

**SEQUENTIAL ANALYSIS OF INTEGRATION OF  
CROSSCUTTING CONCEPTS IN THE TEACHING  
OF ENGLISH LANGUAGE: MODEL FOR  
INTERDISCIPLINARY CURRICULUM  
DEVELOPMENT IN TANZANIA  
SECONDARY SCHOOLS**

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Doctor of Philosophy in Education  
(Curriculum and Teaching)

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## APPROVAL SHEET

This doctoral dissertation entitled *Sequential analysis of integration of crosscutting concepts in the teaching of English language: Model for interdisciplinary curriculum development in Tanzania secondary schools*, written and submitted by **Sophia J. Laiser** in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education (Curriculum and Teaching), is hereby accepted and approved.



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## **ABSTRACT**

This study analyzed the integration of crosscutting concepts in the teaching of English language in Tanzania secondary schools. The education policy in Tanzania since 2014 recommends the integration of crosscutting concepts at all levels of education. The teaching of English language curriculum however, is a contested issue, which continues to raise concerns and bitter debates questioning its singular curriculum soundness and appropriateness of its content for the subject, which is flexible to allow integration of crosscutting concepts from various disciplines. This study adopted an exploratory sequential mixed-methods design where both qualitative and quantitative data were collected and analyzed sequentially. This study was guided by Cummins theory of second language teaching. Data was collected by means of document analysis, questionnaires, and Focus Group Discussion (FGD) and analyzed using descriptive statistics, Mann-Whitney U test, Pearson product-moment correlation coefficient, multiple regression analysis, and content analysis. Research participants include 92 teachers of English and 458 form one students from 9 randomly sampled schools. The findings of this study revealed that although crosscutting concepts are not entirely lacking from textbooks, syllabus, and students' exercise books, they are not well and comprehensively integrated. The extent of integration of crosscutting concepts in English language teaching is moderate, among other findings. The outcome of the findings of the study is an interdisciplinary curriculum model which if implemented would improve the integration of crosscutting concepts in the teaching of English language in secondary schools in Tanzania. The study recommends that the English interdisciplinary curriculum model developed in this study be used to achieve effective integration of crosscutting concepts in the teaching of English language to secondary schools in Tanzania.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CCC	Cross Cutting Concepts
CCI	Cross Cutting issues
CHS	Commission on Human Security
COSTECH	Commission for Science and Technology
DAF	Document Analysis Framework
DEO	District Educational Officer
EMAC	Educational Material Approval Committee
ELICM	Language Interdisciplinary Curriculum Model
IC	Integrative Curriculum
ICT	Information and Communication Technology
IT	Information Technology
F1	Form One Class
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
GBV	Gender Based Violence
HRD	Human Resource Development
LoI	Language of Instruction
LOITASA	Language of Instruction in Tanzania and South Africa
L1	Language One (Mother Tongue)
L2	Language Two
MoI	Medium of Instructions
MoEVT	Ministry of Education and Vocational Training

MTCT	Mother to Child Transmission
NCCR	National Convention for Construction and Reformation- Mageuzi
PITA	Participatory Integrative Teaching Approach
REO	Regional Educational Officer
SADC	Southern Africa Development Community
SPSS	Statistical Packages for Social Sciences
THL	Tibetan and Himalayan Library
TIE	Tanzania Institute of Education
TUMa	Tumaini University Makumira
UE	European Union
UEAB	University of Eastern Africa, Baraton
UNESCO	United Nations Educational, Scientific and Cultural Organization
VMMC	Voluntary Medical Male Circumcisions
WHO	World Health Organization

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background of the Study**

The teaching of English language to individual learners, which may include but is not limited to learners in pre-primary, primary and secondary schools' stages of education, in many of the countries throughout the world is a common phenomenon. In many of the countries where the teaching of English language takes place it may be named as the teaching of English as second, third, foreign or target language. Naming it as such is largely dependent on the given country's language policy and ideology. For example, in Europe where there is a remarkable linguistic diversity; the means of finding insight into the present status, role, and functions of English in any particular social and cultural context, is through the sociolinguistic profile of languages which is frequently used in world 'Englishes' scholarship; following a framework developed by Kachru 1985 and Berns 1990 (Nelson, 2011). Kachru and Berns' framework takes into consideration both the users and the use of the language and brings together its historical context, domains of use, role in the educational system, influence on the media, level of proficiency, and attitudes toward it among learners and users (Berns, De Bot, & Hasebrink, 2007).

Europe is diverse in many aspects and language is well implicated in such diversity. There are fifty distinct languages, which are recognized across Europe, including Russia and Turkey where 33 languages are used as official state languages and 17 are recognized as official regional languages. These languages hold special status in various countries all over Europe. Wolfensberger (2015) explains that there

are other 40 small languages in Europe spoken by over 40 million people, where some of the languages are used as medium of instruction in the school curriculum, while others such as German hold status as official state language. Such complexity and dynamics of linguistic diversity in Europe have assigned English unique position where immigrant populations and minority groups, in particular, have found it necessary to recognize and learn English as a third language, because majority of languages used as first or second languages do not facilitate ease of movement (Kraus & Kazlauskaitė-Gürbüz, 2014). The diversity of linguistics in Europe has in a number of complex ways elevated and privileged the status, roles and functions of the English language as an internationally recognized language around the world. English is uniquely placed and plays a central role in the education of children of all abilities and levels of learning where the language is taught.

Thus, English is the most spread language of international communication for contemporary issues politically, socially, and economically. The English language has attained great prominence because people in multilingual societies have learned how to respect linguistic diversity. As Kraus and Kazlauskaitė-Gürbüz (2014) state that respecting diverse linguistic identities is seen as a requirement for recognizing the equal dignity of citizens in a particular country. Where English as a language is seen as a central element and pillar enabling its commoditization into a potential economic asset and thereby acquiring a competitive advantage in global contexts which are characterized by cognitive mobility in knowledge-based societies. The use of the English language, therefore, is seen in a wide range spanning social through economical development. Therefore, accepting English for the purpose of attaining knowledge for development is accepting linguistic diversity for social, economical and political development.



The deployment of English language in varied functions throughout the globe is evidence of the variety of vocations and professions that depend on it for the routine activities including such activities as telephone and internet communications, face-to-face meetings, and written correspondence and documents. It is important to note that 95% of the posted jobs in international adverts specify as a requirement, a demonstration of a high level of competence and communication skills in English and a foundational qualification among others (Berns et al., 2007). The job advertisers believe that the utilization of English helps in marketing to reach international audiences and to lend status to the products and services they sell. This supports the economic function of English language around the world. The English language is also seen as being critical in the development of science and technology. Kirkpatrick (2016) has emphasized that the highly internationalized field of science and technology is basically English based. Berns et al., (2007. p. 22) state, “Competence in English, both in written and spoken communication, is becoming a linguistic *sine qua non* among researchers in these fields. French scientists, like all other scientists in the world, have to use English as a language of publication if they want their research findings to be most widely disseminated”. Generally speaking, the language of communication in the field of science and technology is English based and so is the language of higher education and training.

Similarly, in most education systems English is the most taught language in virtually every country of the world where English is offered as part of the core content of primary and secondary curricula. Education Policy Outlook 2015 (2015) confirmed that in European countries learning English is mandatory and compulsory for all pupils from the start of secondary education at age 12, and continues for all pupils to the end of secondary education. However, there is a trend in European Union

(UE) countries towards the teaching of English language more widely at the primary level, with the recommendation that languages should be taught at an increasingly younger age, as it appears to have higher effect as compared to the old age. The teaching of language at younger age is supported by various theories in researches with the view that languages are effective when taught at younger age as opposed to older age.

The attitude towards teaching and learning of English language is higher compare to teaching and learning of other languages due to the important role, and significance of the English language in many areas of human endeavors. According to various published research reports, the attitude in teaching English as a school subject is high as it is believed that knowing English as foreign language would be useful for children later in life. This carries a 72% perception among parents who believe that foreign language proficiency increases employability and work related opportunities around the world without limitation (OECD & Internationale Arbeitsorganisation, 2017). The chances of acquiring various skills in English language are obvious given that the language is given significant status in the education that is geared towards the improvement of different aspects of human life. Therefore, the future of English depends to a large extent upon how its use and learning develops both within individuals and within succeeding generations around the world's countries (Crystal, 2012). This enhances the value of English language from generation to generation.

On the same vein, the teaching of English language in African countries is viewed in similar manner as elsewhere in the world where the language is taught. African countries with strong linkages to Anglophone heritage also list English language as their official language in schools, universities and government offices, a situation which usually raises a number of key issues. According to Plonski and

Brandy (2013) English has become almost the second and official language of everybody in some parts in Africa. In African countries like other countries elsewhere on the globe, there is a prevalent perception that to be educated means to know the English language, as the world continues to become more interconnected, the spread and importance of English is increasingly pronounced. African countries also are experiencing the power of the English language in political, economic and educational spheres of the global stage.

Politically, English language is an official and/or working language of most international political organizations and it is the language of conducting meetings in regional and multiple countries organizations. Economically, the English language is viewed, as the global language of business given that there is some perception and belief that as corporations expand the scope of operations to various countries, employees coming from diverse geographical and linguistic backgrounds have to work together to meet common goals. Thus, a common working language is required to enable such particular cooperation. Additionally, as developing countries seek to integrate and compete in the global marketplace, English is the language of choice, it is the language in which most negotiations and marketing schemes are executed (Plonski & Brandy, 2013). Ideally it can be argued that the English language almost naturally mediates virtually all kinds of businesses around the world. Consequently, African countries that aspire to participate in world commerce and international engagements should be least disadvantaged educationally, politically, socially, economically and culturally. In research terms, the question that arises is how and to what extent the status of English should be reflected in African countries where English is an acknowledged language of communication.

Furthermore, there is some accepted truism that English is also seen as the primary language of academia, given that a vast majority of academic publications are done in English language. Knowledge accession in many areas of knowledge creation is primarily enabled through the use of English language, thus English enables education as knowledge and as business given that many international publications are written in the English language (Vila & Bretxa, 2014). It is, therefore, the view of this research that without English, especially in areas or countries that use English as a language of instruction and communication, it is difficult for one to access knowledge in education. In view of the observations above, this study seeks assess how and in what ways the English language facilitates the acquisition of knowledge and skills through its teaching in the education systems of African countries, notably Tanzania.

Tanzania is one of the 26 sub-Saharan African countries where English is viewed as the second and official language of communication in almost all areas of human endeavor. Plonski and Brandy (2013) and Vila, Moreno and Bretxa (2015) observed that, English is used for communicative, official, and international purposes mainly in some 53 countries in Africa where Tanzania is included. In Tanzania the teaching of English is considered as the second and/or foreign language of communication in education, social interactions, propagation of political ideology and economic activities. Although there are other local languages where Kiswahili is included, English is the language of instruction in secondary schools, tertiary institutions, as well as in higher learning institutions while Kiswahili is used as the language of instruction at primary level and as taught subject at secondary level.

Similarly, the English language is critical in the sharing of knowledge; this is evident in interpersonal communications where the four critical language skills are

abundantly evident. As International Education Advisory Board (2013) has argued, English is the most significant language that bridges the gap of knowledge sharing given that most written work in all manner of research is disseminated through the English language. Thus achieving the goal of sharing knowledge and skills from generation to generation is inevitably enabled through effective use of English language. Moreover, in order for one to enjoy the benefits of the English language, it is important that its teaching must integrate as a priority in schools' curriculum, socio-psychological core values, the needs and interests of the learners. By focusing on the needs, interests and concerns of individual learners, such language teaching ultimately helps to support individual development, it enhances learning improvement and perfects practice (Amjah, 2014). However, Rubagumya as cited in Mtallo (2015) has argued that, the teaching of English in Africa generally and Tanzania in particular does not accord to the needs and interests of the learners. The consequences of this skewed omission are that sometimes learners go through difficult times and sufferings from both physical and psychological torture in the process of learning English. Rubagumya also adds that neither Tanzania policy makers nor curriculum developers think of learners' needs when formulating language policies in general; the language of instruction policy and the general education policy. In most cases such policies are subjugated to and unfortunately guided by political expediency rather than the interest of the learners. The essential consideration of learners' needs and interests and how they facilitate teaching and learning of the English language in Tanzanian secondary schools is the focus of this study.

On the whole the consideration of the teaching of English in terms of the classroom practices, textbooks used, the nature of assessments, as well as the school environment, are critical and significant issues things to consider when thinking of

teaching of English to cater for individual learners' needs and interests. According to Gak (2014) the use of textbooks in teaching and learning, provides a standard source of information for formal study of the subject and security for the students because they have a kind of map of the course. A textbook also provides teachers with a basis for assessing students' learning and it provides consistency within a program across a given level if all teachers use the same textbook. However, adapting a textbook to fit actual needs of group of learners is a demanding and time constraining process characterized by; routine lack of time, poor or inadequate training and sometimes resource scarcity. These are issues that majority of teachers have stated to be the main obstacles, in the teaching of English in particular, this is besides the fact that learners' negative or lukewarm reactions to textbooks have also been cited as obstacles. In essence, this means that learners' interests and needs should be taken into consideration in the formulation of language policies and particularly in the development of the language curriculum (International Workshop on Learning Technology for Education Challenges, 2017).

It has also been argued by some scholars and curriculum developers that sometimes, "textbooks are in most cases difficulty for an average learner to understand ... and that the teaching of English in Tanzanian schools is more theoretical than practical ... and is largely predicated on political expediencies" (Mtallo, 2015, p. 119). In practical terms, textbooks provide a framework and an informed guide that helps to systematically organize teaching and the learning process for both the teachers and the students. Gak (2014) explains that it is vitally important for teachers to be free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook and/or supplement the textbook with lots of outside reading for the purpose of either enriching the learning process or rescuing the situation where

it is deemed wanting. Consequently, the question of appropriate language content remains one that is largely contested, yet that is the situation that obtains in Tanzanian secondary schools.

From the year 2014, it became evident that the teaching of English in Tanzanian secondary schools had a fundamental problem, notably that both the language of instruction and the language content found in textbooks had notable flaws and there was therefore urgent need to redress the situation. The rectification of the situation necessitated the introduction of an education policy that required the integration of crosscutting issues into the school curricula at all levels. It was argued that the Tanzanian education system should be geared towards the integration of crosscutting issues in the school curriculum so as to cater for the increased number of the learning population, the application and use of English in the and development of community activities. It was also realized that there was increased use of the language socially, politically, culturally, and economically, which in essence required developing skills in dealing with them. There was also the added requirement that Tanzania also needed to comply with world's millennium goals where the development of science and technology entails the acquisition of multiple individual skills in achieving sustainable development goals (Wizara ya Elimu na Mafunzo ya Ufundi, 2014). The education policy emphasized that; the government was obliged to plan on how to successfully ensure the integration of crosscutting issues at all levels of school curriculum. Therefore, part of this study seeks to assess the success of the implementation of this education policy in the teaching and learning of English language curriculum in Tanzanian secondary schools.

In emphasizing the education policy, the then Tanzania president Honorable Jakaya Mrisho Kikwete added that, the government will collaborate with education

stakeholders to modernize curricula at all levels and make sure that it meets education requirements, ... and facilitates advancement of science and technology (Kessy, 2015). The president emphasized that “The policy should also emphasize the use one standardized textbook when teaching and facilitating learning in all schools in the country, instead of using many textbooks as practiced now. There will be only one textbook for all schools”. He declared, “We can’t operate our schools with many textbooks whereby each school is using its preferred textbook. We need to have only one textbook for each subject that will be used by all schools in the country”.

However, Gak (2014) warned about using one textbook to fit actual needs of all the groups of learners as demanding and time consuming would not allow. The meaning of the president statement should be clear to stakeholders understanding given that it stresses the importance of course and reference books used in schools. It should be clear too as to what guides the publication of textbooks our schools use, if there are guiding standards to producers.

Consequently, the cross-cutting issues that warrant a place in the national curriculum would ordinarily include Gender, Human Rights as enshrined in the constitution and other international conventions; Patriotism, Rights of Children; the Environment; care and support, services for the orphans and other vulnerable children, fight against malaria, HIV and AIDS among others. While these are current and dynamic issues that need continuous follow up, they cannot be addressed independently and separately from school subjects. These issues are important in order to be abreast with current national and global concerns as well as future demands. (Ministry of Education and Vocational Training (MoEVT), 2010. p.42)



It is with this view that this study analyses the implementation of crosscutting concepts integration in the teaching of English language curriculum in Tanzanian secondary schools.

### **Statement of the Problem**

According to the Tanzanian education policy of 2014, the schools' curriculum is required to integrate crosscutting issues such as environmental education, HIV/AIDS, gender opportunity, human security, patriotism, rights of children among others in the teaching and learning process of various subjects as spelled out in the curriculum at all levels (Wizara ya Elimu na Mafunzo ya Ufundi, 2014). Since English language teaching is one of the core subjects in the schools' curriculum, and has its significant role, importance and function in the sharing of knowledge, skills and abilities, it is also critical in the learning of all other subjects and disciplines around the world where Tanzania is included. However, English language teaching like other teaching subjects in the schools' curriculum which has not integrated the crosscutting concepts in adequate and noticeable manner as compared to the so called host subjects or individual disciplines that have more content in their specialized field/discipline (Kimaryo, 2011). The core business of schools is teaching and learning, to a large extent the teaching and learning process takes place when students interact with the learning materials, teachers and students to student's interaction. Given that language facilitates teaching and learning; it is hard for the teaching and learning to take place if both the language content and the language of instruction are insufficient. Thus, English language teaching has a major role to play in enabling the integration policy in its actual classroom teaching and learning, but that opportunity has not been actualized in real terms given the situation that obtains in Tanzanian secondary schools.

In spite of the various assertions which have been made by various studies that have addressed themselves to these issues that English language is an important subject to be taught in both secondary and primary schools because of its significance to serve as the national official language, its role in connecting Tanzanians with the world (Desai, Qorro, & Brock-Utne, 2010), the teaching of English language in Tanzania secondary schools is a contested issue which continues to raise concerns and bitter debates questioning its singular curriculum soundness and the most appropriate content for the subject which is flexible to allow integration of cross cutting concepts from various disciplines. English language teaching curriculum is lean, rigid, and narrowly focused on the content thus giving prominence to language skills at the expense of the inclusion of other equally critical issues of social, economic and ideological significance (Hettiarachchi, 2013). The study by Laiser and Mugenyi (2018) reveals that both teachers and students are hardly aware of the integration of crosscutting issues' policy in education although they do integrate some crosscutting concepts that are basically recommended in the syllabus and found in English textbooks. In response to this problem, this study investigated and evaluated several options that support the integration of crosscutting concepts into the teaching of English language and developed a curriculum model that provides possibilities and opportunities for integration of crosscutting concepts from different discipline subjects.

