

**OPPORTUNITIES AND CHALLENGES IN A PILOT IMPLEMENTATION OF
INTEGRATED CURRICULUM: A CASE OF ENGLISH LANGUAGE TEACHING AND
LEARNING IN LESOTHO PILOT SECONDARY SCHOOLS**

BY:

LIHOTETSO GLORIA MATEE

(200101682)

A DISSERTATION

**SUBMITTED TO THE DEPARTMENT OF LANGUAGES AND SOCIAL EDUCATION IN
ACCORDANCE WITH THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS
IN EDUCATION DEGREE IN THE NATIONAL UNIVERSITY OF LESOTHO**

SUPERVISOR: DR. LIFELILE MPHO MATSOSO

AUGUST 2019

DECLARATION

I, Lihotetso Gloria Matee, declare that this thesis (**Opportunities and challenges in pilot implementation of integrated curriculum: A case of English Language teaching and learning in Lesotho pilot secondary schools**) is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

DEDICATION

This study is dedicated to my husband, Pardon Batidzirai, our two children Relebohile Chashe Immaculate and Prince Lehlohonolo Vushe Batidzirai for their love, support, encouragement and understanding. I also dedicate this work to my family particularly my brother Advocate Lehlohonolo J. P. Matee for his undying support.

ACKNOWLEDGEMENTS

I am deeply indebted to a number of people for their help and support. My heavenly Father, for the strength he gave me to press on even when I felt powerless. Indeed it is true that He knows the plans He has for us. I would like to also give my exceptional deepest gratitude to my supervisor Dr. Lifelile Mpho Ntobane-Matsoso for her insight, guidance, patience, commitment and vast knowledge. Most importantly, for being more than just my supervisor but for being a mother and a mentor to me. There were times when the road to success seemed impossible to travel, but you held my hand and travelled with me through thick and thin. I will never forget to apply Isaiah 41:10-14 and Psalm 27. These scriptures gave me the strength to press on until the finish line. If it was not of your supervision, determination and support, this study could not have been completed. May the good Lord bless you abundantly “Mum”. THANK YOU FOR BEING THERE FOR ME.

I owe my deepest thanks to my dear husband Mr. Pardon Batidzirai, for his unwavering support in all my endeavors. No words can explain how thankful I am for him to have travelled with me and encouraged me to be a victor for every step of this study. Taking care of our two hyper-active children, being my language editor, acting as my co-supervisor and still being my husband humbled me. I will forever be thankful to you and as you would always say, “It is well”. Indeed it is well and I thank God for you. A vote of thanks to my precious Angels, “Ausi” Lebo Relebohile Immaculate Chashe and “Abuti” Price Hloni Lehlohonolo Vushe who have been very helpful at all the times, sacrificing their time for me to be able to do my “homework” as they would put it. But most importantly for being able to accept my absence when duty called. My lovely Angels, I value your love and support immensely.

I wish to express my frank gratefulness to my family. My mother, Granny Evodia and beloved brother, Advocate Lehlohonolo J. P. Matee and his family. He urged me to advance my studies and fully supported me during trying times. Dude, you are indeed one in a million. I couldn't have completed this study if it wasn't of you. Your unwavering support, care and love have been outstandingly visible throughout this journey. A huge thanks to you big brother. My deepest gratitude also extends to my dear sister, Mrs. Palesa Lucia Nkiwane for her unwavering support throughout this study. You have been truly supportive. You encouraged me to push and pull

through. There were times when suddenly, the road to success seemed impossible to travel but you helped me to perceive it differently. “Mofokeng e motle, le ka moso!”

To my friends, colleagues and Ms. Ntšeiseng my Language editor, thank you. Ausi Mpho “Principal” Moholei-Ntlhabo, you were truly God-sent. Whenever I felt that it was the end of the road, you have always been there for me. Thank you so much. To my colleagues, Tiisetso and Mpho you were so kind to me. Thank you ladies. My dear sister Dr. Retšelisitsoe Matheolane and Mrs. ’Mamohlerepe Mohlerepe for helping me with the material and information necessary for this study. Many thanks to you all your in-put in this study will always be valued. May God bless you.

I owe an exceptional thanks to all the participants, particularly the principals who allowed me to carry out this study at their work places. Lastly, I would like to extend my incomparable vote of thanks to Dr. ’Maboleba Kolobe for language editing my work and giving me encouraging words when I most needed them. Ma’am, I have been humbled by the work you did to help me to finally complete this study. Ladies and gentlemen I am very grateful, if it was not of your support this research would not have been a success. Thank you, may God richly bless you.

ABSTRACT

The purpose of this study was to investigate opportunities and challenges in pilot implementation of integrated curriculum in the teaching and learning of English Language. The study adopted a dual theoretical framework advocated by John Dewey (1925). This study was underpinned by constructivism paradigm, qualitative design was also adopted. In line with the adopted design, the researcher found qualitative case study to be appropriate for the study. In this study, purposive convenience sampling which is a non-probability sampling technique was employed. A sample of twenty four (24) English Language learners, three (3) English Language teachers and three (3) principals was used as participants of the study. For the researcher to be able to assemble opportunities and challenges in pilot implementation of Integrated English, conversational interviews, focus group discussions and classroom observations were conducted at live situations. In this study, data was analysed based on the themes which emerged. In the view of these findings, it was established that the introduction of integrated curriculum in Lesotho calls for research to adopt a subject-based pilot implementation of not only Integrated English but also of other subjects before country-wide implementation takes place. The recommendations made were meant to raise an awareness to the curriculum developers to prescribe relevant textbooks as well as instructional and learning resources. Ministry of Education and Training also should provide English Language teachers with requisite teaching and learning needs and strategies relevant to Integrated English in order to avoid certain challenges and benefit from IC.

Table of Contents

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	v
LIST OF ACRONYMS.....	x
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 INTRODUCTION.....	1
1.1 STUDY BACKGROUND	1
1.2 STATEMENT OF THE PROBLEM.....	9
1.3 RESEARCH QUESTIONS	12
1.3.1 Main Question	12
1.3.2 Subsidiary questions	12
1.4 SIGNIFICANCE OF THE STUDY	14
1.5 DELIMITATIONS OF THE STUDY	16
1.6 METHODOLOGY	17
1.7 ORGANIZATION OF THE STUDY	18
1.8 SUMMARY	18
CHAPTER TWO	19
LITERATURE REVIEW.....	19
2.0 INTRODUCTION.....	19
2.1 OPERATIONALISATION OF KEY TERMS	19
2.1.1 Opportunities	20
2.1.2 Challenges	20
2.1.3 Curriculum Implementation.....	20
2.1.4 Integrated Curriculum (IC)	20
2.2 THEORETICAL FRAMEWORK	20
2.2.1 Progressive Educational Theory (PET)	21
2.2.2 Summative Perspectives on the guiding principles for PET.....	24
2.2.3 Constructivism Theory (CT).....	25

2.2.4 Summative perspective on the guiding principles for Constructivist Theory (CT)	27
2.3 RESEARCH QUESTIONS-RELATED LITERATURE	27
2.3.1 Teaching and learning needs for successful pilot Implementation of Integrated Curriculum	28
2.3.2 Teaching and learning strategies which English Language teachers and learners can use for pilot implementation of integrated curriculum	29
2.3.3 Challenges encountered in teaching and learning integrated English Language	29
2.3.4 Opportunities for teaching and learning English Language using integrated curriculum	31
2.4 SUMMATIVE PERSPECTIVES AND IMPLICATIONS OF REVIEWED LITERATURE FOR THE STUDY	34
2.5 SUMMARY	35
CHAPTER THREE	37
METHODOLOGY	37
3.0 INTRODUCTION	37
3.1. RESEARCH PARADIGM	37
3.2 RESEARCH DESIGN	38
3.2.1 Qualitative Case Study	40
3.3. PARTICIPANTS	40
3.4. SAMPLE AND SAMPLING TECHNIQUES	42
3.5 DATA COLLECTION METHODS AND PROCEDURES	44
3.5.1. Observations	44
3.5.2. Interviews.....	46
3.5.3 Focus Group Discussions.....	47
3.6 DATA ANALYSIS	47
3.7 ETHICAL CONSIDERATIONS	48
3.8 TRUSTWORTHINESS OF THE STUDY FINDINGS	49
3.8.1 Triangulation	49
3.8.2 Credibility	50
3.8.3 Dependability	50

3.8.4 Transferability	50
3.9 SUMMARY	50
CHAPTER FOUR	51
FINDINGS AND INTERPRETATION	51
4.0 INTRODUCTION	51
4.1 FINDINGS BY RESEARCH QUESTIONS.....	52
4.1.1 Teaching and Learning Needs for Successful Pilot Implementation of IC in Teaching and Learning English Language	52
4.1.2 Strategies Which English Language Teachers and Learners Employ In Pilot Implementation of Integrated English.....	61
4.1.3 The Teaching and Learning Challenges Encountered During Pilot Implementation Of IC Through English Language	69
4.1.4 Opportunities for Teaching and Learning English Language In The Context Of Pilot Implementation Of Integrated Curriculum	77
4.2 SUMMATION OF THE MAIN FINDINGS	85
4.3 SUMMARY	87
CHAPTER FIVE	88
CONCLUSIONS AND RECOMMENDATIONS	88
5.0 INTRODUCTION	88
5.1 CONCLUSIONS.....	88
5.1.1 Teaching and Learning Needs for Successful Pilot Implementation Of IC In Teaching And Learning English Language	88
5.1.2 Strategies Which English Language Teachers and Learners Employ in Pilot Implementation of Integrated English.....	90
5.1.3 The Teaching and Learning Challenges Encountered in Pilot Implementation of Integrated English	90
5.1.4 The Opportunities for Teaching and Learning English Language in The Context Of Pilot Implementation of IC	92
5.2 RECOMMENDATIONS	94
5.2.1 Teaching and Learning Needs for Successful Pilot Implementation of IC in Teaching and Learning English Language	94

5.2.2 Strategies which English Language Teachers and Learners Employ in Pilot Implementation of Integrated English	95
5.2.3 The Teaching and Learning Challenges Encountered During Pilot Implementation of IC Through English Language	96
5.2.4 The Opportunities for Teaching and Learning English Language in The Context of Pilot Implementation of IC	96
5.3 SUMMARY	97
REFERENCES	98
LIST OF APPENDICES	107
APPENDIX 1: INTERVIEW GUIDE QUESTIONS FOR TEACHERS	107
APPENDIX 2: INTERVIEW GUIDE QUESTIONS FOR PINCIPALS	110
APPENDIX 3: FOCUS GROUP DISCUSSIONS FOR GRADE 9 ENGLISH LANGUAGE LEARNERS.....	113
APPENDIX 4: CLASSROOM OBSERVATION GUIDE	114
APPENDIX 5: DEPARTMENTAL INFORMED CONSENT LETTER TO PRINCIPAL.....	116

LIST OF ACRONYMS

CAP	Curriculum and Assessment Policy
CT	Constructivism Theory
ECOL	Examination Council of Lesotho
ESL	English as a Second Language
IC	Integrated Curriculum
JC	Junior Certificate
LCE	Lesotho College of Education
MOET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
NUL	National University of Lesotho
PET	Progressive Educational Theory

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter introduces the study. The first section explicates the background of the study. The second section features the statement of the problem. The third section presents the research questions of the study while the fourth section outlines the scope of the study. In the subsequent sections, the significance of the study, the methodology of the study, the ethical considerations, the trustworthiness of the findings and the key terms of the study are defined. The last section highlights the organization of the study succeeded by the summary.

1.1 STUDY BACKGROUND

A Curriculum is a fundamental concept in the field of education. Smith (2000) defines it as a body of knowledge-subject that is driven by education as a process by which such knowledge is delivered to learners. Also, Stabback (2016) stipulates that curriculum symbolizes the systematic selection of knowledge, skills, and values. Stabback further clarifies that the aforementioned selection shapes the way teaching, learning and assessment processes are organized. The definitions then suggest that curriculum is vital to teaching and learning in the field of education.

One of the main and necessary characteristics of the education system is curriculum reform. According to Ngussa and Makewa (2014), curriculum reform refers to a process of reforming, redesigning or restructuring documents, content, experiences, and activities which learners go through in day-to-day life and out of school premises. That is, curriculum reform is a process of making changes to the curriculum. Additionally, van der Nest (2012) as cited in Nkosi (2014) alludes that a change in curriculum necessitates a change of the function of the teacher. This means that teachers do not only have to focus on changing content knowledge but also on changing pedagogical approaches. Moreover, Fullan (2001) articulates that curriculum change involves several components that are hard to control. The components include changing teachers' belief systems, their behaviours, and teaching strategies. The implication drawn from the postulations is

that change in curriculum requires a change in teachers' pedagogical practices and teaching strategies. It seems reasonable, therefore, to assume that teachers should be considered when changes are effected to the curriculum. More importantly, even research should focus on, among others, the different facets of the circumstances in which subject teachers have to implement curriculum reforms.

Curriculum reforms have certain characteristics that guide the evaluation of their implementation. Those characteristics include key implementers for curriculum reforms (Mbatha, 2016; Maronga, 2014), factors that might affect curriculum reforms (Nkosi, 2014; Tshiredo, 2013; Fu and Sibert, 2017), together with opportunities and challenges of implementing curriculum reforms (Ibraimova, 2017; Lowe, 2017). Furthermore, curriculum reforms do not happen in isolation, but in subjects such as English Language (Cherobon, 2016; Mbithe, 2014). The evaluation of any type of curriculum reform needs the preceding characteristics to be taken into consideration. Failure to reflect upon the given characteristics might cause the implementation of any curriculum reform to end up yielding some unexpected outcomes.

One of the other characteristics of curriculum reform is that its implementation has to be piloted. Altinyelken (2010) presents the significance of the implementation stage in education reforms in Uganda at the pilot level. The author specifies that it is essential that curriculum reforms be exposed to implementation at the pilot stage since feedback attained during implementation causes reassessment of aspects of the policy decision and subsequent modifications by policymakers. That is, if studies about the implementation of any curriculum reform are executed, findings might help to influence the verdicts on whether or not to roll-out. Pilot implementation before the full-swing implementation of any curriculum is essential in the sense that findings from pilot studies reveal areas to be improved before nation-wide implementation. It is necessary for further research to be carried out concerning piloting the implementation of any curriculum reform before the complete implementation of such curriculum reform.

Curriculum reform assumes many names of which Integrated Curriculum (IC) is one of them. Wall and Leckie (2017) expound that James Beane, a prominent advocate for curriculum integration (1993, 1997, and 2005) understands curriculum integration to comprise meaningful learning organised around issues important to teachers and students. In this way, Beane designates

that curriculum integration supports democracy. In line with this, Zhou and Kim (2010) and Bond (2000) as cited in Ibraimova (2017) aver that Integrated Curriculum is the curriculum approach that cuts across subject-matter lined by meaningfully linking the content and skills that are covered in various disciplines. The given definitions show the prominence of an integrated curriculum in that it merges what is taught and the skills covered in many subjects. Like any other curriculum reform, the Integrated Curriculum has certain characteristics that direct evaluation of its implementation. The characteristics include learner centredness, collaboration, problem-solving, teacher as a facilitator and response to societal concerns and needs (Oluniyi and Olufemi, 2013; Lepone, 2016, Bacon, 2018). It seems sensible, given the previous descriptions and characteristics for the integrated curriculum to be explained fully to the teachers and for the teachers to be well equipped with skills and knowledge of the phenomenon before its implementation.

A successful execution of any curriculum implementation is dependent on the teacher who implements it (Mbatha, 2016). In congruence with this, Meil (1945) as cited in Ngussa and Makewa (2014) notes that a teacher is the most important person in curriculum implementation. Consonantly, Maronga (2014) affirms that curriculum policy implementation in any educational jurisdiction encompasses teachers as key players. For curriculum implementation to be effective, teachers need to be well prepared. This is because failure to prepare teachers on how to implement any curriculum reform may affect the actual teaching. It is within reason to presume that teachers are fundamental to the implementation of any curriculum reform and that they should be envisaged as crucial for reforms such as an Integrated Curriculum to be carried out successfully. Therefore, the role of teachers in curriculum reform implementation coupled with the opportunities and challenges they may encounter, cannot be assumed without being subjected to research.

The implementation of any curriculum reform has factors that might affect the implementation process. Nkosi (2014), for instance, outlines that teachers need initial teacher training before the implementation process and motivation before and during the enactment of the new curriculum. Nkosi further maintains that teachers need to be provided with appropriate skills and sound knowledge before the implementation process. Also, Tshiredo (2013) elucidates that since the implementation of change in curriculum is intensive, availability of adequate school buildings may be critical to its success. For curriculum implementation to be carried out successfully, Tshiredo further postulates that the development of teachers' knowledge, skills, attitudes, and the alignment

of teacher training methods should be taken into consideration. By implication, teachers as the chief implementers need to be resourced and organised before the actual implementation of any curriculum reform such as an Integrated Curriculum materializes. Evaluation of curriculum reform such as Integrated Curriculum reform implementation should probe into, factors that might influence the implementation process.

Implementing an Integrated Curriculum can be opportunistic in many ways. In contrast with traditional education, Costley (2015) as cited in Lowe (2017) upholds that Integrated Curriculum has the potential to be coherent, unified, and connected to create a whole out of the disciplines. Thus, knowledge and experience are viewed as whole entities rather than fragmented pieces. Concurrently, Ibraimova (2017) affirms that an Integrated Curriculum allows students to acquire an in-depth understanding of a learning phenomenon and apply it in practice. Another opportunity is that students are taught to think, use and understand new knowledge in terms of real-world contexts rather than the discipline it falls under (Lowe, 2017). Lowe further establishes that an Integrated Curriculum can build consistency and even reduce duplication between the disciplines.

The implementation of curriculum reform is dynamic (Stenhouse, 1975). Thus, even the opportunities it offers can reasonably be assumed to be so. Hence need for further research to inquire into the type of and additional opportunities which can be realized and exploited in implementation of the reform is implemented.

Different countries across the globe implement Integrated Curriculum in their education systems. This demonstrates that an Integrated Curriculum is not new to educational professionals. Fu and Sibert (2017) and Lowe (2017) explain that an integrated curriculum was originated by educational philosophers such as John Dewey around the 1920s. As maintained by these authors, countries such as the United States of America and Canada trace the history of the integrated curriculum as far back as the 1920s and 1930s. In Asian countries, particularly in Korea, research reveals that curriculum reforms seem to be a recurring curricula trend (Park, 2008). As Park puts it, research findings from the curriculum efforts which were made from the 1950s gradually led to an integrated curriculum. Park asserts that Integrated Curriculum began trending around the 1980s in Korea while some countries have engaged in it for many years. Hence further research must

investigate how other countries across the universe implement the Integrated Curriculum in the field of education.

Documented literature presents studies conducted on the implementation of the Integrated Curriculum in various countries across the globe. Lowe (2017), for example, conducted a qualitative study in Canada at the Southern Ontario University. The study focused on the amount of curriculum integration training received by teacher candidates and the comfort levels in implementing curriculum integration. The more revealing result of the study signposted that many teachers did not have a sufficient knowledge base of curriculum integration upon graduation and did not appear to be familiar with various methods of curriculum integration. The study exposed that teacher candidates felt uncomfortable integrating curriculum in their classrooms and that comprehensive training and teaching practices are needed. Furthermore, the study disclosed that it is of the essence for teachers to be prepared and resourced before they embark on any curriculum reform. It is in this regard that further research is required to inquire into the importance of teacher preparedness before the implementation of an Integrated Curriculum.

Asian countries are no exception to the implementation of Integrated Curriculum in their education systems. In Korea by way of illustration, Park (2008) executed a qualitative study focusing on the teachers' roles, their experiences, and understanding of curriculum integration for proper implementation. The main findings of the study uncovered that limited understandings of curriculum integration lead to implementation problems. Besides, the more revealing result of the study unveiled that the participant teachers clearly expressed uncertainty over the concept of curriculum integration. The study mirrored that the entire education process needs to be restructured to have teachers who can operate within an integrated model of the school curriculum. The study puts forth the worth of arming main implementers with skills and knowledge for curriculum reform implementation to be a success. Hence it is of paramount importance for research to be carried out to find out, factors that might lead to Integrated Curriculum implementation problems.

Moreover, Ibraimova (2017) carried out a qualitative case study in Kazakhstan, Central Asia. The study concentrated on the challenges that the teachers and the school administration faced and the opportunities that the implementation of an Integrated Curriculum provided the pilot secondary

schools in Kazakhstan. The study disclosed that some teachers do not clearly understand the purposes of curriculum integration; as a result, they struggle in implementing it. It is reasonable to assume from the findings that further research is of prerequisite to investigate into, the worth of proper planning, training, and positive support before the nation-wide implementation of any curriculum reform in various parts of the universe.

Integrated Curriculum has been a feature of African educational systems as well. In West Africa, Nigeria is one of the countries to espouse the integrated curriculum. Tom-Lawyer (2015) affected a mixed-method study on an evaluation of the implementation of the English Language Nigeria Certificate in Education Curriculum. The study focused on examining the adequacy of the skills and preparation of the Nigerian Certificate in Education (NCE) English Language teachers as the poor performance of Nigerian students in external English examination which has become a source of concern to educational stakeholders. The study presented the ineffective implementation of the curriculum as a factor for the failure of Nigerian students in external English Language examinations. Unsuccessful implementation of the curriculum as revealed by findings from Tom-Lawyer's (2015) study is found to be a challenge that hinders learners' performance in their external examinations in African countries such as Nigeria. It is equitable for further research to be conducted inquiring into, the teaching and learning strategies which can be employed by English Language teachers and learners in implementing the Integrated Curriculum.

Drawing from East African literature, Kenya echoes similar concerns on the exploration of the implementation of the integrated curriculum. To give an illustration, Cherobon (2016) carried out a qualitative study in Kenya at the Public Secondary schools in Nandi East Sub-County. The study engrossed on teacher factors influencing the implementation of the Integrated English Curriculum. The main findings revealed that although the majority of the teachers enjoyed teaching the Integrated English Curriculum, it was too tasking to teach and they found it challenging to use learner-centered strategies due to inadequate time. Lack of teacher training before embarking on curriculum reform implementation also seemed to be a cause for worry. It, therefore, consequently teachers need to gain a deeper understanding of any curriculum reform before its full-swing implementation so that they be able to pilot the implementation of such a reform. Still, in Kenya, another mixed methods study was conducted on a model of Integrated English Language Curriculum for secondary schools by Okwara, Shiundu, and Indoshi (2009). The main focus was

to evaluate the implementation of the integrated approach to the teaching of English in secondary schools. The topmost findings discovered that teachers were not well prepared to implement the integrated approach.

A considerable amount of literature on the implementation of curriculum reforms has been conducted in the SADC region. Nkosi (2014) bespeaks that in South Africa, the transition to democracy was quickly accompanied by the introduction of a series of curriculum reforms. The same view is held by Mopeli (2017) who spells out that when curriculum reforms are hastily introduced without any thorough research, such changes are likely to yield problems not only to teachers but also to learners. Equivalently, Dyer (1999) as cited in Altinyelken (2010) warns that when the implementation stage has not been well planned and structured, it may result in strong resistance to policy messages and unexpected outcomes. Illustratively, Mopeli (2017) conducted a qualitative study in Lejweleputswa district, South Africa. The focus was on the possibility for the senior phase Social Science teachers to teach in line with the new "curriculum" without any hindrances. The key findings disclosed that teachers face challenges and dilemmas that hamper their teaching. It is of paramount importance for the implementation of any curriculum reform to be subjected to a preliminary stage and for the implementers to be sufficiently equipped with skills and sound knowledge before the actual implementation. It makes research sense then, to infer from the foregoing that it is indispensable to pilot the implementation of curriculum reforms such as Integrated Curriculum before roll-out stage.

Lesotho is not an exception to curriculum innovations experienced by other African countries. Research studies executed on curriculum reforms in Lesotho date back to the late 19th Century. It is elucidated that changes in the educational system took place shortly after independence in October 1966 (Mosisili, 1981; Raselimo and Mahao, 2015). These authors state that several curriculum reforms have been attempted though with a little success. As outlined by Raselimo and Mahao (2015), the reforms include the 1974 Curriculum Diversification Reform. This reform introduced new practical subjects such as Agriculture, Technical subjects and Home Economics. The new subjects were intended to achieve the goals of promoting self-reliance through education with production.

Another reform, Core Curriculum, was introduced to increase the efficiency of education with the main focus on English, Mathematics, and Science as the core subjects. The Lesotho General Certificate Secondary Education (LGCSE) Reform which has been a long-standing issue from the early 1960s also took place. Selepe (2016) stipulates that LGCSE was only enacted in 2012 and that the Localization Reform mapped away for an integrated curriculum reform which was implemented in 2013 at the primary school level. Currently, the government of Lesotho is piloting the implementation of an Integrated Curriculum in selected pilot secondary schools across the country (MoET, 2016). Concerning the Integrated Curriculum reform presently introduced at pilot secondary schools, it is essential for research to inquire into, the opportunities and challenges in pilot implementation of an Integrated Curriculum.

