ON EXAMINING THE ROLE OF ENGLISH EDUCATION KNOWLEDGE STRUCTURES IN PEDAGOGIC PRACTICES:

CASE STUDY OF ENGLISH EDUCATORS IN A HIGHER EDUCATION INSTITUTION

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Submitted in fulfilment of the requirements for the degree of

MASTER OF EDUCATION

(By full thesis)

Languages and Arts Education

School of Education

Edgewood Campus

University of KwaZulu – Natal

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December 2012

DECLARATION

This study represents original work by the author and has not been submitted in any form to another university. Where use of the work of others has been made, this is duly acknowledged in the text.

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ABSTRACT

This study examines how English Education knowledge structures impact on pedagogy to serve students who are becoming English educators. The study investigates the English Education discipline within the School of Education, University of KwaZulu – Natal. The study responds to the critical question: how do English Education knowledge structures impact on pedagogy to serve students who are becoming English educators? This question seeks to uncover underlying structures, mechanisms and events at play in the English Education discipline, and how these inform knowledge structures to impact on pedagogy the way they do. The study is located on an interpretive research paradigm, and is framed within the Critical Realism (Bhaskar, 1978) and Social Realism (Archer, 1995) theories. These theories are used to critically engage with data by uncovering the underlying structures and mechanisms at play in the English Education discipline. The study further draws on Bernstein (1999) and Bourdieu (1986) as substantive theories used to develop a profound understanding of Knowledge Structures and Cultural Capital, respectively. Using qualitative methods of data collection, the study uncovers the role of a 2-Track System in the teaching of English Education students. Data collected in the study is analysed and critiqued to demonstrate how and why the structuring of English Education knowledge breaks away from unintended curricular impositions by the former University of Natal English Department's curriculum. The study argues that the 2-Track System adopted in the English Education discipline is appropriate to serve students to be competent educators of English. Of paramount importance, data collected in the study also show how the structuring of English Education knowledge in the 2-Track System empowers and '*give voice to'* the majority (Bernstein, 1999).

ACKNOWLEDGEMENTS

My experience of the Master of Education degree can best be described as a real test of one's commitment and dedication. Both these virtues were not enough to see me through. Had it not been for the people around me, my completion and success in this study would have remained an unrealized ideal:

My mother Zodwa and my late father Martin, thank you for doing the best you could to send me to school. Through that, I consider myself privileged. This work is dedicated to you. I also wish to thank my parents-in-law for the encouragement that has continuously been given.

My wife, Thuli. If there is one person who felt worst deserted during my studies, it would be you. Even when I was so busy and did not spend enough time with you, I still enjoyed your support, and a cup of coffee to refresh me. You know that your place is right inside my heart.

My brothers, Sanele, Spheni and Sizwe, thank you for always believing in me. Your continuous support and encouragement is highly appreciated. My sisters-in-law, thank you for being there when I needed you. My children, Noxolo, Syabonga, Yandile, Thando, Okuhle, through you, I learnt that failure is not an option for me. I am also challenging you to do the same in your studies.

To my colleagues and friends, you might not be aware just how much you have contributed to my success. Thank you all for that. Pearl, you have always wanted the best for me. Your assistance will never be forgotten.

I am forever indebted to Dr EM Mgqwashu, my Supervisor. His hard work, wisdom and commitment are what made this study possible. God blessed me through him. Even when I doubted myself, you encouraged me to give the best, guiding me all the way. For that I am grateful. Again, my appreciation goes to him for sourcing funds for me to conduct this study.

I would also like to thank all the participants in this study; lecturers, tutors, students and administrative staff. I know part of what I was doing was to invade your space and sometimes request your participation when you were busy, but you never made me feel unwelcome. For that, I am thankful.

With God all things are possible. The might of the Lord saw me through even in trying times. Heavenly Father, Creator of Heaven and Earth, I humble myself to Thee. Thank you for lifting me up when I needed you most.

LIST OF ABBREVIATIONS

B. A.	Bachelor of Arts
B. Ed.	Bachelor of Education
CC	Cultural Capital
CHE	Council on Higher Education
CR	Critical Realism
DoE	Department of Education
HE	Higher Education
HEIs	Higher Education Institutions
LoLT	Language of Learning and Teaching
UKZN	University of KwaZulu - Natal
PAM	Personnel Administrative Measures
UKZN	University of KwaZulu - Natal
SFL	Systematic Functional Linguistics
SR	Social Realism
UKZN	University of KwaZulu - Natal

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Chapter One

Background and context of the study

Introduction

Success in Higher Education (HE) depends on knowledge, skills, expertise and ways of being as dictated by specific disciplinary discourses. In the context of this study, teacher education in the discipline of English is the area of investigation. Knowledge sought for in teacher education includes, but not limited to, knowing about learning and teaching, and optimal conditions to enhance educational success. In the context of teacher education, stakes are much higher, particularly in a country like South Africa with a history of institutionalised racial discrimination and oppression. Failure to educate future teachers to learn about ways in which educational success can be enhanced would mean the perpetuation of apartheid legacy and differential educational opportunities and success based on racial and class differences. This may result in the country lacking competent educators.

The attainment of knowledge and skills to teach English in particular, is the focus of this study. The discipline focussed on is that of English Education. Academics in the English Education and the pedagogic practices adopted for the process of transmission of desired knowledge, skills, expertise and the ways of being in the discipline will be used as the aspects to be investigated. Pedagogic practices involve the transmission of knowledge and skills by experts in the field of English Education. In other words, in this context, pedagogy is the process through which knowledge sought for in the English Education is relayed to students. Pedagogic practices as a process through which knowledge sought for is relayed to the English Education students, together with the knowledge and skills relayed, determine

success in the acquisition of competence to teach English. More particularly, this study investigates ways in which pedagogic practices are influenced by the knowledge structures constitutive of English Education. The relationship between how students learn and practice as English educators and the English Education disciplinary knowledge structures is what this study hopes to explore. This relationship is key for understanding the role of knowledge structures on pedagogy in English Education. For this Chapter, the purpose and rationale for the study are discussed. This is followed by the definition of two concepts which are central to the study; namely knowledge structures and pedagogic practices. Following the definition of concepts, this Chapter discusses a brief context of the study. This involves a discussion of the historical developments that led to the merger of universities leading to the formation of the School under study. This is followed by setting the goals for the study. The discussion of the goals of this study is followed by an outline of the structure of the thesis. The outline provides details about each of the Chapters. Finally, this Chapter provides a discussion of the limitation of the study.

1.1. Rationale and purpose for the study

The focus of this study is on examining the interplay between knowledge structures and pedagogic practices. This is done in the context of examining the role that English Education knowledge structures play in pedagogic practices. The extent to which students gain epistemological access in the discipline of English Education depends entirely on pedagogic practices chosen, and these are to be influenced by knowledge structures underpinning the discipline. Thus, an understanding of the role of knowledge structures on pedagogy may assist us to engage in an investigation of aspects contributing to failure and drop outs rates in Higher Education Institutions (Appalsamy, 2011).

This study emanates from, and extends, the studies conducted by Boughey (2009; 2010). In these studies, she engages in a meta-analysis of statistical data of students' successes and failures in Higher Education Institutions (HEIs), an audit which was commissioned by the South African Higher Education Quality Committee (HEQC). These studies recommend further examination of how pedagogic practices are constructed in these institutions. The study builds on these studies, and focuses specifically on the need to understand how English Education serves students to become competent English educators. The critical question is: How do English Education knowledge structures impact on pedagogic practices to serve students who are becoming English educators? This critical question subsumes the following 3 questions:

1. What is the disciplinary knowledge that English Education is concerned with?;
2. How do knowledge structures of the English Education discipline impact on pedagogy? and;
3. Why do knowledge structures of English Education impact on pedagogy the way they do?

1.2. Defining key concepts

The study examines the interplay between two concepts in the education of English educators: namely, knowledge structures and pedagogic practices. Knowledge structures are perceived differently in literature. Attempts to define knowledge structures range from abstract to observable. For instance, knowledge structures are referred to as "hypothetical construct referring to the organization (relationships) of concepts…" (Shavelson, 1972, pp. 227 – 227). This definition implies that the conceptual organization in memory facilitates recall. It seems to be inadequate in defining knowledge structures in relation to

epistemological access. Muphy & Suen (1999) cite Jonassen, Beissner, Yacci, (1993) and Gagne (1985) to define knowledge structures as " (a) a type of knowledge that facilitates the translation of relevant domain knowledge into procedural knowledge…(b) interrelated representations of declarative knowledge that facilitate procedures" (Muphy & Suen, 1999, p. 1). For Young (2008), knowledge structures are viewed "…as an expression of the symbolic relationship between us and the world…" (Young, 2008, p. 5), and 'us' is a disciplinary domain or a community of scholars within a specific academic field. In other words, knowledge structures refer to symbols that people use to understand and make meaning of the world around them. Prevalent in these definitions is that the organization of knowledge determines the output, as Maton (2000) puts it, "…the medium of education – the structuring of educational knowledge – is itself also a message" (Maton, 2000, p. 148). For English Education, the ideal message conveyed by the structuring of the disciplinary knowledge is the production of students who are competent to teach English. This is to say that any chosen structure of the disciplinary knowledge must prepare students to teach English.

Pedagogic practices, on the other hand, foreground the transmission of knowledge structures by experts in the field. Pedagogic practices can simply be defined as encounters in formal education through which teaching and learning take place. The concept of pedagogy is also understood as "... an undifferentiated set of practices of upbringing and education, to methods and processes of transmission and acquisition, aiming at developing knowledges, skills and moral order." (Bernstein & Solomon, 1999, p. 267). To adopt a more technical definition, pedagogic practices are understood to mean "…various types of tasks, ways of working or types of activities and practices according to which…students are directed or instructed to act…in pedagogical setting…" (Lakkala, Ilomaki & kantosalo, 2011, p. 1). For English

Education, this means the activities that are meant to assist students acquire the knowledge and skills needed for teaching English.

In his earlier work, Bernstein (1981), as cited in Sadovnik (1991), analyses "…pedagogic practices as cultural relay and a pedagogic practice in terms of what it relays." (p. 52). The notion of cultural relay manifests itself in "…social contexts through which cultural reproduction – production takes place" (Bernstein, 1981, p. 3). It then follows that if the concept of pedagogic practices, as understood within Bernstein's (1981) terms, is characterised by a conscious and perpetual reproduction of socio-cultural practices, then it is significant for this study to examine how the English Education knowledge structures that inform pedagogic practices in the discipline are chosen and articulated to students.

1.3. On mergers and assimilation: Study context

Political developments in South Africa in 1994 brought about a number of policy changes that affected education. One of the changes was the restructuring of HE in response to the report of the Council on Higher Education (CHE). A national plan developed for restructuring outlined "…a number of strategies of restructuring, including the creation of new institutional and organisational forms, institutional collaboration at the regional level, and mergers" (Hall, Symes and Leucher**,** 2004, p. 38). This meant that a number of changes in HE were imminent. Among the changes witnessed, some HEIs were merged and others were shut down completely. In this historic transformation of HE, the merger of the ex-University of Durban-Westville (UDW) and ex-University of Natal in 2004 saw the establishment of the University of KwaZulu-Natal (UKZN). Two years earlier, Edgewood

College of Education merged with former University of Natal. As a result of the merger, Faculties of Education of former UDW and former University of Natal merged and were re-located into the former Edgewood College of Education, now called the School of Education (Hall *et al.*, 2004).The recorded history of the UKZN promises that "…the new University brings together the rich histories of both the former Universities" (http://www.ukzn.ac.za/About-UKZN/UKZN-History.aspx). What are the 'rich histories' brought together by the merger of these institutions? More pertinent for this study, how do the 'rich histories' contribute to the construction of, and practice in, the English Education discipline? To respond to these questions, it is critically important to develop an insightful understanding of the history of the UKZN's School of Education.

Firstly, it must be mentioned that the merger of a historical institution of struggle (University of Durban –Westville) and a research-intense institution (University of Natal) as recorded in the History of the UKZN (http://www.ukzn.ac.za/About-UKZN/UKZN-History. aspx) means an operation of different mechanisms of power at the UKZN, including within the discipline of English Education. The merger forged academic and professional co-operation among staff members from former institutions. As a result of the co-operation, the 'rich histories' became the cultural goods or capital (Bourdieu, 1986) with which practitioners came in the newly established institution, the UKZN.

The co-operation of the professionals and academics in the UKZN School of Education called for the process or re-curriculation. The curriculum ought to reflect the vision and motto of the UKZN, but also respond to the government's mandate: to be responsive to the needs of students of all ages and the intellectual challenges of the 21st century (Hall *et al*., 2004, p. 34). In its website, the role of the UKZN School of Education is defined:

> The new School of Education in a new South Africa carries the responsibility and obligation to respond to the inequalities and injustices inherited in the local context of the new university, the province and in the country; and simultaneously it must address the global, the continent of Africa, and the margin or periphery as part of the developing world. It has to do so in all areas of its core functions of research, teaching, learning and community engagement (http://soe.ukzn.ac.za/Homepage.aspx).

For English Education, as the context under study, being responsive to the needs of students meant (and still means) that the discipline needed to redefine its role in serving students to be competent to teach English. Redefining the role of English Education suggested that the context under study had to embrace the restructuring of the country's Higher Education (HE) such that its role is consistent with the vision of the newly established School of Education. The English Education discipline is based in the Edgewood campus, where the School of Education of the UKZN is located.

1.4. The goals of the study

In South Africa, as is the case in most parts of the world, education remains an important tool for success. For a country like South Africa, where continuous dropouts of students from schools and Higher Education (HE) remains a challenge (Appalsamy, 2011), it is important to closely examine factors impacting on education. The factors that impact on education include, but are not limited to, socioeconomic status, race, politics, cultural and linguistic backgrounds (Scott, Yeld & Hendry, 2007; Mgqwashu, 2007; Appalsamy, 2011). Within each of these factors are practices that influence each factor to impact on education the way they do. The examination of these factors is an enormous challenge which cannot be exhausted by a single study.

In South Africa, access to all levels of education depends, among other things, on proficiency in the Language of Learning and Teaching (LoLT) (Baruthram, 2006; Ramcharan, 2009). For most schools and Higher Education Institutions (HEIs), English is the LoLT. For Mgqwashu (2007), "…in South Africa (as is the case in most parts of the world), proficiency in English is a prerequisite for success in a university and for securing employment" (p. 28). Building on the importance of English language in education, it is critically important that the language is taught well in schools in order for students to be successful in HE and ultimately secure employment. At the helm of ensuring that the English language is taught well, are educators. It is in this context that English educators must have competencies to teach the language. The responsibility to develop these competencies is given to HE, and for English Education comes the greater responsibility to educate future educators.

As established earlier, the study is located in the UKZN School of Education located in the Edgewood campus. The study focuses on English Education discipline. The rationale for investigating the discipline is to ascertain its role in assisting students to succeed in HE. The English Education discipline, like all other disciplines, needs to ensure that the purpose for which HE stands is achieved. In his study of English Studies and language teaching for epistemological access, Mgqwashu (2007) writes about the ideals of university education:

> Related to this understanding of the role university education is to play is Laurillard's (1993) assertion that knowledge produced in such institutions enables students "to transcend the particular", and thereby abstract from the physical and social context, precisely in order that the knowledge may be transformed into something more generalisable" (16). Acquiring the abilities which Laurillard (1993) refers to depends on a student's ability to think critically and to use language (written and spoken) to convey thoughts and ideas in ways that are accessible to others. Universities have a challenge therefore, to train students, not only "to transcend the particular", but also to equip them with the linguistic skills necessary to formulate sound and carefully constructed ideas, and be able to speak and write about them successfully (Mgqwashu, 2007, p. 20).

Given the position of English language in South Africa as the LoLT in most schools and HEIs, (Baruthram, 2006; Ramcharan, 2009), the ability of students in all levels of education to think critically and to use language to convey thoughts and ideas depends on their proficiency in English. Such proficiency is systematically and gradually developed, starting from school level. Without English language proficiency, students are most likely to be unsuccessful in accessing HE discourse and to secure employment (Mgqwashu, 2007).

Based on the role of English language in education, success in education depends entirely on how well students are taught the LoLT, English. It is thus the competence and mandate of the English Education discipline to prepare students to be competent educators to teach English in classrooms. The concept 'English Education' suggests an interdisciplinary field of study; English discipline and Education discipline. One approach of attempting to define the concept is defining both English and Education separately. Having alluded to these two as independent disciplines, the adoption of the approach described here may seem problematic and can potentially lead the course of this study astray. An alternative approach to defining the concept is adopted, and defines English Education as concerned with the preparation of educators to teach English in classrooms. From a historical perspective, "…English education has been defined as an interdisciplinary field of academic inquiry focused on the preparation of English language arts teachers, and, by association, the teaching and learning of all aspects of English studies" (Alsup, Emig, Pradl, Tremmel, Yagelski, Alvine, DeBlase, Moore, Petrone and Sawyer, 2006, p. 279). In a similar vein, English Education "…is known to involve courses in methods of teaching English" (Burton, 1963, p. 10), and 'English' refers to all aspects of English studies (these are dealt with in detail in Chapter 5).

Many scholars (Burton, 1963; Kegler, 1964; Alsup *et al*, 2006) prefer to define English Education in terms of its role.

- The teaching and learning of English, broadly and inclusively defined;
- The preparation and continuing professional support of teachers of English at all levels of education and;
- Systematic inquiry into the teaching and learning of English (Alsup *et al*, 2006).

These three roles signify knowledge domains the English Education is concerned with. The knowledge domains are articulated in pedagogic practices through explicit teaching, demonstration and reference to literature, to mention a few. Therefore, and within the confines of this study, English Education prepares English educators to be competent in teaching the language, but also contribute to the innovation of knowledge. As to how the English Education discipline serves students to realise the mandate of HE remains an area of interest for this study. This is to say that pedagogic practices in the discipline determine the extent to which students are taught English Education to be competent educators of English, and these are influenced by knowledge structures.

1.5. The structure of the thesis

In this Chapter, a discussion of the background of the study was conducted. The discussion ascertained the important role English has in all levels of South African education. Because of the role of English language as the LoLT in the country, this study finds interest in examining the process of preparing English educators. As a result of this interest, the Chapter presented the question and sub-questions, followed by the definition of concepts. Tantamount

to the quest to respond to the critical question is the aim of making a contribution to the course of English Education research and academia at large.

Chapter 2 presents the theories within which this study is framed. The Chapter draws on Critical Realism (Bhaskar, 1978) to uncover underlying structures and mechanism at play making knowledge structures to impact on pedagogy the way they do. The theory, as is the case with all other theories employed in this study, guides the collection, presentation, analysis and critique of data. In addition to CR, Chapter 2 draws on Social Realism (SR) Theory as put forward by Archer (1995). SR builds on the idea of a multilayered reality to investigate underlying structures and mechanisms in three emergent properties; Structure, Culture and Agents. SR investigates an interplay of these emergent properties in the social world, and for this study, the 'social world' denotes pedagogic settings, characterised by interaction between students and practitioners in the discipline. Knowledge Structures (KS) and Cultural Capital (CC) theories are drawn as substantive theories in this Chapter. For KS, Bernstein (1999) contrasts vertical and horizontal discourses to explain knowledge structures in these discourses. As established earlier, the structuring of knowledge is a message itself (Maton, 2000). Cultural Capital, as put forward in Bourdieu (1986), foregrounds the notion that knowledge acquired is cultural capital, describing it a accumulated labour. Both theories are significant for the study to develop a nuanced understanding of how and why the English Education knowledge structures impact on pedagogy.

Chapter 3 reviews literature relating to English Education and draws on such scholars as Eagleton (1983), Pope (1998), Balfour (2000), Alsup *et al.* (2006) and Mgqwashu (2007) to define English Education, establish the constructs of the discipline and review prevalent

practice in the teaching of English. These studies form the embodiment of knowledge sought for in English Education. The Chapter also draws on Archer (2006) and Street (2003) to respond to the question about the role of literacy in English Education.

The methodologies used to collect and analyse data are discussed in Chapter 4. The Chapter discusses the design of the study, paradigm, data collection methods, sampling, validity and potential limitations of the research methods used in this study. As a case study of a HEI, Chapter 4 presents a detailed account of what the case study is, as well as qualitative methods used to collect data. The discussion constructs an argument for the relevance of such methods to this study, and draws on Guba & Lincoln (2005), Cohen, Manion & Morrison (2007) to substantiate.

Chapter 5 and 6 present, analyse and critique data produced in the study. Both Chapters are guided by the theories on which the study is framed to analyse and critique data. The Chapters present data produced in interviews, classroom observations and documentary evidence, and these are analysed and critiqued with reference to literature. The presentation, analysis and critique of data allow for the presentation of the findings. As already established, the critical question of the study: How do English Education knowledge structures impact on pedagogic practices to serve students who are becoming English educators? This question subsumes three questions. Chapter 5 responds to the first sub-question: What is the disciplinary knowledge that English Education is concerned with? Chapter 6 addresses the remaining two questions: How do knowledge structures of the English Education discipline impact on pedagogy? And, why do knowledge structures of English Education impact on pedagogy the way they do? Chapter 7 concludes by consolidating the whole study and

discusses by the extent to which the study responded to the critical question. The conclusion then suggests a way forward, and is informed by the findings presented in Chapters 5 and 6.

1.6. Limitations to the study

The study examines the role of English Education knowledge structures in pedagogic practices in the UKZN's School of Education. As the study focuses on English education, a limited number of interactions between students and practitioners were observed due to time constraints. Because of this, and the nature of a case study design, findings may not be generalisable. Chapter 4 discusses the nature of a case study design, where limitations thereof are presented. These limitations, however, present opportunities for future study.

The discipline of English Education is a broad field that requires a broad outlook. Comprising of a number of modules, the study was unable to analyse all documentary evidence such as assignments and examination marks. Failure to analyse these documents potentially threatened validity of findings. Nonetheless, the triangulation technique was used to enhance the validity of findings and negotiate this potential limitation.

1.7. Conclusion

This Chapter discussed the rationale and purpose for this study, constructed the historical restructuring of the HE in South Africa. The restructuring saw the establishment of the UKZN as the context of the study. The Chapter established that the merger of some HEIs to form the UKZN called for co-operation of academics from former institutions. One of the

results of the merger was that from these institutions saw it fit to introduce re-curriculation processes. For this study, re-curriculation meant that English Education curriculum had to articulate the vision of the newly established institution and teacher education as opposed to teacher training, the old Edgewood College of Education agenda. The main objective of the study, as alluded to earlier, is to examine how English Education knowledge structures impact on pedagogy. The succeeding Chapter discusses theories used in this study.

Chapter Two

A theoretical account of the constitution of knowledge

Introduction

The previous Chapter discussed background and context of this study. The discussions led to the critical question of the study. The question, as revealed by the discussion, gives rise to further sub-questions designed to yield data relevant to the purpose of the study. These sub-questions partly inform the rationale for the study, and Chapter 1 discusses at length this rationale. The discussion of the background information which is fundamental for the development of an understanding of the role of English Education knowledge structures in pedagogic practices frames this rationale. While Chapter 1 provides a vantage point for the study, in that subsequent chapters of the study are developed, a detailed account on the kind, breadth and depth of data which assures that the ideals of the study are realized is provided in this Chapter.

This Chapter discusses the theories and concepts within which, and that shape, the study. The discussion of the theoretical position on which this research is located and concepts used to engage with data in this chapter, furthermore, reveal their relevance to the purposes of the study. The development of an argument for the choice of theories provides a compelling account for the appropriateness of the theories for this enquiry. The argument is developed through drawing on different exponents of theories which provide the study with a theoretical framework. The study draws on Critical Realism (Bhaskar, 1978) and Social Realism (Archer, 1995) to provide an ontological framing. Taking interpretive paradigm (this is discussed in detail in the succeeding Chapter) as the research orientation for this study, the Chapter further discusses substantive theories that inform both the collection and analysis of

data. These substantive theories include Bernstein's (1999) model of knowledge structures and Bourdieu's (1986) concept of cultural capital. Both have a significant role to play in attempts to understand the construction and practice of English Education pedagogy in Higher Education Institutions (HEIs). Their relevance lies in the fact that they are substantive theories that are within the field of social sciences research in which an interpretive account of human construction of knowledge and practice, and how these inform what results as the reality, is constructed. The construction of English Education knowledge and pedagogic practice, for instance, and as an area of interest to this study, are best characterised by what these theories foreground.

Firstly, this Chapter begins by presenting arguments for the choice of Critical Realism (CR) as one of the two theories within which the study is framed. In the process, a model of CR which is significant for understanding the role of knowledge structures in the English Education discipline is discussed. The model informs the collection of empirical data and its analysis. Second, the Chapter discusses Social Realism (SR) as the second theory within which the study is framed. The discussion provides an account of aspects of SR which are prevalent in social and pedagogic settings that will be useful conceptual tools in the process of data collection and analysis. Thirdly, the concept of Cultural Capital (CC) is presented, not only as critical in understanding knowledge structures in pedagogic environments, but also as impacting on how English Education disciplinary knowledge is articulated by discipline practitioners and acquired by students who are in pursuit of such knowledge. The Chapter demonstrates that Cultural Capital influences the degree to which individual students access knowledge structures in the English Education discipline, and how such knowledge is relayed to students who are becoming English teachers. Finally, the Chapter explores the substantive theory of Knowledge Structures (KS) as having an impact on the construction of the English

Education discipline .While the discussion is themed according to each theory, the Chapter concludes by presenting a systematic account of their relatedness in the context of this study and ways in which they can inform an understanding of the role of the English Education discipline knowledge structures within the context of Higher Education (HE) pedagogy.

2.1. Critical Realism

The English Education discipline at the University of KwaZulu-Natal (UKZN), Edgewood campus (which shall be referred to from this point onwards as the context under study), offers tuition in the form of contact sessions between students and discipline practitioners. In these contact sessions or lectures, the manner in which knowledge is relayed to students who are becoming English educators is a direct consequence of discipline practitioners' experiences, expertise and perceptions of what is valued as knowledge in the discipline. In order to understand knowledge which constitutes the discipline of English Education in the context under study, it remains important to ascertain structures and mechanisms which are at play during the process of knowledge constitution. This is attainable by means of appropriate models through which the underlying structures and mechanisms which influence knowledge construction are uncovered.

An emergent model with potential to uncover such underlying structures and mechanisms is Critical Realism. In Carlsson's (n.d. p. 1) words, CR was developed as "…an alternative to traditional positivistic models of social science as well as an alternative to postmodernism and constructivism". In the development of CR, Bhaskar (1978) remains one of the influential thinkers. In writing about CR, he points out that:

> …the causal structures and generative mechanisms of nature must exist and act independently of the conditions that allow men access to them, so that they must be assumed to be structured and intransitive, i.e. relatively independent of the patterns of events and the actions of men alike…events must occur independently of the experiences in which they are apprehended. Structures and mechanisms then are real and distinct from the patterns of events that they generate; just as events are real and distinct from the experiences in which they are apprehended. Mechanisms, events and experiences thus constitute three overlapping domains of reality, viz. the domains of the *real*, the *actual* and the *empirical*. (Bhaskar, 1978, p. 56)

For Bhaskar (1978), three overlapping knowledge domains, the real, the actual and the empirical, are critical for understanding social reality and analysing data in this study. The three domains are important in our attempts to understand reality in the context of this study. They are important in that they assist in identifying the structures at work that generate events or discourses. Bhaskar's three knowledge domains are also affirmed by other Critical Realists (for example Archer, 1995, 1996; Sayer, 2000; Benton and Craib, 2001) who subscribe to the notions of ontological stratification "…which entail a belief that reality is made up of distinct layers which are irreducible to each other" (Quinn, 2006, p. 10).

Drawing on Bhaskar (1978), the discussion shifts to the three knowledge domains and what they entail, and *Figure 1* below represents the three knowledge domains.

	Domain of Real	Domain of Actual	Domain of Empirical
Mechanisms	√		
Events	√	√	
Experiences	√	√	√

Figure 1: Three domains (Bhaskar, 1978, p. 56)

The Figure shows that causal structures exist in each domain, and this is significant for this study, for it wishes to understand knowledge structures within the context and their impact on

pedagogy. According to Quinn (2006, p. 10), "…the relationships and non-relationships, respectively, between what we *experience*, what actually happens and the underlying *mechanisms* that produce the *events* in the world…" is what define the relationships across the three domains. This understanding of the nature of reality informs engagement with data in this study. Most crucially, the focus is on how English Education disciplinary knowledge structures are relayed to students who are becoming English educators.

The constitution of English Education disciplinary knowledge structures and the impact these have on pedagogic practices can best be understood through uncovering different strata of reality, as best expressed in CR theory. Bhaskar (1978) refers to one of these as 'the real' domain, which consists of underlying structures, mechanisms and relations. While this domain exists independently of events, it is capable of producing patterns of events. In the quest for understanding the nature and dissemination of knowledge within the English Education discipline, it is inevitably crucial to uncover underlying structures, mechanisms and relations which are operational in the discipline. The operation of structures and mechanisms in 'the real' domain, which is what exists in the natural and social world, does not depend on us knowing them, but important for us to know them in order to inform an understanding of how knowledge of the discipline is constructed. For example, "… whenever a scientist refers to a thing or event, structure or law, or says that something exists or acts in a certain way he must refer to it under some particular description; he is using the notion of thing, law, existence, etc…" (Bhaskar, 1978, p. 52), and such descriptions are mechanisms, powers and tendencies which operate in the real world and are independent of men's influence, although it holds true that they influence what men do. These mechanisms, powers and tendencies are the area of interest for this study. In other words, the focus of the study is the real domain, which consists of structures and mechanisms at play in pedagogic

environments. This is because pedagogic discourses in all disciplines hold an assumption that discipline practitioners are experts in their chosen fields. As a result of this assumed position of expertise, students in the context under study experience pedagogy, and English Education pedagogy in this study, that has predetermined causal standards and procedures which are envisaged to qualify students as both academically and professionally competent. The role of such predetermined causal standards and procedures in categorising students as successful or otherwise on pedagogic practices is the true phenomenon under investigation in this study. Studying 'the real' domain seeks to uncover the underlying causal mechanisms that influence the events within the English Education discipline. The study is persuaded that we can only understand what happens within the discipline of English Education in terms of pedagogic practices if causal mechanisms that influence individual pedagogic events are explored and engaged with critically.

There is an existent relationship between 'the real' domain and 'the actual' domain. The argument which Bhaskar (1978) makes with regards to 'the actual' domain suggests that the domain is transitive. The transitive nature of the domain indicates that events and experiences are dependent on historical and social contexts, and so they change. Bhaskar (1978) identifies an ontological distinction between causal laws and patterns of events. He documents that "…men are causal agents capable of interfering with the course of nature and …" (p. 54) experimental activities are the planned disruption of the course of nature. As for this study, it is important to know the historical events that the context under study has undergone, and how such events impact on the development of English Education pedagogic programmes.

Grounded on the premise of knowledge as "…socially constructed with particular cultural and historical conditions (and necessarily entwined with issues of interest and power)…" (Maton & Moore, 2010, p. 2), historical and social events which the context under study went through potentially effect changes on how English Education disciplinary knowledge is constructed. The status quo justifies the importance of ascertaining the role of 'causal agents' in the construction of, or interfering with, the cause of nature (Bhaskar, 1978). The role of 'causal agents' in this study is the construction of English Education discipline by practitioners. Such construction manifests itself in pedagogic practices. For this reason, this study sees engagement with this construction as having potential to inform an understanding of how students who are becoming English educators are served by discipline practitioners so that they have access to disciplinary knowledge.

