, it is desirable that all primary teachers should be familiar with a wide range of children's books as well as having a knowledge of how reading interests can be promoted at all ages.

This course is a compulsory one for all Rhodes University B.Prim. Ed. student teachers. This fact alone partly explains why the Rhodes University reading teaching course for all student teachers has more time allocated to it than any of the reading teaching courses examined in this study.

THE AMOUNT OF TIME AVAILABLE FOR READING TEACHING STUDIES AND RELATED ISSUES.

THE YEAR PLAN.

Rhodes University has twenty nine weeks for lectures. As shown in Table 40, most of the teaching experience is gained in year 3, as by that stage they have completed all non-education department controlled academic courses. It is for this reason, too, that most of the courses in Professional Studies take place in the third year.

<u>TABLE 40: RHODES UNIVERSITY B.PRIM. ED. YEAR PLAN.</u>				
<u>Term</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
(Pre-term)		2 weeks School observation	2 Weeks T.P.	
1	7 weeks lectures	7 weeks lectures	7 weeks lectures	7 weeks lectures
VACATION				
2	9 weeks lectures	9 weeks lectures	4 weeks T.P.	4 weeks T.P.
			5 weeks lectures	5 weeks lectures
VACATION				
3	7 weeks lectures	7 weeks lectures	2 weeks lectures	7 weeks lectures
			5 weeks T.P.	
VACATION				
4	6 weeks lectures	6 weeks lectures	6 weeks lectures	6 weeks lectures
EXAMINATIONS				

THE AMOUNT OF TIME ALLOCATED TO ENGLISH PROFESSIONAL STUDIES AND THE READING COURSE.

The lecturers responsible for English Professional Studies elected to have an intensive period of tuition during the third year, rather than extending this over two years, so as to enable the student-teachers to make as meaningful a link as possible between their work at the University and their time spent in schools. Five lecture periods a week throughout the year are allocated to English Professional Studies, and a further five per week for twelve weeks (ie Terms 1 and 2) for the Reading course. The total amount of time is shown in Table 41.

TABLE 41: RHODES UNIVERSITY TOTAL AMOUNT OF TIME ALLOCATED TO ENGLISH PROFESSIONAL STUDIES AND THE READING COURSE.

<u>Course</u>	<u>Number of lecture weeks</u>	<u>Lectures per week</u>	<u>Total hours</u>
English Professional Studies	20	5	100
Reading Course	12	5	60
		Total	160

This total exceeds the amount recommended as a minimum in the Bullock Report (100 hours), and is in fact above their recommendation that such courses be ideally, of 150 hours duration.

THE AMOUNT OF TIME ALLOCATED TO READING TEACHING.

As noted in the senior primary English Professional Studies syllabus, work on reading teaching is concerned mainly with Beginning Reading and Developing Functional Reading Skills. This is referred to as Reading L1 in Table 42. The Reading course is concerned with recreational reading.

TABLE 42: RHODES UNIVERSITY: AMOUNT OF TIME ALLOCATED TO READING TEACHING (SENIOR PRIMARY)

<u>Focus</u>	<u>No. of weeks</u>	<u>Lectures per week</u>	<u>Total</u>
Reading L1	6	5	30
Reading course	12	5	60
			Total: 90

This exceeds the totals of all of the teacher training institutions examined in this study and is attributed mainly to the fact that the Reading course dealing with recreational reading is compulsory for all senior primary student teachers. Comparative figures will be presented later in this chapter.

THE QUALIFICATIONS AND EXPERIENCE OF LECTURERS PRESENTING THE ENGLISH PROFESSIONAL STUDIES COURSE.

Two lecturers are responsible for the English Professional Studies and Reading courses, each specialising in junior and senior primary respectively. Table 43 lists their qualifications and experience.

TABLE 43: RHODES UNIVERSITY: QUALIFICATIONS AND EXPERIENCE OF ENGLISH PROFESSIONAL STUDIES TUTORS.

Lec	Degree	Area	School Qualification	Experience			* Tot
				JP	SP	Sec Tert	
1	M.Ed	Reading	Primary & Secondary	3	10	2 11	26
2	M.Ed	Multicultural Education	Primary	17	2	0 10	29
TOTAL:				20	12	2 21	55

Where JP = junior primary; SP = senior primary; Sec = secondary school; Tert = tertiary teaching; Tot = total.

Some idea of what the three universities include in their reading teaching courses has been presented in this chapter. However, syllabuses do not always provide a complete or detailed enough list or a clear understanding of the content of a course. To provide more insight about the reading teaching courses offered at these institutions, tutors were interviewed and asked to comment on particular reading teaching activities or topics. Their responses follow.

A COMPARISON OF THE COVERAGE OF READING TEACHING TOPICS AND ACTIVITIES AT THE THREE SOUTH AFRICAN INSTITUTIONS.

In July 1991 the list of reading teaching topics and activities in the reading course described in chapter two was presented to lecturers responsible for the teaching of reading teaching courses. The lecturers at WITS and U.N.D. were interviewed together at their respective institutions, and could compare the details of their own lectures and ensure that any appropriate topic or emphasis was not omitted. At Rhodes University the two tutors also completed the schedule together. The lecturers were asked to indicate whether they included particular topics in their courses - and if so, the extent to which this was done. Attempts to quantify this in terms of actual time spent on the topics did not prove practicable or worthwhile because of the complexity of courses, and because some topics were dealt with by different people at different times. A more meaningful indication emerged by asking the respondents to classify whether coverage was provided according to the following procedure.

If the students did not receive tuition on or acquire a basic knowledge of a given topic during their four year degree course, this was classified as: 0 = not covered.

If the student received some tuition on a given topic *but through a course other than the English Professional Studies course or specific reading course*, this was classified as: 1 = indirectly covered.

If, during the English Professional Studies reading course, students received a *working knowledge or familiarity with a procedure or topic*, this was classified as: 2 = basic coverage.

If during the English Professional Studies reading course the students received a comprehensive, detailed working knowledge of a topic, where (for whatever reason) considerable time was devoted to the topic compared to other topics, this was classified as: 3 = extensive coverage.

It is stressed that in each case at each institution, the lecturers worked together in the completion of the form, making it possible for them to confer with each other before responding. The lecturers concerned were:

Institution A:

University of Witwatersrand
S. Rees and A. Torrens.

Institution B:

University of Natal
P. Rees and R. Miles-Cadman (English Professional Studies)
H.B. Lee and D. Benzulla (Recreational reading component.)

Institution C:

Rhodes University
D. McKellar and A. Mayo

The reporting procedure lists the lecturers' responses in tabulated form and comment is then made in response to each table. For tables 44 to 51 the lecturers were asked to

"...comment on the amount of time allocated to the topics or activities listed in the tables where

- 0 = not covered
- 1 = indirectly covered
- 2 = basic coverage
- 3 = extensive coverage."

The meanings of the codes 0 to 3 were explained in more detail as outlined above.

TABLE 44: GENERAL BACKGROUND OR 'THEORY' IN READING
TEACHING.

	University	A	B	C
1. The nature of language		2	1	2
2. The relationship of reading to other language skills		3	2	2
3. Definitions and descriptions of the reading process		3	2	2
4. The nature of the child as a learner		3	0	2
5. Reading 'readiness'- the notion		2	1	2
6 A history of reading teaching		0	0	2
7. Controversies about reading teaching		2	1	3

Comment

It appears that this aspect of reading teaching is well covered by the three institutions. Rees S, for example, in response to 2 above, noted the importance that the Wits/J.C.E. staff attach to reading:

We take reading as the centre of the language process and we feel if you teach reading as we advocate it, everything comes out from reading.

Rees S - interview 30 April 1991

Consequently extensive attention is paid to the relationship of reading to other language skills as well as definitions of the reading process and the nature of the child as a learner.

Although a consideration of a history of reading teaching may provide the student teachers with a better understanding of the 'phonics/look-say' debate, the omission is not important as controversies about reading teaching are discussed at each of the institutions.

TABLE 45: BEGINNING READING

	Institution	A	B	C
1.	Reading teaching: the parent's role	2	2	2
2.	Reading teaching and the pre-school	2	2	2
3.	Reading readiness programmes	0	0	2
4.	Major approaches: phonics	2	2	2
5.	Major approaches: look-say	2	2	2
6.	Major approaches: the language-experience approach.	3	2	2
7.	The eclectic approach.	3	1	2
8.	Reading teaching without an 'approach' or 'scheme'	2	1	2
9.	Other approaches - eg ITA	2	1	2
10.	Reading schemes: a survey	0	1	0
11.	The importance of recreational reading	3	2	3
12.	The organisation of reading activities in the junior primary classroom	0	1	2

Comment

It is a surprising - and welcome - finding that the student-teachers preparing to teach senior primary classes are given a basic knowledge and experience of reading teaching at the beginning stage, the stage at which their colleagues at the junior primary level are working. The various approaches to the teaching of reading gain attention at all of the institutions while it is very pleasing that the importance of recreational reading at this level is endorsed by all.

Time should be found to examine the more commonly used reading schemes. Teachers need to be aware of some of the shortcomings that children entering the senior primary phase may have. These shortcomings may be the consequence of the child having been taught to read by a teacher or teachers who relied upon a particular reading scheme during the junior primary years.

TABLE 46: READING DEVELOPMENT AND EXTENSION: FUNCTIONAL READING.

	Institution	A	B	C
1.	Aims and objectives in functional reading development	3	2	3
2.	The meaning of comprehension	3	2	3
3.	Developing levels of comprehension	3	2	3
4.	Cloze procedure	2	2	3
5.	Prediction exercises	2	2	3
6.	Reading for different purposes	3	2	3
7.	Developing word-attack skills	2	2	2
8.	Reading rate	2	1	3
9.	Skimming and scanning	2	2	3
10.	Developing critical awareness	3	2	3
11.	Reading laboratories	0	2	3
12.	How to consult reference books	2	2	2
13.	How to consult dictionaries	2	2	2
14.	Language across the curriculum	3	2	3
15.	Looking at texts across the curriculum	2	0	2

Comment.

The most significant observation which can be made from this response is the amount of coverage given to aims and objectives in senior primary reading teaching, the meaning of comprehension and ways in which comprehension can be developed. A further highlight is the coverage or attention given to the development of critical awareness, as well as the role of language across the curriculum.

Once again, it appears that student-teachers are being adequately prepared to develop the reading ability of children during the senior primary phase.

 TABLE 47: READING DEVELOPMENT AND EXTENSION: RECREATIONAL
 READING.

Institution	A	B	C
1. About children and literature	3	2	3
2. A study of types of children's literature	3	2	3
3. Evaluating children's literature	2	2	3
4. School libraries	1	0	2
5. How to promote recreational reading	3	1	3
6. School/classroom policy in promoting recreational reading	2	0	3
7. Testing book suitability	2	0	3
8. Testing 'reading age'	1	0	3
9. Using children's literature across the curriculum	2	1	2
10. Using books as focus for a theme	3	1	3
11. Reading to children	3	2	3
12. Group novels in the classroom	2	2	3
13. Ways to share reading experiences	2	2	3
14. Other topics (such as sexism, racism and so on)	3	0	3

Comment.

The effect of having a separate reading course dealing with recreational reading is seen in this response. It is clear that in institutions A and C the student teachers receive a broad coverage of issues dealing with the development and extension of the childrens' recreational reading.

Rees S commented on the issue of schools establishing a policy for recreational reading:

Interestingly enough...we have worked with the Inspector on a thing he is doing with six pilot schools at the moment doing exactly that. The schools are examining different titles, how well or badly they are received in the classroom, how best to promote them, how best to use them for developing other language skills.

Rees S - interview 30 April 1991

At Institution B, Lee and Benzulla noted that the main problem was lack of time. They said that if they were able to have the student teachers for a longer period of time, they would include more of these topics in their course. (As said earlier, their institution offers a very comprehensive course as an option.)

In chapter seven, an analysis is provided of how the student teachers view the topics in Table 47 in the Reading course offered at Rhodes University.

TABLE 48: STUDENT READING OF CHILDREN'S BOOKS.

	Institution	A	B	C
1. Compulsory individual reading		3	2	0
2. Voluntary individual reading		0	2	2
3. Combination of 1 and 2 above.		0	2	0
4. Compulsory group novels.		0	0	3
5. Whole class/shared novels		0	0	2
6. Other		0	0	0

Comment.

In terms of the student teachers reading children's books, Rees S noted that at WITS/J.C.E. they are required to read twelve to fifteen titles, apart from being encouraged to read more books voluntarily. Group novels are not used, although they do spend a considerable amount of time examining particular novels as a class.

U.N.D. requires the student teachers to read two titles as part of an assignment.

Rhodes University has a collection of group novels (six copies per title) and requires the students to read seven titles from this collection. Workshops are then held where the student teachers discuss the novels they have read in terms of the books' appeal to the children, the age range for which they are suitable, teaching possibilities and so on.

In addition, these student teachers view commercial slide-tapes based on a selection of novels, as well as similar programmes produced by student teachers in previous year groups.

Rhodes University also has a collection of novels which are used for voluntary reading as well as for use during teaching practice periods.

TABLE 49: TESTING AND REMEDIATION

	Institution	A	B	C
1. Identifying problems in reading		2	2	0
2. Treating problems		2	2	0
3. Examining diagnostic tests		0	0	0
4. Referral agencies		0	0	2
5. Testing and reporting as required in schools		0	2	2
6. Monitoring and recording children's reading interests and books read by children		2	2	2
7. Case studies - simulated		0	2	0
8. Case studies - actual		0	0	0

Comment.

The response in Table 49 is not satisfactory, particularly in the case of Rhodes University. Teachers need to know how to identify problems in reading and to have some idea of what action needs to be taken or be able to make recommendations as to how the child with a reading problem can be assisted. Referral agencies such as assessment centres and school psychological services play an important part in supporting teachers in their work and this table indicates that the student teachers may not be getting the kind of information they need to use such agencies in the best way possible.

As teachers are required to report on a child's progress at school, it appears that more coverage of this aspect of reading teaching should also be provided.

TABLE 50: EXAMINATION OF OFFICIAL SYLLABUSES AND GUIDES.

	Institution	A	B	C
1. Local Provincial Education Department Syllabuses and Guides		2	2	3
2. Other South African syllabuses and guides		2	0	0

Comment.

All of the institutions examine their local provincial syllabuses and guides. Only Institution A examines one other guide - that of the Department of Education and Training.

Consideration should be given to studying other guides - even if only in a very cursory manner so that the student teachers get some idea of what other employing authorities stress in terms of reading teaching.

TABLE 51: PRACTICAL EXPERIENCE.

	Institution	A	B	C
1. Working with a child - on-going		0	1	0
2. Working with a class - on-going		0	1	0
3. Formal, monitored requirement of teaching practice		3	0	2
4. Other: Observe host teacher's teaching of reading.		2	1	3

Comment.

While all of the institutions require the student teachers to observe qualified teachers teaching reading (during teaching practice periods), the value of such a strategy may not be very great as will be demonstrated in chapter eight. Secondly, two of the institutions require the student teachers to teach reading while on teaching practice and record the outcome of such teaching. However, this may not be enough as will also be shown in chapter eight. A possible

solution lies in course developers arranging for the student teachers to work with children over a period of time, be it on a one-to-one basis or by working with a class over an extended period of time.

A better understanding of the amount of time allocated to reading teaching can now be established by comparing the three South African courses and then comparing them to the three institutions in England.

SUMMARY OF THE AMOUNT OF TIME ALLOCATED TO ENGLISH PROFESSIONAL STUDIES AND READING TEACHING AT THE THREE SOUTH AFRICAN UNIVERSITIES.

The amount of time allocated to English Professional Studies at the three South African institutions examined is shown in Table 52.

TABLE 52: AMOUNT OF CONTACT TIME: ENGLISH PROFESSIONAL STUDIES AND READING TEACHING, RANKED IN DESCENDING ORDER.

(Percentages are approximated)

	Reading teaching		Other aspects of English teaching		Total	
	Hours	%	Hours	%	Hours	%
Rhodes	90	56	70	44	160	100
WITS	48	40	72	60	120	100
U.N.D.	24	29	59	71	83	100

The differences are considerable. While WITS allocates twice as much time to reading teaching as the U.N.D. model, Rhodes almost doubles the WITS allocation. The total number of hours in the Rhodes reading teaching course is so much more than

than the other universities mainly because the Reading course dealing with the promotion of recreational reading is not an optional course. If Rhodes University did not require the student teachers to attend the Reading course, the table would reflect Rhodes as having 100 hours for English Professional Studies (because the Reading course totalled 60 hours), of which 30 hours were allocated to reading teaching. Clearly, the compulsory Reading course accounts for the considerable difference between Rhodes University and the other institutions. If course developers want to make more time available for reading teaching studies, a separate *compulsory* reading course is necessary if reading teaching is not to become buried by all the requirements of a Bachelor of Primary Education degree. It was noted earlier in the chapter that the University of Natal (Durban) offers an optional course in children's literature - and students completing this option will receive an intensive, in-depth study of recreational reading. The point is stressed again, however, that as all primary teachers have a responsibility in promoting the primary child's reading ability, courses in reading teaching dealing with both the functional and recreational aspects of reading should be compulsory for all student teachers.

But how do the English Professional Studies and reading teaching courses offered at the three institutions in England examined in this study compare with the three South African courses? The results of such a comparison reinforce the need for course developers to reconsider the question of reading courses being optional.

THE AMOUNT OF TIME ALLOCATED TO ENGLISH PROFESSIONAL STUDIES AND READING TEACHING: A COMPARISON OF THE SIX INSTITUTIONS EXAMINED.

Table 53 shows the amount of time devoted to English Professional Studies and reading teaching at the six institutions examined in chapters five and six. The institutions are ranked in descending order in terms of the total number of hours allocated to English Professional Studies.

TABLE 53: AMOUNT OF TIME ALLOCATED TO ENGLISH PROFESSIONAL STUDIES RANKED IN DESCENDING ORDER.

<u>Institution</u>	English Prof Studs	Reading teaching	Country
Rhodes University	160	60	SA
Liverpool	140	22	Eng
Wits	120	48	SA
Natal (Durban)	83	24	SA
KAC	80	64	Eng
Oxford	63	15	Eng

In chapter one, The Bullock Report recommendation that a basic course in language should "...occupy at least 100 hours, and preferably 150" (D.E.S. 1975: 338) was referred to. Only three of the six institutions examined in this study provided courses that satisfied this 1975 minimum recommendation.

The amount of time allocated to reading teaching is shown in Table 54.

 TABLE 54: AMOUNT OF TIME ALLOCATED TO READING TEACHING RANKED
 IN DESCENDING ORDER.

<u>Institution</u>	Reading Teaching		English Prof Studs	Country
	Hours	% of total available		
KAC	64	80,0	80	Eng
Rhodes University	60	37,5	160	SA
Wits	48	40,0	120	SA
Natal (Durban)	24	28,9	83	SA
Liverpool	22	15,9	140	Eng
Oxford	15	23,8	63	Eng

Of particular significance here is the fact that the three institutions providing the least amount of time for reading teaching have *optional* courses in children's literature or recreational reading. If the courses were made compulsory for all student teachers, Liverpool's figure, for example, would increase from 22 to 48 hours, while the Oxford Polytechnic course would increase from 15 hours to 51 hours.

A further means of demonstrating the amount of time spent on preparing student teachers to teach reading may be found in the following hypothesis. If a specialist course on reading - and nothing but reading - was held over a period of a few days and six hours per day were spent teaching the subject, then the amount of reading teaching preparation received by the student teachers would approximate as follows.

TABLE 55: APPROXIMATED THEORETICAL NUMBER OF DAYS TRAINING TO TEACH READING.

<u>Institution</u>	<u>Hours</u>	<u>Theoretical number of days</u>
KAC	64	11
Rhodes	60	10
Wits	48	8
Natal (Durban)	24	4
Liverpool	22	4
Oxford	15	3

Considering that the FITE degree is taken over a four year period, a case can be made that for something as important as the teaching of reading in the primary school, only three of the institutions have allocated enough time for a comprehensive study of reading teaching. On the other hand, to prepare a teacher adequately to teach reading in three or four days, would seem to expect the impossible from the lecturing staff and the student teachers.

SUMMARY AND CONCLUSIONS.

1. From the evidence presented in this chapter, it appears that the primary teaching courses offered by the three institutions examined do provide the student teachers with 'a little roll in the garden of the primary school'. In meeting and satisfying the demands of the national criteria - and often exceeding them - the degrees appear to be sound in terms of balance between theory and practice. Professional Studies make up a Major Course in each of the universities and appear to be comprehensive.
2. Changing enrolment patterns at schools (the introduction of non-racial classes) appear to be affecting planning. The issue of second language acquisition and teaching is being considered and changes are already being made - WITS taking a lead at present.
3. Staff responsible for the presentation of courses tend to have secondary qualifications, but have a wealth of experience in their field.
4. The courses offered in terms of reading teaching are generally sound, particularly bearing in mind the fact that they are initial pre-service courses. Student teachers appear to be receiving training in reading development and extension procedures applicable to the senior primary phase, while recreational reading is also considered important - particularly in the case of two of the three institutions.
5. The amount of time allocated to English Professional Studies is generally satisfactory and compares favourably with those institutions in England which were subject to scrutiny.

It appears that student teachers qualifying at these institutions will be reasonably well equipped to teach reading in senior primary classes, but what will they find is common practice in the schools? This issue is investigated in chapter eight, before which a review of the reading teaching course (described in chapter two) is considered.

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CHAPTER 7: STUDENT TEACHER EVALUATION OF A READING TEACHING COURSE.

Too many primary and middle school teachers felt less than adequately prepared, as a result of their training, for...teaching reading...

Report: The New Teacher in School.

DES 1988c: 36

THE 1988 DES survey: THE NEW TEACHER IN SCHOOL.

The 1988 DES report The New Teacher in School: A survey by HM Inspectors in England and Wales 1987 (DES 1988c) provides valuable and comprehensive information for anyone concerned with the quality and appropriateness of primary FITE courses. In a survey in which 120 primary and middle school probationers were visited, the results showed an *improved* situation when compared to a similar survey conducted in 1981 (DES 1988c: 2; 9; 36; 58). The probationers competence in teaching skills was assessed by the Inspectorate and they classified 43% of probationers as displaying a high or relatively high competence, 34% displayed a "moderate" level of competence. As many as 20% "...lacked some or many of the basic teaching skills", a situation which is described as "unsatisfactory" (DES 1988c: 24). Asked to record an assessment of their training, the *probationers* indicated that "67% were well or reasonably well satisfied, 24% were moderately satisfied, and 8% were less than satisfied or dissatisfied" (DES 1988c: 25).

The probationers' views about the balance of their training courses and, secondly, the extent to which they felt adequately prepared to teach reading are of particular interest to this study.

In terms of the balance of their courses, five strands were identified: education studies, teaching methods, study of academic specialist subject/s, classroom observation, and teaching practice. The survey revealed that 44 per cent of the primary teachers felt that too much emphasis had been placed on education studies, 34 per cent too much on academic/specialist study, while 40 per cent felt that too little emphasis had been placed on teaching methods, 42 per cent would have liked more classroom observation, and 38 per cent would have liked more teaching practice.. Table 56 shows their response. (Note: in all of the DES tables the percentages do not always total 100%. The tables are compiled quoting the percentages as presented in the DES report.)

TABLE 56: DES PROBATIONERS' VIEWS ABOUT THE BALANCE OF TRAINING COURSES (PRIMARY AND MIDDLE SCHOOL TEACHERS).

<u>Probationers</u> <u>considered that their</u> <u>course had placed:</u>	<u>Percentage of teachers</u>		
	<u>1-2</u>	<u>Rating</u> <u>3</u>	<u>4-5 course</u>
too much emphasis on			too little emphasis
education studies	44	46	11
teaching method	8	52	40
academic/specialist subject	34	55	11
classroom observation	8	50	42
teaching practice	8	55	38

 Adapted from Table 5, DES 1982b: 26

Bearing in mind that in terms of CATE '2' (DES Circular No 24/89 of November 1989) the academic/specialist subject strand has been increased in time, the fact that a third of the probationers thought too much emphasis was placed on this strand in the period 1983 to 1986 (when the majority would have studied towards their teaching qualification), means that this situation is likely to worsen.

The probationers' views about their training to teach reading is extremely worrying. It has already been noted (in chapter one) how important it is for primary teachers to be able to teach reading. Yet the HMI survey showed that only 43 per cent of probationers felt well prepared to teach reading, while as many as 26 per cent reported feeling inadequately prepared to teach reading. The survey reports:

A group of six questions was directed specifically at primary teachers. Just over four out of ten teachers working in primary and middle schools considered that they were well prepared to teach reading. Three quarters thought they were at least adequately prepared but a quarter felt inadequately prepared.

DES 1982b: 32-33

The response to reading teaching was considerably worse than the probationers' views about their preparation to teach mathematics. Table 57 shows the difference.

TABLE 57: DES PROBATIONERS' VIEWS ABOUT ASPECTS OF THEIR TRAINING: READING TEACHING AND MATHEMATICS TEACHING.

Percentage of teachers (primary and middle school)

Probationers considered that they were:	Rating			
	1-2	3	4-5	
well prepared to teach <i>reading</i>	43	30	26	not prepared
well prepared to teach <i>mathematics</i>	61	25	14	not prepared.

 Adapted from Table 8, DES 1988c: 32

While the report on preparedness to teach mathematics does not leave room for complacency, the reading return means that as many as one in four teachers felt inadequately prepared to teach reading. The consequences of this for the pupils gives cause for concern.

REPORTS ON PROBATIONERS IN SOUTH AFRICAN PRIMARY SCHOOLS.

The inspectorate in all of the main South African education authorities report on the performance of probationers to their respective chief inspectors and Directors of Education. Such information, however, is treated as confidential to the education authority. For this reason no reports such as those published by the DES in England are available for public scrutiny in South Africa.

EVALUATION OF FITE COURSES BY STUDENT TEACHERS.

What is possible is the evaluation of courses by the student teachers themselves. Such a policy was adopted by the staff of the Rhodes Education Department in 1984 and an agreed procedure established. Lecturers responsible for courses were encouraged to use the departmental evaluation procedure as well as to establish their own assessment instruments - and to share such findings with their colleagues.

EVALUATION OF THE RHODES UNIVERSITY DEPARTMENT OF EDUCATION ENGLISH PROFESSIONAL STUDIES (PRIMARY) AND READING COURSES.

DEVELOPMENT OF THE EVALUATION INSTRUMENT.

In the case of English Professional Studies (primary) and the Reading Course, evaluations have been conducted since 1982. In the first instance an anonymous open-ended statement was invited from each student. In 1985 a more rigorous format was introduced, to be administered every alternate year. The 1985 questionnaire was used as a pilot probe and the questionnaire was then assessed by three lecturers. Using the resulting questionnaire, the courses were evaluated in 1987 and again in 1989. The latter evaluations form the basis of the report in this chapter.

THE EVALUATION INSTRUMENT.

THE TIMING OF THE EVALUATION.

It was seen in chapter six that English Professional Studies (primary) and the Reading Course are completed during the third year of the Bachelor of Primary Education degree. The courses are evaluated at the end of the academic year. This means that the student teachers will have completed four periods of teaching experience in the schools prior to evaluating these courses. They are therefore able to reflect to some extent on the value of their professional studies courses in terms of their teaching, as well as the way in which schools teach (or do not teach) such subjects.

THE SAMPLE.

The Bachelor of Primary Education is offered at two levels: for those wishing to qualify as junior primary teachers (teaching children aged 5 to 8 years of age) and those wishing to qualify as senior primary teachers (teaching children aged 9 to 12 years of age).

As has been noted, English Professional Studies is divided into these two specialisations, while both groups come together for the Reading Course. In terms of reading teaching, this allows the students in their respective groups to specialise in beginning reading in the case of the junior primary teachers, while the senior primary English Professional Studies group specialise in reading development and extension in the functional reading category (refer chapter two). In combining for the Reading Course, no distinction is made as to their respective phase specialisations.

It is for this reason that the sample of those evaluating the courses differs in number. The sample size is shown in Table 58.

TABLE 58: SAMPLE SIZE OF STUDENT TEACHERS EVALUATING THE ENGLISH PROFESSIONAL STUDIES (SENIOR PRIMARY) AND READING COURSE - 1987 and 1989.

<u>Course</u>	<u>Year</u>	<u>Number</u>
English Professional Studies	1987	13
English Professional Studies	1989	9
Reading Course	1987	23
Reading Course	1989	21

METHOD OF COMPLETION.

The evaluation is completed anonymously, requiring the respondents to record a numeral in their response to the questionnaire. They are also invited to comment about the course as indicated in the questionnaires - refer annexures 8 (English Professional Studies: Senior Primary) and 9 (Reading Course).

ASSESSMENT CODES.

Three responses are required on the questionnaire. In terms of the topics, workshops, assignments and related activities, the student teachers are asked to indicate the following.