Implementation of the Integrated Curriculum in Lesotho is beginning to be subjected to extensive research. Selepe (2016) effectuated a qualitative research study on the primary school teachers' understandings and challenges in implementing Integrated Curriculum in Lesotho. The key findings for this study uncovered that most primary school teachers lack clarity and useful insight regarding the integrated curriculum. The findings of the study further divulged that primary school teachers also faced challenges as they implemented the Integrated Curriculum. The implication from the findings from Selepe's study might be based on whether the implementation of the integrated curriculum was piloted or not. Selepe's study seems to have focused on the implementation of Integrated Curriculum in primary schools. The study is leaving a knowledge gap for further subject-specific research to be pursued on the necessity of piloting the implementation of the Integrated Curriculum in secondary schools.

Even if similar studies have been conducted elsewhere, conducting them in a different context provides something new because contexts and situations are not the same. However, from the studies reviewed which were conducted in other countries across the globe, there seems to be a gap in further knowledge about whether the implementation was subjected to pilot or roll-out stage. As an illustration, the majority of the studies conducted on the implementation of the Integrated Curriculum especially in the African countries as indicated in the previous paragraphs, seem to mostly have been conducted at the primary school level. The studies leave an information gap for advanced subject-specific research to be conducted at secondary schools. Where subject-specific studies were executed in the secondary school level as depicted in the background, it was in other

African countries other than Lesotho. Seemingly, although Selepe (2016) conducted a qualitative study in Lesotho as alluded to in the previous paragraphs, certain gaps were identified. It seems that Selepe's study chiefly focused on the implementation of the integrated curriculum in primary schools. The study leaves a knowledge gap of whether the implementation of an Integrated Curriculum was conducted at the pilot or nation-wide implementation stage. The issue of subject specificity, particularly in secondary schools, also needs to be addressed. To this end, it seems that much still needs to be known about piloting the implementation of an Integrated Curriculum. It makes a reasonable research sense for research to adopt a subject-based pilot implementation of the Integrated Curriculum such as the English Language before full-swing implementation. The next section features the statement of the problem.

1.2 STATEMENT OF THE PROBLEM

The statement of the problem is defined as the central generating point of research, meaning that it is an issue that needs to be addressed (Walliman, 2011; Creswell, 2014). The problem of the study was impelled by insights from both documented literature on the implementation of Integrated Curriculum and my personal experiences as a teacher of English as a Second Language (ESL) in one of the selected secondary schools in Lesotho to pilot implementation of the Integrated Curriculum.

On the documented knowledge point, the observation is that failure to pilot the implementation of curriculum reform before the roll-out stage is a problem (Okwara, Shiundu and Indoshi, 2009; Mbatha, 2016; Ibraimova, 2017). To illustrate, studies conducted especially in the African countries disclose that implementation of any curriculum reform has factors that might affect the implementation process. The factors include, availability of adequate school buildings, the development of teachers' knowledge, skills and attitudes before the implementation process together with the alignment of teacher training methods (Nkosi, 2014; Tshiredo, 2013). The study finds it necessary of the essence to ensure that teachers as the key implementers are well prepared, resourced and organised before the actual implementation of any curriculum reform takes place.

Failure to take into consideration factors that might affect the implementation of any curriculum reform is a cause for concern. On the one hand, Carl (2005) as cited in Mbatha (2016) points out that many curriculum initiatives have failed due to the curriculum developers underestimating the

importance of the implementation process. On the other hand, Mopeli (2017) discovered that when curriculum reforms are hastily introduced without any thorough research, such changes are likely to yield problems not only to teachers but also to learners. It is within reason to assume, that if teachers are not considered as important to the implementation of any curriculum reform, such reform might be a failure.

Seemingly, even in countries such as Lesotho, even though Selepe (2016) conducted a study as illustrated in the background (vide 1.1), certain gaps concerning piloting the implementation were identified. One of the identified gaps is whether the implementation of the Integrated Curriculum was conducted at the pilot or roll-out stage. In line with the stated gap, Altinyelken (2010) clarifies that it is important to subject curriculum reforms to the pilot stage for the reason that feedback acquired during implementation might cause the policymakers to re-assess and re-design the reform. This is a reflection that policymakers need to know the challenges and factors that might affect the implementation of the Integrated Curriculum before the full-swing implementation stage. Again, if studies are conducted at the pilot stage, it helps to identify which sections of the curriculum worked and which ones need strengthening before it is distributed widely. Findings obtained at the preliminary stage might also help to test the practicality and utility of the curriculum reform in a real-world setting and influence the decisions on whether or not to embark on wide-scale implementation (Altinyelken, 2010).

Selepe's study seems to have mainly focused on the implementation of the Integrated Curriculum in primary schools. The study leaves another knowledge gap about issues of subject specificity. Hence the existing study attempts to investigate individual subjects such as the English Language, which is a problematic subject in countries such as Lesotho where it is not the first language. Yet, according to MoET (2009), the English Language shall begin to be used as a medium of instruction from Grade 4 and be taught as a subject as well. Further research needs to be conducted that specifically addresses piloting the implementation of the integrated curriculum at other levels beyond the primary school level particularly in Lesotho where the Integrated Curriculum is currently being implemented in pilot secondary schools. Drawing from documented scholarship, it seems that pilot implementation of an Integrated Curriculum poses challenges that should be researched.

On the personal experience front, I was probed to conduct this study in 2017 when my school was chosen as a pilot secondary school to implement the Integrated Curriculum in Maseru, Lesotho. At the time when my school was chosen, the academic year had already begun and the learners were being taught and assessed using the old Junior Certificate syllabus. This, left most teachers challenged about how the learners in Grade 8 (former Form A) were to be taught. The teachers' confusion was caused because the then Grade 8 consisted of learners who did not undergo the Integrated Curriculum in their previous primary schools and the ones who underwent it. This meant that teachers had to adjust and adapt a variety of new instructional approaches to accommodate all the learners in the process of implementing the new curriculum reform as Bantwini (2010) indicates that teachers need to change their teaching methods and the ones they were not familiar with. Crisian (2014) as cited in Lowe (2017) argues that for teachers to integrate curriculum, they must be given significant preparation time. However, in the absence of thorough training of subject teachers before the pilot implementation of any curriculum reform, teachers are likely to be challenged on how to integrate the curriculum.

However, no elaborate professional training or development was given to all the teachers in my school since the year had already begun. Only one teacher from each department was taken for a one week workshop training. Yet, Mbigo (2006) as cited in Nkosi (2014) clarifies that for implementation to be successfully carried out, it is key for teachers to be provided with appropriate skills and sound knowledge before the implementation of the new curriculum. Congruently, Tshiredo (2013) also observes that teachers' challenges in implementing curriculum reform emanate from lack of training, inadequate resources, skills, and knowledge attained.

One teacher who last taught the English Language in the year 2010/2011 was trained for to teach the subject and train other staff. Most of the teachers seemed not to understand the new ways of teaching and assessing, as a result, they decided to resort to traditional methods. The question which remains unanswered is, what influenced the teachers' decision? Concerning teachers' lack of understanding, Tshiredo (2013) avows that most teachers due to lack of understanding towards curriculum change decide to teach and assess the new curriculum reform using traditional methods. Given this, there is a need for research to inquire into pilot implementation of an Integrated Curriculum in secondary schools selected to pilot the phenomenon.

Based on the previously conducted studies' gaps and certain unanswered questions coupled with my experience as an ESL teacher in one of the selected secondary schools in Lesotho piloting implementation of the Integrated Curriculum, it seems that although curriculum reforms were implemented, there is still a need for research to be executed on each one of the identified gaps and the unanswered questions. It makes a reasonable research sense for research to adopt a subject-based study in pilot implementation of the Integrated Curriculum before the full-swing implementation stage. The focus of the present study on opportunities and challenges in pilot implementation of the Integrated Curriculum with English Language as a case in selected pilot secondary schools. To this end, the research questions and objectives below form the purpose of the study.

1.3 RESEARCH QUESTIONS

A research question is a question which one's research study or project sets out to answer (Biggam, 2008; Simon, 2010). In other words, it is the general question that addresses the researcher's topic. In this study, apart from the main question, the researcher uses the subsidiary questions which are broken into theoretical questions and empirical questions.

1.3.1 Main Question

The main question is the central question of the study. As Creswell (2014) puts it, Central question in qualitative research is a broad question posed by the researcher that asks for an exploration of the central phenomenon or concept in a study. The main research question for this study is,

What opportunities and challenges can be derived from the experiences which English Language teachers and learners encounter in pilot implementation of the Integrated Curriculum in pilot secondary schools?

1.3.2 Subsidiary questions

The following subsidiary questions have been used to answer the main research question of the study. They are classified into theoretical and empirical questions (Matsoso, 2012; Marshal and Rossman, 2006).

1.3.2.1 Theoretical questions

For this study, theoretical questions are those questions that are grounded in literature and act as a basis for empirical questions for the study. These questions are therefore not theoretical in the technical sense of a theory (Marshall and Rossman, 2006; Matsoso, 2012). They are questions that guide the literature review organization.

1. What are perceived to be teaching and learning needs for a successful pilot implementation of an Integrated Curriculum?
2. What teaching and learning strategies can teachers and learners employ for the pilot implementation of an Integrated Curriculum?
3. What are the challenges for teaching and learning in the context of the pilot implementation of an Integrated Curriculum?
4. What are the opportunities for teaching and learning in the context of the pilot implementation of an Integrated Curriculum?

1.3.2.2 Empirical Questions for the study

Empirical questions for the study are dependent on the data to be collected (Matsoso, 2012). That is, the empirical questions are questions that guide research data collection in the field as evidence. This classification is adopted for the purpose of the study in question.

5. What are perceived to be the teaching and learning needs for successful pilot implementation of the Integrated Curriculum through English Language as a subject in selected pilot secondary schools in Lesotho?
6. What teaching and learning strategies do English Language teachers and learners employ for pilot implementation of the Integrated Curriculum in the selected pilot secondary schools in Lesotho?
7. What are the teaching and learning challenges encountered in pilot implementation of the Integrated Curriculum through English Language as a subject in the selected pilot secondary schools in Lesotho?

8. What are the opportunities for teaching and learning English Language in the context of pilot implementation of Integrated Curriculum in the selected pilot secondary schools in Lesotho?

In the next section, the significance of the study is presented.

1.4 SIGNIFICANCE OF THE STUDY

The significance of the study conveys the essence of the problem for different audiences that may benefit from reading and using the study (Creswell, 2014). The government of Lesotho is at the stage of pilot implementation of the Integrated Curriculum in a few selected secondary schools. It is envisaged that the findings and recommendations from this study might be beneficial to several stakeholders. The stakeholders include the Ministry of Education and Training (MoET) through National Curriculum Development Centre (NCDC) together with the Examination Council of Lesotho (ECOL), teachers and learners of English Language, English Language teachers associations, principals, teacher trainers, student teachers, the researcher, and other future researchers.

It is hoped that the findings will benefit English Language officers at NCDC by informing what syllabus should entail, what materials to be prescribed and the training needs required before full-swing implementation. Also, it is assumed that the findings will shed light on how to guide the implementation of the Integrated Curriculum in pilot secondary schools. Again, it is anticipated that the findings will profit ECOL by informing what to cover in the assessment packages and training workshops about how to assess learners in the new curriculum.

The findings from this study will again be of value to English Language teachers from both piloting and non-piloting schools. It is hoped that the researcher will hold mini-workshops with colleagues and present the findings of the study which will hopefully help in implementing the Integrated Curriculum since their school is among the selected pilot secondary schools in Lesotho. Besides, Behrman and Stacy (1997) in Tlali (2018) profess that research helps teachers learn which pedagogies to use in their teaching. The implication drawn from the statement is that English Language teachers will be exposed to different instructional methods and skills necessary to use in teaching English Language as a subject while implementing an Integrated Curriculum in

Lesotho secondary schools. The different teaching strategies which will be acquired by English Language teachers will also be of necessity in helping teachers to plan their lessons towards addressing opportunities and challenges which can be encountered in the teaching and learning of English Language as a subject. Students' learning needs in the teaching and learning of English Language as a subject in Integrated Curriculum will also be addressed.

Furthermore, the study is hoped to help subject teachers in exploring the opportunities and challenges they may encounter in pilot implementation of an Integrated Curriculum in the selected pilot secondary schools in Lesotho and thereby empowering them with the skills needed in the teaching of, not only English Language but other subjects as well. Teachers for other subjects stand a chance to benefit from the study since the complete study will be made available to the relevant ministry. It is therefore anticipated that the findings will inform the teaching and learning in their different subjects.

Likewise, English Language teachers associations will benefit through the presentations which the researcher will carry out at the workshops to share the findings from this research. The expectation is that the recommendations about how to implement an Integrated Curriculum in the teaching and learning of English Language as a subject and the strategies suggested will be helpful to other English Language teachers. Moreover, Gillies, Ashman, and Terwel (2007) in Tlali (2018) aver that research in education helps teachers find solutions to particular problems arising in their classrooms. It is hoped that the findings will help the English Language teachers to improve their teaching of English Language as a subject in Integrated Curriculum currently being introduced in Lesotho secondary schools.

The Secondary and High school principals will benefit from the findings of this study as well. They will be made aware of the opportunities and challenges encountered by teachers and learners in the teaching and learning of English Language as a subject in an Integrated Curriculum. It is hoped that the principals will help in supporting English Language teachers and learners while implementing an Integrated Curriculum in the teaching and learning of English as a subject in Lesotho selected pilot secondary schools. It is also anticipated that the findings from this study will be shared with the teacher trainers from the teacher training institutions in Lesotho to provide them with possible pedagogies which the student teachers can employ during the teaching practice

in the secondary schools currently implementing the integrated curriculum in the teaching of English Language. Furthermore, it is expected that student teachers will be informed of probable instructional methods to use for better teaching and learning of English Language as a subject in an Integrated Curriculum which is presently introduced in Lesotho.

It is hoped that the study will help to improve not only the researcher's personal but also professional practice as an English Language facilitator in improving and refining the teaching methods which were used before conducting the present study. This is because undertaking research improves one's performance (Mckeman, 1996 in Mphunyane, 2014). Finally, I anticipate that the research findings will substantially add to the growing body of information in the field of educational research and provide a basis for future researchers willing to embark on research concerning the implementation of Integrated Curriculum at a national level. The following section entails the delimitations of the study.

1.5 DELIMITATIONS OF THE STUDY

Simon (2011) defines delimitations of the study as those characteristics that limit the scope and define the boundaries of the study. In this section, the geographical area together with the participants being Grade 9 English Language teachers and learners, principals are highlighted. Geographically, the current study was delimited to three secondary schools within the Roma region in the Maseru district. They were some of the schools chosen by the Government of Lesotho as pilot secondary schools. The three schools chosen together with the specified participants are within reach from the researcher's workplace and were, therefore, cost-effective during data collection.

This study focused on Grade 9 English Language teachers and learners in the three secondary schools. The study focused only on Grade 9 English Language teachers in the schools chosen on the basis of the central role they play as implementers of Integrated Curriculum at classroom level, their knowledge and their teaching experience since their schools embarked on piloting of the implementation of the Integrated Curriculum from the year 2017 (Molapo, 2017). Grade 9 learners will subsequently be chosen because they are not yet in an external Grade and the assumption is that they still have a lot of content to cover. The secondary school principals as school administrators are also affected directly by the phenomenon since the secondary schools where

they are given the responsibility to oversee have been selected to pilot implementation of the Integrated Curriculum by the Government of Lesotho.

The implication put forth is that the results of this study may be generalized neither to the wider population of all pilot secondary schools nor to all English Language teachers and Grade 9 learners in the Maseru district. Therefore it makes sense that the findings of this study will be confined only to the preceding participants. The focus of this study is on exploring opportunities and challenges encountered by English Language teachers and learners in pilot implementation of the Integrated Curriculum through English Language as a subject in three selected pilot secondary schools in the Maseru district, Lesotho. In the next section, the methodology of the study is highlighted.

1.6 METHODOLOGY

Tracy (2013) and Creswell (2014) define methodology as the devices and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. In the methodology section, the relevant research paradigm, research design, participants, sample and sampling techniques, data collection methods and data collection procedures and data analysis are explained.

This study is underpinned by the constructivism paradigm (Creswell, 2014; Walliman, 2011; Kivunja and Kivunja, 2017). The study espouses the qualitative research design for, it seeks to deeply understand the phenomenon in its natural setting. Participants for this study were English Language teachers, English Language learners for Grade 9 and principals from the selected pilot secondary schools. Purposive convenience sampling method was used in this study. Data for this study was collected using classroom observations, conversational interviews and focus group discussions. Data was also analyzed based on the six steps in analyzing and interpreting data as outlined by Creswell (2012). Ethical considerations and trustworthiness of the study findings were also addressed. The methodology section is further elaborated in Chapter three. The following section provides the organisation of the study.

1.7 ORGANIZATION OF THE STUDY

This project report is presented in five chapters. **Chapter One** is the general introduction of the study. It discusses the background to the study, statement of the problem, research questions, delimitations, significance, methodology and organization of the study followed by the summary of the chapter.

Chapter Two is dedicated to the review of literature in connection to the problem stated in Chapter one together with the theoretical research questions. It also provides a theoretical framework and the review of documented scholarship on key terms of the study title such as the Integrated Curriculum. It ends with a summary of the chapter.

Chapter Three presents the methodology comprising the research paradigm, the design, the participants and how they were selected. Data collection techniques and procedures for their operationalization are spelled out followed by data analysis, ethical considerations, and trustworthiness of the findings in this Chapter. The summary section forms the last part of this chapter.

Chapter Four features presentation, interpretation, and discussion of the findings by research questions, the guiding principles of the chosen underpinning theory and claims made by scholars in the reviewed literature.

Chapter Five recaps the main findings and spotlights conclusions from them. The chapter ends with recommendations on the pilot implementation of Integrated Curriculum. The next section sums up the first Chapter of the study.

1.8 SUMMARY

In this chapter, the researcher has presented an introduction to the study, background followed by the statement of the problem, research questions, significance, delimitations and methodology followed by organization of the study. The next Chapter will discuss the literature review and the theory underpinning the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter is a review of related literature. It is described as a part of an inquiry where the researcher identifies theories and previous research that has influenced the researcher's choice of the topic (Creswell, 2003; Ridley, 2008). The literature review in this chapter features three sections. The first section is the operationalisation of key terms. In the second section, the theoretical framework is presented and discussed in terms of how it underpins the inquiry. The researcher will also be engaging with literature on aspects crystallizing as literature-based research questions referred to as theoretical questions (vide, 1.3.2.1) for this exploration. The aspects are the teaching and learning needs for successful pilot implementation of an integrated curriculum in teaching and learning English Language as well as strategies that can be used, challenges encountered and opportunities embraced in the pilot implementation of Integrated Curriculum in the teaching and learning of English Language as sub-sections. Each one of the sections closes with the researcher's insightful summative perspective on how the reviewed scholarship probes the inquiry. The chapter ends with the summary section. The following section presents the operationalisation of key terms.

2.1 OPERATIONALISATION OF KEY TERMS

This is a section whereby terms which the readers may not understand their precise meanings are defined (Creswell, 2014). Also, Denscombe (2010) emphasises that key terms are identifiers. That is, key terms are words that capture the essence of what the investigation is all about. In this study, the keywords to be defined include opportunities, challenges, curriculum implementation, and Integrated Curriculum.

2.1.1 Opportunities

In the current study, opportunities will refer to the benefits embraced by English Language teachers and learners in the pilot implementation of English Language through teaching and learning in the context of Integrated Curriculum.

2.1.2 Challenges

The challenges in this study are difficulties that English Language teachers and learners face in the pilot implementation of an Integrated Curriculum in teaching and learning English Language as a subject.

2.1.3 Curriculum Implementation

As put by the University of Zimbabwe (1995) as cited in Badugela (2012), curriculum implementation refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lesson plan to be delivered to the learners.

2.1.4 Integrated Curriculum (IC)

Integrated curriculum is defined as the holistic view and treatment of issues related to intelligence, maturity, personal and social development of the learner for survival purposes and economic development of the nation (MoET, 2009). The next section features the theoretical framework underpinning the present study.

2.2 THEORETICAL FRAMEWORK

A theoretical framework is the direction and basis of the research. As highlighted by Adom, Hussein, and Agyem (2018), the theoretical framework guides the paths of research and serves as the foundation upon which research is constructed. Grant and Osanloo (2014) further clarify that the theoretical framework provides a grounding base for literature review. For this study, two theories have been chosen. They are a progressive educational theory (PET) established by John Dewey (1902) and constructivism theory (CT) which has its historical roots in the work of Dewey (1929), Bruner (1961), Vygotsky (1962) and Piaget (1980). In this study, the researcher has adopted a dual theoretical framework approach to underpin it since it is documented that when

theories are dissimilar, the findings are more likely to be reliable (Lucas, 2013, Ghorbani and Thakha-Lail, 2015 in Matsoso, 2018).

Furthermore, the dual theoretical framework was adopted in this study since this investigation focused on integrated curriculum which justified the choice of multi-theory approach (Park, 2008). The two theories were chosen due to their overlapping principles which include learner-centredness, collaborative and self-guided work, and teacher as a facilitator to situate the existing study in the integrated curriculum (IC) which is currently being introduced in the selected pilot secondary schools in Lesotho. Again, the choice of this dual theoretical framework was since some guiding principles of the phenomenon were more satisfactorily addressed in one theory than in the other theory. For instance, while PET emphasises holistic education and curricula integration (Kretchmar, 2008), CT stresses constructivist teaching and teaching methods coupled with constructivist learning (Bhattacharjee, 2015). The dual theoretical framework was found to be helpful because the main purpose of this study was to provide the research informed data on opportunities and challenges in the pilot implementation of Integrated English which is currently being introduced in the selected pilot secondary schools in Lesotho before full swing implementation.

The illustrated guiding principles for the theoretical framework are used as the grounding base for literature review on research questions. However, CT seemed to be dominating because unlike PET, CT further emphasises the issues of teaching and learning which are sought for in the study through the theories of teaching and learning encompassed in CT. The subsequent sub-section articulates the explanation of the progressive educational theory and its guiding principles.

2.2.1 Progressive Educational Theory (PET)

The present study espouses Progressive Educational Theory (PET) as one of the principal theories underpinning it since the study is grounded in curriculum reform. Kretchmar (2008) emphasizes that PET is a student-centered educational philosophy that promotes curricula determined by students, teacher as a facilitator, collaboration, problem-solving, experiential learning, holistic education, curricula integration, and social reform. In other words, in PET, hands-on learning approaches to teaching and learning especially when utilizing Integrated Curriculum are advocated. For this study, the researcher focused mainly on certain principles of the theory under

discussion which seemed to align well with the characteristics of the phenomenon outlined in the background section (vide, 1.1). The principles include that the theory is student-centered, social reform is encouraged, teacher as a facilitator, collaborative work, problem-solving, and curricula integration. The following discussion elaborates on the stated principles.

2.2.1.1 PET is learner-centered

PET is a learner-centered approach to teaching and learning. Frazee and Rudnitski (1995) in Lowe (2017) convey that progressive education movement encourages interest-driven and natural student learning without the separation of topics or disciplines. In PET, learners are taught using the holistic approach of teaching which can inspire them to explore and express their feelings freely (MoET, 2009; Garte, 2017). Based on the assertions, it could be assumed that the teaching methods used in PET allow learners to be active participants during their learning time. In the case of this study, the learner-centered approach is reflected in Integrated Curriculum espoused by MoET in its document of CAP 2009 which upholds that Integrated Curriculum merges academic and non-academic skills as opposed to the compartmentalized subject-based form of instruction. Educators implementing integrated curriculum in selected pilot secondary schools are consequently expected to employ learner-centered approaches in nurturing and guiding learners in English Language lessons. In this study, data was probed for learner-centered approaches facilitators utilized while teaching integrated English.

2.2.1.2 Social Reform

In PET, social reform skills are promoted. Dewey (1938) in Williams (2017) states that progressive education should include socially engaging learning experiences that are developmentally appropriate for young children. This is because Dewey believed that learning should rely on exploration that is guided by the scientific methods so that the child's experiences are educational, reflect a sense of community and responsibility for others rather than haphazard (Drăghicescu *et al.*, 2013 in Lowe, 2017; Kohn, 2015). The assertions given suggest that as learners actively participate in different learning activities, they are likely to add more knowledge to their experiences. In line with the stated postulations, MoET (2009) states that the formulation of CAP 2009 is oriented towards approaches placing primacy on the survival of a learner, not only in his/her daily school routine but also as a member of broad community life. Concerning the stated

assertions, it made reasonable research sense for the researcher to inquire data for whether teachers provide learners with activities that represent real-life situations or not as they guide and nurture them in classroom contexts.