Subsequent to events and experiences that give rise to changes in how knowledge of the discipline is constructed in 'the actual' domain which is transitive in nature, 'the empirical' domain denotes what is observed and experienced in the real world. As is the case with the preceding discussion, 'the empirical' domain in Bhaskar's (1978) critical realism is transitive, suggesting an existing relationship between experiences in 'the empirical' domain with 'the real' and 'the actual' domains respectively. The transitive nature of 'the empirical' domain proposes that our experiences are as a result of activated structures, mechanisms and tendencies. The activation of structures, tendencies and mechanisms in this study denotes activities that effect changes in the discipline. For this study, English Education discipline practitioners are the ones whose activation of structures, tendencies and mechanisms effect changes, 'the empirical' domain in Bhaskar's (1978) words, is hence described as 'anthropocentric' because "…the world is what men can experience…that whatever men currently experience is unquestionably the world" (Bhaskar, 1978, p. 58). He further adds

that for experiences to be scientifically significant, they must normally be results of social processes of production in which these experiences are not the beginning but the end.

If what is experienced in the English Education discipline within the context under study is as a result of the historical and social events that took place, and that, as Bhaskar (1978) puts it, "…is the world." (p. 58), this study views CR as a model with potential to unearth these underlying causal factors. The context under study is not immune to historical events which South Africa at large, Education fraternity broadly and HE in particular, experienced. Such experiences have played a huge role in shaping the English Education discipline in the context under study, and CR provides a model to examine them.

While the choice of CR is maintained and justified for this study, in that it (CR) provides an appropriate model for uncovering structures and mechanisms impacting on the construction of English Education disciplinary knowledge structures as an area of focus for this study, the argument which has been developed suggests that English Education knowledge structures in pedagogic practices are developed as a result of factors which are not explicit. These factors, as put forward by Bhaskar (1978), are independent of people's actions, but have a potential to influence them. It is therefore critical to examine the factors which influence pedagogic practices within the English Education discipline under investigation in order to develop an understanding of the role of English Education knowledge structures in preparing English Education students to be good English educators and innovators of knowledge.

Following the discussion of three domains of reality in Critical Realism, it is worth noting that these domains or strata are "…hierarchically structured and loosely nested to form an ontologically layered, historically open system" (Harvey, 2002, p. 165). The hierarchical structure of the three domains in CR means that there are many underlying factors impacting on what is eventually experienced in the discipline. In other words, the constructs of the discipline of English Education are resultants of various underlying factors. The underlying factors are manifested in the way knowledge of the discipline is constructed and relayed to students. Because of the existence of the underlying factors, what is experienced in 'the empirical' domain does not make these factors explicit, and this forms the ontological layered system (Harvey, 2002). The three CR domains can be summed up as concerning investigating and identifying "…the relationships and non-relationships, respectively, between what we experience, what actually happens, and the underlying mechanisms that produce the events in the world" (Quinn, 2006, p. 10). In the context of this study, Critical Realism is employed to investigate pedagogic practices in terms of underlying structures and mechanisms at play in the construction of English Education pedagogy, and their manifestation in serving students who are becoming English educators. So, what students who are becoming English educators experience, as a result of pedagogic choices that are made by practitioners in the discipline, is a result of underlying factors and mechanisms that students cannot change, but factors and mechanisms that have a potential to influence how students are served to become better English educators.

2.2. Social Realism

Pedagogic encounters in the discipline of English Education are not only social in nature, but also a direct consequence of what both the students and discipline practitioners experience as social beings. The social nature of the context under which this study is located suggests that

there are interactions between two or more people or groups of people, and these interactions emanate from the quest of students to gain access to epistemic knowledge of the English Education discipline on the one hand, and the facilitation for such access by English Education discipline practitioners on the other. Given the social nature of the context under study, i.e. it comprises social beings in the form of students who are becoming English educators and practitioners within the discipline, understanding their prevalent practices necessitates the employment of a model which enables this study to examine factors and properties which are at play in the micro social setting of the pedagogic discourse. The examination of the factors and properties that influence how an English Education pedagogy is constructed and relayed to students in the context under study allows one to understand the role that is played by such constructed pedagogy from a socio-specific perspective. An understanding of socio-specific pedagogy requires adequate and reasonable consideration of all factors and properties that inform pedagogy in a particular discipline, and this is attainable through a broad understanding of knowledge structures that inform pedagogic practices within the discipline. It therefore becomes pertinent to introduce Social Realism (SR) in this study as a tool to understand knowledge structures from a Social Realists perspective. Like CR, the notion of a stratified reality is foregrounded by Social Realist theory.

As is the case with the English Education discipline in the Languages and Arts Education, society is an entity consisting of three characteristics: firstly, it is inseparable from its human component, secondly, it is transformable, and finally, society also transforms us as social beings (Archer, 1995, p. 1). The three characteristic features of society propose an interrelationship between social beings, social events and social transformation. In this light, Archer (1995) points to the three social characteristics as impacting on how society operates, and notes that society is constructed of structural, cultural and agential emergent properties.

The relationship between the three emergent properties is illustrated in the following diagram:

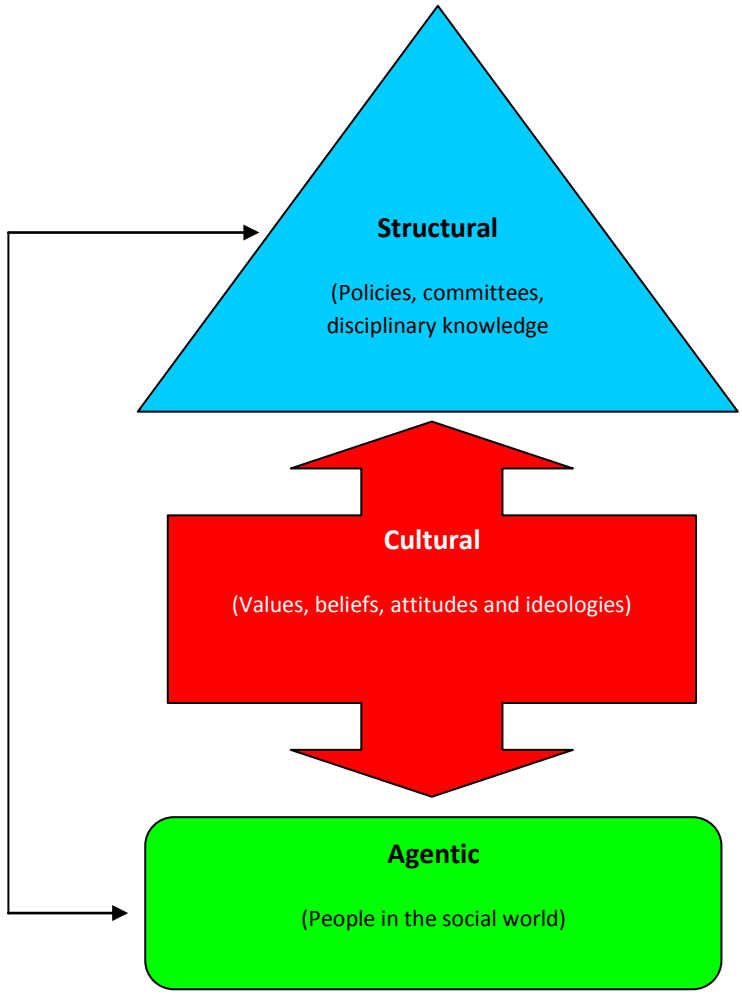

Figure 2: The existent relationship between three emergent properties in SR (Appalsamy, 2011, p. 37)

The above diagram illustrates an interrelationship which exists between social structural formations, values and beliefs of society as an entity and the people who are members of the social world. As the study concerns itself with understanding the constructs and practices in English Education pedagogy as a micro social entity, an understanding of the relationship between the three emergent properties in SR is important for this study to uncover underlying factors impacting on how knowledge of the discipline of English Education is relayed to students in pedagogic practices.

In her morphogenetic approach to SR, Archer (1995) asserts that:

> …social origins of particular transformations lie in structured struggles,…social forms regenerated from…pressures,…social *structuring* as a process which is continuously activity-dependent is also one which is uncontrolled, non-teleological, non-homeostatic, non-adaptive and therefore unpredictable. Its forms is shaped by the processes and powers whose interplay accounts for its elaboration. At any given time, structure itself is the result of the result of prior social relations conditioned by an antecedent structural content. As such it is moulded and re-moulded but conforms to no mould; it is patterned and re-patterned but is confined to no pattern; it is organized and re-organized but its organization needs comply with none of its precedents. (Archer, 1995, p. 165).

From Archer's (1995) account above, society is an entity which is not only constructed by the people, but also transform and construct what members of the entity know, and consequently do. In the context of this study, the English Education discipline in the Language and Arts Education, School of Education, UKZN, as an area of focus for this study, is not only constructed by practitioners within the discipline, but is also instrumental in shaping members of the discipline. Because of the capacity of the English Education discipline as an entity to shape its practitioners, pedagogic practices of these practitioners yield some form of cultural practices characteristic of the discipline.

Archer (1995) provides a further analysis of the existence of the interplay between structural, cultural and agential emergent properties, and each of which, as she puts it, "…is irreducible to the others, has relative autonomy and is also relatively enduring (p. 175). The concept of irreducibility denotes that "…different strata are separable by definition precisely because of the properties and powers which belong to each of them and whose emergence from one another justifies their differentiation as strata" (Archer, 1995, p. 13). In other words, Archer (1995) argues that while there is an interconnection between the three emergent properties,

their influence on how society operates is independent of each other. The three emergent properties bear significant relevance of how knowledge of the English Education discipline is constructed in the context under study, and the relevance of the three emergent properties shall be argued for in detail in the succeeding discussions.

It is in this context that resources, whether material, human or otherwise, are not only predisposed by the English Education discipline, but also inspire how English Education disciplinary knowledge is constructed, disseminated and contested. Influence of resources on English Education discipline further affirms the position of this study to examine how the discipline functions from what is referred to as the Structural Emergent Property (SEP), which is characterized by "…*its primary dependence upon material resources*, both physical and human" (Archer, 1995, p.175). For this study, the dependence of the discipline on material resources denotes what the discipline acknowledges as credible knowledge structures of English Education, including committees and policies underpinning the discipline. The dependence of the discipline on human and material resources suggests that without such resources, the English Education discipline could neither exist nor possess its causal powers.

The material resources in the context of this study refer to fixed aspects of the English Education discipline, such as disciplinary knowledge, curriculum content, policies and committees. Combined, all of these influence and shape on practices within the discipline. This is the reason Archer (1995) argues that resources are autonomous, anterior and exert causal influence. "…(i) rules and meanings are often unintelligible without reference to them" (p. 175), and 'them' referring to resources. "…(ii) their prior existence frequently

constrains the meanings which can be imposed or made to stick…(iii) their effects are often independent of the interpretations placed on them…" (p. 176). In Archer's (1995) terms, the autonomy of resources suggests that the existence of the discipline of English Education for this study is dependent on the resources, and hence refers to the SEP as exerting causal influences (Archer, 1995, p. 176). Thus, structural emergent properties are "…those internal and necessary relationships which entail material resources, whether physical or human, and which generate causal powers proper to the relation itself" (Archer, 1995, p. 177).

Given the preceding nuanced discussion of SR, the study examines knowledge structures within the discipline of English Education from a social realist view as one of the two theoretical frameworks for this study, to uncover the causal influence of resources within the SEP (Archer, 1995). The investigation of the causal influence of resources on pedagogic practices permits a more discerning understanding of English Education disciplinary knowledge structures. The examination of the disciplinary knowledge structures from this theoretical framework enables realization of the objectives of the study, as put forward in the first chapter. A profound understanding of the role of English Education knowledge structures and the culture inherent in pedagogic practices will be offered. Archer (1995) refers to Cultural Emergent Property (CEP) as the second component in SR. Culture is one of the defining properties of various interactions, including English Education pedagogy in the context under which the study is conducted. It is apparent that given that the English Education discipline offers HE pedagogy in the form of interactions between students and lecturers (in some cases, tutors), cultural emergent properties (CEPs), as discussed in Archer (1995), are at play in these interactions, and this imposes significance for development of their understanding within the SR perspective. The approach to defining the (CEP) resembles the one which was employed in the preceding discussion, as Archer (1995) notes:

> …it is the pre-existence, autonomy and durability of the constituents of the Cultural system which enables their identification as entities distinct from the meanings held by agents at any given time. The distinction is made by virtue of the fact that there are *logical* relations prevailing between items constituting the Cultural system, whereas it is *causal* relations which maintain between cultural agents. (Archer, 1995, p. 179).

Archer (1995) argues for the independence of elements of a cultural system as important in maintaining the meaning for social reality. In this regard, she suggests the existence of 'logical relations' between elements of culture, logical in the sense that the existence of one element influences what happens in the other. In the preceding citation, the causal effects of culture are properties of people, such as "…the influence of teachers on pupils, ideologists on their audiences or earlier thinkers on the later ones" (Archer, 1995, p. 179). In this study, CEP denotes a possible influence of discipline practitioners on students who are becoming English educators. The possible influence of discipline practitioners on students who are in pursuit of English Education disciplinary knowledge may result in a kind of English Education pedagogy that is personalised, unstandardized, different and dependent on the practitioner. For example, practitioners within the discipline might opt for pedagogy that is largely informed by what is valued by each person's cultural background, thereby yielding a product of English Education students who attain sets of different epistemologies because of different home cultural preferences. While this is a characteristic feature of students who receive tuition from different HEIs, it is argued that such is not an ideal for the English Education discipline, or any other discipline, as a single entity.

The CEP thus signifies our conceptualization of things in which 'our' refers to people participating in a social world like students and lecturers (or tutors) for this study. It denotes our ideologies, beliefs, values and attitudes as cultural realities. Unlike the SEP field, these

are not fixed. The ideational influence of these cultural elements are at play in the construction of knowledge in the English Education discipline, and are also likely to manifest themselves in social and pedagogic interactions through manipulation of one group of people by another, mystification, persuasion, argumentation and legitimation (Archer, 1995, 179). It is therefore critical for this study to understand what constitutes knowledge of the Discipline, and how such knowledge is constructed in order to uncover any influence of CEP on students. This is likely to enable this study to examine the role of English Education knowledge structures in pedagogic practices.

As previously mentioned, the context under study offers Higher education (HE) pedagogy in the form of contact sessions between students and discipline practitioners. Students and discipline practitioners, as people who are involved in these contact sessions, are referred to as agents in SR terms. Agential or People Emergent Property (PEP) comprises people involved in social, including pedagogic, interactions. The people (subsequently referred to as agents) are social beings whose interactions do not only shape social reality, but are also shaped by the morphogenesis of structural and cultural antecedents which exert conditional influence upon agents (Archer, 1995, 184). A more clear account of the efficacious influence of SEPs and CEPs on agents is presented by Archer (1995, p. 184):

> When we differentiate between the 'parts' (SEPs plus CEPs) and the 'people' in order to examine their interplay, this is *not* therefore a matter of investigating the impact of structural and cultural emergent upon an undifferentiated and unstratified environment whose constituents happen to be people. Instead, it is a question of the confluence between two sets of emergent powers – those of the 'parts' and those of the 'people' (PEPs).

On the basis of Archer's assertion above, the activation of mechanisms that characterize both SEP and CEP has causal effects on PEP. The causal effects suggest that agents or people are

recipients of what is referred to as positional level, level of roles and institutional level (Archer, 1995, pp.185 - 189). For instance, *positional level* denotes that in a pedagogic discourse, there is a knower (educator, lecturer, tutor, etc.) and students, and there is inevitable influence of one party by the other. In the context of this study, a most likely influence of one by another may exist between English Education discipline practitioners and students who are in pursuit of English Education disciplinary knowledge, in which the former influences, while the latter is influenced. Level of *roles* would then be discipline practitioners having to teach while students expect, or are expected, to learn through attainment of predetermined competencies. The *institutional level* will be the pedagogic practice which is characterized by 'social integration' of agents. The pedagogic practices within the constraints of this study denote academic interactions between English Education students and practitioners within the discipline. During these interactions students endeavour to access epistemic knowledge which is fundamental for their success in the English Education discipline in particular, and HE in general.

SR theory is essential in examining how social, and specifically pedagogic environments in this study, are constructed. In SR terms, the construction of pedagogic interactions for this study is characterised by the influence of SEP and CEP on PEP (Archer, 1995, pp. 185 – 189), as have been illustrated in *Figure 2*. The existing interplay between disciplinary knowledge, inherent culture in the Discipline and Discipline practitioners is an area of focus for this study, as it seeks to uncover how its impact in the construction of English Education. Following the discussion of SR, the study augments its stance in responding to these questions; which mechanisms are operational and at play in the social and pedagogic settings, and how these inform and influence human behaviour, especially the construction of disciplinary knowledge and practice in the English Education discipline. As will be discussed

in the succeeding chapters, the three domains of SR will also inform the collection of data in this study in terms of methods and tools, type of data and its depth.

2.3. Cultural capital

It has been ascertained in the discussion of Cultural Emergent Property that culture impacts directly on the construction of English Education disciplinary knowledge. Moreover, the resultant practices experienced by students in the discipline are influenced by pre-existing dispositions of lecturers and tutors as agents or members of the discipline. Subsequent to the existing knowledge of those involved in the discipline, it is important that an understanding of the kinds of dispositions with which members of the discipline are endowed is developed. To develop an understanding of what characterizes members of the discipline, there is a need to understand from a theoretical account Cultural Capital (CC) as goods with which members of the discipline come.

Understanding the theory of CC can be problematic if its constituting component of 'capital' is not clarified within the context of this study. In this study, capital is understood as:

> …accumulated labor (in its materialized form or its 'incorporated,' embodied form) which, when appropriated on a private, i.e., exclusive, basis by agents or groups of agents, enables them to appropriate social energy in the form of reified or living labor. It is a *vis insita*, a force inscribed in objective or subjective structures, but it is also a *lex insita*, the principle underlying the immanent regularities of the social world. (Bourdieu, 1986, p. 1).

On the basis of the above, and within the conceptualization of this study, the main idea that defines 'capital' is accumulated enablement. It holds true that apparent societal perceptions of

capital are limited to economic activities. The notion of 'capital as an accumulated labor' which lies beneath immanent consistencies of the social world must not be circumscribed to economic capital. There are other forms of 'accumulated labor' or capital which are operational in the social world. The social world, as has been gathered in this study, also denotes pedagogic environments. Bourdieu (1986) identifies three forms of capital which are all convertible to money, and these are economic, social and Cultural Capitals. While all forms of capital, as put forward in Bourdieu (1986), are worth noting, I shall proceed by discussing cultural capital as it bears more relevance to this study.

The existence of Cultural Capital, as Bourdieu (1986) argues, is in three forms: embodied state, objectified state and institutionalized state. Writing about these forms of Cultural Capital, Bourdieu (1986) describes the embodied state as forms of long-lasting corporeal and cognitive dispositions. In other words, the embodied state refers to forms of innate abilities to do things, to learn, to solve problems and to generally subsist in the social and pedagogic world. In the context of this study, innate abilities are an important aspect of human capability in social and pedagogic milieus, in that it is through them that both students within the English Education discipline and practitioners get to make sense of knowledge structures of the discipline. People who are in the English Education discipline, for example, either in pursuit of knowledge of the discipline, or responsible for imparting such knowledge, need some level of capability in order for them to be able to conceptualise knowledge of the discipline. Given the need to possess such innate abilities, success in their endeavours is largely dependent on them possessing such embodiments. Like any other form of capital, without innate abilities, prospects of success are either limited or non-existent.

Bourdieu (1986) refers to the objectified state as cultural goods. These include documentary material resulting from people's theorizing of things. In the context of this study, cultural goods to which Bourdieu (1986) refers are documented knowledge of the discipline which forms a resource base. Documented knowledge of the discipline includes previous studies conducted about the English Education discipline, books, journals, papers and other forms of sources of knowledge. These resources are, to use Bourdieu's (1986) words, cultural goods which are capital, and as mentioned previously, accumulation, and then mastery of these cultural goods, enables one to succeed in the discipline. It therefore stands to reason that examining the role of English Education knowledge structures in pedagogic practices include understanding the nature of cultural goods constitutive of the English Education discipline.

Finally, the institutionalized state signifies qualifications obtained from academic institutions. The institutionalized state is conceptualised to denote levels of qualifications for people to be acknowledged as members of the discipline. This is two folds. Firstly, it refers to students who are in pursuit of English Education disciplinary knowledge. These students must meet certain predetermined standards of academic competence in order for them to be accepted as English Education students. Secondly, practitioners in the discipline of English Education are accredited of discipline membership, and therefore practice status provided approved standards of qualifications and professional conduct are met. Accreditation of discipline practitioners based on qualifications and minimum standards of professional conduct is a form of cultural capital through which they are enabled to practice.

Emphasising the significance of the three states of Cultural Capital, Bourdieu (1986) writes that "It is impossible to account for the structure and functioning of the social world unless

one re-introduces capital in all its forms and not solely in the one form recognized by economic theory" (p. 2). The pertinent questions for this study therefore are: what kinds of cultural capital inform the construction of the English Education discipline in the research site? How do these forms of cultural capital influence practice within the discipline? And, how does cultural capital of members of the discipline provide students with access to disciplinary knowledge? Clearly, answers to these questions form a solid foundation for the development of an understanding of the role of English Education knowledge structures in pedagogic practices.

2.4. Knowledge Structures

The concept of knowledge structures in this study is adopted from a Bernsteinan (1999) model in which an understanding of the organization of knowledge is developed. An understanding of knowledge structures conceived in this study, as articulated in Bernstein's (1999) essay entitled *Vertical and Horizontal Discourse: the essay*, distinguishes between vertical and horizontal discourses. Bernstein (1999) singles out the educational field to describe one form of knowledge structures as 'school(ed) knowledge', while the other is everyday 'common-sense' knowledge. Bernstein's concept of knowledge structures implies that English Education disciplinary knowledge manifests itself as constructed from what people know because they are alive, as well as that which is learnt in institutions. It then follows that such knowledge is somehow organized differently in these discourses.

The horizontal discourse contains knowledge form which is 'segmentally organised' and is typified as 'common-sense' knowledge. The notion of common knowledge is grounded on the assumption that this form of knowledge is potentially and actually accessible to

everybody. This form of knowledge is common "…because it applies to all, and common because it has a common history in the sense of arising out of common problems of living and dying" (Bernstein, 1999, p. 159). The segmental organisation of the horizontal discourse refers to its characteristic nature of being context-based and culturally bound. Bernstein further clarifies that because this discourse is horizontally differentiated, it does not translate to all segments as equally important.

Writing about knowledge structures and cultural studies in pedagogic discourses, Maton (2000) notes that horizontal knowledge structures resemble a series of segments. Horizontal knowledge structures represent "…a series of specialized languages, each with its own specialized modes of interrogation and specialized criteria…with non-comparable principles of description based on different, often opposed, assumptions…" (Bernstein, 1996, pp. 172 – 172, as cited in Maton, 2000, p. 85). This conception of the horizontal knowledge structures suggests the possibility of knowledge in the English Education discipline as organized in a series of segments, and development of an understanding of their role in pedagogic practices postulates the employment of the concept of horizontal knowledge structures in this study, as put forward in Bernstein (1999).

Subsequent studies (for example Muller, 2007 and Maton, 2010) conceive horizontal discourse as 'grammaticality' to refer to "…relations between ideas and empirical data and describes the way some knowledge structures generate relatively unambiguous empirical referents…" (Maton, 2010, p. 63). Similar understanding of grammaticality as documented in Muller (2007) construes grammaticality as "…the capacity of a theory or a language to progress through worldly corroboration" (p. 71).

Unlike the 'segmentally organised' horizontal discourse, the vertical discourse is hierarchically organised. Vertical discourse is coherent and bears systematically principled structures, and "…there are strong distributive rules regulating access, regulating transmission and regulation evaluation" (Bernstein, 1999, p. 159). The systematic and regulated knowledge structures in the vertical discourse suggest an institutionalised nature of knowledge. The institutionalization of knowledge structures in the vertical discourse, which Bernstein (1999) refers to as 'hierarchical', suggests that such knowledge is highly specialized. He documents that the vertical discourse takes the form of "…a series of specialised languages with specialised modes of interrogation and specialised criteria for the production and circulation of texts…" (Bernstein, 1999, p. 159).

The notion of horizontal and vertical discourses is critical in developing an understanding of English Education disciplinary knowledge structures in the pedagogic setting in which the study is conducted. In terms of Bernstein's (1999) model of knowledge structures, horizontal arrangement of knowledge structures, and thereby practice within the discipline means that access to knowledge of the discipline which informs success, does not entirely depend on one having acquired certain discipline-specific competencies. For instance, it is unnecessary for students to succeed in certain modules in order for them to proceed to others, while in the vertical discourse knowledge of the discipline is arranged such that students do not proceed with 'secondary' module if 'primary' modules are not accomplished. In the latter, success is a gradual attainment of certain competencies, and that without the said attainment, one may not access further disciplinary knowledge. These and related issues are explored in detail in Chapter 5 when empirical data is analysed.

In further developing the concept of knowledge structures, Bernstein contrasts features which are critical in the capacity of knowledge structures to build knowledge. He contrasts these features in pedagogic contexts, and argues that:

> Segmental pedagogy is usually carried out in face-to-face relations with a strong affective loading as in the family, peer group or local community. The pedagogy may be tacitly transmitted by modelling, by showing or by explicit modes. Unlike official or institutional pedagogy, the pedagogic process may be no longer than the context or segment in which it is enacted. The pedagogy is exhausted in the context of its enactment, or is repeated until the particular competence is acquired…In general, the emphasis of the segmental pedagogy of horizontal discourse is directed towards acquiring a common competence rather than a graded performance. (Bernstein, 1999, p. 161)

The conceived understanding of knowledge structures in the horizontal and vertical discourses, as 'common competence' and 'graded performance' respectively, is prevalent in pedagogic interactions and practices in terms of how English Education pedagogy in the context under study is offered, and this necessitates a close examination of such knowledge construction in the English Education discipline. It is therefore congruent with Bernstein's idea that while the discipline aims at students' acquisition of graded performance, there are practices that encourage, as Bernstein (1999) puts it, common-sense knowledge.

2.5. Conclusion

The location of this study on Critical Realism and Social Realism theories provides an ontological framework of the magnitude of data which will be collected in order to inform an understanding of the role of English Education disciplinary knowledge structures in the HEI. The ontological framework which is set by the two theories directs the study to areas of empirical data which are significant in the course of developing an understanding of the Discipline of English Education. In addition, and with reference to Archer's Social Realism,

the theory is an edification on an improved understanding of how the social world in general, and pedagogic contexts in particular, operate. An understanding of how the social and pedagogic contexts operate is vital in determining knowledge structures that inform the construction and practice in these contexts. Moreover, drawing on Bernstein's and Bourdieu's substantive theories enhances the understanding of, firstly, what constitutes knowledge structures of discipline practitioners, and secondly, how such disciplinary knowledge is organised. The question of how the construction of knowledge of the English Education discipline affects the way students who are becoming English educators are served remains an area of focus for this study. In an attempt to respond to the critical question of this study, the next section discusses the body of literature related to the subject of this thesis.

Chapter Three

Towards examining the role of knowledge structures in the English education discipline

Introduction

The preceding Chapter established theoretical framing of this study by providing basis for both methodological and conceptual frameworks. The study draws on Bhaskar's (1978) Critical Realism (CR) and Archer's (1995) Social Realism (SR) to establish a theoretical position used to gather data, analyse and critique research findings. While the methodological framework foregrounded in the theories which were discussed in the previous section informs the collection and analysis of data, an understanding of the concepts of knowledge structures as understood by Bernstein (1999) and Bourdieu's (1986) concept of Cultural Capital was also developed in the previous chapter. The developed understanding of the concepts of Knowledge Structures (KS) and Cultural Capital (CC) is significant in the transition towards examining the role of knowledge structures in the English Education discipline. Both concepts are significant for enabling the study to, firstly, engage critically with data concerning the construction of knowledge of the English Education discipline and its dissemination in terms of the origins and factors impacting thereon and, secondly, to ascertain the organization of such knowledge structures.

While the study focuses on the role of English Education knowledge structures in pedagogic practices, it is just as important to establish sound basis for the development of an insightful understanding of how knowledge of the discipline is constructed, for this impacts on practice. For example, Bernstein (1999) presents the concept of knowledge structures as organised horizontally and vertically. To put the concept into practice, both forms of the organisations

of knowledge inform how English Education discipline practitioners articulate such knowledge in a manner that allows students to realize the ideal success in the discipline.

Chapter 3 begins by drawing on literature to discussing English Education. The discussion of English Education builds on the understanding of English studies as put forward in Pope (1998) and Mgqwashu (2007), as well as Eagleton's (1983) Literary Theory. The Chapter draws on these scholars to develop an understanding of knowledge sought for in English Education. The Chapter continues by discussing the structuring of educational knowledge as fundamental for epistemological access. For the structuring of Knowledge, the Chapter draws on Bernstein (1999) and Maton (2000). Finally, English Education pedagogic practices prevalent in the teaching of English are discussed. Balfour (2000) provides an insight into methodologies for teaching English language. The English teaching methods form a significant part of English Education, for they directly respond to the mandate of the discipline under study as documented in the College of Humanities Handbook Volume 2: to prepare students to be competent teachers of English (COHH, 2012, p. 132).

3.1. On understanding English Education discipline

The concept of English Education can simply be defined as concerned with the preparation of educators to teach English in classrooms. From a historical perspective, "…English education has been defined as an interdisciplinary field of academic inquiry focused on the preparation of English language arts teachers, and, by association, the teaching and learning of all aspects of English studies" (Alsup, Emig, Pradl, Tremmel, Yagelski, Alvine, DeBlase, Moore, Petrone and Sawyer, 2006, p. 279). Prevalent in this definition is the preparation of teachers

of English language to meet their envisaged agenda, that of teaching English. However, a reference is made to English Education as an "…interdisciplinary field of academic inquiry…" (Alsup *et al*., 2006, p. 279). This reference suggests that English education is a field which seeks to cover English studies and Education disciplines, such that academic knowledge in Higher Education (HE) is constructed to provide for content and methods of teaching English. In this regard, English Education discipline is portrayed as an emergent field of study which offers pedagogic methods essential for teaching English (Appalsamy, 2011). Extending our understanding of the concept, "…English education, more than any other academic discipline, because of its focus on language and representation, contributes vitally to the process by which our society defines, understands, maintains, and transforms itself" (Alsup *et al*., 2006, p. 279). In other words, the discipline seeks to provide prospective educators of English language with the professional knowledge and expertise that will empower them to successfully teach English in classrooms.