### **Research Questions**

The following research questions guided this study.

1. What crosscutting concepts are integrated in the form one English textbooks and syllabus?

2. To what extent do teachers integrate crosscutting concepts in teaching English language in form one based on a) students' evaluation and b) teachers' self-evaluation?
3. Does the students' evaluation significantly differ from the teachers' self-evaluation on the extent of integration of crosscutting concepts in the teaching of English?
4. What are the perceptions of secondary school teachers on the integration of crosscutting concepts in the teaching of English?
  - a) Perceptions on the importance of integration of crosscutting concepts
  - b) Attitudes toward the integration of crosscutting concepts
5. Is there a significant relationship between the teachers' extent of integration, perceptions of importance, and attitude towards integration of crosscutting concepts?
6. What is the influence of the perceptions of importance and attitudes on the teachers' extent of integration of crosscutting concepts in the teaching of English language?
7. What are the teachers' and students' personal views on how to make integration of crosscutting concepts effective?
8. What curricular model can be introduced for effective integration of crosscutting concepts in the teaching English language?

## **Hypotheses**

This study tested the following null hypotheses:

H<sub>01</sub>: The students' evaluation does not significantly differ from the teachers' self-evaluation on the extent of integration of crosscutting concepts in the teaching of English.

H<sub>02</sub>: There is no significant relationship between the teachers' integration, importance of integration, and attitude towards integration of crosscutting concepts in the teaching of English language in Tanzania secondary schools.

## **Significance of the Study**

1. This study upon its completion and publication will add knowledge and understanding to teachers, on the importance and benefit of integration of crosscutting concepts to the teaching of English to secondary school learners. The teachers will be able to draw content from various disciplines to enrich the English content for students to fully benefit from the information obtained.
2. It is hoped that curriculum developers and all other education stakeholders will benefit from the findings of this study as they will be aware of the integration of crosscutting concepts in the teaching of English language; where they will be able to prepare a more flexible English curriculum that allows teachers to draw content from other subjects and out of subject boundaries.
3. It will also add value to the teaching of second language to Tanzanians where the learners focus attention on the content and the learning of target language would naturally shift into their language proficiency naturally as learning language one.
4. Teachers will therefore, be aware of the strategies of integration of crosscutting concepts into the teaching of English language to their second

language learners. Teachers will acquire these kinds of strategies from the model, which will be proposed in this study after the findings have been analyzed and interpreted.

5. The education stakeholders will be awakened to the education policy on integration of crosscutting concepts at all level of education in Tanzanian education system as stipulated in the education policy.
6. In addition, the knowledge obtained from this work will facilitate the designing and preparation of the English language textbooks for secondary schools in Tanzania, whereby the curriculum developers will be conscious about the importance of involving teachers in textbooks and curriculum development and preparation.
7. Thereafter, participating teachers will get an opportunity to give out their views on the teaching of English language curriculum for secondary schools; which have been teachers' complaints that they are not involved in curriculum design but rather have unfortunate implementers of a downward system where the curriculum is handed over to the teachers for implementation.

### **Justification of the Study**

There have been so many studies carried out about focusing on resolving English language-teaching challenges in Tanzania. Some scholars have proposed that English language should be used as a language of instruction and a learning subject from pre-schools to universities while others are of the view that it poses a challenge if Kiswahili is to be used in primary schools as a medium of instruction with an abrupt change to English to be used as a language of instruction in all subjects in secondary, tertiary and high level institutions. Examples of scholars who are for the English language to be used in Tanzania as a medium of instructions include Rubagumya

from the University of Dar es Salaam. Rubagumya advances the view that if Tanzania does not use the English language from the early stages of education, it is bound to be locked out in many kinds of development (Rubagumya, 2017; Ayeomoni, 2006; Rubagumya, 1993; Rubagumya, 1990). On the other hand, Brock-Utne from the University of Oslo, Norway, Desai from the University of the Western Cape, South Africa and Qorro from the University of Dar es salaam, are the proponents of Kiswahili language to be used as the language of instruction from pre-schools to universities. Brock-Utne, Desai and Qorro came up with a project called Language of Instruction in Tanzania and South Africa (LOITASA) making people aware of their Kiswahili idea (Desai et al., 2010).

Other scholars who have shown their interest in the teaching methodology have focused on the need for a paradigm shift from teacher-centered to learner-centered pedagogies in the teaching of English. Similar concerns on whether content based curriculum as previously used or competency based curriculum as currently practiced have also been advanced in a number of studies that have been carried out about the teaching of English language in Tanzanian schools. However, studies that have focused on the integration of crosscutting concepts in the teaching of English language are hardly seen, particularly, in the teaching of English language in Tanzanian secondary school. Therefore, this study proposes to investigate the success of the implementation of the policy of integration of crosscutting concept as stipulated in the education policy declaration in Tanzania. In this way the benefits of the integration of crosscutting concepts in teaching English language in Tanzanian secondary school curriculum will be achieved.

## Theoretical Framework

This study adopted two theories starting from Cummins' theory of second language teaching that draws educators' attention to the timelines and challenges that second language learners encounter as they attempt to catch up with their peers in academic aspects. Cummins (2008) distinguishes Basic Interpersonal Communication Skills (BICS) from Cognitive Academic Language Proficiency (CALP), that Cummins introduced between 1979 and 1981a (Cummins, 2010). Cummins' differentiation of language proficiency in these two level of conversational context and academic context emphasizes that, it is a problem to incorporate all aspects of language use or performance into just one dimension, as Oller (1979) in Cummins and Swain (2016) contended in their study . Cummins shows two dimensions of language proficiency as follows: -

For example, if we take two monolingual English-speaking siblings, a 12-year old child and a six-year old, there are enormous differences in these children's ability to read and write English and in the depth and breadth of their vocabulary knowledge, but minimal differences in their phonology or basic fluency. The six-year old can understand virtually everything that is likely to be said to her in everyday social contexts and she can use language very effectively in these contexts, just as the 12-year old can. In other words, some aspects of children's first language development (e.g. phonology) reach a plateau relatively early whereas other aspects (e.g. vocabulary knowledge) continue to develop throughout our lifetimes. Thus, these very different aspects of proficiency cannot be considered to reflect just one unitary proficiency dimension. This way at early stage in language learning students may need no critical attention on rules and condition of the language rather than just creating the social context that forces the students to use the language and the learning

of the rules and more language demands continue to develop. As Cummins (2008) emphasized the child will not bother with the complexity of language learning, as the early foundation of using the language in the social context is build.

In this study the social context the child finds, where the English language start to matter in the learners' learning life is in form one in secondary school. At this level of form one the learner adds on what has learned in primary school about the English language where Cummins called it Basic Interpersonal Communication Skills (BICS). As Cummins (2008) argues that:

CALP or academic language proficiency develops through social interaction from birth but becomes differentiated from BICS after the early stages of schooling to reflect primarily the language that children acquire in school and which they need to use effectively if they are to progress successfully through the grades. The notion of CALP is specific to the social context of schooling, hence the term "academic". Academic language proficiency can thus be defined as "the extent to which an individual has access to and command of the oral and written academic registers of schooling. (p. 2)

Cummins continues to show the relevance of the BICS/CALP distinction for second language learners' academic development as reinforced by two research studies by Cummins in 1980 and in 1981b showing that educators and policy-makers frequently conflated conversational and academic dimensions of English language proficiency and that this conflation contributed significantly to the creation of academic difficulties for students who were learning English as an additional second language (Cummins, 2010). Cummins emphasized in the studies that, teachers and psychologists' assessment report assume students overcome all difficulties with



English when they could converse easily in the language. Yet, these learners frequently performed poorly on English academic tasks within the classroom as well as on verbal scales of cognitive ability test (Cummins, 2008). Cummins theory shows that knowing to speak fluently are not a right test of the cognitive ability; whereas one can speak fluently in a language yet perform poorly. Therefore, performing poorly using the English language has no significant relationship with cognitive ability.

There is a need to differentiate between knowing a language and cognitive ability. As Vavrus and Bartlett (2013); Makewa, Role, and Tuguta (2013) argued, knowing Kiswahili is not a ticket for academic performance neither is knowing English language. Therefore, it gives a meaning to Cummins' theory of academic language proficiency CALP where the learners need to acquire academic success with prior foundation of BICS of social conversation skills. Hence, the needs for clear understanding of the distinct between conversational fluency and academic aspects of second language (L2) learning. In the study the data showed that, "there was a gap of several years, on average, between the attainment of peer-appropriate fluency in English and the attainment of grade norms in academic aspects of English. Conversational aspects of proficiency reached peer-appropriate levels usually within about two years of exposure to English but a period of 5-7 years was required, on average, for ... students to approach grade norms in academic aspects of English" (Cummins, 2008. p. 2). Therefore, this theory agrees with this study that the crosscutting concepts follow under the activities given by teachers as BICS for beginners of second language learners to smoothly build on CALP to support academic achievements.

The BICS is differentiated from CALP into two intersecting continua (Cummins, 2008) that highlighted the range of cognitive demands and contextual

support involved in particular language tasks or activities. For example, BICS include context embedded activities which are visual supports such as graphic organizers to support learners' prior knowledge, interests, and motivation; these 'tasks' stimulate discussion of the instructional environment required to enable second language learners to catch up academically as quickly as possible. The BICS are activities that the students find themselves in day today, face to face, for example, play grounds language (conversational fluency); activities that develop and maintain social contacts. CALP are context reduced language proficiency where second language learners become engaged into higher order thinking and critical reading. CALP is basically helping students to develop higher order thinking skills, such as hypothesizing, evaluating, inferring, generalizing, predicting or classifying. Yet these are the language functions that are related to learning and the development of cognition; they occur in all areas of the curriculum, and without them a child's potential in academic areas cannot be realized (Cummins, 2008). Therefore, the crosscutting concepts are the language curriculum content that fits in helping students developing CALP. Specifically, it was argued that effective instruction for second language learners should focus primarily on context-embed and cognitively demanding tasks. Therefore, crosscutting concepts touch on the learners' interests and demands for the context (community) that they live in and find themselves in after school.

The other theory that this study adopted is that of interdisciplinary approach. This study adopted an interdisciplinary theory where interdisciplinary approach was used to develop an English language curriculum model for the integration of crosscutting concepts. These crosscutting concepts seem to be serious needs for the learners and generally the society in Tanzania. Therefore, interdisciplinary curriculum

design is best seen as bringing together distinctive components of two or more disciplines to cater for multiple skills, knowledge and ability. It is about drawing knowledge from several other disciplines like geography, civics, and biology among others to create something new by thinking across boundaries.

The founders of interdisciplinary theory named as Association for Interdisciplinary Studies (AIS) notably Richard Meeth defined “Interdisciplinary” as an attempt to integrate the contributions of several disciplines to solving a problem, or understanding a theme in real life, while integration is bringing interdependent parts of knowledge into harmonious relationship which involves relating part to part to whole, and whole to part (Newell, 2013). This is typically taking themes and concepts across other disciplines to the other disciplines, in this case CCC such as HIV/AIDS, form Biology gender opportunity and human security from Civics, and environmental education from geography among other contents to create an integrated curriculum in the English language curriculum in secondary schools in Tanzania.

The textbooks used for teaching English in Tanzanian secondary school level may need modification to allow the learners to get appropriate content for personal and societal development in all spheres of human endeavor. Jones (2010) as one of the founders of interdisciplinary theory is of the view that the emphasis of the interdisciplinary approach is on modifying the languages of disciplines and his identification of major societal problems as the province of interdisciplinary studies by reorganizing issues for implementation of interdisciplinary studies (Newell, 2013). In this view the interdisciplinary theory would serve to resolve the crosscutting concepts that everyone is required to play a role, so the English language teaching curriculum at secondary school level can play a critical role to instill the crosscutting concepts skills, knowledge and ability which seems to be critical issues to ordinary

level students in secondary schools. It is geared towards the purpose of English language purpose in the school curriculum; where it is believed to develop learners intellectual abilities and emotional competence as contrary to those who argue English language primary purpose is to teach basic skills of reading, writing including grammar and punctuation (Poulson, 1998). This major role of English language teaching is the focus of this study.

### **Scope of the Study**

This study is limited to the teaching of English language as the second language learning in Tanzanian secondary schools. It specifically looked at the teaching of English language for Form One (F1) classes where English language is a compulsory subject and language of instruction for all other disciplines in the school curriculum. This is because Form one students, according to Cummins theory of language learning need to develop BICS for at least one or two years before they move on to the higher language level CALP which demand higher language use. The study thus, engaged F1 students and English language teachers who teach English as a second language subject in Tanzanian secondary schools. The area of study is Meru district Council, the Northern part of Tanzania in Arusha region. There are 30 government secondary schools spread in 26 Wards in Meru district Council, Northern Tanzania in Arusha region. The total population of students in these secondary schools is estimated at about 13,760.

The crosscutting concepts that are likely to be integrated into the teaching of English language include concepts from biology like HIV/AIDS and sex education, gender opportunity, human security, capacity building in civic engagements, environmental education in geography, and information and communication technology in computer science. All these are integrated crosscutting concepts that are

realized in the curriculum model developed in chapter four. The study specifically argues and advocates for the interdisciplinary approach to the design and preparation of the English curriculum content for secondary schools in Tanzania. The interdisciplinary model is amenable to the integration of Cross Cutting Concepts (CCC) in the teaching English language so as to enrich it. This study did not deal with the language of communication; whether English is to be used as a medium of instruction or not because it is generally looked at the what role the English language curriculum at its teaching in secondary schools can play in imparting broad knowledge background enabled through the integration of CCC in the design and preparation of English course books. It is all about preparing an interdisciplinary curriculum content model that shows integration of CCC into the teaching of English language curriculum in Tanzanian secondary schools.

### **Operational and Lexical Definition of Terms**

**Analysis:** the word analysis is commonly known as the process of considering something carefully or using statistical methods in order to understand it or explain it. In this study analysis refers to examination of the integration of crosscutting concepts into the teaching of English language to secondary school learners, in order to understand effective teaching and learning of English as a second language.

**Attitudes:** Attitude is a settled way of thinking or feeling about something. Attitudes in this study are the feelings or thinking of teachers and students on the integration of CCC in the teaching of English language at all levels. It is how teachers and or students feel about the integration of crosscutting concepts in English language teaching.

**Crosscutting concepts:** in this study crosscutting concepts will refer to themes, and or issues that are drawn from other disciplines that are connected into the teaching of English language curriculum. Examples of the crosscutting concepts in the teaching of English language may include but not limited to gender opportunities, environmental education, sex education human security, technology and information communication sharing, HIV/AIDS and capacity building.

**Curriculum:** includes all the learning that is carefully planned and for which the school is responsible. This study reflects on this definition for curriculum with the emphasis on the phrases ‘carefully planned’ and ‘which the school is responsible’. In other words, curriculum is all the experiences learners have under the guidance of the school to attain its educational goals where teachers are totally involved (Wyse, Hayward & Pandya, 2016).

**Curriculum Content:** is defined as “Information or knowledge (a collection of facts, concepts, generalizations, principles, and theories) to be learned in school. The content comes in any form; audio, text and video to reflect the authenticity of the real world in the curriculum.

**Curriculum Development:** is an aspect of a broader field of educational activity known as curriculum development or curriculum studies which focuses on determining what knowledge, skills and values students learn in schools, or what experiences should be provided to bring about intended learning outcomes (Richards, 2009). In other words, curriculum development is a planning process on the needs, objectives and goals to meet the cultural, social, and personal requirements that the curriculum is to serve. Thus this

study focuses on planning the needs of the learners to integrate the CCC in the English language curriculum for Tanzania secondary schools.

**Discipline:** Inside the academy, the term discipline refers to a particular branch of learning or body of knowledge such as physics, psychology, or history (Moran, 2010, p. 2). In this study a discipline will be any subject that crosscutting concept is drawn from e.g. biology, civics, and geography and computer science among others.

**Effective integration:** in this study effective integration refers to successful incorporation of topics from various subject disciplines to the teaching of English language for the purpose of enhancing or producing potential students and citizens who accelerates individual and country development. Effective integration is the process of bringing together crosscutting concepts from various subjects efficiently as a result of actual practice rather than theoretical aspect (Prestwitch, 2012).

**English language:** English is an Indo-European language and belongs to the Western Germanic group of the Germanic languages. English is the primary language of several countries but widely spoken around the world. In this study English language will refer to as a second, foreign, medium of instruction, and or target language of communication and instruction in teaching and learning process.

**English Teachers:** In this study is used interchangeably with **teachers of English or English language teachers.** These are the teachers who teach English language as a subject, target language and or second/foreign language at Secondary Schools level in Tanzania.

**Importance:** importance implies a value judgment of the superior worth or influence of something or someone. In this study the word importance means the importance, values and or quality of integration of CCC in the teaching of English language in Tanzania secondary schools.

**Integration:** from a Latin word *integer*, which means coordination of different activities to ensure harmonious functioning? In this study the word integration will refer to coordination of different crosscutting concepts from other subjects and to ensure harmonization of these concepts in effective teaching of English language in Tanzania secondary schools (Holland, 2014). It is a process by which ideas, data and information, methods, tools, concepts, and/or theories from two or more disciplines are synthesized, connected, or blended.

**Interdisciplinary approach:** is the process, which involves exploring, and integrating multiple perspectives from different disciplines and area of expertise. This is different from what might be called a multidisciplinary subject which contrasts multiple perspectives on the same topic without integration (Golding, University of Melbourne, & Centre for the Study of Higher Education, 2009).

**Interdisciplinary curriculum:** In this study interdisciplinary curriculum will be used interchangeably with Interdisciplinary studies which is a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline, and draws on the disciplines with the goal of integrating their insights to construct a more comprehensive understanding; Interdisciplinary curriculum has integration as its goal (Klein & Newell, 1998).



