

**An Investigation of the implementation on Grade 4 English integrated
curriculum in Selected Schools in South Africa and the Philippines:**

A Comparative Study

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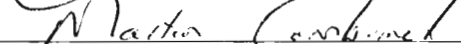
DECLARATION

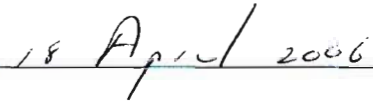
I, **Marilyn A. Pohl**, declared that this dissertation is my own work, submitted in partial fulfillment of the degree of Masters of Education at the University of Kwazulu-Natal. I further declare that this dissertation has never been submitted at any other university or institution for any purpose, academic or otherwise.


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As the candidate's supervisor, I have~~have not~~ approved this thesis/dissertation book for submission.

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ABSTRACT

Integrated curriculum has received a great deal of attention in education settings and the word ‘integration’ in the integrated curriculum is viewed as a method of teaching and learning underpinned with the theory of constructivism. Integration is one of the approaches in the present curriculum of South Africa and the Philippines and it is strongly emphasised in the curriculum instruction statement of South Africa’s Curriculum 2005 and Philippines’ Basic Education Curriculum. Curriculum implementation of South Africa and Philippines depends largely on teachers. The role of the teachers in the implementation process is vitally important and demands that they become the facilitators of learning to the learners. Researchers of integrated curriculum noted that integration is an effective method of teaching that breaks down the barriers and isolations of learning, but other researchers noted there are some problems in implementing integration such as the teachers’ knowledge problem, assessment, and other related problems. To identify and clarify the positive and negative issues of the integration method in the integrated curriculum, an investigation is made to some selected grade four teachers in South Africa and the Philippines who are presently implementing integration in teaching English. The research study is conducted with the purpose of comparing the similarities and differences of the implementation of the integration approach in the two countries leading to the identification and clarification of the different issues in the integrated curriculum.

Among the significant comparative findings were:

- Responses and understanding of the selected teachers in the integration approach to teaching and learning.
- Problems encountered by the selected teachers in implementing the integration method in the classroom.
- Supports that the selected teachers received in the implementation process.
- Reactions and responses of the learners in the integration approach.
- Related factors that affect in the integration teaching and learning.

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CHAPTER 1

INTRODUCTION

1.1 Background

Integrated curriculum of South Africa and the Philippines

Education in the twenty-first century requires a flexible use of knowledge that goes beyond a superficial understanding of multiple isolated events; this insight is to help us develop learning by connectedness, integration and using our ability to make connections, to solve problems by looking at multiple perspectives and to incorporate information from different fields - this being an essential ingredient for success in the future. Henceforth, curriculum has always been the main focus of the way in which the ideal teaching method is introduced to learners in order for them to achieve maximum knowledge from teachers and governing bodies, with many theorists suggesting different movements towards the perfect achievement of this goal. Integrated curriculum now offers a modern approach for effective teaching and lifelong learning; this solution is what the twenty-first century education system has been looking for, i.e., ‘a way in which the education system supplies a total development for the learners’. Integration teaching with interactive and collaborative learning is the main approach in curriculum integration leading to the concept of learner’s centredness (Lake, 1994).

The movement towards global and international connections, as well as the rapid changes in technology, are pushing education towards an integrated curriculum. Perkins (1991:7) advocates teaching as a means of transfer and thoughtful learning when he states:

‘A concern with connecting things up, with integrating ideas, within and across subject matters, and with elements of out-of-school life, inherently

is a concern with understanding in a broader and a deeper sense. Accordingly there is a natural alliance between those making a special effort to teach for understanding and those making a special effort toward integrative education’.

This view supports the notion of integrated curriculum as a way of making education more meaningful. Integration has received a great deal of attention in educational settings. Countries all over the world are adopting the curriculum integration to improve their education system. South Africa and Philippines are but two countries adopting the integrated curriculum as part of their present curriculum.

Curriculum 2005 of South Africa and the Basic Education Curriculum of the Philippines are underpinned by different principles of education leading to the different approaches of teaching and learning. Integration is one of the approaches in the present curriculum of South Africa and the Philippines. Integration is strongly emphasised in the curriculum instruction statement of South Africa’s Curriculum 2005 known as the Revised National Curriculum Statement (RNCS) and the Philippines’ Basic Education Curriculum (BEC) Executive Order.

The Revised National Curriculum Statement Grades R-9 Policy (2002:13) of South Africa’s Curriculum 2005 stated that integration assures learners experiencing the subject areas as link and related. The integration approach supports and expands the learning opportunities of the learners in order to attain skills, acquire knowledge, and develop attitudes and values encompassed across the curriculum. Integration emphasises learning and achievement as an optimal relationship across the subject areas from grade to grade. In the Revised National Curriculum Statement: Teacher’s Guide for Learning Programmes, (2003:6) teachers are reminded to have a clear understanding of the role of integration within their learning programmes while looking for opportunities to apply this integration both within and across the different subject areas.

In the implementation of the Basic Education Curriculum, the Education Secretary of the Philippines focuses his statement on improving the quality education within the new present curriculum as he addresses the integrative and interactive teaching-learning approaches within the basic education curriculum. He emphasised that integration is a key to basic education and that interaction is important to awaken the learner's mind and for teacher's innovation characterised by group learning and sharing of knowledge and experiences, between teachers, between teachers and learners and among learners (Roco, 2002).

An Executive Summary Draft of the Philippines' Basic Education Curriculum stated that the purpose of the restructured present curriculum is to make use of innovative, interdisciplinary, and integrative modes of instructional delivery, whenever and wherever these modes are possible and appropriate (Dep. Ed. BEC, 2002). The teachers are strongly encouraged to implement the integration approach. The draft emphasizes that integration works best when teachers of different disciplines plan, cooperate, and work together.

South Africa and the Philippines have the same insight, a way in which an ideal teaching curriculum is applied by using integration, connectedness, and interactive cooperative and collaborative teaching-learning method. Thus, the curriculum has been restructured to promote lifelong learning. In this way, teachers serve as the facilitator of learning while the learners construct their own learning through experiences and personal encounters (Freire, 1985). Integration teaching encourages learners to think critically and to be creative, allowing them to pursue meaningful interests in different subject areas and understanding in the real world (Dressel, 1958).

1.2 Purpose of the study

The success or failure of any revised or new curriculum depends on the curriculum implementers. The implementers are the key players in the

implementation of the curriculum and they have specific roles to perform for the success of the implementation process. Teachers are the most important implementers of the curriculum in the school particularly in the classroom. Therefore, teachers must be knowledgeable in all aspects during the implementation so that they can perform their specific task in the school particularly in their classroom and in the society as a whole.

Curriculum implementation of South Africa and Philippines depends largely on teachers. The role of the teachers in the implementation process is vitally important and demands that they become the facilitators of learning to the students. The learning process thus depends on the teacher's implementation of the integrated curriculum inside the classroom (Lacunio, 2002). Too often, though, changes are implemented before teachers have been adequately prepared through study, training, practice, and reflection. Yet it is the teachers who are critical to the success of innovative strategies that foster meaningful learners development and learning. It is the teachers, often in concert with leadership from principals and district personnel, who have turned the theories of integration into learning experiences for the learners. If the teachers are not yet ready or sufficiently trained there might be problems in the implementation process (Novick, 1996).

Teachers who are not provided with adequate in-service or time to thoughtfully develop an integrated curriculum may resort to an unstructured method of application i.e. 'a little of everything' approach (Jacobs, 1989), rather than a truly integrated approach to teaching and learning. Mason (1996:267) also describes a common problem in the implementation of the integrated curriculum, which reflects the teacher's knowledge and understanding. He refers to teacher's lack of ability to break down and make connections from one learning area to another. Traditionally major academic disciplines are organised and taught independently while in the integrated curriculum the different academic disciplines must be connected or integrated from one discipline to another or one subject to another.

Some other problems such as teacher's training, the instructional strategies, and materials, the interest of the learners, school context, and the cooperation and support between teachers, parents, and heads of schools are but a few obstacles in the implementation of integrated curriculum. These obstacles can hinder the success and effectiveness of the curriculum integration in the area where it serves (Mason, 1996 and Jacobs, 1989).

Despite the different obstacles, Bean (1996), Caine (1992), Shoemaker (1989) and other supporters of integrated curriculum strongly believe that integration is an effective way in teaching that breaks down the barriers and isolations of learning in different areas of the learners' real world. South Africa and the Philippines education system also believe that through integration the vision for quality education with life long learning will produce well-equipped learners and responsible citizens.

The purpose of this study is to find out how South African and the Philippines' teachers implement the present curriculum integration. This question can be answered only through a research study of both countries' teaching staff. Therefore, a concept of a comparative study is formed of the researcher's interest leading to the following objectives:

- (1) To investigate the understanding, training, and support of some selected teachers in the integrated curriculum as part of the present curriculum of South Africa and the Philippines.
- (2) To find the effectiveness, implementation and benefits of integrated curriculum of learners and teachers as the key players in the two countries.
- (3) To compare the similarities and differences of the implementation process of the present curriculum integration in South Africa and the Philippines while concentrating on the specific benefits to all learners and their future.

A comparative study is needed to clarify and support the issue of effectiveness about the integration approach of teaching and learning, and the effectiveness of

teachers with specific attention and benefits to learners in this implementation and execution of the integrated curriculum as part of the present curriculum in South Africa and the Philippines.

1.3 Focus of the research

Integration is applicable in different subject areas taught in all grade levels both primary and secondary schools. It can be taught by team teaching or individual teaching depending on the planning and agreement of the teachers and the principal or head of schools. Integration lessons, group work activity, and different forms of assessments of the learner's performance are the instructional strategies in integrated curriculum. The use of learning materials or teaching aids and the 'right' language spoken in the classroom are necessary in integration teaching so that the learners understand fully and learn more effectively.

South Africa and the Philippines are composed of different languages and dialects spoken by their citizenry. The two countries see it as a language barrier that can cause a problem in educating their citizens. A language policy was created and implemented in South Africa's Curriculum 2005 stating that the English language is a second additional language in schools (RNCS Languages: English – Second Additional Language, 2002) and therefore the English subject uses English language in teaching. While in the Philippines it has two official languages used in schools; one being Filipino 'as the national language of the country' and the other one, English, as the second medium of instruction in school or 'the second language use in teaching'. These two official languages are used in teaching the specific subject areas. Similarly, in South Africa, the English language is used as the teaching medium in learning English too.

Since integration is applicable in all grade levels and used in teaching different subjects, the focus of this study is the integration teaching of the English curricula in the grade four classes. The grade four teachers of some selected primary

schools in South Africa and the Philippines are the participants for the research interview. The purpose of this interview is to gather information and make a comparison of the implementation process in the integrated curriculum of the Grade four English curricula in the two countries. Limitations of the study are to be expected in this research because there may be other interfering variables, which may be overlooked.

1.4 Research questions

The main topic of this study is to investigate the implementation of the integrated curriculum in the Grade 4 English curricula in some selected schools of South Africa and the Philippines. The research questions are divided into several categories leading to the comparison of the similarities and differences in the implementation process of the present curriculum integration in some selected grade four classes of South Africa and the Philippines schools.

- (1) Teachers' responses and understanding of integrated curriculum - How do selected teachers implement the present curriculum integration?
- (2) Problems in the implementation process - What are the problems that the selected teachers encountered in implementing the integrated curriculum?
- (3) Support for the teachers in the implementation process – Are selected teachers receiving sufficient training and support in implementing the integration approach of the present curriculum?
- (4) Learners' reactions and responses to integrated teaching and learning - How does integration teaching affect the learners' learning?
- (5) Related factors affect the integration teaching and learning - What are other factors affects the learning of the learners in integration teaching?

1.5 Research design and methodology

A research design and method is important in the study since it guides the researcher in finding accurate and comprehensive answers to the research questions. Included in this section is a brief description of the research design and method used in this study. A full explanation of the research design and methodology is found in the third chapter.

This research is qualitative in design, employing the comparative method, which is used particularly in the exploring of knowledge, by using categories of information. This method is applicable since this is a comparative study of the implementation in the two countries' present curriculum. The aim of this method is not just to detect and explain but also to improve the present state of the object, or to help improve or developing similar object in the future (Routio, 2004). Although the findings cannot be used to enforce, to improve, to develop, or to change the present state of the object, it provides encouragement to all concerns in the field where this study addresses.

The data collection method is an open-ended interview with structured questions (Field and Morse, 1995). This type of interview is ideal for obtaining comprehensive and comparable data. Research questions are type written in a questionnaire form and this serves as an interview schedule. The questionnaires are distributed to the participants and collected as per schedule. If problems arise in the structured interview with the use of the questionnaire, a follow up interview will be given as agreed on by the teacher participants and the researcher.

In analysing and interpreting the data a comparative method by Lincoln and Guba (1985) is used in this study. This is to minimise repetition of answers in the gathered data. Then the analysed data are categorised according to similarities and differences so that comparisons of the data are easier and more accurate in the final research findings. Conclusions and recommendations are provided at the end of this research, so that this study may provide encouragement and beneficial

knowledge in helping the teachers and other concerns in implementing and adopting the modern techniques of an integrated teaching approach, which in turn will lead to an improvement of lifelong learning by the learners.

1.6 Limitation of the study

Since all the schools of South Africa and the Philippines are too wide an area to conduct a research of, and there are too many different learning areas or subjects, which are also too broad in area to concentrate in an investigation. This study focuses on one grade level, that being the Grade 4 class, and one learning area, that being the English subject, with selected teachers that are to be interviewed. As to be expected with a comparative research, the findings of this study are tentative and for the exploration of knowledge and information only. The research data and the findings of the study cannot be used to make a generalisation statement of the two countries' education system as well as their whole teaching staff. Nevertheless, the findings provide a useful insight for the purposes of encouraging the teachers to adopt new approaches of teaching and learning for the sake of today's learners and for future generations.

Another limitation of this study is related to the answers and results of the selected teachers in the Philippines, because of the way in which they are interviewed, that is, due to the distance and time differences of the Philippines from South Africa. The manner of conducting this research is unavoidable but the researcher is confident that the data collected, results and findings are as accurate as possible under these conditions.

1.7 Structure of the dissertation

The structure of this research paper is as follows:

Chapter 1 - is the contextual background of the research topic, stating the purpose and the focus of the study while featuring the research questions in different aspects or categories. Then a brief description of the design and methodology used in this study is shown to give a view on how the research is done. Since it is a comparative study of the two countries' present curriculum, a limitation of the study is included. A limitation is necessary in this study to avoid misunderstandings, indirect conclusions, and judgements in the research findings.