Samuels (1998) cites Eraut (ibid.) to define professional knowledge as "…the knowledge possessed by professionals which enable them to perform professional tasks, roles and duties with quality" (Samuels, 1998, p. 68). For English educators, professional knowledge is classified along two knowledge domains: the first is the knowledge of English language, and the second one relates to English teaching methods. Both these knowledge domains complement each other to constitute English Education discipline. Building on the definition, knowledge sort for in English Education comprises English Studies (Pope, 1998) and then complimented by expertise embodied in approaches and methods used and taught to prepare students to be competent in teaching English (Balfour, 2000). For Pope (1998) and Mgqwashu (2007), English studies is concerned with language and literature. These are the

knowledge domains that English education must prepare students to teach. The competence to teach English language and literature is what English Education is concerned with. For Mgqwashu (2012), language and literature teaching in English Education disciplines needs to assist students in the acquisition of literate English. Describing literate English, Mgqwashu (2012) cites Wallace (2003) to refer to it as a "language which is not spontaneous but planned. It is more elaborated than informal speech, makes explicit its grounds and provides useful bridge into expository written language" (Mgqwashu, 2012, p. 1046). He argues that this can only be possible "…if language studies and literature studies get integrated in pedagogic practices" (Mgqwashu, 2012, p. 1046). The integration of language and literature teaching characterises English Education, but also includes methodologies for teaching both linguistic fields

Outlining the English Education discipline, Alsup *et al.* (2006) provide a framework for understanding the mission for English educators. They understand the field of English Education as encompassing the three dimensions:

> (1) The teaching and learning of English, broadly and inclusively defined (2) The preparation and continuing professional support of teachers of English at all levels of education; and (3) Systematic inquiry into the teaching and learning of English. To accomplish this important work, English educators conduct interdisciplinary inquiry by drawing on English studies, education, the scientific study of human behavior, and related fields. They transform theory and research in these fields into pedagogical content questions as a basis for enhancing the understanding of the teaching and learning of English in all of its manifestations (Alsup *et al*, 2006, p. 281).

There are three important factors prevalent in the these dimensions, namely; the construction of academic knowledge regarding the teaching of English, articulation of such knowledge to prospective English educators, and the provision of continued professional support through continuous research into the developments within the academic field. Firstly, the construction

of academic knowledge is done through drawing on English studies (Eagleton, 1983; Pope, 1998; Mgqwashu, 2007). Secondly, articulation of such knowledge involves pedagogic practices characterised by English teaching methods (Lotter, 1983; Balfour, 2000). Finally, innovative ways of teaching English that are developed through the confluence of the first two dimensions provide continued professional support.

The three features referred to by Alsup *et al* (2006) in the preceding paragraph can be accomplished through unremitting research in the fields of English studies and education. The accomplishment of these ideals places English educators at the centre of social transformation. For Alsup *et al* (2006), the defining feature of the English Education discipline is "…the preparation and support of teachers who, in turn, prepare learners to be creative, literate individuals" (Alsup *et al.*, 2006, p. 281). The process of preparing English educators relies on knowledge structures sought for in the discipline. These are discussed in the following section.

3.2. English Education: knowledge sought for

English language in South African education is important in facilitating success in both school and HE. For Mgqwashu (2007), "…in South Africa (as is the case in most parts of the world), proficiency in English is a prerequisite for success in a university and for securing employment" (p. 28). Another attestation to that effect points to the "…under-preparedness of many South African students who enter tertiary Education…" (Baruthram, 2006, p. 250). The importance of English in South African Education also manifests itself in different levels of education. In that regard, Ramcharan (2009) in her study of a South African Secondary school notes that studies "…prove that many learners in the present multilingual classes are not fully proficient in English. This impacts on their academic performance because the

medium of instruction is English" (p. 62). It therefore becomes apparent that English students must be proficient in English in order to achieve the broader aims of university education.

> Related to this understanding of the role university education is to play is Laurillard's (1993) assertion that knowledge produced in such institutions enables students "to transcend the Particular", and thereby abstract from the physical and social context, precisely in order that the knowledge may be transformed into something more generalisable" (16). Acquiring the abilities which Laurillard (1993) refers to depends on a student's ability to think critically and to use language (written and spoken) to convey thoughts and ideas in ways that are accessible to others. Universities have a challenge therefore, to train students, not only "to transcend the particular", but also to equip them with the linguistic skills necessary to formulate sound and carefully constructed ideas, and be able to speak and write about them successfully (Mgqwashu, 2007, p. 20).

For Mgqwashu (2007), Higher Education (HE) must be concerned with developing creativity, critical thinking and the production of knowledge in its highest forms. For this study, these ideals include students' competence as prospective English language educators. The ideals of university education to which Mgqwashu (2007) refers may remain ideals if students who are in pursuit of English Education disciplinary knowledge are excluded in pedagogic practices (Appalsamy, 2011). Their potential exclusion may be attributed to them being unable to access knowledge of the discipline because of the rules put in place. To this end, Bernstein (1999) makes the distinction between horizontal and vertical discourses. In these discourses, rules that regulate access to knowledge are different. This is discussed in detail in Chapter 2, where a discussion of "…strong distributive rules regulating access, regulating transmission and regulating evaluation…" (Bernstein, 1999, p. 159) in the vertical discourse was put forward. These rules imply how knowledge of the English Education discipline is constructed, relayed and evaluated to serve students who are becoming English educators.

Given the importance of English in various levels of education (Baruthram, 2006; Mgqwashu, 2007; Ramcharan, 2009), disciplines of English Education must provide pedagogy appropriate and adequate for preparing students to be competent for teaching English. For this ideal, Balfour (2000) notes that English Education disciplines ought to develop, among others, critical analytical skills which are important for engagement with various texts. He writes:

> …read closely (comprehension), develop and sustain arguments in writing (analysis), and critique ideological discourses embedded in the texts (interpretation), are relevant in South African society which is highly politicised and culturally diverse. Critical skills apply to both literary and language studies because they are concerned with the development of argument and analysis… (Balfour, 2000, p. 32).

What Balfour (2000) points to, are skills for comprehending, analysing, critiquing and interpreting English texts. These skills signify knowledge structures English Education disciplines sought for in the process of preparing students to teach English.

Writing about English Studies, Mgqwashu (2007) notes 'language' and 'literature' as constituting the discipline (p. 45), a notion that is also prevalent in Pope (1998, p. 44), who points to English language, literature and cultural studies as constitutive of English studies. As part of English Studies field, this thesis focuses on English Education discipline. In the construction of English Education discipline within the broad field of English Studies, Mgqwashu (2007) cites Janks (1990) to describe English as a 'contested terrain'. He documents that the…

> …teaching of English language and English literature within one academic Department at most universities remains, as Janks (1990) puts it: "a contested terrain". This contestation is both in terms of English as a colonial language and also as a discipline that is understood differently by its practitioners: literature or language. In most contexts English

> departments focus on cultural and literary texts, not language (Mgqwashu, 2007, p. 45).

The notion of a 'contested terrain' implicitly creates a dichotomy of two contrasting fields of study that are potentially different segments. Mgqwashu (2012) argues against Janks (1990) view. Writing about the need to create conditions for the acquisition of Discourse specific literacies in English Studies, he argues that "…language studies and literary studies get integrated in pedagogic practices" (Mgqwashu, 2012, p. 1046). This view subscribes to the thought that language must be taught as a medium that is able…

> … to create meaning because…it is related to our material being in three distinct ways. In the first place, it is part of our material world…in the second place, it is the theory about the material world…in the third place, it is a metaphor for the material world… (Halliday & Matthiesen, 1999, p. 602, as cited in Mgqwashu, 2012, p. 1046).

However, for English Education, the dichotomy seems to be non-existent because the discipline concerns itself with preparing students to be English educators who are competent to teach both language and literature. For English Education, this is viewed as, to use Mgqwashu's (2007) words, "an artificial separation" (p. 20).

Both Pope (1998) and Saraceni (2009) place the teaching of English Studies in the hands of practitioners. This means that practitioners must be conscious of "…*who* studies, *when* and *where* and *why*" (Pope, 1998, p. 24). He identifies interrelatedness between *what* is studied and *how* it is studied. These are fundamental aspects of English Education suggesting that knowledge in the discipline acknowledges that students in pursuit of English Education must be prepared to teach English in classrooms. In the context of this study, *wha*t is studied indicates the embodied knowledge of practitioners of English Education discipline, while the *how* part denotes pedagogic choices adopted in the discipline. For instance, an English

educator (or practitioner) who is passionate about Feminist views is likely to be influenced by such ideology when designing English Education disciplinary knowledge. This ideology is likely to influence that person's analysis of literary text.

Building on the conceived understanding that English studies are concerned with language and literature (Pope, 1998, Mgqwashu, 2007), the role of English Education remains to be concerned with equipping students with knowledge and skills to teach language and literature (Alsup *et al*, 2006). For English language teaching, Balfour (2000) calls for a need to develop progressive approaches. He argues that these approaches will assist educators. In his words:

> …there is a need to develop an approach to English which assists teachers and learners to empower themselves in terms, not only of writing and reading competence, but also in terms of using the language as a legitimate means to convey their lived experiences. Where former approaches…omitted to teach the language as a means of communication in writing for critical analysis… An integrated approach to language and literary development empowering teachers and learners is necessary… (Balfour, 2000, p. 94)

Progressive approaches to English language teaching to which Balfour (2000) refers must build capacity to communicate for critical analysis. Development of critical thinking is fundamental for English education. For Mgqwashu (2007) reflexive pedagogy is key in the development of critical thinking. He writes;

> Disciplines under the broader field of English Studies are supposed to teach students to be creative and critical in their engagement with broader societal changes on the one hand, and the accompanying challenges on the other. For this to occur, the adoption of reflexive pedagogy as a teaching methodology so that we can be able to present our students with opportunities that will develop critical grounding in the fundamentals of their respective disciplines… (Mgqwashu, 2007, p. 56).

Prevalent in both Balfour (2000) and Mgqwashu (2007) is emphasis on pedagogic practices to complement English studies to form English Education (Alsup *et al*, 2006). The emphasis of pedagogy in the form of an integrated approach (Balfour, 2000) and reflexive pedagogy (Mgqwashu, 2007) proposes that the constitution of English Education knowledge is interdisciplinary, for it addresses…

- English education
- English literary studies
- English teaching approaches and methods
- Education as a broad field

Embedded in these disciplines, is the development of skills for comprehending, analysing, critiquing and interpreting English texts (Balfour, 2000). English Education develops these skills by drawing on various theoretical positions. In literary studies for instance, Eagleton (1983) presents lenses for critiquing and analysing literary texts. He refers to "…imaginative writing" (p. 1) to define literature as an art. He further provides an account of some of the theories on which the construction of the disciplinary knowledge structures is grounded, and these include Phenomenology, Hermeneutics, Reception Theory, Structuralism, Semiotics, Post-structuralism and Psychoanalysis (Eagleton, 1983, pp. 79 – 130). For Pope (1998), literature in English studies is constructed, studied and understood from Marxism, Cultural Materialism and New Historicism theoretical positions (Pope, 1998, p. 102). These lenses which are used for analysing and critiquing literary texts must integrate approaches and methodologies needed to teach English in schools, and that is what English Education is concerned with.

As established earlier, English language forms part of English studies alongside English literature (Pope, 1998; Mgqwashu, 2007). This means that English Education needs to make provision for strategies to teach English language for epistemological access, as Mgqwashu (2007) notes:

> English literary studies concern itself with the discursive nature of language in (spoken, written, and visual) texts, and social identities as represented through textuality. This focus warrants the question: if language is such an important unit in literary studies, how do English departments teach language for students to access epistemologies within the university context? (Mgqwashu, 2007, p. 62).

The epistemologies that Mgqwashu (2007) refers to, include the lenses for analysing and critiquing literary texts (Eagleton, 1983; Pope, 1998). In response to the question of how English language is taught such that students access these epistemologies, but are also better prepared to teach English in schools, Mgqwashu (2007) draws on Systemic Functional Linguistics (SFL) Theory.

> In terms of this theory, the question of function draws our attention to the purposes for which language is used in different social contexts ("How is language used?"), whilst a systemic approach seeks to reveal language in terms of the choices it makes available to those who use it ("How is language structured for use?") (Mgqwashu, 2007, p. 62).

What SFL Theory foregrounds according to Mgqwashu (2007) are ways in which language is used and structured in relation to its use. The SFL Theory considers socio-cultural contexts in an attempt to analyse and understand texts, both spoken and written. For this study, the SFL Theory is one of the strategies that can be employed by the discipline of English Education to teach English language for epistemological access. For English Education, this means that students must be equipped with knowledge and skills appropriate for them to interpret

English language in relation to its use in social contexts, but also be competent to teach such knowledge and skills in classrooms.

Based on the previous discussions, it is therefore conceived that English Education constitutes knowledge of English studies and approaches and methods for teaching such knowledge in English classrooms. For Appalsamy (2011), English Education places its importance on "…being able to teach English literary studies and / or language skills…" (p. 4). It is thus concluded that English education is a "…field of academic inquiry focused on the preparation of English language arts teachers, and, by association, the teaching and learning of all aspects of English studies" (Alsup, 2006, p. 279). The constitution of English Education disciplinary knowledge must be structured such that it allows students' access to epistemologies to succeed as future English educators.

Building on the preceding discussions of knowledge constituting English Education, this section examines how such knowledge is structured. As this study concerns itself with examining the role of English Education disciplinary knowledge structures in pedagogic practices, this section draws on Bernstein (1999) and Maton (2000) to develop a profound understanding of such knowledge structures. In this study, knowledge structures are viewed "…as an expression of the symbolic relationship between us and the world…" (Young, 2008, p. 5), "us" being a disciplinary domain or a community of scholars within a specific academic field. That is to say that theories through which knowledge of the English Education discipline is constructed and understood, express our knowledge of the discipline. Bernstein (1999) conceives knowledge structures as referring to symbols that people use to understand and make meaning of the world around them.

The symbolic nature of knowledge structure is taken forward in Maton (2000), who argue that "…the medium of education – the structuring of educational knowledge – is itself also a message" (Maton, 2000, p. 148). This view proposes that the way knowledge is structured is a message. For instance, in the previous discussions it was ascertained that an integration of English language studies and its function for use in social contexts allows access to epistemologies (Mgqwashu, 2007). Access to epistemologies is a message brought forward by the structuring of English language studies.

Chapter 2 presented a discussion of the theory of Knowledge Structures (KS) as put forward in Bernstein (1999). The theory contrasts horizontal and vertical discourses, where the former is underpinned by principles of allowing greater access to epistemic knowledge. Describing the horizontal discourse, Bernstein (1999) notes that it segmentally organised for students to potentially and actually have access to it. This is to say that in English Education, the theories of analysing and critiquing literature and language must be taught alongside the strategies and methods used to teach them, as Maton & Moore (2009) put it "having a theory of knowledge is not a necessary condition for having knowledge itself" (p. 2). I shall proceed with a discussion of theories underpinning the teaching of English Language and Literature.

3.3. Teaching English: A theoretical account

This section presents and reviews literature relating to teaching English. As established earlier, English Education is about preparing educators to be competent to teach English (Alsup, 2006). English teaching for which students are prepared comprises language and literature (Pope, 1998; Mgqwashu, 2007). This section begins by briefly discussing theories

mainly involved in teaching the language aspect of English Studies, and then, the literature component. The discussion draws on the SFL and Genre theories to address the teaching of language aspect. For the literature component, Literary Theory is discussed.

Earlier discussion presented the SFL Theory as a possibility for English Education disciplines to employ in preparing students for English teaching. The SFL Theory is grounded on the notion that "…in order to understand linguistic structures in functional terms, we have to proceed from the outside inwards, interpreting language by reference to its place in the social process" (Halliday, 1978, p. 4). In other words, English Education disciplines that employ the SFL Theory need to teach students skills for interpreting English language by referring to its function. For Mgqwashu (2007), "SFL has a strong commitment to the view that language study should focus on meaning and on the way people exercise choices in order to make meaning within specific social contexts" (p. 65). This is one of the theories underpinning English Education.

For English Education disciplines employing the SFL Theory, materials used in pedagogic practices are influenced by it. These materials are underpinned by theories chosen by practitioners, as Pope (1998) puts it in his book on English Studies, "In a practical and pressing sense, it is the designers and teachers of your courses who will have already framed the main terms of reference within which you will address 'English" (Pope, 1998, p. 21). One theory influenced by the SFL Theory is Genre Theory.

> …the approach to genre influenced by SFL is seen in this dissertation as, to use Hyland's (2004) words, "the most clearly articulated and pedagogically successful orientation" (25) to analysing written and spoken genres. Other orientations to genre include New Rhetoric, which sees

> genre as situated action, and English for Specific Purposes, which genre as professional competence (Mgqwashu, 2007, p. 77).

For the Genre Theory, English Language is understood in relation to its contextual use and purpose. In practice, the theory proposes that the purpose for which English language is used determines the structure for the language, whether written or spoken.

For literature, Eagleton (1983) writes about Literary Theory, referring to imaginative writing to describe literature as an art. The theoretical positions underpinning Literary Theory are presented in previous discussions, and they include Marxism, Feminism, Deconstruction, to mention a few. In English Education, these theories are used to analyse and critique literary art, thereby equipping students with skills essential for teaching English. However, Mabunda (2008) raises a concern that "…pedagogic practices in the teaching of literary art in the English Department treated theory and practice as two separate entities..." (p. 30). This, as he argues, led to assimilation of some cultural traditions and norms, which disempowers students. If the status quo remains, the prospect of producing "…future teachers of literature…sufficiently prepared to exploit the potential of literature study as a force to liberate the creative and critical potential of their learners" (Samuel, 1994, p. 2, as cited in Mabunda, 2008, p. 29) may only remain an unrealistic ideal. Mabunda's (2008) concern of English Education to potentially disempower students is also raised in Appalsamy (2011), and as such, further justifies the need for a close examination of the role of English Education knowledge structures in pedagogic practices.

3.4. Prevalent approaches in the teaching of English

The history of South Africa before political transformation in 1994 saw universities adopting canonical approach to teaching English, in which "…allowing access to English became a form of colonial patronage and later hegemony…" (Balfour, 2000, p. 73). The canonical approach means that English language teaching in universities was reduced to the simplest and most significant form possible without loss of generality, while literary text was characterised by the marginalization of black writers and women writers (Reddy, 1995, p. 15). For Balfour (2000), the canonical approach gave rise to hegemonic practices. These practices disempowered students in pursuit of English, whether taught as a language or as a subject. However, the approach exhibited disadvantages, which included a "view of learners as empty pitchers into which knowledge was poured (Balfour, 2000, p. 78). This and other disadvantages paved way for an audio lingual approach which "…assumed that learners internalised rules through pattern practice, dialogue and listening…" (Balfour, 2000, p. 79). These approaches were prevalent in English language teaching in South African classrooms. While the study focuses on English Education discipline, practices that are prevalent in English classrooms at this level are important, in that what transpires in these classrooms is partly informed by the constructs of English Education as an academic field in HE.

Adopting practices abroad, the country opted for what Balfour (2000) terms the "progressive Approaches to English Teaching" (p. 82). One of the approaches which sought to respond to orthodox practices in South African English classrooms is the communicative approach. Communicative approach to language teaching seeks to respond to the conventional practices of educator-centeredness and encourage dialogue and talk in classrooms. For Edwards-Groves and Hoare (2012), this pedagogic practice has over time been taken for granted. They write:

> Classroom talk and developing dialogue in classrooms, as a quality and essential pedagogical practice, remain 'taken-for-granted' and an under-examined dimension of pre-service teacher education courses. In fact, it seems that explicit instruction, along with opportunities to 'practise' engaging in quality dialogue with students in classrooms, receives little dedicated space… (Edwards-Groves and Hoare, 2012, p. 82).

Lotter (1983) cites Ellis (1984) to define communicative approach as "…an identifiable approach by the learner to communication with native speakers" (Lotter, 1983. p. 69). The communicative approach to language teaching argues that skills in language use are important. In this regard, the approach "…emphasised the importance of the learner as a creator of language..." (Balfour, 2000, p. 83), hence the approach is also referred to as 'experience approach' (Hilgard & Bower, 1966). Communicative approach to language teaching is characterised by the educator devolving "…authority and greater responsibility to the student by encouraging greater participation and creative, innovative thinking, through which the student arrives at his/her interpretation of the text" (Bharuthram, 2006, p. 37). Some scholars (Long & Porter, 1985; Lotter, 1983) described the approach as promoting interactive communication, and Balfour (1995) summarises:

- It increases language practice opportunities;
- It improves the quality of student-talk;
- It helps to individualize instruction and;
- It promotes a positive affective climate and motivates learners to learn. (Balfour, 1995, p. 22).

The summary provided in Balfour (1995) upholds the view that communicative approach to language teaching yields encouraging results. The upheld view is likely to inform English Education knowledge structures in many HEIs, including the context under study.

Another "progressive approach" to language teaching is the narrative approach (Balfour, 2000). Unlike the communicative approach, narrative approach is characterised by extensive

engagement with text, and thus focusses on linguistic competence as "…the first tool for empowerment…" (Balfour, 2000, p. 93). In its introduction in South African higher education, for instance, the universities such as Rhodes, Natal, Cape Town and the Witwatersrand, the narrative approach sought to respond to learners' language needs for writing development. In the teaching of English, the narrative approach promises language proficiency and critical thinking as attainable through narratives (Balfour, 2000, p. 91). It is because of envisaged promises of the narrative approach that Ashworth and Prinsloo (1994), as cited in Balfour (2000) "…propose that narrative forms to be used from early childhood onwards…" (p. 91).

The preceding discussion of approaches to language teaching, and English language teaching for this study, are fundamental in the development of an informed understanding of how knowledge of the discipline of English Education is constructed and relayed to students who are becoming English educators in the context under study. Knowledge construction in the English Education discipline must "…assist teachers and learners to empower themselves in terms, not only of writing and reading competence, but also in terms of using the language as a legitimate means to convey their lived experiences (Balfour, 2000, p. 93). In addition, "…the aim of English educators has always been to educate all students to become literate adults, especially in recent years" (Nelms, 2004). While this study maintains its position of focussing on English Education as a discipline in HE, it is just as important to understand prevalent practices in the teaching of English in schools. Dominant practices in the teaching of English in schools potentially reflect educators' attainments in English Education.

Pedagogic practices are by their nature characterised by transmission of knowledge by experts in the field (Bernstein, 1981). Young (2008) uses the term 'first reality or truth' to attest to this effect, and records that "…schooling, or formal education more broadly, involves the transmission of knowledge from one generation to the other." (p. 3). Needless to say that during the transmission of knowledge, knowledge structures are a fundamental feature, and as an area of interest to this study, their role in English Education in the context under study is examined. In examining the role of English Education knowledge structures prevalent in pedagogic practices in the context under study, one must note two categories of people involved; the transmitters and the receivers of knowledge. Analysing the relationship between the transmitters and the receivers, Sadovnik (1991) notes:

> The rules of hierarchy define the interactional relationship between the transmitter (teacher) and the acquirer (student) and thus determine the acquiring rules of social order, character and manner which become the condition for appropriate conduct in the pedagogic relation [and] establish the conditions of order, character and manner (Sadovnik, 1991, pp. 53 – 54).

In the context of this study, the transmitters denote English education discipline practitioners, and the students refer to those who are studying English education to become English educators. In the light of the relationship between transmitters and students, what transmitters know and regard as pedagogically significant, which is English Education disciplinary knowledge, is transmitted to students through pedagogic practices. Pedagogic practice in the form of transmission of knowledge by discipline practitioners, as Sadovnik (1991) puts it, "…determines social order…" (p. 54). In the context of this study, English Education discipline practitioners transmit knowledge structures through preferred practices, and this is likely to inform what happens in English classrooms.

While it holds true that pedagogic practices, and with particular reference to HE, are viewed as a "…social construct which ultimately sought to maintain the *status quo* in terms of social structure…" (Boughey, 2007, p. 3), and that pedagogic settings provide a platform for execution of such, it must also be borne in our minds that any pedagogy is not immune to social and political subjectivity "…reflecting particular sets of interests, beliefs and values." (Young, 2008, p. 2). Because of the subjective nature of pedagogy, including language and particularly English pedagogy, it remains critical for this study to understand the role of pedagogic practices in serving students who are becoming English educators. For instance, in the teaching of literature, one language practitioner may choose to align most of what is studied to the Feminist theory (Pope, 1998), while the other opts for Marxism. This is likely to influence even the choice of literature to be studied.

Archer (2006) argues for multimodal approach as appropriate for pedagogic practices in the South African context. She states that "Theorising a multimodal pedagogy of diversity and unity is important in South Africa…in the contexts of multicultural and multilingual societies, technological change, globalised and re-localised media, and sub-cultural differences" (Archer, 2006, p. 452). In the context of this study, multimodality of unity and diversity is vital in making English Education pedagogic choices, which do not only acknowledge English as a language of instruction, but also take cognisance of the fact that the students who are in pursuit of English Education disciplinary knowledge come from very diverse linguistic and cultural backgrounds.

3.5. The role of literacy in English Education

Pertinent questions at this point are; Is there a relationship between literacy and English language teaching? If there is an existent relationship between the two, what is the role of literacy in English Education? These questions are brought up in Ellis and Horner (2011) who conceive English teaching and literacy to be related (p. 246). Building on Ellis & Horner's conception of English teaching and literacy as interrelated phenomena, and in an attempt to respond to the questions posed, I want to argue for the relevance of the concept of literacy in English Education. My argument intends to demonstrate the existing interrelationship between literacy and language teaching, including English for this study. It is understood and thereby acknowledged that literacy, in all its forms, and English language teaching, are different phenomena. To understand these phenomena as different but somehow related fields of study, the study draws on Jacobs (2006), who provides a clear distinction between language and literacies. She draws on Gee (1990, 1996, 1998, and 2003) to distinguish between language and literacies;

> …viewing language as the correct usage of the structures and forms `making up the grammar of a language, while seeing literacies as encompassing more than just being able to read and write proficiently…literacies include knowing how to read and write in particular contexts, which proficiency alone will not necessarily achieve. (Jacobs, 2006, p. 41).

While the above citation reaffirms that [English] language and literacy are interrelated phenomena which are concerned with communication, a precise distinguishing factor is that literacies emphasise language usage in particular contexts (also see Mgqwashu, 2007, p. 47). As a matter of interest, another attestation to the interconnectedness of English language teaching and literacy is asserted in Pope (1998):

> As far as language is concerned, English studies embraces everything from the teaching and learning of basic *literacy skills to the cultivation of advanced skills in comprehension and composition (in reading and writing literary and scientific texts for instance). It includes a knowledge of specific texts and utterances as well as sense of how language in general works…(Pope, 1998, p. 48).

The idea of English Education as embracing, among other things, literacy skills, is adequate in persuading us as people who are interested in how English Education disciplinary knowledge is constructed, to admit the interrelatedness of [English] language and literacy. Although English language, as an area of interest for this study, and literacy, may seem to be different phenomena, they do not only strive for a common goal of imparting critical communication tools, but are also likely to inform how knowledge of the English Education discipline is constructed and articulated to students who are becoming English educators. It therefore becomes imperative to investigate a possible (or practical) interplay between [academic] literacy and English as a discipline, in order for English education discipline to fulfil the mandate of realizing the ideals of higher education (Mgqwashu, 2007, p. 20). Adding to that, with regards to literacy and English language teaching, Norton (2010) cites Luke (1997) and argues that…

> …whereas earlier psychological perspectives conceived of literacy as the acquisition of particular behaviours, cognitive strategies, and linguistic processing skills, more recent insights from ethnography, cultural studies, and feminist theory have led to increasing recognition that literacy is not only a skill to be learned, but also a practice that is socially constructed and locally negotiated. In this view, literacy is best understood in the context of larger institutional practices, whether in the home, the school, the community, or the larger society. (Norton, 2010, p. 2)

Norton's (2010) conception of literacy as a skill that is socially constructed conforms to the idea of literacy as relating to general issues of social theory (Archer, 2006; Street, 2003). In fact, my argument of bringing in the concept of literacy in this study is to provide an

understanding of the interplay between English language teaching and literacy in the construction of English Education disciplinary knowledge. In the context of this study, English Education disciplinary knowledge structures are a product of what the discipline practitioners know as a result of their historical experiences (Ajayi, 2010) which are a "…range of scarce goods and resources which lie at the heart of social relation" (Bourdieu, 1986, p. 243).

The social construction of knowledge of English Education discipline practitioners is comparable to Bernstein's (1999) theory of knowledge structures which foregrounds, on one hand, horizontal discourse as 'common-sense' knowledge because, to use his words, "…all, potentially or actually, have access to it…arising out of common problems of living and dying" (p. 159). In other words, the lived experiences of the discipline practitioners is likely to inform the kind of literacy skills they impart to students, and this is possibly an apparent feature in the knowledge of the discipline. In this light, discipline practitioners' literacy skills, as socially constructed, (Norton, 2010; Archer, 2006; Street, 2003) are likely to impact on how knowledge of the English Education discipline is constructed, as Pope (1998) argues that English [education discipline] is designed by its practitioners (p.21).

3.6. Conclusion

This Chapter reviewed literature relating to English education. Firstly, an understanding of English Education was developed. The discussion of English Education was guided by the role of English educators. The Chapter drew on Samuels (1998) and Alsup (2006) to define English Education. The definition revealed that English Education is concerned with English

Studies and Methodologies for teaching the language. The Chapter drew on Pope (1998) and Eagleton (1983) to provide knowledge sought for in English Studies. Mgqwashu (2007) and Balfour (2000) extended our understanding of English Studies, but also presented approaches and theories used to teach English. For instance, the Chapter discussed SFL Theory.

In this Chapter, it transpired that English Education is concerned with developing skills for comprehending, analysing, critiquing and interpreting English texts (Balfour, 2000). These skills are embedded in theories used as lenses to analyse and critique literary texts. These theories include Phenomenology, Hermeneutics, Reception Theory, Structuralism, Semiotics, Post-structuralism and Psychoanalysis (Eagleton, 1983, pp. 79 – 130). For Pope (1998), lenses used to analyse and critique literary texts are Marxism, Cultural Materialism and New Historicism theoretical positions (Pope, 1998, p. 102). These lenses are integrated with approaches and methodologies prevalent in English Education pedagogy to equip students to be competent teachers of English (COHH volume 2, 2012).

Literature reviewed in this Chapter revealed the centrality of practitioners in the construction and design of English Education. Their role in pedagogic practices determines how English Education approaches the preparation of students to teach English. In this regard, reviewed literature (Halliday, 1978; Balfour, 2000; Mgqwashu, 2007) point to different strategies used by practitioners to teach English Education, and these form the embodiment the disciplinary knowledge. These strategies include the SFL Theory, Genre Theory and other progressive approaches to English language teaching.

This Chapter concluded by reviewing literature to argue for the relevance of literacy in constructing and designing English Education. The Chapter drew on Jacobs (2006), Pope (1998) and Mgqwashu (2007) to substantiate the argument. Literature reviewed suggested that there is an existent relationship between English Education and literacy. For instance, Pope (1998) views English studies to embrace everything from the teaching and learning of basic literacy skills, and as such, leaves English Education with the mandate of assisting students to develop these skills for English language teaching. In a nutshell, this Chapter reviewed literature to develop a profound understanding of what English Education is concerned with. Building on the understanding developed in this chapter, Chapter 4 presents methodologies used in this study to examine the role English Education knowledge structures in pedagogic practices.

