

An Analysis of the Curriculum Ideology in the Lesotho General Certificate of Secondary Education English Language Syllabus

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Abstract

The role of the English Language is undeniable in maintaining the growth and development of skilled workforces that are globally compatible. This study sets out to analyze the curriculum ideology of the Lesotho General Certificate of Secondary Education (LGCSE) English Language syllabus. The study was qualitatively conducted through the use of document analysis- analyzing the syllabus document. The findings reveal that the LGCSE English Language syllabus has the four curriculum ideologies, though in varying degrees. It appears that the dominant ideology in this syllabus is the learner-centered ideology which appears in four syllabus aims, followed closely by social efficiency appearing in three aims, the social reconstruction appearing in two aims. Trailing behind is the scholar's academic ideology appearing in one syllabus aim. This LGCSE English Language syllabus positions a learner largely as an affiliate of society and also one who can function effectively in various milieus in a society. The current study suggests curriculum ideology awareness programs should be given to teachers and prospective teachers of the English Language to assist them in their teaching of the English Language. The study also recommends that a survey study can be conducted on teachers and teacher educators before designing the national curriculum of Lesotho because much curriculum is affected by the ideology of the teacher.

Keywords: LGCSE, English Language teaching, curriculum, ideologies, curriculum and assessment policy

Introduction

The role of the English Language is undeniable in maintaining the growth and development of skilled workforces that are globally compatible (Obaidul, 2010). English crosses cultures, countries and industries (Roy-Campbell, 2014). It is often used as a communal tongue if the interlocutors are linguistically mutually unintelligible. This means teaching people English can be greatly recompensing- learners of English have many new opportunities and doors open to them due to their communicative competence and skills (McEachron & Bhatti, 2015). Again, the core purpose of an English as a Second Language (ESL) teacher is to aid in providing non-native English speakers with the chance to gain articulacy and eloquence in the English Language, mutually in the written and spoken discourse. A good mastery of the English Language aids learners to achieve better grades in other subjects as well; hence a credit pass in the English Language in the Lesotho General Certificate of Secondary Education (LGCSE) is a necessary requirement of admission into the universities, specifically the National University of Lesotho (NUL), and other tertiary institutions.

Teachers work with people from all over the world every so often, in a school or private teaching setting, and are a conduit for a lot of non-native speakers to a novel life or opportunity (McEachron & Bhatti, 2015). Teaching English as a Second Language (TESL) is thus significant since ESL teachers not only help cross the language barrier, but they also and often become cultural counselors to their learners as they help them circumnavigate the numerous cultural metamorphoses and gradations of a new country (Roy- Campbell, 2014). In this light, ESL teachers have a direct impact on the current lives and future

lives of their learners. Therefore, bearing the economic interest in mind, improvement in English Language teaching and learning has become the prior concern.

In Lesotho, English Language is both an official language and a language of instruction, as well as a second language. It shares the status of being an official language and language of instruction with the native language, Sesotho. According to the curriculum and assessment policy (CAP), the first three years of schooling (Grade One to Three) should be taught in the mother tongue or the indigenous language; Sesotho, and in Grade 4 to Grade 12 as well as tertiary institutions, English is used as the medium of instruction (MOET, 2009). Learners begin learning English as a second language and as a subject at primary school from Grade Four, although some schools- private schools- teachers begin instruction in English from class Grade One because they want to give their learners a head start with the language (Gathumbi, 2008).

With respect to Linguistic and Literary English (LLE) offered in Grade 8, the Lesotho 2009 CAP articulates that the curriculum should be able to, among other key areas, set the foundations of language and its usage (MOET, 2009). The policy further highlights that language is a medium through which all learning areas can be adequately and effectively delivered because it promotes effective communication in all its forms. The policy additionally states that the language and literacy curriculum should develop the acquisition and understanding of linguistic skills necessary for effective communication in different contexts and application of linguistic, creative and other skills in promoting literary works for socioeconomic development because, while education should address national aspirations, globalization exerts tremendous pressure on curriculum systems.