Chapter 2 – is the clarifying concept viewing the meaning and importance of the integrated curriculum in the modern education, the theories that are underpinned in the integrated curriculum, and common problems that serves as the obstacle or hindrances in the implementation of the integrated curriculum. To cite some evidence of how integrated curriculum works in other education systems as international and local research studies are samples viewed in this chapter.

Chapter 3 – is the full explanation of research design and methodology employed in this study. This chapter describes the research design utilised in the study. The methodology is also explained, as well as the method of data collection and analysis. The description of the sampling or the participants of the research study is also mentioned in this chapter.

Chapter 4 – is the revelation of the comparative research finding in this study. Comparative results of the implementation process in the two countries' present curriculum integration are shown in this chapter.

Chapter 5 – is the conclusion of the research study. Summary of the study and the research findings are viewed in this chapter. Recommendation for further research and for further improvement is also viewed in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Curriculum is prescribed by the education department as a guide for the teachers on what to do in school. It is designed for the learner's total development. To understand the whole theory of curriculum 'which are included in this section' are different definitions of the word curriculum. The word curriculum came into English from the Latin word "race-course". Lubisi, Parker, and Wedekind (1998:1) based their definition of curriculum by defining it 'as a set of courses, along which the learners will move from the start to the finish line'. It is constructed as a course to be followed. It is the product of some authoritative planning and designing. Tunmer (1981:30) defines curriculum 'as the range of compulsory and optional activities formally planned for an individual learner'. Graham-Jolly's (2003:3) general definition of curriculum is 'a formal academic programme provided by a school, as reflected in its subjects on the timetable'. In this view, it might also be used to refer to a particular course of instructions or syllabuses in the education system.

In a textbook written for student teachers, the term curriculum is used 'to describe a course of study that includes the whole study programme to be followed in order to reach a certain goal' (Van Zyl and Duminy, 1979). Curriculum is therefore a plan or program for all of the experiences, which a learner encounters under the direction of the school (Ornstein and Hunkins, 1988:9). In practice, the curriculum consists of a number of plans, in a written form and of varying scope, which delineates the desired learning experiences. It is designed for administrators, teachers, and learners as guiding theories of learning that will be put into practice so that a certain goal is achieved and accomplished.

In development, 'the curriculum undergoes four related phases, design, dissemination, implementation and evaluation. Each phase is inter-linked to the other in terms of their processes' (Carl, 1995:48-49). Curriculum development is considered as 'comprising those deliberately planned activities through which courses of study or patterns of educational activities are designed and presented as proposals for those in educational institutions'. This representation reflects that curriculum development is a deliberately planned enterprise involving syllabus construction. This construction also includes aims, content and methods, which at a later stage would be sent to schools as a guide for teachers before the new curriculum would officially be implemented. Therefore, curriculum development is a systematic and rational planned activity that takes into consideration the child, society, subject, assumptions, and ideologies about teaching and learning. Logically speaking, curriculum development should be the main focus when beginning a study of the society, the learners, and the subjects, philosophical and psychological foundations that can be used as the basis for all related courses of study (Salia-Boa, 1989:8-9).

The implementation phase is the focus of this research study. As mentioned in the first chapter, South Africa and Philippines are presently implementing integration as one of the principles to teaching and learning in their present curriculum. The following sections concentrate on the discussion of the definitions of integrated curriculum, the theories that underpinned the integrated curriculum, the obstacles, or problems in the integrated curriculum, and other related researches on the experiences of teachers in other countries who implement integrated curricula.

2.2 Defining integrated curriculum

The term 'integrate' derives from a Latin word that means to make whole or renew. In the 1996 American Heritage dictionary, definitions of integrate include 'to join as to form a larger, more comprehensive entity', and 'to blend, harmonise,

synthesise, arrange, incorporate, unify, coordinate, and orchestrate'. From these definitions, it is clear that integration is a very appealing notion. But beyond its general appeal, educators have argued that integrated instruction is more authentic because it parallels real-world tasks and not those developed solely for schooling (Biondo, Raphael and Gavelek, 1999). It is also said to be more meaningful because knowledge construction is an integrative process - rarely is knowledge or information needed to answer isolated questions. Further, integrated instruction is efficient, offering hopes for greater curriculum coverage.

Lake (1994) suggested that in attempting to define integrated curriculum, it is necessary to look at related terms. A basic definition offered by Humphreys, Post and Ellis (1981:11) states, 'an integrated study is one in which learners broadly explore knowledge in various subjects related to certain aspects of their environment'. They see among the humanities, communication arts, natural sciences, mathematics, social studies, music, and art, skills and knowledge that are developed and applied in more than one area of study. In turn Shoemaker (1989:5) defines 'an integrated curriculum as education that is organised in such a way that it cuts across subject-matter lines, bringing together various aspects of curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which in itself is interactive'.

Roegge, Galloway and Welge (1991:1) describe 'integrated curriculum as integration of academic and vocational education' this broad concept entails the blending of concepts, principles, and content from academic disciplines (e.g. English, mathematics, science) with context, applications, and skills from vocational areas (e.g., industrial technology; agriculture; home economics; business; marketing; management; and health occupations). It exhibits a potential to reinforce learners' acquisition of basic and higher-order academic skills, to enhance the rigor and completeness of occupational skill training, and to renew the way in which both academic and vocational education are delivered'.

Beane (1996:13) defines 'integrated curriculum as a way to teach that which attempts to break down barriers between subjects and makes learning more meaningful to the learners'. He identifies four characteristics of curriculum integration:

1. Curriculum that is organized around problems and issues that are of personal and social significance in the real world;
2. Use of pertinent knowledge in the context of topic without regard for subject lines;
3. Knowledge that is used to study a current problem rather than for a test or grade level outcome; and
4. Emphasis placed on projects and activities with real application of knowledge and problem solving.

Dressel's (1958:3-25) definition goes beyond the linking of subject areas to the creation of the new models for understanding of the world:

'In the integrated curriculum, the planned learning experiences not only provide the learners with a unified view of commonly held knowledge (by learning the models, systems, and structures of the culture), but also motivate and develop learners' power to perceive new relationships and thus create new models, systems, and structures'.

Within this framework there are varied levels of integration, as illustrated by Palmer (1991: 59), who describes the following practices:

- Developing cross-curriculum sub-objectives within a given curriculum guide,
- Developing model lessons that include cross-curricular activities and assessments,

- Developing enrichment or enhancement activities with a cross-curricular focus including suggestions for cross-curricular ‘contacts’ following each objective,
- Developing assessment activities that are cross-curricular in nature,
- Including sample planning wheels in all curriculum guidance.

Another term that is often used synonymously with integrated curriculum is interdisciplinary curriculum. Interdisciplinary curriculum is defined in the Dictionary of Education as a ‘curriculum organisation, which cuts across subject-matter lines to focus upon comprehensive life problems or broad based areas of study that brings together the various segments of the curriculum into meaningful associations’ (Good, 1973). In addition Jacobs (1989:8) defines ‘interdisciplinary as a knowledge view and curricular approach that consciously applies methodology and language from more than one discipline or subject to examine a central theme, issue, problem, topic, or experience’.

Drake (1991) describes a progression of integration in the process of curriculum development through multidisciplinary, interdisciplinary and trans-disciplinary approaches, each stage involving fewer distinctions between subjects. For example, in a multidisciplinary approach the learners are expected to make the connections among subject areas, like science and mathematics, themselves. The disciplines are connected through a theme or issue that is studied at the same time but in different classrooms.

In an interdisciplinary approach the subjects are interconnected beyond a theme or issue and the connections are made explicit to the learners. A trans-disciplinary approach does not begin with the disciplines but begins from a real-life context. A topic such as ‘water’ could be examined considering the influence of social, political, economic, media, global, environmental, and technological aspects (Drake, 1998). This view suggests that interdisciplinary combines several school subjects into one active project since that is how learners encounter subjects and issues in the real world.

The definitions above support the view that integrated curriculum is an educational approach that prepares children for lifelong learning. In general, all of the definitions of integrated curriculum or interdisciplinary curriculum include:

- A combination of subjects or learning areas,
- An emphasis on projects,
- Sources that go beyond textbooks,
- Relationships among concepts,
- Thematic units as organising principles,
- Flexible schedules, and
- Flexible learner groupings

In addition, George (1996) listed a number of claims about an integrated curriculum that are not supported by research:

1. Addresses the real life concerns of learners' more than traditional curriculum.
2. Presents more opportunities for problem solving.
3. Promotes independent learning by learners.
4. Provides more effective involvement with the environment.
5. Provides more opportunities for learner's involvement in planning the curriculum.
6. Allows teachers more opportunity to be "facilitators".
7. Permits learning in greater depth.
8. Permits learners to capitalise on prior learning more effectively.
9. Allows for more application of curriculum outcomes.
10. Permits more concrete experiences for slower learners or more enrichment opportunities for able learners.
11. Encourages more transfer or retention of learned information.
12. More effectively renew and invigorates career teachers with new experiences.

13. More effectively promotes achievement, personal development, or harmonious group citizenship.

In summary of this section, Contardi, Fall, Flora, Gandee, and Treadway (2000) presented the components of integrated curriculum in the education system:

- Focuses on basic skills, content and higher level thinking
- Encourages lifelong learning
- Structures learning around themes, big ideas and meaningful concepts
- Provides connections among various curricular disciplines
- Provides learners opportunities to apply skills they have learned
- Encourages active participation in relevant real-life experiences
- Captivates, motivates, and challenges learners
- Provides a deeper understanding of content
- Offers opportunities for more small group and industrialized instruction
- Accommodates a variety of learning styles/theories (i.e., social learning theory, cooperative learning, intrinsic motivation, and self-efficacy) and multiple intelligences.

2.3 Theoretical aspects of integrated curriculum

A major purpose of education, according to Dewey (1916), is to socialise the child into society. This socialisation process transmits cultural values by teaching children to conform to the norms, values and practices of society. Socialisation can take place through formal or informal education. The type and direction of the socialisation process, however, depends on the philosophy, political structures and culture of the society. Although several social institutions, such as the home, the church, and the mass media, engage in this socialisation process at various levels, formal systematic education is provided only by the school system.

A growing number of education reformers are justifying their reform strategies by pointing to the findings of research on the learning process. They are basing their theory and practice of education on developmental brain research, theories of information processing, and the needs dictated by today's information-rich world. These reformers contend that teaching facts and skills in a school day artificially compartmentalized into separate subjects fails to prepare learners for a swiftly changing world. Through integrative education, teachers seek to improve learners' basic skills in language arts and mathematics while also teaching thinking skills, physical skills, sensing skills, and social skills (Shoemaker, 1989).

Curriculum integration has long been proposed as a way of organising the 'common learning' or life skills considered essential for all citizens in a democracy. Curriculum is organised around real-life problems and issues significant to both young people and adults, applying pertinent content and skills from many subject areas or disciplines. Beane (1995:99) suggests that 'curriculum integration begins with problems, issues and concerns posed by life itself'. He stressed that 'an integrated curriculum must have social meaning'. The intent is to help learners make sense out of their life experiences and learn how to participate in a democracy. Lacunio (2002) point of view is that integration promotes mutual interaction in the class, not just teacher spoon-feeding and learners sitting and listening all day but both are active participants of the process. Aside from the interaction of learners and teachers, it fosters an atmosphere of informed interaction between learners themselves, between learners and instructional materials and multi-media sources, and between teachers of different subjects.

Lake (1994:5) explained the move towards integrated curriculum as a move away from memorisation and recitation of isolated facts and figures to more meaningful concepts and the connections between concepts. Instructional methods for integrated curriculum often include 'applied teaching methods and team-teaching strategies' so that learning is 'more contextualised, more integrated or interdisciplinary, learner-centred, active, and project based,' notes Phelps (1997:43). The integrated curriculum and its learner-centred approach encourage

Beane (1992:2) and other theorists point out several key features of an integrated curriculum in different theoretical/educational assumptions that will expand understanding of its concepts:

First feature is that it compels teachers to work with learners in ways that gives the learners a powerful voice in curriculum planning. This is quite different from adapting a planned curriculum to learners' presumed needs. Certainly many teachers have taught exciting units like the one just described. However, they have probably done so within the confines of one subject, or by contriving contributions from several subjects. Here, the theme and activities emerge from the concerns of the learners rather than the interests of a teacher or the manipulation of subject areas.

Second feature is that integrated curriculum proceeds from a constructivist view. Since meanings are created by learners rather than imposed by adults, learners use their knowledge and skill to search for answers to their questions rather than to concentrate on passing examinations or preparing for an occupation. Obviously this shift in the source of meanings redefines the role of the teacher from 'knowledge gatekeeper' and 'meaning making' to 'guide and facilitator' notes Freire (1985).

Third feature of integrated curriculum is that it is knowledge-rich. Knowledge and skill are taken out of abstract subject categories and repositioned in the context of thematic units where they are more likely to develop. According to Jacob (1989), integrated curriculum is appropriate for an era of knowledge explosion.

Fourth feature is that integrated curriculum presents an authentic integration of affect and cognition. The most important concerns of people in general and early adolescents in particular, have to do with self and social, or affective issues. Such issues are not simply a matter of emotion; we think about and act on them in terms of values, morals, and so on. Yet, middle and other schools continue to treat affect and cognition as if their theoretical distinctions reflect real life. According

to Paris and Huske (1998), it recognizes the artificiality of such distinctions and challenges their application in separate affective arrangements such as advisory programs.

Lastly, the fifth feature is that integrated curriculum departs from arrangements such as the earlier block-time core programs, which were scheduled alongside traditional subject courses, in that it is meant to serve as virtually the entire curriculum (Vars, 1965).

Beane (1996) explains that the integrated curriculum embraces an entirely different theory of curriculum and learning than the subject-area approach. It assumes that a curriculum that facilitates integration and is person-centered, constructivist, and thematic makes sense and therefore it ought to be the whole curriculum food for learners. According to Contardi et al (2002), integrated curriculum translates the theory of constructivism, experiential, cooperative, thematic, and interactive learning into practice in the classroom.

Some other curriculum theorists explained that integrated curriculum meets the world's perspective of knowledge. The knowledge-based world motivates the global competition of labour markets as Benjamin (1989:8-16) cited the concept of world perspective that results in modernising of the curricula. He states:

‘This trend moves towards global interdependence and interconnectedness of complex systems. With an increase in pace and complexity of the twenty-first century, the expanding body of knowledge, the need for workers to have the ability to draw from many fields by solving many problems that involve interrelated factors’.

An example of this is the emphasis on assessment and different classroom activities, which the learners are required to participate and perform. In the integrated curriculum, all learners have an opportunity to learn by experience through group work and personal assessment. Skills, attitudes, and expansions of

knowledge will develop through different assessments. The experiences that the learners have in the school enable them to be part of the real world when they are grown up. The ability to connect or integrate (i.e. knowledge, skills and attitudes) will help them be participants in the labour market locally and internationally.