Chapter Four

Methodologies to examine the role of English Education knowledge structures on pedagogy

Introduction

The preceding Chapter reviewed literature relating to English Education to develop an argument which demonstrated that disciplinary knowledge is transmitted to students in pedagogic practices adopted by universities. Within the constraints of this study, pedagogic practices focussed on language and English Education discipline in the School of Education in the University of KwaZulu-Natal (UKZN), which is the context under study. Describing the establishment of the context under study, Appalsamy (2011) notes:

> The UKZN is located in Durban, South Africa and was established on the 01 January 2004 after the merger between the Universities of Natal, Durban Westville (UDW) and a former College of Education. Natal University was founded in 1910 in Pietermaritzburg and was an independent University which was known for its activism against segregation under apartheid. UDW was established for Indians in the 1960s and was a site of the anti-apartheid struggle. Succeeding 1984, the University opened up to students of all races. The merged universities which gave rise to the UKZN include five campuses. The five campuses are: The Nelson Mandela School of Medicine, Howard College Campus, Pietermaritzburg campus, Westville campus, and the Edgewood College campus (Appalsamy, 2011, p. 66).

The study focuses on English Education discipline in one of the campuses of the university, the Edgewood Campus. The review of literature foregrounded practices which are prevalent in HE, including the context of this study as described above, in the process of preparing students to become English teachers needed by this country.

This Chapter discusses the methods of data production used in the study to respond to the critical question: how do English Education knowledge structures impact on pedagogic practices to serve students who are becoming English educators? The question subsumes the following sub questions:

- What is the disciplinary knowledge that English Education is concerned with?;
- How do knowledge structures of the English Education discipline impact on pedagogy? and;
- Why do knowledge structures of English Education discipline impact on pedagogy the way they do?

It is in the context of these questions that this chapter provides methodologies of how the role of knowledge structures on pedagogic practices in the discipline of English Education was studied. In developing the envisaged understanding, the study examined the construction of, and practices in, the English Education discipline within the particular context. In realizing its envisioned aims, this section begins by a discussion of the research design. Secondly, the chapter discusses the research methodology. This section explains the production and analysis of data. The study further drew on conceptual, methodological and substantive theories discussed at length in Chapter 2, to provide the depth and breadth of data collected, and this informed the analysis of collected data.

4.1. Research paradigm and design

This is a social science study which examined human behaviours in pedagogic discourses, and was therefore aligned to interpretivism as a research paradigm. In this study, interpretivism was understood "…as the view that comprehending human behaviour, products, and relationships consists solely in reconstructing the self-understanding of those engaged in creating or performing them", and therefore held the view that"…interpretivists

think that to comprehend others is to understand the meaning of what they do, and that to understand this meaning is to understand them simply in their own terms" (Fay, 1996, p. 113).The construed understanding of interpretivism in this study is congruent with Guba & Lincoln's (2005) descriptive position of interpretivists camp, as they note that their view of reality is derived from community consensus regarding what is 'real', useful and meaningful:

> We believe that a goodly portion of social phenomena consists of the meaning-making activities of groups and individuals around those phenomena. The meaning-making activities themselves are of central interest…simply because it is the meaning-making / sense-making / attributional activities that shape action (or inaction).The meaning - making activities themselves can be changed when they are found to be incomplete or faulty (Guba& Lincoln, 2005, p. 197).

The description of knowledge as socially constructed and the construed understanding of interpretivists paradigm in this study were congruent with the rational for framing the study on the paradigm. The rational for locating the study in interpretive paradigm was that the researcher held the view of a dynamic nature of human behaviour which shapes itself according to specific contextual factors, and that understanding requires interpretation. The conscious choice of interpretive research orientation was an affirmation of a non-absolute nature of social interactions, where pedagogic encounters were not exempted. In the context of this study, the non-absolute nature of social and pedagogic encounters suggested that a development of an understanding of these contexts required interpretation of human behaviour, where 'human' denoted students and English Education discipline practitioners.

This inquiry was a case study of developing a discerning understanding of pedagogic constructs and practices in the English Education discipline, and how these impact on practices to serve students who are becoming English teachers. A case study was basically understood to be an intensive investigation of factors that contribute to the characteristics of

the case under investigation. The term *case study* itself may be described as "…pertaining to the fact that a limited number of units of analysis (often only one), such as an individual, group or institution, are studied intensively…" (Huysamen, 2001, p. 168). In advocating the use of case studies, the study drew on Cohen, Manion & Morrison (2007), who point out that case studies have the advantage:

> …of including direct observation and interviews with participants…They strive to portray 'what it is like' to be in a particular situation, to catch the close-up reality and 'thick description'…of participants' lived experiences of, thoughts about and feelings for, a situation. They involve looking at a case or phenomenon in its real-life context…(Cohen et al, 2007, p. 290).

In the light of this description, the case study design seemed most suitable for studying the English Education discipline knowledge structures and their impact on pedagogic practices in the context under study. Given the fact that there were a limited number of units of analysis (one discipline), case study design seemed appropriate to provide answers that would enable the researcher to understand how students who are becoming English educators were served as a result disciplinary knowledge structures as influenced by pedagogic choices made and adopted by English Education discipline practitioners.

While the case study design was favoured for this inquiry, there is no pretence that it is flawless. Case studies are incapable of providing generalizable conclusions because the findings depend on a single case under study (Cohen et al, 2007). Secondly, case studies are selective, biased, personal and subjective (Nieuwenhuis, 2007), and these factors have adverse effects on findings. However, in response to the limitations of case studies, the succeeding section deals with data production techniques, which employed triangulation as a strategy to address possible disadvantages of the case study.

4.2. Research methodology and data production techniques

The previous section developed an argument which ascertained that this study was a social science one, hence designed as a case study. As a social science research which sought to examine the role of English Education knowledge structures in pedagogic practices in the context under study, the study adopted qualitative methods of data collection. The conscious preference for qualitative methods of data collection over quantitative ones was that in the latter, participants could be restricted and their voice is normally lost. They are simply reduced to numerical data because this type of research does not yield the information-rich data that qualitative data promises (Cohen, Manion and Morrison, 2007). The information-rich data characterise qualitative research paradigm:

- Humans actively construct their own meanings of situations;
- Meaning arises out of social situations and is handled through interpretive processes;
- Behaviour and, thereby, data are socially situated, context-related, context-dependent and context-rich. To understand a situation researchers need to understand the context because situations affect behaviour and perspectives and vice versa;
- Realities are multiple, constructed and holistic;
- Knower and known are interactive, inseparable (Cohen, Manion & Morrison, 2011).

These characteristic features of qualitative research were important for this study in that data produced involved studying human behaviours in social contexts. For this study, social contexts denote pedagogic interactions between English Education discipline practitioners and students in enrolled in the discipline. Adding to the shortcomings of quantitative research, the rationale for the adoption of qualitative methods of data collection lies in the value for such methods in research.

> Qualitative research provides an in-depth, intricate and detailed understanding of meanings, actions, non-observable as well as observable phenomena, attitudes, intentions and behaviours… It gives voices of participants, and probes issues that lie beneath the surface of presenting behaviours and actions (Cohen, Manion & Morrison, 2011).

The description of qualitative research as providing in-depth, intricate and detailed data is an indication that this research did not reduce data to numerical, but provided for uncovering even the subtle issues that informed how and why knowledge structures in the discipline of English Education for this study, impact on pedagogy. It is through qualitative research that this study succeeded to respond to the critical question: how do English Education knowledge structures impact on pedagogic practices to serve students who are becoming English educators?

Building on the study as a qualitative research, one refused to limit its description to just collecting rich descriptive data of the context or phenomenon. In this study, qualitative research methods, to use Nieuwenhuis' (2007) words, were "… concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns… (p. 51). Within the constraints of this inquiry, the processes and the social and cultural contexts denoted pedagogic practices of English Education practitioners in the context under study, and how these were influenced by the disciplinary knowledge structures.

Qualitative methods of data collection were ideal for describing human behaviour (that is the education of English educators) in that they provided in-depth understanding of the phenomenon under investigation. Huysamen (2001) points out that qualitative method of data collection "…may be employed with great success in the description of groups, (small) communities, and organizations…" (p. 165), and were consistent with interpretivism paradigm, while enabled the researcher to make an intensive study of the phenomenon in question. As a case study of how pedagogic practices were informed by English Education

knowledge structures in the English education discipline, and which employed qualitative methods of data collection, techniques through which data was produced included open-ended interviews, classroom observations and documentary evidence.

However, Paley (2007) cautions against subjectivity of data because participants may be led to respond in a way that researchers want to here. In this regard Paley (2007) also provides a counter argument. For Paley (2007, p.107), however, this is fine. There are some situations in which it is useful to know how people interpret what has happened to them, irrespective of other accounts, and irrespective of what more objective observers might regard as valid and accurate. In this light, qualitative methods of data collection have a potential to yield credible data, regardless of the perspective from which data is viewed.

4.2.1. Interviews as a data production technique

The study, as has been alluded to, was qualitative and interviews were used as one of the data production techniques. During interviews, the researcher opted for the use of a voice recorder, and then transcribed data for analysis. The reason for using the voice recorder was that it captured all the responses during the interviews, and that the researcher was able to listen carefully to all verbal responses. Interviews were an exchange of asking questions and getting answers, whereby two people in each case were involved (Fontana & Frey, 2005). However, some researchers (for instance Atkinson & Silverman, 1997; Silverman, 1993) consider interviews to be imperfect tools of data collection but, as "…rather active interactions between two (or more) people leading to negotiated, contextually based results (Fontana & Frey, 2005, p. 698).

While this assertion may sound like a caution regarding the use of interviews, they were suitable for this study in the sense that envisioned findings were context based. Adding to that, at the root of interview, as Seidman (1998) puts it, "…is an interest in understanding the experience of other people and the meaning they make of that experience" (p. 3), and 'other people' in this research referred to English Education discipline practitioners and English Education students. Moreover, in addition to using interviews, more than one data production technique was used.

As a qualitative research, the study employed open- ended interviews, also referred to as 'unstructured interviews'. Fontana & Frey (2005) distinguish between structured and unstructured interviews. They note that the aim of the former is to capture precise data that can be coded, "…whereas the latter attempts to understand the complex behaviour of members of society…" (p. 706). Unstructured interviews were selected because of the nature of data sought for in this study: the role of knowledge structures in pedagogic practices within the English Education Discipline.

Firstly, English Education lecturers and tutors were interviewed using an interview schedule (Appendix B). The idea of interviewing the discipline practitioners was grounded on their assumed expertise in English Education. Practitioners were responsible for articulating their expertise in the process of educating English student educators. It therefore remained critical for this study to understand how they articulated such expertise in a way that maximised students' access to disciplinary knowledge structures. Secondly, a sample of English Education students (sampling procedure is dealt with in more detail in the succeeding subsection) was interviewed (Appendix A). The students' interviews were intended to be

used as part of the triangulation technique. Triangulation refers to the adoption of different data collection technique in order to, among other things; enhance validity of findings (Cohen, Manion& Morrison, 2000; Seidman, 1998; Mouton & Marais, 1990). In this study, interviews were used together with documentary evidence and classroom observation. The latter is discussed in the next subsection.

4.2.2. Classroom observations in the context under study

In addition to open-ended interviews, a series of classroom observations were carried out using a classroom observation schedule (Appendix C), and were done during English Education lectures and tutorials. Observations denote gathering data on our everyday activities. Cohen *et al* (2007) draws on Marshall and Rossman (1995), as well as Simpson and Tuson (2003) to describe observation as "…looking… and noting systematically…people, events, behaviours, settings, artefacts, routines and so on…" (p. 456). They further note that the…

> …distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place *in situ* rather than relying on second-hand accounts (Cohen et al, 2007, p. 456).

The distinctive feature of observation, as documented above, suggests that this technique offers the most original kind of data. It therefore justified the choice of employing observations in providing first hand data, including body language and other gestures that gave meaning to the words (Angrosino, 2005, p. 729). While classroom observations were useful for recording both verbal and non-verbal occurrences in natural or contrived settings, potential lack of control in observing natural settings could have rendered observations less useful. In that regard, Cohen *et al* (2007) note difficulties in measurement, problems of small

samples, difficulties in gaining access and maintaining anonymity, as potential threats to observations (p. 457). Once again, these possible disadvantages were tackled through triangulation technique, which was used to establish consistency (or inconsistency thereof) between data from two sets interviews, observations and documentary evidence.

4.2.3. Documentary evidence

Finally, as part of data collection, the researcher included documentary evidence as a data collection technique. Documentary evidence may be defined as records of events or processes and procedures which are produced by individuals or groups. These take many different forms (Cohen *et al*, 2007, p. 249). In the context of this study, documentary evidence included committee minutes, reports, study guides, hand-outs during lectures and tutorials, assessment questions and assessment criteria, DP policies and many other aspects of the discipline. Documentary evidence was incapable of 'speaking for themselves' but required analysis and interpretation, and this "…involves understanding the information relayed and the underlying values and assumptions of the author, as well as any arguments developed" (Cohen *et al*, 2007, p. 253)

Cohen *et al* (2007) note three contextual aspects which underpin the development of documents and are likely to influence constructs of the English Education discipline in the context under study. These aspects are authorship, audience and the outcomes of the documents. In the context, and within the constraints of this study, discipline practitioners were at the helm of the development of documents which informed pedagogic practices in the English Education discipline. Audience of the documents denoted students who were becoming English Educators, academics and discipline practitioners within the discipline,

researchers and the entire community of scholars. In this light, it was apparent that analysis of documents had to acknowledge the interplay of these contextual aspects as impacting on both the development and utilisation of documents within the context under study. In essence, the acknowledgement of the contextual factors in documents was consistent with an interpretive outlook, which argues for social phenomena such as documents as having been socially constructed (Cohen *et al*, 2007, p. 254), and that their analysis must take note of underlying human factors at play in their usage.

4.3. Sampling

Participants in the study were English Education discipline practitioners and students who were becoming English educators in the context under study. The conscious choice of English Education discipline practitioners was best described by Seidman (1998) as "purposeful sampling" (p. 45) because of its consistency with the objective of the study: understanding the role of knowledge structures of English Education in pedagogic practices. Cohen *et al* (2007) also note that "…purposive sampling is used in order to access 'knowledgeable people', i.e. those who have in-depth knowledge…by virtue of their professional role, power, access to networks, expertise or experience" (p. 157). Informed by the preceding ideas, four English Education discipline practitioners formed part of sample of study participants. Sampling was guided by their experience in the discipline, that is, the sample constituted members of the discipline who had served longer than others, and were thus assumed to be more experienced in, among other things, the cultural practices and procedures of the discipline. *Figure 4.1* represents how sampling of the English education discipline practitioners was done, and to further protects possible identification of participants (see ethical issues later in this Chapter).

Qualification	Experience in years
M. Ed.	Less than two years
M. Ed.	Less than two years
M. Ed.	More than two years
M. Ed.	More than two years

Figure 4.1 Sampling: The English Education discipline practitioners

In the same breadth, sampling also included a sizeable number of purposefully selected English Education students who were interviewed. Purposive sampling of English Education students was an attempt to enhance validity of findings by limiting the effect of variables, which Levine, Ramsey & Smidt (2001) define as "…a characteristic that can take different values". They point out that "different types of variables produce different types of data" (pp. 4 – 5). It was therefore essential to consider variables like race, gender; socio-economic class and background in the selection of a sample of participants. In recognition of these factors, eight (8) English Education students, of which four (4) were females and the remaining four (4) males. To tackle variable like socio-economic class and background, the study was designed to sample students from private, ex-model C, township and rural schools, in which each category was to comprise a male and a female. The composition of the research sample in this way was an attempt to enhance validity and reliability of findings. However, it transpired that the group of English Education students sampled did not have students who attended private schools. Following failure to include students from private schools, sampling for the study was done and is represented in Figure 4.2.

Level of study B. Ed Degree	School background	Gender		Quantity
1st year	Rural school	M	F	2

1st year	Township school	M	F	2
1st year	Ex-model C school	M	F	2
Total		3	3	6

Figure 4.2 Sampling: English Education students

While the study allowed for the participation of all the six students, a category of private schools was not represented. This might possibly be considered as one of the limitations of the study which threatened the prospects of valid and reliable findings. The succeeding section discusses how validity and reliability were enhanced. And later in the chapter, an account of limitations for the study is provided which further demonstrates how possible limitations were dealt with.

4.4. Validity and reliability

Validity in effective research remains inarguably fundamental, and that an invalid research is worthless (Cohen et al, 2007). The concept of validity in this study was conceived to be concerned with understanding the impact of English Education knowledge structures on pedagogic practices fairly and fully. Contrary to the Positivists, and specifically quantitative researchers' conception of validity as putting more emphasis on generalizability of findings (Cohen et al, 2007), in this study, validity was concerned with understanding the constructs and practices of a particular context. In enhancing validity, and therefore reliability of findings, the study relied on two techniques, namely: triangulation and sampling (as both the former and the latter have been discussed in the preceding sections). While Cohen et al (2007) record that widely held views of reliability seem to adhere to positivism rather than qualitative research (p. 200), there is a need for qualitative research to be just as reliable.

Qualitative research, like any other form, "…must demonstrate that if it were to be carried out on a similar group of respondents in a similar context (however defined), then similar results would be found… In qualitative research reliability can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched…" (Cohen et al, 2007, pp. 199 - 202). In other words, validity in this research denotes that this study had to yield the kind of data and findings that if tested in the same context and participants by different scholars, the same kind of data and results could be produced. Achievement of validity in this study, like any other research, promised that results could be trusted. It therefore holds true, as with the case with validity, that reliability in research is likely to render it trustworthy.

At this point, it is worth noting once more, that in analysing data, the study adopted an inductive and non-linear process of establishing differences and similarities in the collected data, and the exercise corroborated or disconfirmed reality. In this way, what was needed to be either tested or confirmed using the data which was produced as a result of other data production techniques employed in the study, was done, and this provided findings which were credible, neutral and confirmable (Lincoln and Guba, 1985), as cited in Cohen et al (2007). Another testimony to this effect is documented in Nieuwenhuis (2007):

> Using data from different sources can help you check your findings. For example, you might combine individual interviews with information from focus groups and an analysis of written material on the topic. If the data from these different sources points to the same conclusions, you will have more confidence in your results (Nieuwenhuis, 2007, p. 113).

Nieuwenhuis' (2007) idea of using more than one data source to check the findings was viewed as a useful exercise in enhancing validity and reliability of findings. What made these ideas more useful was that they were consistent with triangulation technique which was

employed in this study. Nieuwenhuis' idea also extended to provide more confidence in relation to analysis and interpretation of data, as has been discussed earlier.

However, some researchers (for instance Lee, 1993; Scheurich, 1995; Gadd, 2004) have concerns about issues of validity and reliability, especially in studies which involve interviews. One concern is that of viewing a researcher as an intruder in the private world, someone who can impose sanctions to the interviewee and someone who can exploit the powerless. This, as they note, is likely to reduce an interviewee's willingness to 'open up' to the interviewer. In response to this, the researcher employed different data production techniques in which interview data, among all ten interviewees, was subjected to testing its consistency (or inconsistency) with what emerged from documentary evidence and observations, as one form of data triangulation. However, this process of data triangulation was in no way in contravention of ethical concerns of participants.

4.5. Ethical issues

Good research practices must acknowledge and be aware of ethical concerns for both the researchers and participants. "A major ethical dilemma is that which requires researchers to strike a balance between the demands placed on them as professional scientists in pursuit of truth, and their subjects' rights and values potentially threatened by the research", and this is referred to by Frankfort-Nachmias and Nachmias (1992), as 'cost/benefit ratio' (Cohen et al, 2007, p. 75). In striking the balance, it was important for the researcher to obtain informed consent and co-operation of participants. The principle of informed consent, as Cohen et al (2007) put it, arises from the subjects' right to freedom and self-determination, which are conditions for living in a democracy (p. 77). In response to the issue of 'cost/benefit ratio'

(Frankfort-Nachmias and Nachmias, 1992), sampled participants of this study participated on what Cohen et al (2007) refer to as voluntarism, which "…entails applying the principle of informed consent and thus ensuring the participants freely choose to take part (or not to) in the research…" (p. 78). In addition to their voluntary participation in the research, participants' real names were replaced by pseudonyms in order to maintain anonymity and protect their identity.

Another ethical consideration which was addressed in this study was obtaining access and acceptance in the context under study. Obtaining access and acceptance was important for the researcher because it offered the best opportunity to present credentials as an investigator and established one's own ethical position with respect (Cohen et al, 2007). To this effect, an ethical clearance application was filed according to the institution's ethical practices, including obtaining relevant permission to access documents which were a source of valuable data for this study (Appendix I).

Finally, all documents containing raw data (for instance interview transcripts and observation notes) were disposed through shredding, including tapes which contained what transpired in interviews. This was another measure of ensuring that data which was collected was not used for undesirable purposes, which further ensured the essence of anonymity and confidentiality. Data provided by participants did not in any way reveal participants' identities (Cohen et al, 2007).

4.6. Possible limitations of the study

The study could possibly bear some limitations in the way it was designed and data collection techniques. As a case study, it could not be possible to generalise findings because they were context-based (Cohen et al, 2007). In addition, interviews and observations were not immune to researcher's subjectivity. It was possible for the researcher to be selective when collecting data such that the study produces desired findings. Limitations, whether they emanate from study design, data collection methods and analysing data, are always experienced in every research (Nieuwenhuis, 2007, p. 115).

While every endeavour was made to minimise the negative effects of these limitations, Nieuwenhuis (2007) suggests that researchers need to start with these upfront when reporting findings in order to help readers to better understand how conclusions are arrived at (p. 115). In addressing these possible limitations in this study, the researcher employed triangulation of findings by means of using interviews, documentary evidence and observation as research instruments. This was intended to provide commonalities and corroborations in data, which assisted in drawing conclusions based on empirical evidence.

4.7. Conclusion

This Chapter discussed the methodological choices made in this study and pointed out that the interpretive paradigm was selected (Fay, 1996; Guba & Lincoln, 2005). Reasons for choosing a qualitative case study were given. As a qualitative research, the Chapter further explored different data production techniques (Huysamen, 2001), which included interviews, documentary evidence and observations. All these were conducted in the context under study, where a sample of participants was purposefully selected (Cohen, 2007; Seidman, 1998). The

purposeful selection of participants was an endeavour to enhance validity and reliability of findings, in that participants were selected such that the effects of variables were minimised (Levine, Ramsey & Smidt, 2001).

While an undertaking to enhance validity and reliability of findings was made through sampling procedure and data collection techniques and analysis, an argument has been made that such undertaking did not threaten good ethical research practices, to which the researcher subscribes. In addition, it was acknowledged that the study had some possible limitations. These had been discussed, together with strategies to overcome them, laying a solid foundation for the next Chapter.

Chapters 5 and 6 present, analyse and critique data as collected using different data production tools. Chapter 5 responds to the question: What is the disciplinary knowledge that English Education is concerned with? Data yielded and used to respond to the question referred to partly respond to the critical question of the study: how do English Education knowledge structures impact on pedagogic practices to serve students who are becoming English educators? Chapter 6 responds to the question: how do knowledge structures of the English Education discipline impact on pedagogy, and, why do knowledge structures of English Education discipline impact on pedagogy the way they do?

Chapter Five

On understanding disciplinary knowledge of English Education

Introduction

The preceding Chapter discussed research methodological choices selected in this study used to respond to the critical question. This discussion demonstrated that the study is located within social science, a field that employs qualitative methods of research. The discussion further revealed the relevance and appropriacy of interpretive paradigm through which the study sought to understand the role played by English Education knowledge structures in pedagogic practices. The location of the study within this paradigm suggests that data produced is subjected to analysis and interpretation, informed by the theoretical framework of the study discussed in Chapter 2. The theories which informed the collection of data, namely: Critical Realism (CR) and Social Realism (SR), as put forward in Bhaskar (1978) and Archer (1995), respectively, are employed in engaging with data. Furthermore, Bernstein's (1999) notion of Knowledge Structures and Bourdieu's (1986) Cultural Capital (CC) are concepts employed to engage with data arising out of the context of the study.

In this Chapter, collected data is presented, analysed and interpreted. The analysis and interpretation of data presented in this Chapter partly respond to the critical question of the study: How do English Education knowledge structures impact on pedagogic practices to serve students who are becoming English educators? The critical question subsumes the following 3 questions:

1. What is the disciplinary knowledge that English Education is concerned with?

2. How do knowledge structures of the English Education discipline impact on pedagogy?
3. Why do knowledge structures of English Education impact on pedagogy the way they do?

This Chapter presents an analysis and interpretation of data gathered to engage critically with the first sub-question: What is the disciplinary knowledge that English Education is concerned with? To engage in data presentation, analysis and interpretation, the Chapter begins by providing a brief account of how data is analysed and interpreted. This brief account precedes the actual data presentation and analysis, and a critique of such findings in relation to literature and concepts used in this study. The Chapter concludes with a synthesis of data presented to respond to the question of the knowledge English Education is concerned with.

5.1. A brief account of the analysis and interpretation of data

Data production in this study was realised by means of three research instruments: interviews, classroom observations and documentary evidence. This choice of instruments ensured that data was triangulated to enhance validity of findings (Cohen et al, 2007; Levine, Ramsey & Smidt, 2001; Seidman, 1998; Mouton & Marais, 1990). Critically important at this point is making collected data to be complementary such that the ideals of triangulation are achieved. It was important to draw from Critical Realism (CR) and Social Realism (SR) theories in the process of analysing data. Thus, data collection and analysis drew from Bhaskar's (1978) CR theory and Archer's SR theory (1995). Classroom observations yielded data that, in Bhaskar's terms, constituted the empirical domain, that is, the operation of structures and mechanisms existing in the natural and social world. For this study, the natural and social

worlds denote pedagogic interactions between practitioners and students in the English Education discipline. This is a kind of data that relate to experiential account of students in English Education pedagogic practices. These classroom observations were complemented by interviews, and these were envisaged to yield data that was going to reveal practitioners' understandings of their own pedagogic practices, accompanying choices and the rationale for such choices. This is the agential influence (Archer, 1995) in the construction of English Education that manifests itself in the way practitioners deliver lessons, what is contained in documents, the procedures and processes of their development, and what Bernstein (1999) refers to as "strong distributive rules" (p. 159). Archer's (1995) SR provides a view to social aspects of the study. These include the structural field of policies, knowledge structures and committees involved in the construction of English Education discipline. The cultural field provides a perspective of how both students and the discipline practitioners conceive of what constitutes English Education. Finally, data on the role of agents or people in pedagogic practices was studied across different data production techniques. The agents in this study, as mentioned earlier, are English Education discipline practitioners, which include both lecturers and tutors.

Viewing the critical question and the theoretical positioning of the study, analysis of data is based on an interpretative philosophy which aims to examine meaningful and symbolic content and qualitative data (Fay, 1996; Guba & Lincoln, 2005). In analysing the content, this Chapter embarks on an inductive and iterative (non-linear) process of establishing differences and similarities in the collected data, and this exercise corroborate or disconfirm reality, as perceived by subjects of the inquiry (Nieuwenhuis, 2007). The non-linear process of data analysis suggests a simultaneous analysis of data produced by different techniques, and the process builds up the establishment of informed findings and conclusions the study arrives at.

As a vantage point, data provided by the discipline practitioners during interviews is examined in comparison with documentary evidence. The comparison of documentary evidence with interviews seeks to ascertain corroborations across various kinds of data.

Finally, critical engagement in the analysis and interpretation process takes place. This process is referred to by Maxwell (2005), as cited in Quinn (2006), as "…connecting strategies…or connecting analysis…[and it] involves identifying connections between events and processes" (p. 83). This type of analysis is better suited to research concerned with explaining processes (Maxwell, 2005), and this study in particular, concerns itself with explaining the role of English Education disciplinary knowledge structures in pedagogic practices in the context under study. A prerequisite for explaining the role of English Education knowledge structures in pedagogic practices is to develop an understanding of the kind of knowledge English Education is concerned with. For this purpose, the study draws on various studies to construct such an understanding.

5.2. English Education in the context of the study

As discussed in detail in Chapter 1, the merger of the ex-University of Durban-Westville (UDW) and ex-University of Natal in 2004 saw the establishment of the University of KwaZulu-Natal (UKZN). Two years earlier, Edgewood College of Education was already merged with former University of Natal. As a result of the merger, Faculties of Education of former UDW and former University of Natal merged and were re-located into the former Edgewood College of Education, now called the School of Education (Hall, Symes & Leucher, 2004). The recorded history of UKZN promises that the new University brings

together the rich histories of both the former Universities (http://www.ukzn.ac.za/About-UKZN/UKZN-History.aspx). The 'rich histories' are important to this study in examining the construction of English Education disciplinary knowledge. This is in order to understand the role that is played by English Education knowledge structures in pedagogic practices. The 'rich histories' are accumulated labour, the experience of practitioners or Cultural Capital (Bourdieu, 1986).

What are the 'rich histories' brought together by the merger of institutions? How do these 'rich histories' contribute to the construction of English Education discipline? To respond to these questions, it is critically important to develop an insightful understanding of the history of the UKZN's School of Education. This history does not only signify how knowledge in the discipline of English Education is constructed, but also provides basis on which subsequent practices in the discipline are grounded. Firstly, one needs to mention that the merger of a historical institution of struggle (University of Durban –Westville) and a research-intense institution (University of Natal) as recorded in the History of UKZN (http://www.ukzn.ac.za/About-UKZN/UKZN-History. aspx) means an operation of different mechanisms of power at the UKZN, including the discipline of English Education. The merger forged academic and professional co-operation among staff members from former institutions. As a result of the co-operation, the 'rich histories' became the cultural goods or capital (Bourdieu, 1986) with which the lecturers came in the newly established institution, the UKZN.

For the English Education discipline, the merger saw different practices combining to form a new set of pedagogic practices, as Mr Le Roux puts it during the interview:

> "Curriculum choices were largely influenced by the former University of Natal's English Department through the secondment of two senior academics who moved from this Department to the Edgewood campus. This curriculum was based on traditional literary studies, with very little resonance to teacher Education" (Mr Le Roux, Interview, 2012).

The lack of resonance with teacher education meant that, as Ms Ntombela puts it;

> The former University of Natal English Department curriculum of Bachelor of Arts (BA) degree was imposed on Bachelor of Education (B. Ed.) degree. This imposition resulted in the university teaching students English curriculum that did not make them better prepared to teach English in schools (Ms Ntombela, Interview, 2012).

In other words, the imposed BA degree curriculum, according to Ms Ntombela, was designed such that students acquired limited knowledge and skills appropriate for teacher education. This systematic organisation of knowledge tended to limit students' access to teacher education – specific epistemic knowledge. For Bernstein (1999), this is a characteristic feature of a vertical discourse, as discussed in detail in Chapter 2. Similar sentiments are shared by her colleagues, who perceive the role of the former curriculum imposition to be insufficient in serving students to be competent educators to teach English in schools. For Mr White, the discarded curriculum:

> …made no effort to teach students to be good English teachers. The curriculum was imposed on teacher education with insufficient knowledge and skills needed for proficient English teaching. It mostly catered for aesthetic appreciation where Afro centric literary work was minimal. This was a curriculum aiming at developing appreciation of arts with little relevance to the preparation of teachers… And so there was a need for curriculum change (Mr White, Interview, 2012).