2.2.1.3 Facilitators

Teachers play the role of being facilitators in PET. Kohn (2015) holds that progressive teachers offer learners opportunities not only to learn about but also to put into action improving the lives of others. The suggestion could be that, in PET' educators should interact with students and stimulate them to contemplate and question the world around them. Aubrey and Riley (2016) point out that Dewey argued for a move away from the rigid approach of passive learning where learners were viewed as spectators, towards a more participatory and democratic model where learners are perceived as actors. In other words, teachers are expected to play the role of being nurturing guides, using a variety of teaching strategies to help learners to be critical thinkers and providing learners with various tasks that will assist them to discover and learn more about the world around them. It was imperative for this study to also inquire into teaching and learning strategies which teachers employ to facilitate for requisite pilot implementation of the Integrated Curriculum as a curriculum reform. Responsiveness of learners to teachers' facilitative strategies was interrogated for relatedness to teachers' facilitative strategies and appropriateness to understandings about pilot implementation.

2.2.1.4 Collaborative work

In PET, learners are encouraged to work together. Unlike in traditional education, PET places more emphasis on collaborative and experiential learning (Kretchmar, 2008; Kohn, 2015; Lowe, 2017). Progressive educators' lessons then, should encourage collaboration among learners especially by using diverse learner-centered strategies. In the case of this study, MoET (2009) vouches that pedagogy in Integrated Curriculum should shift more towards participatory, activity-centered and interactive methodology. One of the main focuses of the study was to find out whether while implementing Integrated English, teachers employed methods which encouraged learners to be active participants to achieve cooperation among themselves or not.

2.2.1.5 Problem-solving Skills

Contrary to disciplined-based classrooms, PET endorses problems-solving skills. Harcourt (2005) in conjunction with Williams (2017) allude that in a broad spectrum, progressive educators favour informal classroom arrangements and relaxed relations between pupils and teachers for children to learn and problem-solve together as a community. In this type of classroom, learners are encouraged to learn by doing. Hence progressive teachers prefer hands-on approaches to learning rather than teaching only from textbooks. For the present study, one of the aims for secondary education about integrated curriculum is for learners to be provided with the opportunities to participate in activities promoting democratic principles, human rights and emerging issues in societies (MoET, 2009). To this end, it seemed reasonable for this study to subject data to scrutiny for how facilitators in their classrooms guided the learners in problem-solving activities while implementing integrated English.

2.2.1.6 Curricula Integration

Curricula integration is promoted in PET. From Dewey's viewpoint, in promoting curricula integration, teachers are to help learners to develop skills that are transferable to other subjects such as Geography and Science. Again, teachers should not only help learners to also develop processes to solve problems at times of possible uncertainty but also to thrive and contribute to a democratic society (Carr, 2003 in Aubrey and Riley, 2016). Grounded on this notion, PET seems to align well with MoET, 2009 in that facilitators are to encourage and guide learners to be actively involved in their learning processes by developing skills that can be transferred to other subjects. Regarding curricula integration as a guiding principle for PET, data in this study was questioned for opportunities and challenges encountered by teachers in directing learners to develop skills that could be transferable to other subjects in the pilot implementation of Integrated English.

2.2.2 Summative Perspectives on the guiding principles for PET

The preceding discussion focused on what emerged to be the guiding principles for PET which seemed to align with the principles of the Integrated Curriculum adopted by CAP 2009. It made sense for data to be interrogated for certainty if teachers as chief implementers were prepared, resourced and organised before the pilot implementation of the Integrated English. Since the study was aimed at the opportunities and challenges encountered by teachers and learners while piloting

Integrated Curriculum, it was reasonable for research to look into what emerged to be the opportunities and challenges before wide-scale implementation. The next section features Constructivism Theory as the second theory employed in this study.

2.2.3 Constructivism Theory (CT)

The present study is again benchmarked on the Constructivism Theory (CT) as one of the principal theories underpinning it. CT refers to the way that learners can make sense of the knowledge and how knowledge can be taught effectively with teachers taking into consideration what learners know and allowing them to explore (Amineh and Asl, 2015). The preceding definition suggests that CT learners are considered knowledgeable and understand what is happening around them through their experiences. As put by Olusegun (2015), constructivism encompasses both teaching and learning theories. In this study, the researcher's key focus will be on features of the Constructivism Theory which seem to align well with certain characteristics of the Integrated Curriculum as drawn in the background section (vide 1.1). The principles include that CT is learner-centered, encourages collaborative work, teacher as a facilitator and that learning builds on prior knowledge. The subsequent discussion spells out the preceding features.

2.2.3.1 Learner-centredness

The Constructivism Theory is learner-centered. Bhattacharjee (2015) outlines that in this theory, an exploration is a favoured approach to encourage students to seek knowledge independently. In CT, the students are encouraged to discover principles by themselves and construct knowledge by working, and answering open-ended questions while the teacher provides direction. In the case of the current study, Integrated Curriculum also stresses the active involvement of learners in making most of the decisions about what they study (Brown, 2016 in Wall and Leckie, 2017). The learner-centered feature is also reflected in CAP 2009 where it is specified that learning in Integrated Curriculum should take into account the everyday experiences of the learner. Based on the understanding that CT is learner-centered, in this study, data was probed for whether or not learners are allowed to be actively involved in constructing knowledge for themselves and the challenges which they encounter as they learn English Language as a subject in class.

2.2.3.2 Prior Knowledge

In CT, all knowledge is constructed from a base of prior knowledge (Bhattacharjee, 2015). Taber (2011) puts forth that in CT, teaching involves activating relevant ideas already available to learners to help them to construct new knowledge. Additionally, MoET (2009) harmonizes with the given postulations by stating that Integrated Curriculum values the students' prior knowledge and uses it as a preliminary point to be built upon. This means that the learners' new knowledge is influenced by their former knowledge and the direction which helps them to demonstrate their knowledge since they are not blank slates. In exploring how the integrated curriculum was implemented in selected pilot secondary schools in Lesotho, data was investigated for teachers, consideration of learners' prior knowledge and how they use it as an introductory point to be built upon.

2.2.3.3 Teachers as Guides

In CT, teachers serve in the roles of guides and facilitators (Bhattacharjee, 2015). Bhattacharjee further attests that constructivist teachers use guided discovery methods where they attempt to lead students through questions and activities to discover, discuss, appreciate and verbalize the new knowledge. This technique of constructivist teaching fosters critical thinking and creates a motivated and independent learner. In the case of the existing study, MoET (2009) calls for a radical approach to teaching where it is emphasized that pedagogy must shift towards the teaching methods which are learner-centered in nature. In this study, data was interrogated for how teachers facilitate learning in the classroom situations in implementing Integrated Curriculum when teaching English Language. The teaching techniques which the facilitators used were looked into for whether or not they were the methods that guided learners through interrogations and activities to realize, gain and articulate the new knowledge.

2.2.3.4 Collaborative Work

CT favours collaborative group work and self-guided learning based on personal experiences to expose the learner to alternative viewpoints (Bhattacharjee, 2015). In this type of classroom, communication skills, exchange of ideas, as well as collaboration, are emphasized. For this study, it is affirmed in (MoET, 2009) that pedagogy should change towards learner-centered approaches as opposed to teacher-centred approaches. This means that learners should be given class activities

that encourage them to work together or individually where it is required. The study sought to find out the techniques which teachers use to provide learners with tasks that engage them in classroom discussions for learners to express their knowledge and learn from others. The adoption of the principles for CT were useful in this study because the purpose of undertaking the current research was to probe data for the opportunities and challenges which teachers and learners encounter in the pilot implementation of IC in Lesotho selected pilot secondary schools in teaching and learning English Language as a subject prior to full-swing implementation. A summative perspective on the guiding principles for CT is provided in the next section.

2.2.4 Summative perspective on the guiding principles for Constructivist Theory (CT)

With CT's guiding principles which have been discussed in the preceding paragraph, it can be assumed that constructivist teachers need to employ the given principles in their actual teaching. The emerged principles need to be applied since they are the features of the envisaged Integrated Curriculum currently introduced in the selected pilot secondary schools (MoET, 2009). The data collected was, as a result, collected with the main focus on the opportunities and challenges in the pilot implementation of IC in the teaching and learning of English Language. The succeeding section features a review of documented scholarship on the research questions.

2.3 RESEARCH QUESTIONS-RELATED LITERATURE

A research question binds all aspects of the research together (Maree, 2016 in Tlali, 2018). This section discusses the literature-based questions referred to as theoretical questions (vide 1.3.2.1). It looks at the teaching and learning needs for successful pilot implementation of Integrated English. It also seeks to find out the strategies that can be used for teaching and learning Integrated English in the context of pilot implementation. The challenges for teaching and learning in the context of the pilot implementation of Integrated English are also explored. The opportunities for teaching and learning in the context of the pilot implementation of Integrated English are also sought for. The following section features the perceived teaching and learning needs for successful pilot implementation of Integrated English in selected pilot secondary schools in Lesotho.

2.3.1 Teaching and learning needs for successful pilot Implementation of Integrated Curriculum

This section discusses the perceived teaching and learning needs for successful pilot implementation of integrated English.

2.3.1.1 Adequate facilities needs

Adequate facilities are other needs for both teachers and learners in implementing any curriculum reforms. To achieve an efficient curriculum implementation, resources need to be made accessible. This is because, without proper infrastructure, schools can neither hope nor manage to successfully implement any curriculum reform (Mbatha, 2016). In support of this statement, Van der Nest (2012) in Nkosi (2014) argues that adequate facilities such as classrooms, halls, libraries, laboratories, and playing fields are key factors in implementing the curriculum. Hence it can be assumed that implementation of any reform requires facilities that are developed for it. This study sought to find out whether or not a lack of adequate facilities may impact on the pilot implementation of Integrated Curriculum in selected pilot secondary schools in Lesotho.

2.3.1.2 Teaching and learning resources needs

Resources are some of English Language teachers' and learners' needs while pilot implementing integrated English. Minae (2004) in Machira (2011) argues that teachers of English have a large number of instructional materials that can be used; however, it is the choice of the teacher of English to make those materials an integral part of their instructional practices. Although Minae indicates that many resources could be used, the question is whether or not English Language teachers in schools are provided with such resources. As shown by Dale (1996) in Machira (2011), instructional and learning resources which are the needs for English teachers and learners include projected and non-projected resources, audiotapes, field trips, radio, and telephone. The statements imply that there is a variety of the teaching and learning resources which English Language teachers and learners can select from. In the case of the existing study, one of the main issues was to find out whether or not teachers and learners have been provided with instructional resources to be used in the pilot implementation of integrated curriculum in the teaching and learning of integrated English. The succeeding section provides teaching and learning strategies that can be used for pilot implementation of IC and Integrated English.

2.3.2 Teaching and learning strategies which English Language teachers and learners can use for pilot implementation of integrated curriculum

2.3.2.1 Variety of teaching techniques

Change of a curriculum also means a change in the teaching and learning strategies (Thaanyane, 2010). Integrated English Curriculum espouses an integrated approach to the teaching of language, meaning that no language skill should be taught in isolation (Cherobon, 2016; Mbithe, 2014). Mbithe further clarifies that a teacher must determine the best ways of using language films, games, videotapes, role-play, writing compositions and drama to enhance the acquisition of grammatical proficiency. Since learners have different learning styles, a variety of teaching techniques that encourages students' participation would be appropriate. Hence one of the main issues in this study was to investigate whether or not teachers, as they implement IC in their classrooms, use a variety of teaching methods that enhance students' participation. The next section features challenges encountered by teachers and learners in the pilot implementation of IC and Integrated English.

2.3.3 Challenges encountered in teaching and learning integrated English Language

This section expounds on literature-based questions on the challenges encountered in teaching and learning English Language. The following are factors that might affect the implementation of integrated Curriculum in the teaching and learning of English Language as a subject.

2.3.3.1 Lack of teacher training before the curriculum implementation process

To implement Integrated Curriculum, teachers need to be well prepared. Ibraimova (2017) posits that teachers as the main change agents are the ones who adapt and put into practice the ideas and inspirations of curriculum designers. Consequently, Ibraimova argues that teachers should be trained sufficiently if a country government wants to implement a new curriculum successfully. As Mbatha (2016) puts it, the successful execution of any curriculum is dependent on the teachers who implement it. In other words, any curriculum is in control of teachers who will interpret it in classrooms. Research puts forth a lack of training of teachers as chief implementers before the implementation of any reform as one of the factors which contribute to challenges for teaching and learning in pilot implementation of Integrated Curriculum. One of the main focuses of the study

was to look into the challenges of lack of teacher training encountered by teachers before implementing Integrated Curriculum.

2.3.3.2 Inadequate time

Teaching Integrated English requires adequate time allocation. The findings from Cherobon's (2016) study disclosed that even though the majority of the teachers enjoyed teaching Integrated English Curriculum, it was too tasking to teach and they found it challenging to use learner-centered strategies due to inadequate time. In support of the stated postulation, Onjoro (1990) in Mbithe (2014) adds that it is difficult to squeeze so much into so little time given, hence poor coverage of syllabus. In this study, one of the main concerns was to investigate data for whether or not English Language teachers encounter challenges as they implement Integrated Curriculum in the natural contexts and how they tackle such challenges.

2.3.3.3 Poor performance in English

Research reveals that in African countries such as Kenya, school leavers continue to perform poorly in English despite the introduction of Integrated English curriculum because of poor strategies when using the curriculum (Mbithe, 2014). The given postulation means that teachers of English have to take into consideration the use of appropriate teaching methods in the teaching and learning while implementing Integrated Curriculum. One of the issues of concern of the current study was to probe data to establish how the teaching and learning of English Language in classroom contexts contribute to the challenges of implementing Integrated Curriculum in selected pilot secondary schools.

2.3.3.4 Learner-centred approaches

Magoma (1999) in Mbithe (2014) states that the introduction of Integrated English Curriculum seemed to be a burden to English Language teachers. This was due to the use of learner-centred techniques (The Ministry of Education, 1992 in Mbithe, 2014). The techniques include group work, dramatization, simulation and games, discussions, and fieldwork. According to English teachers, the stated techniques are said to be time-consuming, as a result, they seem to pose challenges in the teaching and learning of English Language in day-to-day teaching and learning of English Language at a classroom level. Hence it is pertinent for further research to look into

challenges encountered by both teachers and learners in the actual teaching and learning of English Language as a subject in their natural settings in the selected pilot secondary schools in Lesotho.

2.3.3.5 Distinct subjects

Contrary to the stated postulation that integration of English Language and literature in the teaching of English is accepted, Machira (2011), however, argues that not everyone favours the integration of language and literature. Carter (1986) in Machira (2011) defends the argument by stipulating that literature and language are distinct disciplines which each has intrinsic values for the teachers and learners. Drawing from the statements, the implication is that both language and literature are independent subjects that should be treated as such. Based on this argument, it makes research sense for further research to inquire data for among the challenges encountered by teachers and learners in the classroom settings as they pilot implementation of IC in the teaching and learning of English Language as a subject in the selected pilot secondary schools in Lesotho. The subsequent section features opportunities embraced in the teaching and learning in the context of the pilot implementation of IC and Integrated English.

2.3.4 Opportunities for teaching and learning English Language using integrated curriculum

This section focuses on the opportunities for teaching and learning English Language using Integrated Curriculum.

2.3.4.1 Learner-centredness

Integrated Curriculum is learner-centred and this feature aligns it well with the same characteristic reflected by the dual theoretical framework as both PET and CT are learner-centred. Teachers who are drawn to Integrated Curriculum are usually favourable to a constructivist philosophy and learner-centred experiential approach (Kuhlthau, Maniotes and Casparia, 2015 in Drake and Reid, 2018). IC facilitates creativity and curiosity because students are encouraged to pursue their interests. Thus, the new knowledge which learners acquire builds on the previous experience which they have. The present study's interest was to investigate whether teachers allow learners to engage in hands-on activities rather than reducing learners to passive recipients in the teaching and learning of English Language as a subject in their natural settings.

2.3.4.2 Creative thinkers

Unlike in traditional education where students would simply memorize a collection of facts to pass a test, IC encourages learners to be creative thinkers who can innovate in a world that offers open access to knowledge (Drake and Reid, 2018). The authors further explicate that learners experiencing IC do well or better than students in traditional classrooms in academic success. Lowe (2017) adds that students are taught to think, use and understand new knowledge in terms of real-world contexts. In IC, learners perform better because they are allowed to explore and learn by doing. Since IC seeks to increase the interest of learners in their school work, teachers as facilitators need to continuously create contexts whereby learners will be mostly the actors and not the spectators. Hence this study sought to find out how teachers encourage learners to be creative thinkers at the selected pilot secondary schools.

2.3.4.3 Collaboration and problem solving

IC can involve collaboration and problem solving. Oluniyi and Olufemi (2013) elucidate that IC helps students to acquire skills such as teamwork and problem-solving. The skills can be achieved by the help of a facilitator who can prepare for a lesson whereby several concepts are integrated. This can be achieved by drawing content from real-life issues and problems occurring in communities by using Socratic questioning method to guide and direct learners to discover knowledge and be able to problem-solve individually or in groups. This could suggest that when they work as a group, learners can interact and help each other towards achieving the objectives set. Consequently, as they work together in a democratic classroom, they are not only more likely to enjoy what they are doing but to do it better (Kohn, 2015). This study sought to explore the extent to which subject-specific facilitators were able to prepare a lesson drawing content from real-life issues as they implement Integrated Curriculum in the teaching and learning of Integrated English.

2.3.4.4 Building consistency and reducing duplication between the disciplines

IC has also been discovered to be helpful with building consistency and reducing duplication between the disciplines. In contrast to traditional approaches to teaching and learning where subjects remain separate and distinct areas of study, IC connects topics within or between disciplines (Fogarty, 1991 and Hayes, 2010 in Lowe, 2017). This integration can be achieved when

the facilitator deliberately prepares for his or her lesson such that connections within or between the various concepts within a discipline are made rather than assuming that the students will find the connections for themselves. Again, it would have helped to save preparation time for both teachers and conveyed a message to the students that they also need to collaborate among themselves. In this study, data was probed for whether or not teachers and learners can connect topics within or between disciplines while implementing IC in the selected pilot secondary schools. The opportunities concerning teaching and learning English Language using IC will be discussed in the next section.

2.3.4.5 Integration of English has positive effects

Contrary to the traditional education where subjects are treated as individual segments, integration of language has positive effects on the teaching and learning of language and literature (Cartel and Long, 1991; Stern, 1991; McRae, 1991 in Mbithe, 2014). Mbithe further clarifies that language, through literature has included the use of literary texts as resources for grammar teaching and raising language awareness. It can be assumed that the teaching of Integrated English is opportunistic. In the case of the present study, data were probed for the approaches which English Language teachers employ as they facilitate learning in English Language classroom in the pilot implementation of IC in the three selected pilot secondary schools in Lesotho.

2.3.4.6 Teacher as a facilitator

As Mbithe (2014) puts it, Integrated English envisages a situation whereby the teacher is a facilitator and learners are contributors to learning. The facilitator uses modern-day strategies such as discovery method, problem-solving, discussion, dramatization, and storytelling and role-play to guide learners to discover knowledge or add knowledge to their prior knowledge. The stated strategies are encouraged for learners to be involved in their learning and be hands-on. This study's interest was to investigate data for the teaching and learning opportunities that English Language teachers and learners embrace for pilot implementation of IC in the selected pilot secondary schools in Lesotho.

2.4 SUMMATIVE PERSPECTIVES AND IMPLICATIONS OF REVIEWED LITERATURE FOR THE STUDY

The present study focuses on opportunities and challenges in the pilot implementation of IC in the selected pilot secondary schools in Lesotho. The main concern for executing this research is to look into whether or not English Language teachers and learners embrace and encounter opportunities and challenges in the teaching and learning of English Language as a subject in their natural settings while pilot implementing IC. It is hoped that by using the learner-centred approaches envisaged by IC currently introduced in secondary schools in Lesotho, English Language teachers in selected pilot schools will be able to facilitate learning while pilot implementing IC.

The learner-centred nature of IC is again reflected in both PET and CT, hence the adoption of the dual theoretical framework in the study. Both the IC and the dual theoretical framework possess some similar guiding principles (vide 1. 4, 2. 3). However, as it is stated in Section 2.3, CT seems to be dominating for unlike PET, CT further emphasises the issues of teaching and learning which are sought for in the study through the theories of teaching and learning encompassed in CT. Besides the theoretical framework, Ibraimova (2017) conducted a study which seems to be similar to the present study. The study was carried out in Central Asia on Implementation of Integrated Curriculum in Kazakhstan Secondary Schools, focusing on challenges and opportunities in pilot schools at the school level. In the study, the researcher used a qualitative research design, and purposive sampling to select participants then interviewed them. The findings revealed that some teachers do not clearly understand the purpose of integrated curriculum and as a result struggle in implementing it. It is, however, one of the main concerns for the present study to further explore the stated topic particularly in Lesotho where the government is currently introducing the integrated curriculum in selected pilot secondary schools. Since the implementation of Integrated Curriculum in Lesotho is still at a preliminary stage, I argue that not enough is yet known about the phenomenon especially at the secondary school level where it was only introduced in 2017.

Grounded on the stated reasons, it makes a reasonable research sense to assume that a study must be conducted on the new curriculum reform being introduced in Lesotho secondary schools currently. Hence this study sought to probe data for among others:

- The opportunities for teaching and learning in the context of the pilot implementation of IC coupled with the opportunities for teaching and learning English Language in the context of the pilot implementation of the IC in selected pilot secondary schools in Lesotho which correspond with the characteristics of the dual framework in Section 2.2.
- The challenges for teaching and learning in the context of the pilot implementation of IC together with the teaching and learning challenges encountered in the pilot implementation of the IC through English Language as a subject in selected pilot secondary schools in Lesotho.
- The teaching and learning strategies that teachers and learners can employ for pilot implementation of IC conjoined with, the teaching and learning strategies that English Language teachers and learners employ for pilot implementation of IC in the selected pilot secondary schools in Lesotho.
- The perceived teaching and learning needs for successful pilot implementation of IC concurrent with the perceived teaching and learning needs for successful pilot implementation of the IC through English Language as a subject in selected pilot secondary schools in Lesotho.

So far, it seems that the reviewed literature on the phenomenon signpost that research has been conducted mostly in some countries other than Lesotho. This study is therefore aimed to substantially add knowledge to the growing body of information about, the opportunities and challenges of pilot implementation of IC by English Language teachers and learners in the teaching and learning of English Language as a subject in the field of educational research in Lesotho. The section that follows sums up the second chapter of the study.

2.5 SUMMARY

Chapter Two provided a review of the literature for the present study. The chapter discussed definitions of operationalised key terms. It presented and discussed the theoretical framework in terms of how it underpins the study. It also focused on the definition of Integrated Curriculum as the context within which the investigation is situated. It further discussed aspects of crystallising

as research questions and ended with the summary of the chapter. The subsequent chapter expounds on the methodology adopted in this study.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

The methodology is defined as the plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation (Tracy, 2013; Creswell, 2014). This chapter explicates the methodology of the present study. It features the relevant research paradigm, research design, participants, sample and sampling techniques, data collection methods and procedures followed by data analysis. The issues of ethical considerations and trustworthiness followed by a summary establish the last part of the chapter. The section which follows expounds on the research paradigm.

3.1. RESEARCH PARADIGM

Kivunja and Kuyini (2017) elucidate that the research paradigm is the lens through which a researcher looks at the world. Also, Willig (2008) as cited in Majara (2018) defines the research paradigm as a set of beliefs and agreements shared between scientists about how problems should be understood and addressed. Moreover, for Sarantakos (1999) and Maree (2012) the research paradigm acts as a guide or a lens by which reality is interpreted. In other words, the stated assertions suggest that the research paradigm deals with the truth and how to find the truth. In this study, the researcher sought the opportunities and challenges encountered in the pilot implementation of an Integrated Curriculum in the teaching and learning of English Language as a subject in classroom practices. To understand and address opportunities and challenges which can be encountered in the pilot implementation of an Integrated Curriculum in Lesotho selected pilot secondary schools, the researcher observed and interacted with participants who are directly affected by the status quo in their natural contexts.

This study is underpinned by the constructivism paradigm which is often combined with the interpretivism paradigm (Creswell, 2014). According to Cohen, Manion, and Morris (2005) the process of interpretive research takes place in social contexts where the focus is on the interaction itself as a unit of study. The central endeavor of the interpretive paradigm is to understand the

subjective world of human experience (Walliman, 2011; Guba and Lincoln, 1989 in Kivunja and Kuyini, 2017). Kivunja and Kuyini further clarify that every effort is made to try to understand the viewpoint of the subject being observed, rather than the viewpoint of the observer. Creswell (2014) articulates that social constructivists believe that individuals seek understanding of the world in which they live and work. For the purpose of this study, constructivism, social constructivism, and interpretivism as paradigms are used interchangeably to the extent that they share a principle that should be researched, interpreted and understood in their natural context of occurrence.