Each of these trends is relevant to the discussion of integrated curriculum, as schools move away from teaching isolated facts towards a more constructed view of learning, which values in-depth knowledge of subjects. This view finds its basis in the work of Dewey, Bruner, Stenhouse, and others who hold a holistic view of learning. Each of these theorists is concerned with children having an understanding of concepts and underlying structures. Proponents of the progressive education movement of the 1930s advocated an integrated curriculum, sometimes identified as the 'core curriculum' (Vars, 1987).

In addition to the realisation that curriculum integration maybe an effective element in making education both manageable and relevant, there is a body of research related to how children learn that supports curriculum integration. Cromwell (1989) looks at how the brain processes and organizes information. The brain organises new knowledge based on previous experiences and the meaning that has developed from those experiences. The brain processes many things at the same time, and holistic experiences are recalled quickly and easily. 'The human brain actively seeks patterns and searches for meaning through these patterns' noted Shoemaker (1989:13). Caine and Caine (1991) support this theory when they connect neuro-psychology and educational methodologies and state that the search for meaning and patterns is a basic process in the human brain. In fact, the brain may resist learning fragmented facts that are presented in isolation. Learning is believed to occur faster and more thoroughly when it is presented in meaningful contexts with an experiential component. While the search for patterns and context may be universal, every learner will have his/her own learning style. To meet these diverse needs means providing choices for learners to learn by experience.

Lake (1994) concluded that when the theories, practices and all other requirements are added to the traditional body of knowledge for which teachers feel responsible, integration is seen as one way to meet both the needs of the learners and the requirements of the state. The integration of curricular areas and concepts allows teachers to assist learners as they prepare for the next century.

Therefore, integrated curriculum appears to be designed to become more flexible and less prescriptive. It enables teachers to be innovative and interdisciplinary in their instructional strategies, encourage the learners to think critically and creatively, allowing learners to pursue their learning interest. It is therefore noteworthy to say once again that the teacher is no longer the authoritarian instructor but the learning facilitator.

2.4 How integrated curriculum works

Markus, a media specialist said, *“The integrated curriculum is a great gift to all teachers. It is like getting a new pair of lenses that make teaching a lot more exciting and help us look forward into the next century. It is helping students take control of their own learning”* (quoted in Shoemaker, September 1991:797).

Another comment from a learner cited in Oster (1993:28) said, *“I’m learning more in this course, and I’m doing better than I used to do when Social Studies and English were taught separately”*.

The above citations were based both in research and teachers’ own anecdotal records of success, educational journals are reporting many examples of teachers who link subject areas and provide meaningful learning experiences that develop skills and knowledge, while leading to an understanding of conceptual relationships.

Here some researches show that the integrated curriculum works well in the educational setting of other countries as well.

The Humanitas Program, an integrated, interdisciplinary, thematic, team-based approach to high school humanities in Los Angeles, USA has been compared to 16 other schools, which are more traditional in their approach. The findings show that the Humanitas Program has statistically had a significant effect on writing and content knowledge, even after learners had been enrolled for only one year. The largest gains were shown in conceptual understanding. The learners are involved in more complex discussions that required them to make connections between content areas and the real world. This evidence reveals itself through learner's written essays (Aschbacher, 1991:16-19).

While the evaluation of the Humanitas Program involved large numbers of learners and a control group, there are also many smaller-scale studies reporting positive achievement outcomes for learners who were participants in an integrated curriculum. Levitan (1991) reports that a change from a literature-based language arts program to a science-literature based program for six graders, resulted in achievement increases for the majority of the learners. Willett (1992) reported similar results in his study of 87-fifth graders. Integrating the study of mathematics with art resulted in higher post-test scores than those learners who were taught mathematical concepts in isolation by regular classroom teachers.

Friend (1984) reported similar results in a study of mathematics and science integration with seventh grade learners. The data indicates that the integration of art or science activities into mathematics and reading can enhance the learning of specific concepts (Levitan, 1991:12). These findings seem very logical when one considers the work of Schmidt, (1983), who found that in integrated language arts classrooms 'the amount of time spent in art and literature is more than double the amount of time spent on these subjects in classrooms where integration is not a priority'.

A report from Mid-California Science Improvement Program, an independent evaluator interviewed teachers who participated in the integrated curriculum program. The findings indicated a dramatic increase in science instruction time and comfort with science teaching. The teachers involved in this program taught yearlong themes, with a blend of science, language, arts, social studies, mathematics, and fine arts. Improvements were noted in the learner attitudes, teacher attitudes, and learner achievement. These findings were consistent for both gifted and educationally disadvantaged learners (Greene, 1991).

In the study of an integrated mathematics curriculum, Edgerton (1990) found that after one year 83 percent of teachers' involved preferred to continue with the integrated program rather than return to the traditional curriculum. MacIver (1990) found that with an integrated program learners developed team spirit and improved their attitudes and work habits. The teachers appreciated the social report of working together and feel more competent to teach more effectively when they integrate across subjects and courses. This means that teachers who implement integrated curricula discover new interest and teaching techniques that revitalise their teaching abilities.

Another report from a Constructivist Learning Environment Survey (CLES) reported the transformation of integrated curriculum from a more teacher-centred approach to more learner-centred, i.e. constructivist-integrated teaching approaches. The reports address the key restraints to the development of a constructivist classroom climate in school science and mathematics with integrated teaching. This survey indicates understanding of the impact on learners of teaching innovations and to alert the possible counterproductive impact of reform endeavour by the teachers particularly in the implementation of an integrated curriculum.

Dryden and Fraser (1998) evaluated systematic reform in the United States through CLES. In a longitudinal study involving 440 learners in a pretest and 351 learners in a post-test, i.e. administered three years after the initial test, they

reported the impact of systemic reform in promoting constructivist approaches in high school science classes. The finding shows that there is an increase of learning in the constructivist-integrated teaching approach.

Kim, Fisher, and Fraser (1999) also used the CLES in a study designed to assess the new curriculum in Korea. The Korean version of the CLES was found to be reliable and the results of their research indicated that Grade 10 learners, who were exposed to the new curriculum, perceived a more constructivist-integrated learning environment than Grade 11 learners who were not. The research indicated that learners' attitudes were likely to be enhanced if learners perceived more of the personal relevance, shared control, uncertainty, and learners negotiation scales.

Engel-Hills (2002) researched an integrated curriculum in the field of health science, i.e. radiography programme. He concluded that learning improved but there are some points that need emphasis, consideration, and special attention when implementing the integrated curriculum particularly the integration method.

(1) "Gaps" that have been identified in professional outcomes - i.e. the education and training outcomes has a "gap" because of lack of understanding concerning the concepts of integration. Proper dissemination of information, sufficient support and training of the implementers are needed to break the gap and to facilitate understanding in the implementation process, which result to the success and effectiveness of the curriculum implemented.

Knowledge is very important in the world of work. If the workers do not have enough knowledge and understanding of what they are doing, there can be a big problem in the field where they are working. Expanding on this point, a teaching career is recognised as one that needs more knowledge and understanding. Since the teachers are moulders in a learner's future, they must be knowledgeable in the field of teaching, so that they have the ability to address and identify any problems that may be fourth coming or recurring. This is the primary objective in

conducting this research study by the researcher. The secondary objective is to find out the “gaps” of the professional outcomes and to identify each “gap” in order to determine whether they are barriers in the implementation process of the integrated curriculum. Throughout this research study, the “gaps” will be identified and the problems of the teachers’ participants will be addressed too.

- (2) Adjustments necessary for some elements of the curriculum design - this refers to integrated lessons and activities, which sometimes needs flexibility in planning just in case when problem arises during teaching, as well as it refers to the assessment that can be administered in different ways depending to the intellectual level or learning level of the learners. This is either actual or planned such as self, group, formative, summative and examination portfolios.

The supporters of integrated curriculum believe that integration is an effective way of teaching because it breaks down barriers and isolation of learning in different areas. The learners are encouraged to perform activities in-groups and to do things by themselves. In this particular setting they are assessed by the way they perform each activity and are consequently rated according to their performance and learning achievements. These outcomes justify whether the integrated curriculum is working well or not as predicted and theorised by previous research test work. In this matter, the researcher’s interest is to know how the assessments affect the learners and to find out the effectiveness of integrated curriculum in the performance and achievement of the learners as well as to find out if any further adjustments are really necessary in some elements of the curriculum design particularly in the teaching method and the assessments.

- (3) Learners have to work very hard - this means that learners must be diligent and cooperative with their own learning. Learner’s performance is measured through participation and accomplishment in any given activities, exercises, etc and they are required to work harder as possible. In this situation, the support of the parents and encouragement of the teachers are needed by the learners to help build up their self-confidence to participate, cooperate and work hard.

Working hard is the common problem of the learners in their studies. Without support and help from their parents and teachers, it may result in failures and dropouts. Most learners who are not diligent enough have low performance and achievements in the class. In the integrated curriculum, a totally full committed participation by the learners is required so that learning will be achieved and progress will take place. To do this, learners are required to cooperate their own learning by constant participation in any group activities and assigned tasks. This is one of the key issues that the researcher needs to stress and reinforce from the selected teachers of this study who are implementing the integration approach. The results of the study will determine how the learners respond to the new integrated curriculum.

- (4) Faculties have to work very hard too - this means that the classroom teachers, school administrators, and all concern in the implementation process must work together hand-in-hand in the implementation of the integrated curriculum so that success and effectiveness of the curriculum will be achieved.

The success of any curriculum depends on how the implementers work. As mentioned in “point 3”, learners must work hard for their own learning, the teachers and school administrators must also have to work hard too and help one another for the success in the implementation of the integrated curriculum. This point is included as one of the objectives of this research study. The researcher’s interest is to find out what support the teachers have or should have received in implementing the integrated curriculum, how they received it and who gave this support to them as it aims on how the teachers and the principals work together in some selected schools of South Africa and the Philippines.

2.5 Obstacles associated with an integrated curriculum

The subject of curriculum integration has been under discussion off and on for the last half-century, with a resurgence occurring over the past decade. The theories

as well as the approaches to teaching and learning are the main concerns in different discussions, debates, and researches. Discussion for clarifications of issues and problems are important to the teachers as Humphreys et al (1981:xi) cited:

‘It is taken for granted, apparently, that in time learners will see for themselves how things fit together. Unfortunately, the reality of the situation is that they tend to learn what we teach. If we teach connectedness and integration, they learn ‘that’. While if, we teach separation and discontinuity that is what they learn. To suppose otherwise would be incongruous’.

A major issue raised in the integrated curriculum is the ability to break away from traditional academic disciplines. Scholars have traditionally organized knowledge within the academic disciplines or subjects recognized today (English, Science, Mathematics, Social Studies, Language Arts and other subject areas). Some consider academic disciplines a powerful way for organizing knowledge. For example, Gardner and Boix-Mansilla (1994:16-17) contended that academic disciplines ‘constitute the most sophisticated ways yet developed for thinking about and investigating issues that have long fascinated and perplexed thoughtful individuals as they become, when used relevantly, our keenest learners of the world’.

However, others (e.g., Perkins, 1991:7) considered academic disciplines as ‘artificial partitions with historical roots of limited contemporary significance’. Mason (1996) contended that contemporary school curriculum is producing learners in one same direction in an old fashion way of life. He added, factories have changed, but schools are uncoordinated with society and real life, where knowledge and skills are not separated.

There are different obstacles in implementing an integrated curriculum that result in problems and hindrances in the success of the integration approach.

Firstly, Mason (1996:267) argued that there are some serious obstacles in implementing integrated curriculum and one hindrance of the implementation is the 'teacher knowledge problem'. Some teachers may not possess sufficient understanding within disciplines to effectively lead the learners toward a thorough knowledge of important concepts. If teachers lack knowledge and skills within the subjects or disciplines, their ability to integrate those subjects is highly problematic.

Secondly, teacher education is another problem limiting the implementation of an integrated curriculum (Roebuck and Warden, 1998). Pre-service teachers do not take integrated classes in general studies and do not experience methods classes with teams of faculty and, as a result, they do not know how to integrate across the curriculum (Mason, 1996). Jacobs (1989) also cited common problems of teachers in developing integrated curriculum, including teachers, who are not provided with adequate in-service training or time to thoughtfully develop an integrated curriculum, may go to unstructured, 'a little of everything' rather than a truly integrated approach of learning.

Lastly, student assessment is also seen as a limitation or hindrance of an integrated curriculum. Standardized tests still measure, for the most part, disciplinary knowledge (Mason, 1996). Then, the textbooks and teacher's guide rarely emphasise relationships between the subjects that are of major concentration with other disciplines. As a result, teachers have neither the information nor the time needed to realistically include interdisciplinary or integration in curricular planning (Mathison and Mason, 1989).

However, other researchers reveal that scholars, stakeholders, parents, teachers, and learners support integrated curriculum because of its effectiveness in learning. The supporters of integrated curriculum said that integrative education emphasises the interdependence of knowledge and process. According to Giroux (1991) an ideal teacher of integrated curriculum is not the authoritarian instructor

but a trustworthy facilitator or manager of learning and learners are therefore not passive recipients of information.

2.6 Conclusion

The education in the twenty-first century deals with societal expectations, as spelled out in standard and government tests or public examinations, while still giving primary emphasis to learner's needs, problems, and concerns. The integrated curriculum is designed and implemented hoping that the education system can produce a well-equipped learner compatible in the knowledge-based world. Social construction with lifelong learning is the focus of the integrated curriculum. Some countries, including South Africa and the Philippines have the same vision in educating their learners into a skillful, knowledgeable and well-equipped citizens of the country. Teacher's innovative teaching and learner's learning achievement are highly emphasised in the integrative education of the two countries.

The integration approach of South Africa and the Philippines is to enhance a better understanding and development of a learner that leads to lifelong learning. However, the question in curriculum reform and implementation remains: 'are teachers willing to make a leap of faith on behalf of the young people they intended to serve'? A leap of faith is needed for the teachers to turn themselves into a willingness to serve the young people or the learners, rather than to the abstract subject categories and artificial purposes that have plagued schooling for so long (Jennings and Nathan, 1977). Fortunately, this is not a blind leap since we have known for many years that movement in this direction benefits both learners and the teachers as integrated curriculum gained a great deal of acceptance. Local and international research shows the importance of curriculum integration in the modern world. The researches show evidence that the theory of social construction in the integrated curriculum is one of the bases of knowledge in the

international labour markets. Competition and survival are the common practices of the knowledge-based world. So therefore, improvement, progress, competence, confidence, and freedom in integration are necessary to join the race in education.