1. Interest.

Indicate the extent to which a topic or an activity had proved to be of interest or had been interesting. The following codes apply:

- 5 = Of very much interest
- 4 = Of much interest
- 3 = 'Okay'
- 2 = Of little interest
- 1 = Of very little interest.

2. Value.

This category is defined as a topic or activity being of value to the student teacher *as a prospective teacher*. In other words, they are asked to indicate the extent to which they thought an activity or topic covered during the course would prove useful to them as teachers. The following codes apply:

- 5 = Of very much value
- 4 = Of much value
- 3 = 'Okay'
- 2 = Of little value
- 1 = Of very little value

3. Time.

Indicate whether or not the amount of time spent on a topic or activity was excessive, satisfactory or too little. It was explained that this referred to lecture contact time as well as any non-contact time.

- 5 = Time allocation was just right
- 3 = Too much time spent on this topic or activity
- 1 = Too little time spent on this topic or activity

CLUSTERING OF CODES.

Because of the limited size of the sample, the responses are clustered in the tables that follow. Those responses indicating "of very much interest" and "of much interest" are grouped together (1-2 in tables below), while those reflecting "of little interest" and "of very little interest" (4-5 in tables below) are grouped accordingly. A '3' thus indicates an 'okay' or 'acceptable' response.

STRUCTURE OF THE EVALUATION.

So as to indicate the response in terms of *interest*, *value* and *amount of time* taken up by a topic or activity, the tables of information are arranged in those groupings.

ENGLISH PROFESSIONAL STUDIES: SENIOR PRIMARY (REFERRED TO AS READING L1.)

It was noted in chapter six that this course takes place during the third year of the degree. It is of twenty weeks duration and incorporates five timetabled lecture periods per week - one single and two double periods.

The evaluation considers each of the topics and activities in this course (refer Annexure 8), but for the purpose of this study, only those dealing directly with reading teaching are included. Topics such as attitudes to the teaching of English, the planning of work and factors such as assignments and handouts are not included here.

EVALUATION OF INTEREST IN TOPICS AND ACTIVITIES.

The students' expressed interest in the topics is collated in Table 59.

(Note: in some of the tables, 'N/A' categorises a non-return or nil response by a respondent or respondents.)

TABLE 59: INTEREST IN ENGLISH PROFESSIONAL STUDIES (SENIOR PRIMARY) READING TEACHING TOPICS.

Number of respondents: 22

<u>Students who were:</u>	<u>Rating</u>			
	1-2	3	4-5	N/A
very interested in background theory to reading teaching	16	5	0	not interested 1
very interested in junior primary reading teaching	16	6	0	not interested
very interested in developing functional reading skills	21	1	0	not interested

 This is an interesting reponse. Paticularly notable is the fact that no students expressed a lack of interest in theory as well as the teaching of reading in a phase outside of their own immediate interests. In terms of the need for continuity in teaching strategies between the two phases, the latter is encouraging.

Of the 65 recorded responses, 53 expressed interest in the topics or activities, while there were 12 "okay" responses. This means that 82% of the responses indicate "much interest" while 18% indicate an "okay" response.

EVALUATION OF VALUE IN TOPICS AND ACTIVITIES.

This is the most important of the three aspects considered. It is very likely to be the case that if student teachers do not see any value in studying a topic in terms of the their needs as prospective teachers, their motivation, interest and application will be adversely affected.

The students' response is tabulated in Table 60.

TABLE 60: PERCEIVED VALUE IN STUDYING TOPICS IN THE ENGLISH PROFESSIONAL STUDIES (SENIOR PRIMARY) COURSE.

Number of respondents: 22

<u>Students who ascribed</u>	<u>Rating</u>				N/A
	1-2	3	4-5	not much value	
much value to background theory to reading teaching	16	5	0	not much value	1
much value to junior primary reading	14	8	0	not much value	
much value to developing functional reading skills	18	4	0	not much value	

 Of a total of 65 responses in this evaluation, 48 indicated "much value" while 17 responded by classifying the value of the topics as "okay". This is a 74% and 26% response respectively. No students indicated that the topics were of little value.

This is a particularly pleasing response. The fact that no students rated any of these topics as valueless in terms of their own preparation to teach in the senior primary phase is notable. While it is to be expected that the students would see the developing of functional reading skills as directly related to their teaching, it is gratifying to note that they see having a knowledge about junior primary reading as an advantage. This should also result in a much more effective transition for the children as they move from the one phase to the other.

EVALUATION OF THE AMOUNT OF TIME SPENT ON THE READING TEACHING TOPICS OR ACTIVITIES INCLUDED IN THE ENGLISH PROFESSIONAL STUDIES (SENIOR PRIMARY) COURSE.

As listed in Table 42 in chapter six, the reading teaching topics or activities included in the English Professional Studies (senior primary) course are covered in six weeks, with 5 lectures each week. The amount of time for each topic is listed in Table 61, as well as the students' response to the amount of time spent on these topics or activities.

TABLE 61: EVALUATION OF THE AMOUNT OF TIME SPENT ON THE TOPICS OR ACTIVITIES: ENGLISH PROFESSIONAL STUDIES (SENIOR PRIMARY) COURSE.

Number of respondents: 22

<u>Topic or activity:</u>	<u>Contact hours</u>	<u>Rating</u>		
		Right	Too much	Too little
Background theory	5	16	4	2
Junior Primary reading	7	17	3	2
Developing Functional Reading skills	18	18	3	1
TOTAL	30	51	10	5
AVERAGE %		77	15	8

 Background theory is presented in lecture form with additional readings provided for self-study.

The amount of time allocated to Junior Primary reading is determined by the number of students in the class. Following an introductory lecture, the students are issued with work packs, each pack dealing with an aspect of reading teaching. This strategy is adopted from the approach used by Tann at the Oxford Polytechnic (refer chapter five). Students study such issues as the notion of 'readiness', the teaching of phonics, the 'look-say' method of reading teaching, the

language experience approach, the organization of the reading lesson in the junior primary classroom as well as examining some of the more commonly used reading schemes used in South African English speaking primary schools.

Developing functional reading skills occupies most of the contact time. As the class groups are small, readings, discussion and workshops are arranged to cover such topics as the meaning and development of comprehension, cloze procedure, prediction exercises, reading for different purposes, reading rate, skimming, scanning, the development of critical reading, study skills, how to use reference books, dictionaries, newspapers and directories, and reading laboratories.

The majority of students (18 of 22 or about 82%) described the time spent on these activities as "just right".

THE READING COURSE.

As indicated earlier in this study the Reading Course is also held during the third year of the degree. The course is of twelve weeks duration, with five contact periods scheduled for each week. It is organised so that a double period is set aside for lecture input, while a follow-up triple period is used for workshop purposes. The workshop is usually based on the preceding lecture input. Time is also set aside for the students to discuss the group novels which they have read during the preceding week.

The evaluation of the Reading Course is divided into five sub-sections.

- A: Course content: formal input.
- B: Workshops.
- C: Assignments.
- D. Other aspects of the course.
- E. General.

The detail of each sub-section becomes apparent in the tables that follow.

EVALUATION OF INTEREST IN READING TEACHING TOPICS AND ACTIVITIES: JUNIOR AND SENIOR PRIMARY STUDENTS.

Table 62 lists the response of the students' interest in the topics and activities in the Reading Course. As assignments for the two year groups changed, as well as other aspects of the course, only an evaluation of the formal input and group novels read by the students is shown jointly, these latter aspects of the Reading Course being common to both year groups.

TABLE 62: INTEREST IN THE READING COURSE (JUNIOR AND SENIOR PRIMARY).

Number of respondents: 44.

(A: Course content: formal Input.)

<u>Students who were:</u>	<u>Rating</u>			not interested	N/A
	1-2	3	4-5		
very interested in 'What is children's literature?'	42	2	0		
very interested in 'Guides for evaluating literature.'	38	5	0		1
very interested in 'Books for ages and stages'	36	6	1		1
very interested in 'A literature policy for the school.'	32	6	0		6
very interested in 'Uses of children's literature in the classroom'.	41	1	2		
very interested in 'Testing reading age.'	33	10	1		
very interested in 'Testing book suitability'.	29	11	4		
(B: Workshops)					
very interested in reading group novels	41	3	0		
very interested in discussing group novels	24	19	1		

The number of responses made by students totalled 388. Of these 316 indicated "much interest" in the topic or activity, 63 indicated an "okay" response, while 9 responses indicated that the topic or activity was of "little interest". This represents the following ratio:

"Much interest" in the topic or activity:	82%
"Okay"	16%
"Little interest" in the topic or activity:	2%

In the case of assignments, the 1989 cohort were not able to undertake the assignments included in the evaluation below because of timetable changes within the degree. Consequently, the evaluations listed below are based on the 1987 evaluation completed by twenty three students. (The 1989 cohort completed an assignment which involved the writing of a book for children, but this activity was not assessed in the course evaluation.)

TABLE 63: INTEREST IN READING COURSE ASSIGNMENTS AND OTHER ACTIVITIES (JUNIOR AND SENIOR PRIMARY STUDENTS).

Number of respondents: 23.

<u>Students who were:</u>	<u>Rating.</u>			
	1-2	3	4-5	N/A
very interested in producing a slide-tape based on a book	19	3	1	not interested
very interested in viewing other students' slide-tapes	21	2	0	not interested
very interested in researching a topic of interest	16	7	0	not interested
very interested in attending the 'teach-back' of research topics	12	11	0	not interested

Clearly the student teachers found the course to be of interest. Very few responses show that any topic or activity was not of interest to the majority of the student group.

But of what value was the course to the students as *prospective teachers*? Tables 64 and 65 provide some idea of their response to this question.

TABLE 64: EVALUATION OF THE VALUE OF THE READING COURSE
TOPICS AND DISCUSSION OF GROUP NOVELS.

Number of respondents: 44

(A: Formal inputs.)

<u>Students who ascribed</u>	<u>Rating</u>			not much value	N/A
	1-2	3	4-5		
much value to 'What is children's literature?'	42	2	0		
much value to 'Guide for evaluating literature.'	41	3	0		
much value to 'Books for ages and stages.'	35	5	1		3
much value to 'A literature policy for the school.'	31	8	0		5
much value to 'Uses of children's literature in the classroom.'	41	2	0		1
much value to 'Testing reading age.'	33	9	2		
much value to 'Testing book suitability.'	32	9	3		
(B: Workshops.)					
much value in reading group novels	37	5	1		1
much value in discussing group novels	24	18	2		

Once again, the majority describe the course content as being of great value to them as prospective teachers. There are 386 recorded responses in this evaluation. The total number of responses in the categories "of very much value" and "of much value" totals 316, while there are 61 "okays". The total number of responses indicating "of little value" or "of very little value" is 9. Thus it may be deduced that 82% rate the course as being of much value, 16% as "okay" while 2% of the responses indicate "of little value".

The value of the assignments completed by the 1987 year group is shown in Table 65.

TABLE 65: EVALUATION OF THE READING COURSE ASSIGNMENTS AND OTHER ACTIVITIES.

Number of respondents: 23

<u>Students who ascribed:</u>	<u>Rating.</u>				N/A
	1-2	3	4-5	little value	
much value to producing a slide-tape based on a book	18	3	2	little value	
much value to viewing other students' slide-tapes	17	4	1	little value	1
much value to researching a topic of interest	17	6	0	little value	
much value to attending the teach-back of research topics	14	7	1	little value	1

Of a total of 90 responses, 66,6% rate the activities as "being of much value", 22,2% as "okay", while only 4,4% expressed the view that these activities were "of little value".

EVALUATION OF THE AMOUNT OF TIME SPENT ON READING COURSE
TOPICS AND ACTIVITIES.

The amount of time spent on the Reading course topics and activities as well as the students' evaluation of this allocation is shown in Table 66.

TABLE 66: THE AMOUNT OF TIME SPENT ON THE READING COURSE
 TOPICS AND ACTIVITIES AND THE STUDENTS' EVALUATION OF THIS
 ALLOCATION - 1987 and 1989.

Number of respondents: 44

<u>Topic/Activity</u>	<u>Hours</u>	<u>Rating</u>			N/A
		<u>Right</u>	<u>Too much</u>	<u>Too little</u>	
What is childrens' literature?	4	28	8	6	2
Guide for evaluating lit	2	29	10	5	
Books for ages & stages	6	31	8	4	1
Literature policy	2	30	9	3	2
Uses of literature	6	30	5	9	
Testing reading age	4	30	8	6	
Testing book suitability	2	28	10	5	1
Group novel discussion	4	16	14	13	1
<u>TOTAL</u>	30	222	72	51	7
<u>AVERAGE %</u>		64	21	15	

 The total number of "just right" responses is 222 out of a total of 345 recorded responses, while 72 responses indicate that too much time was allocated to aspects of the course. A total of 51 responses indicated that there was too little time. This means that 64% of the responses are "just right", 21% "too much time" and 15% indicate that "too little time"

was available. With the problem of a heavily scheduled timetable in the third year, this represents a reasonably satisfactory result. In terms of individual topics or activities, it appears that the time spent on group novel discussions produces a mixed and fairly divided response.

(The amount of time allocated to other topics and activities in the Reading Course is shown in Table 67:

TABLE 67: THE AMOUNT OF TIME ALLOCATED TO OTHER READING COURSE TOPICS AND ASSIGNMENTS.

<u>Topic/activity</u>	<u>Hours</u>
The school library	6
Slide-tape assignment	6*
Research topic	10*
Listening to recorded novels	6
Promoting reading - workshop	2
TOTAL	30

* This is the amount of time allocated to classroom meetings for the presentation of topics and programmes. They do not include the amount of time taken to prepare these presentations.

These topics are not included in Table 65 as they were not evaluated by both student groups. The reason for this was explained earlier: each cohort completed different assignments.

SUMMARY AND CONCLUSIONS.

1. The HMI survey The New Teacher in School, (DES 1988c) produced findings which are perturbing if one believes that children placed in the care of newly qualified teachers have a right to expect competent teaching, particularly in an activity as important as learning to read. Some of the key findings suggest that the training received by too many of these teachers failed to provide them with the competencies one would expect newly qualified teachers to have acquired in preparation for their first teaching post. In view of these comments, one is obliged to consider the quality of teaching received by pupils whose teachers are included in these findings.

* Over half of the teachers (54%) could not be classified as displaying high or relatively high teaching competence.

* As many as 20% lacked some or many of the *basic* teaching skills.

2. No comparable statistics are available for the situation in South Africa because of official policies. If the education and schooling of children is viewed as important enough to be subjected to dispassionate or independent scrutiny, such policies are unjustifiable.

3. What can be done is to compare the quality of training as perceived by the student teachers. In chapter one it was established how important it is that the newly qualified teacher should feel enthusiastic and confident. Bearing that in mind, the 1988 DES survey does not provide a very satisfying picture.

* Almost half the respondents (44%) felt that too much emphasis had been placed on Education Studies and a third felt the same about academic studies.

* Far too many teachers felt that teaching methods had not been emphasised enough (40%) and that other professional activities such as classroom observation and teaching practice were not sufficiently emphasised (42% and 38% respectively).

* Only 43% of the teachers felt well prepared to teach reading, while 26% - one in four teachers - felt that they were not prepared to teach reading. The remainder regarded themselves as falling somewhere in the middle of such a classification.

In chapter three the Bullock Report was cited:

One after another of the written submissions quoted the experience of young teachers who claimed to have completed their training with only the most cursory attention to the teaching of reading.

DES 1975: 331

From the 1988 DES report it appears that only about four in ten newly qualified teachers attended training institutions which had put right the situation described in the Bullock Report of 1975.

4. Two cohorts of students attending the Rhodes University English Professional Studies (Senior Primary) course, as well as the Reading Course, completed anonymous evaluations of the reading teaching courses they had experienced. It has already been shown that the Rhodes University reading teaching course was the second longest course (after King Alfred's College, Winchester) of the six institutions examined in this study.

5. Three questions were asked of the Rhodes University senior primary students students:

- * To what extent were the topics of interest to you?
- * To what extent were the topics of value to you as a prospective teacher?
- * Was too much, too little or the right amount of time spent on the topics or activities?

6. The results of the survey indicate the following response by the student teachers.

TABLE 68: INTEREST AND VALUE ASSESSMENT OF TOPICS AND ACTIVITIES IN THE READING COURSES FOR SENIOR PRIMARY STUDENT TEACHERS: 1987 AND 1989.

<u>Evaluation</u>	"Much interest or value"	"Okay"	"Little interest or value"
Interest (Reading L1)	82%	18%	0%
Interest (reading course)	82%	16%	2%
Value (Reading L1)	74%	26%	0%
Value (Reading course)	82%	16%	2%
AVERAGE	80%	19%	1%

Thus eight in ten of the student teachers stated that the topics and activities were of much interest and value, the majority of the balance feeling that the courses were satisfactory. Only a very small number of responses indicated that the topics and activities were of little interest or of little value. It can be concluded that these students do not feel that the reading teaching courses were inappropriate to their needs as teachers.

The amount of time spent on reading teaching was not considered excessive by the majority of students. The amount of time spent on the functional reading course was seen as "right" by 77% of the students, 8% said there was too little time, while 15% said too much time was spent on it. With regard to the Reading Course, 64% described the amount of contact time as right, 15% said there was too little contact time and 21% said too much contact time was allocated to this course. Taken as a whole this means that 70,5% of the responses indicated that the amount of time allocated to *all* reading teaching was right, 18% felt there was too much time and 11,5% felt that there was not enough time allocated to these courses.

In a university timetable which makes many demands on the students, these returns are acceptable. For seven in ten students to feel that the amount of time allocated to reading teaching is right is probably as good a return as could be expected, particularly as the remaining three teachers in ten are divided in opinion as to the amount of time that should be allocated to reading teaching.

The student teachers' comments about the reading course - and particularly the value of being asked to read children's books - provide a perspective which course developers of reading teaching courses might well consider. Some of the students' comments include the following:

"Every teacher should know of children's literature. After this course I feel more sure of advising children on what to read."

"(The course was) of great value. I myself am a reluctant reader. *It gave me the opportunity to go back and read a lot of what I'd missed.*" (Italics mine).

"I would have liked to read a few more children's books but I am aware that time can be a problem - even so my curiosity has been aroused and I'll continue reading."

Rhodes University Reading Course Evaluation
November 1987.

If these responses permit course developers to believe that the reading teaching course is providing a worthwhile experience and training for the student teachers *as indicated by the student teachers*, the question which remains unanswered in terms of the students being prepared as teachers is the nature and quality of the practical experience that they gain in the schools while on teaching practice. Chapter eight is an analysis of this experience in a sample of classrooms.

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CHAPTER 8: THE ROLE OF SCHOOLS IN MODELLING READING TEACHING FOR THE STUDENT TEACHER UNDERGOING INITIAL TEACHER PREPARATION.

Needless to say, the universities and teachers' colleges must be supported by the (education authority) and schools if their efforts are to be successful.

Houghton-Hawksley 1983: 183

THE IMPORTANCE OF TEACHING PRACTICE.

The importance of teaching practice for student teachers has been highlighted by many authorities (Ruddick and Sigworth in Hopkins and Reid 1985: 153; Souper 1976: 2; Hadley 1982: ix). As Ruddick and Sigworth point out, student teachers view the teaching practice experience as being of more value than any taught education course. They add:

Experience in schools represents for students the peak of their training. Such episodes are also important to teacher tutors and college tutors, for it is only when their students are loosed on a diversity of classrooms that they can see how effectively seminar and classroom activity interweave.

Ruddick and Sigworth in Hopkins et al 1985: 153

In the publication Developments in the BEd Degree Course, The Department of Education and Science in the United Kingdom commented that it was "...generally agreed by college staff, teachers in schools and students that the major practices were of vital importance in the total BEd course" (DES 1979: 27).

The role of the school and the host teacher in particular, has become extremely important in terms of the quality and nature of the experience gained by student teachers. As Hadley points out, schools in the United Kingdom have become more involved in the training of teachers during the past

twenty years and that there has been a "growth in many cases of a partnership between the initial training institutions and the schools into which they send their students" (Hadley 1982: ix). This is not different from the pattern of experience undergone by student teachers in South African colleges and universities. As noted in chapter six, Rhodes University, for example, requires primary school student teachers to complete thirteen weeks of supervised teaching practice during their four year course as well as four weeks of unsupervised teaching practice experience.

Institutions offering FITE courses for teachers cannot work alone, providing the student teacher with a body of knowledge and a 'rule book' as to how to teach. This point is taken up by Hadley who points out that one cannot learn to teach by way of being provided with a recipe book and a set of instructions.

In teaching, the kind of practical knowledge required can neither be taught nor learned ('from the book'), but only imparted and acquired. This knowledge only exists in practice and the most potent way of acquiring it is by working with those who are practising it day by day...it is much more a matter of the student observing, listening, working alongside and doing, and having that doing sympathetically guided and made more conscious.

Hadley 1982: x.

THEORY BUILT ON PRACTICE AND PRACTICE INFORMED BY THEORY.

What the student teacher requires is a study of the theory and then the opportunity to practise that theory and reflect upon it. As the DES in the United Kingdom puts it: "Ideally, theory must be built on practice and practice informed by theory...." (DES 1979: 30).

If this is the case - and it seems a reasonable one - the question that arises is whether schools provide student teachers with experiences in areas of the curriculum which enable student teachers to practise the art of teaching those curricular components? Conversely, what happens if a host

teacher does not pay attention to a particular part of the curriculum? In the case of reading teaching, it is important that a host teacher teaches reading skills or promotes reading amongst her pupils in such a way that the student teacher can observe, practise, experiment, and conduct reading lessons or activities which the student teacher has learned about in theory. If the host teacher is not seen to be teaching reading or promoting reading amongst the pupils - or, indeed, displays hostility towards the student teacher who expresses an interest in reading teaching - there is little chance that the student teacher will become an enthusiastic and effective teacher of reading. Both the schools and the training institutions should work together, providing student teachers with experiences which enable student teachers to go on to become effective teachers in curriculum areas as important as the teaching of reading. Teacher training, as Bassey says:

...needs to be a partnership between students, tutors and school teachers with common objectives and, as such, it is obviously helpful for the different partners to know what the others are trying to do.

Bassey 1978: 1

DO SCHOOLS SERVE AS ROLE MODELS IN READING TEACHING?

In earlier chapters six institutions were seen to provide courses in the teaching and promotion of reading. A cause for concern is that too many schools may not be providing reading programmes which enable the student teachers to work alongside their professionally qualified host teachers. In chapters three and four it was shown that while the teaching of initial or beginning reading in English schools was satisfactory, the main problems appear to be found in the inadequacy of reading teaching programmes which should cater for the children who are able to read with a degree of fluency. If schools do not have effective reading teaching programmes at this (senior primary) level, the consequences for student teachers and reading teaching in both the short and long terms are perturbing.

The evidence available suggests that this situation prevails in many junior schools in England. What is the situation in English speaking South African primary schools?

THE POSITION IN SOUTH AFRICA.

Independent research, reports and investigations about teaching in senior primary classes in English speaking South African senior primary classrooms are very limited. As shown in chapter one, part of the problem in trying to establish what is taking place in South African schools is that education authorities such as the Cape Education Department will not permit independent educational research into teaching programmes in schools under their control. One of the exceptions is the research conducted by Houghton-Hawksley, a CED Inspector of Education (now referred to as Supervisors of Education).

HOUGHTON-HAWKSLEY'S 1983 RESEARCH: ENRICHMENT READING IN PRIMARY SCHOOLS.

Some idea of what takes place in Cape Education Department schools in terms of the promotion of recreational reading can be gleaned from a study of Houghton-Hawksleys' doctoral thesis Enrichment reading in primary schools (Houghton-Hawksley 1983). In a sample of 608 teachers who responded to a questionnaire, the teachers provided the following information.

 TABLE 69: SOME TEACHERS' COMMENTS REGARDING ENRICHMENT
 READING
 DURING SCHOOL TIME.

Percentage who want to implement "free reading"	98,0%
Percentage who advocate "free reading" during school time	94,9%
Percentage who claim to make allowance for this in their timetable	76,8%
Percentage in schools where provision is made for this in the school timetable	31,4%
Percentage who claim to have stocks of books for this reading in their classrooms	65,3%
Percentage who claim to have sets (4 - 6 copies of individual titles) available for group reading and discussion	43,9%
Percentage who use a single title for class reading	46,9%
Percentage who believe teachers should discuss reading matter with individual pupils during "free reading time"	80,8%

 Adapted from: Houghton-Hawksley H 1983: 180

These figures are interesting, but need to be viewed in conjunction with other evidence which is available.

With reference to classroom collections, for example, Houghton-Hawksley reports earlier in his thesis that "...many primary classrooms in the Cape Province do not have either classroom collections or block loans, and the pupils grow up in a relatively bookless....environment" (1983: 165). This is contrary to the claim made by 65% of the teachers who maintain that they do have stocks of books in their classrooms - as well as almost 44% claiming that they have sets of individual titles. A further problem is that where a class collection exists, no indication is given as to the quality and quantity of the titles or the patterns and methods of usage. The claimed amount of "free reading" time and allied factors could usefully be validated against a

sample of classrooms actually observed in terms of book provision and actual teaching programmes. The problem is how this is to be established for as long as researchers are denied permission to investigate teaching programmes in this way.

The ways in which teachers claim that they encourage the reading of English "imaginative books" (Houghton-Hawksley 1983: 181), is also worth scrutiny. 89,3% of the teachers recommend books that they like, yet, as Houghton Hawksley points out, this response "must be viewed with a certain degree of circumspection" (1983: 186) as, of the teachers surveyed, "67,9% read fewer than six children's books annually" (1983: 180).

It is *how* teachers encourage the reading of English imaginative books in Houghton-Hawksley's study that is most interesting of all. He provides the following returns:

TABLE 70: HOW TEACHERS ENCOURAGE THE READING OF IMAGINATIVE BOOKS.

- "89,3% recommend books they like;
- 56,9% advertise books which are available in the school library;
- 55,4% arrange book talks by individual pupils;
- 50,0% encourage pupils to keep their own 'book records' file;
- 40,5% compile 'class collections' of fiction;
- 37,3% arrange 'book exchanging' among pupils;
- 34,5% hold 'book displays'
- 34,0% give formal, instruction-type lessons to encourage such reading;
- 27,0% advertise books which are available in the public library;
- 17,1% organize 'book discussions' in groups;
- 1,6% hold 'book auctions' among pupils."

Houghton-Hawksley 1983: 181

(It is disappointing to note that reading aloud to the children is not even listed.)

How accurate are these figures obtained from a questionnaire? It seems worthwhile to compare the picture portrayed by these returns against the experiences of student teachers who work in senior primary classrooms during their teaching practice periods. While the sample in the latter case will be very much smaller, it may provide a realistic picture of reading teaching and the promotion of recreational reading taking place in the classrooms. The tables which follow illustrate this situation.

STUDENT SURVEYS AND REPORTS ON READING TEACHING ACTIVITIES DURING CONTINUOUS SUPERVISED TEACHING PRACTICE.

In 1988, 1989 and again in 1990, the Rhodes University third year student teachers participated in an intensive reading course which included the study of developmental reading, functional reading and recreational reading. This enabled these student teachers to identify the reading teaching activities listed below.

The student teachers were set a formal assignment in which they had to record the lessons taught

- (a) by their host teacher. These were coded as 'T'.
- (b) by the student teacher as instructed by their host teacher. These were coded as 'T/S'.
- (c) by the student teacher where this was initiated, planned and executed independently, without the assistance or involvement of the host teacher. These were coded as 'S'.

A diary describing these reading activities had to be maintained by the students.

During the teaching practice period, Rhodes University Education Department tutors checked that the student teachers were recording the reading teaching taking place on the grid provided.

On returning to the University, the student teachers described the actual practice of reading teaching in classrooms in relation to their understanding of the theory of sound reading teaching practices.

The results were devastating.

THE SAMPLE.

Only schools where English was the language of instruction from Substandard A to Standard 5 have been included in the sample reported here. So that duplication did not take place, classrooms which had been sampled in a previous year were not included in successive surveys - which partly accounts for the reduced number of surveys. Table 71 tabulates the sample.

TABLE 71: SAMPLE OF SCHOOLS INCLUDED IN THE SURVEY.

Number of schools:	1988 6	1989 4	1990 3	Total 13
Number of classes:	11	7	6	24
Student-teachers in Standard 2:	3	2	2	7
Student-teachers in Standard 3:	4	2	2	8
Student-teachers in Standard 4:	2	2	2	6
Student-teachers in Standard 5:	2	1	0	3

THE SURVEY.

The survey completed by each student teacher was divided into these main sections:

- Developmental reading
- Reading development and extension: functional reading
- Developing comprehension
- Developing critical awareness
- Reading speed
- Reading laboratories
- Other functional reading activities
- Recreational reading
- Diagnostic and remedial work.

The grid that each student teacher completed is reproduced as Annexure 10.