The lack of resonance with teacher education meant that there was a need to rethink the aim of the English Education discipline:

> There was a need to develop a multifaceted discipline of English to empower students to become proficient teachers of English…to be role

> models of enthusiastic readers, to be committed to the most effective use of language in particular contexts (Mr Le Roux, Interview, 2012).

The need to develop a multifaceted discipline to respond to the challenges of English teaching meant that the discipline, in an effort to produce proficient educators to teach English in classrooms, had to introduce innovative ways of teaching students to be better equipped for teaching English in classrooms. The response was the introduction of a 2-Track System, as shown in Figure 5.1 below:

LANGUAGE TRACK	LITERATURE TRACK	
2nd year: Sem. 1: Major Method 1 • Language Acquisition • Language Learning • Sociolinguistics in Education • Language, culture & gender	**210 Literary Theory – integrated with Poetry** • Intro to poetry; Teaching poetry; Intro to Lit Theories (3) • SA poetry (3) • Period poetry (3) • Contemporary poetry (3)	**Major: 3 doubles** **Method: 1 double**
	220 Literary Theory – integrated with Short Story • Narratology; Teaching the short story (2) • SA Short Stories (3) • African Short Stories (3) • Short Stories from around the world (3)	**Major: 3 doubles** **Method: 0**
3rd year: Sem. 1: Major Method 2 • Reading and writing • Systemic Functional Linguistics (SFL) • Genre Theory • Academic reading and writing • Composition and rhetoric	**310 Literary Theory – integrated with Novel (contemporary)** • Lit. Theory; Teaching the novel (3) • SA novel (3) • African novel (3) • Novel from out of Africa (British; American; Asian; etc) (3)	**Major: 3 doubles** **Method: 1 double**
	320 Literary Theory – integrated with Drama • Lit. Theory; Teaching Drama (2) • SA drama (3) • Shakespeare (3) • Drama from out of Africa (British; American; Asian; etc)/ Different genres (3)	**Major: 3 doubles** **Method: 0**
	410 Literary Theory – integrated with Film Study • Lit. Theory; Teaching Film (3) • SA film (3) • 2 Films from around the world/ Different genres (6)	**Major: 3 doubles** **Method: 0**
4th year: Sem. 2: Major Method 3 • New Literacies • Multimodal Texts • Language policy/ planning/ pedagogy • Multilingualism	**420 Literary Theory – integrated with Period Literature** • Lit. Theory; Teaching Shakespeare (2) • Shakespeare (3) • Period novel (3) • Period novel (3)	**Major: 3 doubles** **Method: 1 double**

Figure 5.1 2-Track System

The English Education discipline saw the need to be at the forefront of English curriculum re-curriculation so that the teaching process might serve students to be proficient in their prospective practices in the teaching of English in schools. In Ms Ntombela's words:

> The discipline seeks to be in the vanguard of contemporary debates and knowledge about English language teaching in all its dimensions, to be able to equip and inspire its students with the most enlightened contemporary theoretical thinking about literary and literacy teaching, as well as with creative and resourceful skills and strategies for practical classroom use (Ms Ntombela, Interview, 2012).

In order to re-curriculate in ways that broke away from traditional English Department's literary studies imposition, but simultaneously undo the old College of Education tradition of teacher training, as opposed to teacher education, the Language Track introduced, firstly, an applied language studies element into the English major and, secondly, how to teach literary works. According to Mr Le Roux's response to interview question on what brought about the 2-track system, he points out that:

> The need for the re-alignment of the majors at undergraduate level arises from students for post-graduate studies. The 2-track system bridges the gap between undergraduate and postgraduate programmes by encouraging critical thinking in the introduction of theories and concept fundamental for research (Mr Le Roux, Interview, 2012).

According to Mr Le Roux, the overall intent in this re-envisioned English curricular was to help students who are becoming English educators to:

- Use English language better;
- Be analysts of English;
- Critically teach English in classrooms;
- Conduct research in the field of English language and;
- Be passionate about English as a subject.

To realize the aims set out in the English Education 2-Track System, the discipline frames its constructs on principles of research, theory, policy and practice. However, opposing views regarding some of these principles are prevalent among English Education practitioners. For

instance, some practitioners are against the position of the university and the discipline to focus on research. Those who hold this view assert that the focus on research compromises teaching. In an interview, one English Education practitioner points to the focus of the university as a cause for students to fail. In her view,

> …another cause of student failure is the focus of the university on research as opposed to teaching…The focus here should be on teaching and not on research (Ms Ntombela, Interview, 2012).

Ms Ntombela's response suggests that there is little value of research in teaching. The response indicates a lack of insight into the notion of research-led teaching and teaching-led research. Universities generally argue that research oriented approaches to teaching potentially improve teaching practices, while simultaneously contribute to the innovation of knowledge. Thus, an anti-research view in the English Education discipline is likely to adversely affect pedagogy.

When asked to explain how the adopted 2-Track System addresses methods to respond to English teaching, practitioners interviewed provided insight about the system. For them, English teaching methods are incorporated in both the Language and Literature Tracks, and then taught and demonstrated in lectures and tutorial.

> The Major modules…focus primarily on the development of students' literary repertoire, and skills in literary analysis, but also incorporate linguistics and media perspectives. The Methods modules, which accompany the Major modules, are intended to provide students with the necessary information and practical strategies for constructing English lessons… (Mr White, Interview, 2012).

Mr White's view on the adoption of the 2-Track System is shared with his colleague, who finds it useful in equipping students with knowledge and skills essential for teaching English in South African classrooms:

> As a discipline in a university, we must provide students with theoretical knowledge that informs students about ways of constructing knowledge, while equipping them with skills to transmit such knowledge. Our approach to English Education aims at developing students to be able to teach English (Mr Le Roux, Interview, 2012).

Taking both Mr White's and Mr Le Roux's responses into consideration, the 2-Track System is valuable in the preparation of English educators to be competent in teaching the language. Their responses are illustrative of the nature of the system to provide pedagogy for 'enriched English'. For Wallace (2003), as cited in Mgqwashu (2012), 'enriched English' will "…clearly need to attend to the complex manner in which structure, content and function inter-relate in the production of effective, literate English (Mgqwashu, 2012, p. 1046). The 2-track system, as conceived by English Education practitioners, is a result of 'the actual' activated structures, mechanisms and tendencies (Bhaskar, 1978) in that through the adoption of the system, the discipline activates pedagogy, that is, in Bhaskar's (1978) words, "…interfering with the course of nature" (p. 58). For this study, the 'course of nature' denotes conventional pedagogic imposition by the English Department curriculum of the former University of Natal (Mr Le Roux, Interview, 2012).

On being asked to reflect on the question of the skills and knowledge that the Language Track in the 2-track system hopes to teach, English Education practitioners provided congruent responses. Ms Ntombela's response proved to be more insightful:

> The Language Track concerns itself with applied language studies. This came after a strong resistance of academics of challenging the imposed

> curriculum. The argument maintained that methods are critical for preparing students to teach. At the same time, the discipline wanted to do away with the old College of Education tradition of teaching methods explicitly as an isolated unit, but opted for applied linguistics (Ms Ntombela, Interview, 2012).

Based on the practitioners' responses and documentary evidence (Figure 5.1), the Language Track comprises Sociolinguistics, Systemic Functional Linguistics (SFL), Genre Theory, Multimodality and Multilingualism. This forms the embodiment of knowledge constituted in the Language Track and are contained in course materials for different modules.

The Literature Track integrates Literary Theory with Poetry, Short Story, a contemporary Novel, Drama, Film Study and Period Literature.

> The Literature Track provides an overall balance between South African and non-South African texts, as well as between texts from the present and texts from the past (Mr Le Roux, Interview, 2012).

The overall balance of texts chosen in the Literature Track, as mentioned by Mr Le Roux, is important for this study, for it signifies the structuring of disciplinary knowledge (Bernstein, 1999). From a SR perspective, the structuring of the Literature Track displays the structural emergent properties that generate causal powers (Archer, 1995). The causal powers for this study refer to the structuring of Literature Track and the entire English Education discipline to provide knowledge, as Maton (2000) argues that "…the medium of education – the structuring of educational knowledge – is itself also a message" (p. 148). This is dealt with in detail in Chapter 6.

The construction of English Education discipline in a 2-Track System responds to a need for "…a pedagogy for an "enriched" English [which] will clearly need to attend to the complex manner in which structure, content and function inter-relate in the production of effective literate English" (Mgqwashu, 2012, p. 1046). The 2-track system recognises the importance of the structure, function and content in the construction of English Education disciplinary knowledge. Following the recognition of the inter-relation of the structure, function and content in disciplinary knowledge construction, the succeeding section engages with data to ascertain the construction of English Education discipline.

5.3. The construction of the English Education discipline

As established earlier in this Chapter, interviews were used as one of the data production instruments. The interviews were conducted during the first semester, and they included three English Education discipline practitioners and students. For this section, English Education discipline practitioners' responses are presented to develop an understanding of what practitioners conceive English Education to be. These responses are then analysed in relation to data produced in the documentary evidence. Finally, a synthesis of empirical data presented is developed with reference to literature to ascertain the kind of knowledge English Education is concerned with.

Practitioners were asked the question: what, in your understanding, constitutes English Education discipline? The rationale for asking the question was to ascertain practitioners' theorising of the discipline under study. In response to the question, Mr Le Roux states that…

> English Education is about teaching English to students. The idea is to assist them acquire knowledge and skills necessary for the teaching of the

> language. In the process, the discipline must address lack of English proficiency among the majority of students (Mr Le Roux, Interview, 2012).

The response provided by Mr Le Roux suggests, that in addition to the mandate of the discipline to teach students to be competent in teaching English in classrooms, the discipline is also faced with the challenge of 'addressing lack of English proficiency'. For Mr Le Roux, the majority of students in the discipline lack linguistic capital (Bourdieu, 1986). Given the role of English language at the UKZN and in Higher Education (HE) in South Africa, as is the case in most parts of the world (Mgqwashu, 2007), the 'lack of' linguistic capital threatens the prospects of students' access to academic discourse. Following the adverse effect of the lack of English proficiency among students, it is argued that, while a number of factors contribute to the lack of linguistic capital among students, English pedagogy in schools is a result of pedagogic practices adopted by English Education in HE. In this understanding, English Education disciplines (within UKZN and beyond) are at the helm of producing competent educators to teach English in schools. For this study, the role of practitioners in the discipline in addressing what Mr Le Roux refers to as 'lack of English proficiency' will be examined in detail in Chapter 7.

Responding to the same question of the practitioners' understanding of what constitutes English education discipline, Ms Ntombela notes:

> English Education is all about…English language teacher education and not literary canon only. As a discipline, we hold the view that to be good English language educators, our students must be better users of the language, analysts of English language. That is to say we develop meta-linguistic awareness (Ms Ntombela, Interview, 2012).

What Ms Ntombela mentions about English language teacher education confirms Mr Le Roux's theorising of the discipline. It is also prevalent in her response that Ms Ntombela views the former University of Natal English Department's curriculum impositions to be inadequate and inappropriate for the development of competence for English teaching. This is the point she made earlier to advocate the 2-Track System.

Mr White seems to agree with most of what Ms Ntombela says, but adds that the discipline must develop sound research base for prospects of knowledge innovations. In his view,

> The discipline is concerned with developing students to be critical language practitioners, those that disrupt their thinking about pedagogy. Students must develop passion for English and reflexive in teaching it. Critically important, they must also be researchers in order to push the boundaries in English studies (Mr White, Interview, 2012).

All the responses from English Education practitioners concur that the discipline is concerned with equipping students with knowledge and skills necessary for competent English teaching. These responses corroborate documentary evidence (Appendix D) that emphasises that students demonstrate how aspects of English language are taught in classrooms. Such teaching occurs by means of 10 modules. According to Mr White:

> The English Education discipline consists of 10 modules, and they are English Communication 110, English 210, English 220, English 310, English 320, English 410, English 420, Method 1, Method 2 as well as Method 3 (Mr White, Interview, 2012).

These modules are designed in such a way that they reveal how practitioners' conceptualize English Education. From a SR perspective, these bear cultural emergent properties. In the modules, ideologies, beliefs, values and attitudes are embedded as cultural realities that are

not fixed (Archer, 1995). Ms Ntombela adds that the discipline aims at preparing English educators. In her words:

> As a discipline, we are concerned with teaching students to be good English educators. For us to achieve this, we need to improve students' command of English, teach them English language, literature and media. But as a discipline, we recognise the value of methods for teaching English (Ms Ntombela, Interview, 2012).

For Ms Ntombela to mention the need "…to improve students' the command of English…" (Ms Ntombela, Interview, 2012) proposes that the discipline acknowledges the diverse backgrounds of students in the discipline. Once more, a lack of linguistic capital (Bourdieu, 1986) is mentioned. Given the diverse backgrounds from which students in the discipline come, it raises a question of the kind of knowledge the discipline imparts for "…teaching students to be good English educators…" (Ms Ntombela, Interview, 2012). In response, Mr Le Roux states that:

> English Education is a broad field concerned with equipping students with essential skills needed to teach English in schools. For this, modules are designed to gradually articulate knowledge as contained in research on the field of language teaching. While knowledge on the language is taught, students are introduced to theories and approaches informing contemporary teaching of English (Mr Le Roux, Interview, 2012).

The issue of modules being designed to gradually articulate knowledge attests to the importance of considering how knowledge is organised for it to be accessible. A chosen structure of knowledge has a potential to allow greater access or otherwise, to English Education (Bernstein, 1999). This will be closely examined in Chapter 6.

Knowledge content in each module is unique, but builds on one aim: to prepare students to be competent English educators. Building on the conceived understanding of English studies as

constituting language and literature (Pope, 1998; Mgqwashu, 2007), it is necessary for this study to determine knowledge content for each module, and examine how applied language studies are incorporated in the modules. For this, one needs to draw on the outline of English Education provided earlier. To provide a simplified classification of modules as conceived, the outline is presented in Figure 5.2 below:

English Communication 110	English 210	Method 1
	English 220	Method 2
	English 310	Method 3
	English 320	
	English 410	
	English 420	

Figure 5.2 Classification of modules

The above classification of modules is not intended to suggest the structuring of disciplinary knowledge (Bernstein, 1999; Maton, 2000), for it is dealt with in Chapter 6. The classification of modules intends focussing the study on understanding what each group of modules offers students to be competent English educators. The following subsections present an analysis of data on the three categories as classified in Figure 5.2 above.

5.3.1. Knowledge content in English Communication 110

Drawing on Bhaskar (1978), reality in the CR perspective is understood by examining an interplay of mechanisms, events and experiences in three knowledge domains; namely: the real, the actual and the empirical. Building on the CR theoretical basis, this section investigates "…the relationships and non-relationships, respectively, between what we

experience, what actually happens and the underlying *mechanisms* that produce the *events* in the world" (Quinn, 2006, p. 10). For this study, 'we' refers to English Education students, and 'the world' signifies the discipline of English Education.

Following the theoretical basis, this section presents data to respond to the question: What does English Communication 110 module address to serve students who are becoming English educators? Firstly, COHH volume 2 (2012) states that the aims of the module are:

> To provide students with opportunities for improving their command of both written and oral English; develop critical thinking; and, insights into the complexities of language usage (p. 132).

The aims of the module are what Bhaskar (1978) describes as the real domain consisting underlying structures, mechanisms and relations, which exist independently of events, but capable of producing patterns of events. The aims set for the module are results of processes that involve practitioners in the discipline. These processes are mechanisms that are capable of producing events. Building on the aims set out for the module, the question of what the module addresses is posed to practitioners in the discipline. Providing a response to the question, Ms Ntombela states:

> English Communication 110 is a module designed for first year students. The aim of the module is to introduce students to various kinds of written texts. The knowledge that students gain in the module assists them as they continue with their studies in the discipline. Students are taught creative writing and literature in the form of novel and film… In this module, we try to use literature that is mostly South African. In that way, most of them can be interested (Ms Ntombela, Interview, 2012).

The idea of introducing students to various texts to students in the first year of study foregrounds an endeavour to offer students necessary building blocks of the discipline:

creative writing, film study, poetry and novel. This is a principle characterising the horizontal discourse in the theory of knowledge structures (Bernstein, 1999).This is further echoed by Mr White. In an interview, he corroborates that:

> English Communication 110 is mostly done by first year students. It is not a compulsory module though. Students are advised to take it if they plan to major in English (Mr White, Interview, 2012).

As part of assisting students in "…improving their command of both written and oral English…" (Course outline), English Communication 110 module forms part of English Education. This concern of practitioners seems to attempt to address Mgqwashu's (2007) concern that "…in South Africa (as is the case in most parts of the world), proficiency in English is a prerequisite for success in a university and for securing employment" (p. 28). Lack of English proficiency is likely to impact negatively on students. It is on this premise that students are advised to take English Communication 110 module if they plan to major in English (Mr White, Interview, 2012). It must be noted that English Communication 110 is a first year module. This is a distributive rule regulating access, regulating transmission, and regulating evaluation (Bernstein, 1999) of English Education knowledge. The implications for the rule are discussed in detail in Chapter 6. It is important for this study to unearth the rationale for positioning English Communication 110 module in the first year of study in the English Education discipline. In addition, the module develops "…critical thinking and insights into the complexities of language usage" (COHH Volume 2, 2012, p. 132), and thus knowledge content covers creative writing, film study, poetry and selected novel. For this study, it is important to uncover the conceptual and theoretical positions underpinning analysis of, and engagement with, the range of texts.

Engaging with the English Communication 110 (EDEN 110) study pack, it transpires that for creative writing, the expectation is that:

> …students participating in the creative writing component of the module will develop their creative writing skills through considering the writing of a variety of authors, through practical writing exercises and by listening and responding supportively to the work of their peers (EDEN 110 study pack).

The objective of the creative writing section of the module further aims to "…stimulate and empower students' creative skills in the belief that doing so will affirm the development of their own voice and belief in the value of their own and others' unique perception of life" (EDEN 110 study pack). The notion of the development of students' own voice is prevalent in Bernstein (1999), referring to it as a strategy for empowering the marginalised. This notion is carried forward in tutorials (see Appendix D: EDEN 110 tutorial 2 – Section B), where students share their written texts for the development of aesthetic appreciation (COHH volume 2, 2012). The expected participation of students in creative writing is a causal agent in the actual domain, "…capable of interfering with the course of nature…" (Bhaskar, 1978, p. 54), and the course of nature for this study denotes experimental activities that improve creative writing skills in students. The planned experimental activities are disseminated in the tutorials, where different methods of teaching are employed. These include a Fishbowl method which encourages students to work in small groups.

For film section, the choice of a South African award-winning movie, Tsotsi, is made. The movie is about life of gangsterism in the country. For this section, students are encouraged to work in groups of four or five, read, discuss and then report back to class.

> We encourage the use of groups for these reasons. Firstly, students must be afforded an opportunity to use English. It is in this way that they can

> improve the command of the language. Secondly, small groups have a potential to increase the participation of students in discussions. This is important because they are expected to share their lived experiences in relation to the film (Ms Ntombela, Interview, 2012).

Both tutorials and lectures for the film encourage students to work in small groups. The method of working in small groups (Appendix D: Tutorial 2: Film) promotes interaction among students, while also developing presentation skills as students are expected to report to the class. This is also evident in both the poetry and novel sections of the module. In almost all tutorials, students are expected to discuss in small groups. Using small groups when teaching subscribes to the propositions of Communicative Language Teaching (CLT) approach (Hilgard & Bower, 1966; Lotter, 1983; Balfour, 1995; 2000).

In addition to the general requirement of a 75% attendance in tutorials, lectures and seminars, students are afforded a chance to consult with lecturers. While the requirement of a 75% attendance, as was observed, is monitored through signing of register at the beginning of each tutorial, students make appointments to consult with lecturers if they seek further clarities.

> We consult with students in our offices if they need assistance regarding course work in the module. These consultations are driven by the questions students have. In this way we try to accommodate their individual needs… some of them are not confident enough to ask questions during tutorial… (Mr Le Roux, Interview, 2012).

This interview with Mr Le Roux was conducted just after a consultation with a student. During the consultation, an observation schedule was completed. The unstructured observation schedule sought to find out what exactly happens during the consultations. It was therefore unstructured because there were no predetermined questions for the observation. The consultations in SR terms are described as Cultural Emergent Property (CEP), described

as "…the influence of teachers on pupils, ideologists on their audiences or earlier thinkers on the later ones" (Archer, 1995, p. 179). In the context of this study, 'teachers' are English Education discipline practitioners, and 'pupils' are English Education students. The consultations, as is the case with the entire pedagogic processes in the discipline, are social interactions that provide a potential platform in which ideological influence is made. It is that understanding which informed observation of the consultation. To present the findings arising from the consultation, Figure 5.3. below is used.

Consultation starting time: 14h25

- Student brings a study pack and points the lecturer to her question.
- The lecturer reminds the student what was said during the tutorial.
- Although the student seemed to have forgotten, the lecturer continues and explains to answer the question.
- Lecturer continuously refers the student to the study pack.
- Student finally agrees that she understands.
- "You just have to read and understand the poem very well for you to be able to clarify the situation and speaker in each of these poems…. But you will manage. It might also help to work with other students in your class….

Consultation ends: 14h39

Figure 5.3 EDEN consultation 1

The observation of the student-lecturer consultation aimed at ascertaining how the practitioner reflects his understanding of English Education during the consultation. It transpired in the consultation that the student experienced difficulties with analysing the poem (*Husk days*, Francis Faller). The lecturer used a Deconstruction theory to guide the student on how to go about analysing the poem. He then referred the student to further readings and to work with other students for sharing ideas. While sharing of students, whether in small groups during tutorials or otherwise, is encouraged in the discipline, this may also be viewed as implicitly suggesting that the practitioner provided inadequate support, or that peer tutoring also plays a major role accessing disciplinary content.

Based on the 2-Track System and other data presented in this section, it is apparent that the module introduces students to Literary Theory (Eagleton, 1983) and develops creative writing. The process of introducing students to Literary Theory and creative writing employs methods which encourage language usage. Adding to that, students share their creative writings, allowing for the development of aesthetic appreciation, as put forward in the aims of the module (COHH volume 2, 2012).

5.3.2. Knowledge content in English Major Modules

As already established, English Communication 110 module is offered in the first year of Bachelor of Education (B. Ed.) degree to students who intend to major in English (Mr White, Interview, 2012). Subsequent to envisaged mastery of knowledge and skills embodied in the module, the discipline offers English Major 210, 220, 310, 320, 410 and 420 modules (COHH Volume 2, 2012, pp. 132 – 135). Each module runs over a semester over the duration of the B. Ed programme. English Major Modules build on the knowledge and skills attained in EDEN 110. This is an inter-modular vertical organisation of knowledge (Bernstein, 1999). For Horn (1999), as cited in Mgqwashu (2007), the knowledge sought for in English literature is "…knowledge about ourselves, about our ways of thinking and speaking, about individual existence which is also and always a social existence" (p. 81). Building on this conception of knowledge in English literature, Mgqwashu (2007) argues that:

> The centrality of language in the approach to…the study of literature…is in terms, firstly, of our understanding and critical engagement with this knowledge…, secondly, the construction of alternative knowledge(s) other than knowledge presented by mainstream cultures and, thirdly, thinking about ways in which such knowledge may be disseminated (Mgqwashu, 2007, p. 38).

It is on the basis of this conception that an understanding of knowledge sought for in English literature is grounded. Following the role of English Major Modules to address English literature, it is fundamental to explore theoretical and conceptual tools the discipline employs in the teaching of English literature.

The teaching of English literature in the modules is grounded on Literary Theory (Eagleton, 1983) to provide students with theories to critique literature. In exploring the constructs of English Majors, practitioners in the discipline were asked the question: What sort of knowledge is taught in English Major Modules? In response to the question, Ms Ntombela states that:

> English Majors form the literature track of the discipline. The modules introduce students to carefully selected literary texts. Students are then taught to critique the texts based on theories such as Structuralism, Marxism, Feminism, to mention a few. For this, students are made to respond to a variety of texts when looking through different lenses (Ms Ntombela, Interview, 2012).

What Ms Ntombela says is confirmed by her colleague Mr White, who conceives English Major Modules to be concerned with the development of critical thinking and aesthetic appreciation. During an interview, he responds:

> English Major addresses Literary and critical theory. For instance the previous tutorial analysed literature from Marxist and Feminist views. Students were required to compare two poems and then make an analysis if which of the two falls within feminist critic…(Mr White, Interview, 2012).

Mr White referred to page 17 of English Major 310 course manual (Appendix D: Page 17). In the course manual, students are asked to critique different texts. As established in Mr White's response and Appendix D (Extract of Method 2 tutorial) that texts to which students are

referred are studied from Marxist and Feminist perspectives, it is noted that some texts used are newspaper articles, while others are poems. This is a significant corroboration of the aims of the module as contained in the COHH volume 2 (2012) to "develop… awareness and perspective on various approaches to literary analysis…" (p. 133), and the analysis is done in a variety of texts. The variety of texts includes newspaper articles, poems and novels.

The Literature Track in the 2-Track System (Figure 5.1.) aims at teaching Literary Theory using a variety of texts. As established in the preceding paragraph, the texts include newspaper articles, poems and novels. The choice of literature studied in the discipline and the way such literature is organised advocates segments of vertical and horizontal knowledge structures (Bernstein, 1999). The choice of literature, to use Bernstein's (1999) words, allows for "…a set of strategies which are local…context specific and dependent, for maximising encounters…" (p. 159) with students and texts. The following are the examples of texts used to teach Literary Theory in English Major 310 Module:

Poems	Newspaper articles	Novels
• They flee from me (Thomas Wyatt) • The Wife's Tale (Seamus Heaney) • The jaguar (Ted Hughes)	• Only love and then oblivion (Ian McEwan) • The algebra of Infinite Justice (Arundhati Roy)	• Cry the beloved country (Alan Paton) • The Madonna of Excellsior (Zakes Mda) • The Kite Runner (Khaled Hosseini)

Figure 5.4 Examples of literature used in English Major 310 Module

Figure 5.4 above provides examples of literature for one module. The choice of literature in each module is discussed in detail in the succeeding chapter to demonstrate how knowledge in the discipline is organised. The literature studied in 310 Module and all English Major Modules aims at providing students with critical lenses that will guide, inform, teach and provide alternative ways of seeing (Course manual: EDEN 310 E1). These lenses are the constructs of Literary Theory. To summarise the lenses to which Ms Ntombela and Mr White refer, these are Marxist literary theory, Practical criticism, structuralism, Feminist literary criticism, Reader response theory, Deconstruction, Modernism, Cultural materialism, Post colonialism and Postmodernism (Eagleton, 1983). These lenses form the embodiment of knowledge for English Major Modules.

5.3.3. Knowledge content in English Method Modules

Apart from Literature, the 2-Track System adopted in the English Education discipline comprises a Language Track which incorporates the Applied Language Studies component, but also replaces the old teacher training College of Education Methods component of the major. Modules in this track are concerned with extending knowledge taught in English Communication 110. Secondly, the Modules incorporate methodologies of teaching English espoused in literature (Hilgard & Bower, 1966; Lotter, 1983; Balfour, 1995; 2000). On being asked to reflect on their understanding of what constitutes the Language Track, Mr White had this to say:

> We subscribe to the general propositions of English language teaching as widely espoused in research studies, those being Communicative Language Teaching (CLT) and Text Based Approaches (TBA). We also recognise the value of additive Multilingualism (Mr White, Interview, 2012).

The propositions to which Mr White refers form a segment of knowledge the Language Track is concerned with. These propositions are intended to form the basis for approaches taught and demonstrated in tutorials. However, prevalent practices in tutorials reveal that these approaches are sometimes reduced to study packs material and are not demonstrated in the teaching of modules. For instance, an observation of a tutorial in which Mr Le Roux taught one of the aspects of the Language Track showed a more tutor-centred approach.

- Students use course packs to refer during the tutorial
- Initial stages, tutor runs over the task. Students are then asked to complete a task
- Tutor does much talking, giving all the instructions
- Students are relatively passive during the tutorial. They only participate by referring to the course packs.

Figure 5.5 Observation schedule: EDEN 301E1

The classroom observation schedule demonstrates that the tutor did most of the talking for the better part of the tutorial. He later referred students to their study guides. Adding to that, as the tutor moved around the class to check the progress of students in completing the work in study guides, he resorted to using another language other than English to communicate with students. This is contrary to the principles advocated in CLT. The choice of teaching methods in English Education discipline remains with individual practitioners. For Mr White, the adoption of canonical approaches to teaching English (Balfour, 2000) indicates that "…there could be certain individuals whose outlook has not moved with the times (Mr White, Interview, 2012). It is thus argued that tutor-centredness disempowers students, for it denies them a chance for using English communicatively as a principle upheld in CLT approach.

A general observation of another tutorial which seemed to adopt a different approach to teaching is recorded in the schedule:

- Classroom set up: desks arranged in lines
- Article used in the tutorial: Woman kills husband in Carlifonia
- Over head Projector (OHP) is used.
- Activity: Identify different genres. E.g. Narrative. Discuss how you would teach that genre in your classroom.
- Students are prompted to work in small groups.
- Tutor moves around the classroom.
- Tutor interacts with students and encourages critical thinking. She questions things and encourages students not to accept things at face value. "…in order to change students, you, as a teacher, must change first…"
- Groups are given a chance to report back to the class.

Figure 5.6 Observation schedule: EDEN 301E1

The tutorial proved to be very interactive and the principles underpinning CLT were upheld. The tutor, in her effort to teach Genre theory, was able to demonstrate English teaching methods. The methods used and content of the tutorial are knowledge the module concerns itself with. After the tutorial, an interview with the tutor was conducted.

> This module is mainly about preparing students for teaching English. It addresses different types of genres by encouraging critical engagement with different texts. For this tutorial, I selected article that students must use to teach genre in their classroom…We also try to demonstrate methods that can be used in the teaching of English in general (Ms Ntombela, Interview, 2012).

As part of the Language Track modules, knowledge on the types of writing is taught. This includes Genre theory, Sociolinguistics, Systemic Functional Linguistics (SFL), Multimodality and Multilingualism.

5.4. A synthetic account of the construction of English Education discipline

It was established earlier that the discipline of English Education has a 2-Track System. The purpose for the adoption of the 2-Track System is to re-align English Education majors with

postgraduate studies, to undo the former University of Natal's English Department imposition of its curriculum and to move away from old Edgewood College of Education teacher training tradition to teacher education. The need for the re-alignment of majors at undergraduate level is to enhance preparation of students for postgraduate studies. The 2-Track System bridges the gap between undergraduate and postgraduate programmes by encouraging critical thinking in the introduction of theories and concept fundamental for research alongside epistemic knowledge. For this country, the Personnel Administrative Measures (PAM) document states that an educator is expected to be "a scholar, researcher and lifelong learner". It is on the basis of this mandate that the discipline focuses on research in order to produce English educators who are critical thinkers and innovators of knowledge.

The 2-Track System, furthermore, frames English Education knowledge content on theory; research; policy; practice. Theories underpinning knowledge construction in modules are prevalent in both tracks. The Language Track foregrounds Applied Language Studies by offering Genre theory, Sociolinguistics, Systemic Functional Linguistics (SFL), Multimodality and Multilingualism. These theories assist students in the development of conceptual understanding of English Education disciplinary knowledge and pedagogy, while preparing them to be competent educators capable of teaching English. As a research intensive university, the theories are also fundamental for prospective research.