In the present study, the social context I sought to understand was the opportunities and the challenges which English Language teachers and learners come across in the pilot implementation of the Integrated Curriculum in its natural setting. The natural contexts included Lesotho selected pilot secondary schools, Grade 9 English Language teachers and learners, Grade 9 English Language syllabus Pilot 2018, the principals for the selected pilot secondary schools. The natural contexts as put by Kivunja and Kuyini (2017) and Creswell (2003) enabled the researcher to understand the viewpoint of both the teachers and learners about the phenomenon in the teaching and learning of English Language as a subject. The succeeding section spells out the research design.

3.2 RESEARCH DESIGN

Research design is said to be the blueprint for conducting the research study (Kumar, 2011; Tracy, 2013). Kumar further alludes that it is within the research design where the researcher describes the strategies for data collection, choice of participants, data analysis approach and the framework for analyzing data. The same view is held by Sarantakos (1999) and Creswell (2003) who validate that strategies adopted by qualitative researchers serve as guidelines for the procedures in the qualitative study. In this study, a qualitative design was adopted because it helps the researcher to develop an in-depth understanding of the opportunities and challenges in teaching and learning English Language as a subject at a classroom level in selected pilot secondary schools.

The current study is qualitative in nature. Consistent with Kumar's opinion is Biggam's (2008) assertion that the emphasis on human interpretations of events leads interpretative research to be identified correctly with qualitative research. Rakotsoane (2012) and Neuman (2016) adduce the qualitative research method as a design which involves an in-depth understanding of human

behaviour and the reasons that govern human behaviour. Moreover, Creswell (2003) adds that qualitative research takes place in the natural setting where an inquirer can use multiple methods that are interactive and humanistic. Furthermore, Creswell maintains that qualitative researchers look for the involvement of their participants in data collection and seek to build rapport and credibility with the individuals in the study. Tylor (2016) in Koma (2018) agrees that qualitative researchers are concerned with the meanings people attach to things and their lives. The presented postulations imply that qualitative research design is grounded in a deeper understanding of human experiences, behaviour, interpretations and meaning structures they ascribe to make sense of their world. For the purpose of the present study, I interviewed and observed the participants in their natural setting. I also explored and developed a detailed understanding of opportunities coupled with the challenges encountered by English Language teachers and learners in the teaching and learning of English Language as a subject in the pilot implementation of an Integrated Curriculum in Lesotho selected pilot secondary schools.

The study in progress espouses the qualitative research design of a case study type. Bless, Smith and Sithole (2013) enhance the adoption of qualitative design in this study for the reason that it is embedded in a process of communication between researchers and participants who work together. Besides, Majara (2018) articulates that qualitative research design allows the researcher to interact with the participants in their natural settings. The natural locations in this study included the three selected pilot secondary schools which are directly affected by the status quo. The stated natural contexts are the selected pilot secondary schools in Lesotho where the in-depth understanding and interpretation of opportunities and challenges encountered by teachers and learners in the pilot implementation of an Integrated Curriculum in the teaching and learning of English Language as a subject are occurring.

In qualitative research design, procedures rely on text, image data, have unique steps in data analysis, and draw on diverse strategies of inquiry (Creswell, 2003). In this study, I gathered data through classroom observations, conversational interviews and focus group discussions (Thaanyane, 2010; Maree, 2012; Matsoso, 2018; Koma, 2018). I also analyzed data using six steps involved in analyzing and interpreting qualitative data as outlined by Creswell (2012). The first step was to prepare and organise data for analysis. The second step was to explore and code the database. The third step was to describe findings and form themes. The fourth step was to represent

and report findings. While the fifth step was to interpret the meaning of findings. The last step was to validate the accuracy of the findings. The next section features a presentation of a qualitative case study.

3.2.1 Qualitative Case Study

In line with the adopted design, the qualitative case study design was subsequently the most appropriate to be employed for the existing study. Gilbert (2008) in Kumar (2011) explicates that a case study is an approach in which a particular instance or a few carefully selected cases are studied thoroughly. Maree (2016) in Tlali (2018) adds that a case study is an empirical inquiry about a contemporary phenomenon set within its real-world context. In the case of the present study, the case study design was found to be suitable because the main focus of this study is to explore and develop an in-depth understanding of opportunities and challenges encountered by English Language teachers and learners in pilot implementation of Integrated Curriculum in teaching and learning of English Language as a subject in Lesotho selected pilot secondary schools. Additionally, Maree (2012) specifies that a salient feature of many case studies is that the researchers develop a deeper understanding of the phenomenon in its natural context. Drawing from the stated explanations, the researcher used the case study to enhance the believability of the findings of this study from the three selected pilot secondary schools. To this end, the qualitative research design seemed to be appropriate because the present study seeks to explore the in-depth understanding of the phenomenon by the participants in their natural situations. The study also attempted to probe data for, the opportunities and challenges encountered, the teaching and learning strategies employed by teachers and learners together with the perceived teaching and learning needs for successful pilot implementation of the Integrated Curriculum through English language as a subject in the natural location. The next section features the participants for this study.

3.3. PARTICIPANTS

This study does not adopt the positivist terminology in defining people who took part in this study. Instead, the term participants was used to refer to all the focal people who took part in the study since in qualitative studies, subjects are referred to as participants (Creswell, 2003, 2014; Tracy, 2013).

In this study, the participants were defined in specific entry point terms. The entry point criteria used to qualify the participants in this study included participants' willingness to voluntarily participate. The participants were probed to communicate their experiences and opinions on the pilot implementation of an Integrated Curriculum in selected pilot secondary schools in the teaching and learning of English Language as a subject in Grade 9. The participants' willingness to be available in their natural settings was also helpful for the researcher to be able to gain detailed understanding and exploration of the phenomenon where the actual implementation took place. The participants possessed similar experiences and knowledge required for the researcher to have an in-depth understanding of the phenomenon under study. For this reason, it was assumed that Grade 9 English Language teachers together with the learners were in a position to provide relevant data for this study. The participants should also be living that experience and they should have common learning about the phenomenon (Creswell, 2014; Etikan, Musa and Alkassim, 2016). Both English Language teachers and learners were deliberately selected since they are involved in the pilot implementation of an integrated curriculum in teaching and learning English as a subject in Lesotho selected pilot secondary schools. The selected participants according to Thaanyane (2010) are good key informants who contribute to the researcher's understanding of a given phenomenon. Hence the selected participants in this study added to the understanding of opportunities and challenges encountered by English Language teachers and learners in the teaching and learning of English Language as a subject in the Integrated Curriculum in Lesotho selected pilot secondary schools.

The participants for this study were all English Language teachers, all learners for Grade 9 and all the principals in the three chosen pilot secondary schools in Lesotho. English Language teachers and learners in selected pilot secondary schools in Lesotho are experiencing the currently introduced Integrated Curriculum and are piloting its implementation in their natural contexts. The principals are also directly affected by the phenomenon because they oversee implementation of the Integrated Curriculum by being school administrators at the selected pilot secondary schools (Creswell, 2012 in Ibraimova, 2017). Also, the principals are experiencing some teaching and learning opportunities and challenges while pilot implementing an Integrated Curriculum in the selected pilot secondary schools.

In qualitative research, Oliveira (2005) in Thaanyane (2010) argues that sampling should be small in number. In line with the stated argument, Kumar (2005) in Thaanyane (2010) further argues that a relatively small number of participants selected can provide the researcher with a sufficiently high degree of probability and a true reflection of sampling participants. Hence findings from this study were generalized to the specified groups of the participants in the study. This is because these participants are directly affected by the status quo. Their perspectives will be sought concerning the research phenomenon in the natural context being their schools and their places of work. The following sub-section explicates sample and sampling techniques.

3.4. SAMPLE AND SAMPLING TECHNIQUES

In line with qualitative research, a sample refers to the process used to select a portion of the target population selected to participate in the research study (Maree, 2012; Scott, 2000; Polit and Hungler 1999 in Majara, 2018). In the case of the present study, Grade 9 English Language teachers and learners together with secondary school principals constitute the sample for this study. To justify the stated sample, Holloway and Wheeler (2002) in Koma (2018) aver that sample size does not influence the importance or quality of the study and note that there are no guidelines in determining sample size in qualitative research. Moreover, Maree (2012) stresses that qualitative research usually involves smaller sample sizes than quantitative studies. The selected participants for this study are few in number, directly affected by the status quo and are experiencing the implementation of the currently introduced Integrated Curriculum in the teaching and learning of English Language as a subject in Lesotho selected pilot secondary schools.

Purposive sampling is defined as a deliberate choice of participants due to the qualities the participants possess or the important service they provide (Etikan, Musa and Alkassim, 2016; Martella, Nelson, Morgan and Marchand-Martell, 2013 in Molapo, 2017). Maree (2012) adds that in purposive sampling, participants are selected because of some defining characteristics that make them the holders of the data needed for the study. In the case of this study, the participants who constitute the sample size of the study as indicated in the first paragraph in this section were deliberately chosen to provide rich information which is valuable to the study by their knowledge and experience. Palinkas, Horwitz, Green, Wisdom, Duan, and Hoagwood (2013) stress that purposive sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. The selection of English Language

teachers and learners in Grade 9 helped the researcher to probe data for the opportunities and challenges encountered in the teaching and learning of English Language as a subject in the pilot implementation of the Integrated Curriculum in the selected pilot secondary schools.

Purposive convenience sampling method which is a non-probability sampling technique was therefore utilized in the study. Etikan, Musa and Alkassim (2016) outline non-probability sampling as a method that does not need a set number of participants. Furthermore, the authors specify that non-probability sampling can be useful when the researcher has limited resources, time and workforce. The authors add that this sampling can also be used when the research does not aim to generate results that will be used to create generalisations to the entire population. So, because of this, the study findings were generalisable to three selected pilot secondary schools in Lesotho, Grade 9 English Language teachers and learners. The assertions substantiate the choice of purposive convenience sampling method given the time frame within which to complete the research study and lack of funds.

Convenience sampling was also adopted in this study. Maree (2016) in Tlali (2018) states that convenience sampling lacks clear sampling strategies. Maree further bespeaks that it is used in situations where population elements are selected based on the fact that they are easily and conveniently available. Convenience sampling was used in the study concerning the choice of the three selected pilot secondary schools due to their close geographical proximity to the researcher's workplace, easy accessibility, and anticipated availability.

Among the types of purposive convenience sampling method, a homogeneous purposive sampling method is therefore found to be more specific for the choice of English Language teachers and learners in this research. Etikan *et al.* (2016) confirm that homogeneous sampling focuses on participants who share similar traits or specific characteristics. For the present study, only three selected pilot secondary schools that are close to the researcher's workplace were chosen. This, according to Maree (2016) in Tlali (2018) is because the schools selected are easily and conveniently available to assess for data collection. English Language teachers and learners were selected because the purpose was to collect information from people directly involved in exploring the opportunities and challenges of teaching and learning of English Language as a subject in integrated curriculum currently introduced in selected pilot secondary schools in Lesotho.

Furthermore, Tlali (2018) explicates that the homogeneous purposive sampling is suitable because the subjects supposedly have rich experience-appraised information on teaching and learning English Language as a subject in the integrated curriculum in Lesotho selected pilot secondary schools. A total number of thirty (30) participants were interviewed about the phenomenon. The participants included three (3) Grade 9 English Language teachers, twenty-four (24) Grade 9 English Language learners and three (3) principal at the selected pilot secondary schools in Lesotho. The next section provides data collection methods and procedures.

3.5 DATA COLLECTION METHODS AND PROCEDURES

Rakotsoane (2012) refers to data collection methods as the section whereby the researcher specifies the techniques which will be used to collect data in the research. In this study, the researcher used classroom observations, conversational interviews and focus group discussions to collect data from the selected pilot secondary school (Holloway and Wheeler, 2002 in Koma, 2018). For the researcher to be able to find out the opportunities and challenges encountered by both teachers and learners in the pilot implementation of an integrated curriculum in the teaching and learning of English Language as a subject, classroom observations, conversational interviews together with focus group discussions were conducted from life situations. Participants were also probed for the teaching and learning strategies which they employ or can be employed for pilot implementation of the Integrated Curriculum coupled with what they perceive to be the teaching and learning needs for successful pilot implementation of the integrated curriculum through English Language as a subject in their natural settings. The succeeding sub-section expounds on observations.

3.5.1. Observations

Maree (2012) defines observation as an essential data-gathering technique that holds the possibility of providing the researcher with an insider perspective of the group dynamics and behaviour in different natural contexts. Maree clarifies that as a qualitative data gathering method, observation is used to enable the researcher to gain a deeper insight and understanding of the phenomenon being observed. Pandey and Pandey (2015) agree that the observation method seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities. The authors further explain that observations are vital in that the researcher will be able to see things that might otherwise be unconsciously missed. The main

reason for using observation in this study was to investigate on how English Language teachers engage learners in the teaching and learning of English Language as a subject in the pilot implementation of an integrated curriculum in selected pilot secondary schools in Lesotho. Another reason for using observation in this study was to dwell on teaching and learning strategies that could be employed by English Language teachers and learners in implementing an Integrated Curriculum through teaching and learning of English Language as a subject in Lesotho selected pilot secondary schools. Observations were also utilized in this study for data to be probed for whether or not teachers in the currently introduced Integrated Curriculum have shifted pedagogy towards methods that are learner-centred as it is stipulated in (MoET, 2009).

Mncube (2005) in Thaanyane (2010) signifies that observation is a demanding type of data collection. Mncube explicates that observation needs personal commitment and personal resources from the researcher. In this study, the observation was found to be appropriate in that the researcher did not only rely on one observation at one school but three observations from three English Language teachers at three selected pilot secondary schools before concluding. Observation was also chosen because it provides a platform for gaining rich insights into social processes and deals with complex realities in a direct manner. Besides, observation stands a chance of retaining the naturalness of the setting than other social research methods (Kumar, 2005; Mncube, 2005 as cited in Thaanyane (2010)). This study used classroom observations for the researcher to gain a deeper insight and understanding of how English Language teachers and learners facilitate teaching and learning about opportunities and challenges which they encounter in the pilot implementation of the Integrated Curriculum in their natural settings.

The researcher collected data through audio recording the lessons and taking field notes through hand-writing during the English Language period (Koma, 2018; Fox, 1998 in Matsoso, 2018). Field notes are defined as methods that describe as accurate and as comprehensive as possible, all situations and events as they occur. They have to describe when, where and under what conditions such observations were made. Besides the opportunities and challenges, data was also collected focusing on the teaching and learning strategies employed by teachers and learners and on the perceived teaching and learning needs for successful pilot implementation of the Integrated Curriculum through English Language as a subject in selected pilot secondary schools. The subsection below explicates interviews.

3.5.2. Interviews

Qualitative conversational interviews were adopted for the purpose of this qualitative study. The interviews as put by Biggam (2008), are a two-way method which allows an exchange of ideas and information. Similarly, Creswell (2014) maintains that the interviews involve asking questions and getting answers from the selected participants. Cohen, Manion, and Morrison (2005) stipulate that conversational interviews are crucial in that the researcher gathers 'live' data from 'live' situations. Cohen *et al.* (2005) divulge that conversational interviews are essential in that questions to emerge from the immediate context and are asked in the natural course of things. Thus, the researcher is allowed to probe for clarification of the responses from the participants where other responses are not clear.

For this study, the researcher used open-ended questions to gain a deeper understanding of the phenomenon from the participants. The conversational interviews were conducted in a manner that is similar to a friendly conversation with no predetermined order of questions of specified wording to the questions (Thaanyane, 2010). In this type of interview, participants have the opportunity to express themselves freely. To avoid confusion, bias, and misunderstanding with the participants, the researcher arranged a session with them before the interview phase began (Thaanyane, 2010).

In this inquiry, the conversational interviews were an opportunity to ask questions and discuss with the Grade 9 English Language teachers and the principals about the opportunities and the challenges they encounter in piloting the implementation of the Integrated Curriculum in the three selected pilot secondary schools. Maree (2012) spell out that qualitative interviews aim to see the world through the eyes of the participant. Furthermore, the author maintains that interviews can be a valuable source of information provided they are used correctly. In the case of this study, I held the interviews to try to gain a deeper understanding of the phenomenon from the participants in their natural settings. I recorded the interviews to have reference during the time of transcription (Selepe, 2016), I also asked the participants for permission to use the audio recorder in the interviews. The next section features focus group discussions.

3.5.3 Focus Group Discussions

Mopeli (2017) defines focus group discussion as a technique of collecting data in qualitative research which relies on small groups of participants who work interactively and collaboratively rather than individually, with a common aim of providing the information required by the researcher utilizing answering questions. Nyumba, Wilson, and Derrick (2018) in Tlali (2018) reveal that the aim of focus group discussion in qualitative research consists of interviews in which a group of people is asked about their perceptions on something. The authors further maintain that focus group discussion helps to gather detailed information and provides a chance to seek for clarity. Moreover, Maree (2012) explicates that in focus group interviews, participants can build on each other's ideas and comments to provide an in-depth view not attainable from individual interviews.

In this study, the researcher used focus group discussions for twenty-four (24) Grade 9 English Language learners from the three selected pilot secondary schools. For two selected mixed pilot secondary schools, four boys and four girls were interviewed in a small focus group constituting of eight students. The third selected pilot secondary school was a girl school, eight girls were therefore interviewed. The researcher selected eight learners because normally each focus group comprises approximately eight members (Matsoso, 2018). The discussions were held on opportunities and challenges encountered in the learning of English Language as a subject in the newly introduced Integrated Curriculum in Lesotho selected pilot secondary schools. Before the discussions, the participants were assured of confidentiality so that they may feel free to air their views (Matsoso, 2018). The discussions were recorded for later transcription. The subsequent section presents data analysis.

3.6 DATA ANALYSIS

The researcher used a qualitative method of data analysis in this study. Polit and Hungler (1999) in Majara (2018) define data analysis as the systematic organisation and synthesis of research data. According to Creswell (2012), analyzing data requires understanding how to make sense of text and images so that one can form answers to one's research questions. Qualitative data analysis involves organising, accounting for and explaining the data, thus, making sense of data in terms of the participants' definition of the situation, noting patterns, themes, categories and regularities

(Cohen, *et al.*, 2005). In this inquiry, data was analyzed based on transcribing the voice records from the interviews followed by exploring and coding all data (Creswell, 2014). Coding is the process of organising the data by bracketing chunks (or texts or image segments) and writing a word representing a category in the margins (Rossman and Rallis, 2012 as cited in Creswell, 2014). The researcher used a thematic coding because it assisted in determining the participants' most essential ideas for in-depth analysis of opportunities and challenges of the pilot implementation of an Integrated Curriculum in teaching and learning English Language as a subject in selected pilot secondary schools Lesotho. The coding process aims to make sense out of text data, divide it into text or image segments, label the segments with codes and examine codes for overlap and redundancy then collapse the codes into broad themes (Creswell, 2012). Coding was used for generating a small number of themes or categories. It is said that themes are the ones that appear as major findings in qualitative studies and are often used as headings in the findings sections of the studies (Creswell, 2012, 2014). In this study, therefore, common themes that emerged were used as headings.

Data analysis in this study was towards an understanding of the opportunities and challenges encountered by teachers and learners in the pilot implementation of an integrated curriculum in teaching and learning of English Language as a subject. Since text and image data are so dense and rich, not all of the information can be used in a qualitative study (Creswell, 2014). The researcher achieved that by observing and interviewing English Language teachers and learners in their natural settings, thus, everyday classroom practice. The following section features ethical considerations.

3.7 ETHICAL CONSIDERATIONS

Research is only of any value if it is carried out honestly (Walliman, 2011). The researcher requested permission letters for this study from the National University of Lesotho at the Department of Language and Social Education (Majara, 2018; Tlali, 2018). The researcher then used the permission letters to seek permission with the principals of the three selected pilot secondary schools to hold both interviews and classroom observations. She introduced herself to the principals and explained the purpose of her study. She allowed them to ask questions for clarification about her study. After being granted permission, the researcher asked to meet with Grade 9 English Language teachers to also explicate the purpose of her study to them as well.

The researcher considered ethics matters such as voluntary participation, confidentiality, and the anonymity of the respondents. The researcher informed the participants that their participation in the study is free and voluntary and that they may withdraw their participation from the study at any time they desire to (Devos *et al.* in Molapo, 2017). The participants were assured of the maintenance of their anonymity and confidentiality in the study. To strengthen this statement, Polit and Hungler (1999) in Majara (2018) avow that confidentiality means that no information that the participant discloses shall be made public or available to others. The participants were guaranteed that no name would be attached to their interviews or observations and that the information they contributed would be kept safely in a flash drive and as hard copies which would only be accessible to the researcher. In the same way, Creswell (2014) acknowledges that it is the researcher's responsibility to respect the rights, needs, values, and desires of the participants. The subsequent section explains the trustworthiness of the study findings.

3.8 TRUSTWORTHINESS OF THE STUDY FINDINGS

This section expounds on the importance of ensuring the trustworthiness of the findings of the study. Laura (2012) in Tlali (2018) alludes that the trustworthiness of the study is referred to as the truthful and honesty of the researched work. To guarantee and increase the trustworthiness of the study findings, triangulation of methods, credibility, dependability and transferability were employed (Maree, 2012; Creswell, 2014). To ensure the believability of findings from the inquiry, classroom observations, conversational interviews and focus group discussions were employed since it is generally accepted that engaging multiple methods of data collection will lead to trustworthiness (Maree, 2012). The sub-section that follows articulates triangulation in ensuring the trustworthiness of the findings of the study.

3.8.1 Triangulation

Methods triangulation was utilized to fulfill the trustworthiness of the findings of the study (Creswell, 2014). Geertz (1973) in Biggam (2008) declares that using more than one technique to collect data allows the researcher to triangulate the results. Geertz further indicates that triangulation occurs when the researcher uses different sources of data to get a range of viewpoints and so achieve a more rounded picture or thick description of what the researcher is looking for. Additionally, triangulation also reduces the possibility of bias as it relies on data that is collected

from various sources using a variety of methods (Maree, 2011 in Selepe, 2016). In other words, triangulation augments legitimacy by viewing one issue from different angles. In this study, conversational interviews, focus group discussions (FGDs) and classroom observations were used to provide the researcher with various perspectives about the phenomenon. Utilizing the preceding data collection techniques allowed the researcher to triangulate the results and to establish the intensity of findings. To ensure trustworthiness, data collected was therefore judged by whether or not it was credible, dependable, transferable and triangulated. The succeeding section expands on the credibility of findings.

3.8.2 Credibility

Credibility is another aspect of trustworthiness where the researcher ensured believability of the study's findings by linking them with reality to demonstrate the truth of the findings of the study (Thaanyane, 2010).

3.8.3 Dependability

Dependability is another dimension used to increase the trustworthiness of the study's findings. It was used to ensure consistency of the findings and it was achieved through the use of overlapping methods such as conversational interviews, classroom observations and FGDs (Selepe, 2016).

3.8.4 Transferability

The researcher used this dimension since it is the extent to which the findings of one study can be applied to other situations. Transferability in this study was also ensured by explaining in detail the methods used by the researcher. This should enable other researchers to make judgments and use the findings of this study in other research studies (Selepe, 2016). The next section summarizes the third chapter of the study.

3.9 SUMMARY

In summary, this chapter has discussed the research paradigm, research design, participants, sample and sampling techniques, data collection methods and procedures followed by data analysis. The issues of ethical considerations and trustworthiness instituted the last part of the chapter followed by the summary of the chapter. Chapter Four provides data presentation, analysis of the findings and interpretation of the findings.

CHAPTER FOUR

FINDINGS AND INTERPRETATION

4.0 INTRODUCTION

This chapter features data presentation and interpretation of findings by research questions followed by the summation of the main findings by research questions. The guiding principles of the chosen underpinning theory and claims made by scholars in the reviewed literature are also referred to in interpretation of the findings concerning knowledge from the documented scholarship.

To answer the research questions and to gain a deeper understanding of the phenomenon from the participants, interviews, focus group discussions (FGDs), and classroom observations were the main data collection techniques. Interviews of an open-ended conversational nature were conducted in both English Language teachers and the principals for pilot secondary schools. FGDs were held with the Grade 9 English Language learners, while observations were carried out at the natural settings being classrooms. The observations focused on the teaching and learning needs as well as the techniques utilized in implementing Integrated English in class.

This chapter features findings through data collection techniques. The guiding principles of the adopted theories and the claims from the documented scholarship were used to enrich the findings as much as possible. In analysing and interpreting data collected in this study, the researcher adopted qualitative data analysis. The researcher read and made sense of data collected in terms of the themes which emerged and the regularities which occurred (Cohen, *et al.*, 2005) as shown in Chapter Three (vide 3.6). The researcher then grouped with the findings which pointed to the same theme under the one theme. The findings were, as a result, presented and interpreted based on the themes that emerged per research question. For purposes of the believability of the findings, the trustworthiness standards as explained in Chapter Three are highlighted in the process of reporting findings (vide 3.8). Before the summary section, an insightful summative perspective in which the researcher highlights the essence of the main findings by research question occurs. The subsequent sections highlight findings based on the four research questions.