Each survey was conducted over a four week period.

THE RESULTS OF THE SURVEYS.

An analysis of the information provided by the student teachers produced the following results.

DEVELOPMENTAL READING.

Table 72 lists the developmental reading lessons or activities observed by the student teachers.

TABLE 72: DEVELOPMENTAL READING LESSONS OBSERVED OR ENCOURAGED TO TEACH - Codes T and T/S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Using a graded reading scheme:		0	1	2	0	0	0	0	0	0	0	0
2. Using phonics:		0	0	0	0	0	0	0	0	0	0	0
3. Using flash cards:		0	0	0	0	0	0	0	0	0	0	0
4. Language master or other mechanical devices:		0	0	0	0	0	0	0	0	0	0	0
5. No other developmental lessons or activities reported.												

Year 1989.

	Std	2	2	3	3	4	4	5
1. Using graded reading scheme:		0	0	0	0	0	0	0
2. Using phonics:		0	0	0	0	0	0	0
3. Using flash-cards:		0	0	0	0	0	0	0
4. Language Master or other mechanical devices		0	0	0	0	0	0	0
5. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Using graded reading scheme:		0	1	0	0	0	0
2. Using phonics:		0	0	0	0	0	0
3. Using flash-cards:		0	0	0	0	0	0
4. Language master or other mechanical devices:		0	0	0	0	0	0
5. Other		0	0	0	0	0	0

Comment:

Apart from four occasions when two teachers were observed using a reading scheme to teach reading, no developmental teaching was observed. The pattern would seem to endorse the view that very little is done about "consolidating the work of the early years" as advocated by the Bullock Report A language for life (DES 1975: 115).

FUNCTIONAL READING LESSONS AND ACTIVITIES.

Table 73 reflects functional reading lessons where the following skills were taught by the host teacher or where the student teacher was encouraged to teach such lesson - Codes T and T/S from above.

TABLE 73: FUNCTIONAL READING SKILLS - CODES T AND T/S.

Year: 1988

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Teaching the children the importance of purpose:		0	0	0	0	0	0	0	0	0	0	0
2. Teaching/practising how to find/ locate information in:												
directories		0	0	0	0	0	0	0	0	0	0	0
'Yellow pages'		0	0	0	0	0	0	0	0	0	0	0
newspapers		0	0	0	0	0	0	0	0	0	0	0
text books		0	0	0	8	0	0	0	0	0	0	4
atlas		0	0	0	0	0	0	0	0	1	0	4
brochures		0	0	0	0	0	0	0	0	0	0	0
dictionary		1	0	0	0	0	0	0	0	0	0	0
other		0	0	0	0	0	0	0	0	0	0	0
3. Study methods eg SQ3R		0	0	0	0	0	0	0	0	0	0	0
4. Skimming exercises		0	0	0	0	0	0	0	0	0	0	0
5. Scanning exercises		0	0	0	0	0	0	0	0	0	0	0
6. Reading for main ideas		0	0	0	3	0	0	0	0	0	0	0
7. Reading for detail		0	0	0	1	0	0	0	0	1	0	0
8. Sequencing		0	0	0	0	0	0	0	0	0	0	0
9. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989

	Std	2	2	3	3	4	4	5
1. Teaching children the importance of purpose		1	0	0	0	0	0	1
2. Teaching/practising how to find/locate information in:								
directories		0	0	0	0	0	0	0
'Yellow pages'		0	0	0	0	0	0	0
newspapers		0	0	0	0	0	0	0
text books		0	0	3	0	0	3	0
atlas		0	0	0	0	0	0	0
brochures		0	0	0	0	0	0	0
dictionary		0	0	0	0	0	0	0
other		0	0	0	0	0	0	0
3. Study methods eg. SQ3R		0	0	0	0	0	0	0
4. Skimming exercises		0	0	0	0	0	0	0
5. Scanning exercises		0	0	0	0	0	0	0
6. Reading for main ideas		1	0	0	0	0	0	0
7. Reading for detail		2	0	2	0	1	0	0
8. Sequencing		0	0	0	0	0	0	0
9. Other		0	0	0	0	0	0	1

Year: 1990

	Std	2 2	3 3	4 4
1. Teaching children the importance of purpose		0 0	0 0	0 0
2. Teaching/practising how to find/locate information in:				
directories		0 0	0 0	0 0
'Yellow pages'		0 0	0 0	0 0
newspapers		0 0	0 0	0 0
text books		0 1	4 0	0 0
atlas		0 0	0 0	0 0
brochures		0 0	0 0	0 0
dictionary		1 0	0 0	0 0
other		1 0	0 0	0 0
3. Study methods eg. SQ3R		0 0	0 0	0 0
4. Skimming exercises		0 0	0 0	0 0
5. Scanning exercises		0 0	0 0	0 0
6. Reading for main ideas		1 0	0 0	0 0
7. Reading for detail		2 0	2 0	1 0
8. Sequencing		0 0	0 0	0 0
9. Other		0 0	0 0	0 0

Comment:

(a) Quite clearly the teachers are not teaching children the importance of *purpose* when asking the children to read, or discussing purpose with them. It is worth being reminded of the importance of teachers stressing purpose. As David Cooper writes:

The purpose an individual has for reading something directly influences how that person will comprehend the reading and to what the person will pay attention.

Cooper J.D. 1986: 15

The Bullock Report put it thus:

It will often be helpful for teachers to encourage their pupils to identify their purposes before they undertake a piece of particular reading.

DES 1975: 119

(b) Very little attention was paid to teaching, practising, or drawing to the attention of the children techniques on how to locate information in documents or books. A minimal number of the teachers were observed by student teachers to be doing this in their approach to the text-books used by the children. The remainder paid no attention to these techniques during the observation period.

(c) No teaching or application of study methods (such as SQ3R) was observed or noted by the student teachers.

(d) The importance for children as readers learning to skim or scan has already been established. It is therefore alarming that the children were not taught *how* to skim and scan during these periods. (Practising these skills is tabulated in Table 76 below - refer developing reading speed.)

(e) Children experience great difficulty establishing the main ideas expressed in paragraphs, sections, or chapters - which helps explain why they experience such difficulty in note making, reporting or summarising. As noted in chapter two, teaching children how to identify main ideas is important. However, such teaching is not taking place in the majority of the classrooms observed. One teacher of a Standard 3 class practised this on three occasions, while two other teachers were observed doing this on one occasion each.

(f) No sequencing exercises whatsoever were taught during the observation periods.

These returns are cause for considerable concern. It was hoped, nevertheless, that teachers would be seen to be developing the children's ability to *comprehend* text. The returns were as disappointing, as shown in Table 74.

TABLE 74: LESSONS IN WHICH THE IMPROVEMENT OF COMPREHENSION WAS THE STATED OBJECTIVE - CODES T AND T/S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Using conventional text-books.		1	1	0	0	14	1	1	0	0	0	0
2. Developing literal comprehension		1	1	0	0	3	0	0	0	1	0	1
3. Developing inferential skills		0	0	0	0	3	0	0	0	1	1	0
4. Developing evaluative skills		0	0	0	2	0	0	0	0	1	0	0
5. Dealing with fact and opinion		0	0	0	0	0	0	0	0	0	0	0
6. Cloze procedure work		0	0	0	0	0	0	0	0	0	0	0
7. Prediction exercises		0	0	0	1	0	0	0	0	0	0	0
8. Multiple choice		0	0	0	0	1	0	0	0	0	0	0
9. Poetry		0	0	0	0	0	0	0	0	0	0	0
10. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Using conventional text-books.		1	2	2	0	0	1	0
2. Developing literal comprehension		6	0	0	0	3	4	0
3. Developing inferential skills		5	0	0	0	0	0	0
4. Developing evaluative skills		5	0	0	0	0	0	0
5. Dealing with fact and opinion		0	0	0	0	0	0	0
6. Cloze procedure work		0	0	0	0	0	1	0
7. Prediction exercises		0	0	0	0	0	0	0
8. Multiple choice		0	0	0	0	0	0	0
9. Poetry		8	0	0	0	1	0	0
10. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Using conventional text-books.		4	1	0	0	1	0
2. Developing literal comprehension		3	2	0	0	1	0
3. Developing inferential skills		3	0	0	0	0	0
4. Developing evaluative skills		3	1	0	2	0	0
5. Dealing with fact and opinion		1	0	0	0	0	0
6. Cloze procedure work		0	0	0	0	0	0
7. Prediction exercises		0	0	0	1	0	0
8. Multiple choice		0	0	0	0	0	0
9. Poetry		0	0	0	0	0	0
10. Other		0	0	0	0	0	0

Comment:

(a) As previously shown, developing the children's comprehension is vitally important. The results in Table 74 reflect a situation where these teachers are not paying anything like enough attention to this part of the children's reading development. Only one teacher of a standard 2 class

in the 1989 sample and one standard 2 teacher in the 1990 sample appear to be developing the comprehension skills of the children in terms of the activities listed in Table 74.

(b) While one teacher is reported to have used a conventional English language text-book on fourteen of the twenty teaching days observed, it is surprising that the use of text-books is not as widespread as one might have thought.

(c) It is alarming that only one student teacher observed cloze procedure exercises being done - and then only on one occasion. Prediction activities were observed on two occasions. So too, multiple choice exercises are hardly used.

(d) The one standard 2 teacher in the 1989 group had the children examining meaning in poetry. The fact that this was never seen on any other occasion is very worrying and indicates the need for further research to be done in this field.

It is worth recalling the statement from the Bullock Report A Language for Life that it is the responsibility of all teachers to see to it that the apparent authority of the text be questioned by the pupils (DES 1975: 121). Developing critical awareness, as we have seen, is of crucial importance, particularly as the child reaches the later stages of the senior primary phase and early junior secondary phase. Table 75 indicates how often this was observed happening in the classroom.

TABLE 75: DEVELOPING CRITICAL AWARENESS - CODES T AND T/S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Comparative reading		0	0	0	0	0	0	0	0	0	0	0
2. Dealing with fact and opinion		0	0	0	0	0	0	0	0	0	0	0
3. Examination of inference		0	0	0	1	0	0	0	0	0	0	0
4. Questioning accuracy of text		0	0	0	0	0	0	0	0	1	0	0
5. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Comparative reading		0	0	0	0	0	0	0
2. Dealing with fact and opinion		0	0	0	0	0	0	0
3. Examination of inference		0	0	0	0	0	0	1
4. Questioning accuracy of text		0	0	0	0	0	0	1
5. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Comparative reading		0	0	0	0	0	0
2. Dealing with fact and opinion		0	0	0	0	0	0
3. Examination of inference		0	0	0	1	0	0
4. Questioning accuracy of text		0	0	0	0	0	0
5. Other		0	0	0	0	0	0

Comment.

The figures reflected in Table 75 are alarming in the extreme. It appears from this sample that children are not being asked to identify fact from opinion, to query intent or insinuation or to question text in a way which will result in them becoming critical readers. Here too, further research appears to be necessary in order to determine the extent to which critical reading is being done at the senior primary level.

Developing the children's reading speed, where the teacher consciously has such an objective in mind, was also not observed. Table 76 records the situation observed by the student teachers.

Table 76: DEVELOPING READING SPEED - CODES T AND T/S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Skimming exercise practice		0	0	0	0	0	0	0	0	0	0	0
2. Scanning exercise practice		0	0	0	0	0	0	0	0	0	0	0
3. Reading laboratory exercises		0	0	0	0	0	0	0	0	0	0	0
4. Mechanical devices		0	0	0	0	0	0	0	0	0	0	0
5. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Skimming exercise practice		0	0	0	0	0	0	0
2. Scanning exercise practice		0	0	0	0	0	0	0
3. Reading laboratory exercises		5	0	0	0	0	0	0
4. Mechanical devices		0	0	0	0	0	0	0
5. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Skimming exercise practice		0	0	0	0	0	0
2. Scanning exercise practice		2	0	0	0	0	0
3. Reading laboratory exercises		0	3	1	0	0	0
4. Mechanical devices		0	0	0	0	0	0
5. Other		0	0	0	0	0	0

Comment:

Equipping pupils with strategies which will allow them to handle large volumes of printed materials as they progress through school is important. Skills such as skimming and scanning in timed exercises were given minimal attention in terms of the sample observed. For maximum effectiveness, such training requires, in addition, that children practise these skills regularly. Such opportunities were not being provided.

Table 77 shows the extent to which reading laboratories were used during the periods observed. As laboratories can be used at other times of the year when student teachers are not present, the results of their observations must be viewed bearing this factor in mind.

 TABLE 77: WORK WITH READING LABORATORIES - CODES T and T/S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. S.R.A.		3	2	0	0	0	0	0	0	0	0	0
2. Ward Lock		0	0	0	0	0	0	0	0	0	0	0
3. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. S.R.A.		5	0	1	0	0	0	0
2. Ward Lock		0	0	0	0	0	0	0
3. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. S.R.A.		0	3	1	0	0	0
2. Ward Lock		0	0	0	0	0	0
3. Other		0	0	0	0	0	0

Comment:

The developers of the S.R.A. Reading Laboratory point out that in order to be effective, the laboratory must be used on a regular and frequent basis. This recommendation does not appear to be common practice in this sample as the frequency of usage as recorded is very low. There is one exception: a 1989 standard 2 class where the teacher used the laboratory five times during the period of observation.

Training children how to use reference books and a library is a valuable skill - as outlined in chapter two. The extent to which this occurred in the classrooms observed during these three periods of time is shown in Table 78.

 TABLE 78: OTHER FUNCTIONAL READING TEACHING - CODES T AND T/S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Training in how to consult reference books		2	0	0	8	0	0	0	0	0	0	1
2. Training in how to use a library		0	2	4	2	4	0	0	0	0	0	0
3. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Training in how to consult reference books		1	0	0	0	0	0	0
2. Training in how to use a library		0	0	4	0	1	2	0
3. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Training in how to consult reference books		0	0	7	0	0	0
2. Training in how to use a library		1	3	2	0	0	0
3. Other		0	0	0	0	0	0

Comment:

(a) Because children in this phase of their education have poorly developed skills in terms of consulting reference books, it is important that teachers should be teaching these skills regularly. Some teachers appear to pay attention to these skills, but the results suggest that the majority do not.

(b) Just under half of the classes (ten of twenty four) were taught some aspects of how to use a library. It is notable, however, that less attention is given to library usage in the senior classes. The reverse should be the case.

(c) During the period of observation two standard 3 teachers in the 1988 and 1990 samples stand out in that they taught the children how to consult reference books and how to use a library on many more occasions than the rest of the sample.

The extent to which recreational reading is promoted in the classrooms as observed in the student teacher survey, provides data that is in conflict with the claims made by teachers in Houghton-Hawksley's research (refer Tables 69 and 70). Table 79 indicates how often teachers were seen to be teaching or promoting recreational reading in terms of the categories listed.

TABLE 79: RECREATIONAL READING - CODES T AND T/S.

Year: 1988.

	Std	2	2	2	3	3	3	3	3	4	4	5	5
1. Teacher reading class novel		0	0	0	0	2	3	0	0	1	0	1	
2. Teacher conducting 'book sells'		0	0	0	0	0	0	0	0	0	2	0	
3. Teacher reading - other (eg poetry, articles etc)		1	0	0	0	0	0	0	0	0	1	0	
4. Silent reading - pupils (eg USSR)		3	2	0	0	3	17	1	0	16	0	9	
5. Group novel reading		1	0	0	17	0	0	0	0	0	0	0	
6. Group novel discussion		1	0	0	0	0	0	0	0	0	0	0	
7. Listening to recorded novels		0	0	0	2	0	0	0	0	0	0	0	
8. Book 'sells' by pupils		0	0	0	0	0	0	0	0	0	0	0	
9. Reading aloud - whole class		0	0	0	0	3	0	1	0	0	0	0	
10. Reading aloud - ring		1	0	3	0	1	0	0	0	0	0	0	
11. Reading aloud - individual to teacher		0	0	0	0	0	0	2	0	0	1	0	
12. Poetry		0	0	0	0	0	0	0	0	0	0	0	
13. Other		0	0	0	0	0	0	0	0	0	0	0	

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Teacher reading class novel		0	0	0	0	0	0	0
2. Teacher conducting 'book sells'		0	0	0	0	0	4	0
3. Teacher reading - other (eg poetry, articles etc)		0	0	0	0	0	0	0
4. Silent reading - pupils (eg USSR)		0	0	9	0	2	2	2
5. Group novel reading		0	0	0	0	0	0	0
6. Group novel discussion		6	0	0	0	0	0	1
7. Listening to recorded novels		0	0	0	0	0	0	0
8. Book 'sells' by pupils		0	0	0	0	0	0	0
9. Reading aloud - whole class		3	0	0	0	0	0	0
10. Reading aloud - ring		6	0	3	0	1	2	0
11. Reading aloud - individual to teacher		3	11	0	0	0	2	0
12. Poetry		0	0	0	0	0	0	0
13. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Teacher reading class novel		0	0	3	0	0	0
2. Teacher conducting 'book sells'		0	0	0	0	0	0
3. Teacher reading - other (eg poetry, articles etc)		0	0	0	0	0	0
4. Silent reading - pupils (eg USSR)		15	3	16	3	3	0
5. Group novel reading		0	0	9	17	2	0
6. Group novel discussion		0	0	0	0	0	0
7. Listening to recorded novels		0	0	0	2	0	0
8. Book 'sells' by pupils		0	0	0	0	0	0
9. Reading aloud - whole class		0	4	0	0	0	0
10. Reading aloud - ring		0	4	0	2	2	0
11. Reading aloud - individual to teacher		0	2	1	0	0	0
12. Poetry		0	0	0	0	0	0
13. Other		0	0	0	0	0	0

Comment:

(a) As many authorities have pointed out, teachers reading a class reader aloud to the class, is the most potent way in which they can develop the children's interest in reading for enjoyment (Sutherland and Arbuthnot 1981, Calthrop 1971, Chambers 1983, Huck 1976, McKellar 1983). McKellar's 1983 study showed that teachers in the sample of South African schools examined, were not reading often enough (if at all in some cases), and where they did read aloud to

the pupils, the choice of books read left much to be desired. The figure recorded in Table 79, item 1 of each year seems to indicate that the teachers observed in this sample are still not reading aloud to their classes often enough - and indeed, in some cases, not at all.

(b) In Table 70 Houghton-Hawksley noted that 89,3% of teachers recommend books they like, that 56,9% advertise books available in the school library, that 34,5% hold book displays and that 27,0% advertise books which are available in the public library. These activities, including reading selected parts of books as a 'bait' in an attempt to 'spell-bind' the children, were classified as 'book sells' on the student teacher survey. Yet the student teachers report that only two host teachers were seen conducting 'book sells' involving these activities.

(c) The student teachers report that in 16 of the 24 classes silent reading for pleasure was observed taking place (Table 79 point 4 in each year group). In 5 of the 16 classes, this silent reading was given a place of real importance in the organisation of the timetable - the children read silently on nine or more occasions during the period of observation, or almost every second day.

The returns on this category stand out when compared to every other category. Why this is so could well be explained by the fact that the education authority whose schools predominated in the survey, instructed schools and headteachers that 'USSR' (uninterrupted, sustained, silent reading) was desirable and necessary. Schools were invited to introduce this activity into their programmes. This authoritative commendation resulted in many schools introducing a period of silent reading into the routines of their teaching programme.

(d) The reading of group novels was prominent in three of the twenty four classes.

(e) In Table 70 Houghton-Hawksley reports that 55,4% of teachers arrange book talks by individual pupils. In the period of observation, the student teachers did not on any occasion see any child conducting a 'book sell' or book talk in response to a request to do so by their teacher.

(f) In thirteen of the twenty four classes children were seen reading aloud, either as a class, or around the ring or to the teacher (Table 79 items 9, 10, 11), to which it would seem well to be reminded of the point made by Walker when he said:

...isolated examples of archaic practices still survive and it is essential to eradicate these in order to establish a methodology based on sound pedagogical principles...

Walker 1974: 15

(g) It is extremely regrettable that no poetry whatsoever was read for the sake of pleasure in any of the twenty-four classes during the periods of observation.

DIAGNOSTIC AND REMEDIAL TEACHING.

In terms of diagnostic and remedial work, the students observed the following:

TABLE 80: DIAGNOSTIC AND REMEDIAL WORK - CODES T AND T/S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Testing		0	0	0	0	0	0	0	0	0	0	0
2. Diagnostic Work		0	0	0	0	0	0	0	0	0	0	0
3. Remedial work		0	0	3	0	0	0	0	0	0	0	0
4. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Testing		0	0	0	0	0	4	0
2. Diagnostic Work		0	0	0	0	0	0	0
3. Remedial work		0	0	0	0	0	0	0
4. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Testing		0	3	0	0	0	0
2. Diagnostic Work		0	0	0	0	0	0
3. Remedial work		0	0	0	0	0	0
4. Other		0	0	0	0	0	0

Comment:

Good teachers know that good teaching has as part of its planning and organisation, good testing. This was not observed during this period, with the exception of three of the twenty four classes.

It is important now to examine the teaching practice which the student teachers experienced when left to their own devices.

STUDENT TEACHER EXPERIENCE OF READING TEACHING: SELF-INITIATED LESSONS (CODE S).

It was noted earlier that theory without practice and practice devoid of underpinning theory is the antithesis of what teacher training programmes set out to achieve. Thus, teaching practice requires a partnership between the host teacher and the student teacher, ideally sharing ideas with each other.

Student teachers are often left to plan and teach lessons on their own, without the host teacher being consulted about the nature of the lesson or being present during the teaching of these lessons. This in itself is not an undesirable procedure. In this examination of the teaching of reading, however, it is worth noting how often student teachers who found themselves in this situation, chose to attempt reading teaching activities. Interesting too is the nature of the chosen activities. Given the realities facing them when left alone with a class of children, given the situation portrayed in the tables above, would the student teachers attempt reading teaching lessons of the type discussed thus far? The following tables provide some idea of the experience they gained in this situation.

SELF-INITIATED LESSONS: DEVELOPMENTAL READING.

TABLE 81: DEVELOPMENTAL LESSONS TAUGHT - CODE S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Using a graded reading scheme:		0	0	0	0	0	0	0	0	0	0	0
2. Using phonics:		0	0	0	0	0	0	0	0	0	0	0
3. Using flash cards:		0	0	0	0	0	0	0	0	0	0	0
4. Language master or other Mechanical devices:		0	0	0	0	0	0	0	0	0	0	0
5. No other developmental lessons or activities reported.												

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Using a graded reading scheme:		0	0	0	0	0	0	0
2. Using phonics:		0	0	0	0	0	0	0
3. Using flash cards:		0	0	0	0	0	0	0
4. Language master or other mechanical devices:		0	0	0	0	0	0	0
5. No other developmental lessons or activities reported.								

Year: 1990.

	Std	2	2	3	3	4	4
1. Using a graded reading scheme:		0	0	0	0	0	0
2. Using phonics:		0	0	0	0	0	0
3. Using flash cards:		0	0	0	0	0	0
4. Language master or other mechanical devices:		0	0	0	0	0	0
5. No other developmental lessons or activities reported.							

Comment.

Clearly, then, no student teachers attempted any lessons where developmental teaching strategies were required.

SELF-INITIATED LESSONS: FUNCTIONAL READING TEACHING.

The following tables illustrate the extent to which the student teachers initiated functional reading teaching lessons and activities.

TABLE 82: FUNCTIONAL READING LESSONS - CODE 5.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Teaching the children the importance of purpose:		0	0	0	0	0	0	0	0	0	0	0
2. Teaching/practising how to find/ locate information in:												
Directories		0	0	0	0	0	0	0	0	0	0	0
Yellow pages		0	0	0	0	0	1	0	0	0	0	0
Newspapers		0	0	0	0	0	5	0	0	0	0	0
Text books		0	0	0	2	3	1	0	0	0	0	2
Atlas		0	0	0	0	0	1	0	0	0	0	0
Brochures		0	0	0	0	0	0	0	0	0	0	0
Dictionary		0	0	0	0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0	0	0	0
3. Study methods eg SQ3R		0	0	0	0	0	0	0	1	0	0	0
4. Skimming exercises		1	0	0	0	0	0	1	0	0	0	0
5. Scanning exercises		0	0	0	0	0	0	0	0	0	0	0
6. Reading for main ideas		0	0	0	2	0	1	0	0	0	0	0
7. Reading for detail		0	0	0	0	0	0	0	0	2	0	0
8. Sequencing		0	0	0	0	0	0	0	0	0	0	0
9. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Teaching the children the importance of purpose:		0	0	0	0	0	0	3
2. Teaching/practising how to find/ locate information in:								
Directories		0	0	0	0	0	0	0
Yellow pages		0	0	0	0	0	0	0
Newspapers		0	0	0	1	0	0	0
Text books		0	0	0	1	0	2	2
Atlas		0	0	3	0	0	1	0
Brochures		0	0	0	0	0	0	1
Dictionary		0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0
3. Study methods eg SQ3R		0	0	0	0	0	0	0
4. Skimming exercises		0	0	0	0	0	0	0
5. Scanning exercises		0	0	0	0	0	2	0
6. Reading for main ideas		0	0	0	0	0	0	0
7. Reading for detail		1	0	0	1	0	0	0
8. Sequencing		0	0	0	0	0	0	0
9. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Teaching the children the importance of purpose:	0	0	0	0	0	0	0
2. Teaching/practising how to find/ locate information in:							
Directories	0	0	0	0	0	0	0
Yellow pages	0	0	0	0	0	0	0
Newspapers	0	0	0	0	0	0	0
Text books	0	0	0	3	0	0	0
Atlas	0	0	0	1	0	0	0
Brochures	0	0	0	0	0	0	0
Dictionary	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
3. Study methods eg SQ3R	0	0	0	0	1	0	0
4. Skimming exercises	0	0	0	0	1	0	0
5. Scanning exercises	0	0	0	0	0	0	0
6. Reading for main ideas	0	0	0	1	1	0	0
7. Reading for detail	0	0	0	0	0	0	0
8. Sequencing	0	0	0	0	0	0	0
9. Other	0	0	0	0	0	0	0

Comment.

Very little experience was gained by the student teachers in this important part of reading teaching at the senior primary level. Where student teachers did attempt a lesson, it was usually a 'one-off' experience without follow-up.

The reason for this has not been ascertained and could provide a worthwhile topic for further research. It is possible that the student teachers' theoretical training is not adequate, or that they lack confidence in themselves to try something with which the children are unfamiliar, or that they take their host teacher as a model and teach in the manner they observe. This situation also gives rise to the question of whether there may be a need for closer supervision or direction of the student teachers during teaching practice than is presently the case.

**TABLE 83: LESSONS IN WHICH THE IMPROVEMENT OF COMPREHENSION
 WAS THE STATED OBJECTIVE - CODE S.**

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Using conventional text-books.		0	0	0	0	0	0	0	0	0	0	0
2. Developing literal comprehension		0	0	0	0	0	0	0	0	0	0	3
3. Developing inferential skills		0	0	0	1	0	0	1	0	1	0	1
4. Developing evaluative skills		0	0	0	0	0	0	0	0	1	0	0
5. Dealing with fact and opinion		0	0	0	0	0	1	0	0	0	0	0
6. Cloze procedure work		1	0	0	1	1	1	1	1	1	0	1
7. Prediction exercises		0	0	0	0	0	0	1	0	0	0	0
8. Multiple choice		0	0	0	0	0	0	0	0	0	0	0
9. Poetry		0	0	0	0	0	0	0	0	0	0	0
10. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Using conventional text-books.		2	0	0	0	0	1	1
2. Developing literal comprehension		1	0	0	0	0	2	1
3. Developing inferential skills		1	0	0	0	0	1	1
4. Developing evaluative skills		2	0	0	0	0	1	1
5. Dealing with fact and opinion		2	0	0	0	0	0	1
6. Cloze procedure work		1	0	8	3	0	0	0
7. Prediction exercises		0	0	8	0	0	0	0
8. Multiple choice		0	0	0	0	0	0	0
9. Poetry		0	0	0	2	0	0	3
10. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Using conventional text-books.		0	0	0	0	0	0
2. Developing literal comprehension		2	1	0	1	0	0
3. Developing inferential skills		2	0	1	1	0	0
4. Developing evaluative skills		2	0	0	1	0	0
5. Dealing with fact and opinion		0	0	0	1	0	0
6. Cloze procedure work		2	0	1	1	1	2
7. Prediction exercises		0	0	0	0	0	0
8. Multiple choice		0	0	0	0	0	0
9. Poetry		0	0	0	0	0	0
10. Other		0	0	0	0	0	0

Comment

The most striking feature of these returns is the fact that many of the student teachers try a teaching procedure or activity once only. There are exceptions, but it appears as if student teachers do not experience using a procedure more than once.

The procedure tried most often is cloze procedure, possibly because the student teachers feel they can 'control' the lesson by easily managed guidelines.

It is noted how one student teacher organised no less than eight cloze procedure lessons during this four week period as well as three prediction exercises (Std 3 1989).