Pope (1998) and Mgqwashu (2007) conceive English studies to include language and literature. Building on their conception, the discipline constructs itself as literature and language. For literature, the discipline provides students with lenses for critiquing and analysing literary texts. These lenses include Marxist literary theory, Practical criticism,

structuralism, Feminist literary criticism, Reader response theory, Deconstruction, Modernism, Cultural materialism, Post colonialism and Postmodernism (Eagleton, 1983). They are also given lenses to critique language. These lenses are Genre Theory, SFL, etc. These are the lenses through which students can critically engage with knowledge, construct alternative knowledge(s) and think about ways in which such knowledge may be disseminated (Mgqwashu, 2007). In both tracks of the 2-track system, methods of teaching English are incorporated.

Data produced in English Education practitioners' interviews, documentary evidence and classroom observations, and then presented in this Chapter corroborate. All the data production instruments yielded similar results regarding the construction of English Education discipline. However, there was some disintegration regarding practice. While documentary evidence and interviews promised, as Balfour (2000) puts it, progressive methods of teaching English, classroom observations in some tutorials proved otherwise. The practices of lecturers and tutors are important in the construction of English Education disciplinary knowledge. Practitioners in the discipline, as they teach, are also expected to demonstrate teaching strategies suitable for the teaching of English.

A defining approach for most tutorials observed and analysed in documentary evidence is group work. Most tutorials encourage students to work in small groups to complete tasks and conduct class discussions. In these groups, students are afforded a chance to improve their command of the language, as promised by the aims of the modules (COHH volume 2, 2012). In groups, students get a chance to share their writings, and thus developing aesthetic appreciation. Adding to tutor-student classroom interactions, disciplinary pedagogic practices

allow for students to consult with students. These consultations compliment tutorials to afford for further clarities for students in need.

5.5. Conclusion

This Chapter focused mainly on responding to the question: What is the disciplinary knowledge that English Education is concerned with? In response to the question, the Chapter presented data to establish the purpose, nature and structure of the 2-Track System in constructing inter-modular knowledge of the discipline. The system, as already established, constructs itself with Language and Literature tracks, and the methods for teaching English are incorporated in these tracks. The purpose for the adoption of the 2-Track System was introduced for three things, namely; to align undergraduate studies with postgraduate studies, to replace the former University of Natal's English Department curriculum and to introduce the Applied Language Studies component in the major.

Chapter 6 builds on the constructs of English Education to examine how knowledge in these modules is organised. Chapter 6 examines the organisation of modules in two levels; the inter-modular level and the intra-modular levels. The organisation of knowledge structures is examined through drawing on Bernstein (1999) and Maton (2000). An examination of knowledge structures is envisioned to uncover underlying factors that impact on pedagogy. Chapter 6 responds to the questions: how do knowledge structures of the English Education discipline impact on pedagogy; and, why do English Education knowledge structures impact on pedagogy the way they do? The questions to which Chapter 6 responds, guides the study towards its findings. Chapter 6 therefore extends on the findings presented in Chapter 5 by

responding to the questions alluded to in this paragraph. The responses to all the three sub-question collectively respond to the critical question of the study:

Chapter Six

The impact of English Education knowledge structures on pedagogy

Introduction

The focus of the study, as discussed in Chapter 1, is on examining the role of English Education knowledge structures on pedagogic practices. This examination is framed on Bhaskar's (1978) Critical Realism (CR) and Archer's (1995) Social Realism (SR) theories. Furthermore, the study draws on Bernstein's (1999) and Bourdieu's (1986) theories of knowledge structures and cultural capital, respectively, both of which become substantive theories to engage with data, as discussed in detail in Chapter 2.

The presentation, analysis and critique of data in Chapter 5 respond to one of the three research sub-questions of the study: what is the disciplinary knowledge that English Education is concerned with? Following the presentation, analysis and critique of English Education knowledge in the previous Chapter, Chapter 6 explores the structuring of knowledge (Bernstein, 1999; Maton, 2000; Maton and Moore, 2009) to uncover underlying conceptual and theoretical knowledge and skills, as well as internal mechanisms embedded in the knowledge. The uncovering of underlying knowledge and skills enables this Chapter to respond to two research sub-questions of the study:

- How do knowledge structures of the English Education discipline impact on pedagogy?
- Why do knowledge structures of English Education impact on pedagogy the way they do?

As is the case with Chapter 5, a response to the question involves presenting, analysing and critiquing data produced. While this Chapter draws on all theories referred to earlier, more reference is made to Bernstein's (1999) theory of Knowledge Structures to analyse data.

6.1. The structure of English Education disciplinary knowledge

As discussed in Chapter 5, the discipline of English Education in the context under study adopted a 2-Tract System (*Figure 5.1*). The system incorporates English teaching methodologies in both the Language and Literature Tracks. In the Language Track, Applied Language Studies (ALS) form the embodiment of knowledge. These include Genre Theory, Sociolinguistics, Systemic Functional Linguistics (SFL), Multimodality and Multilingualism. On the other hand, the Literature Track integrates Literary Theory (Eagleton, 1983) with Poetry, Short stories, Novel and Film studies. The need for the 2-Track System was to re-align modules at undergraduate for postgraduate studies. Mr Le Roux puts it:

> The need for the re-alignment of the majors at undergraduate level arises from students' needs for post-graduate studies. The 2-Track System bridges the gap between undergraduate and postgraduate programmes by encouraging critical thinking in the introduction of theories and concept fundamental for research in English Studies in general, and language education in particular (Mr Le Roux, Interview, 2012).

The re-alignment of the majors to form the 2-Track System structures the English Education discipline in ways that allow access to epistemic knowledge. The structuring of the discipline is discussed in the following sections. Firstly, the discipline practitioners interviews, documentary evidence and classroom observations provide detail that make possible critical engagement with data concerning English Education disciplinary knowledge structures. Presented data is analysed and critiqued using Bernstein's (1999) Theory of Knowledge Structures. Secondly, a profound discussion of how the knowledge structures of English

Education discipline impact on pedagogy is developed. The discussion of the impact of knowledge structures on pedagogy synthesises data produced in the study and literature to respond to the question: how do knowledge structures of the English Education discipline impact on pedagogy? As a vantage point, the following sections present data by contrasting horizontal and vertical discourses (Bernstein, 1999). Using Bernstein's (1999) theory of knowledge structures, the section engages with empirical data to examine how knowledge in the discipline is structured. Maton (2010) is used to extend our understanding of the structure of knowledge within each module, and this informs how knowledge structures impact on pedagogy. The analysis is framed on the notion of a multi-layered reality (Bhaskar, 1978). Some scholars (for example Archer, 1995, 1996; Sayer, 2000; Benton and Craib, 2001) prefer to use the term "ontological stratification" to describe "…a belief that reality is made up of distinct layers which are irreducible to each other" (Quinn, 2006, p. 10). It is on the basis of the conceived understanding of reality that the succeeding discussion presents, analyse and critique data in different levels.

6.2. Knowledge structure of English Education

The contrast of horizontal and vertical discourses in Bernstein (1999) suggests that Knowledge Structures are organised differently in these discourses. Delimiting the definition of a horizontal discourse, Bernstein (1999, p. 159) writes: "A horizontal discourse entails a set of strategies which are local, segmentally organised, context specific and dependant, for maximising encounters with persons and habits" . Building on the understanding of the horizontal discourse, it is argued that studying the 2-Track System, comprising Language and Literature Tracks, English Education knowledge structures are horizontally organised at this level. The organisation of English Education disciplinary knowledge in two tracks embraces the idea of averting the limiting of access to disciplinary knowledge, as Bernstein (1999, p.

160) notes: "The greater the reduction of isolation and exclusion, the greater the social potential for the circulation of strategies, of procedures and their exchange…". In other words, the system allows access to English Education knowledge for all students in the discipline, and not on the basis of gaining access to epistemic knowledge because one has acquired some competencies. For Appalsamy (2011), the organisation of English Education disciplinary knowledge such that features of the horizontal discourse are prevalent, is a massification (p.132); a pedagogy that allows access to epistemic knowledge to the majority. Massification, in Critical Realist terms, is the real domain comprising underlying structures, mechanisms and relations which exist independently of events, but capable of producing patterns of events (Bhaskar, 1978).

Drawing on CR theory (Bhaskar, 1978) to investigate "…the relationships and non-relationships, respectively, between what we *experience*, what actually happens and the underlying *mechanisms* that produce the *events* in the world" (Quinn, 2006, p. 10), the horizontal organisation of knowledge, as argued in the previous paragraph, permits the discipline to offer various fields of study alongside one another. For instance, what actually happens is that students receive tuition for Applied Language Studies in one track and Literary Theory in another. Bernstein (1999) describes this as a segmental organisation of knowledge.

On being asked to reflect on his experiences of the discipline after the introduction of the 2-Track System, Mr White explains in an interview that since the adoption of the 2-Track System in 2010:

> …the discipline has noticed a sudden interest by students to enrol in the English Education specialisation. We ascribe this to several strategies…including the re-alignment of undergraduate offerings with our postgraduate curricular, which has always been geared to English language

> teacher education and not to literary canon only (Mr White, Interview, 2012).

This is also affirmed by Ms Ntombela, who finds the system to be valuable in shaping English Education to be geared to English language education. In an interview, she states that:

> I think the impositions by the then University of Natal English Department's curriculum were unjust in allowing greater access to epistemic knowledge for students in the discipline. Now the discipline prepares students for real English teaching by introducing Applied Language Studies alongside Literary Theory. The move broke away from a mere appreciation of literary art with little contribution to English education (Ms Ntombela, Interview, 2012).

The sudden interest by students to enrol in the discipline is what Bhaskar (1978) describes as the actual domain; entailing what actually happens as a result of activated structures, mechanisms and tendencies underlying the real domain. The increase in the number of students enrolling in the discipline is an indication that, among other things, the re-alignment of English education responds to the need of students to be better prepared for English teaching in classrooms.

For this study, the analysis of the contrast of horizontal and vertical discourses (Bernstein, 1999) is grounded on the notion that the discourses have forms of knowledge that are…

> …often ideologically positioned and receive different evaluations. One form becomes the means whereby a dominant group is said to impose itself upon a dominated group and functions to silence and exclude the voice of this group. The excluded voice is then transformed into a latent pedagogic voice of unrecognised potential" (Bernstein, 1999, p. 158).

For this study, and in relation to the adoption of the 2-Track System, the contrast to which Bernstein (1999) refers denotes the curricular imposition by the dominant group, the then University of Natal's English Department and the dominated group, that being the discipline

of English Education in the newly established UKZN. The dominance of one group over another resulted in the dominated group being silenced and excluded. The silencing and exclusion of the dominated group, the UKZN English Education discipline, meant that students who studied to become English educators obtained inadequate and inappropriate curriculum. For them, English teacher education was reduced to aesthetic appreciation.

In response to the inadequate and inappropriate English curriculum imposition, the 2-Track System was adopted, and this has been dealt with in detail in Chapter 5. The response was as a result of the process of re-curriculation of English Education. Mr Le Roux explains:

> The process of changing the curriculum to respond better to the demands of English language teaching empowered students to be competent in issues relating to English language teaching (Mr Le Roux, Interview, 2012).

In the horizontal discourse, this process is described as "recontextualising" (Bernstein, 1999, p. 159). For Bernstein (1999), knowledge structures contained in horizontal and vertical discourses are "ideologically positioned" (p. 158). For this study, the ideological positioning of knowledge structures in both discourses signifies underlying structures, mechanisms and tendencies (Bhaskar, 1978) which are silent but embedded in knowledge structures. In an attempt to uncover the underlying structures, mechanisms and tendencies, practitioners in the discipline of English Education were asked to reflect on factors that influenced re-curriculation, then 2-Track System. In response, Mr White notes:

> The change of English Education curriculum was as a result of diverse academic and professional backgrounds. Some lecturing staff members used to teach in the then Edgewood College of Education, while others used offered their services in the former Universities, the Durban-Westville and Natal. These lecturers had very diverse perceptions of how to prepare students to teach English in classrooms (Mr White, Interview, 2012).

What Mr White describes here was alluded to in Chapter 5 where reference to rich histories was made. Mr White mentions the diverse academic and professional backgrounds characterising lecturing staff members' cultural capital (Bourdieu, 1986). He continues:

> It is apparent that pedagogic practices in universities are different from a College of Education. On one hand, Colleges of Education used to train teachers to teach English, where little attention was paid to critical thinking. On the other hand, the universities focussed on aesthetic appreciation in the teaching of literary art. In the end, both practices were inadequate in serving students to be better teachers of English (Mr White, Interview, 2012).

The dichotomy created in Mr White's response means that prior to the adoption of the 2-Track System, English Education pedagogy did not adequately and appropriately allow access to epistemic knowledge relevant to an English educator, resulting in the discursive practice of the exclusion of some students from participating in English Education pedagogy, then social participation (Appalsamy, 2011). The exclusion of some students from English Education pedagogy, then social participation, signifies the empirical domain in the CR Theory (Bhaskar, 1978). The empirical domain is what is experienced in the real world, and the real world in this study denotes the English Education discipline. Because of this discursive practice, the English Education discipline incorporates segments of the horizontal discourse in its programmes to direct "…emphasis…towards acquiring a common competence…" (Bernstein, 1999, p. 161). The incorporation of segments of the horizontal discourse in the English Education inter-modular level is the offering of Applied Language Studies alongside Literary Theory in the Language Track and Literature Track, respectively. The incorporated segments of the horizontal discourse are further discussed in the intra-modular level, where both the Language and Literature Tracks are dealt with in detail.

6.2.1. The Language Track

This section discusses the Language Track to demonstrate the structuring of English Education knowledge (Bernstein, 1999). Discussion on data so far indicates that the Language Track incorporates aspects of Applied Language Studies such as Genre Theory, Sociolinguistics, Systemic Functional Linguistics (SFL), Multimodality and Multilingualism. In this section focus is on the transmission of knowledge, and not the knowledge transmitted. This is done to demonstrate how pedagogic practices mediate knowledge, as Maton (2000) puts it, "…the medium of education – the structuring of educational knowledge – is itself also a message" (p. 148).

On examining the Language Track in the 2-Track System, the segmental organisation of knowledge (Bernstein, 1999) is evident, where different linguistic fields are studied along each other. For instance, Figure 5.1 in Chapter 5 demonstrates how Language Acquisition is offered alongside with Language Learning, Sociolinguistics in Education and Language, Culture & Gender. This organisation of knowledge is grounded on the principle of social inclusion (Appalsamy, 2011) and ensures that access to various aspects of English Education is gained by the majority students in the discipline. "As part of the move to make specialised knowledges more accessible to the young, segments of horizontal discourse are recontextualised and inserted in the contents of the school subjects" (Bernstein,1999, p. 169), and for this study, the school subjects refer to modules constituting English Education disciplinary knowledge.

Explaining the value of structuring the Language Track in the way that it is structured, Ms Ntombela notes that:

> …the way through which English Education is structured is grounded on students' empowerment. Students are empowered to critically think and be ready for research at postgraduate level (Ms Ntombela, Interview, 2012).

Ms Ntombela sees the structuring of the Language Track to be empowering students for future studies at post graduate level and research in general. The structuring of the Language Track, as is the case with the Literature Track, has social origins, as Archer (1995) puts it in her morphogenetic approach to SR:

> …social origins of particular transformations lie in structured struggles,…social forms regenerated from…pressures,…social *structuring* as a process which is continuously activity-dependent is also one which is uncontrolled. Its forms are shaped by the processes and powers whose interplay accounts for its elaboration. At any given time, structure itself is the result of the result of prior social relations conditioned by an antecedent structural content. (Archer, 1995, p. 165).

For this study, the social origins to which Archer (1995) refers, are the unintended curricular impositions by the former University of Natal's English Department. The imposition of the curriculum regenerated structured struggles to empower students with access to teacher education epistemic knowledge for critical thinking. The social structuring process denotes pedagogic practices in the English Education discipline "shaped by the processes and powers whose interplay accounts for its elaboration" (Archer, 1995, p. 165). The processes and powers are the underlying mechanisms, such as the move by academics in the English Education discipline to break away from curricular impositions. For the Language Track, the offering of Applied Language Studies, as Mr Le Roux puts it in an interview…

> …ensures a balance between theory and practice. This is significant in assisting students to be better prepared for English language teaching (Mr Le Roux, Interview, 2012).

The balance between theory and practice is achieved through an adopted lecture / tutorial structure in the discipline. Mr Le Roux explains the structure:

> In general the lectures cover the theory which underpins practice, and give practical guidance as to how the various outcomes can be achieved and assessed, while the tutorials are devoted to practical classroom-based tasks which prepare students for teaching (Mr Le Roux, Interview, 2012).

Relating what Mr Le Roux says to the structuring of the Language Track, the theoretical aspect of Applied Language Studies is covered in lectures, while the tutorials cover the practical side. In both tutorials and lectures, different fields or segments (Bernstein, 1999) relating to English language teaching are taught. This structuring of the Language Track, as established earlier, incorporates segments of the horizontal discourse.

The Language Track content of knowledge is introduced to students in the first year of study for "…improving their command of both written and oral English…" (Course outline). This is done through the offering of English Communication 110 module at B. Ed. first year level. The module provides students with opportunities to improve their command of English language. This is significant for students to; firstly, access academic discourse, and secondly, to develop abilities for expression of thoughts. For Mgqwashu (2007), "…in South Africa (as is the case in most parts of the world), proficiency in English is a prerequisite for success in a university and for securing employment" (p. 28). It is on this premise that "…students are advised to take English Communication 110 module if they plan to major in English" (Mr White, Interview, 2012). Adding to that, different segments are taught alongside each other in this module, those being language and literature. The segmentally organised pedagogy in the module is evidence of features of the horizontal discourse (Bernstein, 1999).

The Language Track also endeavours to provide knowledge which seeks to prepare students for English language teaching. First, students are taught principles underpinning English

teaching methodologies, and how these are applied in the English classroom (COHH volume 2, 2012). This is one of the aims set out for English Method Module 1. For this, Ms Ntombela notes:

> The methods that are articulated are those that are advocated in the NCS document. This would include: Text Based Approach, Communicative Language Teaching, Process Approach, Genre Approach, and Reader Response (Ms Ntombela, Interview, 2012).

This was evidently observed in an English Method 2 tutorial. During the tutorial, a Narrative Genre was taught. The tutor used a handout of the story *Women who kill* (appendix D: women who kill). Firstly, the tutor explains the genre, and how the article can be used in a classroom. Then, she instructed students to do an activity. Figure 6.1 below is an observation schedule reflecting some notes taken during the tutorial:

Date: 20.03.2012

Time: 13h00

- Students are seated in small groups
- Activity – Identify different genres and discuss how you would teach that genre in your classroom
- Tutor moves around the small groups to assist students with the activity
- Groups are prompted to report to the whole class

Figure 6.1 Classroom observation schedule

Two things are notable in the tutorial. First, the tutor teaches students methods of teaching a particular genre in the classroom. Secondly, the method is demonstrated for students. This observed pedagogic interaction between the tutor and students is an endeavour "to prepare students to be competent teachers of English" (COHH volume 2, 2012). It further corroborates that the structure of the Language Track incorporates segments of the horizontal discourse (Bernstein, 1999) by employing different teaching strategies simultaneously.

The teaching and demonstration of English teaching methods are important for this study because they are a distinction between English studies and English Education disciplines (Appalsamy, 2011). Asked to provide clarity on prevalent practices in the discipline regarding English teaching methods, Ms Ntombela responds:

> Some of the methods are indeed demonstrated or should be demonstrated. However, whether or not this happens can never be guaranteed as it is entirely up to individual lecturers to do so or not to do so. The methods that are articulated are those that are advocated in the NCS document. This would include: Text Based Approach, Communicative Language Teaching, Process Approach, Genre Approach, and Reader Response. Depending on how experienced the lecturer is in issues of methodology, various approaches, methods and strategies are both taught and used during our method sessions. Some lecturers prefer to keep it safe and advocate an eclectic approach to language teaching (Ms Ntombela, Interview, 2012).

It is prevalent from the interviews that the discipline of English Education endeavours to be abreast with current innovations and policies of the Department of Basic Education in the teaching and assessment of English. The endeavour of the practitioners in the discipline to be in keeping with modern approaches to English teaching is contained in various study guides. The idea of keeping abreast of developments in the teaching of English, as pronounced by Mr White and his colleagues recognises CLT, TBA and Multilingualism as contemporary practices in English language pedagogy within the discipline. In addition to these approaches, students are afforded an opportunity to meet lecturers in their offices, allowing for students to receive special attention should there be a need. In these meetings, students ask questions emanating from tutorials, allowing lecturers to explain in detail to the satisfaction of the student. These approaches replace explicit grammar teaching, although "…there could be certain individuals whose outlook has not moved with the times (Mr White, Interview, 2012).

From the preceding discussions of methods used in the discipline of English education, it is argued that knowledge structures in the discipline consist of elements of both the horizontal and vertical discourses (Bernstein, 1999). The elements of both discourses interplay at different levels of operation. The 2-Track System shows different forms of knowledge organisation at inter-modular level. This is, however, different at an intra-modular level. The organisation of knowledge which results in segments of horizontal discourse inserted in vertical discourse is described and analysed in Maton (2010). Based on that analysis, the succeeding section explores how the structure of English Education impacts on pedagogy.

6.2.2. The Literature Track

Based on the theory of knowledge structures as put forward in Bernstein (1999), knowledge in the Literature Track appears to be vertically organised. This hierarchical knowledge structure is inter-modular, suggesting a coherent transition of knowledge from the simple to the complex. In Bernstein's (1999) words, the organisation of knowledge in the vertical discourse "…takes the form of a coherent, explicit, and systematically principled structure, hierarchically organised as in sciences, or it takes the form of a series of specialised languages with specialised modes of interrogation and specialised criteria for the production and circulation of texts…" (Bernstein, 1999, p. 159). However, Maton (2010) argues that:

> By characterizing only hierarchical knowledge structures as doing so, the model implicitly suggests the social sciences and humanities have not created ideas which 'integrate knowledge at lower levels' and show 'underlying uniformities across an expanding range of apparently different phenomena' (Maton, 2010, p. 64).

Building on the argument and the notion of a coherent and systematically principled structure, the Literature Track offers Literary Theory by firstly introducing students to South African literature, then African, periodic, contemporary and other literature out of Africa (see

Figure 5.1). These are covered in English Major Method Modules. Secondly, data yielded through documentary evidence, interviews and classroom observations further indicate that the literature knowledge structure develops from simple to complex. This is done through the teaching of poetry first (2nd year), then short stories (2nd year), novel (3rd year) and drama (3rd year). On being asked why the Literature Track is organised in the way it is, one of the practitioners in the English Education discipline responded:

> The idea is to introduce students to a variety of literary texts early. This is done by the English Communication 110 at first year. Then students can build on knowledge gained in the module to further engage with other texts in English Major Modules (Mr Le Roux, Interview, 2012).

Mr White's response is not far off from what is mentioned by Mr Le Roux. Mr White conceives the organisation of literature to be…

> …gradually developing students' critical thinking and insights into language usage as a complex phenomenon. Aspects of Literary Theory are introduced in their simplicity first. This makes it easier for students to build their knowledge into critiquing more challenging texts… (Mr White, Interview, 2012).

The organisation of knowledge structures from the simple to the complex is a pedagogic principle that Bernstein (1999) describes as specialised criteria for the production and circulation of knowledge.

Understanding that segments of horizontal discourse can be employed in vertical discourse (Bernstein, 1999) for a specific purpose, intra-modular knowledge structures in the Literature Track, especially 1st, 2nd and 3rd years of B. Ed. Degree, bear elements of the horizontal discourse.

> This move to use segments of horizontal discourse as resources to facilitate access…may also be linked to 'improving' the students' ability to deal with issues arising (or likely to arise) in the students' everyday

> world: issues of health, work, parenting, domestic skills, etc. Here, access and recontextualised relevance meet, restricted to the level of strategy or operations derived from horizontal discourse (Bernstein, 1999, p. 169).

The choice of a well-known internationally acclaimed award-winning South African movie *Tsotsi* is a strategic move by practitioners in the English Education discipline to; firstly, facilitate access of the majority of students to educational knowledge, and secondly, to deal with social issues of living in South Africa, issues of gangsterism that students might find themselves in. This is what Bernstein (1999) calls the meeting of access and recontextualised relevance. The film arouses interest in the majority of students during tutorials, and this was observed during one of the tutorials where *Tsotsi* was analysed and critiqued. Figure 6.2 below comprises some notes taken during the tutorial:

Demographical composition of students: 10 Males and 27 females

- Students are asked to work in groups of four or five
- Tutor refers students to the questions in reading packs
- Tutor asks students to reflect on the film by recounting memories brought back by the film.
- A notable interest among students in responding to questions is noted during group discussions.
- Discussions take longer than the tutor anticipated
- Groups present to the whole class.
- Students share their experiences of the film during presentations
- A fairly large number of students participates in the discussion, with continuous reference to some scenes in the film

Figure 6.2 Classroom observation schedule

Notable in the choice of film studied in Communication 110 module, is the relevance of the chosen film to the context. Classroom observations in this regard revealed more participation among students, and this is attributed to the credentials of the film as an internationally acclaimed 'local' film, and that the majority of students can identify with characters in the film. This is what Bernstein (1999) calls 'common knowledge' "…because all, potentially or

actually, have access to it, common because it applies to all, and common because it has a common history in the sense of arising out of common problems of living and dying" (Bernstein, 1999, p. 159). The chosen film *Tsotsi*, like the entire structure of English Education knowledge, impacts on pedagogy in a particular way. The impact English Education knowledge structures have on pedagogy is discussed in the succeeding section.

6.3. The impact of English Education knowledge structures on pedagogy

Earlier discussions ascertained that knowledge structures in the English Education discipline are arranged differently in the 2-Track System. While elements of vertical discourse are evident in the Literature Track, a close examination of knowledge structures constitutive of the discipline suggests that the principles underpinning the horizontal discourse are upheld (Benstein, 1999). The organisation of knowledge such that underlying structures and mechanisms are activated to produce events is described in CR as the real domain (Bhaskar, 1978). The events that the structuring of knowledge produce denotes the impacts such knowledge structures have on pedagogy. The principles underpinning the horizontal discourse (Bernstein, 1999) are significant in uncovering the impact English Education knowledge structures have on pedagogy. The uncovering of the underlying principles governing the construction and transmission of disciplinary knowledge seeks to respond to the question: How does the structure of English Education knowledge impact on pedagogy?

In an attempt to respond to the question, it is necessary to establish parameters within which the forthcoming analysis is framed. This study views English Education disciplinary knowledge as "…not merely a reflection of power relations, but comprises more or less epistemological powerful claims to truth" (Maton, 2000, p. 149). In this view, the construction of knowledge in the discipline and the transmission thereof, both shape

prospective English educators. For this, Maton and Moore (2009) highlight that "…a concern with the *sociality* of knowledge in terms of how knowledge is created…and emphasizes that knowledge is more than simply produced – its modalities help shape the world" (p. 6). The modalities which are referred to in Maton and Moore (2009) signify the processes of knowledge construction and transmission, and this study concerns itself with the role of such knowledge structures on pedagogy.

Building, firstly, on the response to the question of the kind of disciplinary knowledge that English Education is concerned with, and secondly the structure of such knowledge, an argument is developed that the structuring of disciplinary knowledge is a message. For the development of the argument, the study makes reference to literature (Maton, 2000; 2010). The argument being developed is framed on the conception that English Education disciplinary knowledge is a structured and structuring structure (Maton, 2000). This is to say that the structure of English Education disciplinary knowledge is a significant advancement to pedagogic participation of students aimed at social inclusion of the majority (Appalsamy, 2011). For this, the analysis that follows foregrounds an "…understanding that knowledge is *emergent from but irreducible to* the practices and contexts of its production and recontextualization, teaching and learning" (Maton and Moore, 2000, P. 5).

Data yielded in this study revealed that the merger of different HEIs to form UKZN resulted in the cooperation of academics from the former institutions and came into the newly established university with rich histories. This transpired in an interview with an English Education practitioner:

> Curriculum choices were largely influenced by the former University of Natal's English Department through the secondment of two senior academics who moved from this Department to the Edgewood campus.

> This curriculum was based on traditional literary studies, with very little resonance to teacher Education" (Mr Le Roux, Interview, 2012).

For the English Education discipline, the so called 'rich histories' are, among other things, the unintended impositions by the former University of Natal's English Department. These impositions were discarded to make way for a 2-Track System. The 2-Track System is envisaged to respond to the need for the discipline to provide access to teacher education specific epistemic knowledge to students who are becoming English educators. The 2-Track System aims at maximising circulation and exchange of knowledge in order to enhance effectiveness of knowledge (Bernstein, 1999). As a result, the 2-Track System informs emergent practices in the discipline

Emergent practices in the English Education discipline structure knowledge such that different knowledge segments are introduced to students simultaneously alongside each other. That is to so say that the adopted 2-Track System (*Figure 5.1*) seeks to expose students who are becoming English educators to applied language, literature, media and cultural studies at the same time. Bernstein (1999) describes this as recontextualising of segments. This move makes "…specialised knowledges more accessible to the young" (Bernstein, 1999, p. 169), and for this study, 'the young' refers to students who are becoming English educators. This does not only respond to the need for massification of disciplinary knowledge (Appalsamy, 2011), but also increases access to epistemic knowledge as fundamental for success in the discipline and higher education in general (Mgqwashu, 2007). The recontextualising of segments is directed towards "…acquiring a common competence rather than a graded performance" (Bernstein, 1999, p. 161).

Earlier discussions of the Literature Track revealed some segments of the vertical discourse (Bernstein, 1999). This is described as an inductive arrangement of knowledge from the known and simple to the unknown and complex. Guided by the notion of identifying three overlapping knowledge domains, the real, the actual and the empirical (Bhaskar, 1978), as discussed in detail in Chapter 2, an examination of the Literature Track suggests that some segments of the horizontal discourse are apparent from an intra-modular level. "These contrasts are often ideologically positioned and receive different evaluations…whereby a dominant group is said to impose itself upon a dominated group…" (Bernstein, 1999, p. 158). It is argued that the knowledge organization is a deliberate endeavour to facilitate epistemological access to English Education disciplinary knowledge and maximise interest of reading among students in the discipline. Firstly, epistemological access is facilitated by starting with simpler forms of literature (poetry), then gradually proceeds to more complex ones (novel), as Mr Le Roux states:

> The idea is to introduce students to a variety of literary texts early. This is done by the English Communication 110 at first year. Then students can build on knowledge gained in the module to further engage with other texts in English Major Modules (Mr Le Roux, Interview, 2012).

While this is corroborated by another practitioner in the discipline during an interview, Mr White, a potential counter argument may arise that poetry is not simple, or novels are not difficult. However, it is logically appropriate in pedagogic settings to begin with shorter texts, as these are potentially simpler than longer ones, and more importantly in a first year module. Secondly, the chosen South African literature (9 South African poems out of 20 and the film *Tsotsi*) in Communication 110 module arouses interest in the majority of students, as opposed to foreign literature. This has a potential to reduce exclusion of the majority of students in pedagogic processes (Appalsamy, 2011).