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The way we view the pedagogy of the English Language is bound to have a mammoth impression on the sorts of teachings we pedagogically conduct. A vast majority of teachers opt to acquaint learners with the intricacies and convolutions of the contemporary universe (Bustin, 2018). This is because, as Bustin states, they see a need to make children live in a world that is just, otherwise of supposed social equality. That said, English pedagogy may differ for others; it may be about the transmission of knowledge to the subsequent compeers and stimulating them in the equivalently identical methods they were enthused with while they were learners themselves. For others still, it may be the occupational essentials of the subject – offering learners the necessary expertise for the forthcoming place of work (Bustin, 2018). These may serve as the motivation that gives pedagogues the getup and go to teach each day. These divergent views of teaching the English Language, condensed by the conception of curriculum ‘ideologies,’ have implications for the sorts of lessons that teachers teach and, in consequence, the linguistic familiarity of our learners.

In the ancient days, teachers’ performance was arbitrated on their aptitude to yield improved learners. Nowadays, the educational system necessitates teachers to have comprehensive knowledge as well as an understanding of what they need to impart to their learners, not only to accomplish their educational prerequisites but also to assist them in knowing their capabilities and talents (Alanazi, 2016). For that reason, educationalists need to know and understand what exactly they need to teach their learners. This means they need to be experienced enough to determine whether or not they give their learners the knowledge, skills, and knowledge they need to acquire as per their core curriculum.

According to Peña- Sandoval and Jiménez (2020), recent conceptualizations propose to substitute the concept of traditional significance by that “sustaining” education (Culturally Sustaining Pedagogy, CSP) in the sense of elevating the method with new-fangled research on linguistic diversity, forms of literacy, and other communal cultural practices. This transformed method pursues to value and withstand multi-ethnic and polyglot societies in a globalized world, symbolizing research and practice in the tradition of assets pedagogy, as well as promoting and supporting cultural heterogeneity for an autonomous school.

In Lesotho, English Language is offered as part of the LGCSE syllabus, taught as a stand-alone subject from Grade 9 to Grade 11. As part of Lesotho’s national educational development, the COSC, which began in 1989 in Lesotho, was replaced by a locally produced qualification- the LGCSE (Moea, 2022a, b; NANOPDF, 2018), which was developed over a period of years in three or four main stages. Based on the then prevailing and envisaged changes in the assessment of education in Lesotho, LGCSE seemed to be more relevant than COSC (NANOPDF, 2018). LGCSE occurs as a qualification where performance in each subject is individually recognized, unlike COSC, which was based on a cluster award method (Moea, 2022b). The improvement of LGCSE is that all subjects in the curriculum possess the same prestige; the English Language is no longer a passing nor a failing subject, as was the case with the COSC (NANOPDF.com, 2018). ‘It also caters for a much wider learning aptitude range as it recognizes achievement below grade E with clear and concise performance descriptors for this lower level.’

The main aim of developing a well-informed curriculum is to warrant that teachers are acquainted with what they are supposed to teach their learners. This is so because the curriculum sets down goals, objectives, and instructional resources to be used when teaching and learning (Moea, 2022c). It also links what learners should know and do and permits educators to accomplish goals and objectives set forward in the curriculum (Tholappan, 2015). The present-day teachers are in quest of ways in which they can assist their learners to make sense of real-life situations by dint of developing integrative school curriculum that focuses on and caters to learner’s concerns.

Vars (1991), cited in Alanazi (2016), argues that a well- informed curriculum is one that encapsulates the following four capacities- enables learners to be successful learners, helps them become confident in what they can do, become responsible learners, and become effective contributors in everything they do. These four capacities try to elucidate that school curricula should aim at helping

learners to develop knowledge and skills they will use in their future endeavors. In a similar light, the Ministry of Education and Training (MOET) in Lesotho is mandated to make available excellent and valuable education services to all Basotho, with the absolute goal of making certain that every single Mosotho has the opportunity of being well-educated and prolific, with grounded moral and ethical values (MOET, 2016). ‘The basic goal of The Government’s policy for ... education is to provide learners with the opportunity to become responsible and respectful global citizens, through the provision of a sustainable, improved, and quality assured... and ... education that recognizes the importance of individual learning processes.’ The curriculum has always been introduced as the center of the educational system and has been used as a tool for achieving the goals of education (Hajizadeh & Karami, 2014).