**Interdisciplinary curriculum model:** in this study an interdisciplinary curriculum model may refer to a set of crosscutting concepts drawn across different curricular disciplines, to be used in the teaching of English language in Tanzania secondary schools.

**Secondary Schools:** refers to the four years of study after seven years of primary school in Tanzania education system.

**Model:** a model is a three-dimensional representation of a person or thing or of a proposed structure, typically on a smaller scale than the origin. In this study a model is created to representation the idea of integration of crosscutting concepts into the teaching of English language in Tanzania secondary schools.

**Sequential:** the word sequential in this study refers to the process of following up in logical order, which means that the first study is done about integration of crosscutting concepts into the teaching of English language looking for teachers' awareness. Then, following to this study to create an interdisciplinary model to fix the situation.

**Tanzania:** East African country situated just south of the equator. Its mainland is bounded by Uganda, Lake Victoria, and Kenya to the north, by the Indian Ocean to the east, by Mozambique, Lake Nyasa, Malawi, and Zambia to the south and southwest, and by Lake Tanganyika, Burundi, and Rwanda to the west (Bryceson, Ingham, Chiteji, & Mascarenhas, 2010).

**Teaching English language:** it is a process of teaching English to learners whose first language is not English. The teaching of English adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners. According to Farrell and Jacobs (2010) English language teaching is about how teachers teach the

second language (mostly English is termed as a second language) and English as a foreign language and how second language learners learn. Its is about planning a set of principles to achieve the goals of language teaching, how learners learn a language, the kind of classroom activities that best facilitate learning of the language.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter reviews related literature and studies about the teaching of English language curriculum. It begins by establishing the status of the English language teaching in Tanzania, it focuses on the curriculum development process in Tanzania; the education policy about integration of crosscutting concepts in the teaching of subject disciplines at all levels, the concept of integration and integration models, importance of integration, the crosscutting concepts and importance of crosscutting concepts; interdisciplinary approach and finally the summary of the review chapter.

#### **The Status of English Language Teaching in Tanzania**

English language in Tanzania is used as an official national language while Kiswahili is also used as a national language and a language of instruction in public, government primary schools. This means that Kiswahili is used as a language of instruction in the seven years of primary education while English language is therefore taught as an independent subject in public primary education (Orwenjo, 2014). In contrast, English is used as a medium of instruction in secondary schools, tertiary and higher learning institutions, while, Kiswahili language is taught as an independent subject in secondary schools. The teaching and use of English language in Tanzania primary and secondary schools is a contested issue that has continued to raise debates by many scholars; in whose studies many issues of convenience and value have been raised without sufficient answers proffered. The language of instruction debate persisted for years without a clear direction despite many

conducted researches and projects (Jane-Francis & Mpiti, 2014; Altinyelken, Moorcroft, & van der Draai, 2014; Posel & Casale, 2011). The language of instruction has been dealt with in many studies and yet the dilemmas in the language of instruction in Tanzania and other countries in Africa remain unresolved.

There are scholars who argue in support of Kiswahili to be used as a medium of instruction from primary school to higher education with the reasons that students understand best when they are taught using the language that they understand best. The proponents of this school of thought are of the view that based on their empirical studies and projects they engaged in; students are more comfortable using Kiswahili in the classroom and help them to interact with class activities as compared to English language (Brock-Utne & Holmarsdottir, 2004). Also teachers have been teaching English language using Kiswahili with the reasons that students understand best when the language that they understand such as Kiswahili is used to explain the concepts; therefore, sometimes teachers code switch or code mix between English and Kiswahili (Orwenjo, 2014). Thus the use of Kiswahili language in teaching is still a controversial phenomenon in Tanzania.

However, scholars with the view of using the English language as a language of instruction from Pre-school to higher learning institutions are of the view that the English language is the language of science and technology and an international language, it is a critical language in helping Tanzanians interact with the global market (trade), undertake social cultural tasks and responsibilities, as well as propagate political ideology among many others. That, Tanzania is not an island to be isolated from the rest of the world is a truism beyond contestation. Scholars of this persuasion lay emphasis on the unaffordable costs of transforming entire teaching materials and information to Kiswahili language (Kgetja, Solomon, Caleb, &

Mazanai, 2014; Kleifgen & Bond, 2009). It is evident, therefore, that these diverse debates foreground a point of interest that there is disharmony in terms of how curriculum is designed and how content is integrated in textbooks used for the teaching of English in secondary schools. Secondly, these studies strongly suggest that there is need to create harmony between policy pronouncements and curriculum developments, this study as such is skewed towards the harmonization of language of instruction in secondary schools in Tanzania.

The studies on the teaching and usage of English language in varied interactional contexts have encompassed many issues which have included but not limited to the policies on the language of instruction in the education system, in congruencies of the education policies as pledged by political leaders, publications of English language textbooks for schools and English language curriculum development among other issues (İşcan, Rosenblum, & Tinker, 2015). All these are a reflection of the struggles and the disharmonies, which characterize the teaching of English language in Tanzanian secondary schools. Resolving these disharmonies needs to be seen as a healthy undertaking in the interest of rectifying the negative issues bedeviling the situation of English language teaching in Tanzanian schools, but more so suggesting viable ways and strategies amenable to the integration of crosscutting issues into the teaching of English language ultimately rekindling the hope of resolving the English language issues in our schools.

English is considered as a central subject in the schools' curriculum which needs to be keenly looked at from various angles such as what should really be included in the teaching curriculum, based on the needs of the society and interests of the learners who will serve the society and solve societal problems after school. As Kusumoto (2014) has argued, English language curriculum equips students with skills

and abilities to deal with real life problems socially, politically, economically and culturally. That is, English like any other subject in the school curriculum, is taught to affect the skills and abilities to change the learners' behavior towards personal and country development in all spheres of life (Wyse, Sugrue, Fentiman, & Moon, 2014). It could appear, in a broad sense that the teaching of English is carefully designed to deliver targeted content and solving real life challenges. However, questions have been raised as to whether this is the situation that obtains in the teaching of English in Tanzanian secondary schools.

The language of instruction mismatch as advocated for the various segments of the school system has been a persistence issue in policy discussions in Tanzania and other countries like South Africa for long time. Researches that have been done about the medium of instruction in Tanzania have not yet been positively concluded and there are still two outstanding points if not three. There are scholars who argue for the English language to be taught from pre-schools to universities and be used as a language of instruction (Rubagumya, 2017); while there are scholars who argue against the use of English language as a medium of instruction in teaching and learning process (Brock-Utne, Desai, & Qorro, 2006). Each one of these scholars' views has their strong points to support their position. Scholars who advance the view of English language to be used as medium of instruction from pre-school to university state that changing materials from English to Kiswahili is very hard in terms of money and work entailed.

Again, arguments have been raised as to whether if Tanzania changes its language of instruction policy, that change will have the negative impact of making the country lag behind in the world where English is an international language for communication socially, economically, and politically. In order to forestall such a

possibility, arguments have been advanced that it is important to have the teaching of the English introduced much earlier in schools since young children in the ages between 5-6 years learn the language faster as compared to students in secondary schools (Rubagumya, 2010). In contrary arguments, “it has been noticed by proponents of Swahili as a medium of instruction that the standard of English both in terms of its content and instruction in secondary schools (as well as in the post-secondary institutions) has continued to decline, thus rendering the language ineffective as a medium of instruction”; since many students have demonstrated inability to read and communicate effectively in English. As a result students perform poorly, particularly in the subjects that are taught through the medium of English and again very little knowledge is gained after four years spent in the secondary schools (Sahle, 2015 in Rajabu & Ngonyani, 1994, p. 17).

These differing perspectives on which language should be used as a medium of instruction in imparting knowledge and skills at both primary and secondary school levels have persisted for a long time now and have not come to a common resolution. The debate of the language of instruction in Tanzania is continuing to rise despite the efforts made and the projects developed by the Swahili proponents; that’s one of language of instruction in Tanzania and South Africa (LOITASA) where Zubeida Desai, Martha A. S. Qorro, Birgit Brock-Utne continue to rise concerns of its effectiveness of such a choice and policy decision. The question that arises concerns the competence of the learners of the English language. The view here is the ability to use the English language to communicate in the classrooms, in doing examinations and outside the classrooms.

The main concern in this regard, however, is that of the competence of the English language demonstrated by the students who have been using the Kiswahili as

a medium of instruction in primary schools and abruptly changing to English medium in all subjects in secondary schools. The students asserted that Kiswahili is dominant in their speeches both at home and in school; this signifies that there is differential use of language at home and language at school, where school language is largely focused on academic performance. However, most of the students use Kiswahili at home and for all other business that sustain life (Desai et al., 2010).

These proponents of Kiswahili added that “It was seen as essential in the effort to achieve social equity; some of the new schools... are private, English-language schools... since poverty is growing in Tanzania, the benefits of the growth of private schooling benefits do not reach the majority of population” (Desai, Qorro, & Brock-Utne, 2010. p. 281). The use of English therefore shows there exists some perceptible gap that students are not benefiting from the teaching of English both in terms of content and instruction even though English is used as a language of instruction in secondary schools, tertiary and higher learning institutions. It is clear from the researches cited that, English is used only in the classrooms and the knowledge gained is not translated into solving out of class problems in the real world, which are the immediate needs of the learners and the society they live in.

As it is seen, Swahili proponents are for competence of the language in the communication processes. As other scholars have asserted, students learn fast when the language content is interesting and touches their real life problems (Negga, Kwang Guan Chan, & Szirmai, 2017). However, the purpose of the English language in secondary schools is to help students to use the language for communication and understanding of the subject matter in other subjects. The emphasis here is students learn the language skills when authentic activities are live and touch real life challenges where the knowledge can immediately be used. This study examines the



use of authentic materials like sex education; gender opportunity and HIV/AIDS among others if they are obtained in the teaching of English language in Tanzania secondary schools.

The teaching of English language in Tanzania is likely to be negatively affected with incongruences of the educational policies like all other subjects taught in secondary schools; which leave many of the taught issues unexplained and many questions unanswered as to who should be blamed for the quality of textbooks embedded in school subjects that children are meant to obtain in schools (Mtallo, 2015). It has been a tendency that each incoming minister of the education 'phases in power'; each perpetually coming up with education slogans as influenced by particular current political situations at the expense of quality education for students' consumption and for the benefit of coming generations. For example, the grading system of Form Four changed in 2014 after a new minister Dr. Shukuru Kawambwa came up with the slogan of 'Big Result Now' (BRN) which influenced the changes in the grading system for Form Four students from using 'Division' e. g. division one to division four to division zero; i. e. A: 80-100, B: 65-79, C: 50-54, D: 35-49 and F: 0-34 to a grading system of 'Grade Point Average' (GPA) whereby students were graded as follows; A; 75-100, B+: 60-74, B: 50-59, C: 40-49, D: 30-39, E: 20-29, and F: 0-19. This kind of grading system has shown that students performed very highly for 15.17 percent compared to previous years (Matandiko, 2014b).

However, educational stakeholders like Professor Kitila Mkumbo from the University of Dar es Salaam argued that this change in the grading system in secondary education was geared towards satisfying the voters for BRN. This is a surprise given that Tanzania lacks firm educational procedures and policies to guide and direct the education system. Equally, such firm and well-grounded and need-

driven policies are lacking in the preparation and design of the English language curriculum taught in secondary schools. Consequently, in the same years, that is, 2013-2015, educational stakeholders raised concern about the course books prepared for both primary and secondary schools, which were found to abound with numerous faults and mistakes being used as the principal materials for the preparation of students as competent personnel for the job market and in solving real life problems.

The appointed member of parliament and the Chairperson of National Convention for Construction and Reformation-Mageuzi, popularly known by its acronym NCCR- Mageuzi as an opposition party in Tanzania, Honorable James Mbatia is known to have bitterly complained in parliament and demonstrated that course books used for teaching in secondary schools have logical and technical problems. These are the same books being used in preparing Tanzanian children, whom he said will receive handicapped kind of education, which will not actually develop the students as individuals neither can they develop the nation. Overall the use of such flawed books rather enhance the imparting of knowledge are actually killing the education, which is the heart and blood of any country development (Matandiko, 2014a). Honorable James Mbatia added that, he is wondering how the Educational Material Approval Committee (EMAC), as an institution which is mandated to ensure the content and quality of the course books supplied to primary and secondary schools. That the committee cannot ensure the quality of content to be taught to our children because the committees receive books from business people who are not professionals in preparing the books for different educational levels. It is when Educational Specialist Dr. George Kahangwa from the University of Dar es salaam who was of the view that, the use of books with irrelevant content to our children's education, will end up building corrupted minds that will neither help

themselves nor the nation they hope to serve (Matandiko, 2014a). This is evidence that people who are prepared by such curriculum cannot think enough to see the kind of curriculum content that damaged the development of their potential and capacities for the nation and the coming generation, Dr. George Kahangwa added.

At this juncture after the claims about the book materials, the Ministry of Education and Vocational Training (MoEVT) took over the responsibility of approving teaching materials (course books) and the government stopped EMAC. However, stopping EMAC and letting MoEVT to continue approving the materials, did not solve the problem, this is because EMAC was not the root cause of the problem. The famous journalist Ndimara Tegambwage felt that, stopping EMAC and allowing MoEVT to take over was still not a solution unless the authors of the content materials are put to task and take responsibility for preparing irrelevant content. He added that, the authors should agree to take the books to professional reviewers for critical reviews and additional input of relevant content according to the needs of our society and the nation before the books are taken to schools for implementations (Azzah, 2013).

It is clear from this view that human development and preparation of capable individuals' i.e. people who are socially, politically, and economically stable, are hard to find. Unless the curriculum content in respect of secondary course book is made relevant and is clearly enabled to inculcate productive skills and instill the right potentials in the learners, it will serve peripheral purposes. Secondary and primary school teachers were of the view that they should be involved in books preparation because of their practical and field experience of what can benefit and serve children in a fast changing world of science and technology (OECD, 2012). They further argued that in any case they are actually the ones who implement the curriculum

(Haki Elimu, Department of Education Psychology, & and Curriculum Studies at the University of Dar es Salaam, 2011). Haki elimu et al. (2011) recommend the involvement of teachers and students in curriculum content development, where potential themes are to be included in the curriculum content since curriculum is dynamic according to time and needs of a particular country. This shows the need for integration of crosscutting concept in teaching of English language to second language learners in secondary schools.

Further, the notion of curriculum challenges has had a long history that has necessitated the government to raise concerns of inadequacy of curriculum content as well as listen to education stakeholders to see possible solutions to bring the kind of education that liberates the learners and enables them to become self-independent. This is where the members of Tanzania parliament argue that the root cause for poor curriculum content is due to the fact that people who are designing the curriculum are themselves the product of the same poor and handicapped curriculum, which seems to be incomplete in several areas (Berger, Rugen, & Woodfin, 2014). It is hard to design relevant subjects content by simply shifting the power of approving the materials from EMAC to the MoEVT (Matandiko, 2014a). As a result the government is urged to ensure the inclusion and participation of various education stakeholders including specific subject professionals and experts to review the various books before they are taken to school for use. Equally important is the fact that the government should work closely with the professional institutions concerned. This is generally, calling for intervention of integrating crosscutting concepts, which are highly needed so as to enable the learners to acquire functional skills and competences for individual development and ultimately for the benefit of country at large.

The non-governmental organization Hakielimu has explained clearly the appropriate way on how course books should be prepared; by involving teachers and students as last consumers obtaining the curriculum knowledge and uses the same in the real world situations. The teachers are to be involved in preparing the books rather than just business individuals, and the MoEVT just approving the content materials. Hakielimu argued that the consumer is the one who can tell the test of the food, that teachers and students are to be consulted during preparation of the books (Mkumbo, 2011). Hakielimu also added that the institutions responsible for approving the materials should have efficient and effective frameworks which ascertain the quality and quantity of the content required and that is relevant in supporting social, political and economic development (Mremi, 2014). Therefore, the authors responsible for preparing course books should abide and adhere to the framework for quality and quantity control. Consequently, in view of these observations and tentative stakeholder recommendations, the English curriculum content urgently cries out for integration of teachers and students' views for achieving the goals set in the school curriculum and linking what students learn to the real world problems solving.

Additionally, the Minister of Education Prof. Jumanne Maghemebe and his Deputy Minister Gaudensia Kabaka claimed that ineffective, poor teaching and learning of the English language in secondary schools, accounts for the reason why Tanzania is failing to compete in the world market. As a link to integrating the English language with all subjects' combination in advanced level secondary schools in Tanzania, there is need to borrow from the idea introduced by the former minister of Education Joseph Mungai; believing that by so doing Tanzanians will be equipped with appropriate skills to suit the competitive world job market. They emphasized the

teaching of English content integration with all science subjects such as physics, mathematics and chemistry combinations to mention a few (Muneja, 2014).

The discussion above while taking cognizance of the shortfalls in the teaching and learning of the English language in Tanzania secondary schools such as lack of professional subject inputs, inadequate and sustainable education policies, subtly calls for the integration of cross-cutting themes which give students a variety of skills to fight against societal challenges which may include but not limited to socially, economically, culturally and politically initiated challenges. It is also geared towards fulfilling the education benefits proclaimed by the first president of Tanzania Mwalimu Julius Kambarage Nyerere—education for self-reliance (Nasongo & Masungu, 2009). The education philosophy of ‘self-reliance’ introduced by Mwalimu Julius Kambarage Nyerere in 1974 after independence, was geared towards helping Tanzania individuals and youths to develop themselves intellectually and become competent learners to develop the society by fighting against poverty, disease and ignorance (Diana & Ibanga, 2016). That the content of education in Tanzania should put the society at the apex of its core concerns to promote individuals’ liberation, by giving prominence to values as unique as individual needs as well as members of a society.