4.1 FINDINGS BY RESEARCH QUESTIONS

Using English Language as a case, this study focused on opportunities and challenges in the pilot implementation of Lesotho's Integrated Curriculum (IC). It is the researcher's position that an understanding of such subject-based opportunities and challenges should be premised on not only an understanding of curriculum reform-based teaching and learning needs of those most directly involved in the implementation but also the requisite teaching strategies, hence the first and second questions of this study. Section 4.1.1 below features findings on the needs for successful pilot implementation of the IC through teaching and learning of English Language.

4.1.1 Teaching and Learning Needs for Successful Pilot Implementation of IC in Teaching and Learning English Language

This section focused on the findings on teaching and learning needs for successful pilot implementation of the Integrated English Language in selected pilot secondary schools, Lesotho. Data towards answering this research question was gathered through conversational interviews for the English Language teachers. The researcher intended to find out what their needs were towards a pilot implementation of Integrated English. The principals were also interviewed for what emerges to be the teachers' needs in implementing Integrated English. Focus group discussions were held with learners where the researcher sought for what they perceive to be the needs for implementing Integrated English. Classroom observations were held on teaching and learning where the needs were identified during the lessons. A report of findings for each data collection technique was followed by the interpretation of the findings. For the purpose of believability where the questions were similar for the different groups of the participants, the researcher triangulated the findings to ensure trustworthiness. The following section features findings from English Language teachers' interviews and data analysis by the researcher.

4.1.1.1 Findings from interviews with English Language teachers

Based on their experiences, Grade 9 English Language teachers were asked to mention the teaching and learning needs for successful pilot implementation of IC in teaching and learning English Language as a subject. Findings from the teachers' interviews thematised into needs that are of training, resources and collaboration nature.

(a) Training needs

Teacher training was established as the main pertinent teaching and learning needs for successful pilot implementation of IC in teaching and learning English Language. The teachers emphasised that training needs are necessary for them not only to understand Integrated English but also how they have to teach especially the two language skills of writing and reading (MoET, 2018). Best clarifying the issue was the following extract from one of the teachers,

It is very difficult to pilot implementation of this new curriculum when we are not trained. We need training on how to teach some of the concepts which are newly introduced under reading and writing skills in Grade 9.

The finding points to teacher training as a need for successful pilot implementation of Integrated English in the context of the Integrated Curriculum.

(b) Resources needs

Acknowledged teaching and learning needs for successful pilot implementation of Integrated English which surfaced are resource needs. The teachers pointed out that resources related needs such as English Language textbooks and technological resources are needed for them to be able to research and be able to implement Integrated English. Omulando (2009) in Nyasimi (2014) clarifies that resources are valuable tools for enhancing teaching and learning in language learning situations. The findings could make reasonable a conclusion that when teachers have resources such as computers, they will be able to review the literature on Integrated English related resources and research on how the teaching of English Language can be integrated. For example, in teaching different types of email writing, English Language teachers may group learners and give them a task to write an email electronically (MoET, 2018).

(c) Collaboration needs

One of the main teaching and learning needs which emerged is the need for collaboration by teachers of different subjects. The English Language teachers specified that there is a need to cooperate as teachers of various subjects and discuss the concepts to be taught before the actual teaching of any concept in IC to avoid the overlaps. The teachers disclosed that the concept of

financial education which is newly introduced in Integrated English (MoET, 2018) is taught in both English Language and Accounting. This is substantiated by one teacher who pointed out;

Subject teachers need to collaboratively discuss concepts to be taught and avoid overlaps. For instance, both English Language and Accounting have Financial Education as their concept. Learners have to understand that Financial Education is applicable in both English Language and Accounting. Teachers should avoid repetitions.

Emerging from the above extract as a finding is a need for English Language teachers' pre-teaching collaboration. According to MoET (2018) learners can be asked to identify financial terms from the given paragraph and classify them into nouns and verbs. The same exercise could be applied differently in Accounting using the same terminologies. Even though teachers showed that they should collaborate to avoid overlaps, in the integrated context, the overlaps are welcome. Moreover, for purposes of clarity in the integrated context, the overlaps also justify the features of the integrated curriculum (vide 1.1), hence collaboration needs. MoET (2009) stipulates that Linguistics and Literary learning area is the basis through which all other learning areas can be adequately and effectively delivered. It can be concluded then that for learners to better understand concepts taught, they should first master the English language related to them. In the next section, interpretation of the main findings from the interviews held with Grade 9, English Language teachers are presented.

4.1.1.2 Interpretation

In essence, the findings on teaching and learning needs for successful pilot implementation of IC in teaching and learning English Language seem to point to the need for in-service training, resources and collaboration between teachers as constructivist principles to implement subject-based Integrated Curriculum. Although teachers as the chief implementers listed their needs for successful pilot implementation of Integrated English, they seem to lack the knowledge and how to teach in the Integrated Curriculum context without the requisite Integrated English Language-related needs. The expectation from the researcher was that since their schools have been chosen to pilot the Integrated English Language, teacher training and resource needs would be provided for before pilot implementation of Integrated English Language. If the needs for English Language teachers could be provided, that would mean they would embrace the opportunities for the pilot

implementation of IC. But if the needs for the teachers would not be met, then that would result in teachers encountering challenges in the pilot implementation of IC. The section that follows features findings from interviews with principals.

4.1.1.3 Findings from interviews with principals

Since the principals of pilot secondary schools are regarded as directly affected by IC as the status quo, they were asked for the experiential teaching and learning needs for successful pilot implementation of Integrated English Language. Findings from the conversational interviews with the principals systematized into teacher training needs, resources needs and supervision needs.

(a) Teacher training needs

Training before the introduction of IC propagated as the teaching and learning need for successful pilot implementation of Integrated English Language. One of the school principals remarked;

Pre-pilot training is needed to equip English Language teachers with integrated skills to language teaching and the knowledge needed before the actual teaching takes place in the classroom setting.

This finding points to a need for English Language teachers to be provided with necessary training on how to implement Integrated English Language. Gathambi and Masembe (2005) as cited in Nyasimi (2014) emphasise that the integrated approach to language teaching aims at maximizing meaningful communication and classroom interactions in meaningful situations. If English Language teachers' needs that are of training nature are not addressed, then it could mean that teaching English Language in an integrated context could be a challenge. Recurrence of this finding which is consistent with teacher training needs as related by the English Language teachers in their interviews, not only is pointing to the importance of IC-oriented training as a need but adds to the believability of the finding. Hence it seemingly takes academic sense to argue that teacher training is valued as one of the teaching and learning needs for successful pilot implementation of Integrated English Language.

(b) Resources needs

The other teaching and learning needs which surfaced as successful teaching and learning of Integrated English Language were resources. It was gathered from the principals that;

There is a need for a lot of resources for English Language teachers to be able to pilot the implementation of the integrated curriculum in their schools. Although we have the English textbooks at our schools, they are outdated as per Integrated Curriculum recently introduced in the schools.

What emerges to be a need for English Language teachers from the principals' interview is the resources. Omulando (2009) clarifies that teaching and learning resources enhance the teaching and learning process in English Language classrooms. This then could mean that if resources are not available, English Language teachers might have a challenge of not being able to adequately facilitate teaching and learning of the language skills in a classroom. This finding seems to be believable since English Language teachers mentioned it in their interview with the researcher in the previous section. The teachers showed that they need relevant teaching resources for them to be able to implement Integrated English Language. Furthermore, this finding confirms Minae's (2004) in Machira (2011) claim that English Language teachers need instructional resources (vide 2.3.1.2).

(c) Supervision

Another need that surfaced was supervision. The principals pointed out that English Language teachers in their pilot secondary schools need to be supervised and equipped adequately by their immediate supervisors and the subject inspectors with requisite knowledge of IC-related English Language teaching and learning skills to inspect and monitor them to effectively implement Integrated English Language in their schools. As stipulated by MoET (2018), language is of paramount importance to learning, hence there should be a coherence between teaching strategies, assessment and learning outcomes. If English Language teachers are not supervised or helped on areas to improve, work on and strengthen as they pilot the implementation of integrated English Language, that could result in a challenge. The dependability of this finding lies in the fact that it surfaced in the interviews with the English Language teachers. The teachers showed that they need English Language inspectors to visit their schools and observe as to whether or not teachers

understand and implement IC well in the pilot schools. The next section is on the interpretation of findings from interviews held with the principals from the selected schools for this study.

4.1.1.4 Interpretation

In this section, the main findings lead to teacher training, resources, and supervision needs as the teaching and learning needs for successful pilot implementation of Integrated English. This is because, to be able to implement Integrated English Language effectively, English Language teachers have to be well educated and quite adept in the target language (Manyasi, 2014). The findings further point to a need for English Language teachers in the selected pilot secondary schools to be skillful in English Language as a medium of teaching and learning. This would be in line with MoET's (2009) notion of learning areas where the Linguistic and Literacy learning area is a medium through which all learning areas are to be delivered. The findings also point to instructional resources as a need that can improve the teaching and learning of all aspects of English Language in an integrated context. This is because they are essential aspects of the teaching and learning process. Failure to provide such needs might result in English Language teachers encountering challenges in the pilot implementation of IC, whereas if the resources are provided, the teachers might embrace opportunities in the pilot implementation of IC. Teacher training and resources needs seem to be credible in that for different interviews held with both the teachers and principals, they were reflected as recurring needs. To ensure the trustworthiness of the findings from the interviews with both teachers and principals, the researcher held focus group discussions with Grade 9 English Language learners at the three selected pilot secondary schools. The next section is on findings from focus group discussions with Grade 9 English Language learners at the three selected pilot secondary schools.

4.1.1.5 Findings from focus group discussions

Grade 9 English Language learners were also asked for learning needs for successful pilot implementation of the integrated curriculum based on their experiences have given that their schools have been selected to pilot the implementation of the integrated curriculum. The findings were grouped into resource needs and adequate facility's needs.

(a) Resources needs

Resources materialized as needs for successful pilot implementation of Integrated English Language. In all the three groups, Grade 9 English Language learners shared the same opinion that they should be provided with resources such as English Language textbooks, novels, magazines, and dictionaries. This finding is in line with the assertion by Dale (1996) in Machira (2011) where the author upholds the need of the resources such as pictures, videos, newspapers and all technology-based resources which can be used to create ideas learners can write about (vide 2.3.1.1). This finding points to resources as learning needs for the learners. When learners are not provided with resources that could help them to build on and improve their knowledge while learning about the reading and writing skills in the Integrated English context, challenges could occur. For purposes of trustworthiness, this finding seems to be believable in that it is recurrent in all the three interviews for this study (vide 3.8.4).

(b) Adequate facilities needs

Other needs that emerged as teaching and learning needs for successful pilot implementation of Integrated English were adequate facilities. Grade 9 English Language learners pointed out that with the introduction of the new curriculum, each school should have its computer lab fully equipped with computers. This finding is consistent with Mbatha's (2016) argument that adequate facilities are key factors in implementing the curriculum for, without proper infrastructure, the implementation of IC might be a failure as shown in Section 2.3.1.2. This finding bespeaks adequate facilities such as computers as needs for English Language learners in the pilot implementation of Integrated English Language. This is because IC seems to be relying on technology to help learners to discover knowledge on their own. Failure to provide learners with such facilities might lead to challenges. Discovering knowledge on their own is a feature for IC (vide 1.1). The section that follows is on the interpretation of the main findings from the focus group discussions with Grade 9 English Language learners.

4.1.1.6 Interpretation

Resources and adequate facilities needs surfaced as the main findings concerning the interviews with the Grade 9 English Language learners for teaching and learning needs for successful teaching and learning English Language as a subject. The implication drawn from these findings is that

resources coupled with adequate facilities are essential for both teachers and learners in the pilot implementation of IC. In the context of this study, a need for IC-based resources for teaching and learning integrated English is glaring from the findings. The findings reveal that if Integrated English related needs for the learners could be provided for, that would not result in challenges rather in opportunities for pilot implementation of IC. To ensure the trustworthiness of these findings, it was discovered that these findings can be believable since resources seem to be recurring as teaching and learning needs in all the interviews with the participants who took part in this study (vide 3.8.3). To substantiate the findings from the participants at the three selected pilot secondary schools, the researcher conducted classroom observations to find out whether she would establish the same needs both stated in the interviews as well as the documented scholarship. The subsequent section deliberates on the main findings from classroom observations.

4.1.1.7 Findings from classroom observations

This section is on the findings from classroom observations carried out at the three selected pilot secondary schools. The findings are followed by the interpretation of the lessons observed, based on the teaching and learning needs for successful pilot implementation of IC in the teaching and learning of English Language. The findings were clustered into adequate facilities and instructional resources.

(a) Adequate facilities needs

Adequate facilities surfaced as teaching and learning needs for successful pilot implementation of IC in the teaching and learning of English Language. The researcher discovered that facilities such as classroom buildings surfaced as teaching and learning infrastructural needs since the classroom setup was still traditional. Sitting arrangement in the classrooms also reflected as a need because all the learners were seated facing the chalkboard during the classroom observations. This finding is consistent with Mbithe (2016) where it is stated that proper infrastructure is a prerequisite to successfully implement any curriculum reform (vide 2.3.1.2). This finding foretells adequate facilities as needs meant for educational reforms such as an Integrated Curriculum so that the pilot implementation stage could be carried out in an environment prepared for it. If adequate facilities are not catered for, yet documented scholarship states that they are necessary for the

implementation of any curriculum reform (vide 2.3.1.2), then that would mean challenges might occur.

(b) Instructional resources needs

Instructional resources are represented as other teaching and learning needs. From the three selected secondary schools where the observations were held, the researcher did not observe much use of the instructional resources, except for one English Language teacher who used photocopied reading comprehension for her class. The other English Language teachers observed used chalk and chalkboard only throughout their lessons. Yet, Gathumbi and Masembe (2005) in Nyasimi (2014) point out that audio-visual materials such as tapes, pictures, and diagrams should be used to make students aware of the content of the writing. In other words, it can be said instructional resources are necessary for the teaching and learning of writing skills (MoET, 2009). The study revealed that teachers and learners have not been provided with instructional resources to be used in the pilot implementation of an integrated curriculum in the teaching and learning of English Language. Given that the teachers stated that they were not provided with the resources' needs for Integrated English, the assumption is that lack of these needs might result in challenges in the pilot implementation of IC in Lesotho's selected pilot secondary schools. The next section features an interpretation of the main findings from the classroom observations based on the perceived teaching and learning needs for successful pilot implementation of IC.

4.1.1.8 Interpretation

The main findings which emerged from the classroom observations point to adequate facilities and instructional resources as needs for pilot implementation of IC. In teaching the reading and writing skills, the English language teachers need to use purposeful recourses which can help the learners to discover knowledge on their own (MoET, 2018). If this is not the case, it is in violation of Gathumbi and Masembe's (2005) in Nyasimi (2014) and Mbithe's (2016) position that teaching and learning resources should be learner-centred and in classrooms which have been prepared for IC. These findings make reasonable a conclusion that failure to appreciate teaching and learning needs in the context of individual subjects and IC could be associated with challenges encountered in the pilot implementation of Integrated English. To ensure trustworthiness, the findings could be

believable in that the three utilized data collection techniques in this study seem to be consistently overlapping throughout.

4.1.1.9 Summative Perspective

Teacher training, adequate facilities, and resources need surfaced as the main findings in this section. Based on the findings, it is conclusive that successful pilot implementation of IC requires English Language teachers' training on content-based language teaching and learning, requisite resources and facilities as well as a positive interaction between stakeholders, implementers, and students. Without the provision of these needs, there is a possibility of the implementers to encounter challenges rather than opportunities while pilot implementing the IC in Lesotho's selected pilot secondary schools. These themes which surfaced as the main findings for this study could be regarded as believable. The reason for such a belief is that they recurred in different data collection techniques. These were singularly conversational interviews (Cohen, *et al.* 2005; Biggam, 2008; Creswell, 2014), FGSs (Maree, 2012; Mopeli, 2017; Tlali, 2018) and classroom observations (Maree, 2012; Pandey and Pandey, 2015). Thus trustworthiness of the findings could be regarded as reasonably holding. The claims from the literature review chapter were also used to enhance these findings and situate them to the existing documented scholarship. In particular, claims from section 2.3.1.1 on IC implementation needs wherein the availability of teaching and learning resources and adequate facilities feature as fundamental. In the next section, the second research question-based data is analysed.

4.1.2 Strategies Which English Language Teachers and Learners Employ In Pilot Implementation of Integrated English

In this section, the foremost focus is on the teaching and learning strategies that English Language teachers and learners employ in piloting the implementation of IC. Data towards answering this research question was gathered through conversational interviews for the English Language teachers. The researcher intended to find out the teaching and learning strategies English Language teachers employ in the pilot implementation of Integrated English. The principals were also interviewed for what emerges to be the English Language teachers' teaching strategies in implementing integrated English. Focus group discussions were held with learners where the researcher sought for what they perceive to be the learning strategies for implementing Integrated

English. Classroom observations were held on teaching and learning where the teaching and learning strategies were identified during the lessons. A report of findings for each data collection technique was followed by the interpretation of the findings. Where the questions were similar for the different groups of the participants, the researcher triangulated the findings to ensure trustworthiness. The following section features findings from English Language teachers' interviews and data analysis by the researcher.

4.1.2.1 Findings from interviews with teachers

Grade 9 English Language teachers were asked for teaching strategies that they employ in piloting the implementation of Integrated English Language. The strategies which they use in the class were organized into presentations and a variety of teaching techniques.

(a) Oral Presentation Strategies

The oral presentation method came forth as one of the teaching strategies which Grade 9 English Language teachers use in the pilot implementation of an integrated curriculum in teaching English Language. The English Language teachers pointed out that since the introduction of the integrated curriculum in their schools, the presentation method has been one of the most used methods. This finding is in line with Grade 9 English Syllabus's (2018) general aim of teaching English Language as a subject at both the Junior and Secondary levels in reading and writing skills. It is further revealed in the syllabus that the skills of reading and writing are used to improve the communicative competence of learners and provide them with confidence to communicate effectively with clarity, relevance, and accuracy through speaking and writing using Standard English. This finding points towards presentation as an essential teaching strategy that English Language teachers use to inculcate the skill of communicating confidently in their Grade 9 English Language learners. This finding is also consistent with MoET (2009) where it is affirmed that learners should be responsible for their learning. Therefore, learners must be taught using the presentation method as well since it is a learner-centred method that guides learners to express themselves with clarity, relevance, and accuracy. The believability of this finding which is learner-centred is reflected in the guiding principles of the dual theoretical framework used to underpin this study together with the learner-centred feature of the Integrated Curriculum.

(b) Variety of teaching techniques

Emerging from findings were different teaching and learning techniques. These were the grouping methods, discussions, demonstrations and discovery methods. They were reportedly utilized almost every day in the teaching of reading and writing skills (MoET, 2018). Commitment to need to encourage learners to participate led to the use of relevant methods such as group work, discussions, dialogue, debate, as well as the question and answer techniques Nyasimi (2014). The teachers acknowledged that they used discussion methods most of the time to encourage learners to actively participate in class by exchanging their ideas among themselves. The teachers clarified that since they are facilitators, they use demonstration methods to guide the learners to learn and not easily forget what they would have learned in class. It could be established that the demonstration method is the type of strategy which allows the learners to actively participate in class. The next section is a presentation of the interpretation of the findings from the interviews with Grade 9 English Language teachers.

4.1.2.2 Interpretation

The main results which became apparent from the interviews with the Grade 9 English Language teachers for teaching and learning strategies point to presentations and a variety of teaching methods. These findings are in line with the characteristics of an integrated curriculum that encourages learners to be active participants in their learning (Lepone, 2016; Bacon, 2018; MoET, 2009). The findings further align well with guiding principles of the theoretical framework for this study together with the claims made in the literature review chapter that English Language teachers should use a variety of learner-centred teaching strategies (Kretchmar, 2008; Oluniyi and Olufemi, 2013; Bhattacharjee, 2015). The reasonable conclusion drawn from the findings is that teaching strategy that inspires learners to be active participants in the class are the ones reinvigorated in Integrated Curriculum. If teachers rely mostly on traditional methods of teaching while pilot implementing IC, that would lead to challenges that could be encountered in the pilot implementation of Integrated English. The following section is the presentation on the findings from interviews with principals.

4.1.2.3 Findings from interviews with principals

The principals were asked to give teaching strategies which their teachers employ in pilot implementation of IC in teaching English Language as a subject. The findings from interviews with the principals were assembled into learner-centred and teacher-centred methods.

(a) Learner-centred methods

Learner-centred methods unfolded as some of the teaching strategies which the English Language teachers employ in the pilot implementation of Integrated English Language. The principals disclosed that role-play together with a question and answer methods are some of the teaching strategies used by the Grade 9 English Language teachers at their selected pilot secondary schools. This finding aligns well with Mbithe's (2014) assertion that the English Language teacher is the one who has the right to choose and use role-play (vide 2.3.4). This finding then points to both role-play and question and answer as strategies which teachers can employ in teaching reading and writing skills in Grade 9. However, these are not the only teaching and learning strategies that English Language teachers can utilize as they pilot implementation of IC. The teachers' interviews revealed that there is a variety of teaching methods such as discovery, discussions, demonstration and group methods. It was discovered during the interviews that some principals did not major in English as a subject hence they were too narrow or too generic in providing the answers.

(b) Teacher-centred methods

Other teaching strategies employed by the Grade 9 English Language teachers in the pilot implementation of IC are teacher-centred methods. The principals explained that some English Language teachers resort to the traditional teaching methods due to lack of resources and learners' unwillingness to learn. This finding is reinforced by one principal who stated;

Teacher-centred methods such as lecture methods are employed by the English Language teachers because they state that it helps them to put their classes in control and does not demand many instructional resources.

This finding points to the lecture method as a teaching strategy which some English Language teachers resort to when they fail to use learner-centred methods. This finding is contrary to the guiding principle of the Integrated Curriculum that it is learner-centred (MoET, 2009) and the dual

theoretical framework that teaching should be learner-centred in the literature review chapter of this study (vide, 1.1, 2.2.1.1 and 2.2.3.1). This finding indicates that some English Language teachers are not using the strategies which align with IC as they pilot its implementation. Failure to employ the required teaching methods according to the guiding principles of IC could defeat the purpose of pilot implementation. As a result, such failure could lead to challenges in the pilot implementation of IC. In the subsequent section, interpretation of findings from interviews with the principals is presented.

4.1.2.4 Interpretation

Learner-centred and teacher-centred methods emerged as the main themes from the interviews with school principals. The English Language teachers as indicated by the principals seem not to use much of the learner-centred methods, instead, they seem to use predominantly the teacher-centred techniques. The teachers' use of the traditional type of teaching refutes the learner-centredness feature of the phenomenon which is also among the guiding principles of the dual theoretical framework which benchmarks this study (vide 1.1, 2.2.1.1 and 2.2.3.1). The teaching methods English Language teachers use to affect the success of the implementation of Integrated English Language (Nyasimi, 2014). It is conclusive that the use of teacher-centred methods should be minimised for teachers to be able to comply with the guiding principles of IC. Failure to use more of learner-centred methods could anticipate challenges in the pilot implementation of IC. The next section is the provision of findings from the focus group discussions with Grade 9 English Language learners.

4.1.2.5 Findings from focus group discussions with learners

This section features the learning strategies which Grade 9 English Language learners use in learning English Language as a subject in pilot implementation of IC. The strategies are thematised into learner-centred techniques.

(a) Learner-centred techniques

Surfacing as the main learning strategies in the pilot implementation of IC in learning English Language are the learner-centred techniques. The learners signposted that the techniques which they employ include the four basic skills of learning a language is listening, speaking, reading and

writing, as well as watching educative programs on television, competitions, and discussions. MoET (2018) stipulates that learners should also be helped with the speaking and listening skills which should be assessed internally as they are indispensable components of teaching and learning across the curriculum. This finding is again in conjunction with the learner-centred guiding principle for PET (vide 2.2.1.1) where it is stated that learners should be taught in such a way that they will be inspired to explore and freely express their feelings (Garte, 2017). What emerged as a finding from discussions with English Language learners is that learners have their methods of learning English language. According to Chamot (2005) in Nyasimi (2014), learners have strategies of learning a language. Those methods are referred to as Language Learning Strategies (LLS). Chamot defines LLS as procedures that facilitate the learning tasks and they vary considerably within each learner. Without devising learning strategies and using LLS, learners might encounter some challenges in the pilot implementation of IC in the teaching and learning of English Language. The next section features an interpretation of findings from focus group discussion on the strategies used.