There can be no doubt from these returns that the experience gained in terms of reading teaching as listed here is inadequate.

To what extent did the student teachers teach lessons where the development of critical awareness or critical reading was the aim? Is there a traceable increase in this reading as the children move into the higher standards? The returns are not very promising.

 TABLE 84: DEVELOPING CRITICAL AWARENESS - CODE S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Comparative reading		0	0	0	0	0	0	0	1	0	0	0
2. Dealing with fact and opinion		0	0	0	0	0	0	0	0	0	0	0
3. Examination of inference		0	0	0	0	0	0	0	1	0	0	0
4. Questioning accuracy of text		0	0	0	0	0	0	0	1	0	0	0
5. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Comparative reading		0	0	0	0	0	2	0
2. Dealing with fact and opinion		0	0	0	0	0	2	0
3. Examination of inference		0	0	0	0	0	0	0
4. Questioning accuracy of text		0	0	0	0	0	0	0
5. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Comparative reading		0	0	0	2	1	0
2. Dealing with fact and opinion		0	0	0	2	0	0
3. Examination of inference		0	0	0	1	1	0
4. Questioning accuracy of text		0	0	0	2	1	0
5. Other		0	0	0	0	0	0

Comment

Only four students attempted lessons in this critical field - and then not very often. Only one student teacher gained a reasonable experience in this area, teaching seven lessons in the four week period (Std 3 1990).

The following tables dealing with other aspects of functional reading indicate that the experience gained was not good.

 TABLE 85: DEVELOPING READING SPEED - CODE S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Skimming exercise practice		0	0	0	0	0	0	0	0	0	0	1
2. Scanning exercise practice		0	0	0	0	0	0	0	0	0	0	0
3. Reading laboratory exercises		0	0	0	0	0	0	0	0	0	0	0
4. Mechanical devices		0	0	0	0	0	0	0	0	0	0	0
5. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989

	Std	2	2	3	3	4	4	5
1. Skimming exercise practice		0	0	0	0	0	0	0
2. Scanning exercise practice		0	0	0	0	0	1	0
3. Reading laboratory exercises		0	0	0	0	0	0	0
4. Mechanical devices		0	0	0	0	0	0	0
5. Other		0	0	0	0	0	0	0

Year: 1990.

		2	2	3	3	4	4
1. Skimming exercise practice		0	0	0	3	0	0
2. Scanning exercise practice		1	0	0	3	0	0
3. Reading laboratory exercises		0	0	0	1	0	0
4. Mechanical devices		0	0	0	0	0	0
5. Other		0	0	0	0	0	0

 TABLE 86: WORK WITH READING LABORATORIES - CODE S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. S.R.A.		1	0	0	0	0	0	0	0	0	0	0
2. Ward Lock		0	0	0	0	0	0	0	0	0	0	0
3. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. S.R.A.		0	0	1	0	0	0	0
2. Ward Lock		0	0	0	0	0	0	0
3. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. S.R.A.		0	0	0	0	0	0
2. Ward Lock		0	0	0	0	0	0
3. Other		0	0	0	0	0	0

 TABLE 87: OTHER FUNCTIONAL READING TEACHING - CODE S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Training in how to consult reference books		0	0	0	0	0	0	0	0	0	0	0
2. Training in how to use a library		0	0	0	0	0	0	0	0	0	0	0
3. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Training in how to consult reference books		0	0	0	0	0	0	3
2. Training in how to use a library		0	0	0	0	0	0	2
3. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1. Training in how to consult reference books		0	0	0	0	0	0
2. Training in how to use a library		0	0	0	0	0	0
3. Other		0	0	0	0	0	0

Comment.

It is clear from the information gained in Tables 85, 86 and 87, that apart from isolated lessons, the student teachers did not experience these aspects of teaching reading during teaching practice.

RECREATIONAL READING - CODE S.

To what extent did the student teachers gain experience in promoting recreational reading when left to their own devices? Table 88 provides some idea of what transpired.

TABLE 88: RECREATIONAL READING - CODE S.

Year: 1988.

	Std	2	2	2	3	3	3	3	4	4	5	5
1. Teacher reading class novel		1	1	0	6	7	5	0	2	5	0	0
2. Teacher conducting 'book sells'		0	0	0	0	0	0	0	0	0	0	3
3. Teacher reading - other (eg poetry, articles etc)		4	0	0	0	0	0	2	0	0	9	0
4. Silent reading - pupils (eg USSR)		0	0	0	1	0	0	0	0	0	0	5
5. Group novel reading		1	0	0	0	0	0	0	0	1	0	0
6. Group novel discussion		0	0	0	0	0	0	0	0	0	0	0
7. Listening to recorded novels		0	0	0	0	0	0	0	0	0	0	0
8. Book 'sells' by pupils		0	0	0	0	0	0	0	0	0	0	0
9. Reading aloud - whole class		0	0	0	0	0	0	0	0	0	0	0
10. Reading aloud - ring		1	0	0	0	0	0	0	0	0	0	0
11. Reading aloud - individual to teacher		0	0	0	0	0	0	0	0	0	0	0
12. Poetry		0	0	0	0	0	0	0	0	0	0	0
13. Other		0	0	0	0	0	0	0	0	0	0	0

Year: 1989.

	Std	2	2	3	3	4	4	5
1. Teacher reading class novel		17	7	0	0	0	2	0
2. Teacher conducting 'book sells'		0	0	0	4	1	0	0
3. Teacher reading - other (eg poetry, articles etc)		2	3	5	14	1	1	0
4. Silent reading - pupils (eg USSR)		0	1	0	2	0	0	0
5. Group novel reading		0	0	0	0	0	0	0
6. Group novel discussion		0	0	8	0	0	0	0
7. Listening to recorded novels		0	1	8	0	0	0	0
8. Book 'sells' by pupils		0	0	0	4	0	0	0
9. Reading aloud - whole class		0	0	0	0	0	0	0
10. Reading aloud - ring		0	0	0	0	0	0	0
11. Reading aloud - individual to teacher		0	0	0	1	0	0	0
12. Poetry		0	0	4	5	0	0	2
13. Other		0	0	0	0	0	0	0

Year: 1990.

	Std	2	2	3	3	4	4
1.	Teacher reading class novel	0	1	6	0	2	6
2.	Teacher conducting 'book sells'	0	0	0	0	0	0
3.	Teacher reading - other (eg poetry, articles etc)	0	2	0	0	0	0
4.	Silent reading - pupils (eg USSR)	0	7	0	0	0	15
5.	Group novel reading	0	0	0	0	0	0
6.	Group novel discussion	0	0	0	0	0	0
7.	Listening to recorded novels	0	0	0	0	0	0
8.	Book 'sells' by pupils	0	0	0	0	0	0
9.	Reading aloud - whole class	0	0	0	0	0	0
10.	Reading aloud - ring	0	0	0	0	0	0
11.	Reading aloud - individual to teacher	0	0	0	0	0	0
12.	Poetry	0	0	0	0	0	0
13.	Other	0	0	0	0	0	0

Comment:

While fourteen of the twenty four student teachers read to their classes, the table shows that their experience in promoting recreational reading was very inadequate and limited. Is it any wonder, then, that the promotion of recreational reading in schools continues to be a problem, for it is evident that student teachers are not trying different approaches during this formative stage of their teaching careers.

DIAGNOSTIC AND REMEDIAL WORK - CODE S.

The student teachers did not attempt any diagnostic or remedial reading teaching - a not surprising factor when one considers the limitations of their teaching practice experiences in reading teaching.

SUMMARY AND CONCLUSIONS.

In terms of

- (a) the observations made by the student teachers of their host teachers at work
- (b) the lessons or activities student teachers were asked or instructed to teach
- (c) the lessons or activities student teachers taught when given free choice

...it is clear that the experience they gain during teaching practice in terms of reading teaching is very limited and restricted.

The analysis produced by the three sets of student teachers provides enough evidence to indicate that the nature of reading teaching tuition is inadequate. Table 89 (page 274) combines the findings of the student teachers from 1988 to 1990. The data in this table presented as a summary is based on the teaching done by the host teacher (Code T) or the student teacher working with the host teacher (Code T/S). The reason for selecting these returns is to highlight what the student teachers experience when working in an 'apprentice' type situation where the influence of the teacher is most keenly felt.

There were twenty-four classes in all. In Table 89, Column A lists the *number of classes* in which a particular type of reading lesson was observed, even if it was only observed on a single occasion.

Column B shows Column A as a *percentage of the total number of classes*. Thus if a particular reading activity was observed being taught - even if once only - in twelve classes, Column B will record 50%.

Column C is the *total number of times a particular reading activity was observed in all of the classes where that activity was recorded as having been taught*. Thus if in three classes an activity was observed taught twice in the first class, three times in the second class and once in the third class, the total will be six.

Column D shows the *average number of times a particular activity was taught in the classes where that activity was observed*. In the example this means that if it was taught in three classes and was seen a total of six times, the average is two.

TABLE 89: OVERALL FREQUENCY OF READING ACTIVITIES OBSERVED IN TWENTY-FOUR CLASSES DURING SIXTY DAYS OF OBSERVATION.

	A	B	C	D
	No. classes	%	No. lessons	Average
1. Using a graded reading scheme:	3	12,5	4	1,3
2. Using phonics:	-	-	-	-
3. Using flash cards:	-	-	-	-
4. Language master or other mechanical devices:	-	-	-	-
5. Teaching the children the importance of purpose:	2	8,3	2	1,0
6. Teaching/practising how to find/ locate information in:				
Directories	-	-	-	-
Yellow Pages	-	-	-	-
Newspapers	-	-	-	-
Text books	6	25,0	23	3,8
Atlas	2	8,3	2	1,0
Brochures	-	-	-	-
Dictionary	2	8,3	2	1,0
Other	-	-	-	-

7.	Study methods eg SQ3R	-	-	-	-
8.	Skimming exercises	-	-	-	-
9.	Scanning exercises	-	-	-	-
10.	Reading for main ideas	3	12,5	5	1,7
11.	Reading for detail	8	33,3	12	1,5
12.	Sequencing	1	4,2	1	1,0
13.	Other				
14.	Using conventional text-books.	12	50,0	30	2,5
15.	Developing literal comprehension	11	45,8	26	2,4
16.	Developing inferential skills	5	20,8	13	2,6
17.	Developing evaluative skills	6	25,0	14	2,3
18.	Dealing with fact and opinion	1	4,2	1	1,0
19.	Cloze procedure work	1	4,2	1	1,0
20.	Prediction exercises	2	8,3	2	1,0
21.	Multiple choice	1	4,2	1	1,0
22.	Poetry	2	8,3	9	4,5
23.	Other	-	-	-	-
24.	Comparative reading	-	-	-	-
25.	Dealing with fact and opinion	-	-	-	-
26.	Examination of inference	3	12,5	3	1,0
27.	Questioning accuracy of text	2	8,3	2	1,0
28.	Other	-	-	-	-
29.	Skimming exercise practice	-	-	-	-
30.	Scanning exercise practice	1	4,2	2	2,0
31.	Reading laboratory exercises	3	12,5	9	3,0
32.	Mechanical devices	-	-	-	-
33.	Other	-	-	-	-
34.	S.R.A.	6	25,0	15	2,5
35.	Ward Lock	-	-	-	-
36.	Other	-	-	-	-
37.	Training in how to consult reference books	5	20,8	19	3,8
38.	Training in how to use a library	10	41,7	25	2,5
39.	Other	-	-	-	-
40.	Teacher reading class novel	5	20,8	10	2,0
41.	Teacher conducting 'book sells'	2	8,3	6	3,0
42.	Teacher reading - other (eg poetry, articles etc)	2	8,3	2	1,0
43.	Silent reading - pupils (eg USSR)	16	66,7	106	6,6
44.	Group novel reading	2	8,3	18	9,0
45.	Group novel discussion	3	12,5	8	2,6
46.	Listening to recorded novels	2	8,3	4	2,0
47.	Book 'sells' by pupils	-	-	-	-
48.	Reading aloud - whole class	4	16,7	11	2,8
49.	Reading aloud - ring	10	41,7	25	2,5
50.	Reading aloud - individual to teacher	7	29,2	20	2,9
51.	Poetry	-	-	-	-
52.	Other	-	-	-	-

53. Testing	2	8,3	7	3,5
54. Diagnostic Work				
55. Remedial work	1	4,2	3	3,0
56. Other	-	-	-	-

From this table it is possible to list the reading teaching activities taught in most classes as well as the frequency of teaching. Table 90 lists the activities taught in more than twenty-five percent of the sample, ranked in descending order.

TABLE 90: READING TEACHING ACTIVITIES TAUGHT IN MORE THAN 25% OF THE SAMPLE OF TWENTY-FOUR CLASSES.

	No. of classes	%	Average frequency
Silent reading (USSR)	16	66,7	6,6
Comprehension using text books	12	50,0	2,5
Developing literal comprehension	11	45,8	2,4
Training to use a library	10	41,7	2,5
Reading aloud -in a 'ring'	10	41,7	2,5
Reading for detail	8	33,3	1,5
Reading aloud to the teacher	7	29,2	2,9

These figures are very alarming. Only silent reading (USSR) was observed in more than half of the sample and it is the only activity used with a fair degree of frequency by the majority of teachers. However, children should be encouraged to read silently for a short period of time on a regular basis, (ideally time should be found each day for silent reading) and it could be argued that even an average frequency of 6,6 over a twenty school day period is too low.

It is also disconcerting to realise that in eight of the twenty-four classes, silent reading was not observed at all during the period of observation.

Also disturbing is how few kinds of reading teaching activities were seen being taught or used at all. Table 89 shows that no teachers in all of the classes were seen teaching or helping the children to acquire study skills, skimming and scanning techniques, or comparative reading.

Other important reading development and extension activities or lessons were observed in a minimal number of classes. Some examples of this include:

- * teaching the importance of establishing purpose
- * finding information in directories and dictionaries
- * reading for main ideas
- * dealing with fact and opinion
- * DART activities
- * the promotion of recreational reading, other than USSR.
- * testing and remedial teaching.

Put another way, it is sobering to reflect that none of these reading teaching activities were observed in the overwhelming majority of the classes.

The teaching of reading - improving reading skills and the promotion of recreational reading - is not something which can be done in isolated or brief periods of time. It requires teachers to teach and to promote reading throughout the year, across the curriculum. As in the case of learning to play and master a musical instrument, reading requires tuition and *regular* practice. It is imperative that such tuition and regular practice should have been observed in the selected senior primary classrooms during the month long periods. The survey over the periods of time in the three years reveals a situation which is extremely disturbing. It is clear that children in these senior primary classes are not being taught how to improve their functional reading skills and are given very little practice of these skills.

A further concern is that if student teachers model themselves on their host teachers or take on the norms of the schools in which they complete their teaching practice periods, it is very possible that the inadequate reading teaching programmes recorded here will be perpetuated as these student teachers take up posts as teachers in schools. It will be very difficult to break this cycle if training institutions, teachers, in-service trainers and education authorities do not work together to ensure that sound reading teaching programmes become a part of the everyday routine.

It was noted in chapter four how schools in England will be expected to play a greater part in the training of teachers. The concern expressed by Tann was reported at length. Tann expressed concern about teachers who "...weren't doing it right...". From the information gained from this survey of reading teaching in twenty four classrooms in the Eastern Cape, it is clear that a similar move here could prove to be a retrogressive step.

What did the student teachers have to say about their observations? Their insights are as valuable as any statistical data.

SOME COMMENTS ABOUT READING TEACHING.

Each student teacher was asked to show this quotation from the Bullock Report, cited in chapter one of this thesis, to their host teacher:

In the middle years there should be three major emphases. The first is to consolidate the work of the early years, and to give particular help to those children who for one reason or another have failed to make progress. The second is to maintain and extend the idea of reading as an activity which brings great pleasure and is a personal resource of limitless value. The third is to develop the pupils' reading from the general to the more specialised.

DES 1975: 115

The student teachers then asked their host teachers for their views on this quotation and included the responses in their subsequent assignments. The responses make interesting reading and may throw some light on the nature of the reading teaching activities taking place in the classroom.

Some of the comments included the following:

Example 1.

During the four weeks we only had two comprehension exercises. I took the class for a cloze procedure exercise....The response from the class was one of enthusiasm and they were eager to do another cloze procedure exercise...(but) My host-teacher did not favour this method of comprehension. His criticism was that the boys were only writing one-word answers, while he preferred the boys to write out full, complete sentences where (he could) test their grammar and punctuation.

Std 2 teacher.

Comment:

This statement reveals an appalling ignorance of the purpose of cloze procedure as well as illustrating that the host-teacher is confused as to purpose and means in terms of developing childrens' understanding of text.

It also reveals the problem for many student teachers of putting into practice the teaching theories which they have studied at college or university. As stated earlier, it is important that they be given these opportunities.

Example 2.

Although agreeing with the statement from the Bullock Report, my host teacher found that the biggest single problem in trying to (satisfy the criteria) was the lack of time. She very seldom found time to read to the class....the school did not have any period of USSR, but there was a mini-library in the classroom, and the children took books out of the school library once a week. Early finishers in particular were encouraged to read, if

there was no other work to be done. This means that only a certain proportion of the children ever get the chance to read in class - for the sake of reading.

Std 2 report.

Comment:

The question of seeing the teaching and promotion of reading as important for *all* the children seems a key one.

Example 3

My (host teacher) agrees with the statement, but quickly explained that the teaching of languages were his weak points. He was aware of the fact that silent reading is now seen as a very important part of the child's process of learning to read or rather developing (the child's) reading skills. In the past he had relied almost solely on the use of reading aloud in both groups and as a class, together with the conventional comprehension as presented in the prescribed text book...The text book was used extensively, in fact, with the exception of two or three English lessons, it was used every English period.

Std 3 report.

Comment:

Paffards' comment is appropriate and no further comment is necessary:

Textbooks can still be found intent on dinning into the heads of young secondary and even primary school children the parts of speech and irrelevancies of gender, case and mood in the face of all the research evidence that such knowledge gives them no useful skills.

Paffard 1978: 18

Example 4

I was fortunate enough...to have (a host teacher) who had recently completed a reading course... reading skills were practised across the curriculum... From the interview I had with my host teacher, the following strategies were both seen and practised in the classroom.

Reading is seen as a vital part in every child's education. Although "reading skills" are not timetabled as such, exercises involving reading activities are done frequently using current strategies.

(The) USSR scheme provides time for each child to develop their own reading ability, at their own pace.... it is also interesting to note that during a creative writing exercise in which the pupils had to draw up their own timetable, many of the children allocated much more than 15 minutes to silent reading.

Std 4 report.

Example 5.

I did not share the (quotation) with the English teacher, as I sensed that she might feel criticised if I asked leading questions, since so little reading teaching was done in her English classes.

I did, however, ask her what she thought about the reading (skills and otherwise) of (the) children and what she did about it. The answers were quite defensive. However, she thought that reading was obviously important, and (said) it was imperative that children be able to read properly. When referring to the Std 5 class I was observing, however, she maintained that there was not enough time in the programme to improve their reading abilities.

Basically, she was not interested in "wasting time" reading to the class, or, worse still, teaching them skills which would help them to improve their reading, let alone encourage them to read for the pleasure of it.

Std 5 report.

Other comments from the student teachers as they reflected on their experiences include the following:

A lot of children had a problems using their dictionaries - possibly due to the lack of practice in using them.

Std 2 report

There was a fair amount of emphasis on silent reading which the majority of the class seemed to enjoy.

Std 2 report.

There was no attempt whatsoever, made to develop critical awareness, and I do not believe that the children would ever question the veracity of the text presented to them.

Std 4 report.

During my third week at (school's name) it was 'Test Week'. For their reading test the children had to learn a passage and then come up and read it. I found this an artificial reflection...

Std 2 report.

As far as I am concerned there is little gain in answering questions such as "How many mattresses were there in the story of the princess and the pea?" or such-like, which no-one could remember or even cared to remember!

I cannot see any educational purpose for giving such a ridiculous exercise to intelligent pupils who were quite capable of handling something more stimulating and creative...

Std 3 report.

The student teachers' reports are very critical of the nature of reading teaching observed by them in the classrooms and the data examined thus far supports their criticism.

In the final analysis, perhaps it can be said that the exercise itself - that is, monitoring reading teaching over the three year period - was a worthwhile one for the student teachers themselves. One of them put it thus:

I really enjoyed this reading assignment. More than anything, I found this quite an 'eye-opener' to see how English Reading is put on 'hold' and where appropriate, fitted into the lesson planner.

Student teacher in a Std 2 class.

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CHAPTER 9: SUMMARY, CONCLUSION AND RECOMMENDATIONS.

1. A SYNOPSIS OF THE STUDY.

This study set out to examine the formal initial training of teachers with particular reference to reading teaching courses. It includes a consideration of the nature of reading teaching which student teachers experience in schools.

In noting the Bullock Report recommendation that there ought to be three emphases in reading teaching in the senior primary school (consolidation, reading for pleasure and reading becoming more specialised), it was clear from Roeder's American study that many institutions did not provide adequate courses in reading teaching that would equip teachers to implement such a recommendation. Reading courses in the United Kingdom prior to the 1980s tended to concentrate on beginning reading (Southgate 1981: 6). In South Africa little public research is available on reading teaching in English speaking senior primary schools or classes. However, Houghton-Hawksley's pioneering research on recreational reading in the primary school as well as McKellar's work on reading aloud in senior primary classrooms have in common the recommendation that teacher trainers consider the efficacy of the reading teaching courses provided in FITE programmes.

Models of the reading process such as those suggested by Drummond and Wignell or Harris and Sipay provide course developers with structures to plan reading teaching courses. At Rhodes University a reading course was developed over a period of four years and used for a period of six years (chapter two). This reading course is used in this study as the instrument for the further consideration of reading teaching courses for pre-service senior primary teachers.

Rather than conduct a broad survey of the nature of reading teaching courses at many institutions by way of a questionnaire - such as that completed in England by the Professional Association of Teachers in 1974 - it was decided to focus on reading teaching courses at six selected institutions, three in England and three in South Africa. It was the intention to identify, by way of such a study, factors which ought to be considered when developing a reading teaching course for pre-service teacher training.

Any attempt at describing FITE courses is hampered by change that takes place within institutions as well as a result of external forces that shape course structures and content. Accepting this to be the case, the strategy adopted in this study was to analyse reading teaching courses at a stated point in time.

In analysing reading teaching courses, one cannot do so *in vacuo*. For this reason a survey of some of the reports and research which affected reading teaching courses in England during the period 1972 to 1990 was conducted. Research conducted by Cook and Moyle in the mid 1970s provides a useful platform upon which further research can be built. Since then changes in pre-service training in England have been described by some as "dramatic" (Craft 1990:76), particularly as a result of the formation of the Council for Accreditation in Teacher Education (CATE), the Education Reform Act of 1988 and 'CATE 2' of November 1989.

In chapter five an analysis of three reading courses at the Oxford Polytechnic, Liverpool Institute of Higher Education and King Alfred's College is presented. This is followed in chapter six by a description of three courses at South African universities: the University of the Witwatersrand, University of Natal (Durban) and Rhodes University.

These course descriptions provide perspectives on reading teaching courses which facilitate the compilation of comparative tables. Course developers may wish to use this information to analyse their own reading teaching courses.

In chapter seven an evaluation of the reading teaching course developed at Rhodes University is presented. Noting that although reports of probationers in South Africa are not made available for public scrutiny, the DES reports The New Teacher in School (1982b and 1988c) nonetheless provide perspectives that are worth considering in terms of the needs of beginner teachers.

The evaluations of the Rhodes University reading course conducted in 1987 and 1989 provide interesting perspectives which have implications for course developers of reading teaching courses.

The study then makes use of the reading teaching syllabus as an instrument for assessing the nature and extent of reading teaching taking place in a sample of classrooms at senior primary level. The outcome of this assessment is a cause for considerable concern.

2. CONCLUSIONS.

The following conclusions emerge from this study. Chapter and page references are provided.

2.1 A survey of 860 colleges and universities in the United States of America showed that reading teaching courses at all but a few institutions were very brief (if offered at all)(chapter one: 12).

2.2 Reading courses in England prior to 1981 tended to focus on beginning reading (chapter one: 13).

- 2.3 There appeared to be a need for teacher training programmes in South Africa to place considerable emphasis on recreational reading (chapter one: 14).
- 2.4 Houghton-Hawksley's study recommended that pre-service student teachers in South African teacher training institutions should be required to read children's literature (chapter one: 15).
- 2.5 FITE courses cannot prepare teachers in such a way that qualifying teachers have all the skills and knowledge required for a lifetime of teaching (chapter two: 22).
- 2.6 FITE reading teaching courses in England do not always enjoy a history worth emulating (chapter three).
- 2.7 In the seventies the amount of contact time available for reading teaching courses in England averaged in the region of 38 - 39 hours (chapter three: 60-61).
- 2.8 In the seventies almost 70 per cent of tutors responsible for teaching reading had no appropriate qualification to do so (chapter three: 62).
- 2.9 When teacher training institutions increased the length of pre-service courses, language and reading teaching did not automatically gain additional time (chapter three: 66).
- 2.10 A spate of reports, publications, circulars and the Education Reform Act of 1987 resulted in many changes being introduced to FITE courses for primary teachers in England (chapter three: 71- 87 and all of chapter four).

- 2.11 All of the tutors interviewed in England in 1990 expressed concern about the effect recent developments (such as satisfying the CATE criteria) were having on professional studies and reading teaching courses in particular (chapter five: 148-157).
- 2.12 South African universities have a fairly long-standing involvement in pre-service teacher training courses, including primary teaching (chapter six: 158-159).
- 2.13 Course developers and curriculum planners in South African teacher training institutions have to conform to national criteria just as their colleagues in England and Wales have to (chapter six: 160-161).
- 2.14 An analysis of the amount of time allocated to English Professional Studies at the six institutions showed that courses ranged from 63 hours to 160 hours (chapter six: 207).
- 2.15 There was no pattern in the amount of time allocated to English Professional studies at the six institutions insofar as comparing English and South African institutions is concerned (chapter six: 207).
- 2.16 The amount of time allocated to reading teaching courses at the six institutions ranged from 15 to 64 hours (chapter six: 208).
- 2.17 The three institutions providing the *least* amount of time to reading teaching courses had *optional* courses in recreational reading (chapter six: 208).
- 2.18 At the South African institutions good coverage is provided in general background or theory in reading teaching, beginning reading, and reading development and extension (functional reading) (chapter six: 198-200).

- 2.19 At the South African institutions coverage of reading teaching in the following areas varies in terms of scheduled contact hours for all students: reading development and extension (recreational reading), the wide reading of children's literature, and testing and remediation (chapter six: 201-203).
- 2.20 Opportunities for student teachers to learn from extensive reading teaching experience during teaching practice appear to be fairly limited (chapter six: 204-205 and chapter eight).
- 2.21 In general terms the Bachelor of Primary Education degrees offered by the three South African institutions appear to be sound in terms of the balance between theory and practice. Professional Studies is a major course in each of the institutions (chapter six: 210).
- 2.22 The majority of tutors responsible for reading teaching courses in South African institutions tend to have secondary school qualifications and teaching experience - but have accumulated many years of tertiary experience (chapter six: 210).
- 2.23 In general terms, senior primary teachers qualifying at any of the three South African institutions which were examined are reasonably well qualified to teach reading at the senior primary level (chapter six: 210).
- 2.24 In England, only 43 per cent of probationary teachers felt that they had been well prepared during their initial training to teach reading in primary and middle schools (chapter seven: 214).
- 2.25 In the English Professional studies course at Rhodes University, the majority of students rated the course as being of interest and value to them and that the amount of time spent on this course was about right (chapter seven).

- 2.26 In terms of the Reading Course at Rhodes University, the majority rated the course as interesting and of value to them as prospective teachers (chapter seven).
- 2.27 Pre-service teachers require the assistance, leadership and role modelling of host teachers on teaching practice (chapter eight).
- 2.28 Very little consolidation of initial reading skills and abilities appears to be taking place in the sample of senior primary classrooms observed (chapter eight).
- 2.29 In the South African schools sampled there is almost total neglect of the development and extension of functional reading skills (chapter eight).
- 2.30 Recreational reading is not being promoted adequately in senior primary schools - except in the case of Uninterrupted Sustained Silent Reading programmes. The latter appears to be a part of the reading teaching programme in many schools who implement this as a result of the education authority officially recommending the practice (chapter eight).
- 2.31 Very little diagnostic and remedial reading work is done in the sample observed (chapter eight).
- 2.32 Even when student teachers are able to initiate and teach reading development and extension procedures, they appear not to do this if such procedures are not a part of the normal teaching programme of the classes with which they are associated (chapter eight).