The liberation of the mind through relevant education and physical liberation to help individuals develop themselves and the society they live in. The concept of liberation as advocated by Mwalimu Nyerere in his philosophical view, is understood to mean ‘being free from’ constraints that seem to impede individuals from doing certain things; such as inhibiting the brain from processing meaningful information or physical ability to perform certain activities (Nasongo & Masungu, 2009). It is a process of emancipating human beings from restraints and limitations of ignorance

and independence to control themselves and the community through skills and ability in solving critical conditions as impediment for their development. It is the process of manifestation of skills, knowledge and abilities by translating into reality in the physical world. This philosophical underpinning is a key to the integration of Crosscutting Concepts (CCC) in curriculum design and delivery which draw so many various skills, knowledge and abilities from various content disciplines to liberate the individual holistically; that is liberating the mind the soul and physical ability to understand the real world and its challenges. This study therefore, seeks to focus on rationale, the scope and methodology of integrating crosscutting concepts in English language teaching and learning in secondary schools in Tanzania.

According to Mwalimu Nyerere, education should provoke inquiry and arouse curiosity to deal with social, political and economic problems that seem to restrain individuals' enjoyment of their independent lives subjecting them to depend on assistance entirely. If the teaching of English language curriculum is, therefore, to achieve the philosophical goals of self-reliance and liberation, the design and the teaching of English language curriculum should be premised on content that suggests and supports the development of individual learners' mind and physical ability to depend on themselves and use the skills obtained from the curriculum content to solve their real life challenges and the problems of the society they live in (Häussler, 2017; Lema, Mbilinyi, & Rajani, 2004).

Studies focusing on both the curriculum design and the teaching of English language have argued that the English language course books used in teaching in secondary schools showed a missing link between the singular content of English language curriculum and the flaws of the content itself which is prepared to develop the mind of the learners. Where the emphasis is on communication skills rather both

mind and physical skills with the purpose to liberate the individual learner intellectually, socially, politically and economically (Muneja, 2014). Like the Minister of Education Prof. Jumanne Maghemebe and his Deputy Minister Gaudensia Kabaka in 2014 insisted on the appropriateness of both the design and teaching of the English language to develop students oral communication and intellectual ability to compete in the world job market (Issa, 2010). That the primary focus of teaching English is for the learners to develop communicative competence as well as physical ability and skills for self-reliance to influence individual development. Yet Ahmad, Krogh, and Gjotterud (2014) argue, Tanzania has made various attempts to reform its education system after independent to prepare students to be better able to cope with the social and economic reality they will face after school. Ahmad, Krogh and Gjotterud's argument proffers that the school's curriculum to go extra mile in enabling the learners to obtain and require skills which would enable them to become independent in problem solving to influence development.

### **Curriculum Development in Tanzania**

The curriculum design and development in Tanzania is dealt with by the Tanzania Institute of Education (TIE) which was formed in 1975 and was given the mandate and authority to prepare curriculum for pre-schools, primary schools, secondary schools and the tertiary colleges. The TIE has authority to prepare syllabuses, teaching and learning materials such as books, modules, manual and guides, laboratory instruments together with models, graphs and tables for pre-schools, primary schools, secondary schools and colleges. TIE has to give out seminars for in-service teachers, regional and district educational officials, coordinators and school inspectors and supervisors about curriculum and implementations. Also, TIE has to do research on all matters pertaining to the



education system in order to be able to advise the government through the minister of education about education in the country (Akwilapo, 2013). Therefore, the process of curriculum innovation and development belongs to TIE. The shifting of the interdisciplinary curriculum development model for Tanzania secondary schools English language teaching is the question to this study.

According to top down system of curriculum design and implementation, teachers, students and the society appear to have no chance in curriculum designing and development, the critical stages where their needs and interests are taken care of to factor in the design their social, political, cultural and economic development. However, as currently established, the top down system only allows teachers, students and the society to participate in the implementation part (Voltz, Sims, & Nelson, 2010). Where, Alsubaie (2016) emphasizes the involvement of teachers, students and society needs at the designing and planning stage, he says:- “the goal of a successful educational program and thus effective curriculum development should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served” (Alsubaie, 2016. p. 106). That is effective curriculum is subjected to free criticism, a finished product as if cast in stone and should be accepted as valid to teachers, parents and the community at large.

Additionally, the curriculum development also “...should be viewed as a process by which it is possible to meet students needs leads to improvement of student learning... it cannot be stagnant. Curriculum must be a living document that is in constant flux. ...must be adaptable to changes in the educational community and in society in general’ (Alsubae, 2016. p. 107). Thus, curriculum at the designing and development stage must involve teachers, students and the society which is going to serve and it must be adaptable to changes at all stages and time frames to allow the

needs and interests of the society accordingly. It is with this kind of thinking that this study argues for the possibility of the adaptability of the English language curriculum changes and to accommodate the integration of the crosscutting concepts that are burning issues in the country and calls for the attention of individuals, private and government sectors.

Further, TIE is concerned with preparing each discipline distinct from the other discipline under each level. As Akwilapo (2013) put it, TIE has the responsibility to prepare, plan and design subjects content based on developing learners competences by providing knowledge, skills and attitudes for each subject discipline, the curriculum suggests possible pedagogical orientations, teaching/learning resources, assessment procedures, enabling infrastructures and time frames. All the curriculum parts are subjected to change in case there is need to alter it in terms of words, phrases, contents, goals, objectives, assessment, teaching methods among others. These changes might be based on the existing curriculum or designing a different curriculum altogether with a different ideology following the needs of the society and country at large (Akwilapo, 2013). Therefore, it is time to let TIE see the need for the integration of CCC concepts in the teaching and learning of the English language as stipulated in the education policy by Honorable Jakaya Mrisho Kikwete in 2014.

For example, since independence there have been four phases of Tanzania curriculum change such that in 1961; there were changes initiated which aimed at improving current needs of education socially, politically, economically and technologically in the following phases: - i) 1967, ii) 1979, iii) 1997 and iv) 2005. Some of the changes and improvements made focused on helping the learners to fit into the society they are living in. The spirit of living together, and working together,

inheriting the next generation and removing social classes, racism, religious boundaries, educational level, self-confidence and self-reliance philosophy. The curriculum also changed from former content-based curriculum paradigm to competency based curriculum paradigm, which is currently operating in schools as of 2015 vision. It is therefore a viable idea to see how abilities brought by crosscutting concepts are catered for in the teaching of English language in secondary schools.

Furthermore, new subjects content were introduced in the school curriculum in phase four of 2005 like Information Communication and Technology (ICT), foreign languages like French are introduced, integration of cross-cutting concepts like environmental education, HIV/AIDS, sex education, communication skills, instructional technology and recreation were introduced for pre-school teachers education, and Vocational Training for career subjects into individual teaching subjects (Akwilapo, 2013). The curriculum is reformed with goals of acquainting students with the knowledge to eliminate gender biases and discrimination where interactive teaching/learning methods are used. As a result, these adjustments, amendments and revision of the curriculum as shown according to their phases, are responding to the needs, which stand out in particular times in the country. These revisions can be done without dismantling the whole curriculum. It is with this idea that the improvement and development of English language teaching curriculum is likely to be accepted and worked upon.

The introduction of the subjects or disciplines named cultural arts and capacity building for the purpose of increasing production in 1976 (Akwilapo, 2013) is an example of how this can be achieved without the whole curriculum . Also, the curriculum was further divided from general science to three disciplines namely; Physics, Chemistry and Biology in secondary school level while social studies in

primary school level was reformed in 2006 and divided into History, Geography and Civics due to stakeholders' views about the school curriculum. Indeed all these reforms are seen in the school curriculum as focusing on all school subject disciplines or levels. However, reforms on goals, specific objectives, the content a particular level of learning receives depending on the age of the learners, competence and the topic in particular subject discipline is a possible reform option. For example curriculum receives attention of the reforms wherever necessary, and these reforms should be clear to the society to cater for its needs and solving various challenges because curriculum is for the society and of the society (Akwilapo, 2013). Therefore, there should be a common understanding in the integration of crosscutting concepts in the teaching of English language curriculum for Tanzania secondary school level.

Finally in view of the foregoing review of literature, there appears to be two outstanding concerns; that curriculum reforms previously undertaken were focused on small and isolated issues or they were focused only on particular subject disciplines of the curriculum, in other cases they were merely a revision or a complete change of the curriculum; where the whole curriculum changes its vision, mission, orientation, and or philosophy. The interest and focus of this study is on reforming and revising the curriculum content for the English language as a subject in secondary school level in Tanzania. Where teaching/learning resources in terms of English course books content are formulated in a flexible way as to integrate cross-cutting concepts as necessary needs and interest of the current society and country at larger. As president Hon. Magufuli (2016), one year since he was elected president of Tanzania, urged for the participation of every individual with the focus on education for self-reliance and self-employment in order to avoid many of the candidates waiting for the white collar jobs. This is influenced by the current school curriculum talk of crosscutting concepts

in individual subject disciplines only. Therefore, this study will focus on the need for designing and preparing an interdisciplinary curriculum development model for integration of crosscutting concepts in the teaching of English language for secondary school level.

### **The Integration of Crosscutting Concepts Policy**

Apart from the educational philosophy of self-reliance, Tanzania education policy advocates for an educated community and life-long learners through integrated teaching and learning to meet millennium development goals. That is, in the process of development there are general national plans and visions, which include national development plan of 2012 to 2025. Where the government is geared towards developing a community of enthusiastic individuals committed to learning and committed to work in achieving Southern Africa Development Community's (SADC, 1997) educational goals such as compulsory primary school education for nine (9) years, Protocol for Dakar of 2000 - Education for all, UNESCO agreement of 2007 Education for Science and Technology and vocational training for East African community (Wizara ya Elimu na Mafunzo ya Ufundi, 2014; Ministry of Education and Culture (MOEC) & Mungai, 2004).

The goals of various associations and aspirations as spelled above are in tandem with national education policies given that, the policy also emphasizes the need for the integration of crosscutting concepts as critical issues relevant and necessary for inclusion at all level of education, that cannot be left behind in the implementation of the education policy in Tanzania. These issues include issues related to or focusing on environmental concerns, gender, and HIV/AIDS, the integration of these and other related issues essentially urge the government and private sector actors (non-governmental organization) to work collaboratively to

achieve the goals spelled out in the education policy (Wizara ya Elimu na Mafunzo ya Ufundi & Kawambwa, 2014). The government is, therefore, conscious of the integration of crosscutting concepts in the school curriculum for the successful achievement of the educational philosophy of self-reliance for man's liberation socially, culturally, politically and economically.

The integration of crosscutting concepts policy, aimed at integrating the crosscutting concepts into the teaching of all subjects at all levels. Honorable Jakaya Mrisho Kikwete the fourth president of Tanzania in 2014 inaugurated an education policy which called upon schools in Tanzania to integrate the crosscutting concepts in the teaching and learning at all levels (Wizara ya Elimu na Mafunzo ya Ufundi, 2014). The integration of crosscutting concepts was established in 2012, arising from the fact that previous studies carried out about teaching in secondary schools revealed that by and large teachers had no idea about the integration policy focusing on crosscutting issues. It is the work of this study to see the extent secondary school teachers' especially English language teachers integrating the crosscutting concepts in their teaching following this education policy. The main objective of the policy is, among others, to provide effective HIV and AIDS education including care and support programs to the affected and infected; an effective education on environmental conservation, protection and management, human rights, gender and life skills in all secondary schools, teachers colleges and work places. However, these specific objectives of the policy are not static, the policy provides for their continuous review and improvement of the curriculum so as to incorporate crosscutting concepts including HIV and AIDS, Gender, Inclusive Education, Human rights and Environment Education.

However and in spite of the policy pronouncements, the English language curriculum course books currently used in the teaching of English from Form One (F1) to Form Four (F4) hardly show the integration of the crosscutting concepts. It is hard to tell if the lack of policy integration of crosscutting concepts is well implemented (Modak, 2015); if it lacks guarantees of the right of secondary school students to acquire desirable and necessary skills, ability and understanding to fight against personal and societal challenges which act as impediments in meeting any kind of community and national development. For example, in English language for secondary schools Book One, which is a course book certified and approved by the MoEVT; with EMAC seal; there are about thirty-one (31) units; three (3) units talk of integrated issues such as the environmental day (p. 37), do condoms help? (p. 62), and how is HIV/AIDS spread? (p. 97). Another English course book for teaching in secondary schools is; form two English course books, has about eighteen (18) units and a single sub unit talks of AIDS (p. 12). Also, student's book three (3); has about nineteen (19) units and only two units' talk of Noise pollution (p. 47), and Drug abuse (p. 68). Additionally, in secondary English book four; there are about nineteen (19) units and only two (2) units talk of the abortion debate (p. 49), and educating the girl child (p. 124) (Mligo, Mwashilindi, & Mbogo, 2017; Ministry of Education and Culture (MOEC), 2005; TIE, 2005). So generally, the course books for the teaching of English language curriculum textbooks are narrowly focused on course content that integrates crosscutting issues, they tend to emphasize communicative competency issues at the expense of crosscutting concepts like environmental education, HIV/AIDS, sex education, gender opportunity and human security to mention a few.

Consequently, the inadequacy of the integration of crosscutting concepts in the English language curriculum course books in Tanzania; denies learners the right to

obtain necessary life skills that are embedded in the crosscutting concepts as stipulated in the education policy. This sense of insufficiency in the integration of crosscutting issues has brought out the '*whole idea*' of integration as being necessary and urgent. It is prudent to observe that though the books are approved to be used in teaching English language at secondary school level, there is no evidence that they adhere to the education policy nor do they respond to the country's educational philosophy which urges for the integration of cross-cutting themes for accomplishment of 2012 to 2025 national plans and visions to educate individuals to fit in the community by solving problems and enhance development of individual members and country at large.

Given the paucity of issues embedded in the English language textbooks for Tanzanian secondary schools, there is justifiable need and urgency in drawing attention to need to integrate content or themes from other disciplines and across discipline boundaries to be used in the teaching of English language curriculum content for secondary schools. There is need to have a common stand on the point of interdisciplinary approach where crosscutting concepts is concerned. Kimaryo (2011) in her study entitled 'Integrating Environmental Education in primary School in Tanzania: Teachers' perceptions and teaching Practices', also observed that, although there are crosscutting concepts in the school's curriculum, they are not integrated on equal footing. The so-called host subjects or individual disciplines have received more content than other discipline like languages and sometimes even in individual disciplines the crosscutting concepts are partially taught.

Up to this far, there is evidence that some of the crosscutting concepts are hardly found in individual disciplines because the concepts might not be the part of the discipline, like human security, and capacity building. According to Repko,



Newell, and Szostak (2012) these kinds of concepts that are not found in the school curriculum can easily be taught through interdisciplinary approach by breaking the so called secondary schools curriculum discipline boundaries. This approach allows the teachers to bring into the classroom concepts, which may constitute major concerns of the learners and the surrounding community. It is generally argued that the relevance, the centrality and the sustainability of crosscutting concepts in the teaching of English language curriculum is dependent on content depth and delivery orientation, which in most cases ought to be predicated on an integrative framework to influence holistic learning (Global Education Network Europe, 2016). Therefore, for the successful realization of the potential brought by crosscutting concepts, content has to be drawn from various disciplines and from the community on the need of the society for sustainable development. It is logical, on the basis of the foregoing debate for this study to assess the realization of the integration of crosscutting concepts in the teaching of English language in Tanzania secondary schools.

### **The Concept of Integration**

Integration is generally defined as a pedagogical paradigm that borrows and positively draws content from various subject areas so as to develop an enriched content that is broad in outlook and is organized in such a way that it cuts across subject-matter lines, bringing together various but related understandings of the curriculum that are significant in fomenting knowledge associations so as to focus upon broad areas of study in one subject area that benefits from crosscutting themes (Drake & Burns, 2004). It is an approach that largely explores knowledge in various subjects related to certain aspects of the target discipline. It is also an approach that sees links and connectedness; for instance, among the humanities, communications, natural sciences, social studies, life skills and art. Skills and knowledge acquired from

such an approach are anticipated to be applied in more than one area of knowledge (Adamu, 2003). It is an approach that is formulated and organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. The design of such a curriculum views learning in a holistic way that reflects the real world, which is interactive. There are many scholars of pedagogy who have seen this sense of connectedness (Beane, 1995; Shoemaker, 1989; and Hart, Burts, & Charlesworth, 1997). It is a viable approach to any kind of problem and subject area content.

Etim (2005); provides another explanation in which integrated studies are seen as a term that refers to both the way of teaching and the way of planning and organizing the instructional program so that the discrete disciplines of subject matter are related to one another in a design that (1) matches the developmental needs of the learners, and (2) helps to connect their learning in ways that are meaningful to their current and past experiences. In that respect, integrated studies is the antithesis of traditional disparate subject matter oriented teaching and curriculum designations (p. 13). This is the focus of this study that seeks to evaluate how effectively these integrated elements have been integrated into English language teaching as well as their integration in content design. It is clear from the definitions provided above that the content should reflect learners' needs and gained knowledge/skills to solve learners' immediate and future life challenges encountered. Etim (2005) continued to add to Beane's (1995) views thus confirming that, "integration ... is concerned with enhancing the possibilities for personal and social integration through the organization of curriculum around significant problems and issues, collaboratively identified by educators and young people, without regard for subject-area boundaries". This definition provides a far more complex and encompassing view of integration because

it emphasizes organizing themes that have personal and social significance to students and collaborative planning between teachers and students.

The notion of connecting the real world with the knowledge and abilities gained in school is of great importance in the integrated paradigm as shown in these studies, essentially to emphasize the link between the school and real life challenges. In the current English curriculum there is a missing link that ought to focus on integration of crosscutting concepts. This is important because it is clear that curriculum change and development is inevitable almost in every part of the education system; for the purpose of improvement to suit with the fast growing needs of the society it intends to serve (Muneja, 2014). The country education system has to emphasize curriculum change and development for the purpose of improvement and embracing the potentials that come with change in curriculum. According to a study carried out by Muneja (2014) about the ‘evaluation of Tanzania curriculum; “curriculum in Tanzania has a lot of ‘patches’, and this may have given room for the recent massive Form Four failures” (p. 15). English being one of the curriculum subjects it is affected in the mass failure in Form Four (F4) examination results; where the said patches inevitably influenced the mass failure, which also in several senses might be related to failure to integrate cross cutting concepts in the teaching of English to influence comprehensive learning.