4.1.2.6 Interpretation

The main finding which came into view from the focus group discussion as the learning strategy which the learners employ in learning Integrated English is learner-centred techniques. Emerging as a finding from the discussions with the learners is that for learners to be able to understand the Integrated English, they should device Language Learning Strategies and learn it on their own. This finding was enhanced by one guiding principle of Constructivism Theory (CT) adopted in this study which favours exploration to encourage learners to seek knowledge independently (Bhattacharjee, 2015) in Section 2.2.3.1. If learners fail to device their strategies of learning English Language or fail to apply the LLS, that could lead to challenges in the pilot implementation of IC in the teaching and learning of English Language. Besides, Nyasimi (2014) clarifies that a lack of adequate training of students on the use of learning strategies is likely to bring about challenges in learning English Language in IC. The subsequent section is on findings from classroom observations.

4.1.2.7 Findings from classroom observations

This section is the presentation of findings from classroom observations carried out at the three selected pilot secondary schools. The observations were on how integrative the teaching and learning strategies were. The findings are followed by the interpretation of the lessons observed, based on the teaching and learning strategies employed by teachers and learners in the pilot implementation of integrated curriculum, the guiding principles of integrated curriculum (vide 2.2) and the dual theoretical framework (vide 2.3). The findings for these classroom observations were trademarked as teacher-centred strategies.

(a) Teacher-centred strategies

The findings from the observations were projected as teacher-centred strategies by Grade 9 English Language teachers in piloting the implementation of Integrated English Language in their natural settings. The observations displayed rather more teacher-centred approaches with minimal use of learner-centred methods such as discussion methods and pair work. The teachers would introduce their lessons and spent most of the time asking learners questions, writing answers on the board and constantly remaining in front of their classes, especially near the board. What took place in their classes was the opposite of what they mentioned during the interview session that, as facilitators; they use discussions and demonstration methods to help learners to be active participants. They mostly used question and answer method and marginal discussion method.

To illustrate, one teacher spent the whole lesson using mainly question and answer in teaching financial terms (MoET, 2018) yet the topic could have been interesting if the learners were more involved. The topic the teacher chose was integrative in the sense that the same topic is taught in Accounting, and the examples she gave involved real-life issues. The concept chosen aligned well with MoET (2009) in the CAP document under curriculum aspects and learning areas. The two areas are mainly concerned with life challenges and how to solve problems. To this effect, findings from the study conducted in secondary schools in Kenya on the teaching of writing skills by Eyinda and Shariff (2010) revealed that most English Language teachers dominated in the classroom interaction and used mainly teacher-centred methods such as lecturing together with a question and answer methods. These findings point to teacher-centred methods as strategies that English Language teachers used most of the time in class. Failure to adhere to the learner-centred methods

envisaged for IC by MoET (2009) could likely lead to English Language teachers encountering challenges in the pilot implementation of Integrated English. The section that follows is the presentation of data interpretation.

4.1.2.8 Interpretation

The main finding from the classroom observation point to partial learner-centred strategies in piloting the implementation of an integrated curriculum. This finding revealed that the English Language teachers relied most of the time on the use of question and answer method. Yet the teachers' interviews reflected even the use of demonstration methods and discovery methods. The teachers did not even attempt to use the grouping method, discovery or presentation yet MoET (2009) requires that pedagogy must shift towards methods that can develop creativity, independence and survival skills of learners. Besides, the dual theoretical framework (vide 2.2) encourages learner-centred methods of teaching and the same notion applies to Integrated Curriculum since it endorses learner-centred approaches to teaching and learning (vide 2.3.1). The findings then indicate discrepancies between the teachers' responses and their actual teaching in class which could result in challenges for the pilot implementation of IC. The next features a summative perspective for the second research question for this study.

4.1.2.9 Summative Perspective

The main findings concerning research question two (vide 4.1.2) thematised into strategies needs that are teacher and learner-centred in nature. Assertions made especially in sections 2.3.3 and 2.3.4 on the teaching and learning strategies that can be used for pilot implementation of IC indicate that learner-centred techniques are envisaged in the IC as adopted in Lesotho. According to MoET (2009), pedagogy is expected to shift from fragmented to holistic methods of teaching. What this means is that according to MoET, learners who are taught in IC are expected not only to be active participators in class but also to learn by doing and being hands-on. In the context of Integrated English, although some teachers are trying to use the learner-centred methods, they end up resorting to the traditional methods of teaching. The question which is yet to be answered is whether teachers were provided with the training needs related to the pilot implementation of IC or not.

Based on conformity to the trustworthiness of these findings, the researcher as indicated in the methodology chapter, Section 3.8, employed the four standards being triangulation, credibility, dependability, and transferability using conversational interviews, FGDs and classroom observations. Transferability, in this study, was ensured by explaining in detail the methods used by the researcher. As Mopeli (2017) puts it, to maintain the trustworthiness of the research findings in the qualitative study, the researcher seeks to gather authentic information and conform to facts or experiences. The researcher maintained issues of trustworthiness by the researcher collecting data from the participants at their natural contexts being the selected pilot secondary schools. Findings of research questions one and two on the needs and strategies formed the basis for the opportunities and challenges in the pilot implementation of Integrated English at selected pilot secondary schools in Lesotho. It is with this perspective that the next section features findings for the third research question on the challenges encountered in pilot implementation of Integrated English. This section on the third research question will be followed by the section on the fourth and last research question of this study.

4.1.3 The Teaching and Learning Challenges Encountered During Pilot Implementation of IC Through English Language

To be able to understand the teaching and learning challenges encountered by both English Language teachers and learners while pilot implementing Integrated English, one should also understand the needs and the strategies which are Integrated English related. Data towards answering this research question was gathered through conversational interviews for the English Language teachers. The researcher intended to investigate what surfaced as the challenges to English Language teachers towards a pilot implementation of Integrated English. The principals were also interviewed for what emerges to be the teachers' challenges in implementing integrated English. Focus group discussions were held with learners where the researcher sought for the challenges which learners encountered in the pilot implementation of Integrated English. Classroom observations were held on teaching and learning where the needs were identified during the lessons. A report of findings for each data collection technique was followed by the interpretation of the findings. For purposes of issues of believability, the researcher triangulated the findings to ensure trustworthiness where the questions were similar for the different groups of

the participants. The following section features findings from English Language teachers' interviews and data analysis by the researcher.

4.1.3.1 Findings from English Language teachers' interviews

Grade 9 English Language teachers were asked to mention the teaching and learning challenges which they encounter in piloting the implementation of the integrated curriculum through English Language as a subject. The challenges were characterised by lack of training, haste implementation, lack of resources and passive learners.

(a) Lack of training

Lack of training crystallised as the main challenge which English Language teachers encountered in the pilot implementation of the Integrated Curriculum in teaching English Language as a subject. The English Language teachers reported that they were not well prepared before the implementation phase. This was substantiated by one teacher who complained;

A three days' workshop which I attended was not very helpful to me since I still struggle with how to teach using an integrated curriculum. Within those three days, we were expected to learn almost everything about the Integrated Curriculum which I found very challenging for me.

This finding reflects that even the training which was offered to the English teachers was not helpful because it was not even focused on specific concepts. Ongong'a, Okwara and Nyangara (2010) enhance this finding by narrating that teachers need to understand how language is used in content areas and share their understanding with the learners by correcting language errors whenever they occur. Failing to properly train the English Language teachers on how to tackle the implementation of Integrated English could affect other learning areas because as Ongong'a *et al.* indicate, the teaching and learning in all subject areas need to have a language focus. Similar to the preceding statement is MoET (2009) in its CAP document where it is clearly stated that language is a medium through which all learning areas can be adequately and effectively delivered. This finding points to a lack of training for English Language teachers on how to implement Integrated English Language as a challenge. Although the researcher expected that perhaps English Language teachers had a wealth of knowledge concerning the new curriculum, the opposite is true

as put forth by the findings. Yet, it is not surprising since the English Language teachers in their interviews for the first research question have indicated that they were not provided with the training needs for Integrated English. This finding is consistent with the same challenge raised by Ibraimova (2017) Section 2.3.5.1, that a lack of teachers' training before the implementation is a problem. It is evident then that failure to train teachers who are the chief implementers of any curriculum reform could call for challenges.

(b) Haste implementation

One of the main challenges reported was the hasty implementation of the integrated curriculum. English Language teachers revealed that the new curriculum was rushed and as a result, a lot of things have changed. According to the English Language teachers, the majority of learners stopped studying hard when they were told that they will no longer be assessed at the end of class 7 (PSLE). This finding refutes the intention that learners should be helped to communicate effectively through the language skills (MoET, 2009). This finding points to many changes that occur during the implementation of any curriculum as a challenge. If any curriculum reform is rushed without thorough research, then such a reform might yield problems (Mopeli, 2017) in Section 2.3.5.3.

(c) Lack of resources

Lack of resources came to light as one of the challenges in the pilot implementation of the integrated curriculum. Grade 9 English Language teachers related that lack of resources such as teaching aids are the main challenge in teaching English Language while implementing the integrated curriculum. They further revealed that in most cases, teachers together with the learners do not have textbooks since the ones they had are no longer suitable for the new curriculum. Omulando (2009) in Nyasimi (2014) reinforces that lack of sufficient instructional resources limits teachers from adequately facilitating the instructional process. This finding points to the lack of resources as the main challenge in the pilot implementation of the IC. It is not shocking then that lack of resources emerged as a challenge since the teachers in their interviews for the first research question with the researcher had already pointed out that they were not provided with the requisite resources for Integrated English. Failure to providing teachers with the necessary Integrated English resources led to a lack of resources revealed in this question as a challenge.

(d) Passive Learners

Another challenge that occurred was the issue of passive learners in piloting the implementation of the integrated curriculum in teaching English Language. The Grade 9 English Language teachers disclosed that some of the learners taught in the new curriculum want to be picked out for them to answer in class, if not called out they just remain passive throughout the whole lesson. This finding points to passive learners as a problem in piloting the implementation of the integrated curriculum in teaching English Language. What such learners do refutes the learner-centred guiding principle of the espoused dual theoretical framework benchmarking this study because both Progressive Education Theory (PET) and Constructivism Theory (CT) encourage the active participation of the learners (vide 2.2.1.1 and 2.2.3.1). This finding is again contrary to the claims made in the literature review chapter by Kuhlthau, Maniotes and Casparia (2015) in Drake and Reid (2018) which still stresses that learners should be actively involved and participate in class. However, concerning this finding, it seems that learners want to be forced to participate in the class whereas integrated curriculum, theories used and claims made for this study encourage them to be active participants. It can be concluded that passive learners are a problem in piloting the implementation of the integrated curriculum. In the next section, the interpretation of English Language teachers' interviews is provided.

4.1.3.2 Interpretation

The main findings of the interviews with the teachers of the challenges point to lack of training, haste implementation, lack of resources and passive learners. Findings such as lack of training and haste implementation seemed to confirm the assertions made by the documented scholarship in the literature review chapter. Ibrahimova (2017) clarified that for IC to be implemented, teachers need to be well prepared (vide 2.3.5.1) while Mopeli (2017) also stresses that teachers should be trained and well prepared before the pilot implementation of any educational reform (vide 2.3.5.3). Passive learners refute claims about learner-centredness feature of both IC in Section 1.1 and the guiding principles of the theoretical framework in Section 2.2.1.1 and 2.2.3.1. It can be concluded that if English teachers are not offered proper training, it becomes difficult for the implementation of any curriculum to be successful. Furthermore, if teachers are not provided with requisite Integrated English resources, successful pilot implementation becomes difficult to achieve. The section below is on findings from interviews with principals.

4.1.3.3 Findings from interviews with principals

Principals at the selected pilot secondary schools were asked to provide the challenges which English Language teachers encounter in the pilot implementation of the Integrated Curriculum in the teaching and learning of English Language. The challenges that presented themselves were characterized by a lack of resources and training.

(a) Lack of resources

Lack of resources surfaced as one of the challenges which Grade 9 English Language teachers encounter in the pilot implementation of IC. The principals specified that they even had to buy some textbooks for English Language teachers and provided them with mobile data for them to have access to the internet. Access to the internet helps teachers research the language skills concepts they are teaching in Integrated English Language. As for the learners, the principals stressed that it is tricky in the sense that learners have paid rental fees for the textbooks which are no longer suitable for the newly introduced curriculum. Failure to provide both teachers and learners with resources necessary for pilot implementation of IC might result in teachers and learners encountering some challenges as they pilot to implement the subject-specific curriculum. This finding can be believable since its recurrence is reflected in the interviews with teachers where they mentioned that lack of resources is a challenge in the pilot implementation of the integrated curriculum in teaching and learning English Language as a subject. When the finding recurs, it confirms its believability.

(b) Lack of training

Another challenge that was revealed was the lack of English Language teachers' training in the pilot implementation of an integrated curriculum in teaching English Language. The principals clarified that some English Language teachers have never been trained in their schools yet they are pilot implementing the Integrated Curriculum. They pointed out that teachers were just forced into the new system since there was no smooth transition from the old syllabus to the new one. This finding exposes that lack of teachers' training with regards to pilot implementation of the Integrated Curriculum is a challenge. This finding corresponds with Ibrahimova (2017)'s claim that teachers need to be trained before the implementation of any reform. If teachers are not given any training on how to pilot implement IC, then that results in challenges. It can be concluded that teachers

need to be trained before the implementation of any educational reform. The section that follows provides the interpretation of findings from the principals' interviews.

4.1.3.4 Interpretation

The main findings for the interviews with the principals regarding the challenges point to lack of resources and lack of training. Lack of resources and training could affect the teaching of the two language skills being reading and writing. Therefore, it is reasonable to conclude that if these challenges are left unattended they might affect the pilot implementation of the Integrated Curriculum in teaching and learning English Language. As has been shown, the main findings in this section seem to be repetitive since they also emerged from the English teachers' interviews. The recurrence of these findings from different participants and the overlapping methods in this section prove to be believable. The next section features findings from focus group discussions with Grade 9 English Language learners.

4.1.3.5 Findings from focus group discussions with learners

The Grade 9 English Language learners from the three selected secondary schools for this study were asked to provide the challenges which they encounter in learning English Language in the new curriculum and how they solve such challenges. The findings were ordered into high school level concepts and a lack of adequate resources.

(a) High School Level Concepts

High school level concepts are some of the challenges which Grade 9 English Language learners stressed that they encounter as they learn English Language in the pilot implementation of IC. The learners indicated that since the introduction of the new curriculum, they are taught concepts that are taught at the high school level. MoET (2018) indicates that Grade 9 learners are expected to be taught two concepts under the reading skill being reading for ideas and reading for meaning. The learners indicated that the new curriculum has changed how they were taught in the old syllabus. They put forth that the new curriculum has some new topics which they find complicated and require a lot of time. Emerging as a finding from this discussion with the learners is new concepts taught at high school level which seem to be challenging and time-consuming. This finding portrays that high school concepts taught at the Grade 9 level are a challenge.

(b) Lack of adequate resources

Lack of adequate resources promulgated as another challenge for learners. The Grade 9 English Language learners share the same opinion that the lack of adequate resources is another challenge that they encounter while learning English Language in the pilot implementation of IC. They complained that they do not have relevant resources such as textbooks and computer labs at their schools. Furthermore, they elaborated that lack of textbooks forces them to depend on their teachers for any information, even the one which they could easily access on their own. In the light of this, it could be concluded that although resources are a challenge in the pilot implementation of IC, they are of a necessity in the teaching and learning of language skills such as writing and reading (MoET, 2018). This finding seems to be recurrent in that it is reflected in all the groups of the participants interviewed for the third question of this study. The fact that this finding repeated itself to all the participants in this section confirms its trustworthiness. The next section is on interpretation based on the focus group discussions for the Grade 9 English Language learners.

4.1.3.6 Interpretation

The main findings from the focus group discussion point to high school level concepts and lack of adequate resources. These findings reflect that Grade 9 English Language learners find it challenging to be taught English Language reading and writing skills the way the High School learners are taught. Furthermore, the findings reveal that learners find it challenging to learn English Language in Grade 9 without the resources necessary for the pilot implementation of IC. Adding to the findings, Gathumbi and Masembe (2005) in Nyasimi (2014) clarify that resources should focus on helping learners to develop their strategies of learning in Integrated English Language. It can be concluded that challenges such as the ones mentioned need to be addressed to successfully pilot the implementation of the integrated curriculum in the teaching and learning of English Language. Failure to address such challenges is likely to result in teachers and learners encountering some problems during the pilot implementation of any curriculum. The subsequent section explains findings from the classroom observations.

4.1.3.7 Findings from classroom observations

This section is the presentation of findings from classroom observations carried out at the three selected secondary schools in this study. The findings are followed by the interpretation of the lessons observed, based on the challenges encountered in teaching and learning English Language as a subject in the pilot implementation of the integrated curriculum. The findings for classroom observations were displayed as lack of resources and inadequate time.

(a) Lack of resources

Lack of resources was realized as the main finding regarding the challenges which the Grade 9 English Language teachers encountered in their classes. Both teachers and learners seemed not to have English Language textbooks or any teaching and learning materials in the pilot implementation of the Integrated Curriculum in selected pilot secondary schools. During class time, while the researcher was observing the teaching and learning, even though the teachers were asking correct questions, they could not guide learners to be engaged in hands-on activities. Failure to involve learners to participate in class refutes the main feature of the Integrated Curriculum of being learner-centred (vide 1.1). When learners are not involved in their learning due to lack of resources, then that might cause a problem. This finding, however, seems to be believable in that it triangulated itself in all the interviews and the observations conducted in this study. This finding also revealed that lack of resources is a challenge and because of that teachers cannot involve learners a lot during the teaching and learning of English Language in their classes.

(b) Inadequate time

The other challenge which actualised itself was the issue of inadequate time as the Grade 9 English Language teachers were teaching while the pilot implementation of the integrated curriculum in the teaching and learning of English Language. What the researcher observed was that time was not enough for their lessons even though they tried to manage it. The other challenge which the researcher observed was that at times lessons were interrupted affecting the time allocated to a certain class. These findings revealed that pilot implementation of IC requires much time. This finding is consistent with Cherobon's (2016) assertion that teaching Integrated English is too tasking and challenging to employ learner-centred strategies due to inadequate time (vide 2.3.6.1).

4.1.3.8 Interpretation

The challenges which the three Grade 9 English Language teachers experienced in class point to lack of resources and inadequate time. The researcher discovered that the lack of resources in the pilot implementation of IC, as well as inadequate time, is a challenge. These findings could suggest that English Language teachers and learners be provided with relevant teaching and learning resources as well as enough time to successfully pilot implement IC.

4.1.3.9 Summative Perspective

Statements from Section 2.3.5 and 2.3.6 on IC challenges reveal that lack of teacher training before implementing IC, lack of resources, inadequate time, haste implementation, lack of motivation before and during the implementation of a new curriculum and the aspect of IC being learner-centred surfaced as challenges encountered by English teachers and learners. For English Language teachers to implement the two language skills prescribed by the syllabus being writing and reading, all the preceding challenges have to be worked on. If teachers are not offered training on content-based teaching and learning before the pilot implementation of any curriculum, yet they are expected to know how to teach Integrated English concepts such as reading and writing, that could be a challenge. Such teachers might not be able to help learners to acquire skills which will help them to express themselves clearly in writing (Nyasimi, 2014). In short, if those challenges are not addressed, teachers might fail to deliver the writing and reading skills effectively. Aspects of the truthfulness of the findings lie in the fact that the researcher used three methods of data collection as indicated in the methodology, chapter Section 3.8. The next section expounds on the last research question for this study.

4.1.4 Opportunities for Teaching and Learning English Language in the Context of Pilot Implementation of Integrated Curriculum

In this section, as it was shown in the previous section on the third research question, the first and the second research questions are likely to influence the fourth research question which is on the opportunities in the pilot implementation of Integrated English. This is because the requisite needs and strategies in the pilot implementation of IC may also lead to opportunities. It is against this backdrop that this section focused on the opportunities embraced by both English Language teachers and learners in the context of the pilot implementation of Integrated English. Data towards

answering this research question was gathered through conversational interviews for the English Language teachers. The researcher intended to investigate what emerged as the opportunities for English Language teachers towards the pilot implementation of Integrated English. The principals were also interviewed for what they perceive to be the opportunities for the English Language teachers in implementing Integrated English. Focus group discussions were held with learners where the researcher sought for the opportunities which learners embraced in the pilot implementation of Integrated English. Classroom observations were held on teaching and learning where the opportunities were identified during the lessons. A report of findings for each data collection technique was followed by the interpretation of the findings. The researcher triangulated the findings to ensure trustworthiness where the questions were similar for the different groups of the participants. The following section features findings from English Language teachers' interviews and data analysis by the researcher.

4.1.4.1 Findings from interviews with Grade 9 English Language teachers

Grade 9 English Language teachers who participated in this study were asked to provide the opportunities that the implementation of the Integrated Curriculum presents in the teaching and learning of English Language as a subject. The findings under the opportunities were categorized into learners' ability to discover knowledge on their own, collaboration and motivation for both teachers and learners.

(a) Learners' ability to discover knowledge on their own

Learners' ability to discover knowledge on their own appeared to be one of the opportunities which Grade 9 English Language teachers experience as they teach English Language in the pilot implementation of IC. The teachers concurred that the newly introduced curriculum is opportunistic in that it allows learners to discover knowledge on their own. This is substantiated where one teacher stated;

I give Grade 9 English Language learners some work to do on reading and writing which they will have to sometimes research to be able to present it in class. At times the work will be requiring them to argue or convince the class of their discovery.

Emerging as a finding from the above quotation is learners' ability to discover knowledge on their own. When given the work to do especially on their own, the learners have the opportunity to be independent and own their work. This finding is consistent with the guiding principle of learner-centredness for both integrated curriculum and the theoretical framework as indicated by Bhattacharjee (2015) and Bacon (2018). This finding is further in line with documented literature on learner-centredness (Kuhlthau, Maniotes and Casparia, 2015 in Drake and Reid, 2018). It can be concluded that learner's ability to discover knowledge on their own is an opportunity particularly in implementing curriculum reforms such as the Integrated Curriculum. This is because one of the guiding principles of IC in CAP 2009 is to encourage learners to be active participants. If learners can discover knowledge on their own, that would help teachers as facilitators (vide 2.3.4.6) to just guide them when learning in IC.

(b) Collaboration

One opportunity which projected itself is collaboration as the Grade 9 teachers were the pilot implementation of IC in teaching and learning English Language. The teachers mentioned that IC encourages learners to work together to incorporate what they learn in English Language lessons with what they learn in other subjects such as Accounting. What emerged as a finding in this section is the ability for learners to cooperate in the implementation of IC. This finding is in line with the characteristics of the integrated curriculum in section 1.1 and the guidelines of the theoretical framework of this study in Sections 2.2.1.5 and 2.2.3.4 which also stress collaborative work. Again, this finding is consistent with Kohn's (2015) affirmation that IC is opportunistic in that learners are guided to work together. This finding revealed that collaboration is very essential in piloting Integrated English Language. Collaboration also determines how well teachers can combine knowledge about the concept taught.

(c) Motivation

Another opportunity that emerged was motivation as the Grade 9 teachers were pilot implementing the integrated curriculum in teaching and learning English Language. The teachers revealed that both teachers and learners go the extra mile in learning English Language while the pilot implementation of IC. They specified that the newly introduced curriculum encourages them to research and be knowledgeable not only in English Language which is key in teaching and learning

but other subjects as well because all subject areas need to have a language focus (Ongong'a, *et al.*, 2010). This finding points to motivation as an opportunity for English Language teachers to the pilot implementation of IC using English Language as a case. If the teachers are motivated then, that is an opportunity since they might be able to attend to every learner in their classes. The next section features the interpretation of findings from the teachers' interviews.

4.1.4.2 Interpretation

The main findings which were conveyed from the interviews with the Grade 9 English Language teachers point to learners' ability to discover knowledge on their own, collaboration and motivation for both teachers and learners. These findings reflect that teaching and learning English Language in the pilot implementation of the integrated curriculum is opportunistic. Given that the learners are mostly encouraged to discover knowledge on their own and collaborate with others when using the Integrated Curriculum, it can be reasonable to conclude that English Language teachers should help learners to be active participants in the pilot implementation of the Integrated Curriculum in selected pilot secondary schools. To ensure the trustworthiness of these findings from Grade 9 English Language teachers, the researcher interviewed the school principals in this study to find out whether she would establish the same opportunities both stated in the interview with teachers and the documented scholarship. The subsequent section is on findings from interviews with principals.

4.1.4.3 Findings from interviews with principals

The three principals who participated in this study were asked to provide the opportunities brought about by implementation of IC. The findings under the principals' interviews were classified into learner-centredness, collaboration and facilitators.