Beane (1987) suggests, 'if we truly want integration in the curriculum, then we must think along the lines of the vision and goal of education and extend the long struggle to make our rhetoric of concern for the young become a reality' (Quoted in Beane, 1992:3). Beane's statement has a great deal of insight, truth and meaningful reality as well as a useful reminder to all teachers. With the teacher's facilitating knowledge the learners prepare themselves for the challenges ahead, with all groups stand hand-in-hand working, advancing together which is necessary and vital in order to live, and be successful in their advancing and changing world.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

A research methodology defines what the activity of research is, how to proceed, how to measure progress, and what constitutes success. A research design and the methodology used is the framework of the entire study. A good methodology leads to a successful research study with accuracy and usefulness (Patton, 2002).

This research investigates the implementation of integrated curriculum in the Grade four English curricula of some selected schools in South Africa and the Philippines, while employing a comparative study, which is the most useful methodology under these conditions to generate a meaningful assessment and accurate findings.

In this chapter the research design and method used in the study is explained. A diagram viewing the design and method of the study is also shown in this chapter. Later in this chapter the data collection and analysis method is also explained. The construction of the interview schedule and the sampling of this study are included in the discussion of this chapter.

3.2 Research design and method

The comparative method is often used in the early stages of research during the development of different branches of sciences. It can help the researcher to ascend from the initial level of exploratory studies to the more advanced level of general theoretical models. This method is versatile when it is used in detail work as a

complement to other methods, or the entire structure of a research project can consist of the comparison of just two cases. Comparison is one of the few methods that can be used for explicating or utilising tacit knowledge or tacit attitudes (Routio, 2004).

As mentioned, this research study is a qualitative design, employing the comparative method (Routio, 2004). The method is applicable since this is a comparative study of the two countries curriculum implementation. In this method, the participants and the cases are similar in some respects; otherwise, it would not be meaningful to compare them. However, they differ in some other aspects too. These differences of participants become the focus of the examination of the study. The primary goal is to find out why the cases are different and to reveal the general underlying structure, which allows and generates such a variation.

The integrated curriculum of the grade four English curricula in South Africa and the Philippines are assumed to be similar in both countries have presently incorporated the use of integration approach into their educational system. While the teachers of the two different countries have similar objectives and functions, but there are factors that differ so, they are regarded as a variable in this study. These variables include teaching experiences, educational background, school environment, school management, and other interfering variables. The data from the selected grade four teachers in South Africa and the Philippines are compared to each other using the table below.

Diagram:

| Category | Research findings from the two countries (questionnaire) | |
|----------|--|----------------------|
| | Case 1 – South Africa | Case 2 – Philippines |
| Aspect A | | |
| Aspect B | | |
| Aspect C | | |

In the comparative study, the observation of data must consist of at least ‘two cases’, specimens, or events like in the table above where each column is reserved for each case; here it is called “Case 1” and “Case 2”. Moreover, the researcher has to decide which are the interesting aspects, properties or attributes to be noted and recorded, and for each of the groups to be categorised according to these aspects. In the diagram above, these aspects are called A, B and C under the heading ‘Category’. As the analysis proceeds, the researcher may add new aspects or remove fruitless ones. In the study at hand, the similarities and differences in both cases (South Africa and the Philippines) are recorded under their own categories, so that by having specific categories consisting of various ‘aspects’, the two case studies can be analysed and it will be easier to make a comparison of the recorded data.

It is advisable to keep in mind that the specimens or cases are independent functional units, as it can help in understanding them. This is usually used to reveal the systematic structure that is true not only for the cases that were studied, but for the entire group where the cases came from. In other words, the goal is to generalise the research findings (Routio, 2004).

The comparative method used in this study is to explore knowledge and information with the aim not just to detect and explain but also to help improve the present state of the research, or to help by improving or developing similar research in the future. Although the research findings of this study cannot be used to force to improve, to develop, or to change the present state of the research, but it provides encouragement to all concerns in the field that this study addresses.

3.3 Data collection method

This research study uses an open-ended interview with structured questions (Field and Morse, 1995). This type of interview is ideal for obtaining comprehensive and comparable data. It can gain a detailed picture of the participant’s belief about

perception or account of the research questions while giving the researcher and the participants much more flexibility. With this method, the researcher has a set of predetermined questions on the interview schedule but the interviews are guided by the schedule rather than dictated by it (Smith, Harré and Van Langenove, 1995:9-26).

A questionnaire written to guide interviews is called an interview schedule. This provides a set of predetermined questions used as an appropriate instrument to engage the participants and designate the narrative terrain (Holstein and Gubrium, 1995:76). The interview schedule is appropriate to answer questions with appropriate content by giving the participant's time and thought to format their answers correctly (Hutchinson and Webb cited in Morse, 1991:311). Therefore, the questions in this study are prepared and type written in a questionnaire form. They are appropriate questions related to each area or aspect in order to address the issue of the research topic (Smith et al, 1995:14). The questionnaire is a popular method of collecting responses to simple questions. The respondents or participants can live far away; as the questionnaire can be mailed to them and they can mail or post it back to the researcher (Routio, 2004).

Since the distance and time of South Africa and the Philippines are different from each other, the selected Philippine teachers are interviewed by sending the questionnaires by mail. Interview schedules containing a set of structured questions with an explanatory guide are sent to them. The selected South African teachers are interviewed using the same set of questions by the researcher as per schedule by the participants. The same type of questionnaire is used and distributed to the selected teachers in both countries so that the answer of each research question is fair and relevant. If problems arise in the answers of the interview schedule by the teacher participants, a follow-up interview questionnaire will be distributed to them as agreed before hand. Follow-up questionnaire are sent to the selected Philippine teachers by mail or post again, while the researcher herself may conduct a personal interview to the selected South African teachers using the same follow up questionnaire.

3.4 Data analysis method

The gathered data is analysed using the constant comparative method of Lincoln and Guba (1985: 339 – 344) based on Glaser and Strauss (1967). This is comparing data to minimise repetition of answers and categorising them according to similarities and differences of information. Lincoln and Guba (1985:339) describe the constant comparative method in four distinct stages:

1. Comparing units applicable to each category - the researcher identifies the units of information that will serve as the basis for defining the categories. This unit of information comes from the interview schedule such as the interview questionnaire answered by the participants of this research study.
2. Integrating categories and their properties - similarities and differences in the narrative are identified and coded into units of information and allocated into categories. The different units in each category are compared, in order to generate theoretical properties of the category that can be integrated.
3. Delimiting the theory - delimiting begins to occur at the level of construction because fewer and fewer modifications will be required as more data is processed and at the same time the categories become saturated.
4. Writing the construction - this is the final stage in which writing the research finding is presented as the report of the study.

In categorising the data, Dey (1993:111) suggests that the meaning of the category evolves during the analysis, as more and more decisions are made about which bits of data can or cannot be assigned to the category. Flexibility is required to accommodate fresh observations and new directions in the analysis. According to Lincoln and Guba (1985:347) the essential task of categorising is to bring together into temporary categories those data bits that apparently relate to the same content. It is then important to 'devise rules that describe category properties and that can, ultimately, be used to justify the inclusion of each data bit that remains assigned to the category as well as to provide a basis for later tests of 'replicability'. The researcher must also render the category set internally

consistent. Dey (1993:111) explains that categories must be meaningful both internally, in relation to the data understood in context, and externally, in relation to the data understood through comparison.

When a particular category is adopted, a comparison is already implied. The researcher uses the constant comparative analysis to look for statements and signs of behavior that occur over time during the study (Janesick, 1994). During the course of the analysis, the criteria for including and excluding observations, which may be rather vague in the beginning, become more precise and meaningful. The research must continually attempt to define and redefine categories by specifying and changing the criteria used for assigning them to the data. 'In defining categories, therefore, it must be attentive and tentative – 'attentive' meaning to the data, and 'tentative' meaning our conceptualisations of them (Dey 1993:102). According to Morse and Field (1998: 130) the data must be compared to every other piece of relevant data in order to make sure it is accurate and precise, and the whole study will be successful, meaningful, and useful for others. The process of constant comparison 'stimulates thought that leads to both descriptive and explanatory categories' (Lincoln and Guba, 1985: 341).

3.5 Construction of the interview schedule

As mentioned previously, this study uses a structured interview schedule in the form of a questionnaire in gathering data. The researcher constructs the questionnaire to the most important, clear and crucial questions, which relate to the research themes as based in Simon's (1986:39-40) guide questions in constructing questionnaire:

'Is the question useful to the study? Does it get at the desired information? Is it possible that the respondent or participant will have the necessary capability to answer the questions? Are several questions needed on a specific topic in order to cover it

adequately? Is the question free from bias? Is the wording of the question clear? Does it contain difficult words that the average respondent or participant may not understand?’

In constructing the interview schedule, the researcher is trying to use the everyday common English language in wording the research questions. The use of unfamiliar technical terms is avoided as much as possible to make it clear and understandable as Moser and Kalton (1971:141) give this caution:

‘In choosing the language for a questionnaire, the population being studied should be kept in mind. The aim in question wording is to communicate with respondent or participants as clearly as possible in their own language. A survey of the members of a particular profession, for instance, can usefully employ the profession’s common technical terms, not only are such terms part of the informant’s common language, but they also normally have a single precise meaning’.

In forming the questionnaire, Bailey (1982:196) suggests that ‘the questions are arranged from simple to complex, and from broad to specific to allow the participants to gradually adjust to the pattern of the interview schedule’. The research questions of this study are formed and arranged in different categories from simple to complex and from broad to specific or vice versa with clear, understandable, and simple terminology. (See Appendix A for the Questionnaire)

3.6 Sampling

The participants of this study are the grade four teachers of some selected schools in South Africa and the Philippines who are teaching English as a subject. Since the two countries cover a too broad and wide geographical area to conduct the research, the researcher has selected some primary schools with grade four

classes. The researcher has requested permission to the principal of the selected school in South Africa and the teacher participants themselves are given letters of consent to make the participation formal, while a letter of consent are sent directly to each selected teachers in the Philippines asking their permission to participate in this research study. The above procedure was conducted to make the interview an important and legal formality with clear consent given by the teacher participation. (See Appendix B for the Letter of Consent)

For the teacher participants in South Africa, they are four teachers of Fynnland Senior Primary School, Lighthouse Road Bluff Durban and four teachers of Brighton Beach Senior Primary School, Marine Drive Bluff Durban. The researcher has chosen these schools because these schools are in one particular district area and they have the required grade four teachers who are teaching the English subject necessary for this particular research. The grade four teachers specifically chosen from these schools have had more than five years of teaching experience and these selected teachers have had experienced in teaching different grade levels with different subjects. The schools itself were chosen as the sites for gathering data because they are in close proximity to the residence of the researcher who is a foreign student in South Africa.

In the Philippines setting, the researcher has chosen her hometown as the site of selecting participants for this study. The researcher's previous fellow colleagues in her hometown help as an easy access for the teachers to be interviewed for they know the researcher herself. Fortunately, as the researcher is not residing anymore in her hometown, particularly during this research that is being conducted so she cannot influence the participants in any way. So therefore the result of the interview is fair to the South African teachers who are also interviewed through the same research questionnaire.

To match the number of teachers in South Africa, the researcher has chosen eight grade four teachers from her hometown. The eight selected teachers in the Philippines come from one district area like the selected South African teachers

but of different schools because most schools have only one grade four teachers. One teacher is from Cagongcagong Elementary School, Cagongcagong Alicia Bohol, one teacher is from Cambaol Elementary School, Cambaol Alicia Bohol, one teacher is from Cayacay Elementary School, Cayacay Alicia Bohol, one teacher is from La Hacienda Elementary School, La Hacienda Alicia Bohol, one teacher is from Napo Elementary School, Napo Alicia Bohol, one teacher is from Progresso Elementary School, Progresso Alicia Bohol, one teacher is from Putlongcam Elementary School, Putlongcam Alicia Bohol, and one teacher is from Untaga Elementary School, Untaga Alicia Bohol. Like the selected South African teachers, these teachers also have more than five years of experience in teaching different grade levels with different subject areas.

3.7 Conclusion

This research is a comparative study of the two countries' implementation of integrated curriculum in the English curricula. The design and methodologies used in this study are the keys of having accurate research findings. The selected grade four teachers of South Africa and the Philippines who are interviewed are the ones holding the success of this study since the answers of the research questions come from them. In this case, the interview schedule such as the research questionnaire must be clear, accurate, specific, and easy to understand and has simple terminology in asking the questions so that the participants have clear understanding of the questions and in giving their answers. Patton (2002:54) viewed a questionnaire like a photograph and a qualitative study is like a documentary film, and both offering images, so therefore the constructions, formulation, and arrangement of the research questions as well as the reporting of the research findings must be accurate, relevant and comprehensive.

The researcher's experience in the field of teaching is a useful tool in selecting research participants as Van Manen (1990:54) explains 'by using personal

experiences, can be a good starting point'. Working together in a professional educational setting with the researcher's colleagues is advantageous in this research situation as it creates an environment for the participants to answer the research questions without distraction, hesitation, or interfering external pressure. It must be noted that the researcher's personal acquaintances with these teachers is not an interfering variable, because the distance of the researcher to the participants in the Philippines cannot therefore influence their answers in any way to the research questions. As mentioned earlier in chapter one, limitations are always observed in this study so that the researcher takes the utmost care and precaution in keeping the research environment and settings in both countries as similar as possible while trying to keep all conditions and interfering variables to an absolute minimum.

These limitations may come in the form of external interference's from lack of understanding of the questions, limited teaching experience, school environment or school settings, home settings, other teachers influence, school administrators, parents, learners, governing bodies, teachers training, resources, and last but not least the conviction of all the teacher's participants to answer the research questionnaire as truthfully as possible.

Finally, the researcher and the participants must keep in mind that the main objective of this research is to find verification that the implementation of the integrated curriculum in both participating countries has started and will benefit the learners and their future to the fullest.

CHAPTER 4

ANALYSIS OF DATA

4.1 Introduction

As stated in earlier chapters, this research is a comparative study investigating the grade four teachers in some selected schools in South Africa and the Philippines about the implementation of the present curriculum of which integration is the main approach to teaching and learning. The selected teachers in South Africa teach in different schools of one district area, which is close proximity to the city and with secretaries working in each school. While the selected teachers in the Philippines teach, also in different schools of one district area, which is located in a rural town from the nearest city, and with less number of teachers and no secretaries working in each school. These selected teachers differ in their experiences of teaching, in which some of them are younger with just more than five years of teaching experiences and some of them have more than ten to twenty years of teaching experiences. They differ also in their educational background, which manifests in their teaching ability and their expertise in the different subject areas. The school environment and school management is another area in which the selected teachers differ from each other. Since South Africa and the Philippines has its own language spoken by their citizens, the different ethnic or language group of the selected teachers and their learners is considered as a cultural differentiation in the two countries, which may affect the teaching-learning situation in the classroom. Although the selected teachers in both countries differ in teaching experiences, educational backgrounds, school environment, school management, and language groups, they are all teachers in grade four classes who are teaching the English as a subject (which is the main focus in this research). They are all using the same method of teaching, which is the integration method as required in the policy instruction of South Africa's

Curriculum 2005 and the Philippines' Basic Education Curriculum (RNCS, 2002 and BEC Executive Order, 2002).