The notion of integration is believed to improve the learning outcomes of the learners. According to a study carried out by Koral (2003) about integration of reading and writing. The findings revealed that integration is beneficial to students, for example, one of the participating teachers in the study explained and said that: -

I think, it will be very good for [students] because they think that reading is difficult and boring and they only receive something in reading and, in

writing, they only try to produce something. But, if we integrate, they are going to receive and then they are going to produce. And after a while, I think, they will be able to understand how to benefit from reading passages and texts and how to apply them: apply the rules, vocabulary, structures, whatever they see in reading into their writing products. So I am sure students will be happier if the integration can be actualized. They have some problems with vocabulary learning, they have some problems with grammar structures, how to use vocabulary in their writing products. And, in writing, we cannot both do writing and reading. We have to focus on writing production and, in reading, they only teach some skills and strategies. So, if they see both of them in only one time, in only one material, I think, it will be better for them to see them there and apply in another place. I think, it will be more beneficial. (pp. 45 - 46)

It is clear from this data that, integration benefits students in a more comprehensive way such that, rather learning a skill in separate or compartmental model, the learning is integrated. In the finding above, what if the students draw content from let say Biology about sex education to English language lessons where the integration of reading and writing is applied in that particular session. Students' full understanding of the topic and application of it in real life situation is inevitable. Additionally, students do not consider the language as a whole complexity of grammar rules, rather the smooth learning and enjoyable, where the complexity of grammar rules would come later when the learners Cognitive Academic Language Proficiency (CALP –theory) developed. And therefore, the fate that learners go through during the leaning of the language will be recognized in their early stage of learning the English language.

The review of related studies focused on the teaching of English language to second language learners analyses the influence of integration of crosscutting concepts in achieving language intended outcomes. This kind of integration where knowledge gained in the class is used to solve real life challenges outside there in the real world is the focus of this study. In an attempt to define integration approach or studies, it is also necessary to look at other related terms such as multidisciplinary, interdisciplinary, and trans-disciplinary. The following are the explanations of each term, which includes meaning, model, uses and probable examples.

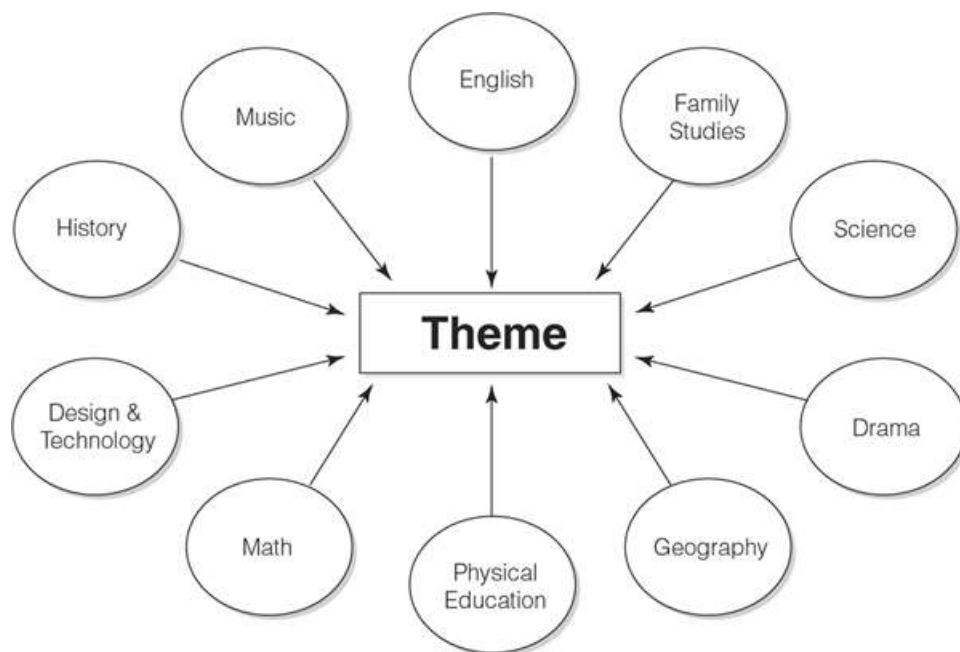
### **Multidisciplinary Integration**

This is the most traditional paradigm in which content is drawn from multiple disciplines in order to increase relevance and applicability, though primary learning goals remain rooted in the individual discipline (Adamu, 2003). In the use of multidisciplinary approach teachers draw some content and topics to be integrated to the targeted subject content yet the primary objectives remain in particular subjects. Etim (2005) adds that multidisciplinary approaches focus primarily on the disciplines. Teachers who use this approach organize standards from the disciplines around a theme. Then teachers draw the content of the theme from around the disciplines for the purposes of maintaining standards of the theme concerned.

Multidisciplinary approach sometimes is used interchangeably with *fusion*, teachers fuse skills, knowledge, or even attitudes into the regular school curriculum. In some schools, for example, students learn respect for the environment in every subject area. Teachers incorporate the theme of peace into every thread of the school's curriculum (Drake & Burns, 2004). A good example; is when students begin each week with computer skills integrated into every subject area or literacy across the curriculum is another example of fusion. Also, *fusion* designates the combination of

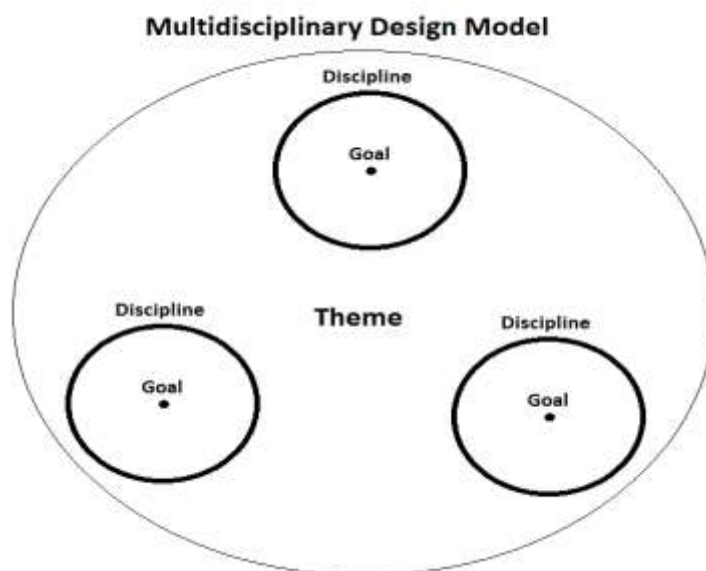
two subjects, usually under the same instructor or instructors (Drake & Burns, 2004). Teachers in secondary schools can use fusion integration to enrich English language teaching content. This study is proposing if this is the case obtained in Tanzania secondary schools.

Figure 1a and Figure 1b show the relationship of different subjects to each other and to a common theme.



*Figure 1a.* Multidisciplinary approach.

The goals however still remain in the individual disciplines concerned

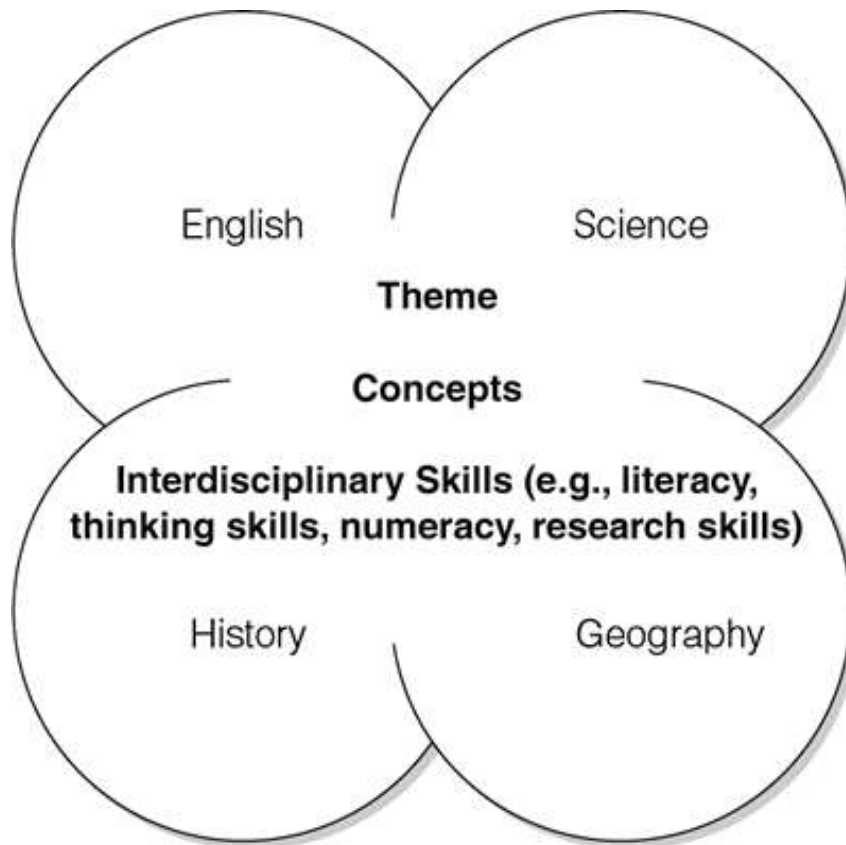


*Figure 1b.* Multidisciplinary approach.

### **Interdisciplinary Integration**

Like fusion interdisciplinary integration is another part of multidisciplinary integration where integration occurs *between subject areas*. In this approach, teachers organize the learning around common learning across disciplines. They chunk together the common learning embedded in the disciplines to emphasize interdisciplinary skills and concepts (Etim, 2005). In this study the curriculum design for the English language content is to be embedded in the subject books leaving room for teachers to see and establish sources for crosscutting concepts.

Interdisciplinary approach is the process of bringing together concepts and methods from two or more disciplines. Further, interdisciplinary begins to dissolve discipline boundaries by looking for common themes across discipline/subjects that can serve higher order learning objectives to achieve the intended goals. The teachers can use interdisciplinary approach to support integration cases for the English language teaching.



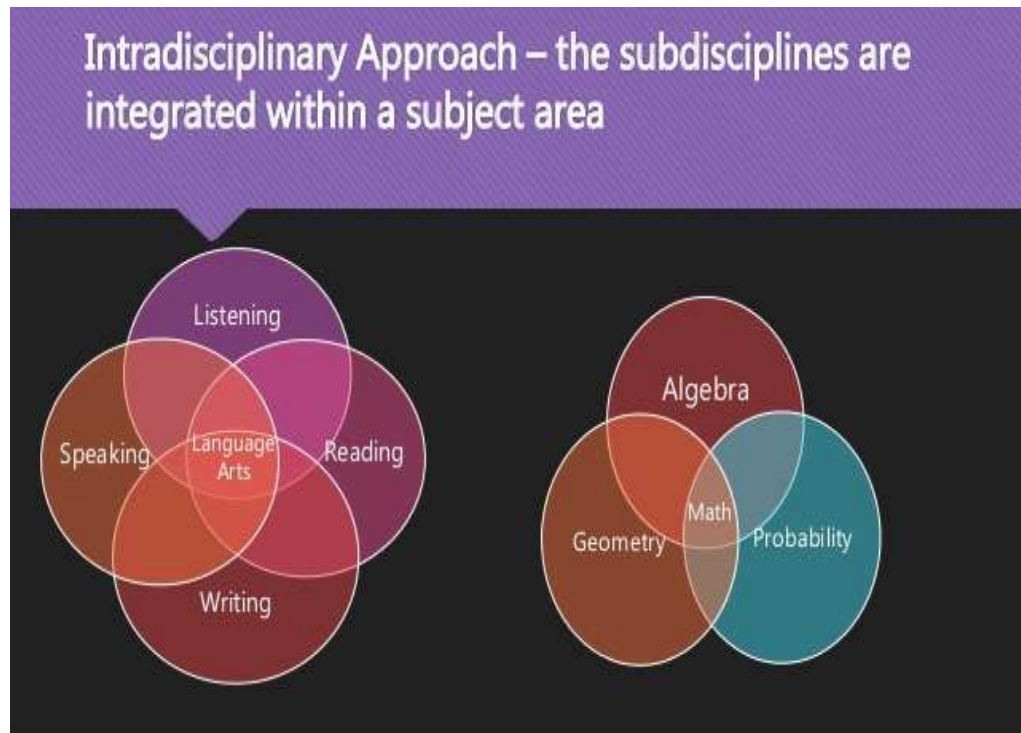
*Figure 2.* Subjects that concepts have been drawn to add values to the common theme.

### **Intra-disciplinary Integration**

Intra-disciplinary approach occurs when teachers integrate the sub-disciplines ‘*within*’ a subject area, they are using an intra-disciplinary approach. Integrating reading, writing, and oral communication in language arts is a common example (Etim, 2005). It is the teaching of crosscutting themes within one discipline or the knowledge and skills are learned through individual subject areas in this case. Moreover, one can define intra-disciplinary as an attempt to relate theory and practice within a given discipline or area of study. In intra-disciplinary integration, teachers expect students to understand the connections between the different sub-disciplines and their relationship to the real world; this kind of integration yields positive impact



on the achievement for students who participate in one study (Holland, 2014). This is one of the integration approaches that English teachers might be using in the teaching of English in Tanzania secondary schools.



*Figure 3.* The concept and model for intra-disciplinary approach

### **Trans-disciplinary Approach**

One of the proponents of Integrated teaching and learning, Beane (1995) noted that another integrative approach termed as trans-disciplinary which dissolves all boundaries between the disciplines and poses higher order learning objectives to address broad questions of shaping curriculum to address issues of productive citizenry and construction of meaning through real-world problems/themes.

According to Beane (1995):

Curriculum integration is not simply an organizational device requiring cosmetic changes or realignments in lesson plans across various subject areas. Rather, it is a way of thinking about what schools are for, about the sources of curriculum, and about the uses of knowledge. Curriculum integration begins

with the idea that the sources of curriculum ought to be problems, issues, and concerns posed by life itself (p. 616).

Beane's emphasis here shows that the curriculum content should really emanate from the students' interests in solving their challenges facing the society which they are living in. The issues, problems that Beane is trying to pose arise from people living in a particular society and have direct feeling of the problems and these are non-than the students themselves. In this notion it is believed is critical in helping students to expand the knowledge gained in dealing with these problems in their real life situations. Thus, teaching and learning should reflect students and society life experiences. It is a case in this study to see if this is the case in the teaching of English in Tanzania secondary schools.

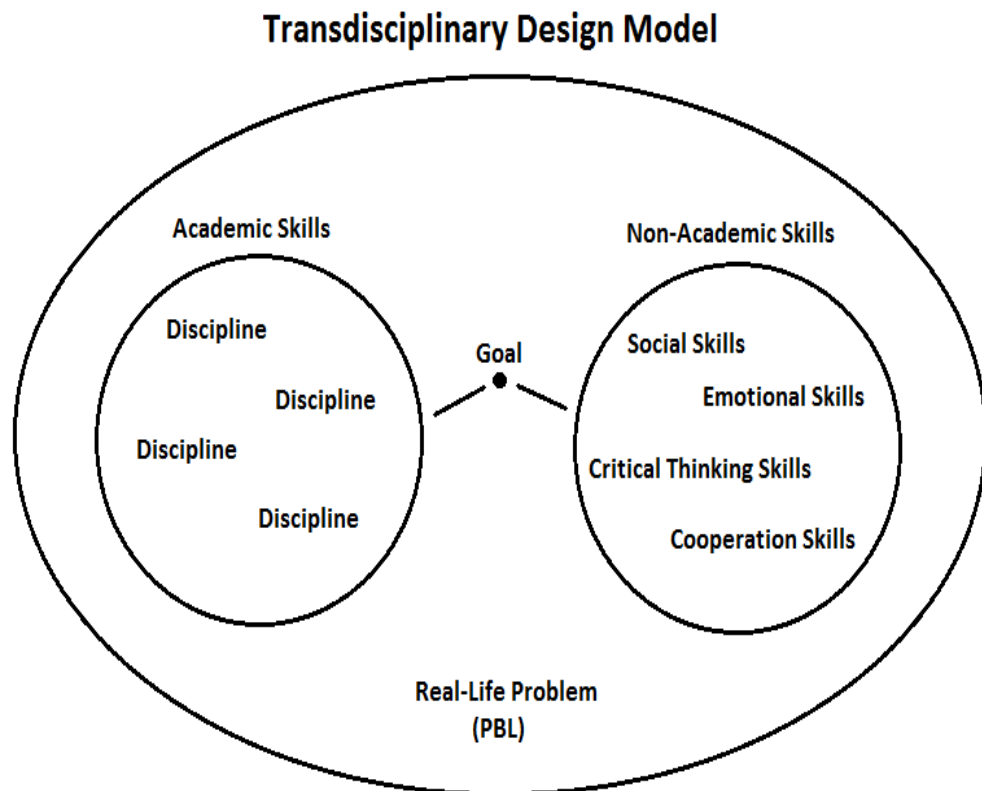


Figure 4. Example of trans-disciplinary integration model

Consequently, integration is a philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. Rather than studying math or social studies in isolation, for example, a class might study a unit called ‘The Sea, using math to calculate pressure at certain depths and social studies to understand why coastal and inland populations have different livelihoods (Adamu, 2003). Trans-disciplinary approach occurs when the teacher integrates his/her lesson with real life. It is generally about the integration, which is beyond the subject area that students discuss individual problems in real life situations in their society and become topics of concerns and themes to be discussed across all subject area.

Moreover, in the study conducted by Peterson (2017), keeping students engaged in the lesson is a constant battle where integration approach is applied in lessons. The participating teachers in the Peterson’s study were of the view that, the engagement in the classroom is at all time high when the integration approach is being used. This is because teachers bring the world of the students living into the classroom. For example; the world of technology is where students grow up with, therefore bringing in the classroom increase engagement through peer collaboration, assisting one another knowing that their audience could be bigger than the peers and teachers as technology is advancing. These kinds of engagement of the learners bring about quality work and learners learn to become more autonomous.

The proponents of integrated teaching are of the view that integrated curriculum is *an educational approach that prepares children for lifelong learning* (Beane, 1995). There is also a strong belief among those who support curriculum integration that schools must look at education as a process for developing abilities required for life in the twenty-first century, rather than separate, departmentalized subject matter (Adamu, 2003) Therefore, this study assesses English language

teaching and learning content for secondary schools and it is important that integration of crosscutting concepts should cater for students, society and country's current needs that reflect the educational policy in Tanzania.