The discipline of English Education, as positioned in UKZN, an institution that holds research in high regard, structures disciplinary knowledge in order to prepare student for two complementary prospects; English teaching in South African classrooms and post-graduate studies, which are characterized by research. These prospects are complementary because, firstly, in South Africa, all educators are expected to be scholars, researchers and lifelong learners (PAM document). Secondly, research is part of continued education. It the light of the need to continuously engage in, and with, research, both theories and knowledge must be developed simultaneously. This allows students to explain how their embodied knowledge is acquired, as Maton and Moore (2009, p. 2) put it "Having a theory of knowledge is not a necessary condition for having knowledge itself…we know we have knowledge but we are not always quite sure how". The ability to explain knowledge acquisition is likely to assist students to be researchers and innovators of knowledge this country desperately needs.

During the process of preparing English educators to be researchers and innovators of knowledge, the discipline, in its strategies of transmission and circulation of knowledge, endeavours to maximise the fields of study students are exposed to. The process "…entails a set of strategies which are local…for maximising encounters with persons and habits" (Bernstein, 1999, p. 159). The fields of study prepare students for future engagement with, and in, research. For the discipline to attempt to further facilitate access to epistemic knowledge for the majority of students, such that a variety of fields of enquiry are made explicit to students at an undergraduate level, the discipline adopts a segmental pedagogy which puts emphasis on acquisition of common competence (Bernstein, 1999). The envisioned common competence, to which Bernstein (1999) refers as the language of description (p. 162), aims at building strong research base for different fields of study among students. Thus, knowledge structure in the discipline under study also "…consists of a series

of specialised modes of interrogation and criteria for the construction and circulation of texts… (Bernstein, 1999, p. 162). For English Education, specialised modes of interrogation in English literature would be specialised languages of criticism.

Prominent in the aims for various modules constituting English Education knowledge is the need to develop aesthetic appreciation and critical thinking (COHH Volume 2, 2012). Firstly, the discipline draws mostly on Afro-centric literature to develop aesthetic appreciation by identifying what Maton (2000, p. 153) calls giving voice to the dominated social groups. In the context of this study, the voice is given to the majority of students receiving tuition in the discipline, black South Africans. Secondly, the development of critical thinking is done across modules through developing enquiring minds. This is a characteristic feature of tutorial activities and assignments, where students are encouraged to think and reason rather than reproduce and recall. Both aesthetic appreciation and critical thinking are important for the development of self identities of students, whom the majority are South African citizens. Aesthetic appreciation implicitly aims at instilling cultural identities of students through exposing them to what Bernstein (1999) calls "…common-sense knowledge. Common because all, potentially or actually, have access to it, common because it applies to all, and common because it has a common history in the sense of arising out of common problems of living and dying" (Bernstein, 1999, p.159). On the other hand, critical thinking is developed to maintain the focus of the university on research (Mr White, Interview, 2012).

As discussed previously, English education disciplinary knowledge in mostly segmentally organized, and as such, comprises segments of the horizontal discourse (Bernstein, 1999). This organization of knowledge structure corresponds with the tutorial method of teaching,

where different tutors are assigned to different groups. Firstly, what makes the tutorial method relevant, and thereby effective in the English Education discipline, are features characterizing horizontal discourse, those being "…little systematic organising principles…" and a need to make educational knowledge accessible to the majority (Bernstein, 1999, p. 159). Secondly, as the discipline houses practitioners with diverse historical and academic backgrounds, and therefore have different expertise, the tutorial method of teaching which "…embraces the idea of having class reps for each module group, and lecturers having consultation times for their students" (Mr Le Roux, Interview, 2012) seems appropriate. The method allows for lecturers to guide tutors based on expertise. In addition, lecturers also consult with students to provide more clarity when needed. In this way, a practitioner who has more expertise (or develops to) coordinates a module.

However, the method also has limitations. The tutorial method of teaching allows for practitioners who do not want to move with the times (Mr White, Interview, 2012). The method permits the adoption of preferred approaches by tutors, thereby yielding different results among students. The choices of all practitioners in the discipline are informed by their Cultural Capital (Bourdieu, 1986). The impact of these forms of Cultural Capital on pedagogy has two notable consequences. Firstly, chosen approaches in tutorials shape students for future practices as prospective English educators. This idea is grounded on the conception that, while English Education discipline practitioners articulate knowledge, they also demonstrate to students how to mediate such knowledge. Secondly, pedagogic choices informed by Cultural Capital of discipline practitioners are likely to impact on how students access and perceive knowledge in the discipline. The following section presents data on students' perceptions of English Education pedagogy. The students' perceptions signify the impact of English Education knowledge structures on pedagogy.

6.4. The impact of English Education knowledge structures on pedagogy: students' perceptions

Drawing on Archer (1995), SR theory views reality as comprising an interplay of structure, culture and agency. Structure in this study denotes the embodiment of English Education disciplinary knowledge. Culture signifies the pedagogic practices adopted in the discipline. Agents are people involved in pedagogic practices. In an attempt to uncover the impact of English Education knowledge structures on pedagogy, this section examines the interplay of disciplinary knowledge and pedagogic practices adopted in the discipline, and how these are perceived by students. For this section, students' perceptions of English Education provide an insight into the impact of knowledge structures on pedagogy.

Pedagogic practices in the discipline of English Education are influenced by Cultural Capital (Bourdieu, 1986) of people involved in pedagogic interactions. These people are English Education practitioners and students. Archer (1995), in her approach to SR, refers to the influence of people on social interactions as agential emergence property (Archer, 1995, p. 184). In this study, social interactions to which Archer (1995) refers are pedagogic interactions between English Education practitioners and students. Such pedagogic interactions are influenced by what both students and practitioners know; their Cultural Capital (CC). The confluence of cultural capitals of both English Education students and discipline practitioners determines the impact of knowledge structures on pedagogy.

On being asked to recount perceived experiences of pedagogy in the English Education discipline, students provided different responses. In their responses, three categories were noted and shall be represented by the three students. The first category is that of students who

are contented with the status quo, and as such, provide *non-assertive optimistic recounts*. The second category comprises students who would like to see improvements within the discipline of English Education, and provide *assertive optimistic recounts*. Finally, the third category consists of students who hold the view that some English Education discipline practices have detrimental effects to students' prospects of success, and this category provides *assertive pessimistic recounts*. The rationale for categorising, and hence using only three transcripts, is to avoid unnecessary repetition of data presented. Data revealed that there are striking similarities in students' responses, and because of this, transcripts chosen contain all the data which is provided by students during interviews.

6.4.1. Non-assertive optimistic recount

An interview with Thuli (note that all names used during interviews in this study are pseudonyms) revealed that she is pleased with practices within the English Education discipline. She is a first year English Education student who matriculated in a rural school. She views English Education disciplinary practices to be preparing her and other students to be competent educators to teach English in classrooms. On being asked to reflect on how she perceives the role of English Education knowledge, she responded:

> During Lectures, lecturers explain things to us, and then refer us to study guides. Discussions in English are also encouraged. I think lecturers encourage us to conduct discussions in English because they want us to use the language even more, because for most of us, English is not our first language (Thuli, Interview, 2012).

The views expressed by Thuli are held by some students who took part in the interviews. For these students, all methods employed in tutorials yield the same kind of results, and are beneficial in assisting them succeed. These views subscribe to the notion that all pedagogy in the discipline results in learning, and that choices of practitioners need not necessarily adapt

to the times. It is thus for this reason that Thuli and other students, with whom views of the impact of knowledge structures on pedagogy are shared, prefer the status quo in the discipline to be maintained. In her words, Thuli states that:

> Our lecturers are experts in the field of English studies. We meet with lecturers two times a week. The other period is for book clubs. Although lecturers do not attend book clubs, but we get a chance to consult with them in their offices. In those consultations, we as students get to ask questions of clarity on any matter relating to English Education modules. These one-on-one consultations are very important for us. Even when students are not comfortable to speak in front of others, they can use the consultation times to ask questions and speak freely (Thuli, Interview, 2012).

Thuli's responses are an indication that she finds the role of English Education discipline to be important for preparing students to be good English educators. She adds that apart from tutorial sessions, students are afforded a chance to consult with practitioners on one-on-one basis, and finds this practice to be of great value. Asked if the lectures, tutorials and consultations meet her expectations of preparing her for teaching English in classrooms, she responds:

> Yes. I think what we are taught will make us good English teachers. Lectures and tutorials assist us to improve our language skills. They also give us information about analysing poems, books and films… the way this is done makes it easier for us to apply information when teaching (Thuli, Interview, 2012).

Information to which Thuli refers are the lenses used to critique literary texts, such as theories such as Structuralism, Marxism, Feminism, to mention a few (Eagleton, 1983). These lenses are prevalent in various course materials, and were observed and articulated in tutorials and lectures. However, not all students who took part in the interviews share similar views. A group of English Education students want to see some changes in the discipline, and are represented in the category of assertive optimistic recounts.

6.4.2. Assertive optimistic recount

Alwande is an English Education student who perceives choices adopted by practitioners in the discipline under study as bearing significant impact on pedagogy, depending on the choices made. Because of the methods chosen by each practitioner, Alwande developed a preference for some practitioners over others:

> Much as I would not like to change lecturers because they know what they are teaching us, I would like to see marking being done in the same way. Assessment must not be lecturer-dependant… Some lecturers are referred to by students as "stingy or strict". This is because they don't give marks when they mark. (Alwande, Interview, 2012).

Alwande shares her views with some students sampled for this study. They find the choices adopted by English Education discipline practitioners to be beneficial to students. The concern that Alwande raises is a pedagogic issue. It is informed by the lack of knowledge of pedagogic practices like rules regulating access, transmission and evaluation (Bernstein, 1999). These choices articulate the knowledge structures that English Education discipline is concerned with. However, Alwande, as is the case with other students, a need for some changes is identified. The proposed changes are manifested in the way students relate with different tutors, as observed over a period of a month. The fact that there are diverse conceptions regarding the impact of knowledge structures on pedagogy suggests that:

- Each practitioner in the discipline is different, and as such is likely to provide the kind of pedagogy that reflects his or her Cultural Capital;
- Students who are becoming English educators are diverse. Their diverse nature must be acknowledged accordingly to maximise their success in English Education modules and;
- The impact of English Education knowledge structures on pedagogy varies according to those involved, practitioners and students.

In the light of the above points, it is apparent that, while Alwande calls for some changes, she remains hopeful of how knowledge in the discipline is constructed and related. There are, however, some students who adopt a pessimistic view.

6.4.3. Assertive pessimistic recount

Okuhle is one of the students enrolled for English Education. Although at the time of the interview she was in third year of study, she also had modules which she "failed" and had to repeat them. During the interview, she expresses the views which are classified as assertive pessimistic because of the issues raised. It is also noted that responses to the interview questions are quite similar to those of some students who were interviewed. A conscious choice of using her interview transcript has been made because, in addition to what other students who share similar sentiments with her say, Okuhle provides even more astute inputs into what transpires during English Education pedagogy. She adopts a protestation approach to explain how practices of some practitioners in the discipline of English Education impact on pedagogy. In her view shared with some students, she asserts:

> Well, I'm doing the module for the second time. I did it on my first year. My lecturer was so *apartheid[ical]*. She was marking our papers by viewing us physically. When you submit assignments, she will look at your face and write something on the paper. I don't know what she was writing, and I'm sure she wasn't reading. So, I was failing too much. The other time when I wrote the assignment, I got 20 out of 100. But my assignment was written by a 4th year student. You can't get above 50. You only get 50 or lower. She was an Indian, and those white guys and girls get better marks. She wasn't reading! (Okuhle, Interview, 2012).

While these views are partially shared with a few students who took part in the interviews, it is prevalent that the impact of English Education knowledge structures is perceived differently, depending on the choices of individual practitioner. It is thus for this reason

Okuhle continues to mention that lecturers do not teach in the same way when there are other racial groups in the lecture rooms, and "other", as she explains, refers to Indians and Whites. Classroom observations have shown that each practitioner in the discipline preferred specific methods of teaching, a notion to which Mr White alluded in an interview. However, while observations have not shown that the different ways through which practitioners teach is as a result of the presence (or absence) of certain racial groups, Mr Le Roux views failure of students as influenced by different factors:

> I think the gate-keeping mechanism is still too loose! There are many students who, somehow manage to take English as a major when they do not have what it takes. The selection criterion should be made more stringent… Other causes of student failure in English Education lies in the fact that English is the First Additional Language (FAL) for most of our students, and this means that most of them do not have a proper grounding in the language. Another cause is the failure to access academic discourse as a result of the above mentioned problem. Students also show unwillingness and inability to read with understanding. Another cause of student failure is the focus of the University on research as opposed to teaching, and this is an inter-modular cause. Finally, poor teaching or lecturing on the part of lecturing staff causes students to fail. No one would admit this (*raises a voice to emphase*) (Mr Le Roux, Interview, 2012).

While Mr Le Roux's assertion on the causes of failure in the discipline differs with that held by Okuhle and a few other students, fundamental points for further investigation are raised. Firstly, Mr Le Roux points to the lack of linguistic capital (Bourdieu, 1986) as causing students in the discipline to fail. In his view, the rules for regulating access (Bernstein, 1999) allow many "…students…to take English as a major when they do not have what it takes" (Mr Le Roux, Interview, 2012). Bhaskar (1978) refers to these practices as causal structures and generative mechanisms. Secondly, he views the focus of the university on research as adversely impacting on students' prospects of success. The view on research seems to

undermine the value of research-led teaching and teaching-led research. These are the principles underpinning pedagogic practices in the discipline.

It is conceived that the choices adopted in the discipline under study have varied impacts on pedagogy. The pertinent question therefore is: why do knowledge structures of English Education discipline impact on pedagogy the way they do? The following section responds to the question by synthesizing data presented in this Chapter.

6.5. A synthetic analysis

The merger of HEIs to form the UKZN saw the co-operation of academics from former institutions. The co-operation of academics resulted in the unintended curricular impositions by the English Department of the then University of Natal. The imposed curriculum was inappropriate and inadequate for preparing students to be English Educators. A practitioner in the discipline described the curriculum as "…based on traditional literary studies, with very little resonance to teacher Education" (Mr Le Roux, Interview, 2012). Following the lack of resonance to teacher education, the discipline of English Education in the context under study adopted a 2-Track System comprising the Language Track and Literature Track (*Figure 5.1*).

The adoption of a 2-Track System was done in 2010. This means that the system is in its 3rd year of implementation. The 2-Track System aligns undergraduate majors with postgraduate studies. These aims are to make students better prepared for postgraduate studies, while increasing access to epistemic knowledge of the discipline by breaking away from constructing English Education that does not respond to the need for preparing students for teaching English in classrooms. The 2-Track System attends to "…the complex manner in

which structure, content and function inter-relate in the production of effective, literate English" (Wallace, 2003, p. 93, as cited in Mgqwashu, 2012, p. 1045). It upholds the structuring significance of educational knowledge, as Maton (2000) puts it, "…the structuring of educational knowledge – is itself also a message" (p. 148).

The structuring of English education discipline to provide different knowledge fields or segments alongside each other empowers students to be better prepared for teaching English in classrooms. Bernstein (1999). The English Education knowledge structure integrates applied language studies and literary studies in pedagogic practices (Mgqwashu, 2012, p. 1045). For Bernstein (1999), recontextualisation of pedagogic practices is "…part of the move to make specialised knowledges more accessible to the young…" (p. 169). It is therefore conceived that English Education knowledge structures empower students by allowing more access to epistemic knowledge which is fundamental for success in the discipline and HE in general (Mgqwashu, 2007).

The 2-Track System provides an opportunity for the acquisition of Discourse specific literacies (Mgqwashu (2012) which responds to the need for preparing students for English teaching. The provision of the Discourse specific pedagogy in the discipline of English Education is managed by giving equal attention to the structure and transmission of disciplinary knowledge (Bernstein, 1999; Maton, 2000). This is done through the offering of applied language studies in the Language Track alongside Literary Theory in the Literature Track (*Figure 5.1*).The system allows pedagogic practices that acknowledge the importance of knowing how the complex linguistic discourse works which is essential for research, but also valuable in preparing students to be competent educators of English.

The organisation of knowledge in the Language Track adopted principles underpinned in the horizontal discourse (Bernstein, 1999). In his words, knowledge in the horizontal discourse is "segmentally organised" (p. 159). This means that different knowledge fields are offered alongside one another. These include Sociolinguistics, Systemic Functional Linguistics (SFL), Genre Theory, Multimodality and Multilingualism (*Figure 5.1*). The impact of this organisation of knowledge is the provisioning of a "…set of strategies which are local…context specific and dependant, for maximising encounters with persons and habits" (Bernstein, 1999, p. 159). The context specific strategies denote applied language studies that equip students with skills essential for teaching English.

While knowledge in the Literature Track incorporates features of the horizontal discourse, knowledge is hierarchically organised (Bernstein, 1999). This is a feature of the vertical discourse characterised by "…strong distributive rules regulating access, regulating transmission and regulating evaluation" (Bernstein, 1999, p. 159). The rules of transmission of knowledge in the Literature Track, as one practitioner mentioned in an interview:

> …provides an overall balance between South African and non-South African texts, as well as between texts from the present and texts from the past (Mr Le Roux, Interview, 2012).

An analysis of documents like course packs for various Modules attests to the balance that Mr Le Roux refers to. The Literature Track integrates Literary Theory with Poetry, Short Story, a contemporary Novel, Drama, Film Study and Period Literature. In the Literature Track, literary texts are arranged from the South African to non-South African texts.

The English Education discipline employs the 2-Track System "…as a crucial resource for pedagogic populism in the name of empowering or unsilencing voices to combat the elitism

and alleged authoritarianism…" (Bernstein, 1999, p. 169). The empowerment and giving of voices for this study, appears to be having an impact in both students and practitioners in the discipline. Firstly, the empowerment of students appears to be the development of critical thinking and meta-linguistic awareness, and these are fundamental for innovative teaching of English and research. Secondly, the voices of practitioners on whom the former University of Natal English Department's curriculum was imposed are unsilenced. The system therefore provides what Wallace (2003), as cited in Mgqwashu (2012) calls 'literate English'.

Another significant point to note regarding the adoption of the 2-Track System is the sudden increase in the number of students who apply and enrol in the discipline (Mr White, Interview, 2012). While an acknowledgement is made that the sudden increase in the number of students in the discipline may be attributable to a number of factors, it remains true that the re-alignment of Majors is welcomed by some students. This prevailed in an interview with a student:

> They also give us information about analysing poems, books and films… the way this is done makes it easier for us to apply information when teaching (Thuli, Interview, 2012).

Thuli's response suggests that English Education simplifies concepts for application in teaching. This is an indication that that the English Education discipline is not a literary canon meant for aesthetic appreciation only, and thus excluding students in pedagogic and social participation (Appalsamy, 2012).

6.6. Conclusion

The Chapter presented data collected in this study, in addition to data presented, analysed and critiqued in Chapter 5. The presentation of data yielded in this study demonstrated the impact of English Education knowledge structures on pedagogic practices. The way through which English Education knowledge structures impact on pedagogy is evident in the construction of, and practice in, the discipline. It is in the view of this study that underlying factors influence knowledge structures to impact in the way they do. Guided by CR and SR theories, as influenced by Bhaskar (1978) and Archer (1995) respectively, this study revealed that English Education pedagogy is not immune to an interplay of different underlying factors. These factors form a significant contribution to responding to the critical question of the study: How do English Education knowledge structures impact on pedagogic practices to serve students who are becoming English educators?

In response to the question and those subsumed, the study noted the merger of different universities to form UKZN yielded both positive and negative results. While the merger enriched knowledge and expertise in the discipline of English Education for this study, the study found that Cultural Capital (Bourdieu, 1986) with which practitioners from former institutions come, establish the operation of diverse philosophies in the discipline. As a result of that, what is described in UKZN records as 'rich histories' prove to bear richness that sometimes adversely affect pedagogy. To this end, the university and the English Education discipline saw the coming together of the former struggle university (UDW) and a research intense institution (University of Natal). These are at play in the construction of English Education knowledge structures.

In his book of English studies, Pope (1998) puts the responsibility of designing study programmes on practitioners. This is also prevalent in the discipline of English Education. Practitioners in the discipline design programmes of preparing English educators, as noted by Mr Le Roux, "Each discipline is responsible for the development of its programmes. This is done with guidance and monitoring from the university's higher echelons so that disciplines do not veer too far off the outlined outcomes for each programme" (Mr Le Roux, Interview, 2012). During the designing of English Education knowledge and practice, practitioners are guided by two things. Firstly, they are influenced by their Cultural Capital. This is the expertise with which they come into the discipline, owing to the 'rich histories'. Secondly, they are guided by motto of the discipline. For the motto, the university's higher echelons provide guidance which, as the study revealed, is sometimes received negatively. These factors influence knowledge in the discipline and as such, impact on pedagogy in that students are caught up in the middle of this assortment.

The role of English Education knowledge structures on pedagogic practices also surfaced in how practitioners conduct their practices. In this regard, the discipline claims to acknowledge the value of research in the teaching approaches and methods used. However, the study revealed that there is an inadequate mechanism of ensuring that English Education practitioners adhere to the promises espoused in the COHH volume 2 (2912). To this end, some practitioners choose not to teach in methods and approaches that Balfour (2000) refers to as progressive. It is for this reason that students experience pedagogy differently, owing to a practitioner in charge. Adding to that, the issue of racism among practitioners surfaced. Although this issue was not corroborated by different data production techniques, it is suggested that subsequent studies explore racism in greater detail.

In conclusion, the discipline has support programmes in place to assist students lacking proper grounding of English. These programmes address Boughey's (2007) concern of academic support as adjunct, hence called for academic support to be part of mainstream education. The study found that support programmes in the discipline of English Education do not extend to assessment. As a result of the partial support provided to serve students who are becoming English educators, the discipline continues to exclude s significant number of students from social participation (Appalsamy, 2011). Unless this is addressed, the ideals of university education for English Education students (Mgqwashu, 2007) will remain unrealized. To realize the ideals of university education and those of the discipline, the succeeding Chapter proposes a way forward.

Chapter Seven

Looking forward: A final word

7.1. English Education: How do knowledge structures impact on pedagogy?

Research findings in this study indicate the extent to which the structure of knowledge impacts on pedagogy (Maton, 2000). The findings respond to the critical question of the study: How do English Education knowledge structures impact on pedagogic practices to serve students who are becoming English educators? Chapters 5 and 6 respond to the three sub-questions of the study by presenting and analysing the data collected. This Chapter builds on the presented data to analyse and critique it in order to synthesize the findings as revealed in both Chapters 5 and 6.

Data collected in this study reveal that English Education is concerned with the preparation of students to be competent educators of English (COHH volume 2, 2012). For English Education to produce competent educators, students must be able to teach all aspects of English studies (Alsup *et al*, 2006). Literature reviewed (Pope, 1998; Mgqwashu, 2007) suggest that English studies are concerned with English Language and Literature. These are the aspects that the English Education discipline is concerned with, and are foregrounded in the 2-Track System (*Figure 5.1*) adopted in the discipline under study. Incorporated in both the Language and the Literature Tracks of the 2-Track System, are Applied language studies. The Applied language studies form the embodiment of methodologies used to teach English language and literature.

The structuring of English Education knowledge to form the 2-Track System is a result of a re-curriculation process the discipline undergone following the merger of HEIs. The re-curriculation of English Education was a response to the need to re-align undergraduate Bachelor of Education programme for postgraduate studies, but also to break away from unintended curricular impositions of the former University of Natal's English Department. The imposed curriculum tended to be inappropriate and inadequate for teacher education, in that the methodologies for teaching English were not addressed. This meant that students were not served to be competent to teach English, and thus the former University of Natal English Department's curriculum disempowered English educators.

Data revealed that the adoption of the 2-Track System meant that students were, and continue to be, taught different linguistic aspects alongside each other. While the old curriculum focussed on English literary texts and aesthetic appreciation only, the 2-Track System addresses both Language and Literature, and applied language studies are incorporated. The teaching of different linguistic aspects alongside each other reduces the isolation and exclusion (Bernstein, 1999) of students by allowing more access to English teacher-specific educational knowledge. Consequently, the 2-Track System adopted in the English Education discipline is appropriate and adequate for serving students to be competent educators to teach English in classrooms (COHH volume 2, 2012).

The adoption of the 2-Track System is viewed "…as a crucial resource for pedagogic populism in the name of empowering or unsilencing voices to combat the elitism and alleged authoritarianism…" (Bernstein, 1999, p. 169). The empowerment and giving of voices for this study appears to be having an impact in both students and practitioners in the discipline.

Firstly, the empowerment of students appears to be the development of critical thinking and meta-linguistic awareness, and these are fundamental for innovative teaching of English and research. Secondly, the voices of practitioners on whom the former University of Natal English Department's curriculum was imposed are unsilenced. The system therefore provides what Wallace (2003), as cited in Mgqwashu (2012) calls 'literate English'.

Research findings further indicate that English Education knowledge structures in both the Literature Track and the Language Track are organised differently. In the Language Track, different segments or language fields are offered alongside each other (see Figure 5.1). The segmentally organized pedagogy is directed towards acquiring a common competence rather than a graded performance (Bernstein, 1999). This means that English Education students are served to acquire various knowledge domains and skills at the same time, as opposed to pedagogy which seeks to cover one aspect first before proceeding to another one. These knowledge domains and skills, to use Bernstein's (1999) words, "…are contextually specific…and directed towards specific, immediate goals, highly relevant to the acquirer in the context of his / her life" (Bernstein, 1999, p. 161). This is to say that the English Education knowledge structures responds to the specific needs of students as prospective English Educators.

The Literature Track has two notable features describing the organization of knowledge structures; namely, literature chosen, and how the literature is arranged. The Literature Track integrates Literary Theory with Poetry, Short Story, a contemporary Novel, Drama, Film Study and Period Literature. In the Literature Track, literary texts are arranged from the South African to non-South African texts. The impacts of the choice of literature on

pedagogy are manifested in how the majority of students participate in group discussions during tutorials (*see Figure 6.2*). Adding to that, the literature is arranged from arguably the simple and known to the complex and unknown. The massification of pedagogy (Appalsamy, 2011) is an attempt to "…make specialised knowledges more accessible to the young…" (Bernstein, 1999, p. 169), and 'the young' refers to English Education students. This move is meant to assist students in dealing with issues arising in their daily lives (Bernstein, 1999).

Following the adoption of the 2-Track System, a sudden increase in the number of students who apply and enrol in the English Education discipline (Mr White, Interview, 2012) is witnessed. The sudden increase in the number of students who applied and enrolled in the discipline is witnessed at postgraduate level. While an acknowledgement is made that the sudden increase may be attributable to a number of factors, it remains true that the re-alignment of Majors is welcomed by some students. This prevailed in the discipline's administrative documents and also corroborated by an interview with a student. The 2-Track System seems to address the needs for students as prospective English educators, in that the curriculum is no longer a literary canon, but also shows resonance for English teacher – specific epistemologies.

7.2. Pedagogic practices in English Education and knowledge structures: The journey

In Chapter 1, the context of the study was defined to be the UKZN's School of Education, Edgewood campus. Within the campus and the School, is the Language and Arts Education. Chapter 1 argued for the importance of English Education, referring to the role of English as the LOLT in all levels of Education (Baruthram, 2006; Mgqwashu, 2007; Ramcharan, 2009).

Because of its role, it remains important that the language is taught in ways that ensure proficiency. While the study is not about LOLT, but English Education, how students are taught in the discipline under study will impact on their practices as prospective educator of English in classrooms. The need to understand how English Education is taught to serve students in the HEI was the main objective of the study. This was discussed in Chapter 1, where the critical question and sub-questions were asked. The journey of responding to the questions led to Chapter 2.

Chapter 2 developed a theoretical framing of the study by drawing on Critical Realism (Bhaskar, 1978), Social Realism (Archer, 1995), Knowledge Structures (Bernstein, 1999) and Cultural Capital (Bourdieu, 1986). These theories were used to guide the study in terms of breadth and depth of data. They were also worthwhile during data presentation, analysis and critique. The theories assisted the study in uncovering underlying principles informing English Education pedagogy in the discipline studied. For instance, both Critical Realism and Social Realism foreground the notion of a multi-layered reality, and that to understand the truth, the study needed to examine different strata. For this study, the truth means the impact of English Education knowledge structures on pedagogy. In the same vein, accumulated knowledge and skills of practitioners in the English education discipline impact on their practices as lecturers and tutors. It is for this reason that the theory of Cultural Capital (Bourdieu, 1986) was used in the study. As established in Chapter 1, then discussed in detail in Chapter 5, the merger of former HEIs saw the co-operation of academics who came into the newly formed UKZN with rich histories. In Bourdieu's (1986) terms, the rich histories are the cultural capital, and for English education, the curriculum imposition discussed in Chapters 5 and 6. Finally, for understanding the organization of knowledge structures, and

the impact such organization has on pedagogy, the theory of Knowledge Structures as put forward in Bernstein (1999) was employed.

Chapter 3 reviewed literature relating to English Education. The Chapter began by defining English Education, and drew on (Alsup, Emig, Pradl, Tremmel, Yagelski, Alvine, DeBlase, Moore, Petrone and Sawyer, 2006). The definition established that English Education is concerned with preparing educators to teach all aspects of English studies. Building on the conceived understanding of English Education, Chapter 3 drew on Eagleton (1983), Pope (1998), Balfour (2000), Alsup *et al* (2006), Mgqwashu (2007), Archer (2006) and Street (2003) to develop a profound understanding of English education. Literature reviewed suggested that English Studies are concerned with English language and English literature (Pope, 1998; Mgqwashu, 2007). Chapter 3 also discussed the nature of pedagogic practices as conceived in this study. The Chapter concluded by questioning the role of literacy in English education. Literature drawn (Pope, 1998; Jacobs, 2006; Mgqwashu, 2007) pointed that there is a role of literature in English Education.

Chapter 4 discussed the methodologies used in the study to collect data. Being a case study that is located in the interpretive paradigm, Chapter 4 drew on literature (Cohen, Manion & Morrison, 2007) to define a case study. To understand the interpretive paradigm, Chapter 4 drew on Fay (1996) and Guba & Lincoln (2005). The Chapter proceeded by discussing qualitative methods of collecting data used in this study. These are interviews, classroom observations and documentary evidence. For interviews, English education practitioners and students. The use of three instruments to produce data was discussed to be a triangulation

technique used to enhance validity and reliability of findings. These were also discussed in Chapter 3 together with limitations of the study.

Chapter 5 presented the findings of this study by responding to one of the questions: What is the disciplinary knowledge that English Education is concerned with? The Chapter presented, analysed and critiqued data produced in the study. Prevalent in the data produced was, among other things, the 2-track system (*Figure 5.1*.) comprising the Language Track and Literature Track. Data yielded suggested that applied language studies are incorporated in both these tracks. This organization of knowledge built on the understanding of English Education as concerned with preparing students to be competent English educators (Alsup *et al* (2006) as reflected in the COHH volume 2 (2012).