The selected teachers in South Africa and the Philippines were interviewed using a pre-arranged interview schedule in the form of a questionnaire. The data gathered from the selected teachers were analysed and compared according to the similarities and differences of the implementation process addressing the different problems that have arisen in implementing the integration approach. The different sections below are the personal responses and opinions of the selected teachers in the two countries regarding the issues of problems, difficulties in the implementation of the integration approach in the present curriculum as well as the effectiveness of the integration method in teaching and their responses are based on their own observations and experiences in the classroom.

4.2 Teachers' application of the integration approach in the classroom

Due to the nature of the comparative study, the results were expected to show many similarities as well as many differences, the reason behind this assumption was due to the variables included in the research that could not be controlled. These variables were previously listed which includes different learning institutions used by the teachers to acquire their teaching diplomas, classroom settings, human nature behavior, learners reactions to different educational settings, family problems, supportive resources, affluent as opposed to poor living conditions and classrooms related to these conditions.

In comparing the interview results of the selected teachers in South Africa and the Philippine about the present curriculum integration, some of the selected teachers' responses were similar while others were different from each other. Like many classroom settings, the selected teachers in both countries have individual teaching, which they use to teach their own classes. Even though the teaching conditions are similar, the school environments and the school management differ

resulting in both similarities and differences, which will be examined, assessed, and supported by the reasons given by the selected teachers in both countries.

According to the selected South African teachers, even though they have individual teaching they plan their lessons together, in other words 'team lesson planning'. Every Friday afternoon the teachers have a grade level meeting to plan the lessons in all subjects for the following week. The team lesson planning includes the lessons' themes, contents, and activities to be performed, assignments to be given and assessments to be credited which serves as a teaching guide for the teachers. While in the Philippines, teachers also have individual teaching as well as individual lesson planning, but the schools that responded to this research study are smaller with one or two grade four classes and have less number of teachers with little or no supportive logistical personnel. All the selected teachers in both countries teach English as the main subject and use the English language as the basis of communication in teaching even though the national language in the Philippines is not English. They teach other subject areas as well and only use English as the specified language for teaching. They integrate other subjects when teaching English lessons as required in the policy instruction of the present curriculum. Science, Mathematics, and Values are the specified subjects that the selected Philippine teachers commonly integrate into the English lessons and the selected South African teachers specifically mentioned Science, History, and Geography as the common subjects integrated in their English lessons.

The selected teachers in South Africa and the Philippines use relevant teaching materials during integration teaching. Textbooks are the common teaching material used by the teachers because the themes or topics are clearly set out. Although the topics are already set out, they need to be linked up to other subject areas so that integration is possible. Aside from textbooks, they also use other teaching materials but this depends on the availability of these materials in the classroom, or the affordability of the learners to be able to buy them. The common teaching materials available in the classroom used by the teachers in

their integration teaching are workbooks or worksheets, pictures, posters, magazines, charts, chalkboards, dictionaries, maps and other non-fiction resources and realistically related objects such as life stories and illustrations.

4.2.1 How the teachers use the integration method

In the area of using the integration method in teaching, the selected teachers of the two countries have reflected on their individual ways in teaching English using the integration method. According to the selected South African teachers they integrate other subjects in the assignments and exercises such as letter writing, essay writing, spelling, reading contests, dictionary research work, and projects. They show non-fiction related resources or related realistic objects during their integration teaching such as examples or illustrations and use terminology that is related to the integrated lessons. They connect the lesson themes or the lesson contents of the subject being taught to the subject being integrated in the lesson discussions or in the learning applications such as drill exercises and group activities, so that the teaching and the learning is always in an integrative manner.

The answers of the selected Philippine teachers to this area of teaching are more specific in their ways of using the integration method. According to them, they integrate other subjects in the beginning of the lesson. They use it as a motivation in the beginning of the lesson or use it as a presentation of the English lesson if they are teaching English as a subject. Sometimes they integrate the other subjects into the middle part of their lessons, as the lesson develops or they are included in discussions of the lesson like for example in discussing the lesson theme of ‘cause and effect relationships’. Other times the selected teachers integrate other subjects in the end part or in the learning application of the lesson in which the learners have to perform the different activities such as lesson evaluation tests, drill exercises, oral exercises and other group work activities. The basis of this teaching situation is reflected as “English is the tool subject and the subject

integrated as the vehicle in teaching”. An illustration of this reflection is Scientific events like, for example, conservation of trees or marine life is used as the lesson theme or the lesson content in teaching English reading, spelling and writing.

As the learners perform the different lesson activities, the teachers have to assess the learners according to what they have achieved and how they have performed. The selected South African teachers and the Philippine teachers use similar ways in assessing the performances and achievements of their learners. The most common form of assessment is by using different types of structured tests or examinations such as evaluation tests given after the lessons are taught, daily quizzes, periodic or term examinations, oral examinations, and other forms of examinations applicable to the integrated lessons. All the selected teachers specifically mentioned certain points that they use to assess learners in the English subject and these are recitals, poetry, comprehension, projects, assignments, examinations portfolios, summarization of stories, essay writing, oral and written exercises. Other points mentioned, include assessing the learners in areas such as speaking ability, creative and artistic work, research work, study notes, assigned tasks to perform, group feedback or group performance, attitudes towards work, relationships to classmates or teammates in group activities, and the behaviour of learners in the class particularly during lesson activities.

In the area of assessment in the integration teaching as it has been noted that most of the classroom teachers do encounter some problems in assessing the learners (Mason, 1996 and Humphreys et al, 1981), the selected teachers in South Africa and the Philippines explained how they assess their learners. According to the selected teachers, they set learning objectives and criteria in the different lessons and assess the learners according to their performance results and class behaviour. They expanded on this point by noting that the assessments are intended to reflect only on the main subject being taught in terms of marking or giving grades. The subjects being integrated are used only for reinforcement and for encouraging better understanding in the English lessons.

4.2.2 Effect of integration method on teachers' teaching

The selected teachers in both countries have noted an effect on their teaching style when the integration method is used or applied as they explained. However, the explanations from both groups differ significantly due to their differences in teaching experiences, educational backgrounds, environments, and even their culture, which refers to the teachers' language group. According to some selected South African teachers, integration does not affect them when teaching English because they are native English speakers and it is easy for them to use the language, to communicate the lessons to the learners and to correct the learning application of each learner. But to other selected South African teachers of different ethnic or language groups and to the selected Philippine teachers, the situation is different and integration does have a different effect to their teaching. They explained that integration teaching requires thorough planning of the lessons, careful and proper choosing of the lesson activities for the learners in which integration is possible and appropriate. The lessons need to be written down correctly in English and any intonation, grammatical and pronunciation mistakes need to be corrected. However, it should be remembered that in most parts, these teachers of different ethnic groups might not have a native English speaker close by or within the school, to correct these mistakes "a point normally overlooked by countries using English as the bases of communication in teaching English as a subject when other languages in the country are present as well".

Other points noted by the selected Philippine teachers, is that they need to master the different lesson themes, contents and activities of the different subject areas so that it is easier for them to make the necessary connections of the lessons from one subject to the other subject area when using the integration method. According to them, they spend more time and effort in preparing the lessons and its activities as well as in teaching, but sometimes the results are frustrating because some learners do not fully understand the integrated lessons and they achieve a low performance score in the given activities. In support of the point mentioned, some of the selected teachers with less experience prefer to use

traditional method of teaching, which concentrate teaching on one specific subject without integration of different lessons from different subject areas as the way scholars traditionally organised knowledge and arranged the academic subjects (Gardner and Boix-Mansilla, 1994).

4.3 Problems encountered by the teachers during integration teaching

Like teachers in other countries who are using the integration method and encounter some problems in their integration teaching, the selected teachers in South Africa and the Philippines encountered similar problems in using the integration method. One of the most common problems that the selected teachers encountered was the difficulty to link or to integrate the lessons from one subject area to another. The selected teachers explain that it is not easy to find ways to integrate the lesson because not all lesson themes are possible for integration teaching. Like, for example, some lessons' themes in English such as language and phonics need to be taught by concentrating on the specific basic lesson' content and when integration is applied in teaching the particular lesson' themes, it upsets the focus of teaching on the specific lesson being taught. Then another problem is the concentration of the learners sometimes relies on the subject being integrated and not to the main subject being taught.

The common problem of the selected teachers is the difficulty in integrating lessons from one subject area to another and this was identified by Mason (1996) as he refers to the teacher's knowledge problem in the integrated curriculum. Mason emphasised the importance of teacher's knowledge in the implementation of the integration method as he warned, 'if teachers lack knowledge and skills within disciplines or subject areas, their ability to integrate those disciplines is highly problematic'. Further reference to the teacher's knowledge problem, Jacob (1989) explains that conducting more training courses is a way in which teachers may gain more knowledge in using the method.

Another reason of teachers' difficulty in using the integration method as explained by the selected teachers in the two countries, the integration method was not used in the previous curriculum and subsequently they do not have any or the right amount of the necessary experience in integration teaching. A selected teacher from the Philippines who was used in this research explained as follows.

'When he was studying his teaching profession and in the previous curriculum before it was changed to the present curriculum, the integration method was not introduced or mentioned and not even used in teaching the lessons of the different subject areas. The previous curriculum was based on using the traditional method in which the teaching concentrates more on separation and specifically focuses on one subject only, unlike integration where the teaching is linked to different lessons in different subjects. Now that integration is the main approach to teaching in the present curriculum, we are confused and so it seems most teachers do not know what to do in their integration teaching, therefore teaching difficulty is there'.

The difficulty of the selected teachers in using the integration method reflects on the teachers' education, which Roebuck and Warden (1998) noted as a problem in the implementation of integrated curriculum. Mason (1996) commented on this issue as he stated, 'pre-service teachers do not take integrated classes or integration teaching in general studies and do not experience methods classes with teams of faculty and, as a result, they do not know how to integrate across the curriculum'. This means that when the teachers were originally studying their teaching profession they were not taught nor was there any mentioning or reflection within their studies regarding integration teaching. Henceforth most of the selected teachers have no experience in this area and it is difficult for them to adopt the new approach and to adjust their teaching style in an integrative manner.

Aside from the problems of linking, connecting or integrating other subject areas to the English lessons, the selected teachers in South Africa and the Philippines have the same problems regarding time allotment in teaching English, which is insufficient when the integration method is used. According to the selected teachers, English alone has a vast area to cover in the lesson contents such as reading, grammar, spelling, language and phonics, and there are different skills that are needed to be developed in teaching the integrated lessons. The skill of listening, speaking, reading and writing in the English lesson require enough time to develop because some learners have difficulty in understanding the lesson and in performing the lesson activities. Aside from that, most learners take different lengths of time to develop these skills and to apply them during their activity time, which in this case, more time should be allocated in teaching English with integration lessons.

Another problem that the selected teachers in South Africa and the Philippines encountered is the problem of assessing the learners' performance and achievements. In giving assessments, teachers need to focus on specific subjects being taught and its learning outcomes. But because of subjects being integrated teachers find it confusing in the assessment of the learning outcomes. To overcome this problem, the selected teachers in both countries set learning objectives and criteria to focus on the lesson's learning outcomes of the main subject being taught. The assessment problem encountered by the selected teachers is noted by Mason (1996) as one of the problems in the implementation process of the integrated curriculum, but a positive aspect to appreciate in regards to the selected teachers in both countries is that they have tried to find some ways to overcome or minimise the problems encountered.

Another problem mentioned is the lack of teaching materials and the lack of references in teaching English and other subjects related to integration teaching. The teaching materials must be suitable for integrated lessons and there must be sufficient learning facilities in the classroom or in the schools as a whole. On this issue, the selected teachers in both countries encounter the same problems, their

classrooms are not fully equipped with teaching materials and other learning facilities, and they have to produce their own teaching materials. Financial restraint is the main reason why schools are not provided with teaching materials and they do not have sufficient funding for learning facilities. However, the selected South African schools in this study are trying to offer as financial assistance as possible to the teachers for their teaching materials or other learning facilities needed in the classrooms, but this wholly depends on the school funds.

According to the selected teachers in South Africa and the Philippines, if the department of education would provide them with more teaching materials or learning facilities, they would like to have computers, tape recorders, slide projectors, hand videos, variety of charts and posters, more reference books or guide books for integration teaching and access to updated books. The selected teachers also mentioned that they would like to have a wider selection of resource books in their school library, work stations for art, craft and technology, bigger spaces for group work activities, some tools related to the subjects being taught in the work stations and other modern audio-visual technology use for teaching. These materials are very helpful in teaching because each learner will be actually able to see them, use them, and gain experience with them. Whatever experiences the learners have in using modern materials and in working with them will benefit them in this modern age of constantly developing technology (Benjamin, 1989). Actual life experiences develop highly advance knowledge as well as the developing of necessary skills and attitudes (Beane, 1992), which will be invaluable to them in whatever direction they plan to precede.

Aside from mentioning modern learning facilities and teaching materials, the selected teachers documented that inviting guest speaker to talk on related topics of the lessons being taught would be helpful for the learners to learn more. However, this should be done only when it is necessary for any major issue or topic that needs to be reinforced, like for example, lessons about diseases and terrorism. To explain the importance and pre-cautionary measures of a major outbreak of a disease or terrorist attacks, specific people are required to impart

with the knowledge and verbal skills needed by the young learners. They could use teachers of other classes or grade levels, parents, principals, and other school personnel and knowledgeable people in the community as invited guest speakers.

Further problems that the selected teacher encountered and noted in this study is in the area of lesson activities. Integrated curriculum is underpinned with constructivist theory and this theory applied in performing lesson activities, which the learners have to incorporate into their lessons as group work activity (Beane, 1992; Phelps, 1997; and Contardi et al, 2002). In the constructivist theory, the learners have to construct their own learning through participation in the given group work and the teachers serve only as guide, facilitators of their learning and providers of their experience during activity time (Freire, 1985 and Giroux, 1991). The selected teachers in both countries noted some problems that they encountered and these problems indirectly relate to the behaviour of each learner. These problems usually occur during group work activities, when the learners are given a chance to get up, mingle with their classmates, perform the required activities freely and then do the follow up work independently. To minimize these problems certain guidelines, rules, and laws are used during group work activities, which are formed, organized and discussed by the teachers, to the class beforehand and agreed on by the learners. Although problems occur during group activities the selected teachers noted that it is still manageable to control the learners and to encourage them to perform the given activities in-group.