### **Importance of Integration**

Advocates of integrated teaching point out several advantages of curriculum integration; for example, Etim (2005) argues that, integrated teaching and learning is “developmentally appropriate and responsive to the needs of young children and emerging adolescents. For those who hold this view believe that traditional subjects have been fragmented and are thus not responsive to student needs and as such integration is believed to cater for personal and developmental problems” (Etim 2005, p. 5). Individual students excel in life and also as potential citizen for societal development. Therefore, students' learning and achievements are greatly enhanced.

Furthermore, in another study carried out by Pysarchyk and Yamshynska (2015) about the importance of integrating skills in the teaching of English as a foreign language, integrated learning on content-based approach, exposes English learners to authentic language and challenges the learners to interact naturally in the language. Where learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication rather than learning theoretically focusing on grammar rules and language complexity. Pysarchyk and Yamshynska (2015) stress that in using integrative approach in second language learning, English will not be just an object of academic interests nor merely a key to passing an examination; but English become a real means of interaction and sharing among people. Where teachers are ease to track students' progress in multiple skills found in the content students interact with, at the same time achieving language

competency. Therefore, integrated approach may suit all language content, skills and approaches and can highly motivate students of all ages and background.

Lewis and Stephen (2003) also asserted that results from these studies clearly established that integrated curricula produce superior learning and attitudinal results versus traditional curricula...integrated curricula consistently outperformed all other approaches, regardless of content area addressed. However, one major critique of curriculum integration is that of George and George in the article “The Integrated Curriculum: A reality Check,” who went on to discredit some of the claims made on integrated curriculum by concluding in the following:

- 1) There is no evidence that integrated teaching provides more opportunities for students’ involvement in planning the curriculum.
- 2) There is no evidence that integrated teaching allows teachers more opportunities to be “facilitators”
- 3) There is no evidence integrated teaching encourages more transfer or retention of what is learned.

Similarly, George and Alexander (2003, pp. 109-111) add that one major concern of integrated teaching is that, it abandons special subjects areas that teachers have come to identify and have been trained in. That teachers may “feel threatened by a curriculum with which they have no familiarity and comfortable ability when they are asked to teach what they themselves do not already know”(Etim, 2005, p. 5).

Apart from the few shortcomings of integrated teaching and curriculum design which seem to contradict themselves and look like no thorough assessment has been done about Integrated Curriculum with its benefits, there are still more benefits such as, “students become actively involved in their learning” (Springer, 2003, p. 15). This is because students are highly motivated as they take part in the selection of the theme

and learning objectives due to the fact that some of the work is a project by the learners when discussing personal problems to become topics of concerns and themes to be dealt with, especially in trans-disciplinary approach as explained above.

Furthermore, in trans-disciplinary approach students become the focus of learning where the teacher is the facilitator of student learning instead of being the center and students get opportunity to choose what they want to learn. As Krull (2003) argues in integrated teaching “students need to be involved and the issues need to be from the real world” (p. 13). This type of learning makes for long-term retention of knowledge by students’ connections between their school knowledge/activities and their personal life experiences (Vars, 2001). It is with this view that Vars (2001) refutes Gorges’ (1996) ideas, that integrated teaching does not show evidence of students involvement in planning the curriculum and preparing objectives nor encourages for more transfer or retention of what is learned or even allowing teachers more opportunity to be ‘facilitators’ as explained previously in this study. Vars adds that, integrated teaching encourages teaming among teachers and cooperative learning among students. “For teachers, this teaming may help broaden their knowledge of other disciplines and provide other skills to teachers of lesser abilities and students are better prepared for life today since curriculum integration addresses current social problems” (Vars, 2001, p. 9). This idea is also contrary to what George and Alexander (2003) state that teachers may feel uncomfortable teaching concepts that they are not trained to teach. Likewise, since the children in a single classroom can represent a wide range of interests and abilities, despite a possibly narrow range of ages, curriculum and practices should cover a wider range of developmental levels than those represented by the integrated curriculum. Therefore, it works because it makes

maximum use of the brain's capacity for learning (Thomas R. Warne, PE & Tom Warne and Associates, LLC, 2008).

While curriculum integration has long been practiced by early childhood educators, it is only in recent years that this approach has been discovered by curriculum planners to be appropriate for older children and even adults (Warne, PE & Warne and Associates, 2008). This is because innovative educators concerned with improving student achievement are seeking ways to create rigorous, relevant, and engaging curriculum (Drake & Burns, 2004). These innovative educators understand that curriculum is dynamic and thus new innovations cannot be circumvented in any way; Integrated Curriculum is believed to respond to various issues for individual development, community and country at large. As the Integrated Curriculum becomes of much importance in the education systems of many countries, it is only prudent that Tanzania cannot isolate itself as an island that cannot be affected by popular and innovative approaches to teaching and curriculum design applicable in the rest of the world in integrative curriculum.

### **Attitudes Towards the Concept of Integration**

The need for integration concept in teaching has a long history in education; however, the question on how to achieve it and embrace all the benefits obtained in the integration concept remains a challenge. Teachers are often not aware of the consequences of their underlying language beliefs, attitudes and practices, or language ideologies can inform the impediment or influential to the teaching language to diverse learners (Information Resources Management Association, 2016). That, teachers attitude towards a teaching ideology, or beliefs or attitude towards any practice may influence to a greater extent positive or negatively depending on the attitude itself if its positive or negative. Knowing the influence of attitudes towards

teaching and learning particularly teaching and learning of the second language; it is necessary for teachers to consciously reflect on how to design academic activities that maximize the English learners abilities and knowledge (Global Education Network Europe, 2016).

It is argued that teachers and particularly teachers of English should be able to make use of the integration concept and expressly deploy integration of crosscutting concepts knowledge to support influencing the teaching of English to second language learners. This is because one cannot separate content from pedagogy; that is, which content is presented and how it is presented to exploit all associated skills, abilities and knowledge (Smith, 2015). The teaching pedagogy and the content presented should go together because if teachers, for example, are inadequate in their pedagogical skills, the intended outcome on second language learners would not be embraced from the integration of crosscutting concepts practices. As Information Resources Management Association (2016) argue, many teachers struggle to make crosscutting comprehensible for English learners because they have limited expertise in second language acquisition or inadequate pedagogical content knowledge to integrate English learners' language and culture with content. The integration of crosscutting practices fills this gap where the teachers and second language learners achieve the intended outcomes naturally if prior learning environment is identified.

Moreover, skills and content have the potential to be appropriately integrated and they are inseparable. (National Research Council (U.S.), 2012a) argue that, skills and content can be integrated both within a subject and across the curricular. That is, if teachers are to do cross-curricular integration of a course requires more planning and coordination because teachers at every grade level respect different subject areas (Next Generation Science Standards, 2013). However, integration in the subject



content, whatever skills development occurs is regarded as a side benefit of the content; that skills development in learners is the result of the content presented rather than an outcome of instructional objectives or pedagogical skills employed and in any examination of the content, takes place in the service of skill developed (Yevale, 2018). It is obvious from these scholars' observations that skills and content are attached to each other, that is if there is insufficient content there is also insufficient skills inculcated in the learners. Therefore, teachers should accompany their teaching of English as a second language with professional delivery for better achievement of the outcomes.

It is important to also point out that, teachers' attitude towards developing critical thinking skills in English language teaching is a critical phenomenon in this study. Since the most important factor in the teaching of critical skills is the '*teacher*' with whose knowledge and skills schools can improve, language teachers can have a crucial role in developing critical thinking skills among learners (Stapleton, 2011). Stapleton noted out that, "even though research on critical thinking skills highlights the importance of teachers who can enhance students' critical thinking skills, little attention has been given to how in the teaching of English as a foreign language, teachers conceptualize and integrate critical thinking" (Kavanoz & Akbaş, 2017. p. 418). The teachers of English language have flexible and wide structural strategies to develop critical thinking skills in learners and especial learners of English as a second language. As Kavanoz and Akbaş (2017) put it, the structure of the society has been changing with the rapid progress of science and technology in the 21<sup>st</sup> century which requires innovations in the education systems of all countries. It is necessary for the countries to move and adhere to the rapid changes in science and technology where

information age altered the education system to help learners develop a mind setup to problem solving rather passive consumers of the knowledge created by teachers.

There is need to acknowledge the changes that the world is witnessing as it changes from industrial age to information age, where such transition has altered the priorities of certain concepts in education so as to accommodate open-mindedness and flexibility. The priorities and focus in education and curriculum content has changed from ability to 'fit in' think inside the box to now think outside of the box, that is, higher priority on creative thinking and problem solving which dictate establishing critical thinking as a central aim of education (Kavanoz & Akbaş, 2017). Therefore, teachers are to first use their critical thinking skills to be able to develop learners critical thinking skills through a set of activities, teachers behavior and environmental factors that influence learners to directly be focused on problem solving to achieve learning outcomes. This would help the learners to transfer the critical thinking skills to other situations inside and outside of the school environment; this is being the focus of education to teach students how to think consciously.

### **The Crosscutting Concepts**

There are different crosscutting concepts that may be integrated into the teaching of English in Tanzanian secondary schools depending on the need of a particular phenomenon, project or situation. This study argues that there are a number of critical issues that notably absent in the course books used for the teaching of English language. Among the critical crosscutting concepts that urgently call for integration include but not necessarily limited to HIV/AIDS, environmental issues, sex education, gender mainstreaming and opportunities, capacity building, learning disabilities, communication and information sharing among others.

## **Gender and Equal Opportunities**

The need to treat everyone equally, regardless of race, gender, age, religion and belief, marital status and/or disability, plays an important part in the sustainable development of local economies. It is a key aim of any country to reduce inequalities for sustainable development. The idea of equal opportunities emphasizes equal consideration for all genders, that is, leaving women behind the scene would pull back any step that the country would like to take in terms of its development priorities. According to Mefalopulos (2008) any project and/or program should promote sustainable development with gender and equal opportunities and fully integrated into every aspect of one's project or development activity. Mefalopulos (2008) suggests that crosscutting concept is an idea, which advocates for the involvement of everyone concerned in one way or another. That is, every institution, organization and/or development project should consider the integration of crosscutting concepts for sustainable development.

The schools prepare learners to interact with the real-world problems and issues especially in their society after school. Thus, the school should help the learners to solve real life problems and challenges through skills and abilities obtained in the classroom. Crosscutting concepts bridge the gap that has been existing between reality-outside the class world and the knowledge gained in the classroom (Willard, Andjelkovic, & International Institute for Sustainable Development, 2005). It is a reflection of what is taught in school and its implication in the real world problems. Furthermore, in the process of teaching and learning of English language, the learners acquire knowledge on gender opportunities with the focus on the notion '*No Body left behind*' regardless of their gender, race, nationality and religion among them. The connection of this idea in their early age at secondary school level would help to

minimize gender segregation/stigmatization in the generation to enhance development (Willard et al., 2005). The following are among the characteristics of discrimination that should be prevented from impeding sustainable developments; that is, discrimination on the basis of age, disability, pregnancy and maternity, race, religion or belief, sex, marriage and civil partnership status. These are areas of interest that learners need to acquaint themselves with so that they can begin to realize from their secondary school level, the how, the when, and the why they should clearly be defined, explained and demonstrated in immediate and future interactions.

### **Environmental Education**

Environmental issues focus on sustainable development; where development is understood as those gainful engagements meant to meet in a sustainable way the needs of the present without compromising the ability of future generations to meet their own needs. Environmental education recognizes the need to balance environmental issues and concerns with social and economic considerations when designing curriculum and the delivering activities of such curriculum (Willard et al., 2005). According to Thungu, Wandera, Gachie, and Alumande (2011 p.322) “Environmental education refers to the learning processes of recognizing values and clarifying concepts in order to develop skills and attitudes necessary for the understanding of the interrelatedness between human beings, their culture and their biophysical surroundings.” Additionally, by focusing on the environmental model developed by Palmer (1998) in Voltz et al. (2010), the assertion is that meaningful environmental education should include content about the environment, in or through and for the environment. In other words, Environmental Education should encompass all aspects of environment theoretically and practically. Therefore, Environmental Education depends upon the totality of an individual’s awareness of the environment

and associated problems, such education enables the acquisition knowledge, skills, attitudes, motivation and commitments to work individually and collectively towards finding solutions to the current problems besetting the environment and for the prevention of new ones that may emerge in the future (Tbilisi Declaration, 2016). Environmental education in this case, must be clearly and keenly understood by teachers in order to impart valuable and functional environmental education and at the same time help learners achieve their best in understanding current and emerging issues of environmental significance, more so as those issues relate to and support sustainable development.

Environmental education is also conceptualized as a dimension given to the content and practice of Education, focused on finding resolutions of concrete environmental problems through interdisciplinary approaches and active individual or collective participation in resolving environmental challenges Dias 1992 in (Malta, 2012 p. 31). This means environmental education can be effectively taught if it cuts across different subjects with individuals and group needs being taken care of. The assertion here is the need to show the importance of environmental education, and to demonstrate that it can effectively be taught across all disciplines. The teaching of English language is in this case a critical discipline into which environmental education can be integrated to. The benefits bound to be acquired from such a curriculum will no doubt greatly help learners know and practice what supports sustainable development as well as realize the millennium goals.

## **HIV and AIDS**

HIV/AIDS is a pandemic disease, which infects human body, destroys and attacks the infection-fighting CD4 cells of the immune system. The abbreviation “HIV” generally refers to the virus or to HIV contamination. The abbreviation of

AIDS stands for Acquired Immunodeficiency Syndrome. A person with AIDS is the person who is in the most advanced stage of HIV infection (WHO, 2007). In 2016, 1.4 million people were living with HIV in Tanzania; despite the numbers, Tanzania has done well to control the HIV pandemic over the last decade; however, in spite of this progress, fundamental challenges still persist in the country (Avert, 2017). Avert (p. 6) observes:

Nearly a fifth of all new HIV infections in Tanzania are due to mother-to-child transmission (MTCT). Tanzania aims to virtually eliminate MTCT and reach 90% of all pregnant women with treatment, reduce the MTCT rate to less than 5%, and maternal and child mortality by 90% by 2017. In 2015, 86% of pregnant women living with HIV were receiving effective ART. This figure stood at 77% in 2013, showing progress is being made.

The need for additional fighting measures is clearly depicted from this view, to augment measures to control and eliminate the HIV pandemic in the area. However, there are a number of cases that stakeholders from various organizations have been placing on against HIV/AIDS. Despite the fact that, there are many challenges in the programs and plans to prevent the spread of HIV/AIDS which may include but not limited to financial resources based on Antiretroviral Treatment (ART) and for testing; weak supply chain management systems; poor drug management and drug stock-outs; scarcity of access to Prevention of Mother to Child Treatment (PMTCT) services during pregnancy, inefficient antiretroviral drug regimens, and poor adherence to treatment as identified by Tanzania Commission for AIDS (TACAIDS). There are still plans currently under way to address these issues and to roll out the opportunity (Avert, 2017). This report shows that despite the initiation of various programs geared towards controlling the spread of HIV/AIDS,

there are many current and emerging challenges that impede government or private sector plans, programs and therefore, something sustainable needs to be done. To reach as many vulnerable women as possible, the integration of HIV/AIDS into the English language curriculum, promises not only to increase but also develop or innovate new and more effective fighting strategies against HIV/AIDS. This is because the learners get to know from a very early age the necessity for mitigation strategies and interventions at their adolescent age in secondary schools, and even in primary schools, which might be right for controlling the new spread of the pandemic.

Furthermore, Voluntary Medical Male Circumcision (VMMC) in Tanzania is another mitigation strategy used by stakeholders in controlling the spread of the HIV pandemic. “Circumcision is an effective HIV prevention strategy, reducing a man’s risk of acquiring HIV by approximately 60%. When used in combination with other prevention measures, circumcision is an important addition to HIV-prevention options for men” (Avert, 2017. p. 6). The integration of HIV/AIDS information into the teaching of English language would alert secondary school boys for the importance of circumcision as HIV/AIDS prevention. Tanzania government is not alone in the case of fighting against the spread of HIV/AIDS in the world and therefore, in the year 2010 prioritized eleven (11) regions for scaling up VMMC and set a target of 2.8 million circumcisions by 2016. As a result, by the end of 2015 more than 1.3 million VMMC had been conducted and the “two traditionally non-circumcising regions of Iringa and Njombe, made substantial progress toward their regional targets and reached complete VMMC saturation among adolescents. However, other regions continue to lag behind” (Avert, 2017. p. 6). All these are strategies to fight back the pandemic and there are still some drawbacks of targeted population to grasp one of the plans to its complete success. Avert (2017) is of the view that;

Although HIV prevalence has fallen in Tanzania over the past decade, tens of thousands of people become infected with HIV every year. Also, stigma against HIV positive people and human resource shortages are among the obstacles to ensuring a sustained reduction of new HIV infections and to providing care and treatment to those already infected.

The above efforts were made to prevent HIV spread among the people in the country; however, more fight is required to support the current and new recurrence of HIV infections; hence the need for regular teaching of HIV/AIDS in secondary school. English language teaching flexibility allows this kind of integration at all levels.

**Barriers to HIV prevention programs in Tanzania.** The Avert Report (2017) came up with the following highlights of barriers that impede the prevention of HIV programs in general in Tanzania as follows:

*Structural barriers.* According to WHO (2007) Tanzania has one of the worst physician-to-patient ratios in the world, with just 0.031 physicians per 1,000 people in 2012. The lack of doctors is a particular problem in rural areas, where there are often only nurses available to treat patients. Additionally, a recent study showed that 40% of all doctors in Tanzania work in the private sector. Similarly, qualified doctors and nurses are migrating abroad because of better pay, conditions and training opportunities, means that the health sector shortages remain a critical problem to the scale up of HIV treatment, counseling and prevention in Tanzania. It is logical to argue that what students learn to be loyal to the country and learn what measures need to be taken to make the working situation suitable for doctors in Tanzania. Also, learners' ambition in taking science subjects to increase the ratio between doctors and patient, where students at form one are usually discouraged in taking science subjects.



Therefore, by integrating HIV/AIDS in the normal teaching of the English language students are made aware and their desire for science subjects is aroused.