3. RECOMMENDATIONS.

- 3.1 The aim of pre-service reading teaching courses should be to produce beginner teachers who are confident in their ability to teach reading (chapter two: 23).
- 3.2 The Bullock Report recommendation that 150 hours is the preferred amount of time allocated to the teaching of English appears to be well merited. Institutions should use this figure as a yardstick, with a reading course claiming at least 50 hours of this time (chapter 1: 12).
- 3.2 Pre-service reading teaching courses should be undertaken once the student teachers have considered the link between language and learning and understood that reading is but one part of the language studies spectrum (chapter two: 23-24).
- 3.3 Reading teaching courses for senior primary teachers need to include very much *more* than a consideration of initial reading teaching (chapter 2: 7 - 11). The pre-service reading teaching course for senior primary teachers should consist of two main strands: (a) reading development and extension - *functional reading* (b) reading development and extension - *recreational reading* (chapter two: 27-50).
- 3.4 Pre-service reading teaching courses should not have recreational reading or children's literature courses as an *option*. All student teachers qualifying to teach in the senior primary phase should complete such a reading course (chapters six: 206 and also 192, 195, 202, 206, 208,). Implementation of this single recommendation will do more to improve pre-service reading teaching courses than any other action.

- 3.5 Pre-service student teachers should be required to read a wide range of children's literature (chapter two).
- 3.6 Experience in reading teaching should be gained during teaching practice. Because of the inadequacy of reading teaching programmes in many senior primary schools (chapter eight), reading teaching tutors should consider how they could initiate such teaching by their student teachers during teaching practice. A system of monitoring this teaching as well as the possibility of introducing reading teaching case studies to their courses should be considered.
- 3.7 Further research should be conducted as to the nature and quality of reading teaching in senior primary schools (chapter eight: 252-264).
- 3.8 If further research about reading teaching in senior primary schools reveals that the situation is as unacceptable as the findings of this study suggest, education authorities and professional associations should initiate intensive in-service training so that the cycle of incompetence can be broken.
-

During the past decade the Department of Education and Science in England has had much to say about what ought to be done in terms of pre-service courses. Perhaps their wisest utterance is to be found in this final statement, which is quoted in full because of its balanced and sensible understanding of the complexities involved in pre-service training:

The training of a teacher is a complex undertaking, and one that should be seen as a continuous process occupying the full span of professional life. Building on what the students bring with them, good initial training sets out to lay firm foundations for a lifetime as a teacher that will stretch into a future at best only dimly perceived, and be carried out in a thousand and one different situations. The student's experience in this formative period will go far towards shaping his or her attitudes and understandings; it should provide a body of knowledge and a range of skills that will meet immediate professional needs; and it should encourage an open mind and a desire to go on learning and developing. The initial training system cannot give the teacher everything he or she will need as the years unfold, nor can it be expected to. The teacher is only at the beginning of what should be a process of continual professional growth and renewal... The success of the initial training system must be measured by the quality of the foundation it lays, and by the thoroughness with which it prepares students for their professional responsibilities.

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4

A SURVEY OF THE TOTAL READING PROGRAM

This is the third of three chapters that provide an overview of the total program of reading instruction. Readiness for reading was discussed in Chapter 2, and beginning reading in Chapter 3. The present chapter reviews the objectives of the reading program, briefly describes the later stages in reading instruction, discusses some special issues in the teaching of reading, and considers factors that influence the effectiveness of reading instruction.

I. OBJECTIVES OF READING INSTRUCTION

When teachers of reading are asked to state their objectives, the answers are frequently very general. Many teachers do not get beyond the statement that their aim is to help children become better readers. This praiseworthy desire is much too broad and vague to be helpful in the specifics of teaching.

It is important to be as definite as possible about educational objectives. Teachers who set up as a major objective the development of a love for reading as a form of recreation can find many different ways of working toward it, and each can achieve substantial success. But if developing a love for reading is not one of the teacher's goals, it is unlikely that her pupils will acquire such an attitude as a result of her efforts. Having the right goals and knowing what they are is the necessary first step in working out a sound reading program.

Some objectives should characterize the reading program as a whole. In setting down a list of eight major criteria of a sound reading program, the Year-

book Committee of the National Society for the Study of Education pointed out the interrelationship between the reading program and the school program as a whole and emphasized that reading must fit harmoniously into the total plan of a good educational program. According to this committee, a good reading program in elementary school

- 1) Is consciously directed toward specific valid ends which have been agreed upon by the entire school staff
- 2) Coordinates reading activities with other aids to child development
- 3) Recognizes that the child's development in reading is closely associated with his development in other language arts
- 4) At any given level, is part of a well-worked-out larger reading program extending throughout all the elementary and secondary school grades
- 5) Provides varied instruction and flexible requirements as a means of making adequate adjustments to the widely different reading needs of the pupils
- 6) Affords, at each level of advancement, adequate guidance of reading in all the various aspects of a broad program of instruction: basic instruction in reading, reading in the content fields, literature, and recreational or free reading
- 7) Makes special provisions for supplying the reading needs of cases of severe reading disability; in other words, the small proportion of pupils whose needs cannot be satisfied through a strong developmental program
- 8) Provides for frequent evaluation of the outcomes of a program and for such revisions as will strengthen the weaknesses discovered. (Whipple 1949)

These eight criteria well describe the broader aspects of the reading program. Each criterion needs to be spelled out in greater detail for its applications to be clear. These applications are developed in later chapters. At this point, it seems desirable to point out in expanded degree the meaning of the sixth criterion, which mentions different aspects of a broad reading program.

The teacher of reading wants his pupils to be able to read, to use reading effectively as a learning tool, and to enjoy and appreciate reading. Using somewhat more technical language, we can talk about developmental reading, functional reading, and recreational reading. Developmental reading activities are those in which the teacher's main purpose is to bring about an improvement in reading skills—activities in which learning to read is the main goal. Functional reading includes all reading in which the primary aim is to obtain information; in other words, reading to learn. Some writers prefer to call it study-type reading or work-type reading. Recreational reading consists of reading activities that have enjoyment, entertainment, and appreciation as major purposes.

A somewhat more detailed analysis of these three kinds of reading, stated as general outcomes in terms of learner behavior, is as follows:

I. Developmental Reading

A. Basic or facilitating skills. The learner

1. Has a large sight vocabulary
2. Flexibly uses a variety of skills to recognize and decode words
3. Reads silently with speed and fluency
4. Coordinates rate with comprehension
5. Reads orally with proper phrasing, expression, pitch, volume, and enunciation

B. Reading Comprehension

1. Vocabulary. The learner

- a. Has an extensive and accurate reading vocabulary
- b. Uses context effectively to
 - 1) determine the meaning of an unfamiliar word
 - 2) choose the appropriate meaning of a word
- c. Interprets figurative and nonliteral language

2. Literal comprehension. The learner

- a. Grasps the meaning and interrelatedness of increasingly larger units: phrase, sentence, paragraph, whole selection
- b. Understands and recalls stated main ideas
- c. Notes and recalls significant stated details
- d. Recognizes and recalls a stated series of events in correct sequence
- e. Notes and explains stated cause-effect relationships
- f. Finds answers to specific questions
- g. Follows printed directions accurately
- h. Skims to obtain a total expression

3. Inferential comprehension. The learner

- a. Understands and recalls inferred main ideas
- b. Notes and recalls significant inferred details
- c. Recognizes and recalls an inferred series of events in correct sequence
- d. Notes and explains inferred cause-effect relationships
- e. Anticipates and predicts outcomes
- f. Grasps the author's plan and intent
- g. Identifies the techniques authors use to create desired effects

4. Critical reading. The learner critically evaluates what is read.

5. Creative reading. The learner extrapolates from what is read to reach new ideas and conclusions.

II. Functional Reading

A. Locates needed reading material. The learner

1. Uses indexes
2. Uses tables of contents
3. Uses dictionaries

4. Uses encyclopedias

5. Uses other bibliographic aids

6. Skims in search for information

B. Comprehends informational material. The learner

1. Understands technical and specific vocabulary
2. Applies the general comprehension skills listed above
3. Uses the specific skills needed by special subject matter, e.g.,
 - a. Reading of arithmetic problems
 - b. Reading of maps, charts, and graphs
 - c. Conducting a science experiment from printed directions
4. Interprets headings, subheadings, marginal notes, and other study aids
5. Reads independently in the content subjects

C. Selects the material needed for a purpose

D. Records and organizes what is read. The learner

1. Takes useful notes
2. Summarizes
3. Outlines

E. Displays appropriate study skills and habits

III. Recreational Reading

A. Displays an interest in reading. The learner

1. Enjoys reading as a voluntary leisure-time activity
2. Selects appropriate reading matter
3. Satisfies interests and needs through reading

B. Improves and refines reading interests. The learner

1. Reads different kinds of material on a variety of topics
2. Reads materials that reflect mature interests
3. Achieves personal development through reading

C. Refines literary judgment and taste. The learner

1. Applies differential criteria for various literary forms
2. Appreciates style and beauty of language
3. Seeks for deeper symbolic messages

These three major kinds of reading cannot and should not be kept entirely separate. In a developmental lesson children must read material that is either recreational or functional in character. An enjoyable story may be used for the cultivation of particular reading skills, and developmental lessons should be planned to help pupils in their reading of content-subject material.

A sound reading program must have balance among the major kinds of reading. If the desire to read for fun is killed by an overemphasis on drills and exercises, one of the major aims of reading instruction is defeated and the result is the pathetic graduate who never opens a book after commencement. The relative balance changes grade by grade. For the beginner, nearly all reading activities

A NATIONAL SURVEY OF METHODS COURSES

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During the past decade, research studies have revealed that the teacher is one of the most important variables in reading instruction (1,3,4). Unfortunately, very few researchers have attempted to establish whether colleges and universities are preparing teachers to carry out this task.

When a teacher is graduated from an accredited institution and awarded some form of state certification, it is often assumed that he possesses at least a minimal understanding of how to teach reading. However, due to the variations which exist in institutional and state certification requirements, there is no guarantee that the graduates of all elementary education sequences have completed a course in reading methods. As a matter of fact, one researcher involved in this investigation received his baccalaureate degree in elementary education from an institution which required such courses as industrial arts (three hours), music methods (six hours), arts and crafts for classroom teachers (six hours), physical education (two hours), and marriage and family relations (three hours). When this graduate embarked upon his professional career, he was prepared consequently, to teach his fifth graders how to swim, sing, make puppets, build bird houses, play volleyball, settle family arguments, and weave baskets. Unfortunately, he was not prepared to teach his students how to analyze words, comprehend printed materials, or critically evaluate textbook selections. Somehow, his old alma mater had let him down; it had disregarded the most important R—reading. Although he had fulfilled all of the requirements for graduation and state certification, he and his contemporaries were never required to complete a course in the teaching of reading.

Instruction in reading methods was relegated to a two-week segment of a language arts course. It was sandwiched in among

creative writing, poetry, choral speaking, how to teach spelling, developing listening skills, teaching correct grammar, and letter writing. If a prospective teacher happened to be absent from the language arts sessions which dealt with the teaching of reading, he never met Dick and Jane, Jack and Janet, Tip and Mitten, or anyone else in the area of reading.

Succinctly stated, the purpose of this investigation was to ascertain how many colleges and universities throughout the United States require prospective elementary teachers to complete a course in the teaching of reading.

Procedures

Criteria. The colleges and universities which were included in this investigation met the following criteria:

1. Each institution offered an undergraduate elementary education sequence.
2. The undergraduate elementary education sequence was considered to be a major institutional offering.
3. Each institution was a four-year college or university.
4. In states where appropriate, each elementary education sequence was approved by the state education department.
5. The elementary education curriculum of each institution was regionally accredited by the appropriate regional accrediting commission.
6. The elementary education curriculum of each institution had functioned for a minimum of four years.

Population. Identification of the population which met the criteria established for this investigation was not an easy task. Reference sources (2,6,7) reported that in 1970 there were over twelve hundred approved teacher-education programs in the United States. This totally encompassing figure included: four-year colleges and universities, junior colleges, graduate offerings, undergraduate offerings, and all types of curricula from highly specialized areas of study, such as art and music, to miscellaneous elementary education sequences. Identification of the population was also impeded by erroneous and incomplete listings which appeared in the sources.

A total of 940 colleges and universities appeared to meet the criteria. All states and the District of Columbia were represented in this population.

Data collection. A questionnaire which requested data on several aspects of teacher preparation was mailed to the president of each institution. In most instances, the questionnaire was forwarded to the administrator who was directly responsible for the elementary

education curriculum. Two follow-up inquiries were mailed to non-respondents. A total of 97.3 percent (N=915) of the colleges and universities contacted responded. In 32 of the states, returns of 100 percent were recorded.

The willingness of respondents to return completed questionnaires was attributed to two factors. First, the questionnaire was as concise and unambiguous as possible; pretests eliminated any difficulties which had appeared to exist. Second, the correspondence which accompanied each questionnaire assumed the appearance of a personal request for information by printing the letters without the inside address, salutation, and signature. Later, matching type was used to insert the appropriate inside address and salutation. Finally, each letter was personally signed by one of the researchers.

Of the 915 responses which were received, 860 were usable, 9 provided insufficient data, 44 institutions reported that they did not offer undergraduate elementary education sequences, and 2 responses were received after the data were analyzed.

Analysis of the data. Approximately 18 percent (N=156) of the institutions which were surveyed did not report course work in semester hours; consequently, a conversion table was devised. It was based on a 3:2 ratio (quarter hours to semester hours) similar to the type of procedure which registrars use in establishing credit for transfer students. Other variations in reporting were resolved through the use of appropriate coding procedures.

Major Findings

It was gratifying to discover that the majority of colleges and universities which were surveyed required prospective elementary teachers to complete a course in the teaching of reading. As indicated in Table 1, most institutions also required prospective teachers to complete courses in language arts and children's literature.

Reading. Approximately 89 percent (88.6 percent/N=763) of the institutions which were surveyed required a course in the teaching of reading. Of the 143 (16.6 percent) institutions which combined the teaching of reading with another methods course, 110 institutions incorporated instruction in reading methods and language arts. It was interesting to note that only 42 of the institutions which combined these two courses allocated more than three semester hours of credit to the combined course.

Although it is not revealed in Table 1, approximately 3 percent (N=26) of the institutions which were surveyed offered highly specialized courses in reading, such as Reading for Urban Teachers and Diagnosis for Classroom Teachers

Related Findings

Language arts. Over 83 percent (83.2 percent/N=715) of the institutions which were surveyed required a course in language arts. As Table 1 indicates 256 (29.8 percent) of the institutions combined instruction in language arts with preparation in at least one other content area.

Children's literature. Although an understanding and appreciation of children's literature are essential to the teacher of reading, 19.4 percent (N=167) of the institutions did not require such a course.

Evaluation. Approximately 58 percent (57.7 percent/N=496) of the institutions surveyed did not require prospective teachers to complete a course in "tests and measures." Only 7.2 percent (N=62) of the institutions reported that this area of instruction was a major component of another course. These data raise an interesting question: If elementary teachers are expected to select, administer, score, interpret, and implement the findings of standardized and informal reading instruments, when and where is the necessary preparation obtained?

TABLE 1
Nationwide Summary of Specific Methods
Requirements for Classroom Teachers

Courses	No Hours		1 - 2 Hrs.		3 Hrs.		4 - 5 Hrs.	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
Reading Methods	86	10.0	118	13.7	408	47.4	68	7.9
Language Arts	102	11.8	181	21.1	237	27.6	27	3.1
Children's Lit.	167	19.4	162	18.8	397	46.2	23	2.7
Evaluation	496	57.7	104	12.1	153	17.8	10	1.2

Courses	6+ Hrs.		Combined		Unscorable*		TOTAL	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
Reading Methods	26	3.0	143	16.6	11	1.4	860	100.0
Language Arts	14	1.6	256	19.8	43	5.0	860	100.0
Children's Lit.	4	.5	63	7.3	44	5.2	860	100.0
Evaluation	2	.2	62	7.2	33	3.8	860	100.0

*Restricted choice or confused response

Limitations of the Research

In addition to the difficulties which were encountered in identifying the institutions which met the established criteria, two other limitations were noted. First, this investigation disregarded the preparation of those individuals who did not complete an elementary education sequence but who eventually became classroom teachers. Second, it was impossible to evaluate adequately the quality and content of the required reading methods courses.

Concluding Statement

Requiring a course in the teaching of reading is certainly not a panacea. Prospective teachers may sit through two, four, or six hours of instruction and remain virtually unchanged. Naturally, a great deal depends upon the quality of instruction and the commitment of the student. Requiring a course in reading methods or a related reading course, however, does have certain advantages. It emphasizes the importance of reading as an area of instruction, commits institutional and state funds for the financial support of the course or courses, and guarantees the appointment of faculty members to teach the courses.

Although the colleges and universities which were surveyed left little doubt that they were attempting to prepare elementary teachers to teach reading, perhaps they have not gone far enough. Ten percent of the institutions which were surveyed did not require students to complete a course in reading methods. Also, most of the 143 institutions which incorporated the teaching of reading with instruction in at least one other methods course did not allocate the amount of time and course credit which the combined course merited. Finally, while only 94 institutions required prospective teachers to complete more than three semester hours of course work in the teaching of reading, 133 institutions required more than three semester hours in art methods for classroom teachers; 152 institutions, more than three semester hours in music methods; 298 institutions, more than three hours in physical education; 252 institutions, more than three semester hours in religion and theology; and 124 institutions, more than three semester hours in geography.

It is difficult to comprehend why prospective elementary teachers should be required to complete an excessive number of hours in such subjects. Perhaps, though, requiring four or more hours in "religion" can be justified: if a beginning teacher is expected to teach reading and has not been adequately prepared for the task, he had better know how to pray.

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- (b) Sociological and psychological factors affecting communication
 - (i) accents and dialects; styles of print and writing; conventions of presentation; linguistic constraints in a multi-cultural society; attitudes and preconceptions; knowledge structures; motivations.
 - (ii) social context and style; comparative study of a range of texts; the kinds of writing required of children at school; the kinds of writing relevant to a teacher's professional role.
- (3) THE COMMUNICATIVE EVENT
 - (i) Strategies and tactics used in accomplishing communication goals.
 - (ii) Receptive organisation—information access and selection procedures.
- (4) SKILLS AND STRUCTURES
 - (a) Primary skills—Language substance.
 - (i) the sound system of English, with an emphasis on intonation, auditory perception and discrimination.
 - (ii) the graphic system of English, including punctuation, visual perception of letter shapes and groupings.
 - (iii) correspondences and anomalies in the sound and graphic systems. Auditory and visual association.
 - (b) Intermediate skills—Language form.
 - (i) Syntactic structures in speech and writing.
 - (ii) semantic structure: words and collocations
semantic relationships.
 - (iii) inter-sentential structures in speech and writing; the paragraph and beyond.
 - (iv) redundancy as a feature of natural language: context cues in reading and listening, writing and speaking, arising from redundancy; stochastic processes.
 - (c) Comprehension skills—Language function.
 - (i) kinds of comprehension—literal, interpretative, reorganisation, inferential, evaluative, appreciative, applicative.
 - (ii) factors affecting comprehension.
 - (a) reader/listener preconceptions; reader/listener goals.
 - (b) behaviour of speaker/writer: language variation (e.g. restricted codes); sensitivity to situations (e.g. registers, language for special purposes); awareness of audience—aiming at target groups of listeners/readers.
 - (iii) Aids to comprehension: questions; note-taking techniques, models and diagrams.
- (5) SELF-DEVELOPMENT, SKILLS AND STRATEGIES
 - (a) Developmental analysis and evaluation.
 - (b) Learning to use verbal skills in communication; self-evaluation, recording techniques and personal resource management.
 - (c) Interdependence of resources and skills: the limiting effect of deficiencies in either: techniques for overcoming transitory and developmental deficiencies.

(6) ORGANISATION OF LANGUAGE AND READING IN THE CURRICULUM

(a) Varieties of media for learning.

- A. Reading: reading schemes and workshops
subject-area textbooks and materials
other types of printed media
- B. Speech: the language of the teacher
verbal styles and strategies
recorded and broadcast speech
other varieties of spoken language
language interaction in group learning situations.

(b) Evaluation of media for learning.

- A. intelligibility, legibility, readability of media.
- B. analysis of content: logical and ideological.

(c) Language across the curriculum.

- (i) activities for developing the full range of language/reading behaviour in each curriculum area.
- (ii) organisation of learning situations within the normal curriculum.

(7) TEACHING THE INDIVIDUAL CHILD

- (i) Assessment of individual language and reading performance; record keeping.
Creative analysis of the child's idiolect, using the skills acquired earlier in the course.
- (ii) Devising of individual learning activities based on the assessment of analysis.
Assessment and selection of appropriate materials to match individual needs.
- (iii) Special individual problems in language and reading; an awareness of the various influencing factors.

(8) DEVELOPMENT OF THE LANGUAGE CURRICULUM

- (a) Evaluation of teaching materials and procedures in use.
- (b) Resource development.
 - (i) storage and retrieval systems for the teacher.
 - (ii) management of audio-visual resources.

REFERENCES

1. *Teacher Education and Training*: H.M.S.O.: 1972.
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DIGEST

The Education Reform Bill

The Secretary of State Mr Kenneth Baker introduced the Education Reform Bill into the House of Commons at 9.30 am on 20 November. This digest summarizes the 147 clauses in the Bill, except for the clauses on further and higher education which will be summarized in detail on 4 December. Further clauses are expected to be inserted into the Bill by the Government on charging and on bogus degrees.

Part I: Schools

Chapter I: the curriculum

The first chapter of the Bill (Clause 1 to 16) deals with general duties in respect of the school curriculum, the establishment of a national curriculum, and the approval of external qualifications and their associated syllabuses.

The Bill sets out the general purposes of the school curriculum – to promote the development of the pupil and society, and to prepare pupils for adult life. The Secretary of State, local education authorities, school governing bodies and head teachers are required to carry out their functions so that the curriculum for all maintained schools is broad and balanced, and supports these purposes. (Clause 1)

The Bill specifies certain common curriculum elements to be offered to pupils of compulsory school age by maintained schools, including grant-maintained schools, and to be known as the 'national curriculum'. These elements are

- the core subjects of mathematics, English and science
- the other foundation subjects of history, geography, technology, music, art, physical education and (for secondary pupils) a modern foreign language
- in respect of each of these subjects attainment targets, programmes of study and assessment arrangements, to be specified as appropriate, in relation to four key stages covering together the period of compulsory education. (Clauses 2, 3, and 4)
- in Wales, Welsh will be a core subject in Welsh-speaking schools and a foundation subject elsewhere, though the Secretary of State will have power to make exemptions.

The Bill provides for the establishment of the National Curriculum Council, the Curriculum Council for Wales and the School Examinations and Assessment Council. These will be given specific functions, some of which are currently exercised by the School Curriculum Development Committee and the Secondary Examinations Council. (Clauses 7, 8, 11 and Schedule 1)

A summary of the clauses of the Education Reform Bill presented to Parliament on 20 November and ordered to be printed.

Further copies of the digest can be obtained, price 25p, from Longman Journals, The Pinnacles, Fourth Avenue, Harlow, Essex.

The Secretary of State is required to establish and thereafter maintain the national curriculum, by making orders as he considers appropriate defining attainment targets, programmes of study and assessment arrangements as described above. He may also by order alter the lists of foundation subjects and key stages. In the case of these latter orders, and those concerning attainment targets and programmes of study, he must refer his proposals as respects England to the National Curriculum Council, who are to consult upon them and report their conclusions to him; he must thereafter publish the order in draft to allow further comment, before laying it before Parliament. The National Curriculum Council is also to keep the school curriculum under review, and to advise the Secretary of State on – and when requested by him, to participate in – programmes of research and development related to the school curriculum. (Clauses 3, 4, 7, 11 and 14)

There are separate order making powers for Wales, where the Secretary of State is required to conduct consultations and to consult the Curriculum Council for Wales, to be established under the Bill, before publishing the order in draft to allow further comment, and then laying it before Parliament. (Clause 12)

The orders defining the national curriculum may specify modifications in particular circumstances, and statutory statements of special educational need may modify how the requirements of the national curriculum should apply for individual pupils with such statements. (Clauses 4 and 10)

There is specific provision for the Secretary of State to disapply the national curriculum, or to modify how it will apply, in individual schools to enable curriculum development work to take place. (Clause 9)

Only external qualifications approved by the Secretary of State may be offered in maintained schools to pupils of compulsory school age. Approval of the asso-

ciated syllabuses will be delegated to a body designated by the Secretary of State. The Bill provides similar reserve powers over qualifications offered to all up to the age of 19 in full-time education. (Clauses 5, 7 and 13)

Local education authorities, school governors and head teachers must exercise their functions to secure that the national curriculum is implemented in all maintained schools; that only approved qualifications are offered to pupils; and that the requirements of the 1944 Education Act in respect of religious instruction are complied with. Until such date as the national curriculum has been established for any core or foundation subject it is to be taught for a reasonable time in every maintained school. (Clause 6)

The Bill gives the Secretary of State powers to make regulations governing information to be made available either generally or to particular people about schools, the curriculum and assessment arrangements and the results of assessment. The regulations are to be made following consultation, and will be subject to Parliamentary approval. (Clause 14)

Local education authorities are to establish arrangements, following consultation with the governing bodies of voluntary aided schools and having obtained the Secretary of State's approval, for the consideration and resolution of complaints in relation to the national curriculum, the provision of religious education, the use of external qualifications and the provision of information, in respect of schools which they maintain. Complaints about the actions of LEAs, governors or head teachers must be considered under this machinery before the Secretary of State can consider them under Sections 68 and 99 of the Education Act 1944. (Clause 15). Clause 41 makes similar provisions for dealing with complaints in respect of grant-maintained schools.

Chapter II: Admission of pupils to schools

Chapter II (Clauses 17 to 22) sets out the provisions which will ensure that school's admission limits are not set at a level lower than they are physically capable of accommodating. Every school has a standard number, which is either the number of pupils admitted in 1979 or, for schools established since then, the number fixed when they came into being. If the number of pupils admitted in the year before the legislation takes effect is higher, that will become the standard number for the school. The admissions authority (generally the local education authority in the case of county and voluntary controlled schools, and the school governors in the case of voluntary aided school) will be

required to set the admissions limit at a level no lower than the school's standard number. (Clause 17 (1), (2), (3) and Clause 18)

If whichever of the school's governing body or local education authority is not responsible for admissions considers that a school has room to admit at a higher level, they may propose to the admissions authority that the admissions limit should be raised. If the admissions authority rejects this proposal, the authority which made it may apply to the Secretary of State for an order raising the relevant standard number. (Clause 17(4) - (9))

If the admissions authority consider that the school's physical capacity cannot accommodate admissions at the level of the standard number, they may after consultation apply to the Secretary of State for an order reducing the standard number. This application must take the form of published statutory proposals. Publication will be followed by a period of two months during which objections may be made. The Secretary of State may either make an order as requested, refuse to make an order, or, after consultation, make an order specifying an admissions limit between the limit requested and the standard number. (Clause 19)

The admissions authority must keep standard numbers under review in the light of any changes in the school's physical capacity (Clause 18). The Bill specifies the circumstances in which a school's capacity can be regarded as having changed. (Clause 22)

Chapter III: School finance and staff

Chapter III (Clauses 23 to 36) sets out provisions for the annual determination by local education authorities of the financing of each county and voluntary school they maintain, and for delegating to certain school governing bodies the responsibility for important aspects of financial management and the appointment of staff.

All local education authorities will be required to prepare, and submit to the Secretary of State for his approval, a scheme setting out the means they will use each year to allocate their aggregated schools expenditure between all the county and voluntary schools they maintain (Clause 23). "Aggregated schools expenditure" means all expenditure attributable to schools apart from capital spending, expenditure financed by specific grants from central government, and expenditure on certain other centrally-provided services. The schemes must provide for resources to be allocated between schools by means of a formula, and among the factors which the formulae allow for must be the number and ages of each school's pupils. The formula may also make allowance for other special factors. (Clause 27)

The schemes must also include details of the authority's arrangements for delegating to governing bodies of all secondary schools and primary schools with more than 200 pupils responsibility for managing their school's budget share.