There are several features of this educational expression which we term curriculum ideologies. These ideologies are the individual principles of the educationists about what educational organizations must teach, for what ends, as well as for what purposes (Moea, 2022c; Moriani et al., 2021; Alanazi, 2016; Brennan, 2011). Curriculum ideologies function as the endeavors of the people when they get engaged in any activity connected to the curriculum; otherwise, when they discourse and deliberate about the curriculum matters (Schiro, 2008). The visions, beliefs, dogmas, sentiments, conceptual outlines and beliefs of educationists are jointly referred to as curriculum ideologies (Moea, 2022c; Rind & Mughal, 2020; Schiro, 2008). These curriculum ideologies are categorically classified into four types by Schiro (2008). They are Scholar Academy, Social Efficiency, Learner-centered, and Social Reconstruction (Moea, 2022c), also known as the discipline-centered ideology, service-centered ideology, student-centered ideology, and citizenship-centered ideology, respectively (Mnguni, 2018a, b). Each of these ideologies is pigeon-holed within six facets of the curriculum, being the purpose of the subject; the nature of knowledge; the instructional process (inclusive of teaching and learning); the role of the teachers as chief curriculum implementers; the role of the learners and the assessment (Schiro, 2013).

Another key curriculum process in education is Curriculum implementation. It is the process of decoding the curriculum manuscript into action in the teaching space by the teacher. Thus, concluding any matter on curriculum enactment shorn of citing the teacher will be like one going to cry and leaving their eyes behind (Obilo & Sangoleye, 2015). This is because it encompasses the propagation of a well-thought-out set of learning experiences, the endowment of resources to effectually implement the plan, and the definite implementation of the plan in the classroom setting where teacher-learner relations occur (Ivowi, 2009). It is sufficient to say that the teacher that performs and implements these curriculum activities also enacts the curriculum documents. In this light, therefore, the teacher and the curriculum stroll side by side and hand in hand. The implication here is that one cannot deliberate extravagantly on curriculum without the mention of the teacher who is the curriculum implementer; they are the ones who bring the curriculum document to the limelight and reality.

The curriculum has continually been presented as the core of the educational system in addition to having been used as a tool for the attainment of the goals of education (Hajizadeh & Karami, 2014). As a matter of fact, the implication of paying thoughtfulness to the dogmas of individuals to fortify the curriculum has fashioned an incontrovertible perception to the degree that it has become fundamentally imperative to center on the need to diagnose the beliefs of curriculum designers and implementers. In this case, teachers vehemently accentuate the impetus of focusing attention on the philosophies of instructors in the process of designing and imparting educational content (Muhammdipouya & Muhammdipouya, 2018). However, with all said, the glaring issue is that English Language teachers are not cognizant of the ideologies entailed in their subject syllabus. This is evidenced by Moea (2022b) that the scarcity of knowledge of the curriculum ideologies that subsist in and among teachers renders them out of shape to teach the content of the syllabus effectually and, as a result, makes it a failing component of the syllabus.

The four curriculum ideologies have been used to show the various features of the curriculum, including the purpose of

education, the concept of knowledge, the instructional process, the concept of the learner, the concept of teaching, and assessment (Asad et al., 2020; Moriani et al., 2021; Schiro, 2008). The first ideology is the Scholar Academy Ideology. Scholar academic ideology is also referred to as a humanist disciplinarian (Kliebard, 1986 cited in Moriani et al., 2021) as well as an intellectual traditionalist by Schubert (1996) (Moriani et al., 2021), whereas Mnguni (2021) sees it as discipline-centered ideology. This ideology advocates for disciplining learners through the transmission of specific discipline knowledge (Cotti & Schiro, 2004) - it nurtures the broadcast of discipline-centered knowledge from discipline connoisseurs to learners. Consequently, learners are taught the epistemological and the ontological ideologies of the discipline- to accept as true that such a pedagogical approach will preserve the self-sufficiency of academic disciplines and concomitant knowledge (Mnguni, 2021). Also, this ideology guarantees the growth of the learners' discipline-specific thinking ability, therefore, mirrors the discipline of their specialism (Moea, 2022c).

Educationists in possession of this type of ideology fundamentally perceive education through the lens of institutions (Schiro, 2008). In addition, the purpose of education in scholarly academic ideology is to assist children in imbibing the accrued knowledge (Mnguni, 2013). Epistemology is regarded as an independent representation construed by academic disciplines or didactic statements (Schiro, 2013). Further, the instructional process includes the transmission of knowledge of content in scholar academy ideology, and the learner is considered a beneficiary of knowledge (Moea, 2022c), whereas, Teachers are mini scholars, tellers, and cradles of knowledge (Mnguni, 2013; Schiro, 2013). Therefore, the learner's improvement is assessed grounded on the positioning.