***Social barriers.*** Gender inequalities and Gender-Based Violence (GBV) continue to hamper the HIV response in Tanzania. The Tanzania Demographic and Health Survey 2010, the last large scale survey to record GBV, found around 10% of women between the ages of 15-49 reported their first sexual intercourse as forced and 48% of married women reported experiencing sexual violence. For example, the sex corruption from bosses, people with authority (Lecturers in higher learning Institutions, teachers who have power over the future of the students) ask sexual favours to fulfil their duties and responsibilities. The need for clear understanding of the right of the girl child in the social context, no other place a girl child is free to explain her wishes assertively, the school environment particularly to their teachers.

***Stigma and discrimination are also a major challenge.*** The Tanzania Stigma Index 2013 Report by the National Council of People Living with HIV shows clear infringements on the rights of people living with HIV in health, work and school settings. For example, 13% of people living with HIV reported being told not to have children by health care providers. Others reported being forced into sterilization and pregnancy termination due to their HIV positive status. This type of stigma means that many people living with HIV practice self-censorship and have feelings of guilt that affect their quality of life. Indeed, around 44% of those surveyed for the Stigma Index had low self-esteem, and 30% felt ashamed. For example, from the study conducted one Tanzanian young girl claims, "At home my mother and I have tested and been found positive. She has told me not even to tell my relatives; not even my own sister because she is afraid I will be stigmatized. These are the issues that need to be taken into consideration to help young learners at secondary schools to

understand their roles in the society when living with people who are infected and be conscious about their health too.

***Economic barriers.*** More financial resources are needed in order to scale up Tanzania's HIV response, especially in line with new WHO treatment guidelines and with the adoption of option B. More resources are also needed to ensure that proper monitoring and reporting systems are in place for transparency of funding. The Tanzanian HIV response is heavily reliant on foreign funding, with 97.5% coming from foreign donors. The share of health sector spending by the government from its own resources has significantly declined from 13% in 2006/7 to approximately 6% in 2013/14.

In December 2014, a revision of Tanzania's national accounts brought the country closer to the World Bank threshold to qualify for lower middle-income status. As of the end of 2016, this reclassification had not been made. If it were to happen it would have significant implications for the amount of domestic funding that some international donors would require the Tanzanian government to provide for its HIV response. All these need immediate and sustainable measures to be taken, this study be one of them to create awareness of the pandemic in schools.

Additionally, Francoeur, Noonan, and Opiyo-Omolo (2004) state, teenagers are not told that condoms can protect against HIV; instead, they are taught that abstinence is the best method to avoid contacting HIV with nothing mentioned about condoms and students learn about AIDS in career subjects like Biology, where the basic facts about this killer disease are taught in a very clinical way. Therefore, should equally be integrated in the English language curriculum where the learners learn more in the classroom without pressure where they can be free to ask questions to

their English language teachers and gain a lot of experiences as they interact in class discussion with other classmates with different backgrounds about HIV/AIDS.

## **Capacity Building**

Capacity building, like integration, is difficult to conceptualize and generalize (Stringer, 2013). Scholars have provided varied meanings and definitions according to their contexts of use and factors that determine their use. Aduke and Amudalatu (2016) state that capacity building encompasses Human Resource Development (HRD) as an essential part of development. It is based on the concept that education and training lie at the heart of development efforts and without HRD most development interventions will be ineffective. “It focuses on a series of actions directed at helping participants in the development process to increase their knowledge, skills and understanding and to develop the attitudes needed to bring about the desired developmental change” (Aduke & Amudalatu, 2016. p. 4). This definition shows that building capacity is helping individual learners to meet their expectations sustainably and effectively; thus capacity building in this context is a process of developing and strengthening secondary schools’ skills, knowledge, attitude and abilities.

In this study capacity building means responses to meeting individual, collective and systemic needs so as to maintain school equilibrium in meeting individual learners’ immediate interests and solving societal problems. The focus must be on lifting outcomes for students. However, the concept is time and context dependent (Stringer, 2013). Therefore, English language teachers have to be creative enough in helping learners meet their needs and interests according to the set targets in the community where they live in.

Corporation for and Community Service (2012. p.1) state that capacity building as; “a set of activities that expand the *scale, reach, efficiency, or effectiveness* of programs and organizations. For example, capacity building activities may expand services, enhance delivery of services, or generate additional resources”. Capacity building in this view according to Corporation for and Community Service (2012) is established activities that can be attached in learners for the learners to be able to provide effective services, reach many people and situations, and efficiency service delivery among others. Students in secondary school level are expected to be prospective citizens in present and future generation.

### **Sex Education**

Sex education is among alarming issues in many communities around the world. For example, Francoeur et al. (2004) argue that the issue of sex education has become a major issue in Kenya because the government has made some efforts to introduce it in the schools, but this has met with considerable resistance from religious groups; particularly the Muslims and the Catholic Church. These groups are vehemently opposed to the use of condoms. Wickham (2008) similarly adds that, issues relating to sexual awareness and sex education in Brazil parallel those in the UK; for many reasons there is still a lack of comprehensive sex education nationally in schools. In spite of evidence that prolonging the school career and providing comprehensive sex education in schools has a positive impact in learners. Wickham (2008) nevertheless emphasizes that, young people with five or more years of education are more likely to delay sex, more inclined to use contraceptives, and less likely to have unplanned pregnancy but highly likely to contact sexually transmitted disease. The magnitude of lack of sex education is still vivid in many countries and communities around the world.

Sex education has been carried out traditionally as taboos and adolescents have been denied the right for sex education. For example, in Kenya after the stakeholders introduced books for a sex education syllabus in secondary schools, religious groups like Muslims, Catholic Church and parents; protested and therefore they advocated that sex education be left to parents, and that parents be involved in any decision that would affect their children (Francoeur et al., 2004). They also, “advocated AIDS prevention through abstinence and chastity; for married couples, they call for ‘zero grazing’ strict marital faithfulness” (Francoeur et al., 2004, p. 683). This discussion shows that sex education in Kenya has been largely stymied by the protests of religious groups, which deprived learners of their right to information in full about sex and sexuality.

These groups have undertaken sex education as part of initiation process, which begins much earlier in the extended family, and social structures of particular ethnic groups. However, it is clear that the issue of who should deliver sex education remains contentious (Wickham, 2008). Therefore, the school and particularly the flexibility of its integration in the English language curriculum can easily fill this gap. Francoeur et al. (2004) have further contented that sex education does not often come from parents; but rather that much of the sex education that our children have has been enabled through the ever growing Internet information or science and technology in communication, through the exposure of the learners to different friends from different backgrounds experiences. This is because parents usually tend to avoid any word, act, or gesture of a sexual nature; which sometimes their children do not get the right concept. This may give the reason for sex education as a crosscutting concept to be integrated in the school English language curriculum so that the learners get what is required in full for them to construct meaningful concepts.

Although in traditional society adolescents were initiated in a clearly defined process and period and by a series of events which include instruction for male/female roles in the society and especially in a given particular tribe. Adolescents are provided with information and instructions concerning marriage customs, morality, and acceptable sexual behavior. This may still be hard for the adolescents to open up to what they want, the norms, rituals and customs entailed in such instructions are expected to be strictly adhered to by and this may not be popular with learners or be in tune with learner's interests. Although many scholars recommend that sex education be taught in schools by teachers where students can be free to open up, such attempts have shown positive impacts, "in one survey, 47 per cent of teachers said they felt ill prepared to teach sex education to children; and as in the United Kingdom, many Brazilian parents find talking to their children difficult" (Wickham, 2008.p.288). It is also reported that a small percentage, about 32 percent of parents discuss sex matters with their children, and 50 percent claimed never to have done any conversation about sex education with their children (Wickham, 2008). This is too dangerous for any sustainable development to take place if the situation is serious as it is that parents do not talk about sex education to their children and teachers felt ill prepared to teach sex education. Additionally, studies have shown that parents have insignificant source of information about sex education when compared to teachers where 31% of girls and 38% of boys indicate teachers as the most important source of sex education information (Francoeur et al., 2004). Therefore, adolescents both boys and girls should get the right information about contraceptives, abortion, the responsibility of each one in sex education, sexually transmitted disease like HIV/AIDS, and population planning at the right time and the information given should be genuine and in full correspondences.

However, students still believe in teachers' directions, guides and trainings on sex education. This is because students can open up quickly with their teachers than parents. For example, secondary school students in Shinyanga region in Tanzania called for sex education from their teachers, because many of their colleagues found themselves losing their fertility due unsafe abortions and many of them contacted HIV/AIDS, sexual transmitted disease and involvement with early pregnancies. Many others wanted to understand what is entailed in female genital mutilation (FGM), early marriages and other issues pertaining to sex education (Mhavile & Almas, 2018). This shows that there is highly neglected are that needs to be addressed in terms of sex education for secondary school students and that there should be no more delay on this urgent issue that every learner should at least acquire sex education at their early years of secondary school. There is no doubt that one of the most viable way of enabling this is through the integration of sex education as a crosscutting issue in the teaching of the English language by way of integrated lessons where every form one (F1) studies aspects of sex education as a requirement of secondary school studies.

In recent times there have been reported increased cases of sexual corruption from various institutions and organizations in Tanzania. Many female students have been reporting their human dignity being invaded by their lecturers and bosses. Female students are forced to offer sexual favors for their exams to be highly graded or passed from one level to another. These students are victims of sexual corruption for a long time, and because it's something, which appears to be too private, and there is no clear avenue for them to explain and still be safe. They kept this sexual harassment confidential for long time (Mhavile, 2018). It is now that Doctor Shule from the University of Dar es Salaam who dared to help these students by reporting to

social Media's e.g. tweeter and all other social media started to write about sexual harassment, and everyone is now aware of the issue. The sexual corruption activists started to move openly door by door in Dar es Salaam City to caution people about this kind of harassment to young girls including day scholars who move far to and from school (Mhavile, 2018).

The teaching of this kind of sex education that focuses on sexual harassment to both boys and girls in secondary schools early enough can instill in their understanding clear role distinctions, respect, dignity and other vital life skills that can help them to take care of themselves and to be aware of their rights, duties, caution and precaution to be considered. Sexual corruption is a concern that can be taught in an integrated way by focusing either on the concepts of gender or concepts of sex education. This is what this study will find out how this kind of teaching is beneficial to our form one students in secondary school.

### **Communication and Information Sharing (Media Education)**

Learning today is no longer confined to schools and the classrooms. Modern information and communication technologies have made learning possible anywhere, any time and at one's own pace and space. Across the globe today, the emergence of readily available connective technologies has resulted in the documenting and sharing of daily life information in communities of all shapes and sizes; at all times and places (Frechette & Williams, 2016). Today's kids value technology as food for life that 'no technological gadgets no life', "today's digital kids think of Information Technology (IT) as something akin to oxygen; they expect it as it's what they breathe and it's how they live"; also the emerging and evolving technologies are creating a knowledge base for changing the educational landscape and facilitating the learning innovations (International Education Advisory Board, 2013.p.3). It is another idea that need clear



explanation on how to use it with clearly defined guidance on its use at early age, for the learners to maintain and have discipline on it. To be aware of what time is to be used, for what purpose and what other important things that should not be gained from the Internet.

Frechette and Williams (2016) add that, the growing of communication and sharing of information is due to the

...rapid growth of technologies most specifically mobile 'smart' phones in the daily lives of young people; more mobile phones than human or planet, and rapidly rising Internet connectivity throughout the world mediated platforms have fast become central prerequisites for connecting individual, communities, and societies. (p. 235)

Frechette and Williams (2016) have shown how the spread of information and the fast communication growing technologies are; where every individual can access any kind of information as quick as possible anywhere and at any time. For example, in Tanzania the demand for internet services for information has been growing and the bulk number of customers are young people, students, academics and business people (Laiser & Ombeni, 2013).

This fast growing of information accessibility needs guidance and corrective directives to the adolescents in order to be beneficial to them without compromising their future. This is because there is a lot of information out there for free and therefore, there is a need to guide adolescents when accessing this kind of information. The researchers' curiosity is how to guide students' Internet activities and to make it develop in a positive way in order to promote students' healthy habits and culture in Internet use. Although there is little about internet information use and its impact for adolescents in Tanzania, many of the secondary school teachers are

novices in the use of technologies; but educators can still do something to help adolescents use the bulk of information found in the internet wisely and to improve their learning. Many scholars believe that there are various impacts and benefits to be obtained through access of the Internet to support educational pedagogy and to facilitate the life-long learning for learners. Groff (2013) reveals a bigger question on ‘How can today’s schools be transformed so as to become environments of teaching and learning that make individuals lifelong learners and prepares them for the 21<sup>st</sup> Century?’ Thus, there is prudent need for teachers to come into the interplay of technologies in their classrooms for such an intervention stands a good chance of forestalling confusion in their learning processes and interactions owing to overwhelming bulk of information that they may need to track, organize and apply to their teaching tasks.

International Education Advisory Board (2013) contends that, the emerging and evolving technologies are creating a knowledge era, changing the educational landscape in extremely fundamental ways, and facilitating learning innovations never imagined before and therefore, these emerging technologies that have been witnessed in recent years, have forced educators to find ways to cultivate a culture of inquisitiveness, nurture creativity and engage the minds of the learners by using innovative approaches to teaching and task performance. This, in essence means that English language teachers cannot escape from guiding students in the use of communication and technological information in media. Given this observations, it is prudent to acknowledge Groff’s (2013) assertion and opinion that, technology in education should not be perceived in general terms; because it is clear that ICT has a central role in human life and in the learning processes in education. Therefore, it sensible and practical that, teachers must be ready to get clear and specific resources

in exploring different technologies in order to fully benefit from key areas that have demonstrated propensity to simplify pedagogical challenges.

It is inevitable that as the curriculum changes, teachers have to change and adapt too, and this is best realized during curriculum changes where consideration is factored into those changes in terms of the caliber of the teachers in the field, who may need to be engaged in in-service training so as to be abreast with the emerging changes in curriculum. According to Groff (2013) teachers are expected to know, familiarize and engage in flexible teaching approaches that are not dictated by institutional factors, but rather are flexible in their application in integrated curriculum design and teaching that is amenable to innovations and adaptations that reshape the existing system rather than helping to change the existing system. This is important and it calls for English language teachers in secondary schools to be innovative to teach an integrated English curriculum, by infusing into the existing school curriculum concepts of communications and information sharing using the flexibility of the English curriculum that integrates content from various disciplines.

### **Human Security Building**

Human security is defined variously according to what the author wishes to explain. The Commission on Human Security (CHS), in its final report on *Human Security Now*, defines human security as

‘...to protect the vital core of all human lives in ways that enhance human freedoms and human fulfillment’. Human security means protecting fundamental freedoms—freedoms that are the essence of life. It means protecting people from critical (severe) and pervasive (widespread) threats and situations. It means using processes that build on people’s strengths and aspirations. It means creating political, social, environmental, economic,

military and cultural systems that together give people the building blocks of survival, livelihood and dignity. (CHS, 2009, p. 6)

The CHS in its definition, views human security in ways that touch all human endeavors which include psychological, political, social, environmental, economic and cultural activities. This is a definition that has a lot of relevance for this study because, in practical terms this research touches all aspects of human life where security is inevitably incorporated. Secondary school students need to be educated on how to protect themselves from all matters of violence. The CHS views human security in two paradigms; first, human security is needed in response to the complexity and the interrelatedness of both old and new security threats—from chronic and persistent poverty to ethnic violence, human trafficking, climate change, health pandemics, international terrorism, and sudden economic and financial downturns. Such threats tend to acquire transnational dimensions and move beyond traditional (local) notions of security that focus on external military aggressions alone.

Secondly, human security is required as a comprehensive approach that utilizes the wide range of new opportunities to tackle such threats in an integrated manner. This is because human security threats cannot be tackled through conventional mechanisms alone. Instead, they require a new consensus that acknowledges the linkages and the interdependencies between development, human rights and national security (CHS, 2009). As a result, this focus in human security, there is need to also refocus the purpose of this study so as to see each student in English language classrooms understanding and appreciating the importance of observing of human security to their individual life, community and the nation at large. Human security touches lives of every member of whatever social class,

Table 1

*Possible Types of Human Security Threats*

<b>Type of Security</b>	<b>Examples of Main Threats</b>
Economic security	Persistent poverty, unemployment
Food security	Hunger, famine
Health security	Deadly infectious diseases, unsafe food, malnutrition, lack of access to basic health care
Environmental security	Environmental degradation, resource depletion, natural disasters, pollution
Personal security	Physical violence, crime, terrorism, domestic violence, child labor
Community security	Inter-ethnic, religious and other identity based tensions
Political security	Political repression, human rights abuses

community and nation. This is so because security underpins all aspects of the developmental process and its related activities for the purposes of yielding desired human life development human security is inevitable.

Generally, this human security definition proposes re-conceptualization of security in a fundamental way by moving away from traditional, state-centric conceptions of security that focused primarily on the safety of states from military aggression, to one that concentrates on the security of the individuals, their protection and empowerment. It is by drawing attention to a multitude of threats that cut across different aspects of human life and thus highlighting the interface between security, development and human rights. Furthermore, this definition focuses on promoting a new integrated, coordinated and people-centered approach to advancing peace,

security and development within and across nations (Khodeli & UNESCO, 2009).

This kind of human security liberates students in totality by looking at security from all angles, as a result each individual student would pay attention to the safety of his/her life starting from secondary school level which would later build strong beliefs on his/her life safety that is the only one who is responsible for her/his own safety. Consequently, English learners in secondary schools would be responsible citizen to take care of them first, community and nation at large as potential citizens.

As Kusumawardani (2017) argues human security brings together the ‘human elements’ of security, rights and development. Such as an inter-disciplinary concept displays the following characteristics in that it is: *people-centered, multi-sectorial, comprehensive, context-specific and prevention-oriented*. Kusumawardani states that each characteristic is critical based on how the elements individually and collectively liberate individual learners. As a people-centered concept, human security places the individual at the ‘centre of analysis.’ Thus, it considers a broad range of conditions, which threaten survival, livelihood and dignity, and identifies the threshold below which human life is intolerably threatened. Human security is also based on a multi-sectorial understanding of insecurities. Therefore, human security entails a broad understanding of threats, which includes causes of insecurity relating, for instance, to economic, food, health, environmental, personal, community and political security.

