

The Analysis of Curriculum Ideologies in LGCSE Sesotho Syllabus

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Abstract

A curriculum is a prearranged design for teaching negotiated by ability in the light of their skilled knowledge and the context of societal prospects and students' needs. This paper aims to analyse the curriculum ideologies available in the Sesotho, Lesotho General Certificate of Secondary Education (LGCSE) syllabus and whether Sesotho literature develops the students holistically to fit in society. The paper uses document analysis where the LGCSE syllabus aims will be analysed. The paper has found that the dominating ideology is learner-centered, and social reconstruction does not appear in all aims. Social efficiency and scholarly academic appear in three and two aims, respectively. The aim and the purpose of education are to help learners to change society not only to be academicians, but it seems like this curriculum helps students to develop as individuals instead of developing society as a whole.

Keywords: curriculum ideologies, language education, LGCSE, Sesotho

Introduction

Sesotho is a first language for the majority of Basotho people as well as is a medium of instruction at lower grades: Grades 1 to 3 and as a subject taught from Grade 4 to Grade 11. The Lesotho General Certificate of Secondary Education (LGCSE) Sesotho syllabus was initially intended to build on the three-year junior secondary syllabus. However, after the curriculum moved from Cambridge Overseas School Certificate (COSC) to LGCSE, which began in 2017, it began being offered from Grade 9 to Grade 11. This move was necessitated by the belief that education is a provider of enlightenment (Moea, 2022b) and that education in Lesotho needed to be contextualized to serve the needs of the Basotho learners. Therefore, the study of Sesotho develops an understanding of the structure of the Sesotho language. It also offers pleasure and appreciation of the Sesotho language in a variety of forms (National Curriculum Development Centre (NCDC) & Examinations Council of Lesotho (ECOL), 2019).

Additionally, the Sesotho language stimulates wider reading and promotes a reading culture necessary for lifelong learning. Blended within the Sesotho language syllabus is the Sesotho literature, which is intended to develop the ability to infer deeper meaning from text. In this light, Sesotho literature enables learners to express facts, speculations, deductions, opinions and feelings that extend their communication skills (NCDC & ECOL, 2019).

The LGCSE Sesotho syllabus is intended to provide a basis for further education and to provide job opportunities for learners studying Sesotho. According to Moea (2022a), the 2009 curriculum and assessment policy is designed a change from being unbalanced and examination-oriented. From Basotho education to colonial education eras, on to attaining independence in 1966, there was an imperative for Lesotho to transform its education, making it applicable and appropriate to its nationwide needs (Moea, 2022b). In this move, teachers were to embrace teaching tactics that inspire and mold learner-centredness (MOET, 2009) for this style of teaching and learning was estimated to make learners conceptualize the world as an expansive grid of multiple networks and sub-networks of associations amongst teaching and learning

activities and the roles they play to preserve the intricate networks (Chere-Masopha et al., 2021). Therefore, the policy did away with the subject-specific curriculum in favor of an integrated curriculum (Moea, 2022b).

The subject is composed of three genres: Sesotho grammar, modern literature, and traditional literature. Modern literature refers to prescribed textbooks, while traditional literature refers to cultural beliefs and practices. Three separate examination papers are set on these genres. These papers are segmented such that paper 1 comprises both creative and directed writing, paper 2 comprises reading comprehension passages and grammar and the last paper deals with traditional and modern literature. The Sesotho content is organized into four sections, sequentially reflecting the following core language skills: listening, speaking, reading, and writing, with the first two skills being carried on from the Basic Education level (Raselimo & Thamae, 2018). More importantly, the content of the LGCSE Sesotho syllabus includes the Sesotho culture, which the previous syllabus ignored (NCDC & ECOL, 2019).

The trend towards knowledge production and problem-solving is interdisciplinary, seeing life as an integrated whole with no distinctive compartments as reflected by various disciplines of knowledge. This approach recognizes that the learner is part of a community and that learning should consider learners' everyday experiences. School life should thus be integrated with the individual learner's community life. This perspective does not negate or undermine the contribution of academic subjects in providing knowledge but rather advocates flexible use of knowledge beyond a superficial understanding of isolated events. Thus, curriculum integration organizes education to a more manageable and relevant approach. Two major strategies have been identified as best practices that may be adopted to produce the desired results: curriculum aspects and learning areas. Curriculum aspects highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of society. Learning areas indicate the body of knowledge necessary to equip the learners with the competencies necessary to address their life challenges.

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