Another ideology is the Social Efficiency Ideology. The belief of the Social Efficiency Ideology this ideology holds the schools responsible for meeting the needs and interests of society (Moea, 2022c). The supporters of this ideology see the curriculum with their personal philosophies, chiefly advocating that it is an apparatus that gets ready the learners as the underwriting characters of the society where the schools play an obligatory role in preparing the learners for focused and significant adult life (Bustin, 2018; Schiro, 2008). Social efficiency ideology forefronts that the best education is one which, by preparing learners for unambiguous activities, readies them for life ahead, and this is conceivable if the curriculum is a series of experiences that overlay the method for the accomplishment of the purposes (Asad et al., 2020). In social efficacy ideology, children are trained in the required skills and efficiencies, thus meeting societal needs efficiently (Moea, 2022c; Schiro, 2008). Knowledge is pragmatic in a real setting to augment the know-how of the learner (Schiro, 2008). This ideology believes in learning by doing philosophy. That is, it emboldens an activity-based approach, group work, or simplified learning (Moriani et al., 2021). The role of the learner is active, and teachers use malleable strategies to accommodate the needs of learners (Asad et al., 2020). Therefore, learners' knowledge data is measured by analytic tests and gauging improvement.

The learner-centered ideology possesses the belief that the purpose of education is to expedite the progress of learners by managing them to heighten their skills and abilities (Schiro, 2013, 2008). This ideology further denotes that learners learn to write by writing, learn to sing by singing, and it is thus imaginable if the schools offer a pleasurable venue to the learners where they are expected to rehearse and prepare themselves for socialization (Mnguni, 2021; UKESSAYS, 2018). The pedagogue has to present the experience for the learners jam-packed with meaning so that operative and productive meaning takes place (Alanazi, 2016). Likewise, this ideology appreciates the child as an important source of the content of the curriculum, where their means are thought to be the ends and means of the curriculum (Schiro, 1978, cited in Moriani et al., 2021). According to this ideology, education centers on the prerequisites of learners in the context where learners obtain knowledge themselves, and teachers function as an expeditor to help learners' stages of growth (Moea, 2022c). Assessment is subjectively conducted in this ideology (Imran, Naveed & Amjad, 2021).

Social Reconstruction ideologists hold the belief that society has deteriorated and is too traumatized; therefore, it needs to be

reassembled by the learners with the help of schools (Schiro, 2008). The advocates of this ideology regard the education of the learners as the societal process through which society can be recreated on strong and defensible practicalities (Mnguni, 2021). The principal purpose of this ideology is to cultivate a curriculum in a way such that learners may be capacitated to comprehend the status quo of their society and grow a vision for it, and perchance be empowered to implement the vision to reconstruct a better society (Moea, 2022c). It further holds that human beings can inspire their universe by the usage of their acumen, knowledge, and expertise to disentangle and cure all social ills (Schiro, 2008; Cotti & Schiro, 2004). In social reconstruction ideology, education targets the facilitation of the manufacture of a new-fangled as well as the more evenhanded society that provides thorough going consummation to all the affiliates of a society (UKESSAYS, 2018). Knowledge is acquired through the construal of an individual about the past, present, and future of society, and it is diffused through social methods, and the learner is considered the receiver of information (Moea, 2022c). The learner's progress can be measured with regard to their abilities (Zhang & Liu, 2014).

Objective

This study is set to find the dominant ideology in the context of the English Language syllabus- the general syllabus aims component. This is because the general syllabus aims are the source and foundations of other aims; assessment aims, and if the general aims are well comprehended, it will be easy for the assessment aims to be executed and tackled well. Therefore, the general syllabus aims to become a trench from which teachers' pedagogical practices are benchmarked and drawn.

Methodology

This study was qualitatively conducted. Qualitative research includes gathering and evaluating non-numerical data, text, video, or audio to comprehend ideas, feelings, or knowledge (Bhandari, 2022). Bhandari goes on to add that it can be instrumentalized to gather in-depth intuitions into a problem, otherwise engender new-fangled concepts for research. Document analysis was used as an instrument of data collection through the analysis of the LGCSE English Language syllabus. This method comprises the analysis of numerous kinds of documents comprising books, newspaper articles, academic journal articles, and institutional reports (Morgan, 2022). Any document-holding text is a latent basis for qualitative analysis (Patton, 2015). The choice of document analysis was necessitated by the fact that it is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning to an assessment topic (Bowen, 2009), and in this context, the focus of the researcher was the syllabus document.