Local education authorities will be free to delegate to other schools - for example, special schools or smaller primary schools - if they wish. In addition, the Secretary of State will have the power to require the extension of delegation to other types of school (Clauses 30 and 32). The authority will be able to set out in the scheme certain conditions, relating for example to the management of the budget and to the keeping and audit of accounts, which the governors of schools with delegated budgets must observe (Clause 28). Governors may, if they wish, delegate responsibility to the head teacher. Local education authorities may suspend a governing body's right to a delegated budget if they appear to be mismanaging it; if they do so, they must review the suspension annually, taking into account anything the governing body may tell them, and revoke the suspension as soon as it appears appropriate to do so. The governing body may appeal to the Secretary of State against withdrawal of delegation. (Clause 26)

The Secretary of State may specify a date by when schemes must be submitted to him, and may issue guidance to local education authorities on the preparation of schemes. When a scheme has been submitted to him, he may approve it, reject it or, after consulting the authority, approve it with modifications. If an authority does not submit a scheme by the required date, or submits one which does not comply with the guidelines, and cannot be modified to do so, the Secretary of State will have the power to impose his own scheme. He will also be able to vary approved schemes (Clause 24). The local education authority must publish its approved scheme when it comes into force; it must also publish each year - and make available to all governing bodies - specified financial information about its overall schools budget and each school's share (Clause 31). Until schemes come into effect, financial information and limited financial delegation requirements corresponding to those introduced by section 29 of the Education (No 2) Act 1986 will apply; and these limited delegation requirements will apply, after schemes come into effect, to schools without delegated budgets. (Clause 35)

The governing bodies of schools with delegated budgets will also be responsible for deciding, within the total resources available to them, how many teaching and non-teaching staff should work at the school, and will have greatly increased powers in respect of appointments, suspensions and dismissals (Clause 33 and Schedule 2). In county, controlled and special agreement schools, when selecting a new head or deputy, governing bodies will have to set up a formal selection panel and advertise nationally. Governing bodies may delegate their responsibility for selecting other staff to one or more governors and/or the head teacher.

In fulfilling their responsibilities in relation to the selection of teaching staff, governing bodies must consider any

advice offered to them by the chief education officer and the head teacher, who have the right to attend relevant meetings and to offer advice. When selecting staff other than a head or deputy, governing bodies must include among those they consider teachers whose names have been put forward by the local education authority. In general, costs incurred in relation to the provision of teaching and non-teaching staff at a school with a delegated budget will be met from that budget; but costs arising from dismissal or premature retirement will need to be met by the local education authority from outside the school's delegated budget unless the local education authority has good reasons for deducting these costs from the budget. The position of aided schools, where the staff are employed by the governors, is covered in Clause 34.

Chapter IV: Grant-maintained schools

Chapter IV (Clauses 37 to 78) sets out the arrangements for the establishment, maintenance and discontinuance of grant-maintained schools.

It will be open to the governing body of any county or voluntary secondary school, or any such primary school with more than 300 pupils, to initiate procedures leading to an application to the Secretary of State for grant-maintained status. A ballot of parents on the question whether such a change of status should be sought must be held within three months of the governing body's resolving to do so, or of their receiving a written request to do so signed by a number of parents equal to at least 20 per cent of the number of registered pupils at the school. Once they have passed such a resolution or received such a request, the governing body must notify the local education authority and, in the case of a voluntary school, the trustees (Clause 44). The ballot must be a secret postal ballot.

The arrangements will be the responsibility of the governing body, who will be able to seek reimbursement of all or part of the costs of the ballot from the Secretary of State (Clause 45). If the ballot shows that a majority of parents voting are in favour, the governing body must within six months publish proposals for the acquisition of grant-maintained status. The proposals will have to contain specified information about the existing school; about the proposed grant-maintained school, including information about the proposed governing body of the school; and about the way in which objections to the proposals may be made. After a period of two months has elapsed, during which objections may be submitted, the proposals will be considered by the Secretary of State who may reject them, approve them or, after consultation with the governing body of the existing school, approve them with modifications. (Clause 46)

If a school's proposals for the acquisition of grant-maintained status coincide with proposals made under section 12 or 13 of the Education Act 1980 affecting the school, the Secretary of State will consider

both sets of proposals together but will reach a decision on the application for grant-maintained status first. (Clause 55)

If the Secretary of State approves a school's proposals for the acquisition of grant-maintained status, he will make an instrument and articles of government. The instrument will provide for the constitution, proceedings and tenure of office of the governing body (Clauses 38, 39 and 40). The governing body of a grant-maintained school will consist of five elected parent governors, one or two elected teacher governors, the head teacher and a sufficient number of "first" governors (in the case of ex-county schools) or "foundation" governors (in the case of ex-voluntary schools) to outnumber the other governors; at least two first or foundation governors must be parents at the time they take office. The instrument of government may provide for the Secretary of State to appoint up to two additional governors if the governing body appears to be failing to manage the school adequately, and for him to have the power to appoint two vacancies among first (but not foundation) governors if the governing body appears unwilling or unable to fill such vacancies. The articles will set out the functions of the Secretary of State and the governors in relation to the school, and will include details of the school's admissions policy; its arrangements for securing the implementation of the national curriculum; and the procedures for dealing with parents' complaints or appeals. (Clause 42)

On the date on which approved proposals for the acquisition of grant-maintained status are implemented, the premises will transfer from the former maintaining authority to the governing body of the school, and the duty of that authority to maintain the school will cease (Clause 56). On the same date, the staff employed at the school will transfer, without any break of service, to the employment of the grant-maintained school (Clause 57). In any period during which procedures for acquiring grant-maintained status are in operation, the maintaining authority will be prohibited from disposing of any of the school's assets without the consent of the governing body or the Secretary of State, depending upon the value of the asset (Clause 58) or appointing or dismissing staff without the governing body's agreement. (Clause 59)

The governors of a grant-maintained school will be required to conduct their school in accordance with the requirements of the articles of government. The school must be of the same character as that which it had before acquiring grant-maintained status, and will be subject to the same prohibitions on the charging of fees as schools maintained by local education authorities (Clause 41). If the governors of a grant-maintained school wish to change the character of the school or to enlarge its premises significantly, they must publish statutory proposals, to which objection may be made, for determination by the Secretary of State

(Clauses 64 and 65). The governors of a grant-maintained school will not be empowered to borrow money; and they will be required to secure the Secretary of State's consent before disposing of any assets of the school. In granting consent, the Secretary of State may require the asset to be transferred, or a sum of money in respect of it to be paid, to the local education authority if it had been the previous owner. (Clauses 41 and 76)

The Secretary of State will be required to pay to the governors of a grant-maintained school annual maintenance grant in respect of the school's running costs. He will also have the power to pay grant at the rate of 100 per cent on capital expenditure, and to pay grants in relation to certain other types of expenditure. The Secretary of State will be required to make regulations which will specify the details of the determination and payment of grants (Clause 60). The Secretary of State will be able to require a local education authority to make payments to him in respect of the maintenance grant paid to a grant-maintained school for which it had previously been responsible (Clause 61). To enable the Secretary of State to fix the grant payable to a grant-maintained school in the period before local education authorities' schemes for allocation by formula are in force, each local education authority will be required to publish annually information about its total schools expenditure, and the amount attributable to each school. (Clause 62)

The local education authority which formerly maintained a grant-maintained school will retain responsibility for the provision of certain services and benefits to pupils at the school. In meeting these responsibilities, the authority will be required to treat pupils at the grant-maintained school no less favourably than pupils at schools maintained by them. (Clause 75)

If the governing body of a grant-maintained school wish to discontinue the school, they will be required to publish proposals, to which objection may be made, for determination by the Secretary of State (Clause 67). If the Secretary of State wishes to discontinue a grant-maintained school, he may do so by giving not less than five years' notice to the governing body of his intention to cease to maintain the school, after consultation with them and with the relevant local education authority. He may give shorter notice if he is satisfied that the school is no longer educationally or financially viable, or that the governing body is failing substantially in its duties (Clause 68)

Once proposals for discontinuance have been approved, or the Secretary of State has given notice of closure, he may make a winding-up order which will specify the timetable for winding up, the actions to be taken, arrangements for the transfer or reversion of property and other assets and the discharge of liabilities. Grants may be paid by the Secretary of State to the governing body for the purpose of discharging any debts, liabilities or other costs of winding up the school. In

certain circumstances, compensation for capital expenditure would be payable after winding up; and, if the premises were sold, the Secretary of State could seek from any proceeds of sale accruing to the local education authority compensation for grant paid in respect of winding-up costs (Clauses 69-74). The Education Assets Board will have responsibilities in relation to any transfer of assets by a grant-maintained school, and for transfers connected with the establishment or discontinuance of a grant-maintained school (Clauses 127 and 128 and Schedule 8)

Chapter V: Miscellaneous

Collective worship

Chapter V (Clauses 79 and 80) amends the existing law on collective worship in schools and makes certain provisions for the establishment of city technology colleges. All pupils in maintained schools are required to attend an act of collective worship in each school day, unless withdrawn at their parents' request. The Bill proposes (Clause 79) to modify the existing requirement that this should be a single act of worship for all pupils (unless the premises make this impracticable), held at the beginning of the day. It is proposed that headteachers, after consultation with their governors, will be able to provide for either a single act or separate acts of collective worship for groups of pupils, held at any time during the school day. Collective worship in maintained county schools must continue to be non-denominational. The provisions will come into force immediately after the Bill receives Royal Assent.

City technology colleges

Clause 80 will enable the Secretary of State to enter into long-term agreements for the funding of city technology colleges. Both capital and recurrent costs will be covered. Capital costs will be shared between the Secretary of State and the bodies responsible for running CTCs. Normal school running costs will be met entirely by the Secretary of State. Costs will be in line with similar costs in maintained schools, and will be based on the number of pupils recruited. CTC bodies will be bound by undertakings to run colleges in line with conditions and requirements laid down by the Secretary of State.

Public expenditure will be protected by conditions in funding agreements which make CTC bodies accountable for the grant which they receive and for the capital assets which are vested in them. CTC bodies will be indemnified against expenditure which they might otherwise incur in the event of the termination of an agreement by the Secretary of State where the CTC is not itself in default of the conditions imposed.

The clause will come into effect upon Royal Assent and will be the basis of funding agreements as they are drawn up.

Part II: Higher and further education

This part of the Bill deals with the transfer of polytechnics and major colleges out of LEA control. It sets up the Universities Funding Council and the Polytechnics and Colleges Funding Council. It redefines higher and further education and re-imposes a duty on each LEA to provide further education to meet the needs of its area. Clauses 96 to 109 require LEAs to delegate financial and other powers to colleges and reform the size and composition of governing bodies. (Clauses 81 to 113)

Part III: Education in inner London

Part III of the Bill (Clauses 114-125) provides for the transfer of responsibility for education in the area of an inner London borough or the City of London from the Inner London Education Authority (ILEA) to the council of that borough (or the Common Council of the City of London).

Boroughs wishing to take over responsibility for education will be required to make an application to do so to the Secretary of State. Such applications must explain how the borough intends to carry out its statutory functions as an LEA. Boroughs may apply to opt out from 1 April 1990 or 1 April in any subsequent year.

The Bill sets out certain requirements for applications to opt out. They must be submitted in writing, by a deadline to be set by the Secretary of State, and copied to ILEA. Notice of the application must be published and copies made available for inspection by the general public. The borough must include with the application a full list of the property owned or leased by ILEA which it regards as necessary to carry out the functions of an LEA for its area. One month is allowed for objections to the application. (Clause 114)

Once the Secretary of State has considered an application and any objections to it, he must make his decision on the application known to the borough and to ILEA. If he has approved the application, he will then lay an order before Parliament (by Statutory Instrument subject to the affirmative resolution procedure) transferring responsibility from ILEA to the borough. The order, if approved by Parliament, will come into effect on 1 April 1990 or 1 April of a subsequent year as directed.

If eight or more boroughs have successfully applied to opt out, leaving ILEA serving the area of five or fewer boroughs, the Secretary of State may, by affirmative resolution order, require the remaining boroughs to take over responsibility for education. The Secretary of State is required to publish notice of his intention to lay an order; one month is allowed for objections. The Secretary of State may establish a residuary body (along the lines of the London Residuary Body set up under the Local Government Act 1985 to assist with the abolition of the GLC). (Clause 115)

When an order transferring education responsibilities comes into effect, ILEA members elected for the area of that borough will cease to hold office. ILEA will be required to form a new education committee (for which it must seek the Secretary of State's approval, under the 1944 Education Act). Governors of schools in the borough, who have been either appointed by ILEA or co-opted on to the governing body, will also cease to hold office, although the new LEA or the governors, as appropriate, may choose to reappoint them. At the time of the transfer, the borough will be required to maintain all the schools which it inherits; it will subsequently be subject to the usual statutory requirements if it wishes to close or alter the status of a school. (Clauses 116 & 117)

When a borough is preparing an application to opt out, ILEA will be required to provide such information as the borough may need to complete that application. ILEA will also be required to furnish the borough with information which it requests after its application has been approved, and during its first year of responsibility as an LEA, to enable it to carry out that responsibility. (Clause 123)

The Secretary of State is responsible, once he has approved an application to opt out, for deciding which property should transfer to the borough. Rights and liabilities associated with property will be transferred with the property. The Secretary of State will be able to determine the terms of transfers which will be made by order under the negative resolution procedure. (Clause 118)

Staff who are working for ILEA at the time a borough opts out may be transferred to the employment of the new borough LEA. Staff transfer orders, specifying which staff should be so transferred, will be made by order subject to the negative resolution procedure. (Clause 119)

On 22 July 1987, the Secretary of State told the House of Commons that he would be taking powers to require ILEA to seek his consent to all disposals of land and to the letting of contracts worth over £15,000 from midnight on that day. The Bill gives effect to that statement. Once a borough has sent an application to opt out to the Secretary of State, ILEA will also be required to seek the borough's consent to disposals of land and letting of contracts worth over £15,000. These provisions parallel those for the transfer of higher education sites and buildings. (Clauses 120 and 121)

If ILEA disposes of land in contravention of these provisions, the boroughs will be able to serve a compulsory purchase order in relation to the property, subject to the usual procedure for making such orders. Similarly, if ILEA lets contracts without seeking consent, the aggrieved council will be able to repudiate that contract. (Clause 122)

The Bill will repeal Section 22 of the Local Government Act 1985, which enabled the Secretary of State to review the operation of ILEA before 31 March 1991. (Schedule 10 paragraph 28)

Part IV: Miscellaneous and general

Education Assets Board

The establishment and functions of the EAB are covered by Clauses 126 to 129. The board will have a chairman and between two and ten other members, all appointed by the Secretary of State. It will appoint its own staff. The EAB will act on behalf of the grant-maintained schools and polytechnics and colleges to be incorporated under the provisions of Parts I and II of the Bill to ensure that all the relevant property, rights and liabilities transfer to them from the LEA concerned.

Clause 95 (see paragraph 44 above) requires LEAs to secure the consent of the Secretary of State before disposing of land and buildings, or an interest in them, relating to the polytechnics and certain colleges of higher education. If any LEA makes a disposal without such consent, the EAB will have power to repudiate contracts in the name of the LEA, where the disposal has not yet been carried out or to acquire back the land compulsorily for the institution concerned, in cases where the contract for disposal has been put into effect. The EAB will be able to recover the cost of compulsory purchases from the LEA.

Academic tenure

Academic tenure is covered by Clauses 130 to 136. There will be provision for University Commissioners to be appointed (Clause 130) to amend where necessary the statutes of universities and their colleges and some other grant-aided institutions that award degrees in order to provide, in respect of academic and related staff, for:

- staff whose appointments are made or who enter into contracts after 20 November 1987 not to be protected from dismissal on grounds of redundancy or financial exigency (Clauses 131 and 132);
- dismissal for inefficiency in the future (Clauses 131 and 132);
- appropriate procedures governing dismissals and appeals (Clauses 131 and 132);
- removal of the exclusive jurisdiction of the Visitor in relation to wrongful dismissal so that university staff may bring actions in the Courts for such dismissal in the same way as the great majority of other employees (Clause 134). The Bill also provides for the amendment of charters or Acts of Parliament by Order in Council where this is necessary or expedient.

Miscellaneous and supplementary provisions

Clauses 137 and 140-147 make necessary consequential and supplementary provisions and define certain terms for the purpose of the Bill. Clause 138 brings to an end LEA no redundancy agreements and prevents LEA's fettering the discretion of governing bodies over compensation.



Department of Education and Science

Elizabeth House
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Circular No 24/89
10 November 1989

Circular No 59/89
(Welsh Office)

To: Local Education Authorities

All institutions which provide courses of Initial Training for Teaching; Universities concerned with the validation of courses of teacher education and training; Council for National Academic Awards

INITIAL TEACHER TRAINING: APPROVAL OF COURSES

Introduction

1. This Circular replaces DES Circular 3/84 and Welsh Office Circular 21/84. It introduces new criteria and new arrangements for the accreditation of courses of initial teacher training (ITT) and their approval under Schedule 5 of the Education (Teachers) Regulations 1989 (S.I. 1989 No 1314). A parallel Circular will be issued in Northern Ireland.
2. The accreditation of ITT courses is separate from their academic validation. Accreditation is concerned with the suitability of courses as a professional preparation for teachers. The approval given by the Secretary of State following accreditation entitles students successfully completing a course to qualified teacher status (QTS). In turn this allows them to be employed as teachers in maintained schools.
3. The Government published in May 1989 a consultation document on future arrangements for the accreditation of ITT courses. The new arrangements and new criteria have been prepared in the light of the responses to the consultation document.

Council for the Accreditation of Teacher Education

4. The present accreditation system was set up in 1984. DES Circular 3/84 (Welsh Office Circular 21/84) announced the establishment of the Council for the Accreditation of Teacher Education (CATE). The Council was asked to undertake an initial scrutiny of all courses of initial teacher training against the Government's criteria which were published as the annex to the Circular. To help CATE in its work all initial teacher training institutions were visited and reported on by HMI.
5. Since 1984 the Council has scrutinised over 300 individual courses for compliance with the criteria, meeting representatives of each institution and advising the Secretaries of State on whether the Government's criteria are met.

Accreditation procedure

10. New courses will normally be considered first by the appropriate local committee, which will scrutinise them in the light of the new criteria and commentary and any guidance on points of principle or precedent issued by CATE. If the local committee recommend a course for approval it will then be considered by CATE who if they agree with the recommendation will submit the course to the Secretary of State for his approval.
 11. Local committees will keep existing courses under review and will need to establish a programme for doing so. Institutions should not delay for this but should begin to adapt their existing courses to meet the new criteria as soon as possible. Where they consider that substantial changes are required they should consult their local committee, who may in turn wish to consult CATE, as to whether the changes proposed are of such magnitude that the course should be submitted for re-accreditation.
 12. As well as scrutinising all new courses in the light of local committee reports, the Secretaries of State expect that CATE will wish to call in each year a sample of existing courses for direct review.
 13. In the initial stages of the operation of the new procedure, CATE will negotiate a gradual transfer of responsibility to local committees for certain aspects of the criteria. For some aspects the transfer may be immediate and for others it may be delayed until the new system is working smoothly. CATE will also supervise the work of local committees to ensure consistency in their approach and will advise local committees on points on which they seek advice.
 14. The Government intends to review the local committee arrangements after they have been in operation for two years.
- ## Revised criteria
15. The revised criteria are set out in annex A to this Circular. They come into force on 1 January 1990. Guidance for institutions on their interpretation and implementation is offered in the commentary at annex B.
 16. The revised criteria are intended to be clearer in form and content than their predecessors. They are also directed more towards outputs: towards statements of what students should be able to show they know, understand and can do by the end of their training.
 17. The criteria and commentary throughout reflect the importance of the National Curriculum and the need for newly-trained teachers to be able to contribute to its delivery on entering employment. As the subjects of the National Curriculum are developed, institutions should review their course content to ensure that this need is being met, and that their courses are in line with the statutory documents, and with the non-statutory guidance which will be available from the National Curriculum Council, the Curriculum Council for Wales and the School Examinations and Assessment Council.
 18. The revised criteria and the commentary reflect many of the detailed comments made during the period of consultation. Two major changes should particularly be noted in section 5. First, the new criteria provide that 100 hours shall be devoted to science, in place of the proposal that 100 hours should be devoted to science and design and technology taken together. Design and technology is now to be covered in the same way as the other non-core subjects in the National Curriculum.

ANNEX A

CRITERIA FOR THE APPROVAL OF INITIAL TEACHER TRAINING COURSES

Introduction

- i. The criteria set out in this document apply to all courses, the successful completion of which leads automatically to the award of Qualified Teacher Status in England and Wales or Northern Ireland and replace those set out in DES Circular 3/84, Welsh Office Circular 21/84^a, Department of Education for Northern Ireland (DENI) Circular 1985/20^b, DES Teacher Training Circular letter 7/84^c and DENI Circular letter dated 18 July 1985^d. Compliance with the criteria is necessary for courses to be approved as courses leading to Qualified Teacher Status.

Commentary

- ii. The criteria are accompanied by a commentary. The commentary is not part of the criteria but institutions are asked to have regard to it when planning and running courses.

Contents

- iii. The criteria and the commentary are set out in sections as follows:

1. Co-operation Between Institutions, Local Authorities and Schools
2. Students' School Experience and Teaching Practice
3. Phase and Age Range
4. Subject Studies and Subject Application to Pupils' Learning
5. Curriculum Studies in Primary Courses
6. Educational and Professional Studies
7. Selection and Admission to Initial Teacher Training

Courses can only be assessed against the criteria insofar as the aspects to which they relate are identifiable. The criteria in Sections 2, 4, 5 and 6 are set out, for convenience, under the traditional main components of courses but in coherently planned courses various elements might often be integrated, or distributed over the duration of the course.

Definitions

- iv. In this document:

- "course" means a course leading to a degree or other qualification, the award of which entitles a student to the conferment of Qualified Teacher Status;

- "institutions" means colleges, polytechnics and universities which provide courses leading to an award which entitles a student to the conferment of Qualified Teacher Status;
- "year" means an academic teaching year; in the case of one-year postgraduate courses, the year is a minimum of 36 weeks;
- "subject studies" means the academic subject or subjects studied at a level and depth appropriate to higher education; these are the subjects in which student teachers specialise during their courses;
- "curriculum studies" means the component in a primary phase course comprising the study of how to teach subjects of the basic curriculum other than students' subject specialisms;
- "subject application" means the study of the application of subject specialisms to teaching, assessment and learning in schools.

Footnotes:

- a. "Initial Teacher Training: Approval of Courses", DES/WOED, April 1984
- b. "Teacher Education: Approval of Courses of Initial Training", DENI, May 1985
- c. "Training in a Second Subject for Intending Secondary Teachers", DES, October 1984
- d. "Training in a Second Subject for Intending Secondary Teachers", DENI, July 1985

SECTION 1: COOPERATION BETWEEN INSTITUTIONS, LOCAL AUTHORITIES AND SCHOOLS

1.1 Institutions should establish links with local authorities and a number and variety of schools, and should develop and run the professional and educational aspects of courses of initial teacher training in close working partnership with those schools.

1.2 Institutions should ensure that experienced teachers from schools are involved in:

- i. the planning of initial teacher training courses and in their evaluation;
- ii. the selection of students; and
- iii. the supervision and assessment of students' practical work (see criterion 2.5);

and that they are:

- iv. invited to make contributions as appropriate to lectures, seminars or other activities in the institutions' courses.

1.3 Institutions should satisfy themselves that teachers are appropriately prepared before they undertake such activities.

1.4 Institutions should ensure that staff concerned with subject application and educational and professional studies have recent experience of teaching in schools, and maintain and develop that experience.

1.5 School teaching experience which such staff undertake should be relevant to their particular phase, subject or other specialisms. By the beginning of academic year 1992-93 institutions should ensure that this experience is the equivalent of not less than one term in every five years. In the meantime it should at the minimum amount to the equivalent of not less than 35 days in every five years.

SECTION 2: STUDENTS' SCHOOL EXPERIENCE AND TEACHING PRACTICE

2.1 Courses should include a substantial element of teaching practice and other school experience in more than one school. In total, this should be at least:

- in undergraduate and postgraduate courses lasting three years or less; and
- in four-year concurrent undergraduate courses (ie where the teacher training element accounts for the equivalent of about one year and leads to the award of a separate Certificate of Education) 75 days
- in all other four year courses 100 days

2.2 There should be practical classroom experience during the first term of a course.

2.3 All courses should include a sustained period of teaching practice. In the case of courses

2.4 Those parts of Subject Application work, Curriculum Studies and Educational and Professional Studies courses which take place in institutions should be closely linked to students' practical experience in schools.

2.5 Institutions should have a written policy statement which sets out the roles of tutors, headteachers, other teachers, employers, and students in relation to students' school experience (see criterion 1.2 iii.).

2.6 No degree or other qualification attracting qualified teacher status should be awarded unless the student has demonstrated a satisfactory standard of practical classroom work, including the ability to secure that effective teaching and learning can take place and to manage pupil behaviour (see criterion 6.5).

SECTION 3: PHASE AND AGE RANGE

3.1 Courses should prepare students to teach either wholly or mainly in primary schools or wholly or mainly in secondary schools.

3.2 Secondary courses should normally cover the age ranges 11-16 or 11-18.

3.3 Primary courses should normally cover the age ranges 3 or 5-12 and within such courses there should be an emphasis either on the age range 3 or 5-8 or 7-11 or 12.

SECTION 4: SUBJECT STUDIES AND SUBJECT APPLICATION TO PUPILS' LEARNING

4.1 The content of the subject studies in students' courses should be at a level appropriate to higher education and should provide them with teaching strengths appropriate to the primary or the secondary school curriculum and the age range for which they are being trained.

4.2 For primary phase undergraduate courses the minimum periods allocated should be the equivalent of one and a half years for subject studies and half a year for subject application. For primary phase postgraduate courses the subject studies relevant to the school curriculum should be the equivalent of one and a half years within the student's initial degree but no minimum time is specified for subject application.

4.3 For secondary phase undergraduate and postgraduate courses the minimum periods should be the equivalent of 2 years for subject study and one-third of a year for subject application.

4.4 For students on secondary phase undergraduate courses the subject studies should be in no more than two subjects. In primary phase undergraduate courses the subject studies should be in not more than three subjects.

4.5 Subject studies work should develop in students:

- i. an understanding of the underlying principles of their specialist subject or subjects;
- ii. an appreciation of the place of their subject or subjects in the primary or secondary curriculum as appropriate; and
- iii. a breadth and depth of subject knowledge extending beyond the demands of programmes of study or examination syllabuses in schools.

4.6 All courses should include training in the application of students' subject specialisms to the teaching and assessment of pupils. This training should be additional to the time spent on subject studies and should include some structured school experience. In undergraduate courses for intending primary teachers, the length of this training should not be less than half a year full-time or its equivalent. In both undergraduate and postgraduate courses for intending secondary teachers the corresponding time should be not less than one-third of a year full time or its equivalent. For postgraduate courses for intending primary teachers no minimum time is specified for applications work.

4.7 On completion of their course students should be able to:

- i. plan a sequence of lessons in the subject or subjects covered by their "subject application" work, throughout the age range for which they have been trained;
- ii. teach and assess these subjects to the level appropriate to the top of that age range; and
- iii. provide advice on subject content and approaches to teaching their subject or subjects to colleagues who have specialised in other subjects.

SECTION 5: CURRICULUM STUDIES IN PRIMARY COURSES

5.1 The criteria in this section apply except to the extent that a student's "subject application" work as specified in criterion 4.4 already covers one or more of the subjects concerned.

5.2 Courses for primary phase students should prepare students so that they can teach and assess the core subjects of the National Curriculum to the attainment targets appropriate to the age range for which they are being trained. In every primary course at least 100 hours should be devoted to the teaching of mathematics, 100 hours to English and 100 hours to science. Work in each of these three subject areas should include a minimum of 60 hours contact time (including in the case of English, adequate attention to knowledge about the structure and workings of the language), supplemented by work in school and directed private study.

5.3 Primary courses should also prepare students so that, with suitable support and guidance from more experienced colleagues, they can plan individual lessons within given schemes of work in design and technology, history, geography, art, music, religious education and physical education (see note 2) and teach to the level required by the National Curriculum, and assess the achievement of pupils in all foundation subjects.

NOTES

1. In Wales students should have the opportunity of pursuing courses in Welsh as a first or second language. For Welsh speaking students being trained to teach Welsh as a first language, provision should be made for a course in Welsh comparable in scope and aims to that stipulated in English, regardless of the subject studies students are pursuing.
2. In Northern Ireland training should prepare students to teach the "Areas of Study" specified — English, mathematics, science and technology, the environment and society, creative and expressive studies and, in Irish-medium schools, language studies (Irish) — and also the "Cross-curricular Themes". Training should take account of attainment targets contributing to the Areas of Study.

SECTION 6: EDUCATIONAL AND PROFESSIONAL STUDIES

6.1 This element in courses should develop in students competence in key professional skills. It should also enable students to appreciate their task as teachers within the broad framework of the purposes of education, the development and structure of the education service, the values and the economic and other foundations of the free and civilised society in which their pupils are growing up, and the need to prepare pupils for adulthood, citizenship and the world of work.

6.2 On completion of their course, students should be aware of the links and common ground between subjects and be able to incorporate in their teaching cross-curricular dimensions (eg equal opportunities, multicultural education and personal and social education), themes (eg environmental education, economic and industrial understanding, health education and the European Dimension in education) and skills (eg oracy, literacy and numeracy).