(a) Learner-centredness

Learner-centredness was recounted as one of the opportunities reflected by the pilot implementation of the integrated curriculum in teaching and learning English Language. The three principals are of the view that the integrated curriculum is opportunistic in that it is learner-centred. They stated that they have observed that learners can explore what they were taught in class because they are encouraged to research on their own then present to others. This finding points to

the learner-centred nature of IC as an opportunity while pilot implementing IC in the selected pilot secondary schools. This finding is in line with guiding principles for integrated curriculum (Bacon, 2018) in Section 1.1 and the theoretical framework used in this study (Frazee and Rudnitski, 1995 in Lowe, 2017; Bhattacharjee, 2015) together with claims from the documented scholarship such as Mbithe's (2014) claim that integrated curriculum is learner-centred. It can be concluded that IC seems to be opportunistic in that its learner-centredness nature allows learners to discover knowledge on their own.

(b) Collaboration

Another discovered opportunity in the pilot implementation of the integrated curriculum in teaching and learning English Language is collaboration. The principals stated that another opportunity which the introduction of the integrated curriculum provides in their schools is that English Language teachers collaborate and help one another with some of the new concepts which are being introduced. This finding is echoed in the literature review chapter where English Language teachers claim that teaching in the integrated curriculum is flexible (Ibraimova, 2017). This finding reveals that teachers find collaboration in the integrated curriculum to be opportunistic.

(c) Facilitators

Facilitators unfolded as one of the opportunities in the pilot implementation of the integrated curriculum in teaching and learning English Language. The principals indicated that with the integrated curriculum, most of the work is done by the learners unlike in the old syllabus where learners would mostly be spoon-fed. They clarified that the newly introduced curriculum encourages teachers to guide learners to discover knowledge on their own. The finding aligns well with the characteristics of the Integrated Curriculum in Section 1.1 that the Integrated Curriculum encourages teachers to be facilitators (Bacon, 2018). This finding further matches well with the guiding principles of the theoretical framework of this study which also encourage teachers to be guides (Kohn, 2015; Bhattacharjee, 2015). This finding is also consistent with Mbithe's (2014) claim that teachers are encouraged to be facilitators. If learners can be actively involved in their learning, then it would mean that this Integrated Curriculum feature is opportunistic to the learners. This calls for English Language teachers to help learners to be actively involved in their learning.

The section that follows is on the expansion of the interpretation of findings from the interviews held with the principals.

4.1.4.4 Interpretation

Essentially, the main findings under the research question based on the opportunities in the pilot implementation of the integrated curriculum in selected pilot secondary schools point to learner-centred, collaboration and facilitators. As it is indicated in the preceding paragraphs, it is clear that the findings which surfaced display integrated curriculum as opportunistic not only to the English Language teachers but also to English Language learners. For English Language teachers, it is opportunistic in that they are to research, work together and guide learners to discover knowledge on their own. Hence pilot implementation of the Integrated Curriculum in teaching and learning English Language as a subject is opportunistic. To substantiate the findings from the Grade 9 English Language teachers and the principals at the selected pilot secondary schools in this study, the researcher conducted focus group discussions with Grade 9 English Language learners at the three selected pilot secondary schools for this study in order to find out whether she would establish the opportunities both stated in the interviews and the documented scholarship. The following section is a presentation of findings from focus group discussions with learners.

4.1.4.5 Findings from focus group discussions with learners

The three groups of learners who participated in this study were asked to narrate what they find to be interesting in being taught English Language as a subject using the new curriculum in their classes at their respective schools. The findings under the learners' focus group discussions were thematised into learner-centredness.

(a) Learner-centredness

Learner-centredness was noted as the opportunity which the Grade 9 English Language learners enhanced in the pilot implementation of the Integrated Curriculum in teaching and learning English Language as a subject in selected pilot secondary schools, Lesotho. They explicated that with the new curriculum, they are allowed to freely express themselves, to explain the concepts the way they understand them and to discover knowledge on their own. What emerged as a finding is that learners like to explore and discover knowledge on their own or in groups. This finding seems to

be consistent with Lowe's (2017) claim that in IC, learners are allowed to explore and learn by doing (vide 2.3.7.2). If learners are not allowed to explore and discover knowledge on their own, that would confirm the opportunistic nature of IC.

4.1.4.6 Interpretation

The main finding from the interviews with Grade 9 English Language learners points to learner-centredness. This finding aligns well with the characteristics of the Integrated Curriculum, guiding principles of the theoretical framework and claims made in the literature review chapter (Bacon, 2018; Bhattacharjee, 2015). When learners are permitted to be actively involved in their learning, which would result in IC being opportunistic to them. This implies that learners are content about the new curriculum. The next section features findings from classroom observations at the selected pilot secondary schools.

4.1.4.7 Findings from classroom observations

This section is the presentation of data from classroom observations carried out at the three selected schools in this study. The presentation is followed by the interpretation of the lessons observed, based on the opportunities for teaching and learning while piloting the implementation of the integrated curriculum. The findings under classroom observations were branded learner-centredness.

(a) Learner-centredness

Learner-centredness was rendered as the opportunity for piloting the implementation of the integrated curriculum in selected pilot secondary schools. The findings from the classroom observations reveal that the Integrated Curriculum is learner-centred although teachers at times depend more on teacher-centred approaches. During the observation, teachers tried to incorporate learners as they were teaching by asking questions, involving them in discussions and giving them pair work. One teacher even built on learners' prior knowledge while teaching about Financial Education in her class and asking them to use the knowledge they have acquired in Accounting as a subject. The teacher even encouraged them to be creative thinkers even though she did not stress it. What transpired in her class confirmed the claims made by the literature review chapter that learner-centredness is the feature for IC (Kuhlthau, Maniotes and Casparia, 2015 in Drake and

Reid, 2018) (vide 2.3.4.1). The fact that the concept of Financial Education overlaps in Integrated English and Accounting is an opportunity for the learners. This way, the learners will understand the concept better since overlaps are welcome in IC.

4.1.4.8 Interpretation

The main finding from the classroom observations with Grade 9 English Language teachers point to learner-centredness. This finding is in line with the findings from the Grade 9 English Language learners' focus group discussions, characteristics of the Integrated Curriculum, guiding principles and claims made from documented scholarship in the literature review chapter (Bacon, 2018; Bhattacharjee, 2015). This finding reveals that Integrated Curriculum is opportunistic. If implemented based on its features, guiding principles of the theoretical framework used in this study, the needs and the strategies that can be utilized, then IC is opportunistic. This is because it will result in teachers being able to deliver concepts in IC. The learners will also be involved in their learning and be active participants who do not rely solely on teachers for any information.

4.1.4.9 Summative Perspective

Learners' ability to discover knowledge independently, collaboration, motivation, learner-centredness, and facilitators were depicted as the main findings in this section. In essence, the learner-centred aspect of the Integrated Curriculum seems to be the major opportunity in this study. The findings for this research question based on the opportunities revealed in this study particularly on assertions made in sections 2.2.1.1 and 2.3.4.1, that learner-centredness still appear to be opportunistic. The learner-centred feature also surfaced as fundamental in the teaching of the language skills prescribed by the Grade 9 English Syllabus Pilot 2018. The genuineness of these findings lies in the fact that they triangulated themselves through conversational interviews, FDGs and classroom observations. To ensure their trustworthiness of the findings, standards such as credibility and dependability were also reflected in this section. The claims from the literature review chapter were also used to augment these findings and situate them to the existing documented scholarship. Based on the findings from this research question, it can be concluded that IC implementation through the teaching and learning of English Language as a subject is essential. What English Language teachers and learners need to do is to employ learner-centred strategies while teaching and learning the language skills while implementing Integrated English

Language in Grade 9 (MoET, 2018). In the next section sums up the main findings by research questions.

4.2 SUMMATION OF THE MAIN FINDINGS

The main focus of this study was on opportunities and challenges in the pilot implementation of the Integrated Curriculum in the selected pilot secondary schools in Lesotho. The study was concerned with the perceived teaching and learning needs since the researcher found it important to address the needs as well as the teaching and learning strategies. Failing to meet what emerges to be the Integrated English needs together with the Integrated English teaching and learning strategies might anticipate challenges in the pilot implementation of the Integrated Curriculum. If the Integrated English related needs, as well as the teaching and learning strategies, are met, that would lead to the opportunities which would translate into successful pilot implementation of the Integrated Curriculum in the natural settings. It was hoped that by using the learner-centred approaches envisaged by IC currently introduced in Lesotho selected pilot secondary schools, English Language teachers in such schools would be able to facilitate learning while the pilot implementation of IC.

The following are the main findings per research question in this study:

- The study discovered that for English Language teachers to successfully pilot implementation of IC, they need requisite Integrated English training, resources, collaboration, adequate facilities and supervision (vide 2.3.1). If these are the needs for pilot implementation of curriculum reform, this could mean that it is indispensable for English Language teachers to be provided with such necessary needs before the pilot implementation of any curriculum. Failure to provide these needs could anticipate challenges rather than opportunities in pilot implementing IC in Lesotho's selected pilot secondary schools. These findings were found to be believable in this section since they triangulated themselves through conversational interviews, FGDs and classroom observations. The standards of trustworthiness were also maintained because these findings were again found to be credible, dependable and transferable.

- The study revealed the following teaching and learning strategies that can be used by both teachers and learners in implementing IC; learner and teacher-centred techniques (vide 2.3.2). If teachers and learners could be provided with requisite Integrated English related teaching and learning strategies to employ in pilot implementing IC, then the expectation would be for pilot implementation of IC to be successful. But if teachers and learners are not provided with the necessary teaching and learning strategies to use while pilot implementing IC, then, that would result in challenges and not opportunities. For this question, the researcher maintained issues of trustworthiness by conducting this research in natural settings. The researcher also collected data for herself using the same data collection methods she used for the participants in the first research question of this study.
- The challenges which surfaced included lack of training, lack of resources, haste implementation and passive learners (vide 2.3.3). It is not surprising that what surfaced to be the challenges was also brought into the picture since it was realized in the first research question that teachers and learners should be provided with necessary Integrated English related needs such as teacher training needs and resources needs. To ensure the trustworthiness of findings for the third research question of this study, the researcher used the same methods of data collection she used for the first two research questions. Those methods are conversational interviews, FGDs and classroom observations. These methods were found to be applicable not only on research questions one and two but also on the third research question for this study. Based on this recurrence and compliance with standards of trustworthiness in this section, the findings for this question can be believed.
- The opportunities which have been discovered are that learners can discover knowledge independently, collaboration, motivation, learner-centred and teachers as facilitators (vide 2.3.4). The findings for the fourth and the last research question for this study were also found to be believable. In this section, the trustworthiness standards were ensured as underscored in Chapter Three (vide 3.8). The standards included credibility of findings where the researcher ensured believability of the study's findings by personally collecting data at the natural settings being schools (vide

3.8.2). Dependability standard used to ensure consistency of the findings and it was achieved through the use of overlapping methods such as conversational interviews, classroom observations and FGDs (vide 3.8.3). The study can also be transferable since transferability is the extent to which the findings of one study can be applied to other situations. In this study, transferability was ensured by explaining in detail the methods used by the researcher (vide 3.8.4). Based on conformity to each one of the trustworthiness standards mentioned in Chapter Three being triangulation, credibility, dependability, and transferability, this study conforms (vide 3.8). It is conclusive that the findings for this study can be believed.

Drawing from these findings, the introduction of any curriculum should be prepared before its implementation. Literature shows that without sufficient training and support, the teachers may become frustrated in implementing the new curriculum (Fullan, 1992 in Thaanyane, 2010).

4.3 SUMMARY

This chapter featured data presentation and interpretation based on the four research questions of the study succeeded by the summation of the main findings by research questions. This chapter concluded with the summary section. The chapter that follows features conclusions of the study and recommendations based on the findings reported for each research question in the current chapter.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter outlines the conclusions of the main findings of the study based on each research question. It ends with recommendations on the pilot implementation integrated curriculum. The summary section forms the last part of the chapter.

5.1 CONCLUSIONS

In this section, conclusions are organised by main findings per research question.

5.1.1 Teaching and Learning Needs for Successful Pilot Implementation of IC in Teaching and Learning English Language

This first research question of the study addressed the teaching and learning needs for successful pilot implementation of IC in teaching and learning English Language. The study discovered that for English Language teachers to successfully pilot implement Integrated Curriculum (IC), they need requisite Integrated English training, resources, collaboration, adequate facilities, and supervision.

(a) English Language teachers' needs

English Language teachers and school principals disclosed that teachers' training, in particular, on what and how to teach certain concepts before the implementation of any curriculum reform is a need. Need for training and provision of knowledge or content on the value and implementation of approaches such as content-based language teaching and learning was pointed to in the needs. That is, it can be concluded based on this finding that for English Language teachers to successfully implement IC in pilot secondary schools, teacher training needs such as content-based language teaching and learning are fundamental. If the teachers are not offered content-based language teaching and learning, among other forms of training before they can implement any curriculum reform, yet they are expected to deliver the knowledge to the learners, that could lead to challenges.

(b) Resources needs

The participants who took part in this study including school principals, English Language teachers and learners reported that one of the needs for them to successfully carry out the implementation of any curriculum is teaching and learning resources. This finding points to the conclusion that teaching and learning resources are needs which can improve the teaching and learning of all aspects of English Language in an integrated context (vide 4.1.1.4). This finding again makes reasonable the conclusion that both teaching and learning resources are needed to stimulate learners' thinking capacity for them to be able to generate ideas for writing in Integrated English Language classroom situations.

(c) Collaboration needs

In Section 4.1.1.1 (c), teachers bespeak that for purposes of clarity in the IC context, overlaps are welcome since they justify collaboration which is reflected by features of IC (vide 1.1). A conclusion that can be drawn from this finding is that there is a need for cooperation among teachers of different subjects to discuss concepts to be taught before the actual teaching takes place in class.

(d) Adequate facilities

Findings for this section point to adequate facilities as other teaching and learning needs for successful pilot implementation of Integrated English. It is conclusive that adequate facilities are key factors in implementing the curriculum. Without proper infrastructure, the implementation of the IC might be a failure (Mbatha, 2016).

(e) Supervision

The school principals indicated that one of the English Language teachers' needs is supervision. Based on this finding, it can be concluded that supervision by immediate supervisors and subject inspectors with the necessary knowledge of IC related to English Language teaching and learning skills is a need. This finding could then make reasonable the conclusion that supervision for English Language teachers is necessary for pilot implementation of the Integrated Curriculum using English Language as a case. If English Language teachers are not provided with requisite

supervision, they might encounter challenges of not being able to implement Integrated English as a subject in their schools.

5.1.2 Strategies Which English Language Teachers and Learners Employ in Pilot Implementation of Integrated English

The second research question for this study was based on the strategies that English Language teachers and learners employ in the pilot implementation of IC. The study revealed the following teaching and learning strategies that can be used by both teachers and learners in implementing IC as learner and teacher-centred techniques.

(a) Learner-centred techniques

The participants in this section disclosed that they employ learner-centred techniques as they pilot implement IC even though it is minimally. Drawing from this finding, the conclusion is that the teaching strategies which inspire learners to participate in class are encouraged in IC implementation (vide 1.1). Again the theoretical framework underpinning this study encourages active participation rather than passiveness (vide 2.3.4.2). If teachers fail to employ learner-centred strategies while pilot implementing IC, that could lead to challenges.

(b) Teacher-centred techniques

As indicated in Section 4.1.2.3 (b), some English Language teachers resort to teacher-centred methods which do not align well with IC as they pilot implement it in their classes. This, teachers relate that it is due to lack of training and some learners who are not eager to learn. This finding points to the conclusion that English Language teachers use traditional teaching methods as they pilot implement Integrated English. Failure to utilize the required teaching methods according to the guiding principles of IC and the theoretical framework underpinning the study could defeat the purpose of the pilot implementation of IC (vide 1.1, 2.2.1.1 and 2.2.3.1).

5.1.3 The Teaching and Learning Challenges Encountered in Pilot Implementation of

Integrated English

The third research question was on the teaching and learning challenges encountered in the pilot implementation of the IC. The challenges which surfaced for this research question included lack of training, resources, haste implementation, passive learners and learner-teacher ratio.

(a) Lack of teacher training

The school principals, as well as the English Language teachers, specified that English Language teachers were not well prepared on the content areas to tackle and how to teach them. Given this, it can be concluded that lack of English Language training is a challenge in the pilot implementation of IC. This finding confirms the assumption made in Section 4.1.1.1 (a) that if English Language teachers are not provided with training on content-based language teaching and learning before the implementation of IC, then that could lead to challenges when they implement the reform.

(b) Lack of resources

The majority of the participants revealed that with the introduction of the new curriculum, lack of resources emerged as a challenge. This finding then points to the conclusion that the lack of resources in the pilot implementation of IC is a barrier, especially when teaching content-based language concepts. This finding also confirms claims made in Section 4.1.1.3 (b) that if resources are not available, English Language teachers might have a challenge as they pilot implement IC.

(c) Haste implementation

The English Language teachers reported that haste implementation of IC is a challenge (vide 4.1.3.1 (a)). The teachers explained that IC implementation was rushed and as a result a lot of changes took place. Based on this finding, it can be concluded that haste implementation of IC is a challenge. When any curriculum reform is rushed without preparing and training chief implementers being teachers, then that could result in teachers encountering problems.

(d) Passive learners

In Section 4.1.3.1 (d), the English Language teachers disclosed that the issue of passive learners is a problem in the pilot implementation of IC. This finding is contrary to IC whereby learners are encouraged to be active participants and not be passive in class. The finding is against the guiding principles of the theoretical framework adopted in this study which indicate that learners should be hands-on in their learning (vide 2.2.3.1).

(e) High school Concepts

In Section 4.1.3.5 (a), the learners reported that they are taught high school level concepts. Based on this finding, it is arguable that the concepts which are currently taught in Grade 9 are essential even though learners complain that they are complicated and require a lot of time. When learners are taught high school level concepts by the majority of teachers who lack content-based language teaching and learning training, challenges are likely to occur.

5.1.4 The Opportunities for Teaching and Learning English Language in the Context of Pilot Implementation of IC

The fourth and last research question for this study was to investigate opportunities for teaching and learning English Language in the context of the pilot implementation of IC. The opportunities which have been discovered are that learners can discover knowledge independently. Also, IC is opportunistic in that it encourages collaboration, motivation, learner-centredness and teachers as facilitators.

(a) Learners' ability to discover knowledge independently

Learners' ability to discover knowledge on their own emerged as the main finding of this section and an opportunity for learners to be independent. This finding is in line with the guiding principles of IC and the theoretical framework in the pilot implementation of IC (vide 2.3.4.1). It can, therefore, be assumed that learners in Grade 9 would learn better if the teaching and learning needs, strategies and challenges could be addressed.

(b) Collaboration

The ability for learners to cooperate in the pilot implementation of IC is an opportunity. Kohn (2015) strengthens this finding by stating that IC is opportunistic. Kohn states that in IC, learners are guided to work together. This finding points to the conclusion that the IC is opportunistic. Based on the findings, it makes reasonable sense to assume that although IC is opportunistic, if teachers and learners' needs are not addressed, the pilot implementation of IC might encounter challenges instead of opportunities.

(c) Motivation

Motivation surfaced as one of the opportunities which can be essential in the pilot implementation of IC. The finding revealed that both teachers and learners are encouraged to do research and be knowledgeable particularly in English Language since every subject should have its language focus (Ongong'a, Okwara and Nyangara, 2010). If teachers and learners are motivated, then the implementation of the IC will not be problematic.

(d) Learner-centredness

IC is opportunistic in that it is learner-centred (Bacon, 2018). The learner-centred feature of IC helps learners to be able to explore what they are taught in class. This finding points to the learner-centred nature of IC as an opportunity. If the learners could be taught Integrated English using traditional methods of teaching, that would be contradicting the learner centred feature of IC.

(e) Teachers as facilitators

According to Bacon (2018), IC encourages teachers to be facilitators. This finding reveals that the introduction of IC is opportunistic in that most of the work is done by the learners, unlike in the traditional teaching methods where the teacher dominates. Drawing from this finding, it is important for both English Language teachers to guide learners to be actively involved in their learning (vide 4.1.4.3).

5.1.4.1 Summative Perspective

The first research question focused on the teaching and learning needs for successful pilot implementation of IC. The study revealed that teachers and learners were not fully equipped and prepared for the pilot implementation of the IC. It was, as a result, assumed that failure to prepare teachers for implementation of IC may lead to challenges during its actual implementation. The second research question focused on the teaching and learning strategies used to pilot the implementation of IC. Findings for this research question pointed to the learner and teacher-centred methods as strategies used to implement IC. However, findings revealed that in most cases teacher-centred methods dominated. It was discovered that when teachers are not offered requisite content-based language teaching and learning training before the implementation of IC, that might result in challenges such as which methods to use and when to use them. For the third research question, the researcher embarked on the teaching and learning challenges encountered in the pilot implementation of the IC. The findings discovered challenges that were related to the teaching and learning needs for successful pilot implementation as well as about the strategies. That is, it was found out that if necessary needs and strategies are not provided, challenges emerge. As for the the last research question, the focus was on the opportunities in the pilot implementation of IC. The findings for this question revealed that IC is opportunistic and that most of the opportunities discovered could be achieved only if the teaching and learning needs, strategies and challenges are addressed. Based on conformity to each one of the standards of trustworthiness being triangulation, credibility, dependability, and transferability mentioned in Chapter Three (vide 3.8), this study conforms and therefore the findings for this study can be believed. The next section features recommendations.

5.2 RECOMMENDATIONS

Recommendations on the pilot implementation of Integrated Curriculum are articulated in this section based on the conclusions per research question (vide 5.1).

5.2.1 Teaching and Learning Needs for Successful Pilot Implementation of IC in Teaching and Learning English Language

Concerning the findings of the study on teaching and learning needs for successful pilot implementation of IC, the researcher found it necessary to make the following recommendations:

1. Requisite Integrated English training needs could be essential for English Language teachers for them to understand and successfully implement Integrated English in the context of the integrated curriculum. In other words, English Language teachers should be provided with necessary training on how to implement integrated English. This should be for them to have the ability to guide learners in the teaching and learning of the language skills of reading and writing as it is stated in the Grade 9 English Syllabus Pilot 2018.
2. Subject teachers should collaborate before they embark on the actual teaching of certain concepts in their subjects.
3. Resources are needed in implementing Integrated English for teachers to adequately facilitate the teaching of language skills in a classroom.
4. Supervision could be of the essence given that English Language teachers could be helped on areas to improve, work on and strengthen as they pilot the implementation of integrated English Language.
5. Learners need to be provided with the resources which could help them to build on and improve their knowledge while learning about the reading and writing skills in Integrated English.
6. There is a need for facilities meant for educational reforms such as an integrated curriculum so that the pilot implementation stage could be carried out in an environment prepared for it.

5.2.2 Strategies which English Language Teachers and Learners Employ in Pilot Implementation of Integrated English

Regarding the findings on the teaching and learning strategies which English Language teachers and learners employ in the pilot implementation of IC, the following recommendations were made:

1. The teaching strategies which involve learners' participation could be important in the pilot implementation of Integrated English.
2. English Language teachers should be encouraged to employ learner-centred methods to involve the learners and guide them to be active participants in the class.
3. For English Language learners to better understand Integrated English, it is of paramount importance for them to devise means of learning it.

4. The adoption of teaching strategies that encourage learners to explore and discover knowledge on their own in piloting the implementation of IC could be of the essence.
5. What English Language teachers could also do is to guide learners on the use of LLS.

5.2.3 The Teaching and Learning Challenges Encountered During Pilot Implementation of IC through English Language

Relating to the teaching and learning challenges encountered during pilot implementation of IC through English Language, the following recommendations were found to be of necessity:

1. Lack of resources might be a challenge not only to the teachers but to the learners as well in the pilot implementation of an integrated curriculum in teaching and learning English Language.
2. When a new curriculum is introduced, it should not be hurried, rather it should be prepared for. The English Language teachers should be provided with requisite content-based language teaching and learning training to be able to deliver knowledge to the learners.
3. Passive learners in class need to be encouraged to participate because if they do not, they defeat the purpose of the pilot implementation of IC. Again, for the pilot implementation of IC to be successful, all the established challenges in this section must be addressed. Hence it makes sense to suggest that working together as English Language teachers could help other teachers who are not knowledgeable in other areas to gain knowledge.

5.2.4 The Opportunities for Teaching and Learning English Language in the Context of Pilot Implementation of IC

Regarding the fourth research question on the opportunities for teaching and learning English Language in the context of the pilot implementation of IC, the following recommendations were found to be crucial:

1. Learners should be encouraged to discover knowledge on their own most of the time through the activities which the English Language teachers should give. The activities should align with the guiding principles of the theoretical framework underpinning this study together with the features of the IC.

2. Collaboration should be encouraged most of the time since it is espoused by MoET (2009) in the CAP 2009 document and is also a feature of IC.
3. Teachers and learners should go the extra mile, work together and research.
4. Teachers and learners should use methods that align with Integrated Curriculum.
5. English Language teachers should be encouraged to be guides and facilitators in the pilot implementation of IC.