Chapter 6 also presented, analysed and critiqued data to respond to the questions: How do knowledge structures of the English Education discipline impact on pedagogy? And, why do knowledge structures of English Education impact on pedagogy the way they do? These questions were used to uncover the impact English Education knowledge structures have on pedagogic practices. The Chapter revealed that knowledge structures in the English Education discipline mostly have segments of the horizontal discourse (Bernstein, 1999). These segments allow students greater access to epistemic knowledge, and also empower them by combating elitism (Bernstein, 1999). Based on the findings discussed in both Chapters 5 and 6, it may be concluded that English Education disciplinary knowledge is, to use Maton's (2000) words, is "a structured and structuring structure" (p. 154). Acknowledging the nature of the disciplinary knowledge, the study concludes by proposing the way forward.

7.3. The way forward

In Chapter 4, it is discussed that the study adopted a case study design. One of the limitations of this design is the incapability to provide generalizable conclusions because the findings depend on the single case under study (Cohen et al, 2007). Because of this limitation, the way forward proposes further research on the impact of English Education knowledge structures on pedagogic practices. The proposed research is likely to contribute towards the Theory of Knowledge Structures (Bernstein, 1999) by focussing mainly on English Education.

Chapter 3 argued for the importance of English language in all levels of South African education, as is the case in most parts of the world (Mgqwashu, 2007). Given the fundamental role the language plays in education, competency in English language teaching is likely to significantly contribute to the success of students in schools and HE (Baruthram, 2006; Mgqwashu, 2007; Ramcharan, 2009). In HE, students are reported to lack linguistic capital (Appalsamy, 2011) to enable them to access the academic discourse. This means that if the status quo remains, the ideals of university education will not be realized.

> …the role university education is to play is Laurillard's (1993) assertion that knowledge produced in such institutions enables students "to transcend the Particular", and thereby abstract from the physical and social context, precisely in order that the knowledge may be transformed into something more generalisable" (16). Acquiring the abilities which Laurillard (1993) refers to depends on a student's ability to think critically and to use language (written and spoken) to convey thoughts and ideas in ways that are accessible to others. Universities have a challenge therefore, to train students, not only "to transcend the particular", but also to equip them with the linguistic skills necessary to formulate sound and carefully constructed ideas, and be able to speak and write about them successfully (Mgqwashu, 2007, p. 20).

The linguistic skills referred to denote the ability to use English language proficiently. Unless concerted efforts are put by English Education disciplines to teach English educators to be

competent in teaching the language, but also for educators to teach such that students leave schools with the attainment of required linguistic capital, the ideals of university education to which Mgqwashu (2007) refers may remain so. The assertion made here is that; firstly, the development of English proficiency is as much the role of educators who teach the language as is the role of English Education disciplines. Secondly, the teaching of English language is a systematic cyclic process involving all levels of education. Failure of either of these components of the system may adversely affect the prospects of producing students who are proficient English language users able "…to think critically and to use [the] language (written and spoken) to convey thoughts and ideas…" Mgqwashu, 2007 p. 20). The cyclic process of English language pedagogy is represented by *Figure 7.1* below:

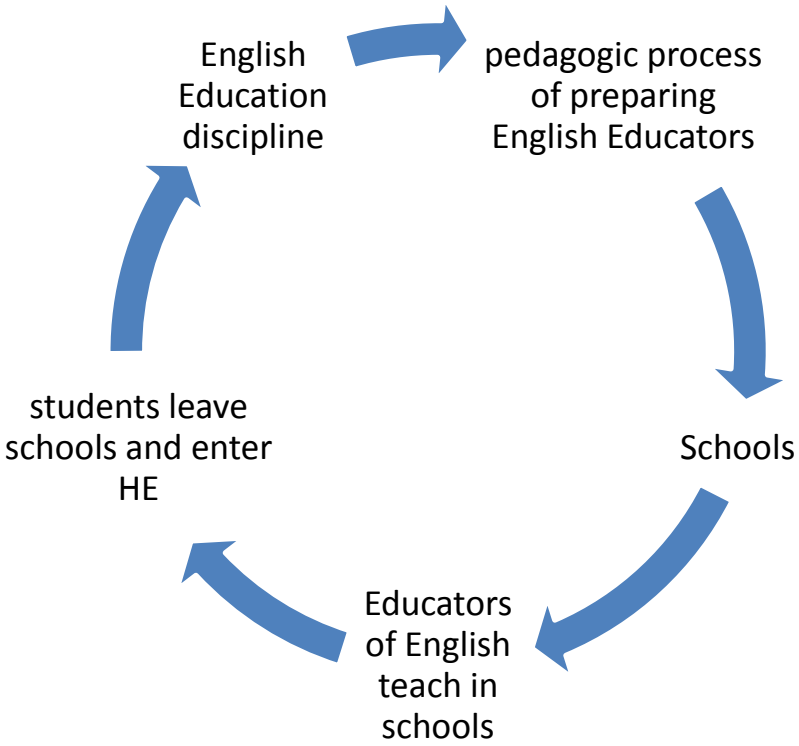

Figure 7.1 Cyclic process of representing English language proficiency

The cycle above represents recurring pedagogic processes involving English educators in schools and English Education discipline in HE. The process represented above is in no way

suggesting that the context under study is solely responsible for producing English educators. However, the diagram depicts a scenario that is prevalent in the South African education system, including the UKZN as the context of this inquiry. It is brought up by data yielded in this study, which points to schools as responsible for equipping students with English knowledge and skills important for realizing the ideals of university education (Mgqwashu, 2007). It is argued that English Education for this study, is at the helm of breaking the vicious cycle of students' lack of linguistic capital (Bourdieu, 1986; Appalsamy, 2011). If English Education pedagogy is conducted such that linguistic knowledge, skills and method used and taught equip students to be better educators of English, the problem of students entering HE and the discipline of English Education in particular lacking fundamental English knowledge and skills will be solved.

7.3. Conclusion

This Chapter, and ultimately the study, conclude on the note that the English Education structuring of knowledge is a message. One of the messages articulated is the intention to "…give voice to the knowledge and experience of those said to be silenced within official educational knowledge" (Maton, 2000, p. 153). For the discipline under study, the structuring of knowledge serves students to be competent educators to teach English in classrooms. Data produced suggested that the discipline articulates knowledge and skills needed for the teaching of the language. The knowledge and skills include English teaching skills, critical thinking skills and English literacy. The results of the attainment of these skills enable students to perform the roles for educators of English;

- The teaching and learning of English, broadly and inclusively defined;

- The preparation and continuing professional support of teachers of English at all levels of education and;
- Systematic inquiry into the teaching and learning of English (Alsup *et al*, 2006).

Finally, it must be emphasised that the structuring of English Education knowledge in the way that it is, cannot yield encouraging results without the collective efforts of all those involved in the discipline. Collective and concerted efforts called for include those of English Education students and practitioners. Their contribution to the success of the envisaged agenda of English Education lies in, among other things, the recognition of research.

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Appendices

Appendix A

Interview Schedule

Students

- How do you find your English education lectures?
- Is there a lecturer that you prefer over another? Why?
- What is the role of lecturers in assisting you to succeed?
- Are there times when you feel that lecturers fail you in your studies? Describe.
- Do lectures take cognizance of your back grounds, experiences, beliefs and diverse abilities in designing their lectures? How?
- How do you think lecturers prepare you to become good English teachers?
- If there is one thing that must be changed to make your English education better, what would that be?
- What are explicit differences (if applicable) between practices of lecturers and those of tutors?

OKUHLE

1. How do you find your English education lectures?

Sometimes you are not sure what is needed in the modules. When I do what I am supposed to, I fail. Then I get confused.

2. Is there a lecturer that you prefer over another? Why?

Well, I'm doing the module for the second time. I did it on my first year. My lecturer was so apartheidical. She was marking our papers by viewing us physically. When you submit assignments she will look at your face and write something on the paper. I don't know what she is writing, and I'm sure she wasn't reading. So I was failing too much. The other time when I wrote the assignment, I got 20 out of 100. But my assignment was written by a fourth year student...

3. What is the role of lecturers in assisting you to succeed?

...You can't get above 50. You only get 50 or lower. She was an Indian, and those white guys and girls get better marks. She wasn't reading!

4. Are there times when you feel that lecturers fail you in your studies? Describe.

Yes, especially Indians. They give good marks to other Indians and Whites, then very low marks to us blacks. Sometimes they do not read our assignments, but look at us.

5. Do lectures take cognizance of your back grounds, experiences, beliefs and diverse abilities in designing their lectures? How?

No, they don't. They think we are all coming from good schools. They also think that English is our home language.

6. How do you think lecturers prepare you to become good English teachers?

They explain things to us. But much of the work is in the reading material that we use.

7. If there is one thing that must be changed to make your English education better, what would that be?

I would make Indians and Whites to be grouped together because they talk too much in class. Then they must be taught by other Indian lecturers.

8. What are explicit differences (if applicable) between practices of lecturers and those of tutors?

There is no difference.

ALWANDE

1. How do you find your English education lectures?

I find lectures to be good... Sometimes difficult things are taught there, but lecturers explain them.

2. Is there a lecturer that you prefer over another? Why?

Much as I would not like to change lecturers because they know what they are teaching us, I would like to see marking being done in the same way. Assessment must not be lecturer-dependent... Some lecturers are referred to as strict or stingy. This is because they dont give marks when they mark.

3. What is the role of lecturers in assisting you to succeed?

They teach us how to teach English. If we can know that, we can be successful.

4. Are there times when you feel that lecturers fail you in your studies? Describe.

Not really.... But it seems the Indians are doing better than us. Maybe that is because of the language. But lecturers treat us in the same way, for most of the time.

5. Do lectures take cognizance of your back grounds, experiences, beliefs and diverse abilities in designing their lectures? How?

I think here we are the same... Whether you are coming from township school or multiracial, you are treated in the same way as everybody else.

6. How do you think lecturers prepare you to become good English teachers?

By teaching us things that an English teacher must know. They teach us writing skills, literature and methods of teaching these things.

7. If there is one thing that must be changed to make your English education better, what would that be?

I would ensure that marking is done fairly for everybody. Sometimes we feel as if some people are difficult to us, and not to others.

8. What are explicit differences (if applicable) between practices of lecturers and those of tutors?

It is the way they teach. Tutors work more with us in classrooms. They organise us into groups and work with us.

THANDO

1. How do you find your English education lectures?

Difficult sometimes.... But in the end, I am able to do what I am supposed to.

2. Is there a lecturer that you prefer over another? Why?

I prefer black lecturers. I think they know that English is not our language. Indians and whites are a bit difficult to us, but better with others.

3. What is the role of lecturers in assisting you to succeed?

They guide us on how to do things that are written in study guides. Without their help, we cannot succeed.

4. Are there times when you feel that lecturers fail you in your studies? Describe.

Sometimes I think some lecturers are not fair. You write an assignment, giving it all you've got, only to get a very low mark. But as time goes, we see that we were not entitled for good marks. I guess it is something that happens all the time.

5. Do lectures take cognizance of your back grounds, experiences, beliefs and diverse abilities in designing their lectures? How?

Not really. Whether you are an Indian or Black, you are treated in the same way. Sometimes I feel like it would be better if my mother tongue was English, in that way I would understand things better.

6. How do you think lecturers prepare you to become good English teachers?

With all the literature and all... we are certainly going to be good teachers.

7. If there is one thing that must be changed to make your English education better, what would that be?

There is too much work. If I were to change something, I would decrease the amount of work. Sometimes it is difficult to cope with work.

8. What are explicit differences (if applicable) between practices of lecturers and those of tutors?

I think lecturers know more than tutors.

THULI

1. How do you find your English education lectures?
I think what we are taught will make us good English teachers. Lectures and tutorials assist us to improve our language skills. They also give us information about analysing poems, books and films... the way this is done makes it easier for us to apply information when teaching.

2. Is there a lecturer that you prefer over another? Why?
All of them are fine. I work very well with each and everyone of them.

3. What is the role of lecturers in assisting you to succeed?
During lectures, lecturers explain things to us, and then refer us to study guides. Discussions in English are also encouraged. I think lecturers encourage us to conduct discussions in English because they want us to use the language even more, because for most of us, English is not our first language.

4. Are there times when you feel that lecturers fail you in your studies? Describe.
No. In fact, they assist us a lot.

5. Do lectures take cognizance of your back grounds, experiences, beliefs and diverse abilities in designing their lectures? How?
I think they are aware that some of us come from rural areas. For instance, I come from.., where very little English is spoken. In fact, many people at home are not educated. So lecturers teach us in a way that understands where we come from.

6. How do you think lecturers prepare you to become good English teachers?
Our lecturers are experts in the field of English studies. We meet with them two times a week. The other period is for book clubs. Although it lecturers do not attend book clubs, but we get a chance to consult with them in their offices. In those consultations, we as students get to ask questions of clarity on any matter relating to English Educ. modules. Those one-on-one consultations are very important for us. Even when students are not comfortable to speak in front of others, they can use the consultation times to ask questions and speak freely.

7. If there is one thing that must be changed to make your English education better, what would that be?
I don't think there is something that needs to be changed. Things are going well as they are.

8. What are explicit differences (if applicable) between practices of lecturers and those of tutors?
Eish... they all teach us, but we see tutors more in class.

FANELE

1. How do you find your English education lectures?

lectures.... they are serious. And sometimes they are confussing.

2. Is there a lecturer that you prefer over another? Why?

I like Mr.... He explains things much better than others. Even when you consult with him in his office, he makes things simple.

3. What is the role of lecturers in assisting you to succeed?

They teach us to teach English. Sometimes they talk about theories that I do not know. But lecturers help us to know those things.

4. Are there times when you feel that lecturers fail you in your studies? Describe.

No.

5. Do lectures take cognizance of your back grounds, experiences, beliefs and diverse abilities in designing their lectures? How?

There are White students, blacks and Indians. Some come from other countries. But all that is not looked at here. We are just the same.

6. How do you think lecturers prepare you to become good English teachers?

They give us skills to teach English.

7. If there is one thing that must be changed to make your English education better, what would that be?

Nothing.

8. What are explicit differences (if applicable) between practices of lecturers and those of tutors?

I do not know.

SIPHO

1. How do you find your English education lectures?

English modules are fine. I enjoy them, although at times it is difficult, but I end up being able to do them.

2. Is there a lecturer that you prefer over another? Why?

I like all of them. But I feel more comfortable with females. They are easy to talk to. But males as well are fine, its just that.... err... sometimes you become scared to talk to them.

3. What is the role of lecturers in assisting you to succeed?

They teach us different things. If you listen to them, there are better chances for you to succeed.

4. Are there times when you feel that lecturers fail you in your studies? Describe.

No. They always help us, as I said.

5. Do lectures take cognizance of your back grounds, experiences, beliefs and diverse abilities in designing their lectures? How?

Its just that the modules are designed differently. Sometimes you find something that is easy to understand.

6. How do you think lecturers prepare you to become good English teachers?

Lectures teach us things that are needed for teaching English. Sometimes we look at how they teach us, and wish we could be like them. I think with their help, we will be very good teachers.

7. If there is one thing that must be changed to make your English education better, what would that be?

I wouldn't change anything.

8. What are explicit differences (if applicable) between practices of lecturers and those of tutors?

lecturers are serious...it is not easy to talk to them, especially when they are teaching.

Appendix B

Interview Schedule

English Education discipline practitioners

- Can you briefly describe the curriculum adopted from the former University of Natal?
- What, in your understanding, constitutes English Education discipline?
- Are there preferred approaches and / or theories that inform the construction of knowledge in the discipline?
- How does the adopted 2-track system address methods to respond to English teaching?
- What are the knowledge and skills sought for in language track of the 2-track system?

Extract of an interview with Mr White (Pseudonym)

Researcher: Are there preferred approaches and / or theories that inform the construction of knowledge in the discipline?

Mr White: English language is a broad field that requires a broad outlook on the part of the practitioners within it. We try to be as comprehensive in our approach as we possibly can be. The idea is to arm students with the necessary knowledge, skills and experience in issues of English language teaching. We strive to be as contemporary as possible. Lifelong learning is one of the approaches we subscribe to so that our lecturers should keep abreast of the latest developments within the field. We subscribe to the general propositions of English language teaching as widely espoused in research studies and in our NCS or CAPS documents, those being Communicative Language Teaching (CLT) and Text Based Approaches (TBA). We also recognise the value of additive Multilingualism.

Researcher: Does what you say suggest that there are approaches and / or theories which are marginalised in the construction of knowledge in the Discipline?

Mr White: As a Discipline, we cannot afford to hold heretic notion of what is generally accepted as the theory and practice within this field. Explicit grammar teaching is clearly frowned upon (*There is a sudden change of facial expression*). However, there could be certain individuals whose outlook has not moved with the times.

Researcher: Why is what you call "explicit grammar teaching" frowned upon?

Mr White: Explicit grammar teaching is considered archaic, confusing and self- defeating. Students do not learn English by being exposed to explicit grammar teaching.

Researcher: Can you briefly describe the curriculum adopted from the former University of Natal?

Mr White: the curriculum made no effort to teach students to be good English teachers. The curriculum was imposed on teacher education with insufficient knowledge and skills needed for proficient English teaching. It mostly catered for aesthetic appreciation where Afro centric literary work was minimal. This was a curriculum aiming at developing appreciation of arts with little relevance to the preparation of teachers… And so there was a need for curriculum change.

Researcher: How does the adopted 2-track system address methods to respond to English teaching?

Mr White: The English Education discipline consists of 10 modules, and they are English Communication 110, English 210, English 220, English 310, English 320, English 410, English 420, Method 1, Method 2 as well as Method 3 The Major modules…focus primarily on the development of students' literary repertoire, and skills in literary analysis, but also incorporate linguistics and media perspectives. The Methods modules, which accompany the Major modules, are intended to provide students with the necessary information and practical strategies for constructing English lessons…

Researcher: So, what, in your understanding, constitutes English Education discipline?

Mr White: The discipline is concerned with developing students to be critical language practitioners, those that disrupt their thinking about pedagogy. Students must develop passion for English and reflexive in teaching it. Critically important, they must also be researchers in order to push the boundaries in English studies.

Extract of interview with Ms Ntombela

Researcher: Can you briefly describe the curriculum adopted from the former University of Natal?

Ms Ntombela: The former University of Natal English Department curriculum of Bachelor of Arts (BA) degree was imposed on Bachelor of Education (B. Ed.) degree. This imposition resulted in the university teaching students English curriculum that did not make them better prepared to teach English in schools.

Researcher: I gathered that a 2-track system was adopted. What is the main purpose for the system?

Ms Ntombela: The discipline seeks to be in the vanguard of contemporary debates and knowledge about English language teaching in all its dimensions, to be able to equip and inspire its students with the most enlightened contemporary theoretical thinking about literary and literacy teaching, as well as with creative and resourceful skills and strategies for practical classroom use.

Researcher: What are the knowledge and skills sought for in language track of the 2-track system?

Ms Ntombela: The Language Track concerns itself with applied language studies. This came after a strong resistance of academics of challenging the imposed curriculum. The argument maintained that methods are critical for preparing students to teach. At the same time, the discipline wanted to do away with the old College of Education tradition of teaching methods explicitly as an isolated unit, but opted for applied linguistics…

Researcher: So, what, in your understanding, constitutes English Education discipline?

Ms Ntombela: English Education is all about…English language teacher education and not literary canon only. As a discipline, we hold the view that to be good English language educators, our students must be better users of the language, analysts of English language. That is to say we develop meta-linguistic awareness….As a discipline, we are concerned with teaching students to be good English educators. For us to achieve this, we need to improve students' command of English, teach them English language, literature and media. But as a discipline, we recognise the value of methods for teaching English.

Researcher: In your view, what are the major causes of students' failure in English Education?

Ms Ntombela: There are few causes of student failure in English Education. The fact that English is the First Additional Language (FAL) for most of our students means that most of them do not

have a proper grounding in the language. Another cause is the failure to access academic discourse as a result of the above mentioned problem. Students also show unwillingness and inability to read with understanding. Another cause of student failure is the focus of the University on research as opposed to teaching, and this is an inter-modular cause. Finally, poor teaching or lecturing on the part of lecturing staff causes students to fail. No one would admit this (*raises a voice to emphase*).

Researcher: In your opinion, how can these problems be resolved?

Ms Ntombela: I think these can be resolved by crafting a different motto for the school of Education in general. The focus here should be on teaching and not on research (*emphasising*). The bulk of the problem lies outside of the University ambit. It belongs in the High school.

Appendix C

Classroom Observation Schedule

1. The following are factors which the researcher will observe:
    - Lecture room / venue set up
    - Seating arrangements of students
    - Demographics of students in lectures
    - Greeting and introduction by lecturer.
    - Student – lecturer interactions during presentations
    - Language usage. viz. any code – switching involved?
    - Examples that are used during lectures
    - Material that is used to prepare teachers during lectures
    - General atmosphere and tone of students during lectures
2. These are the questions to be answered during observations
    - Is there a difference on how English education is taught by different lecturers?
    - How is material used by different lecturers similar or different?
    - Are there specific times assigned for English Education lectures?
    - What institutional procedures and policies inform teaching and assessment of students?
    - How do the actual presentations of lectures take place? Are they lecturer – centred or otherwise?
    - Are there any evident / explicit influences of lecturers' ideologies during teaching?
    - Which theories and approaches inform teaching?
    - Who teaches in the discipline? Lecturers / tutor / both? What are causal and consequential factors of this practice?

Classroom observation 1

1. Lecture room

   General classroom of standard size

2. Seating arrangement

   No particular order

3. Demographics of students in the lecture / tutorial

   Africans – 28

   Coloured – 2

   White – 0

   Indians – 10

4. Language usage

   English

5. Student-lecturer interaction

   Students respond to questions and participate in class discussions. There is a generally relaxed atmosphere that allows interaction.

   Indian students seem to be more active in class discussions than the rest of the class.

6. Content of the lecture / tutorial

   Lecturer hands out a story "women who kill". Students are asked to read it through, and then discuss it in small groups. After the reading session, the lecturer initiates a discussion based on the story.

   The lecturer asks students how they would go about teaching a newspaper article in their English classroom.

7. Responses to questions

   - *The lecturer is more interactive with students, allows more participation of students. She moves around the classroom.*
   - *Lesson is centred on the handout of the article "women who kill". Occasionally, students are referred to their reading packs.*
   - *English Education periods are scattered in the timetable. There are three periods a week.*
   - *Teaching suggestions are outlined in each course reading pack, and are divided into tutorial 1, 2, 3…*
   - *Presentation of the tutorial is student-centred.*

Classroom observation 2

8. Lecture room

   General classroom of standard size

9. Seating arrangement

   No particular order

10. Demographics of students in the lecture / tutorial

    Africans – 37

    Coloured – 0

    White – 0

    Indians – 0

11. Language usage

    Mostly English

12. Student-lecturer interaction

    Few students respond to questions and participate in class discussions.

13. Content of the lecture / tutorial

    Tutor asks students to refer to their course reading material and complete tasks. On examining the task, it entailed completing sentences on language usage in various settings / contexts.

14. Responses to questions

    - *The tutor does most of the talking in the classroom. He moves around the classroom.*
    - *Lesson is centred on the reading packs.*
    - *English Education periods are scattered in the timetable. There are three periods a week.*
    - *Teaching suggestions are outlined in each course reading pack, and are divided into tutorial 1, 2, 3…*
    - *Presentation of the tutorial is tutor-centred.*

Appendix D

Documentary Analysis Schedule

1. Describe the document type
2. Date of analysis
3. Author/s of the document
4. Document layout
5. Content of the document
6. Additional important information

Appendix D

Documentary Analysis Schedule

1. Describe the document type College of Humanities Handbook
2. Date of analysis 11 March ~~20~~ 2012
3. Author/s of the document Not provided
4. Document layout Booklet.
5. Content of the document • The booklet covers syllabi for the entire UKZN. • Pages 132 - 135 cover English Education discipline. • Pages 132 - 135 provide aims of modules, content, assessment and DP requirement
6. Additional important information - The document guides disciplines to cover aspects mentioned in the content of each module.

Appendix D

Documentary Analysis Schedule

1. Describe the document type ENGLISH MAJOR 210 MARK LISTS
2. Date of analysis 13 AUGUST 2012
3. Author/s of the document PRACTITIONERS IN THE ENG EDUC. DISCIPLINE
4. Document layout LIST OF STUDENTS WITH MARKS
5. Content of the document • Student numbers • Names of students • Assignments and test marks • Final result.
6. Additional important information - The document shows a 100% pass of students who participated in the assessment.

Appendix D

Documentary Analysis Schedule

1. Describe the document type English Communication EDEN 110
2. Date of analysis 9 APRIL 2012
3. Author/s of the document LECTURERS
4. Document layout Document is divided into 10 weeks
5. Content of the document • Creative writing • Film Studies • Poetry • Novel
6. Additional important information - There is notably a significant amount of South African literature. ie. 9 South African poems, Film Tsotsi. - Document is clear on what will be done, and when. - The document provides information on assessment criteria.

Appendix D

Documentary Analysis Schedule

1. Describe the document type Course Pack - English Major Method 2
2. Date of analysis 11 APRIL 2012
3. Author/s of the document NOT PROVIDED
4. Document layout Collection of readings 1 - 3 and tuts.
5. Content of the document • Genre theory as a type of writing • Steps for integrating writing and critical thinking activities • Reading - Just good friends
6. Additional important information - The document provides guidelines for tuturials. There are 3 tutorials provided for in the document. - Each tutorial covers an aspect that is included in the content of the document. - Tutorials build from reproductive and reflexive questions to more challenging ones encouraging critical thinking.

Appendix E

Letter requesting permission

Head of School

I, the undersigned, request your permission to conduct research about the teaching of English Education in the university. The research is part of my studies towards Master of Education degree. The title of the study is:

On examining the role of English Education knowledge structures in pedagogic practices: Case study of English educators in a Higher Education Institution (HEI).

I wish to state that I subscribe to all research ethics of the university, and would like you to take note of the following:

- Participation in this study is voluntary. Participants are at liberty to withdraw from participating in the research at any time if they so wish.
- Although there is no monetary or any other form of material gain that will be derived from participating, you will be contributing to a larger body of knowledge that will benefit many scholars.
- The research will not involve any form of physical contact, but relies on sharing knowledge and experiences.

Your anticipated acceptance is appreciated.

Signed

_____

B. Ngcongo (Researcher)
209538396
bngcongo@yahoo.com

Appendix F

Letter requesting permission

Discipline co-ordinator

I, the undersigned, request your permission / participation and co-operation in the research about the teaching of English Education in the university. The research is part of my studies towards Master of Education degree. The title of the study is:

On examining the role of English Education knowledge structures in pedagogic practices: Case study of English educators in a Higher Education Institution (HEI).

I wish to state that I subscribe to all research ethics of the university, and would like you to take note of the following:

- Participation in this study is voluntary. Participants are at liberty to withdraw from participating in the research at any time if they so wish.
- Although there is no monetary or any other form of material gain that will be derived from participating, you will be contributing to a larger body of knowledge that will benefit many scholars.
- The research will not involve any form of physical contact, but relies on sharing knowledge and experiences.

Your anticipated acceptance is appreciated.

Signed

_____

B. Ngcongo (Researcher)
209538396
bngcongo@yahoo.com

Appendix G

Letter requesting permission

English Education discipline practitioners

I, the undersigned, request your permission, participation and co-operation in the research about the teaching of English Education in the university. The research is part of my studies towards Master of Education degree. The title of the study is:

On examining the role of English Education knowledge structures in pedagogic practices: Case study of English educators in a Higher Education Institution (HEI).

I wish to state that I subscribe to all research ethics of the university, and would like you to take note of the following:

- Participation in this study is voluntary. Participants are at liberty to withdraw from participating in the research at any time if they so wish.
- Although there is no monetary or any other form of material gain that will be derived from participating, you will be contributing to a larger body of knowledge that will benefit many scholars.
- The research will not involve any form of physical contact, but relies on sharing knowledge and experiences.

Your anticipated acceptance is appreciated.

Signed

_____

B. Ngcongo (Researcher)
209538396
bngcongo@yahoo.com

Appendix H

Consent Letter

Students

I, the undersigned, request your permission / participation and co-operation in the research about the teaching of English Education in the university. The research is part of my studies towards Master of Education degree. I wish to state that I subscribe to all research ethics of the university, and would like you to take note of the following:

- Participation in this study is voluntary. Participants are at liberty to withdraw from participating in the research at any time if they so wish.
- Although there is no monetary or any other form of material gain that will be derived from participating, you will be contributing to a larger body of knowledge that will benefit many scholars.
- The research will not involve any form of physical contact, but relies on sharing knowledge and experiences.

Your anticipated acceptance is appreciated.

Signed

_____

B. Ngcongo (Researcher)

I, _____ (Name of student) agree to take part in the research as stated above. I further understand that my participation is voluntary, and there are no material gains deductable from participating.

_____ _____

Signature Date

Appendix I

Ethical Clearance Certificate

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

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ximbap@ukzn.ac.za

10 April 2012

Mr Baldwin Ngcongo (209538396)
School of Languages, Literacies, Media and Drama Education

Dear Mr Ngcongo

PROTOCOL REFERENCE NUMBER: HSS/0102/012M
PROJECT TITLE: On examining the role of English knowledge structures pedagogic practices: Case study of English education in a Higher Education institution.

In response to your application dated 4 April 2012, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)
Humanities & Social Science Research Ethics Committee

cc Supervisor Dr E M Mgqwashu
cc Mrs S Naicker/Mr N Memela

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Appendix J

Aims of English Education modules

Module	Aim
English Language Course	To introduce students to basic grammatical concepts and encourage the development of grammatical competence with specific reference to writing in English.
English Communication 110	To provide students with opportunities for improving their command of both written and oral English; develop critical thinking; and, insights into the complexities of language usage.
English Major Method 1	To develop understanding of the principles of OBE and how these may be applied in the English classroom; understanding and interpretation of learning outcomes; and, understanding of approaches to listening and speaking.
English Major 210	To prepare students for the challenges of teaching by providing an overview of applied linguistics, insights into narrative studies and various literary texts and by developing critical thinking and aesthetic appreciation.
English Major 220	To prepare students for the challenges of teaching by developing critical thinking, aesthetic appreciation and insights into a variety of works of English literature.
English Major Method 2	To prepare students to be competent teachers of English.
English Major 310	To develop critical thinking, aesthetic appreciation and insight into literature; awareness and perspective on various approaches to literary analysis; and to introduce popular and adolescent literature and the teaching of texts.
English Major 320	To develop critical thinking, aesthetic appreciation and insight into literature; understanding of sociolinguistics; second language acquisition; and, approaches to film study.
English Major Method 3	To prepare students to be competent teachers of English.
English Major 410	To develop critical thinking, aesthetic appreciation and insight into literature; understanding of critical approaches to reading; and, research skills.
English Major 420	To develop critical thinking, aesthetic appreciation and insight into literature; insight into mass media; and, research skills.
English (A) Teaching 401	Develop pedagogical and methodological competence for a critical teaching philosophy; develop skills in curriculum interpretation, lesson conceptualisation and assessment in line with the national curriculum statement; design learning materials and resources; enhance the roles of an educator within the teaching context of this specialization, i.e. Grade 10 – 12.
English (B) Teaching 401	Develop pedagogical and methodological competence for a critical teaching philosophy; develop skills in curriculum interpretation, lesson conceptualisation and assessment in line with the national curriculum statement; design learning materials and resources; enhance the roles of an educator within the teaching context of this specialization, i.e. Grade 10 – 12.