Results and Discussion

The first LGCSE English Language syllabus aim is that a learner should be able to communicate effectually with clearness, relevance, and accuracy by means of Standard English (NCDC & ECOL, 2019). This is taught through reading and writing. In linguistics and communication, appropriateness is how far a word is perceived as suitable for a particular purpose and a particular audience in a particular social context. Again, the appropriateness of a speech act is measured against sociocultural norms. That said, however, a learner can discern the vocabulary and grammar of the target language but be incapable of communicating intentions at the moment of speaking. The study of language should then mold a learner into someone who can be a scholar in Linguistics as well as a member of society who understands different social contexts and audiences and can use language appropriately in society. Also, it entails the growth and maturity of an individual learner on how to operationalize language. Therefore, this aim is situated in three ideologies; Scholar academic, social efficiency, and learner-centered ideologies. With scholarly academic ideologies, this aim fits because the ideology emphasizes that education is set to teach learners basic knowledge, which in this case will be the two language skills, reading and writing (NCDC & ECOL, 2019), which will be relevant to be successful (Moea, 2022c; Schiro, 2013).

Knowledge and possession of these two interdisciplinary skills may even grant them jobs as writers and language editors. Scholar-academic ideology emphasizes this foregoing assertion because the ideology declares that young members should be recruited in a discipline by initially having them move into a discipline as learners and be raised up in its hierarchy as teachers and later as academicians (Moea, 2022c).

Social efficiency ideologists chiefly advocate that curriculum is an apparatus that gets ready the learners as the underwriting characters of the society where the schools play an obligatory role in preparing the learners for focused and significant adult life (Bustin, 2018; Schiro, 2008). This ideology aligns with the fact that school should prepare a learner to be a member of society who understands different social contexts and audiences and can use language appropriately in society and the relevance of language use. The learner-centered ideology possesses the belief that the purpose of education is to expedite the progress of learners by managing them to heighten their skills and abilities (Schiro, 2013, 2008), and in this case, the syllabus states that learners should communicate effectively with clarity, relevance and accuracy as established by societal norms, after all, language happens in society. This ideology further denotes that learners learn to do by doing, write by writing, and learn to sing by singing (Mnguni, 2021; UKESSAYS, 2018). In this line, the two skills are taught by emulation; reading by reading and writing by writing (NCDC & ECOL, 2019) and it is thus possible if the schools offer a congenial setting to the learners where they are expected to rehearse and prepare themselves for socialization (Mnguni, 2021; UKESSAYS, 2018).

The second aim is that learners should be able to operationalize language, experience, imagination, and creativity to respond to new situations relevantly, create original ideas and make a positive impact (NCDC & ECOL, 2019). This is taught mainly through writing. The social efficiency ideology describes that curriculum should provide learners with a set package of knowledge and skills which will enable them to fulfill well-defined roles in society and the workplace. The ability to respond to novel situations relevantly and also to make a positive impact situates the aim of social efficiency because the school product will be efficient linguistically and creatively and thus impact society positively. The same aim is also embedded in the learner-centered ideology. This ideology advocates that academic subjects should be used as a medium for developing skills, attitudes, and learning styles that will then help them become autonomous individuals (Bustin, 2018). By invoking their personal imagination, and creativity, impacting society, and creating new original ideas, necessary skills, attitudes, and learning styles will be acquired by an individual learner, and maturity can be measured in such a learner. This will result in a learner being an autonomous decision-maker. The same aim aligns with the social reconstruction ideology, which asserts that schools are the agent of change in society through which societal reconstruction can take place by correcting social injustices (UKESSAYS, 2018). This means, therefore, that schools are the beginning point where future citizens learn the necessary skills that will help alleviate social injustices and become agents that bring about change. This aligns with this aim because when learners use language, experience, and imagination as well as creativity to relevantly respond to novel situations and make a positive impact, they will be able to transform the society in which they are affiliates and whatever novel injustices will be conquered hence positive impact and positive change.