4.4 Support for the teachers in implementing the integration approach

Teacher's training is one of the issues that Jacob (1989) addressed in the implementation process. The selected teachers in South Africa and the Philippine were interviewed about this matter and their responses were that they had received training before the implementation of their present curriculum. The education department had conducted a series of training programs and all teachers

were required to attend the different training sessions. The training was an intensive workshop with follow-up lecture sessions as well as extensive courses for lesson planning and demonstration teaching. Then there was staff development training for the school administrators and other follow-up trainings, workshops, seminars and conferences regarding the new curriculum and its teaching-learning approaches. The selected South African teachers were provided with programmes and learning outcomes, lesson-planning techniques, suggested lesson themes, activities, and sample lesson plans after the training. The selected teachers in the Philippines received lesson manuals, guidebooks, and sample lesson plans that could be used as a guide for lesson planning and choosing of the lesson activities. The implementation process is closely monitored and highly supervised by the school administrators through school visitations and class observations.

The selected teachers noted that the training was helpful to them as it gave them a clear understanding of the contents of the new curriculum. It increased their knowledge of the teaching strategies and the assessment standards for the learners. The training was necessary and useful for all teachers because it explained the importance of integration teaching and it taught the teachers what to teach and how to teach using the integration method based. Although the implementation of the integration approach is difficult to grasp, especially when it is designed to meet expected learning outcomes or acquiring of certain skills, the sharing of ideas, knowledge, and experiences among teachers, trainers and school administrators during the training sessions are invaluable for all teachers. In general, the training helps the selected teachers to have positive views to the new approach as well as it encourages them to improve their knowledge in teaching through which the learners will benefit.

Jacob (1989) emphasised that the teachers need proper support during the implementation so that the process will be attainable and successful. In this case, the selected teachers in the two countries were interviewed regarding the support they had received and they noted that their school principals and head teachers

supported them fully, but the support they received differed from each other. According to the selected South African teachers, their school principals encouraged them to use their expertise in teaching different subjects during team lesson planning. The principals provided them with the suitable resources available on the school campus, which they could use in their integration teaching. They have a teachers' meeting every Friday, which is conducted and coordinated by the principal. During the meeting they can discuss problems, air their views, suggest alternative teaching ideas and give feedback regarding the problems related to their daily teaching that needed improvement and assistance from the principal or from other teachers. The meeting is very useful because it binds the teachers-principal's relationships as well as it exercises the spirit of cooperation, helpfulness and togetherness in the work area that results in successful and fruitful implementation of the new curriculum.

Other support that the selected South African teachers received is from their colleagues and from other school personnel such as secretaries and health workers. In addition, their schools formed support groups in each grade level to reach out to teachers who have major problems in their classrooms. These support groups are designed to help them and support them through these setbacks. The teachers' union is also available in giving support by running courses intended for the teacher's professional growth.

The selected Philippine teachers also noted the support they received from their principals and head teachers but in a different way, such as close supervision and guidance, by giving some ideas, techniques, and insights on how to make lesson plans and to teach the lessons using the integration method. Then the principal conducts a demonstration teaching at every grade level during the teachers' meeting, in which all the teachers from different schools had to participate, observe, and criticise in a positive and constructive way to the teacher demonstrators. It is a great help to them because they observe the weak points of integration teaching and the fellow teachers' teaching style during demonstration while also realising the importance of the integration method. Unlike South

Africa, the Philippine teachers do not receive support from other school personnel, because their schools are too small and the only help or moral support they receive is from their co-teachers and principals in the school where they are teaching. Other than that, there are no other support groups or unions.

The selected teachers are given the freedom to choose any other teaching strategies or techniques but integration is highly emphasised as the main method of teaching. While teachers have total freedom in teaching, they are bound by certain rules and regulations by the schools as well as educational policies. The application of the learning outcomes in the South Africa's Curriculum 2005 through the Revised National Curriculum Statement documents and the use of the learning competencies in the Philippine Basic Education Curriculum Budget of Work document (learning lessons set in every grading period) are strictly imposed in teaching the learners. Then the adherence of the school policies such as homework, projects, lesson planning, lesson activities, time allotment for teaching and other policies are supervised by the principals and head teachers in both countries through school visitation, class observation and follow-up meetings.

Aside from the department of education and the school administrators, the majority of parents in both countries also gave their support to the new approach of teaching in the present curriculum. Some parents do try their best to help the teachers through voluntary work in the school activities. Some of them give their support through their children, by helping them with their assignments, projects, research work and assisting them in the preparation for their main examinations.

Just as the school environment of the selected teachers in the two countries differ from each other, the selected South African teachers noted that some parents did give constant positive feedback of the integration teaching of their children, but in many cases the parents were not happy about the marking system and the style of group work activities. But in general, most parents were always inquiring about extra information from the teachers on how they could be more helpful to their own children and to improve their learning abilities and skills. Some parents of

the selected schools in the Philippines gave negative feedback of the new curriculum and sometimes showed a lack of support to their own children. This reason is mainly that they do not understand the importance and approach of the new method of teaching by the integrated method and the advantages of this type of education to their children. This situation reflects on 'illiteracy problems', i.e. of some parents that lack necessary and proper education while coexisting in rural areas with poor living conditions. The illiteracy problems of some parents and the poor living conditions of some learners in the Philippines were identified in the study and included in the finding because the participating schools in the Philippines are located in a rural area and the selected teachers noted this as one of the causes in the poor learning conditions by some learners.

4.5 Learners' reactions and responses to the integration approach

As it was explained earlier, integration is underpinned with the constructivist theory, through which the teacher is the facilitator of learning or provider of experiences to the learners in the classroom and the learners as the active participants or the constructors of learning (Beane, 1992; Freire, 1985; and Giroux, 1991). Group work activity given to the learners during integration teaching is the way that the learners exercise the constructivist theory in the classroom through participation, cooperation, and teamwork and through this, they build up their own learning. In connection to the comparative finding, all the selected teachers in South Africa and the Philippines applied group work in performing the different activities during integration teaching. They group the learners using their own techniques in grouping such as grouping by learners' learning levels or intellectual levels, by learners' performance in the class, or according to the learners' behavioural problems and attitude towards their work.

4.5.1 Problems with some learners during group work activities

During activity time, the selected teachers noted some obvious scenes of the learners' reactions to in-group work. Some learners participate in the group work actively and enthusiastically and some of them have no interest to participate and cooperate in the given activities at all. Those who actively participate are mostly fast and average learners, while the slow learners and the less disciplined are hesitant to participate in the group work. Those learners who do not want to participate in the group work sometimes cause disturbance problems to other learners who religiously do the work, because generally they like to disrupt others as a means of getting attention (something often lacking in their own home environment or family setting). Other scenes in the classroom during activity time are that some learners confine themselves to the corner of a classroom talking, giggling, and doing nothing constructive. The less disciplined learners usually like to dominate the other learners during group work sessions while the attention seekers refuse to participate without any noticeable reasons. Then other learners who are very disruptive and unsociable who seem to find pleasure in disrupting classes without any form of conscience that usually results in fighting; in short, these learners cannot work in a group setting. These situations cause other learners, especially the weaker ones, to lose interest and to reluctantly look forward to participating in the group activities. Under these circumstances according to the selected teachers, they lengthened their patience and understanding as they use their experiences in controlling and disciplining children. Aside from that, they asked parental support to encourage the learners to participate in the group activity and to strengthen them while they are in the group work situation.

In addition to a child's behavioural problem, the selected teachers noted that some learners lack certain social skills, have a lack of confidence, are shy and reserved, and struggle to include themselves in the given work. When these learners do not see the relevance of their work, they lose interest in participating and performing the group activities, and teachers need experience and the disciplining skills to

bring these learners back into the lessons again. These kinds of learners are lazy, impatient and have no desire to construct their own learning. In other words, they are contented with the learning they achieved in their own way and in their own confined world.

4.5.2 Ways to encourage the learners to participate in the group work

The selected South African teachers and the Philippine teachers have found similar ways to encourage their learners to participate in the group work activities. Some of the ways that seem to work well and have been mentioned as being useful to some selected teachers, and that is by giving the learners the opportunity to choose their own groups as well as their own group members and allowing them to choose their own roles in the given activity. Sometimes each learner is given turns to become a leader of a group depending on their ability and in this way they can experience sharing duties and responsibilities as well as skills and talents with each other. Each learner has assigned tasks to perform, which then makes them personally responsible and pre-occupied under those conditions. In some circumstances by giving some of the weaker learners a simpler activity to perform, these learners are more accommodating and at their learning level, they too seem to encourage other learners to participate. By using exciting features during activity time, may arouse interest of the learners to participate and cooperate in the group work.

Another way to encourage the learners is by boasting their achievements and by praising their performance in front of the class while mentioning their particular group and individual names will encourage the learners to participate and work harder. Then by giving some useful simple prizes, as a reward of good performance is also a positive step to arouse the learners' interest to participate, cooperate and work harder. The most effective way in encouraging the learners to participate in any group work activity is by telling them that the activities they

will perform is for marking and they could receive bonus marks which will be credited to their class performance rating. This way works well especially when the grades they obtain are read in front of the class and the teacher tells them why they have deserved such good grades. Making the group work activities as a competition for giving marks or for giving prizes will always arouse interest and encourage the learners to cooperate and work harder as a group.

4.5.3 Performance and achievement of the learners in integration teaching

The selected teachers in South Africa and the Philippines have noted the same observations in their classes and according to them; there has been a big change in the classroom atmosphere since the integration has been applied. The class is livelier; students are more active, responsive, and enthusiastic, although not all learners participate in the group work as mentioned earlier. They notice that many of the learners enjoy interaction with their classmates or teammates during the integration teaching or activity time. This mutual interaction of the learners is promoted by the integration approach in the class, which Lacunio (2002) explains as 'teaching is not just teacher spoon-feeding and learners sitting and listening all day but both are active participants in the process'. The learners in the two countries' participating schools of this study shows the spirit of cooperation as they help one another and do their best in performing the assigned tasks. They show a broader spectrum of desire to work hard, to cooperate, and help one another, which makes the lessons more exciting and more fun for them. As a result, they develop their ability to lead with self-confidence, to be resourceful and creative because they are given freedom to perform or at certain times to do work by themselves. The experiences they have help them develop positive attitudes towards their work and good relationships with their classmates.

On the other hand, the activities of working in groups make the class noisy and the learners are restless with too much enthusiasm to do their group work. It is a

divided scene in the class, observing some learners who are eager, willing, active, and enthusiastic in-group work while other learners use it as an opportunity to get up and do mischief to others. The situation depends on the teachers' controlling ability and disciplinary actions. As noted by the selected teachers about disciplinary actions in the class or imposing discipline to each learner, the learners' individual personalities and family backgrounds are very important to know and should be taken into consideration at all times, so that there are no unforeseen complications that may arise when discipline is applied. The observations of the selected teachers of certain learning difficulties of some learners and the behavioural problems of other learners as well as the struggle in maintaining discipline are understandable, acceptable, and manageable as these situations usually happen in most classrooms around the world.

In terms of the learner's performance and achievement in the integration teaching, the selected teachers in South Africa and the Philippine noticed an increase in the general performance of each learner as related to tests, assignments, projects, class interaction, and participation. According to the selected teachers, 'it is difficult to pinpoint each specific part played because of the varied intellectual level, learning abilities, personal interest, and different variables or factors that affect the learners outside the classroom'. The enjoyment of the lesson activities, as well as the quality of work the learners has done is positive signs of good performance and achievement. The learners who are responsible and cooperative performed their assigned tasks well and submitted their assignments, projects, and other research work at the due time as set by the teachers.

For the personal reaction of each learner regarding integration teaching, there is an increase of personal interest and motivation of the learners in the participating schools of South Africa and the Philippine. According to the selected teachers, this is because the integrated lessons as well as the given group activities are more relevant and related to real life situations and there is no separation of activities or isolation of events in the classroom. The different group activities in their integrated lesson are in the realm of the learners' experiences, which makes it

easy to link in various situations in the learners' real world as explained by Rogers, Hubbard, Charner, Fraser and Horne (1996). The selected teachers noticed that the learners are excited to perform their assigned task, to do their projects, assignments or any research work given because each of them are encouraged to do their own reporting in the class. In other words, they are given an opportunity to report and display their work in the class during group work. As learners enjoy seeing their work being displayed and appreciated by the teachers, it encourages them more to participate and to build up self-confidence. By using this opportunity, the slow learners are also encouraged to participate and cooperate with the help of the fast learners under the guidance of the teachers.

4.6 Factors that affect learners' learning regarding integration teaching

There are many related factors that can contribute to good learning and can hinder the learning progress regarding integration teaching, and these factors affect the learners in the participating schools of South Africa and the Philippines. Positive factors that the selected South African teachers cited are the learner's ability and willingness to grasp new concepts, the learner's interest, motivation and enthusiasm in studying, and the learner's home background. Other positive reinforcing factors that help the learners improve their learning performance are, the support of the parents, the collaborative effort of the school faculty, the management style of the school, and the positive attitude of the teachers to adjust and adopt new teaching methods for the sake of the learners.

The selected Philippine teachers cited some points that contribute to learning such as the constant encouragement to the learners to speak in complete English sentences when answering questions, the teacher's appreciations of the learners' performance, and the parental guidance of the learners' study habit. All these points help the learners develop their speaking ability and lessen their inferiority

feeling in speaking as well as it helps them raise their self-esteem and develop self-confidence, self-reliance, and positive attitude towards their studies.

Aside from related factors involving the learning progress of the learners in the integration approach, there are other related factors affecting a learner's poor performance, which may also result in a deficiency of learning. One of these factors is the school environment and the environment where the learners live. According to the selected South African teachers this does not have a big effect on them because of the location of their school, which is in a suburban area or city suburb and their learners are acquainted with the life in the city, this life being more advanced, compared to the lifestyles in rural areas. It is an advantage to the learners if they are exposed to the modern technological way of life with modern facilities and advance technologies because it adds more interest to their studies and it increases their learning ability. But as noted by the selected South African teachers that some of their learners have had more exposure in the variety of experiences of their lives such as traveling and social gatherings has been more advantageous to them because they can use these experiences in the classroom environment. This exposure encourages the learners and having these different experiences has added to their knowledge as related to the real world, which helps them understand the reality of life, because it reflects on and is the fundamental basis of the integration lesson, that all life experiences are interrelated and cannot be experienced as a single entity.

However, the school environment of the selected Philippine teachers has an important affect on their learners because their schools are located in a rural area and most of their learners live on the poverty line with no access to modern facilities and high advanced technology. The poorer living conditions affects the learners' performance in the class because many times some of their learners are sent to school without the basic food nutrition needed to develop their minds and bodies, and no adequate school supplies. These conditions lessen the learners' concentration due to their need or lack of ability to improve their impoverished state of being. The lack of learning facilities at home and the lack of exposure as

well as having little or no motivation in their lives make them handicapped in learning compared to well supported, well equipped, well exposed and well experience learners.