6.3 Courses should prepare students for teaching the full range of pupils and for the diversity of ability, behaviour, social background and ethnic and cultural origin they are likely to encounter among pupils in ordinary schools. On completion of their course students should have developed:

- i. an understanding of the different ways in which pupils develop and learn and the ways in which pupils' work can be planned to secure clear progression;
- ii. the ability to set appropriate objectives for their teaching and their pupils' learning;
- iii. the capacity to use a range of teaching methods appropriate to the different abilities and other needs of pupils and organise their work accordingly;
- iv. the capacity to identify gifted pupils and pupils with special educational needs or with learning difficulties; and to understand the ways in which the potential of such pupils can be developed;
- v. skills in the evaluation and recording of pupil performance, including in particular the testing and assessment requirements related to the National Curriculum and, where relevant, the preparation of pupils for public examinations.

Students should learn to guard against preconceptions based on the race, gender, religion or other attributes of pupils and understand the need to promote equal opportunities.

6.4 On completion of their course, students should be able to teach controversial issues in a balanced way.

6.5 All courses should contain compulsory and clearly identifiable elements of practical training which will develop in students skills in the effective management of pupil behaviour. Such training should include specific, institution-based elements on the acquisition of group management techniques.

6.6 On completion of their course, all students should be able to select and make appropriate use of a range of equipment and resources to promote learning. In particular, all courses should contain compulsory and clearly identifiable elements which enable students to make effective use of information technology (IT) in the classroom and provide a sound basis for their subsequent development in this field. They should be trained to be able to:

- i. make confident personal use of a range of software packages and IT devices appropriate to their subject specialism and age range;

- ii. review critically the relevance of software packages and IT devices to their subject specialism and age range and judge the potential value of these in classroom use;
- iii. make constructive use of IT in their teaching and in particular prepare and put into effect schemes of work incorporating appropriate uses of IT; and
- iv. evaluate the ways in which the use of IT changes the nature of teaching and learning.

6.7 Courses should also cover other aspects of the teacher's work, including:

- i. the pastoral, contractual, legal and administrative responsibilities of teachers, including the preparation of teachers to detect the maltreatment of children and an awareness of the health and safety of pupils;
- ii. means of developing and sustaining links with parents;
- iii. the school in its wider social context, including issues of culture, gender and race. In Northern Ireland, this element in courses should cover Education for Mutual Understanding" (EMU) and cultural heritage. Students in the Northern Ireland Colleges of Education should undertake joint work in these areas, and all students in Northern Ireland should have experience of EMU in schools of both major traditions;
- iv. the significance of links between schools and the wider community; including those between schools, local businesses and the world of work;
- v. the structure and legal framework of the education service.

6.8 All courses should have as explicit objectives to secure that students recognise:

- i. the need to maintain their professional competence through regular updating and in-service training during their teaching careers; and
- ii. that as members of the staff of the schools in which they will serve they should expect both to help, and to draw on the support of, their colleagues and other agencies eg in matters of discipline and curriculum development.

SECTION 7: SELECTION AND ADMISSION TO INITIAL TEACHER TRAINING COURSES

Selection Procedures

7.1 Institutions should have adequate procedures to ensure that candidates possess the personal and intellectual qualities suitable for teaching, and the physical and mental fitness to teach.

7.2 In all stages of selection, institutions should ensure that equal opportunities are given to every candidate, irrespective of race, nationality or gender.

7.3 No candidate should be admitted for a course without a personal or group interview.

Entry Requirements

7.4 Institutions should satisfy themselves that all entrants:

- i. are able to communicate effectively in spoken and written English and where appropriate Welsh; and
- ii. have attained in mathematics and in English language the standard required to achieve a grade C in the GCSE examination.

7.5 In the case of postgraduate courses, institutions should satisfy themselves that:

- i. entrants hold a degree of a United Kingdom university or the CNAAB or a recognised equivalent qualification; and
- ii. the content of entrants' initial degrees is appropriate to the primary or secondary school curriculum and to the subject or subjects and age range for which they will be trained.

7.6 In the case of extended postgraduate courses designed to equip students with a specialism in a "shortage subject" by an extension of the "subject study" in their initial degree, institutions should ensure that the content of candidates' initial degrees includes at least one year of full-time higher education study in the field of the appropriate subject specialism.

7.7 In the case of undergraduate courses, institutions should satisfy themselves that, subject to criteria 7.8 to 7.10:

- i. entrants fulfil the normal academic requirements for admission to first degree studies; and
- ii. entrants intending to teach secondary pupils hold an A level pass, or equivalent, appropriate to their intended main subject specialism or specialisms.

7.8 In the case of shortened BEd courses designed for students with some experience of higher education short of the standard of a recognised degree, institutions should satisfy themselves that entrants have satisfactorily completed at least one year of higher education in the appropriate subject or subjects.

7.9 Institutions may admit to undergraduate courses mature students who lack the conventional entry qualifications for first degree studies where they are satisfied as to the intellectual capacity of the student to complete a degree course successfully.

7.10 Where institutions admit such students, they should be able to demonstrate that they have carefully considered the basis on which such entrants are admitted, and that the academic and professional standards of courses will not be compromised in order to accommodate such students.

COMMENTARY

SECTION 1: COOPERATION BETWEEN INSTITUTIONS, LOCAL AUTHORITIES AND SCHOOLS

1. Close cooperation between schools, local education authorities and initial teacher training institutions leads to better training of student teachers for their future careers and provides valuable staff development for institutions and schools. Where possible, institutions should build long-term partnerships with individual schools which will foster collaboration and training opportunities. Arrangements should be reviewed regularly to ensure that the benefits to institutions and schools are maintained.

Involvement of Teachers in ITT Courses

2. The involvement of experienced serving teachers in the initial training of teachers provides student teachers with a chance to meet and work with a range of practitioners who can provide different examples of teaching methods and styles. Serving teachers stand to gain through contact with developments in curriculum thinking and from the fresh insights of the students and teacher trainers with whom they work. The activities related to initial teacher training in which serving teachers participate are a valuable form of staff development.

3. Institutions should ensure that the role of serving teachers in guiding students during their periods of school experience, and particularly in the supervision and assessment of students' practical work, is understood by all those involved. Such teachers should see a large part of the work of students on teaching practice and other school experience. The assessment of students should be a shared judgment, in which the views of both serving teachers and teacher trainers are given full weight.

4. The involvement of serving teachers in selection should not be confined to assisting institutions in drawing up or revising their selection procedures and guidelines. Teachers should, when possible, be directly involved in interviewing candidates for initial teacher training. They can make a valuable contribution to the assessment of candidates' potential in relation to the current and changing needs of schools. If students are given the opportunity as part of the selection process to visit schools, teachers can be involved in assessing students' reactions to this experience. "Serving teachers" would include not only classroom teachers but also heads and deputy heads and also teachers on secondment to study for higher degrees at the institution.

5. There are skills specific to the teaching of young and mature adults at the level of higher education. Serving teachers and newly appointed tutors may need help in acquiring these skills.

6. The preparation of serving teachers for their involvement in teacher training should be the joint responsibility of the institution, the senior staff of the school and employers. In some of the most effective examples of partnership between schools and institutions, the institution, in collaboration with all the relevant staff in the schools, has produced a written statement or a handbook on the role of teachers in the course, particularly in the supervision and assessment of students, which has also been available to students. There is evidence that the absence of such a document can lead to less effective supervision and assessment of students' teaching practice.

School Experience for ITT Tutors

7. The requirements in criteria 1.4 and 1.5 apply to all tutors responsible for subject application work, curriculum studies and educational and professional studies, but not to staff responsible only for subject studies. Tutors, as well as practising teachers, are seen as role models by students. Long absence from teaching in school creates the risk that tutors will lose confidence in their own classroom skills and that their tutorial work will become detached from the professional needs of students. If tutors maintain and develop their teaching experience they will ensure that the training which they provide for students reflects the changing curricula and needs of schools.

8. Institutions should have staff development programmes which offer tutors appropriate teaching and other school experience. This might take the form of block or serial experience but preferably both. Although not all school experience needs in strictness to be in classroom teaching, this should form the major element in each tutor's development programme and such work should be closely related to tutors' normal work with student teachers. Institutions should take account of tutors' own wishes in undertaking school experience. They should also ensure that it is systematically evaluated in terms of the benefits to schools and pupils as well as to tutors' work in the training of students.

9. The report of the Elton Committee of Enquiry into Discipline in Schools^e (the Elton Committee) recommended that tutors should have regular classroom teaching experience equivalent to one term in every five years. In response the Secretary of State announced that he intended to set a clear national standard. The criteria embody the Elton Committee recommendation but propose that where they do not already achieve it institutions should move towards it over the period up to the beginning of academic year 1992-93. Institutions should devise programmes for achieving this objective.

SECTION 2: STUDENTS' SCHOOL EXPERIENCE AND TEACHING PRACTICE

1. The figures for the amount of school experience in criterion 2.1 are minimum figures and institutions should seek to provide much more than these minima wherever possible.

2. Students should be encouraged to gain some school experience before their course begins. This could involve visits to meet serving teachers and to observe good practice and might include experience of both primary and secondary schools. This can help students to decide whether they have teaching potential and whether they have chosen the right subject specialisms and age range.

3. School experience during the course should relate to the full age range for which students are being trained and to the subject or subjects which they are being trained to teach. Other age ranges may be included where appropriate to extend their awareness of the work of teachers. Students should work with pupils with a wide range of abilities in a variety of schools and should have the opportunity to become fully involved in schools' daily routines.

4. Institutions should ensure that school experience is used as far as possible to illuminate students' educational, professional and curriculum studies and their applications work. All school experience should be carefully structured and prepared in advance and arrangements should be made for the evaluation and assessment of all practical work.

Footnote

e. "Discipline in Schools", HMSO 1989

5. Care should be taken to ensure that student teachers are not handicapped by being placed in schools which are unable to provide appropriate experience. In particular, it is important that students are supervised by good practitioners. Where possible institutions should try to ensure that students obtain experience of multi-racial schools. In Northern Ireland, all students should have experience of working in schools of both major traditions. LEA officers and advisers are often able to advise on the suitability of individual schools for teaching practice and other school experience.

6. School experience should include a substantial amount of class teaching which should include opportunities for whole class teaching early in the course. There should be a period of sustained teaching practice of not less than 20 days towards the end of the course, in which the student should be given the opportunity to teach a whole class without the responsible tutor or supervising teacher present. Possible patterns for this sustained teaching practice include full-time blocks or a specified number of days each week. If a part-time pattern is chosen, the time spent should be a minimum of two days a week but preferably more. Students should have the opportunity to build up a relationship with classes over time in the same way as serving teachers.

7. Institutions should satisfy themselves that students' practical work in schools, particularly during final teaching practice, demonstrates a level of competence appropriate to a newly-qualified teacher entering the period of induction.

8. Institutions should ensure that they have appropriate arrangements for counselling students who meet difficulties in their teaching. Where appropriate students should have the opportunity to repeat early teaching practice. If it is concluded that a student is not suited to teaching, arrangements should be made for the student to withdraw from the course as soon as possible. Institutions should, in the case of undergraduate students, seek to provide places on alternative courses of higher education.

9. Institutions' policy statements required by criterion 2.5 should cover arrangements for planning, preparation, supervision and assessment of school experience and procedures for its evaluation and review. Statements should be in sufficient detail to be of practical assistance to all concerned in the arrangements.

SECTION 3: AGE RANGE

1. It is generally recognised that courses which aim to cover the whole primary age range of 3-11 or 3-12 often do not cover adequately all of its sub-phases. The criteria are not, however, intended to tie the division of the primary age range to Key Stages 1 and 2 of the National Curriculum, since continuity between phases is important. Some courses have also been designed in collaboration with LEAs which use a particular form of school organisation, eg middle schools, where the age of transfer does not match the Key Stages.

2. Some primary courses are designed to cover only the age range 5-8 since the institution lacks staff qualified to cover the years below 5 and in those LEAs where it is practicable to provide school experience the age of admission remains the beginning of the term after the pupil's fifth birthday.

Institutions

3. Some secondary courses or subject specialisms are designed to cover only the age range 11-16, since in the LEAs where it is practicable to provide school experience the predominant form of school organisation for the 16-19 age range is tertiary. It may also be the case, where students take two subject specialisms, that the content of one of the subjects does not prepare the students for sixth form teaching.

SECTION 4: SUBJECT STUDIES AND SUBJECT APPLICATION TO PUPILS' LEARNING

1. The "subject studies" in the BEd degree, in the original degrees held by PGCE students and in the post 'A' level study of entrants to shortened undergraduate courses are essential elements in both the professional training and the personal education of teachers. Mastering a subject, or an area of learning, provides students with confidence in their own ability, and facilitates more effective teaching, better learning experiences for pupils and better planning and organisation of the subjects within the school curriculum.

Content of subject studies

2. The title and the content and ambit of the subject studies in students' degrees will not always match closely those of the subjects in the National Curriculum. However the content of students' subject studies provides the basis for their work throughout their future teaching careers. It is therefore essential that subject studies include substantial elements clearly related to the curriculum of the age range for which students are being trained. It is also important that the subject studies element of a course related to lower age ranges should not be constituted from subjects which would not be found in the school curriculum for those years.

3. Courses for students intending to specialise in "early years" cater for the needs of the age range 3-8 years, and thus include pupils to whom the requirements of the National Curriculum apply. Although the curriculum for under fives is not usually defined in subject terms it is still necessary for the teacher to be able to teach number and language work, and aspects of science, design and technology, history, geography, art, music, religious education and physical education. In courses for intending early years teachers as in other courses these subjects should be treated, as appropriate, as subject studies or curriculum studies. "Child development" however should be treated as an aspect of educational and professional studies.

Undergraduate secondary phase courses

4. For intending secondary teachers on undergraduate courses, the criteria provide that the time to be spent on subject studies should be the equivalent of at least two years full-time and the number of specialisms which may be studied is limited to two. This reflects the knowledge and understanding which students will require in order to be able to teach in schools. There are areas of academic study which, while proper to higher education, are remote from or represent only a very small part of the school curriculum. Where these are offered as subsidiary subject studies, they should be available only to students taking a main subject to which they are related in the basic curriculum.

Undergraduate primary phase courses

5. For intending primary teachers on an undergraduate course, the criteria provide that the amount of time to be spent on subject studies should be at least one and half years. This reflects not only the extent of the knowledge and understanding which primary teachers will need in order to teach their specialist subject or subjects, but also the fact that most primary teachers, except for some teachers in the upper years of some primary schools, will be required to teach the whole or most of the curriculum rather than just their specialist subject area and that time must also be allowed within the course for curriculum studies (see section 5 below).

Breadth of curriculum to be covered in subject studies on primary courses

6. One of the needs of schools, particularly in response to the National Curriculum, will be for teachers who are able to take the role of "curriculum leaders". Such teachers will advise their colleagues and co-ordinate the work of the school in particular areas of the curriculum. In smaller schools, teachers may need to take the lead in several subjects. It is therefore likely that the training which will prove most useful to intending primary teachers will enable them to specialise in more than one subject. It is important, however, that the primary phase undergraduate student should not attempt a subject study programme which is too broad. Where three subjects in the National Curriculum are studied, institutions should ensure that they are related and that their study is therefore mutually reinforcing. Where the subjects are not related in this way the student's programme should comprise no more than two subjects. Where more than one subject is included in a student's subject study programme, and the subjects are not studied to the same depth, the minimum time for any one subject should be the equivalent of half a year.

Deferment of selection of subject studies on primary undergraduate courses

7. In some institutions it is possible for students on primary courses to delay the selection of their subject studies until the second year. This arrangement enables students to demonstrate, through work on curriculum studies, whether they have sufficient interest and ability to pursue subjects other than those in which they have the highest entry qualifications. Such an arrangement can be particularly useful to increase the numbers of primary students who are prepared to take shortage subjects such as mathematics, science or technology as their subject studies.

Subject application

8. Both undergraduate and postgraduate courses should include training in the application of specialist subjects to the teaching and assessment of pupils. This aspect is sometimes called "subject method" in secondary training. Application work in primary courses should include the role of curriculum leader. For primary postgraduate courses, the criteria specify no minimum time for applications work in view of the other demands on the time available. It is important in all courses that the element of applications work undertaken in schools should include, in addition to teaching practice, other forms of school experience related to the specialist subject or subjects. In primary courses, this is particularly important if the opportunity for students to teach their subject specialisms during normal teaching practice is restricted.

9. The competence statements in criterion 4.7 are intended to be challenging, but recognise that newly-trained teachers will only be able to do so much. These competences will be developed and extended during a teacher's career.

National Curriculum Statutory Orders and non-statutory guidance

10. Subject studies in undergraduate courses and subject application work should take account of the Statutory Orders in respect of all National Curriculum subjects as they are introduced and related non-statutory guidance from, as appropriate, the Department of Education and Science and the National Curriculum Council; in Wales the Welsh Office Education Department and the Curriculum Council for Wales; and in Northern Ireland the corresponding material from the Department of Education for Northern Ireland and the Northern Ireland Curriculum Council.

SECTION 5: CURRICULUM STUDIES IN PRIMARY COURSES

1. Primary teachers usually have to teach the whole of the basic curriculum — that is, all the foundation subjects of the National Curriculum for the primary phase plus religious education, subject to a teacher's right not to teach this subject on grounds of conscience — whatever the subject or subjects they have covered in their "subject studies" (see section 4 of the criteria). The object of the "curriculum studies" component in primary courses is to enable trained teachers to teach those parts of the basic curriculum which were not covered by their subject studies and subject application.

2. Institutions should consider whether they are able to provide training in collective worship in conjunction with students' work on Religious Education since this is an essential part of the work of schools.

3. The requirements of criterion 5.3 will entail careful planning if they are to be satisfied within the time available on primary phase courses. It is not envisaged that all foundation subjects can be covered to the same depth or breadth, especially in postgraduate courses. However, institutions should ensure that all students have a significant amount of directed study in each subject. Where coverage has to be limited in any way, institutions should ensure that the first employers and, where appropriate, head teachers of their students are told because teachers are likely to require considerable support in those subjects from experienced colleagues in their first year of teaching.

4. Criterion 5.1 recognises that primary courses should avoid duplication in the ground covered by subject studies, subject application and curriculum studies. Where "curriculum studies" and "subject application" elements are planned jointly to form a coherent course, students should be required to follow both elements. Institutions should not allow students to omit any component of their "curriculum studies" unless they are certain that no important aspects of their training are thereby missed out.

5. Primary curriculum studies should take account of the Statutory Orders in respect of all National Curriculum subjects as they are introduced and related non-statutory guidance from the Department of Education and Science and the National Curriculum Council; in Wales, the Welsh Office Education Department and the Curriculum Council for Wales; and, in Northern Ireland, the corresponding material from the Department of Education for Northern Ireland and the Northern Ireland Curriculum Council.

6. The requirement in Section 5 regarding provision to prepare students to teach or support the teaching of Welsh as a first or second language is in conformity with the National Curriculum in Wales, in which Welsh is a foundation subject in all schools and a core subject where the predominant medium of instruction of the individual school is Welsh. Preparation to teach Welsh as a first language is confined to students who are or can quickly become fluent in Welsh and is at

present available at the three institutions able to provide training almost entirely through the medium of Welsh, ie the University College of Wales Aberystwyth, Bangor Normal College and Trinity College, Carmarthen. Regardless of their subject studies, students trained through the medium of Welsh at these institutions should pursue a course in Welsh language which is comparable in scope and aims to curriculum studies in English. (Their course must also contain the 100 hours English element of study.) Students trained at these institutions through the medium of Welsh would have received preparation for teaching in schools where Welsh is taught as a first language. Preparation to teach or support the teaching of Welsh as a second language should be available as an additional study in all institutions in Wales. Both courses should take account of the relevant National Curriculum Statutory Order for Welsh and supporting non-statutory guidance. Subject studies and curriculum studies in institutions in Wales should also take appropriate account of the environment and the unique cultural heritage of Wales.

7. Likewise, in Northern Ireland, curriculum studies should reflect the cross-curricular themes, in particular cultural heritage and Education for Mutual Understanding and should also take account, as appropriate, of the needs of Irish teaching in Irish-medium schools — and in other schools which so choose.

SECTION 6: EDUCATIONAL AND PROFESSIONAL STUDIES

1. In designing the educational and professional studies elements of courses, institutions should ensure that they are clearly linked to students' school experience, so as to enable them to develop both a full range of competences and the ability to analyse and evaluate their own performance.
2. Students should be made aware of all the cross-curricular aspects recognised by the National Curriculum Council, the Curriculum Council for Wales or the Curriculum Council for Northern Ireland. Institutions should take account of any reports or guidance issued by the curriculum councils on these aspects of the curriculum.
3. In particular, courses should enable students to acquire sufficient knowledge about the structure and workings of the language to enable them to assist the development of pupils' communication skills through the subjects they teach. Institutions should take account of the report and recommendations of the Kingman Committee on the Teaching of the English Language^f.
4. Institutions should also have regard to relevant European Community Resolutions, and particularly those concerning the European Dimension in Education^g and Health Education^h.
5. Students should be introduced to a variety of types of learning difficulty and ways in which they can be eased or overcome. They should be able to use appropriate teaching methods and styles in a range of situations.
6. Students should be trained to recognise outstanding ability in pupils, for example, intellectually or in the performing arts or physical activities, and to be aware of different ways in which such ability can be developed, both within and outside the school curriculum. They should be trained to adapt their teaching methods and styles as appropriate.
7. Students should also be made aware of the limitations which schools face in helping pupils with learning difficulties and gifted pupils. They should be able to judge when to seek assistance from colleagues and be aware of the variety of other services which might be used.

8. Institutions may find it helpful to draw up a written equal opportunities policy, and will also be interested in the report published in June 1989 by the Equal Opportunities Commissionⁱ which relates specifically to initial teacher training.

9. Students should learn the importance of classroom management and different models of classroom organisation. Students should be able on completion of the course to

- manage children individually, in groups and as a whole class so that work is carried out in a responsible and orderly manner;
- differentiate work according to the range of abilities and attainments within a given teaching group or class;
- employ a range of teaching methods appropriate to a whole class, groups or individuals;
- match teaching methods to learning activity and pay due attention to pace;
- establish good working relationships with classes and individual pupils;
- communicate clearly and intelligently with pupils orally and in writing; and
- evaluate the effectiveness of their teaching in the light of pupils' responses and make appropriate adjustments.

10. Students should be enabled to observe and understand the transitional periods in pupils' school careers appropriate to the age phase of their course, that is, as appropriate, the transition from preschool to primary school and from primary to secondary and the links between secondary and further education.

11. Institutions should consider the implications for courses of the report of the Elton Committee and its specific references to the study of group behaviour and the use of peer group support.

12. Institutions should also consider the recommendations of the expert group on information technology in initial teacher training^j.

13. The monitoring and assessment of pupils' performance is an important part of the responsibility of all teachers. Institutions should ensure that students are aware of the requirements of the National Curriculum and their implications for assessment at all stages. In the light of advice from the School Examinations and Assessment Council, students should also learn how to assess pupils' progress against the National Curriculum attainment targets and how to record and report pupils' progress. Consideration of assessment should include, in secondary courses, an introduction to the principles employed and methods used in public examinations, and the development of some competence in the assessment of course work within the context of the examination system. On completion of the course, students should be able to undertake a reasonable range of types of assessment for formative and summative purposes and be able to record them appropriately.

14. Students should understand the nature, purpose and practice of pastoral care, be introduced to basic counselling skills, be ready to undertake the administrative and pastoral duties of a class teacher and be given the opportunity to observe experienced teachers in their contacts with parents. If possible, they should consider the role of, and meet, members of Governing Bodies of schools. With respect to the maltreatment of children, institutions should consider particularly the guidance issued in DES Circular 4/88^k.

15. Students should be made aware of the range of agencies and other facilities with which schools co-operate including social services, police, transport undertakings, health services, school meals services, school psychological services, youth and community services, sports facilities and museums. They should also understand as appropriate the role of support services within schools, for example classroom assistants, media resource officers and laboratory technicians.

16. Students' appreciation of the importance of school-industry links may be enhanced through practical experience of industry and commerce before and during their courses. Such experience can also be beneficial for the tutors themselves. Institutions should ensure that students' awareness is developed through school experience and educational and professional studies as well as, where possible, in subject application work. Institutions should be aware of the various national and regional projects which are being undertaken and the materials that have been and are being produced in this area for use both in teacher training courses and in staff development for teacher trainers.

SECTION 7: SELECTION AND ADMISSION TO INITIAL TEACHER TRAINING COURSES

1. Responsibility for assessing candidates' suitability for admission to courses lies with individual institutions. Institutions should ensure that advertising or publicity relating to courses or to the institution itself makes clear that all applicants will be treated in the same way. Further general guidance on equal opportunities in selection may be found in the Codes of Practice of the Equal Opportunities Commission and the Commission for Racial Equality.

Selection Procedures

2. An assessment of personal qualities is particularly important in selecting intending teachers since their ability to teach and to manage classes depends on the relationships they form with children and with their teacher colleagues. The personal qualities which selection procedures are designed to explore should include: a sense of responsibility; a robust but balanced outlook; the potential ability to relate well to children; sensitivity; enthusiasm and a facility for communicating. Some evidence of these qualities may be obtained from application forms, references and any other records of candidates' relevant experience. Institutions may also wish to look for other qualities in candidates.

Footnotes

- f. "Report of the Committee of Inquiry into the Teaching of the English Language", HMSO, 1988
- g. "Resolution of the Council and the Ministers of Education Meeting within the Council on the European Dimension in Education" (88/C177/02), European Commission, May 1988
- h. "Resolution of the Council and the Ministers of Education Meeting within the Council concerning Health Education in Schools" (89/C3/01), European Commission, November 1988
- i. "Formal Investigation Report: Initial Teacher Training in England and Wales", Equal Opportunities Commission, June 1989
- j. "Information Technology in Initial Teacher Training", HMSO, 1989
- k. "Working Together for the Protection of Children From Abuse: Protection within the Education Service", DES, July 1988

ANNEXURE 6: VISITS TO EDUCATIONAL INSTITUTIONS AND
RECOMMENDED AUTHORITIES IN ENGLAND, 1985 and 1986.

During 1985 and 1986 the writer worked with Marilyn Leah and Chris Powling at King Alfred's College, Winchester.

During 1986 visits were made to the following people and institutions:

7 February	Cliff Moon	Bulmershe College
22 April	Diane Bentley	Reading Reading Centre
28 April	Michael Benton	University of Southampton
12 May	Cliff Moon	Bulmershe College
13 May	Geoff Fox	Exeter
15 May	Gabrielle Maunder	St. Mary's, London
19 May	Jim Johnson	Trent Polytechnic
20 May	Robert Protherough	University of Hull
20 May	David Bowen	Humberside College
20 May	Sylvia Emerson	Humberside College
21 May	Lyn Overall	Sheffield Polytechnic
21 May	Nigel Hall	Manchester Polytechnic
21 May	Anne Robinson	Manchester Polytechnic
22 May	Donald Moyle	Edge Hill College
23 May	John Potts	Liverpool Institute
2 June	Sarah Tann	Oxford Polytechnic
4 June	David Wray	University College, Cardiff
17 June	Bridie Raban	University of Reading

11.5.2 A four-year Bachelor's degree in Education for the primary school

The minimum academic and professional requirements are as follows:

- 11.5.2.1 The admission requirements and choice of subjects must comply with the requirements for a degree approved for teaching purposes: Provided that at least one course in each of the official languages has been taken (one of the language courses may be a practical or special course), and provided further that at least another three courses in at least two of the following subjects are offered:

Mathematics
 History
 Geography
 Biblical Studies
 A Bantu Language
 Physical Science
 Chemistry (may not be taken together with Natural Science or Physical Science)
 Physics (may not be taken together with Natural Science or Physical Science)
 Biology or Biological Science
 Zoology (may not be taken together with Biology or Biological Science)
 Botany (may not be taken together with Biology or Biological Science)
 Natural Science
 Instrumental Music
 Class Music
 Art Education
 Physical Education/Human Movement Studies
 Oral Communication (Afrikaans and/or English)
 School Library and Media Science
 School Guidance and Counselling
 Speech and Drama

(This amendment is applicable to Bachelor's degrees in Education for the primary school and Bachelor's degrees which are offered for admission to a post-graduate Diploma in Education for the primary school, which commence with effect from 1 January 1985).

Education (Pedagogy), including the following five subdivisions of the disciplines and taken at least up to second-year degree level:

History of Education
 Philosophy of Education
 Psychology of Education (and the relevant Orthopedagogical aspects)
 Didactics
 Sociology of Education

(School Guidance and Counselling and Organisation and Administration of Education must be included).

11.5.2.3 Methods

For the senior primary school, method of teaching at least three primary school subjects;

OR

for the junior primary school, method of teaching beginners.

Method of School Guidance and Counselling may be taken in addition to any of the above, provided that Psychology III or Guidance and Counselling Psychology III or Education III (which may not overlap paragraph 11.5.2.2) has been included in the degree course.