According to the third aim, learners should be able to apply critical skills; taught through reading and writing, which will afford the opportunity to scan, filter and analyze different forms of information. This aim aligns with the learner-centered ideology. The syllabus intends to develop the learner's critical thinking skills necessary for the development of an individual learner who can stand on their own and judge situations as a responsible individual. In the same light, the learner-centered ideology focuses on personal development or bringing maturity to the individual learner (Bustin, 2018). The ability to scan, filter and analyze different forms of information will render such a learner personally developed and thus mature. That will also be a sign that one is critically skilled as well as analytically mature. Additionally, the learner-centered ideology places the learner at the center of the curriculum, propelling the needs of the learners, and learners

are encouraged to be creative (UKESSAYS, 2018). With this information, the aim is further entrenched because, in this case, learners are facilitating their learning, for they will engage in the necessary processes- scanning, filtering, and analyzing on their own and, in the process, enhancing their creativity.

The last aim is that learners should be able to develop cross-cultural awareness, taught through reading and writing, by engaging with issues inside and outside their own communities. This aim is grounded in the social reconstruction ideology. The social reconstruction ideology regard education as an agent for changing society, so an emphasis on encouraging students to challenge existing knowledge and approaches (Bustin, 2018). The prime purpose of this ideology is to develop a curriculum in a way so that students may be able to understand the nature of their society and develop a vision for it and maybe be enabled to implement the vision to reconstruct a better society. The supporters of this social reconstruction ideology believe that human beings can influence their world by making use of their intelligence, knowledge, and skills to solve all social problems (Cotti & Schiro, 2004). A learner who can develop cross-cultural awareness and engage with issues inside and outside their own societies stand a great chance to understand their society's present, past, and future- as highlighted by the social reconstruction ideology. As well they are in a better position to challenge the already existing knowledge and, as a result, be able to influence and even be at the forefront of implementing societal reconstruction for a better and just society. They can do this because the school will have played an integral role in producing one skilled and knowledgeable in solving communal problems. The same aim also holds the learner-centered ideology, which emphasizes the honing of critical skills and also acknowledges the learner as the driving force that actualizes change as well as encourages creativity and broaching new ideas, self-expression, and valuing self-worth (UKESSAYS 2018). While a learner is well grounded in self-actualization and analytical skills, they can then actualize change in their society. Also, social efficiency ideology is embedded in this aim. The ideology is twofold: it perpetuates the functioning of society and, second, prepares the individual to lead a meaningful adult life in society. Being cross-culturally aware opens the eyes of the learner to a lot of issues surrounding them and, as a result, situates them as meaningful adults in society (UKESSAYS, 2018).

Conclusion

The findings reveal that the LGCSE English Language syllabus has the four curriculum ideologies, though in varying degrees. It appears that the dominant ideology in this syllabus is the learner-centered ideology which appears in four syllabus aims, followed closely by social efficiency appearing in three aims, the social reconstruction appearing in two aims. Trailing behind is the scholar's academic ideology appearing in one syllabus aim. The findings for this study mirror the recommendations in Moea's (2022c) study on ideologies; this syllabus proves that a learner of the English Language will be creative, autonomous, and furnished in high order critical thinking and analytical skills. Likewise, this LGCSE English Language syllabus positions a learner largely as an affiliate of society and also one who can function effectively in various milieus in a society. In as much as there is a traceable attempt to produce a transformative learner as per the demands of the social reconstruction ideology, per the findings, there is a lot more to be done as far as balancing all the ideologies is concerned. Seemingly, learners seem to be catered for being individualistic- a characteristic clashing with African and Basotho's understanding of humanity- in their growth as a replacement for effectively harmonizing areas that will augment the ability to recognize community apprehensions as well as even being in a position to assuage them. This becomes problematic in how to balance the purpose of curriculum as it is the one that prepares learners for tertiary education, furthering personality development as well as preparing for the world of work.

Recommendations

The current study suggests curriculum ideology awareness programs should be given to teachers and prospective teachers of

the English Language to assist them in their teaching of the English Language. The study also recommends that a survey study can be conducted on teachers and teacher educators before designing the national curriculum of Lesotho because much curriculum is affected by the ideology of the teacher. So long as teachers are ill-equipped to implementation of the assimilated curriculum ideologies in a well-adjusted manner, fundamental pedagogical stratagem and pedagogical practices are liable to slant in the direction of not affording the perceptions the adequate enormousness of time they deserve (Moea, 2022c). This may breed a bleak lapse in a quest to make learners' comprehension as well as learning of chief impressions perfect.

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