Another factor that affects the learners' performance and learning achievement is the learners' home language. The selected teachers in South Africa and the Philippines noted that the home language does affect the learning and understanding of their learners when having to learn English with integrated lessons because English language is not many of the learners' first language. Many citizens in South Africa and the Philippine have their own basic home language, which is not English and therefore, most of the learners speak their home language in the schools too. Fortunately, many of the South African learners do speak English as a home language and it is a lesser problem for these learners to express themselves in their English lessons. However, to the learners in the participating schools of the Philippines, they view English as a foreign language, so they are finding it more difficult to understand and to speak the language. With their limited vocabulary in the English language, the learners are subsequently affected which is a setback for them to understand the integrated lessons in English.

As evidence, South African learners in the selected schools of this study who speak using their home language which is not English, have lower achievements in reading, comprehension, spelling, the requirement of learning new vocabulary words which are introduced during the integration lessons, doing exercises and assignments. These learners struggle to understand the English lessons and they have difficulty in trying to express themselves orally or with speaking exercises. They perform poorly in the written exercises as well. This situation is noted by one of the selected South African teacher who has no problem in terms of her learners' home language for this particular year because all her learners speak English as their home language. They have better understanding and communication in the English lessons even with the integration that is applied to them. In contrast, another selected South African teacher said, the intelligent

learners who use their own home language, (which is not English), are striving harder in order to cope and keep up with the English-speaking learners. They are doing well in the English lessons compared to the average English-speaking learners.

4.7 Teachers' understanding and attitude of the concept of integration

The selected teachers in South Africa and the Philippine agreed that integration is an effective method because it gives broader aspects of the subjects that need reinforcement; it gives an open view of how they teach and how the learners have learnt. The use of the integration method makes the lessons more interesting to the learners as it 'links up with', 'connects to' and 'integrates with' other subject areas. It increases the learners' performance into a higher standard of learning compared to the old traditional ways of teaching, which concentrated only on that subject being taught and the learning that took place was categorised into different sections. This supports the idea that teaching with integrated lessons is a move away from compartmentalisation, memorisation and recitation of isolated facts, figures, concepts and events to a more meaningful teaching and learning experience that assists learners to prepare themselves for their future (Lake, 1994).

But according to the selected teachers from both countries, there is also negative side in using the integration method and this is directed at the idea that the learners in each class differ from time to time or year-to-year. To elaborate, there are times that the classrooms are composed of mostly fast learners; sometimes in a year, the classrooms may have mostly slow learners. So teaching methods must be flexible and suited to the set of learners and to their learning ability and intellectual level. When using a specified teaching method such as integration, it is more difficult to adjust the lessons for the learners to fit in. It needs double the time, extra effort, and more patience and perseverance by the teachers in planning

the lessons and in preparing the activities so that success at the end of the day's teaching will be achieved. The selected teachers confessed to having a negative perspective to the change in curriculum and in the implementation of new curriculum, because, as they have found in the initial change over, they find it extremely exhausting in doing all the preparations and teaching. This negative attitude sometimes leads them to a feeling of unnecessary extra pressure, frustration, stress, and prone to having negative thoughts and comments like one of the selected Philippine teacher's statement, *'teaching before without integration compared to teaching at present with integration is just the same, there are still slow or poor learners'*.

Although the selected teachers in both countries encountered different problems and experienced difficulties in using the integration method, they do have the same lasting opinion and they have documented that 'integration is an effective way to develop a well-rounded personality in which learners can easily adjust and respond to any situation in a meaningful way. It is noted by Dressel (1958) that the integrated curriculum is effective in developing a learner's personality, which supports the idea that integration teaching provides each learner with a unified view of commonly held knowledge that motivate them and develops their power to perceive new relationships and thus create new models, systems, and structures.

Another impression of the selected teachers concerning the use of the integration method is that 'it fosters a classroom atmosphere that enables the learners to evolve aesthetic standards, spiritual values, work standards, norms of group conduct, appreciation of human work, and respect of individual differences'. With this impression by the selected teachers regarding the effectiveness of the integration method, Shoemaker (1989) explains that integrated curriculum discovers and develops learners' basic skills such as thinking skills, physical skills, sensing skills, and social skills, which are only achieved through an interactive learning atmosphere in the classroom. The selected teachers believe that through integration teaching they are helping and directing the learners to prepare for their future. As the learners show positive reactions and responses in

the integration teaching, it is an indication of development and progress in learning by the learners, who are beginning to understand and find ways to develop their own knowledge and skills needed in directing their future.

4.8 Conclusion

This research study identifies the different issues of the integrated curriculum, which is noted by other researchers as ‘obstacles that may hinder in the success of the implementation processes. Mason (1996) identifies the teacher’s knowledge problem as one of the issues in the implementation of the integrated curriculum and the selected teachers in South Africa and the Philippine identify and clarify that they too had difficulty in using integration method in their teaching. The lack of basic knowledge in using the integration method reflects on the educational background and experiences in teaching by the selected teachers. Aside from the knowledge problem of the selected teachers, there are other related factors that serves as problems too in the implementation process and these are generally listed as: lack of resources, different school settings, school management, learner’s environment and even the teacher’s perspective when changes happen in the education system that affects their way of teaching.

On the issue of support in the implementation process, the selected teachers in South Africa and the Philippines noted that they constantly supported and helped one another to resolve any problems that have arose from the beginning and in the initial implementation stages. It is also noted that the spirit of cooperation and harmonious relationship in the schools has been a great help for the selected teachers from the beginning to the present day of implementation. With particular reference to the learners’ performances and achievements, these have greatly increased but this increase is dependent upon their level of interest, support that they have received, good relationships with their group members or classmates,

and the participation, cooperation and hard work exercised freely by the learners in the classroom under the supervision and guidance of the selected teachers.

With regards to the negative feedback of the selected teachers in both countries, which was documented in this research study, it is evidence in itself that there are problems in the implementation of the integrated curriculum. But these problems should not hinder the effectiveness of the integrated curriculum in developing the learners' personalities and potential skills as well as in helping the learners to prepare themselves for their future, and finally, that any external or related factors, which may affect their learning progress are kept under control and should not be permitted to dominate the learners' abilities to develop mentally.

On the positive aspect of the teachers' feedback, it has shown that in the long run, the implementation of the present integrated curriculum in South Africa and the Philippines, which includes the final stage when all the teachers in both countries including the teacher participants in this study are properly trained, continue to receive all relevant parties full support, supplied sufficient resources and have fully adjusted in the process of curriculum change; all learners will eventually find that they have been subjected to the best possible ways of educational teaching by the use of integration method, which will in the end of the learners schooling days produce responsible, knowledgeable and well-rounded citizens.

CHAPTER 5

CONCLUSION

5.1 Summary of the study

Integrated curriculum has received a great deal of attention in education settings throughout the ages and subsequently the word “integration” can be summed up as a method of teaching and learning using a medium of instructions given to the learners, this being the core essence in this research study. South Africa and the Philippines adopted the integrated curriculum through the implementation of South Africa’s curriculum 2005 and the Philippines’ Basic Education Curriculum. Teachers from these two countries are now using the integration method in their teaching as one of the policy instructions of the present curriculum.

Curriculum researchers and scholars believe that integration is an effective method of teaching because it breaks down the barriers and isolation of learning in different areas of the learners’ real world (Beane, 1996; Shoemaker, 1989; Lake 1994; and George, 1996). It gives a lifelong learning ability to the learners, which is needed in the fast growing world of advance technologies and labour market competition (Benjamin, 1989; Roegge, Galloway, and Welge, 1991). However, other researchers say that in implementing the integrated curriculum there are obstacles that may hinder the success and effectiveness of the integration method in the area where it serves. In this situation, the teachers play an important role in the process, as they are the ones who apply the integration method in their daily teaching. But without proper knowledge, sufficient support, and resources, it is difficult for the teachers to implement and to achieve complete success in the implementation and the expected learning outcomes.

This research is a comparative study done on the South African and the Philippine education system, which was undertaken to investigate the selected teachers who are implementing the present curriculum integration. Using the integration method to teach the different subject areas in all grade levels is one of the policy instructions of the present curriculum in the two countries and it is a mandate to all teachers to teach using the integration method (South Africa's RNCS, 2002 and Philippines' BEC Executive Order, 2002). To identify and clarify the different issues in the implementation of the integrated and the effectiveness of the integration method in teaching, this research study was initiated for the purpose of making comparison in the implementation of the present curriculum integration in the two countries leading to the identification and clarification of problematic areas in the implementation process. Each country have its own unique set of problems to reveal and ways to overcome or minimise as most of these problems are related to its own environment, culture, education, and teaching style.

To conduct a comparative research study in all schools and in all subject areas throughout the whole country is a complex process and would be too broad and take too long. A decision was made to choose some selected schools in South Africa and the Philippines as the sites of the research study and certain teachers who are teaching English as a subject in grade four classes in these selected schools are the participants of this study. These selected teachers differ in their teaching experience, educational background, school environment, school management, knowledge, expertise and ability to teach, and their ethnic or language group. They were interviewed using a pre-arranged interview schedule (Field and Morse, 1995). The questions were typewritten in a questionnaire form and since South Africa is a long distance away from and has a different time zone to that of the Philippines, the interview questionnaires for the selected Philippine teachers were sent by post and returned back to the researcher in the same way (Routio, 2004). However, the selected teachers in South Africa received the same interview questionnaire with the same instructions by the researcher herself and

the questionnaires were later collected on an agreed date according to the selected teachers given schedule. The selected teachers in both countries responded to the requests of the researcher to answer all the questions in the interview questionnaire with, as much detail and explanations given as possible, and therefore the data gathering in general was successful and comprehensive.

The data gathered in South Africa were analysed first since the researcher collected the interview questionnaires personally, while the data from the Philippines took a bit longer to arrive because of the long distance from that country to South Africa using the postal services. When the data from these two countries were analysed, they were compared against each other according to their differences and similarities, and these comparisons were addressed to reflect the issues that have arisen since the implementation of the integrated curriculum. The results of the comparison contributed as the comparative findings of the study.

5.2 Research finding

Just like some other teachers in other countries around the world have problems in implementing the integrated curriculum, the selected teachers in South Africa and the Philippines experienced similar problems and difficulties with the implementing of the present curriculum integration. The selected teachers in both countries were interviewed and their responses are based on what they personally observed and experienced in the classroom. Some of the problems and difficulties not noted by the selected teachers were not included in this research and these need more research study at a later stage over a longer period. Nevertheless, a gratitude and appreciation for the tremendous effort of the selected teachers in both countries in answering the interview questionnaire, some of their responses will be used to make recommendations for further research and for improvement as it serves as an encouragement to other teachers in the two countries.

About the issues of the teachers' difficulty in using the integration method, the selected teachers felt that not all lesson themes can be integrated. Integration is a completely new idea, was not part of their initial training when they were studying to be teachers, and none of these new ideas were even used in the previous curriculum. When these teachers were students, they were trained to be teachers by being taught using traditional methods of teaching, which concentrated only on teaching one subject with a specific lesson at that time.

A further point that needs to be mentioned is that the selected teachers used in this research study also differ in their teaching experiences and educational backgrounds. This means that the selected teachers in South Africa and the Philippines lack confidence and knowledge in using the integration method, as they did not experience any such training during their initial professional studies. Keeping this in mind, these teachers have had to adjust their teaching styles and adopt the new curriculum instructions, which is the use of integration method in teaching. To adopt a new method and to adjust to a new teaching style requires a positive perspective by the teachers so that the changeover process makes easier and quicker, and the success in the implementation process will be achieved.

Gaining the necessary experience needed to teach the new curriculum takes a good number of years through patience, applying new ideas, perseverance, further studies, and observing learners' reactions and their outcomes. However, the difficult tasks may seem, it must be kept in mind that all the selected teachers need time to adapt and adjust to the new curriculum that has been implemented. Jacobs (1989) suggests that more in-service training for the teacher so that they would gain more knowledge and have enough experience that would guide them and help them for positive adaptation and easy adjustment of the new curriculum.

On this particular point of the lack of time allotted for integration teaching as noted by selected teachers in South Africa and the Philippines, the main idea mentioned here has to do with teaching English as a subject. When English as a subject is taught alone without the integration of other subjects, there is a broad

area of contents which need to be covered in each lesson and there are skills that are needed to be developed. Often the learners have difficulties in understanding the lesson because in trying to speak the English language and in trying to apply other integrated lesson ideas is often extremely confusing and difficult for them. This has been observed during activity time, which some learners in both countries have difficulty in understanding and in applying the lesson to the activity because English to some other learners is not their native language spoken at home. The selected teachers have to teach, review and re-teach so that learning will take place as naturally as possible and to do this, it is time-consuming and, with the present time allocated to do all the teaching actions, this time runs out too quickly. Then to add to the time allotment problem, often there are insufficient teaching materials and modern learning facilities that could possibly be used to aid the integration teaching by the selected teachers in the two countries. The selected teachers have to produce their own teaching materials while explaining that some teachers in other schools are fortunate enough to be given the basic and necessary aids, which is directly dependent on the availability of the school funds allocated for assistance and due to geographical problems and funding, this usually happens mainly in urban schools.

The next point raised included the issue of teachers' support in the implementation process also mentioned by selected teachers in South Africa and the Philippines. The selected teachers in this study have received the necessary support from the education department through the principals who were supervising the changeover during the training programs, workshop seminars, teachers' conferences and meetings. The principals were also monitoring the implementation process through classroom observation during class hours. As noted, the principals do give their full support to their teachers by providing assistance, by giving some new ideas for use in the integration method and by suggesting techniques in planning their lessons and group activities. Teachers in this study noted that they are encouraged to help one another. But in the research, it was noted that the selected South African teachers have received extra

beneficial support from school personnel such as school secretaries, janitors, health workers, school maintenance workers, etc. This was mainly attributed to the fact that their schools are bigger and the city suburban schools have more working personnel, while the selected schools in the Philippines are smaller and without these above mentioned school personnel in their schools.

Aside from the administrative support, the selected teachers in South Africa and the Philippines receive support from the learners' parents. As to be expected, some parents give their support to the teachers and some of them do not support their children. The selected Philippine teachers are affected with the situation since their school is in the rural area, while the selected South African teachers is not a big problem to them because their school is in the suburban area and the learners' parents are supportive. The selected teachers in the Philippines mentioned that one of the common reasons of lack of support is the poor living conditions experienced by some parents, which most of their time is used for their own livelihood or in trying to earn a living to support their family. Another reason given is the lack of basic education of some parents, in other words 'illiteracy problems'. Some parents in the participating school in the Philippines have a negative perspective towards their children's education because they lack proper education themselves. However, other parents are educated enough to understand the importance of education and whatever new ways are implemented to improve the education system and to increase the knowledge of their children, they welcomed the new approach by supporting the teachers and their own children.