11.5.2.4 Bible Education (see paragraph 1.13).

11.5.2.5 Teaching aids (see paragraph 1.12).

11.5.2.6 Training in at least one of the following practical subjects for the senior primary course, or at least two of the subjects for the junior primary course:

Physical Education/Human Movement Studies
 Art
 Class Music
 Handwork (Men/women)

11.5.2.7 Ten weeks' practice teaching is a minimum requirement.

11.5.2.8 Language endorsement (see paragraph 11.2.2).

11.5.3 A four-year Bachelor's degree in Education for the pre-primary school

11.5.3.1 The admission requirements and choice of subjects must comply with the requirements for a degree approved for teaching purposes: Provided that at least one course -

- (a) in each of the official languages (one of the language courses may be a practical or special course), and
 (b) in Education, or at least one course in both Sociology and Psychology has been included.

11.5.3.2 Education (Pedagogy), including the following five subdivisions of the disciplines and taken at least up to second-year degree level:

History of Education

Philosophy of Education
Psychology of Education (and the relevant Orthopedagogical aspects)
Didactics
Sociology of Education

(School Guidance and Counselling and Organisation and Administration of Education must be included).

11.5.3.3 Methods

Infant Didactics (including English and Afrikaans Infant Literature).

Method of School Guidance and Counselling may be taken only by students who have taken Psychology III or Guidance and Counselling Psychology III or Education III (which may not overlap par. 11.5.3.2) for their degree.

11.5.3.4 Bible Education (see paragraph 1.13).

11.5.3.5 Teaching Aids (see paragraph 1.12).

11.5.3.6 Training in practical subjects: A specialisation course in one of the following and also courses in the remaining three:

Developmental Play
Art
Handwork
Infant Music.

11.5.3.7 A curriculum course in Infant Health Care.

11.5.3.8 Ten weeks' practice teaching is a minimum requirement.

11.5.3.9 Language endorsement (see paragraph 11.2.2).

RHODES UNIVERSITY: COURSE EVALUATION: ENGLISH PROFESSIONAL STUDIES

Key: 5 4 3 2 1

Interest:
Value to you
Time allocation

Very much Very much Just right	Much Much	OK OK Too much	Little Little	Very little Very little Too little
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	Interest	Value	Time
1. Background - attitudes to the teaching of English - Mathieson, Paffard etc →			
2. Reading: Background to teaching approaches - Smith etc →			
3. Reading: Junior primary approaches →			
4. Reading: developing senior primary reading skills - functional reading →			
5. The teaching of poetry. →			
6. Language across the curriculum - theme and topic teaching. →			
7. Use of the newspaper →			
8. Writing →			
9. Drama →			
10. Spelling →			
11. Responding to children's writing →			
12. Supporting language skills. →			
13. Examination of text books →			
14. Planning your work →			
15. Assignments: Compilation of poetry anthology. →			
16. Handouts. →			

Other

- 17. Allocated time: Need more OK Need less
- 18. Pace of lectures Too fast OK Too slow
- 19. Reading required of you Too much OK Too little

Comment:

- 20. Preparation for teaching practice _____

- 21. General comment: Value of course to you/content/whatever - your chance to let fly:

Thank you
David McKellar.

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RHODES UNIVERSITY: COURSE EVALUATION: CHILDREN'S LITERATURE.

Keys:	5	4	3	2	1
Interest:	Very much	Much	OK	Little	Very little
Value to you:	Very much	Much	OK	Little	Very little
Time allocation:	Just right		Too much		Too little

	Interest	Value	Time
1. What is children's literature?			
2. Guide for evaluating literature.			
3. Books for ages and stages			
4. A literature policy.			
5. Uses of children's literature in the classroom.			
6. Testing reading age.			
7. Testing book suitability.			
Workshops			
8. Group novels: being asked to read group novels.			
9. Group novel discussions.			
Assignments:			
10. Producing slide-tape show			
11. Producing and presenting a selected topic.			
Other.			
12. Attending slide-tape presentations.			
13. Attending topic report-backs.			
14. Handouts.			

General:

15. Allocated time (ie 3 per week):	Need more	OK	Too much
16. Course duration: Should be	All year	Half year	Less

- 17. Pace of lectures (McK) Too fast Right Too slow
- 18. Reading required of you (non fiction) Too much OK Too little
- 19. Reading required of you (chm books) Too much OK Too little
- 20. Course format More lectures, less 'other' activities
Retain existing approach
Less lectures, more 'other' activities
- 21. Value of course to you.....
- 22. General comments and suggestions - "...the good, the bad and the ugly"

Thank you.
David McKellar.

ANNEXURE 10.

ENGLISH ASSIGNMENT: READING TEACHING IN THE SENIOR PRIMARY SCHOOL

"In the middle years there should be three major emphases. The first is to consolidate the work of the early years. The second is to maintain and extend the idea of reading as an activity that brings great pleasure and is a personal resource of limitless value. The third is to develop the pupils' reading from the general to the more specialised."

The Bullock Report
A language for life

Your task as a newly qualified teacher is to know how to accomplish the aims outlined by the Bullock Report within the realities of practice that exists in schools.

1. Identify current strategies of reading teaching using the key provided. Where you are permitted to teach using a strategy listed, indicate this with an 'S' in the block against the day of your teaching practice. Where the strategy is used as part of the normal programme but not taught by you, indicate this in the appropriate block by means of the letter 'T'.
 2. In a diary kept for this purpose, provide further detail that describes the strategy used, the text-book/s used (if applicable), the page/s, the article heading (if appropriate), and the amount of time spent on the activity (eg 30 minutes.)
 3. In the final week of your teaching practice, ask your host teacher (or the teacher of English if subject teaching is used) whether they agree with the opening quotation (reproduced for you below for this purpose). Ask how they set about the teaching of reading in their senior primary class/classes. This need not be a structured interview - simply talk to them about their reading teaching. Ask them if you could include their comments in your assignment.
 4. When you return to Rhodes University, write up a conclusion that demonstrates your awareness of the theory and reality of reading teaching in senior primary classes today.
 5. Note that school names and teachers are to remain anonymous.
-

"In the middle years there should be three major emphases. The first is to consolidate the work of the early years. The second is to maintain and extend the idea of reading as an activity that brings great pleasure and is a personal resource of limitless value. The third is to develop the pupils' reading from the general to the more specialised."

The Bullock Report
A language for life

STUDENT ASSIGNMENT: ENGLISH TEACHING AND READING TEACHING IN
THE SENIOR PRIMARY PHASE.

1. Identify current strategies of reading teaching using the key provided, in the following way:

If your host teacher teaches a reading lesson which you observeT

If your host teacher instructs/asks you to teach a particular reading lesson.....T/S

If your host teacher gives you absolute freedom of choice and you opt to teach a particular reading lesson.....S

2. If a general text book is used, record the title of this book.

3. English is supposed to be taught for 5 hours per week. Keep a diary of the English lessons taught, using the same code as in (1) above. Record the amount of class time spent on the activity. Tabulate the final record.

Eg.	Monday 31.	Composition.	T.	40 minutes.
	Tuesday 1	Poetry recital.	T.	30 minutes.
	Wednesday 2	Grammar - listing of collective nouns.	T/S	30 minutes.
		Reading of class novel	T	40 minutes.
	Thursday 3	No English lesson	-	-

4. Write a critical analysis of how English is taught compared to the report headed English in the Primary School. (Education 10 June 1983.) You are to head your report:

A critical review of English teaching in primary schools today.

5. You are to submit three documents:

- a) Your essay (4 above)
- b) Your English diary (3 above)
- c) Your reading record (2 above)

by Friday 16 September.

Because of the pressure of the last term, I regret that no extensions will be possible.

English in the primary school

An 'Education' Digest

Price 25p post free

This is one of a series of pull-out 'digests' which are published in 'Education' from time to time. Each condense the present state of knowledge of a given topic, and is written by a leading authority on the subject especially for the busy education committee member, administrator, head and head of department.

It is almost a decade since the Bullock Report¹, and several years since the Primary Survey²; what influences have they had on English teaching? Has the pattern of primary school work deserved the implied rebuke of the 'back to basics' emphasis of the past few years, and how has it reacted? What are the trends that mark good practice and where are the leaders of them taking us?

Primary schools in England and Wales prove on close examination to be surprisingly conservative. Ask any new primary headteacher about the stock he had to replace, and you will hear about sets of textbooks 20, 30, even 40 years old – especially in English. One reason why the English books tend to be older than, say, the mathematics ones is that they serve as a prop rather than as the main course, but what they prop up does not change very much. The changes that can be observed are changes of treatment and approach rather than substance, almost all in recent years involving a great increase in the professionalism and skill brought to the classroom. The influence on this of identifiable sources of advice and insight is plain – particularly the work of Christopher Walker³, the Open University⁴, the Primary Survey, Lunzer and Gardiner⁵, and the disciples of Kaye Webb.

Reading development A central message of the Bullock Report was that learning to read did not stop when children left the infant school. At that time most teachers would have taken this to mean going on hearing children read and keeping them on reading schemes for longer. The Schools Council project 'Extending Beginning Reading' did a classic piece of hypothesis-testing: what happened if children read to the teacher much less frequently but for much longer each time they did it? Findings of an educational study of this sort have rarely been so categorical or so unchallenged: to hear children of seven and eight read mere snippets every week was a serious waste of time. It is far more effective to hear them for much longer at less frequent intervals, engaging much other work with their reading, and insisting that the child grasp meaning from it. This entails organising the rest of the class to learn more independently, especially to set the teacher free of incessant demands to spell individual words. The project report⁶, although much delayed, is a landmark.

At the same time, junior schoolchildren

are being introduced, in good practice, to many other tasks aimed at reading for understanding. First disseminated in this country by Christopher Walker³; the ideas involved became the mainstay of the Open University course in Reading Development, possibly the most potent single venture in in-service training for two decades. Cloze procedure, prediction and sequencing are becoming staples of course-book production, and because their inclusion in cheap, mass-produced textbooks is usually at the expense of much quality, they deserve some explanation.

Cloze procedure and related strategies Now that the reader is accustomed to the style of this paper, it is possible to illustrate the principle involved rather than just explain it. A 'Cloze' is one in which usually every word is omitted. The reader has to supply the missing items by inference from the surrounding words. The omissions (technically, the deletions) are usually easy to supply, but some call for close attention (such as *seventh* in the passage just given).

There is much scholarly debate about how Cloze procedure works, but it brings young readers to attend closely to text. Used with groups it provokes discussion of alternatives, and thus contributes to the oral work of a class. In principle Cloze is no more than a teaching application of a skill that experienced readers use every day. The research evidence that Cloze can have very varying effects fits into the wider picture that individual reading behaviours are very varied.

Prediction is in principle equally simple. A group of children is shown the opening section of a story and is asked to predict the next section. When they have done so, the next section of what the author actually wrote is displayed, the group predicts the third section, and so on through to the end. The material may be displayed on a screen or in booklet form or on flip-chart sheets. Each new section acts as a check or a comment on the guesses made, and as a source of clues about what is to come. The underlying aim is to sharpen children's attention to such clues in their own reading, and there is evidence to show that this happens. A class well used to prediction can also apply it to the process of generating new stories of their own, section by section.

Sequencing involves taking a story or description and breaking it up into chunks (of a sentence or a paragraph), ideally on

separate pieces of card. The group of pupils then have to rearrange them in logical or narrative order. It is not difficult to devise texts for use in sequencing that would be problematic even for adults, and as with Cloze and prediction the discussion of possibilities forms a key part of the work. The practical problem of too many bits of paper is real but perfectly soluble. What totally destroys the merit of the procedure is to ask children (who need to be able to manipulate the pieces) to work from a single sheet and rearrange the sections by writing down their numbers. Textbooks provide other, equally unfortunate versions of these activities, which in pure form are very productive indeed.

Language leadership Planning and making reading development materials calls for hard thought about grading as well as design. In the typical primary school it is unreasonable to expect this of every teacher, and the emergence of the 'language consultant' or 'teacher in charge of language' in many schools is a natural response. The Language Leader post is a Scale 2 or Scale 3 responsibility in a substantial proportion of primary schools. A successful holder will have organised the developmental reading work of the lower junior classes, the materials for Cloze and related activities up and down the school. A teacher used to primary schools of a decade ago returning today would find an unmistakable change in the way language has become a priority area.

The growth of such attention to this curriculum area has also produced, naturally enough, a commercial response. Few publishers of reading schemes can rest easy with a 'mere' scheme providing for a linear sequence of readers that stops at a reading level of, say 10 years (which most children reach by the age of eight). The more ambitious publishers now seek to provide coverage of the whole reading-and-language curriculum, in the form of a coherent list where the core reading scheme, several sets of supplementary readers and a body of language work materials hang together. The most ambitious seek to put all this together in a total package, embracing a wide range of support material, covering such areas as oral and listening skills in addition. Good examples of the former approach occur in the lists of Macmillan, Oliver & Boyd, Holmes McDougall and others. The only serious contender in the total package field is

Ginn's *Reading 360*, which fortunately is of outstanding quality in almost every aspect. The Teacher's Guides for *Reading 360* are probably the best single source of professional direction in this field for teachers of children of any age from four to 14.

The 'back to basics' trend. A significant proportion of primary schools, however, remain without benefit of a language leader and in LEAs where specialist primary advisers have not yet been appointed. Such schools are apt to be influenced in some degree by publishers' catalogues, and are strongly affected (as are all primary schools) by such documents as the HMI Survey of 1978. The former would suggest a wholesale swing back to 'basics', and some HMI reports have suggested that schools can overdo the stress on the 'three Rs' at the expense of science or history. However, primary schools have always laid a strong emphasis on writing and spelling and mathematical tables, and any shift in recent years is a comparatively small change of emphasis. In comparison with such a shift by individual teachers, however numerous, the drive towards organised school-wide policies is far more significant.

Handwriting is perhaps the best example. The advocates of italic script have been in retreat, while the attempt to develop school-wide adoption of the more moderate approaches (such as the Nelson scheme) have gained ground. What remains very rare, however, is the kind of informed and sympathetic study of individual children's problems that is needed. (A good example occurs, almost in passing, in Chapter 17 of Graves' recent book on *Writing*.) HMI poured scorn on the school that was seemingly proud of three contrasted approaches to handwriting in as many classes, and many schools took the point. It remains an aspect of practice about which many teachers would probably be grateful for firmer guidance from LEAs.

Spelling is usually cited as the hall-mark of competently taught children. In fact, though few teachers would have the courage to say it, the long early process of inventing spellings (correct or not) is a vital part of the process of learning to write. Dispassionate observation suggests that a huge proportion of early formal instruction in spelling is a waste of time. One reason is that it happens too early, before the children can have had anything like enough reading experience to provide a base for the new spellings to fit into. Another reason is that it is usually done with spellings selected at random or on mistaken principles. The great majority of teachers remain convinced by the linguistically erroneous prejudices of Shaw and many since him that our spelling is hopelessly irregular. Only very slowly is the truth being perceived — that it combines a large number of regular sub-sets which can be used to reinforce children's learning. Among the better commercial materials for teachers to use for this purpose are Allen's *Logical Spelling*⁹, the recent series by Cuff and Mackay¹⁰ and that by Clarke¹¹.

Many of the regular patterns in spelling are purposive, as Pearce¹¹ shows. Spellings often mark off grammatical words from vocabulary ones, distinguish verbs from nouns, proper nouns from common ones,

and much else. The standard ways in which words combine and derive in families are reflected in the spelling and give ready access to thousands of words. Any feature that can be set up as a 'rule' is obviously patterned, but children are confused by rules, because they are abstract and have exceptions, and 'pattern' taught by drawing together sets of similarly patterned words, is a better guide. The argument that spelling is solely a visual affair overlooks its complex links to sound (e.g. the vowel sounds before most double consonants contrast with those before single ones). But the essential thing is confidence, in the pupil and the teacher, that spelling can be learned.

Punctuation is a largely adult pre-occupation. Like the structures of continuous prose it is usually absorbed from reading, in performing its true function of mediating between the silent structures of writing and the cadences of speech. The aspect of speech which the stops relate to is *pitch*. (Most textbooks still insist, erroneously, that they relate to pauses.) The slow penetration of insights from modern linguistics, which has transformed work in English as a foreign language, and can be seen underlying such diverse work as *Reading 360* and the writing of HMI, has yet to impinge on most 'experts' on punctuation. The marks (hyphen, apostrophe, etc.) can be easily taught since they admit of little uncertainty, but this is best left until children are nine or 10, and the same may well hold for teaching direct speech marks¹².

Learning to write Children learn the speech of their parents but the writing of their teachers. By the age of 11 a majority of children are expected to be able to write continuous prose both to relate narrative and to set forth factual information; to be able to use dialogue in their narratives and some degree of textual organisation; to have acquired the norms of English prose writing in respect of sentence structures beyond the simplest, layout, punctuation, grammatical coherence and continuity. Put like that, it is a formidable requirement, yet it is met for a large minority and in some regions for a large majority. What are the stages by which children achieve it?

First of all, children have to learn to distance what they write from how they speak — not because what they speak is slang, but because written language and speech have different structures and norms. A young child has to learn that a reader does not automatically know who the word 'we' signifies: he has to be told. A child has to learn to tell us when the events of history took place, where, in what setting: merely saying 'We were up at our place . . .' does not meet the first requirement of writing, which is explicitness. Speech does not need this because it occurs in a context of mutual reference and knowledge — a fact that children need to discover. Similarly, causes, consequences, and effects have their ways of being put into language, and learning which ways operate in writing takes time.

When young children begin writing they are under pressure to write in sentences, without necessarily having more than a vague notion of what a sentence really is.

As their skill in packing meaning into sentences grows, the sentences become crowded, in readiness for an exhilarating discovery: that if you can cut up your whole mass of meanings into big chunks (called paragraphs) you can be far more free and flexible with the little chunks (the sentences). This useful step is described well by Kress¹³, but there is more practical help for the teacher in other recent books, such as Graves⁷ and Frank Smith¹⁴. None of these books, however, deals adequately with the need to help children of 10 or so to go beyond the simple choices between narrative, dialogue and reported speech into more complex areas like reported thought, implied comment by one character on another, the writer speaking to reader or writer speaking to himself with the reader listening in. All these common devices of story-telling occur routinely in the writing that children read, that is in their models, and, therefore, in the best work by older junior children. But they occur by osmosis rather than instruction.

The thrust of all these developments is comparatively technical. The emphasis of the great bulk of classroom activity in writing by children remains, however, strongly creative. The great innovation of the post-war decades, 'creative writing' was still a rather daring title when Barry Maybury wrote his *Creative Writing for Juniors* (Batsford) in 1967. Its thoroughly deserved second edition (1981) betokens the acceptance of creative writing as a normal and basic feature of good English practice. The close dependence of such practice on a good supply of exemplars is obvious but often overlooked, while Maybury himself has assembled one of the best collections of such anthologies (Oxford UP).

Children's literature Slowly but surely in the past two decades children's literature has come of age as a basic feature of primary English. There are still huge variations: it is still possible in some LEAs to visit a score of junior schools without seeing a novel published since 1920 or a novel in paperback at all. But in most, one cannot visit a classroom without passing a library offering the HMI-recommended level of eight or 10 titles per pupil, often graded for difficulty, supported by systematic work on library use. If some teachers know more about the skills of using books than about the novels themselves, the proportion who know children's fiction at first hand is no longer a self-conscious minority.

One reason is, of course, that so much published children's fiction is of magnificent quality. Novels that a decade ago were eagerly commended are acquiring a more fashionable status: Philippa Pearce gains stature every year, Joan Aitken and Jane Gardam; Ted Hughes and Alan Garner, Ursula LeGuin and Rosemary Sutcliff in their very contrasted ways command attention as deeply serious (if at times portentous) and consistently absorbing, able to give literary shape to deeply felt experience. The status of children's fiction is high and secure, and the principal credit for this must go, surely, to Kaye Webb, who as founding editor of Puffin Books shepherded many fine writers and brought up several skilful editors now continuing her work. There is a current vogue for very

'up-to-date' novels, mainly American, which may win a quicker popularity but may not secure the enduring status of their predecessors¹². If there is a writer of genius catering for children of all ages today it is Russell Hoban, but the more famous 'novels for children' of our own time, *Watership Down* and *Lord of the Rings*, are scarcely read by ordinary children under 11, nor, probably, are they readable at that age, however much they are set fair to become what our parents used to call 'classics'¹³.

Readability is an attribute of all text, but in the case of novels it can powerfully affect a child's response. Teachers have been quick to grasp this, and to understand and apply the simpler ways of measuring it, well described by Harrison¹⁴, it is easy to become too mechanistic about it, and the teacher who has mastered a formal readability measure and used it widely will have acquired a sharp intuitive awareness of the reading level of a text. It is not an awareness acquired, as yet, by all publishers of school textbooks, especially in the introductory stages for studying subjects (e.g. history, geography, elementary science). Cloze procedure is, of course, a useful way of finding out how 'easy' a child finds a given text: if the reader cannot complete eight out of 10 deletions, it is probably too difficult for him.

Comprehension The great majority of primary teachers use children's fiction as the source of their pupils' personal reading. The junior class without its 'reading books' available to fill odd minutes is now extremely rare. Equally rare is the tra-

ditional secondary school practice of having a whole class read the same novel and read it aloud 'round the class'. Many teachers seem to have an acute sense of a need to use textbooks or workcards for 'comprehensions'. The conventional form of this derives from School Certificate examinations of the 1940s: a passage to read, a set of single words for which to find synonyms; a set of phrases to explicate, each one in a sentence; and a few questions about meaning at sentence level. One can judge the durability of this model from surveying the textbooks and coursebooks published for junior school use since 1975: four-fifths of them rely on it substantially.

The model is seriously defective. Almost all current examples of it rely on very short passages, and in published coursebooks they have become steadily shorter since 1965. The reading task itself, that is to say, presents no challenge to the pupil, and foretells boredom even before he starts. Short pieces for comprehension are as unsatisfactory as very short snippets of reading to the teacher. Second, all too often the pupil can answer the questions without looking at the passage. This is so well recognised that asking a class to answer a set of 'comprehension' questions without the passage is a staple task given to PGCE students in training. Thirdly, we now know a great deal about types of comprehension – literal, inferential, evaluative, etc., but the majority of published questions are overwhelmingly literal in type. (A welcome exception is the work of Allen and his colleagues in the Holmes McDougall list.)¹⁵ Fourth, this approach to reading omits a

wide range of reading skills which can be systematically taught and would be a much better use of the time.

Thus, children of eight need to learn to experience how to find their way round a simple library, how to use an index, how to track down a page reference, how to use the page-headings in a dictionary, how to 'read' a dictionary entry. Beyond this, there are the essential skills of scanning and skimming – looking over a chapter to find the right page in it, and looking over a page or two to find the right section in them. Children of eight and nine need to be given time and guidance on how to use the information these skills make available to them – making simple notes, extracting key points, putting them in order, and so on. All these activities come under the heading of study skills, and the need for them was pressed by Bullock and by the Primary Survey. (The work of John Cooper and his colleagues,¹⁶ to be found in the Oliver and Boyd list, is well ahead of the competition in this field.)

The truth is that by comparison with sustained individual reading of whole books or the systematic development of study skills, conventional comprehension as a written exercise is a waste of everybody's time. The same applies whether the source is a textbook, a workcard, or a series of workcards organised as a 'laboratory', where the progression claimed is inherently questionable. All these formats have the merit of engaging children, setting free the teacher, while producing answers in easily marked form, but those features do not constitute instructional merit. Like adults,

children acquire the vocabulary they want and need: they will not develop vocabulary by doing comprehensions. There are better ways of fostering verbal resourcefulness (as we saw in the section on spelling). The oral exploration of meaning, - taking a group through a complex or difficult poem, say, is one of the splendours of all teaching, and reducing it to written exercises destroys its soul.

Correcting and marking The central problem of primary English work, as with secondary, is time: particularly, time to sit down with each individual child and help him find solutions to his private problem - whether it be holding the pen badly, or being disastrously uptight about his spelling, or just as disastrously careless about it, or 'having nothing to say', or finding every novel in the school 'boring': children's problems are infinitely various. Good practice in marking and correcting is governed by the conviction that whatever else it does, marking must not make that vital contact more difficult. It remembers the truth once put by an American teacher of management: 'The best manager, like the best teacher, doesn't need any praise, but he knows the rest of us need it all the time.'

A teacher's marking practice is also a filter, sifting out the three or four children in need of close attention and help that week, and giving the others encouragement and feedback. The conviction that one-to-one contact is crucial for English is shared by most primary teachers, and many see marking as the best context for it. Graves' puts an attractive case for setting it in the run-up to writing work instead.

Day-to-day marking, then, will not tell a parent much about a child's progress over time or relative to others in the class: that is for tests to do if it is thought essential - and parents give such competitive considerations much more weight than teachers do. In the ordinary routine of a well-organised class the constant flow of discussion and mutual comment is a stronger source of feedback, as is the stream of question and comment from the teacher as she works with each group in turn or circulates round the class.

Classroom organisation Mention of a 'well-organised class' raises complex issues. Even in a streamed school, English is by its nature a mixed-ability subject. A class may be doing the same activity, but its widely varied abilities will dictate that different groups use different material. Providing this has led many teachers to realise that it is often better to have groups doing activities in rotation - not least, these days, because it can cut costs. Planned rotation of group work also makes it possible to plan the use of the most valuable resource of all, the teacher's own time and attention. Setting out the detail of such a plan makes it look and feel more rigid than it is in practice, but this is what a substantial proportion of primary teachers now do. Figure 1 over-simplifies only a little, and the shaded areas denote the teacher's availability to pupils.

The example comes from a two-form-entry primary school on a mixed estate in a country town; 32 boys and girls, second-year juniors, include three slow readers

Figure 1: Scheme for intensive language study based on group work - four groups rotate daily for four days.

1. Set group reader task for the week				9.00
2. Develop last week's introduction of synonyms: introduce use of thesaurus				9.20
Reading Extension A	Reading Extension B	Workbooks	Group reader	
Handwriting	Group teaching about skimming	Handwriting	Handwriting	
a) set piece of written work to complete on synonyms	Discussion of two examples	Close and sequencing on previous day's group reader work	Week's tasks: 1. Read story carefully.	9.40
b) next set exercise to follow (a) as extension	Handwriting Exercise/worksheet on skimming	Group teaching on: a) phonic attack skills b) reinforcement on last week's work on synonyms	2. Work out main idea and key details. 3. Write these.	
				10.00
b) continued	continued	a) worksheet on phonic attack b) worksheet on synonyms	Group teaching: discussion of the story, building in language skills recently covered.	10.05
				10.30
				10.35

Notes:

Extension A: last week: synonyms 1
 this week: synonyms 2
 next week: antonyms

Extension B: last week: indexing, sequencing, alphabetical order
 this week: skimming of lists, indexes, telephone directories
 next week: skimming paragraphs, chapters

teacher's personal availability

who have special help twice a week for an hour. The class works in four groups of eight, rotating round four activity blocks each day, using the same time on the fifth day for writing stories and poems with a radio series used as stimulus. No bells or time-signals are needed, and very few children waste time saying to themselves 'I've finished'.

This kind of class organisation is most appropriate to middle juniors, but characterises good practice in many infant schools too. The rotation may lessen in the fourth junior year. Even there, the emphasis on sustained reading, study skills, ordered work in spelling, steadily more challenging writing tasks all have priority over 'comprehension'. There is a minor trend, as in secondary schools, to work which looks more specifically at language itself, but only Frank Skitt¹⁸ has solved the problem of relating such work to good primary practice.

Testing and assessment The curriculum outlined here is not matched by existing published tests of attainment. As with GCSE, English is peculiarly the victim of bad 'backwash' effects of testing, and for that reason it is to be hoped that even the best tests, the bank devised by the APT Language Unit, will remain in very limited circulation. The nearest commercial alternative is the Edinburgh Reading Tests, which are costly to buy and very time-consuming to mark. The prospect that graded tests might filter down from secondary developments is particularly disturbing: the idea that there is a notional 'foundation' level in English to act as a base for a Grade One test at the age of eight or nine is an illusion, but attractive to test designers.

A time of growth The influence of Bullock and of the Primary Survey, we may conclude, has been marked and still endures. So large a field will have its fallow patches for many years, but by comparison with 10

years ago the quality of teaching is as much improved as that of materials. In-service training of teachers has grown out of all recognition, both at award-bearing level and, just as significant on the ground, at the level of short courses in teachers' centres. It is also worth noting that the great improvement in quality of published materials has been helped, in a time of seriously reduced financing, by a clear reduction in real-terms costs. Many teachers would wish to acknowledge the influence of HMI, who a decade ago had only just begun full-scale primary work, and LEA advisers and inspectors, among whom experienced former primary heads now exist in some numbers.

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RECOMMENDED JOURNALS:

Two journals are mentioned as recommended reading for student teachers:

Children's Literature in Education - an international quarterly published by Human Sciences Press, New York.

Books for Keeps, published by the School Bookshop Association, London.

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