5.3 SUMMARY

This chapter recapped the main findings and spotlighted conclusions from them. It ended with recommendations on the pilot implementation of the integrated curriculum.

REFERENCES

- Adom, D., Hussein, K. H. and Agyem, A. J. (2018). *Theoretical and Conceptual Framework: Mandatory Ingredients of a Qualitative Research*. International Journal of Scientific Research. Vol. 7 (1).
- Altinyeken, H. K. (2010). *Curriculum change in Uganda: teacher perspectives on the new Thematic curriculum*. International Journal of Educational Development. Vol. 30. PP. 151-161.
- Ahmadi, A. A. and Lukman, A. A. (2015). *Issues and Prospects of Effective Implementation of New Secondary School Curriculum in Nigeria*. Journal of Education and Practice. Vol.6 (35).
- Amineh, R. J. and Asl, H. D. (2015). *Review of Constructivism and Social Constructivism*. Journal of Social Sciences, Literature and Languages. Vol. 1 (1). PP. 9-16.
- Aubrey, K. and Riley, A. (2016). *Understanding and Using Educational Theories*. Thousand Oaks, California: Sage Publications.
- Bacon, K. (2018). *Curriculum integration*. Marino Institute of Education: University of Dublin.
- Badugela, T. M. (2012). *Problems Facing Educators in Implementing the National Curriculum Statement: The Case of Tshifhena Secondary School, Vembe District, Limpopo Province*. South Africa: University of South Africa.
- Bantwini, B. D. (2010). *How teachers perceive the new curriculum reform: Lessons from a school District in the Eastern Cape Province, South Africa*. International Journal of Educational Development. Vol. 30. 83-90.
- Bhattacharjee, J. (2015). *Constructivism Approach to Learning: An Effective Approach of Teaching Learning*. International Research Journal of Interdisciplinary and Multidisciplinary Studies (IRJIMS). Vol. 1 (IV). PP. 65-74.

- Biggam, J. (2008). *Succeeding with Your Master's Dissertation: A Step-by-step Handbook*. United Kingdom: Open University Press.
- Bless, C., Higson-Smith, C. and Sithole, S. L. (2013). *Fundamentals of Social Research Methods: An African Perspective*. (5th Edition). South Africa: Juta & Company Ltd.
- Cherobon, V. (2016). *Teacher factors influencing implementation of integrated English Curriculum in public secondary schools in Nandi East Sub County*. Kenya: University of Nairobi.
- Cohen, L., Manion, L. and Morrison, K. (2005). *Research Methods in Education* (5th Edition). London: Routledge.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks, London: Sage Publications.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Edition). Boston: Pearson Education International.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (4th Edition). Thousand Oaks, CA: Sage Publications.
- Denscombe, M. (2010). *The Good Research Guide: For Small-Scale Social Research Projects* (4th Edition). England: Open University Press.
- Etikan, I., Musa, S. A. and Alkassim, R. S. (2016). *Comparison of Convenience Sampling and Purposive Sampling*. American Journal of Theoretical and Applied Statistics. Vol. 5 (1) PP. 1-4.
- Fu, Y. & Sibert, (2017). *Teachers' perspectives: Factors that impact implementation of integrated Curriculum in K-3 classrooms*. International Journal of Instruction. Vol. 10. No. 1.
- Fullan, M. G. (2001). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

- Garte, R. (2017). *American Progressive Education and the Schooling of Poor children: A brief History of a philosophy in practice*. International Journal of Progressive Education. Vol. 13 (2).
- Grant, P. & Paiget, K. (2007). *Curriculum integration: A trial*. Australian Journal of Teacher Education. Vol. 32. No. 4.
- Harcourt, H. M. (2005). *The New Dictionary of Cultural Literacy (3rd Ed.)*. Harcourt Publishing Company.
- Ibraimova, A. (2017). *Implementation of integrated curriculum in Kazakhstani secondary schools: Challenges and opportunities in pilot schools at school level*. Central Asia: Nazarbayev University of Graduate School of Education.
- Igwenagu, C. (2016). *Fundamentals of Research Methodology and Data Collection*. Nigeria: University of Nigeria.
- Kaskey-Rous, M. (2008). *How Does Using Integrated Curriculum Promote Critical Thinking and Engagement in Middle School Student Learning?* Ohio University
- Kivunja, C. and Kuyini, A. B. (2017). *Understanding and Applying Research Paradigms in Educational Contexts*. International Journal of Higher Education. Vol. 6. (5). PP. 26.
- Kohn, A. (2015). *Progressive Education: Why It's Hard to Beat, But also Hard to Find*. Bank Street College of Education. Retrieved from <http://educate.bankstreet.edu/progressive/2>. Accessed on 25/03/2019.
- Koma, T. E. (2018). *Cross-Linguistic Influence of Sesotho Sounds on the Production of English Sounds*. Roma: National University of Lesotho.
- Kumar, R. (2011). *Research Methodology: A Step-by-step Guide for Beginners (3rd Edition)*. Thousand Oaks: Sage.

- Lam, C. C., Alviar-Martin, T., Adeler, A. S. & Sim, J. B-Y. (2013). *Curriculum integration in Singapore: Teachers' perspectives and practice*. Teaching and Teacher Education. Vol. 31. 23-34.
- Leedy, P. D. and Ormrod, T. E. (2005). *Practical Research: Planning and Design (8th Edition)*. New Jersey: Pearson Education International.
- Lenuta, P. (2011). *Integrated Curriculum for first Grade activities*. Romania: University of Napoca.
- Lepone, C. (2016). *Exploring the Integrated Curriculum: A Critical Analysis of the Ontario Ministry of Education and Language Curriculum Document*. Ontario: University of Toronto.
- Lowe, R. (2017). *Pre-Service Teachers' Experiences with Curriculum Integration: A Qualitative Study*. Ontario: Brock University.
- Machira, A. N. (2011). *Teachers' Strategies for Managing Challenges of Integrated English Language Curriculum for Secondary Schools in Kenya*. Educational Research and Review. Vol. 4 (5). PP. 301-309.
- MacMath, S. L. (2011). *Teaching and Learning in an Integrated Curriculum Setting: A Case Study of Classroom Practices*. Ontario: University of Toronto.
- Magoma, C. M. (2016). *The Promise of Integrated English Curriculum: Teachers' and Head Teachers' Reaction and Reflections*. Universal Journal of Educational Research. Vol. 4 (5) PP. 1148-1157.
- Majara, M. (2018). *Factors Contributing to Learners' Inability to use a variety of Sentence Structures in English Essay Writing: The Case of Form E Learners in Three Selected Schools Within Maseru*. Roma: National University of Lesotho.
- Manyasi, N. B. (2014). *Integrated Approach in Teaching English Language: The Practice in Kenya*. International Journal of Education and Research. Vol. 2(4).

- Maree, K. (2012). *First Steps in Research*. South Africa: Van Schaik.
- Maronga, B. (2014). *Factors Influencing Implementation of Integrated English Curriculum in Public Secondary Schools in Transmaru West District*. Kenya: University of Nairobi.
- Marshall, C. and Rossman, G. B. (2006). *Designing Qualitative Research*. (4th Ed). Thousand Oaks, London: Sage Publications.
- Matsoso, L. M. (2012). *The Role of Traditional Knowledge in Acquisition of Proficiency In Academic English by Students in A Higher Institution: An Autoethnographic Study*. Free State: University of Free State.
- Matsoso, M. (2018). *Constructivist Approaches for Enhancing Speaking Skills in Second Language Learners: A Reflective Study in Grade 11 at a Selected School*. Roma: National University of Lesotho.
- Mbatha, M. G. (2016). *Teachers' Experiences of Implementing the Curriculum and Assessment Policy Statement (CAPS) in Grade 10 in Selected Schools at Ndwedwe*. Durban: University of South Africa.
- Mbithe, C. N. (2014). *Influence of the New Integrated English Curriculum on Students' Performance in English at Kenya Certificate of Secondary Education in Masinga Division*. Kenya: University of Nairobi.
- Ministry of Education and Training (MoET). (2009). *Curriculum and Assessment Policy: Education for individual and social development*. Maseru: MoET.
- Ministry of Education and Training (MoET). (2016). *Education Sector Plan 2016-2026*. Maseru: MoET.
- Ministry of Education and Training (MoET). (2018). *Grade 9 English Syllabus Pilot 2018*. Maseru: MoET
- Molapo, M. R. (2016). *How Educators Implement Curriculum Changes*. Pretoria: University of Pretoria.

- Mopeli, N. A. (2017). *Curriculum and Assessment Policy Statement: Challenges and Dilemmas Facing Senior Phase Social Science Teachers in Lejweleputswa District*. Free State: Central University of Technology.
- Mosisidi, P. B. (1982). *A Curriculum Development Process: the Lesotho Experience*. Canada: Simon Frazer University.
- Mphunyane, M. E. (2014). *The Pedagogies for Effective Teaching of Subject-Verb Agreement in Continuous Writing: A Reflective Self-Study of High School Learners in Botha-Bothe*. Roma: National University of Lesotho.
- Munro, S. (2017). *Curriculum Integration: Magnifying the Teacher's Experience*. Sydney: University of Sydney.
- Ngussa, B. M. and Makewa, L. N. (2014). *Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies*. "Curriculum implementation and Teacher motivation: A theoretical framework. Information and Science Reference: United States of America.
- Nkhi, S. E. (2018). *Exploring Communicative Activities that Enhance Aspects of Communicative Competence in English Language Teaching: A Case of Three Selected High Schools*. Roma: NUL.
- Nkosi, T. P. (2014). *Teachers' Experiences of the Implementation of the Curriculum and Assessment Policy Statement: A Case Study of Three Primary Schools in KwaZulu-Natal*. KwaZulu-Natal (Edgewood Campus): University of KwaZulu-Natal.
- Nyasimi, N. B. (2014). *Challenges Students Face in Learning Essay Writing Skills in English Language in Secondary Schools in Manga District*. Kenya: Nyamira County.
- Okoth, T. A. (2016). *Challenges of Implementing a Top down Curriculum Innovation in English Language Teaching: Perspectives of Form III English Language Teachers in Kenya*. Journal of Education and Practice. Vol. 7 (3).

- Okwara, M. O., Shiundu, J. O. and Indoshi, F.C. (2009). *Towards a Model of Integrate English Language Curriculum for Secondary Schools in Kenya*. Educational Research and Review. Vol. 4 (5) 301-309.
- Oluniyi, O. & Olufemi, A. O. (2013). *Curriculum integration in Social Studies as predictor of Academic performance in Social Sciences*. Journal of Education and Practice. Vol. 4. No. 7.
- Olusegun, B. S. (2015). *Constructivism Learning Theory: A Paradigm for Teaching and Learning*. Journal of Research and Method in Education. Vol. 5. (6) PP. 66-70.
- Ongong'a, J.O., Okwara, M. O. and Nyangara, K. W. (201). *Using Integrated Approach in Teaching and Learning at Secondary School Level in Kenya*. Educational Research. Vol. 1(11). PP 618-623.
- Palinkos, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N. and Hoagwood, K. (2013). *Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Methods Implementation Research*. New York: Springer Science and Business Media.
- Pandey, P. and Pandey, M. M. (2015). *Research Methodology: Tools and Techniques*. Romania: Bridge Centre.
- Park, M. (2008). *Implementing curriculum integration: The experience of Korean Elementary Teachers*. Education Research Institute. Asia. Vol. 9. No. 3. 308-319.
- Rakotsoana, L. F. C. (2012). *Writing a Scholarly Research Proposal: A Professional Step-by-step Guide for Beginners*. Morija-Lesotho: Morija Printing Works.
- Raselimo, M. and Mahao, M. (2015). *Lesotho Curriculum and Assessment Policy: Opportunities and Threads*. South African Journal of Education. Vol. 35 (1).
- Ridley, D. (2008). *The Literature Review: A Step-by-Step guide for Students*. (2nd Edition). Thousand Oaks, California: Sage Publications.
- Sarantakos, S. (1999). *Social Research*. (2nd Edition). Australia: Macmillan Education.

- Selepe, C. (2016). *Curriculum reform in Lesotho: Teachers' conceptions and challenges*. Johannesburg: University of Witwatersrand.
- Simon, M. K. (2011). *Dissertation and Scholarly Research: Recipes for Success (2011 Edition)*. Seattle, W. A. Dissertation Success, LLC.
- Smith, M. K. (2000). *Curriculum Theory and Practice*. The Encyclopedia of Informal Education.
- Stabback, P. (2016). *What Makes a Quality Curriculum?* In Progress Reflection No.2 on Current and Critical Issues in Curriculum and Learning. IBE/2016/WP/CD/02 UNESCO. <https://www.gcedcleaninghouse.org>. Accessed on 20/02/2019.
- Stenhouse, L. (1975). *An Introduction to Research and Development*. London: Heinemann.
- Taber, K. S. (2011). *Constructivism as Educational Theory: Contingency in Learning, and Optimally Guided Instruction*. In: Hassakhah, J. (Ed.) Educational Theory (PP. 39-61). United Kingdom: University of Cambridge.
- Thaanyane, M. E. (2010). *Teachers' Experiences of Implementing Business Education in Three Secondary Schools in Maseru District, Lesotho*. Durban: University of KwaZulu-Natal.
- Tlali, P. G. (2018). *Learners' and Teachers' Perspectives and Causes of Poor Argumentative English Essay Writing: A Case of Form D Students in Three Selected High Schools*. Roma: NUL.
- Tom-Lawyer, O. O. (2015). *An Evaluation of the Implementation of the English Language Nigeria Certificate in Education Curriculum: A Case Study of Three Colleges of Education*. Nigeria: University of Central Lancashire.
- Tracy, S. J. (2013). *Qualitative Research Methods: Collecting Evidence, Grafting, Analysis, Communicating Impact*. United Kingdom: Wiley-Blackwell Publishers.
- Tshiredo, L. L. (2013). *The Impact of the Curriculum Change in the Teaching and Learning of Science: A Case Study in Under-resourced schools in Vhembe District*. Limpopo: University of South Africa.

Wall, A. and Leckie, A. (2017). *Curriculum Integration: An Overview*. Current Issues in Middle Level Education. Vol. 22 (1). PP. 36-40.

Walliman, N. (2011). *Research Methods: The Basics*. New York: Routledge.

Williams, M. K. (2017). *John Dewey in the 21st Century*. Journal of Inquiry and Action in Education. Vol.9 (1). PP. 91-102.

LIST OF APPENDICES

APPENDIX 1: INTERVIEW GUIDE QUESTIONS FOR TEACHERS

TITLE OF THE STUDY:

Opportunities and Challenges in Pilot Implementation of Integrated Curriculum: A Case of English Language Teaching and Learning in Lesotho Pilot Secondary Schools.

PLACE: _____

DATE: _____ **TIME:** _____

REQUEST NOTE:

My name is Gloria Matee, I am a final year Master of Arts in Education student at NUL. I am in the process of collecting data for my study entitled; Opportunities and challenges in pilot implementation of Integrated Curriculum: A case of English Language teaching and learning in Lesotho selected pilot secondary schools. I humbly request to interview you.

Part One: Biographical Questions

Gender (M/F) _____

1. What subjects do you teach in this school?
2. How long have you been teaching English Language as a subject in Integrated Curriculum?
3. What is your highest educational qualification?

Part Two: Research Questions and Interview Questions

A. Integrated Curriculum (IC)

Your school has been chosen to pilot implementation of Integrated Curriculum. What is your understanding of IC as an educational reform?

B. Perceived Teaching and Learning Needs for Successful Pilot Implementation of IC through English Language as a subject in Lesotho selected pilot secondary schools.

1. Based on your experience piloting implementation of IC, what would you say are your needs for successful pilot implementation of IC in teaching and learning English Language as a subject?
2. (a) Which teaching and learning resources did you use for teaching English Language before the pilot implementation of IC?

(b) To what extent would you say pilot implementation of IC has affected use of such resources?

C. Teaching and Learning Strategies

1. What teaching strategies do you employ in pilot implementation of IC in teaching English Language as a subject in your class?
2. How do you use these strategies to facilitate for learners' ability to:

(a) Engage in classroom discussions that involve them in knowledge creation and construction through language use?

(b) Engage learners in use of English Language for collaborative problem-solving environment?
3. To what extent would you say you were sensitized (informed, alerted, prepared) to use those strategies before implementation of IC?

D. Challenges of pilot implementation of IC

1. What challenges are you encountering in pilot implementation of IC in the teaching and learning of English Language as a subject?
2. How are these different or similar to those you had prior to IC?
3. Were you trained with regard to piloting IC prior to its implementation?

4. If you were, in which areas were you trained for the teaching of English Language?
5. What challenges are you encountering in your implementation of IC in line with how you were trained?
6. What strategies are you employing to address these challenges to pilot implementation of IC in your teaching and learning of English Language as a subject?
7. What factors in your experience as an English Language teacher could be negatively affecting pilot implementation of IC in the teaching of English Language?

E. Opportunities of pilot implementation of IC

1. What opportunities would you say pilot implementation of IC presents in the teaching and learning of English Language as a subject?
2. How do you use these opportunities in pilot implementation of IC in the teaching and learning of EL as a subject?

Part Three: Closing Questions

1. Is there anything which you would like to add?
2. Do you have any questions for me?

APPENDIX 2: INTERVIEW GUIDE QUESTIONS FOR PRINCIPALS

TITLE: Opportunities and Challenges in Pilot Implementation of Integrated

Curriculum: A Case of English Language Teaching and Learning in Lesotho Pilot

Secondary Schools.

PLACE: _____

DATE: _____ **TIME:** _____

REQUEST NOTE:

My name is Gloria Matee, I am a final year Master of Arts in Education student at NUL. I am in the process of collecting data for my study entitled; Opportunities and Challenges in pilot implementation of Integrated Curriculum: A case of English Language teaching and learning in Lesotho selected pilot secondary schools. I humbly request to interview you.

Part One: Biographical Questions

Gender (M/F) _____

1. How long have you been a principal in this school?
2. What is your highest educational qualification?

Part Two: Research Questions and Interview Questions

A. Integrated Curriculum (IC)

1. Your school has been chosen to pilot implementation of IC. What is your understanding of IC as an educational reform?
2. What kind of support do you offer to your teachers in the implementation of IC?

B. Perceived Teaching and Learning Needs for Successful Pilot Implementation of IC.

3. Based on your experience pilot implementation of IC in your school, what would you say are the teachers' needs for successful pilot implementation of IC?
4. (a) Which teaching and learning resources do teachers at your school use for teaching English Language before the pilot implementation of IC?

(b) To what extent would you say pilot implementation of IC has affected use of such resources?

C. Teaching and learning strategies which can be employed for pilot implementation of IC.

1. What teaching strategies do your teachers employ in pilot implementation of IC in teaching English Language as a subject in your school?
2. How do your teachers use these strategies to facilitate for learners' ability to:

(a) Engage in classroom discussions that involve them in knowledge creation and construction through language use?

(b) Engage learners in use of English Language for collaborative problem-solving environment?
3. To what extent would you say teachers in your school were sensitized (informed, alerted, prepared) to use those strategies before implementation of IC?

D. Challenges of pilot implementation of IC

4. What challenges are teachers encountering in pilot implementation of IC in the teaching and learning of English Language as a subject in your school?
5. How are these different or similar to those they had prior to IC?
6. Were the English Language teachers trained with regard to piloting IC prior to its implementation?

7. If they were, in which areas were they trained for the teaching of English Language?
8. What challenges are the English Language teachers encountering in the implementation of IC in line with how they were trained?
9. What strategies does your school employ to address these challenges to pilot implementation of IC in their teaching and learning of English Language as a subject?
10. What factors are, in your experience as the principal negatively affecting pilot implementation of IC in the teaching of English Language in your school?

E. Opportunities of pilot implementation of IC

1. What opportunities would you say pilot implementation of IC presents in the teaching and learning of English Language as a subject?
2. How do teachers use these opportunities in piloting implementation of IC in the teaching and learning of EL as a subject?

Part Three: Closing Questions

1. Is there anything which you would like to add?
2. Do you have any questions for me?

APPENDIX 3: FOCUS GROUP DISCUSSIONS FOR GRADE 9 ENGLISH LANGUAGE LEARNERS

My name is Gloria Matee, I am a final year Master of Arts in Education student at NUL. I am in the process of collecting data for my study entitled; Opportunities and Challenges in pilot implementation of integrated curriculum: A case of English Language teaching and learning in Lesotho selected pilot secondary schools. I humbly request to interview you.

Part one: Research Questions

A. Integrated Curriculum (IC)

1. Your school has been chosen to teach using the new curriculum. What is your understanding of the new curriculum?
2. What kind of support would you like to be given as you learn EL in the new curriculum?

B. Perceived learning needs for successful implementation of IC through EL as a subject.

3. What would you say are your needs for learning English Language in the new curriculum?

C. Learning strategies

4. Which methods (ways) do you use in learning English Language in the new curriculum?

D. Challenges of Pilot Implementation of IC

5. What challenges do you face in learning English Language in the new curriculum?
6. How do you solve (address) these challenges which you face in the new curriculum?

E. Opportunities of Pilot Implementation of IC

7. What would you say is interesting (exciting) in being taught English Language using the new curriculum in your class?

Part Two: Closing Questions

8. Is there anything you would like to add?
9. Do you have any questions for me?

APPENDIX 4: CLASSROOM OBSERVATION GUIDE

TITLE: Opportunities and Challenges in Pilot Implementation of Integrated

Curriculum: A Case of English Language Teaching and Learning in Lesotho Pilot

Secondary Schools.

School Name: _____

Class: _____ **Class size:** _____

Observation: _____

Lesson: _____ **Duration:** _____

Date _____

The whole lesson will be recorded quoting verbatim the teacher's and students' words as the lessons progresses.

WHAT TO OBSERVE IN CLASSROOM	DESCRIPTIVE FIELD NOTES OF WHAT TO OBSERVED	REFLECTIVE NOTES
Opportunities of teaching and learning English Language in IC	<ul style="list-style-type: none">➤ Asking correct questions and being learner-centred.➤ Active involvement of learners in class.➤ Using activities representing real life issues in class.➤ Using problem-solving activities.➤ Building on learners' prior knowledge.➤ Using hands-on activities in class.➤ Gives collaborative work	

	<ul style="list-style-type: none"> ➤ Encourages creative thinkers ➤ Merges language with literature ➤ Maintains continuity between concepts and disciplines. 	
Challenges of teaching and learning English Language in IC	<ul style="list-style-type: none"> ➤ To check if the teacher is able to asks correct questions which reflect theoretical knowledge with regard to IC. ➤ Time management 	
Teaching and learning strategies employed by teachers and learners in IC	<ul style="list-style-type: none"> ➤ Student-centred strategies ➤ Group work ➤ Discussions ➤ Self-guided work 	
Perceived teaching and learning needs for successful pilot implementation of IC	<ul style="list-style-type: none"> ➤ Adequate facilities ➤ Instructional resources ➤ Solutions to challenges 	

Adopted from Creswell (2014 in Ibraimova, 2017); Molapo (2017); Nkhi (2018)

APPENDIX 5: DEPARTMENTAL INFORMED CONSENT LETTER TO PRINCIPAL

The National University of Lesotho

Telephone: +266 22340601/3631
Fax: +266 22340000
<http://www.nul.ls>



P.O. Roma 180
Lesotho
Africa

FACULTY OF EDUCATION DEPARTMENT OF LANGUAGES AND SOCIAL EDUCATION

INFORMED CONSENT LETTER TO PRINCIPAL

14 May 2019

The Principal,
Name of School: _____

Dear Dr/Mr/Mrs

Re: Permission to Conduct Research in the School

This letter serves to introduce you to Ms Lihotetso Gloria Matee, a registered MA.ED (English Language Education) student in the Department of Languages and Social Education, Faculty of Education, National University of Lesotho. His registration Number is: 200101682.

The student has successfully presented a dissertation proposal on "**Opportunities and Challenges in Piloting Implementation of Integrated Curriculum: A Case of English Language Teaching and Learning in Lesotho Pilot Secondary Schools**", to the Department and has obtained clearance to proceed with data collection/generation. The dissertation is in partial fulfilment for the award of the MA.Ed Degree

Against this background, we are requesting your permission to allow the student conduct this study at your school. Permission is specifically sought for access to Principal and staff of your school and for the sole purpose of data collection related to this study.

Please feel free to contact the Head of Department or the project supervisor should further information be required in this regard.

Your cooperation is greatly appreciated.
Sincerely,

Dr. Raymond Nkwenti Fru, PhD

Head of Department (LASED)
Email: m.fru@nul.ls
Telephone (Office): +266 5221 3644



Dr. Lifelile Matsoso

Project Supervisor
Email: lm.matsoso@nul.ls
Tel (Office): +26652213761