Findings that supported the implementation of the integrated curriculum with regards specifically to the area of assessment by the selected teachers from South Africa and the Philippines noted that there has been an increase in overall performance but they did not specifically mention which area this took part. They also observed a big change in the classroom atmosphere, where the learners are actively performing the given group activities, responsibility has increased when helping one another in the group work, and learners are showing a greater

confidence of their skills in the learning application during activities and exercises.

The selected teachers in the two countries agreed that integration is an effective method in teaching as they noticed an increase by the learners' performances and achievements. Learners have a more positive perspective towards their studies and work, which is shown through their interactive, responsive, cooperative and enthusiastic behaviour during group work activities. The extended assistance and the constant appreciation by the teachers to the learners help the learners to think more positively which also encourages them to construct their own unique and dynamic styles of learning (Beane, 1996). If all the teachers concerned throughout the implementation process will maintain the positive responses, then the goal of the present curriculum will be successfully achieved.

To conclude, the double time and effort of the teachers in preparing the lessons, group work activities, teaching materials, and the spirit of cooperation and togetherness among teachers and the school administrators have been combined as the main points which contribute to the overall success of the integrated curriculum. Observers need to appreciate the dedication and commitment of all the selected teachers in South Africa and the Philippines, which have ensured a successful integration up to the present point in time by dealing with all the difficult changes in implementing the present curriculum integration.

As any professional person in the teaching career would agree, any adjustments or a change in curriculum of any country is not without its difficulties and problems. But with the correct support, motivation, and dedication by all those interacting parties and governing bodies that are committed to make it a successful changeover, nothing should hinder or delay the progress where the main objective is purely for the learners' benefit.

5.3 Limitation of the research finding

The participating schools in South Africa specifically found in one particular district area with more grades four classes while the selected Philippine schools are also in one particular district area with one or two grade four classes. All the selected teachers in both countries teach the English as a subject and use the English language as the bases of communication in teaching English. However, they differ in their own expertise, practices, and abilities in teaching, experiences in teaching, educational backgrounds, school management, classroom setting, environments, and their culture, which refer to their language group. These selected teachers gave their personal responses and opinions based on their personal experiences as well as observations in the classroom, and therefore, comparative findings cannot be used as conclusive and any comments made by the selected teachers cannot be generalised to all other schools and other teachers' feelings towards the education system in South Africa and the Philippines.

5.4 Recommendations

The selected teachers in South Africa and the Philippines noted the different problems regarding the implementation of the integration approach in the present curriculum through their responses based to their experiences in the classroom. However, some responses of the teachers are not cleared enough to identify the problem issue in the integrated curriculum, i.e. examination or test results, and these are recommended for further research, while other responses that identify problems and difficulties, need solutions to improve the suggested teaching strategies presently used in both countries. One of these recommendations is aimed at the professional growth of the teachers regarding their teaching careers, which they can get from constant updated training courses, workshop seminars, conferences and meetings. The training that the teachers received should be continued until the changeover has completely been adopted and all the main

teaching problems have been removed, while all those teachers who are not fully trained will be provided with adequate in-service training. The more training the teachers received the more knowledge and experience they gain in using the integration method, the less pressure, stress and unnecessary burdens they would have in the classroom (Jacobs 1989).

As part of the professional growth of the teachers who are not English native speakers like the selected teachers in the Philippine and some selected teachers in South Africa who belong to different language groups, they need to have an extra special meeting or training courses in English alone. Whereby they can practice and exercise their ability to speak the English language as much as possible. Aside from the English speaking purposes, the training should include demonstration teaching in English as a subject and assisting them in planning the lessons and the activities which in the long run will give them the additional experience in integration teaching.

Other recommendations put forward regarding the problem of time allotment in teaching English, which the selected teachers noted 'as not being enough' when integration is applied. Beane (1992) and Vars (1965) clarified that integrated curriculum departs from arrangements such as the earlier block-time core programs, which were scheduled alongside traditional subject courses. In this case, the problem of the time allotment can be resolved by coordination of the classroom teachers and the programme committees in forming the time allotment to be used in teaching each subject area. The committee in-charge of the class programmes should work together with the classroom teachers in drawing up a roster or schedule of class hours to be spent to each subject because the classroom teachers know which subjects need more time for teaching. The classroom teachers should be involved in drawing up classroom programmes such as time allotment and subjects to be taught because they are the ones implementing it in the classroom.

With reference to the problem of teaching English lessons with integration; allotting more time in the class hour programme for the English subject can be done by taking some of the time allotted for other subject areas that have lesser coverage in the content and activity areas as well as the skills needed to be developed. It is suggested that whatever special instructions are given in a new curriculum, the teachers should be in part framing the policy instruction so that it is easy for them so accept, adopt and adjust what is new in the education system. Rather than simply letting the teachers follow what has already been drawn up, as the selected teachers having problem in time allotment noted in this study.

A recommendation to address the insufficient supply of teaching materials and learning facilities available for the teachers to be use in the classroom, which the government's financial assistance to the department of education is possible way to help the teachers. A suggestion made for procurement of more teaching materials and other important learning facilities that should be distributed equally to all schools. As a suggestion also in the distribution of the teaching materials such as books, stationeries and other materials or important learning facilities, it should be issued to the disadvantage schools first like in the remote areas because most of the learners in the rural schools do not have the necessary learning facilities at home. Then the teachers should be trained in this regard so that they can handle the responsibility of using these teaching materials or learning facilities properly and they can use them appropriately in their daily teaching.

Finally, the selected teachers noted that the change in curriculum instruction sometimes initiated negative reactions and responses that resulted in extra pressure and stress while trying to implement the new teaching method in the class. As a suggestion, the teachers should be pre-warned for all possible problems that they might encountered, as it is completely new approach in the process and all teachers should focus on the positive aspects of the curriculum change for the benefit of the learners. With sufficient support and extended help from all concerns in the implementation, the problems and difficulties in the process can be overcome and the negative points can be kept to a minimum.

5.5 Area for further research

Scholars traditionally arranged the different academic subjects based on the knowledge and the skills learned within each subject. The traditional method founded, practiced, and used in teaching through subject arrangement, which the teachers concentrate in teaching to a specific lesson theme in one particular subject and the learning is on that subject. Gardner and Boix-Mansilla (1994) supported the traditional method of teaching as they consider academic disciplines or subject areas a powerful way for organising knowledge. Due to this fact, the tests questions and answers are concentrated only on one subject and the assessment of each learner's understanding is about only that specific subject. Humphreys et al, (1981) contested 'if lesson themes are guided in part by the learners and the teacher interest in a specific subject matter, there will be less consistency of experience in integration teaching than many teachers currently are striving for and this may affect in the performance on standardised tests. According to Mason, (1996) standardised tests measure for the most part by disciplinary knowledge or by skills in each subject area. Therefore, it requires alternative methods of assessing the learner's understanding of essential concepts when it comes to integration teaching and learning. To this point, the selected teachers in South Africa and the Philippines did not specifically mention the standardised tests as being part of the assessment problem. The research findings could not identify and clarify the problem issue of the standardised test which Humphreys et al (1981) and Mason (1996) addressed in their own research study of the integrated curriculum. Therefore, the researcher recommends further study in the area of assessment to identify the problems in the tests or examination results of the learners in the integration teaching. Future research will clarify the problem issues as well as the study will explore further the importance and effectiveness of the integration approach in the two countries' present curriculum.

5.6 Conclusion

Like teachers in other countries, the selected South African teachers and the Philippines teachers in this research study noted that integration is an effective method of teaching because of its benefits to develop the learners' personality and potential skills, and to help learners in preparing their future through linking situations and activities in the real world. The selected teachers understand the importance of the integration teaching in the modern world with advance technology and that skillful knowledge is more in demand in the labour market than ever before. They believe that through integration the knowledge and skills demanded in the modern world which will gradually be developed by the learners as they continue to teach integration lessons and the learners perform freely in the different lesson activities related to their realm of experience (Beane, 1995). The selected teachers also believe that the constructivism theory of the integrated curriculum is a way to build up knowledge, to develop skills, and to formulate the right conduct. Because learners are not bound to sitting and listening only in the classroom but by doing something as a group exercising cooperation, practicing responsibilities and committing themselves to hard work (Rogers, Hubbard, Charner, Fraser and Horne, 1996).

Although the selected teachers in South Africa and the Philippines have positive views and opinions with regards to the present curriculum integration, the influence of environmental factors for learning, surrounding pressures, human differences and experiences noted in this study affect with regards to all teachers and learners. In this situation it depends on how each teacher responds or reacts to the process of curriculum change and the implementation process of the new curriculum which is demonstrated by their professional attitude and their experience in teaching, educational backgrounds, personal motivation, and dedication to their work. Professional growth is important not only to the teachers but also to the learners, so that it is easy for the teachers and the learners to accept, adopt and adjust what is new in the education system in a positive way.

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APPENDIX A

QUESTIONNAIRE

1. What is the time allotted to teach English in your class?
2. When you teach English, do you integrate your lesson with other learning areas?
If so, which areas do you usually integrate? Why?
3. How do you integrate the lessons of other learning areas when teaching English?
4. Do you think the time allotment in teaching English is enough when you integrate your lessons? (Please explain)
5. What problems do you encounter when teaching English using integration methods or in your integration teaching?
6. Does the learner's home language affect his/her understanding and performance in the English lessons when integration method is applied? How?
7. Does your school environmental context (urban, township, rural, etc.) affect the learning of your learners in teaching English lessons with integration? How?
8. Do you think using integration method in teaching is an effective way for learners to learn English or any other subject areas? (Please explain)
9. Does using the integration method affect your way of teaching? (Please explain)
10. In your own opinion, do you think the integration is better than traditional method of teaching? (Please explain)
11. Do you teach English by team teaching or by individual teaching?
12. Does your principal or head teacher support your teaching? How?
13. Does your principal or head teacher suggests any particular method to use when teaching? If so, what method is suggested that you can use in teaching English?
14. In your opinion, do you think the suggested method of teaching a constructive and successful way in teaching English? Why?
15. If not? Can you suggest other ways of teaching that in your opinion may be better?
16. Did you receive any training regarding the implementation of your present curriculum?

17. If so, was the training related to integration teaching and learning?
18. Did the training help your teaching using the integration method? How?
19. Do parents support and contribute significantly to learners' encouragement and success with the new way of integrated teaching? In what way?
20. Do you have any parental feed back on your integrated teaching methods? If so which parents? The slow learners or the fast and average learners?
21. Do you use teaching materials and other learning facilities while teaching integration lessons?
22. What teaching materials and learning facilities are most commonly used when you teach integrated lessons in English?
23. Is your school particularly your classroom fully equipped with all teaching aids or learning materials and facilities as shown to you during the training?
24. What other teaching materials and learning facilities do you consider necessary or important to teach integration lessons successfully?
25. What other support do you have in the implementation of your present curriculum with particular reference to the integration approach of teaching and learning?
26. Do you apply group work activity in your class during integration teaching?
27. How do you group your learners during activity time?
28. Do all the learners participate in the group work or class activity? (Yes or No)
29. If no, what are the common reasons why some learners do not participate or cooperate during group activity?
30. How do you encourage them to participate in the group work?
31. Do you think group work activity helps the learners construct their own learning?
32. In terms of your learners' performance in their integration lessons, has there been an increase or decrease of their learning achievements? (Daily, weekly, periodic or term examinations)
33. Are the learners responsible and cooperative in performing their assigned tasks during integration teaching or activity time?
34. Do all your learners submit their assignments of your integrated lessons in English? If not, why?

35. How do you assess the learning performance and achievement of your learners in the integration teaching?
36. Can you relate the successes of your learners to integrated teaching or are there other factors involved?
37. Have you noticed an increase or decrease in the learners' interest and personal motivation towards your integration teaching? (Please explain)
38. As an observation, have you noticed any change in the attitude of your class and your learners during integration teaching? Are the learners more active, responsive, and interested in the integration lessons? (Cite any other observations worth mentioning)
39. In your own opinion, do you think integration teaching improve the learning of the learners, develop their skills and talents, and mould their attitudes and values?
40. Do you think integration learning helps the learners prepare themselves for their brighter/better future?

APPENDIX B

LETTER OF CONSENT

Dear Mr./Mrs./Ms. _____,

I am Mrs. Marilyn A. Pohl, a Master of Education student in the University of KwaZulu-Natal, who resides in 9 Sloane Rd. Fynnland Bluff Durban. As part of the requirement for the completion of my M. Ed. research project, I would like to interview you about the integration approach that you are using in your teaching. This is to clarify the issue of the effectiveness of the integrated curriculum as well as to support the teacher's understanding of the integration method. The research project is a comparative study of the selected grade four English curricula in South Africa and the Philippines who implement the integration method in the integrated curriculum as one of the approaches in teaching and learning in the two countries' present curriculum.

The interview will be in the form of a questionnaire in which you are going to answer. The data from the interview questionnaire will be used only in the research project that I am doing and will not be used for any other purpose without your consent. I wish to assure you that your name will be protected and not be used for advertising nor any of your information given be used to discredit you and the school where you are working. All the information will be kept and treated as highly confidential as well as protected during the write up of the research report.

The duration of your involvement in this research project is when the time you answer the interview questionnaire and when problem arises in the answers of your interview questionnaire, a follow up interview will be given to you to clarify your answer. Therefore I strongly request that all your answers be as honest and sincere as possible, while also keeping in mind to express your answers clearly and as accurate as possible,

for your answers may serve as an inspiration or encouragement to other teachers who are implementing the same approach in teaching and learning that benefits the learners.

Remember that there are no restrictions to any answers of any research questions. There is no financial involve with this interview, only your honest answer to each research questions.

I consider your participation in the interview as voluntary so please note, “You are free to withdraw your participation at any time you desire and for any reason you give”. I respect whatever your decision and it will not result to any form of degrading your profession as a teacher nor destructing your personal life.

Attached to this letter is a declaration form for you to sign, confirming that you agree the contents of this document, the nature of the research project, and your willingness to participate and answer in the interview questionnaire.

Thank you very much for your participation in my research project. If you need any further information regarding my research project, please feel free to contact my project supervisor, Dr. Martin Combrinck, telephone number: 031-260-3688, email address: combrinckm@ukzn.ac.za

Respectfully yours,

Mrs. Marilyn A. Pohl

Contact nos.: (C) 0829334252, (H) 031-466-3552

Email address: marilypohl68@yahoo.com