Moreover, human security emphasizes the interconnectedness of both threats and responses when addressing these insecurities. That is, threats to human security are mutually reinforcing and interconnected in two ways. First, they are interlinked in a domino effect in the sense that each threat feeds on the other. For example, violent conflicts can lead to deprivation and poverty which in turn could lead to resource

depletion, infectious diseases, education deficits, political instability etc. Second, threats within a given country or area can spread into a wider region and have negative externalities for regional and international security e.g. attracting refugees (Martin & Owen, 2014). This interdependence of insecurity elements has important implications for policy-making as it implies that human insecurities cannot be tackled in isolation through fragmented stand-alone responses. Instead, human security involves comprehensive approaches that stress the need for cooperative and multi-sectorial responses that bring together the agendas of those dealing with security, development and human rights. This is how the English language curriculum is supposed to play its central role in helping human security issues to learners.

In addition, as a context-specific concept, human security acknowledges that insecurities vary considerably across different settings, situations and as such advances contextualized solutions that are responsive to the particular circumstances they seek to address. Lastly, in addressing risks and root causes of insecurities, human security is prevention-oriented and introduces a dual focus on protection and empowerment (United Nations Trust Fund for Human Security, 2010). That security is based on the situation and settings to pave way on how one defines security and possible solution to tackle insecurities in particular places. The human security in Tanzania particularly needs to be understood in terms of interlinked processes which complement each other in solving economic, food, health, environmental, personal, community and political insecurities, this inevitably is a reflect cross-cutting concepts. Such an understanding is vital helping individual learners to achieve human security, as they are the current and next generation to implement the same in their society; help realize millennium development goals and help design and formulate educational policies that easily influence personal and/or country sustainable development.

**Protection and empowerment for human security.** Individual protection and empowerment ensure human security, rights and development. According to Wellman and Lombardi (2012) there are two building blocks for effective achievement of the goal of human security, Wellman and Lombardi proposed that ‘*protection and empowerment*’ as the bi-parts of any human security policy framework. CHS (2009, p. 7) argues that protection should be seen as “strategies set up by states, international agencies, NGOs and the private sector, to shield people from menaces” It refers to the norms, processes and institutions required to protect people from critical and pervasive threats. Protection implies a “top-down” approach, which recognizes that people face threats that are beyond their control (e.g., natural disasters, financial crises and conflicts). Human security therefore, requires protecting people in a *systematic, comprehensive* and *preventative* way. States have the primary responsibility to implement such a protective structure. However, international and regional organizations; civil society and non-governmental actors; and the private sector also play a pivotal role in shielding people from menaces.

Another human security concept is Empowerment, which is defined by the CHS as “strategies that enable people to develop their resilience to difficult situations” (CHS. 2009:7). Empowerment implies a “bottom up” approach, which aims at developing the capabilities of individuals and communities to make informed choices and to act on their own behalf. Empowering people not only enables them to develop their full potential but it also allows them to find ways and to participate in solutions to ensure human security for themselves and others in their communities. As CHS clearly states that, protection and empowerment are mutually reinforcing and cannot be treated in isolation; that is, “both are required in nearly all situations of human insecurity; although their form and balance will vary tremendously across



circumstances” (CHS. 2009:7). Therefore, there is need and some sense of urgency for English language teachers to appreciate the importance of an integrated curriculum on their part, on the other hand it is prudent for the learners to build human security capabilities to protect and empower themselves and others from all threats for effective sustainable development.

### **Benefits of Crosscutting Concepts**

The integration of cross-cutting issues into the English language curriculum helps the teacher to update his/her learners on the needs of the country, to connect the lesson learnt with real-life problems and challenges, to develop their attitudes and values, implement what they acquired in the classroom in everyday real-life, to become good citizens who can differentiate between good and bad. This is because ‘we are building our youth for future not building future for our youth’ (Next Generation Science Standards, 2013). Thus, helping our secondary schools learners to be aware of the existing and emerging tragedies through the use of knowledge, abilities and skills enabled by the crosscutting concepts. According to National Research Council (U.S.) (2012) cross-cutting concepts provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas. In this way the learners are exposed to various experiences that may lead to strategies to fight back all challenges encountered.

Further, crosscutting concepts when well integrated into the curriculum they address the fundamental aspects of nature, they also inform the way humans attempt to understand it and align with different practices. Thus, when students carry out these practices, they are often addressing one of these crosscutting concepts which makes direct links of classroom knowledge and the reality of living (National Research

Council (U.S.), 2012b). In this view, the integration of crosscutting concepts into curriculum design and delivery is a strategic innovation that explicitly shows how students benefit when one type of integrated curriculum is effectively implemented in the education system. For example, in carrying out an investigation where collection, analysis and interpretation of data are made, usually aimed at identifying cause and effect relationship of a phenomenon.

Furthermore, Next Generation Science Standards (2013) adds that repetition of concepts in different contexts will be necessary to build familiarity. This is because repetition is security to the guiding principles to reflect the core ideas in the science disciplines. As a result of this repetition students reduce the total amount of materials that are held accountable to learning. Therefore, these concepts “become common and familiar touchstones across the disciplines and grade levels” (National Research Council (U.S.), 2012b. p. 83). The discussion shows the importance of repetition of crosscutting concepts across discipline boundaries as concepts become familiar with in-depth understanding to every student and grade level accordingly and therefore, alter students’ performance.

For example, one new vocabulary is used differently in different contexts as linguistics call ‘*contextual meaning*’ to mean that, the way the author used such vocabulary in one particular context might be different from how another author used it in different context. In science and engineering a concept is used as Next Generation Science Standards (2013) puts it, is an attempt to show the difference on how and why they are used for the purposes of explaining natural phenomena in science, and to accomplish in solving a problem geared towards the goal in engineering. The students may need both types of experiences to develop a deep and flexible understanding of how these terms are applied in each of these closely related

fields. As crosscutting concepts are encountered repeatedly across academic disciplines, familiar vocabulary can enhance engagement and understanding for English language learners with language processing difficulties, and students with limited literacy development (p. 3).

It is important to note that, when students are exposed to various aspects of crosscutting concepts, it is easy for them to develop language competency naturally without clear demarcation and abilities of the various crosscutting concepts learned. Rather in dealing with language competency, students are enabled to see difference and familiarity, something that may be hard to achieve when curriculum is strictly compartmentalized due to different factors. It is these benefits that students are exposed to varieties of experiences at a time and thus comprehensibly internalize them from one level to another with obvious shifts in complexity, which gives this study a justifiable rationale to be undertaken.

The proponent of crosscutting concepts in scientific studies, recommend the assessment of these crosscutting themes to be assessed as whole not separately as it is used to be in compartmental disciplines, that is, theories and practices are to be concomitantly taken care of. As Next Generation Science Standards (2013) suggests “students should be assessed on the extent to which they have achieved a coherent scientific world view by recognizing similarities among core ideas in science or engineering that may at first seem very different, but are united through cross-cutting concepts” (p. 3). To make crosscutting powerful in creating meaningful learning students are to connect classroom skills in solving real world problems; and this weight is explicitly defined here. To show discrepancy of theoretical assessment of students’ cognitive domain and separate its implication, which integrated teaching and learning is geared to fill.

Moreover, crosscutting concepts are for all students regardless of specialization. As a result of exposure of concepts from science, arts and social studies among other fields of study; crosscutting curriculum design provides a range of concepts which help students to contact them regardless of their specialization which provide deeper understanding and higher levels of appreciation in critical thinking in widening the range of life expectations and practices (Next Generation Science Standards, 2013). Also, Next Generation Science Standards (2013) observed that “it is essential that all students engage in integrating crosscutting concepts, which could result in leveling the playing field and promoting deeper understanding for all students” (p. 4). From this point of view it is clear that crosscutting concepts promote deeper understanding of concepts in the real world; reflecting the focus of this study.

### **Interdisciplinary Approach**

Interdisciplinary teaching is a method, or set of methods, used to teach a unit across different curricular disciplines. For example, the seventh grade Language Arts, Science and Social Studies teachers might work together to form an interdisciplinary unit on rivers (Jones, 2010). As Repko, Newell, and Szostak (2012) define interdisciplinary education as a mode of curriculum design and instruction which individual faculty or teams identify, evaluate and integrate information, data, techniques, tools, perspectives, concepts or theories from two or more disciplines or bodies of knowledge to advance students’ capacity to understand issues, address problems and create new approaches to solutions that extend beyond the scope of single discipline or area of instruction (P. 3). This definition suits this study because of the emphasis on ‘a mode of curriculum design’ that means an approach of designing a curriculum (teaching and learning) to ‘integrate concepts’ such as crosscutting concepts from more than one discipline to solve problems that would

have been unlikely solved through single disciplinary means or curriculum in this case the current singular English language curriculum (focusing on language competence for communication) for secondary schools in Tanzania.

The interdisciplinary approach would be used to solve persistent English language issues of medium of instruction where learners on the basis of interdisciplinary approach have to focus on competencies, skills and expertise together with English language competence, which comes naturally as the learners, focuses attention in achieving crosscutting capabilities. The designing of interdisciplinary model for integration of crosscutting concepts towards solving issues of language of instruction, quality of education, methods of instructions and sustainable development among others in the teaching of English language curriculum in Tanzania secondary schools. Furthermore, Repko et al. (2012) offer the following insights (core features).

- 1) Interdisciplinary approach has a particular substantive focus.
- 2) The focus of interdisciplinary approach extends beyond a single disciplinary perspective.
- 3) A distinctive characteristic of interdisciplinary research is that it focuses on a problem or question that is complex.
- 4) Interdisciplinary approach draws explicitly on the disciplines.
- 5) The disciplines provide insights into the specific substantive focus of interdisciplinary research.
- 6) Interdisciplinary approach involves integration.
- 7) The objective of integration is pragmatic: to produce a cognitive advancement in the form of a new understanding, a new product, or a new meaning.

In this study the interdisciplinary approach involves the integration of CCC from various subjects into the teaching of English language curriculum for secondary schools in Tanzania. Golding, University of Melbourne, and Centre for the Study of Higher Education (2009) emphasizes that interdisciplinary approach to teaching involves a synthesis or balance of multiple perspectives to produce such things as a deeper understanding or illumination, a balanced judgment, viable solution or a product that creatively accommodates the different perspectives. Interdisciplinary approach therefore, “has the capacity to integrate knowledge and modes of thinking in two or more disciplines or established areas of expertise to produce a cognitive advancement such as explaining a phenomenon, solving a problem, or creating a product in ways that would have been impossible or unlikely through single disciplinary means” (Mansilla & Duraising, 2007. p. 219). These core features of interdisciplinary approach will be seen in different events in this study to reflect their characteristics and their implications in the designing of the English language interdisciplinary curriculum model with crosscutting content integration. In this study also, it will be clear how integration sets at the heart of interdisciplinary analysis with the English language curriculum model, because interdisciplinary process is applicable to any field and the results depend much on nature of the problem. In this case the end results will be an interdisciplinary curriculum development for English language teaching in secondary schools.

### **Summary**

It will be observed from the foregoing debates that in general, there are many persistent issues that compromise the teaching of English language in Tanzania secondary schools. These issues are varied in terms of range and complexity including such issues as the language of instruction, the narrowness, rigidity and singularity of

the curriculum content, the teaching focus and purpose being developing language for communication competence at expense of other critical issues that are necessary for country development in all spheres of life. The integrated curriculum design and teaching of English language will inevitably benefit a cross spectrum of issues such as social and cultural issues, political and economical among others. All these scholars, whose studies have been cited and interrogated in the foregoing debates, have focused on the improvement of language competence as a medium of instruction in the school curriculum.

However, it is hard to identify some solutions on how students learn the language in a natural and enjoyable way as they learn language one (L1). The necessity of this study is seen in terms of Cummins' theory upon which this study proposes that learners of the second language learning should be exposed to the social context where the complexity of rules and conditions of language teaching are minimized. In this social context, there are many opportunities for learners to be exposed to topics of their interests in which their regular life issues are reflected in ways that touch their existence directly. It has been argued convincingly that students learn better when they interact with issues that touch their existence and reflect that experience honestly. Such issues may include but not limited to sex education, HIV/AIDS pandemic and other associated diseases, human security and sharing of information through fast growing technologies. In light of this, the need for this study is justified, that inevitably both the English language curriculum design and delivery must be formulated in such ways as to integrate crosscutting issues which will enable the learners to get both language competence and critical skills for life accomplishments.

Further, the teaching of English language in secondary schools plays a major role than that of enabling language proficiency to facilitate competence in academic performance but to also enable the acquisition of various skills to help the learners fit in the society that they find themselves. Furthermore, it has been observed that the integration of crosscutting concepts in the teaching of English language in secondary schools has potential to cater for both language proficiency and academic competence in achieving various critical skills. Equally, the integration of crosscutting concepts in the teaching of English is also critical in enabling the undertaking of the integration policy of crosscutting concepts to all levels of the education system in Tanzania and the realization of Education Policy Declaration of 2014. It is clear from the review and related studies that, the teaching of English language does not adhere to the Tanzania education policy as declared in 2014 by Honorable president Jakaya Mrisho Kikwete; where crosscutting concepts are to be integrated in the school curriculum and taught at all levels of education system in Tanzania. This study therefore, sought to fill in the gap by proposing a model, which will influence the integration of crosscutting concepts in the teaching of English language to secondary schools in Tanzania where the importance of integration of crosscutting concepts as seen in the foregoing reviews and debates, holds so many benefits for students' life achievements.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter presents the design of the study, particularly the research methods and techniques that were used for data collection, the reasons for the choice of the subject, the techniques used to determine the sample size, the instruments used and their validation, data analysis scheme which included the application of statistical tools for treatment of data arising from this study and ethical consideration.

#### **Research Design**

This study employed an exploratory sequential mixed-methods design where both qualitative and quantitative data was collected and analyzed sequentially. It is an appropriate design for this study because the researcher learned more about the integration of crosscutting concepts in the teaching of English language in Tanzania secondary schools. The researcher started sequentially learning the integration of crosscutting concept in the first phase of qualitative analysis of the documents such as the English curriculum, syllabus, English textbooks and lesson plans. The exploration of the integration of crosscutting concepts in the teaching of English language was revealed. The researcher was able to identify the frequencies of crosscutting concepts found in the syllabus, English course books and lesson plans. In the first phase of exploring crosscutting concepts from the documents helped the researcher to build a foundation of understanding on the crosscutting concepts integrated in the teaching of English language and the extent of teachers' integration of the crosscutting concepts in the teaching of English in Tanzania secondary schools.

The document reviewed provided the research an in-depth understanding of the integration of crosscutting concepts in the teaching of English in Tanzania secondary schools, which helped her to develop questionnaires for quantitative data. The researcher moved to the second phase where quantitative analysis was done to measure the significant relationship between teachers' integration of crosscutting concepts, importance and attitudes towards the integration of crosscutting concepts. This is where the researcher learned more about the research topic, therefore, the strengths of qualitative research combined with the strengths of quantitative research as used proved beneficial in complementing and compensating for the weakness of each method (Sreejesh & Mohapatra, 2014).

The two methods were combined sequentially in a way that achieves complementary strengths and non-overlapping weakness. For example, quantitative research brings the strengths of conceptualizing variables, profiling dimensions, tracing trends and relationships, for formalizing comparisons and using large sample and perhaps representative samples. While qualitative research, brings the strengths of context and local groundedness, the in-depth study of smaller samples, and great methodological flexibility which enhances the ability to study processes and changes (Creswell, 2014). The sequential exploratory mixed method design followed the following steps:

1. The English textbooks and syllabus of Form One (F1) were analyzed to identify the crosscutting concepts integrated in the content using the qualitative method through Document Analysis Framework (DAF) where frequencies were analyzed.
2. The actual integration of crosscutting concepts was established by quantitative methods of data-gathering using questionnaires.

The exploratory method design in this two-phased mixed methods design, qualitative data was collected in the first phase and quantitative data in the second. Its general logic was that quantitative investigation is inappropriate until exploratory qualitative methods have built a better foundation of understanding. This is because the researcher first needed to develop a measuring instrument, but needed a deep understanding of the phenomenon in question or where it is important to explore some phenomenon in depth before measuring its distribution and prevalence. In this study the researcher explored in more detail the crosscutting concepts that teachers integrate in the teaching of the English language in Tanzania secondary schools generally and in form one in particular, notably focusing on teachers' perceptions of the importance and attitudes towards the integration of the crosscutting concepts.

Therefore, exploratory sequential mixed-method design was useful to this study as it addressed the teaching of English language curriculum that is characterized by uncertainty revealing that many of the teachers who teach English language to form one learners could hardly say they were aware of the education policy of integration of crosscutting concepts at all levels of education system in Tanzania. This was observed in the previous study about the integration of crosscutting concepts in the teaching of English language to secondary school learners; teachers' awareness (Laiser & Mugenyi, 2018). The existence information or research about the integration of crosscutting concepts in the teaching of English language in Tanzania secondary schools is little. Hence this study resorted to use exploratory sequential mixed-method design to explore the integration of crosscutting concepts in the teaching of English language. Generally, the aim of this exploratory sequential mixed-method design was to identify the scope of the integration of crosscutting concepts in the teaching of English language particularly in F1 classes in Tanzanian secondary

schools. The potential opportunities availed where integration has taken place, situations of interest in the integration processes which are likely to remain resistant to change and to identify the salient factors that might be found in the whole process of integration and be relevant for this study (Bazeley, 2017).

## **Population**

The population of the study was drawn from Meru district council found in Arumeru district from one of the region in the northern part of Tanzania called Arusha region. The choice of Meru district council among six (6) districts in Arusha region, was due to the project called Participatory Integrative Teaching Approach (PITA) currently running at Tumaini University Makumira situated in Meru district council; where one of PITA project focus themes is the integration of crosscutting themes into the teaching of languages, these are Kiswahili and English in secondary schools. There are thirty - (30) secondary schools in Meru district council, which include three (3) boarding schools for Advanced Level or high school only, and twenty-seven (27) day schools from twenty-four (24) Wards. The total number of the population of the learner from all thirty schools in Meru District Council is thirteen thousand seven hundred and sixty (13,760) students and three hundred and fifteen (315) total numbers of teachers. F1 alone has the total number four thousand three hundred and one (4301) students.

## **Sampling Techniques**

The sampling techniques used in this study included purposive sampling, which was used to obtain one district from about six (6) districts in Arusha region. This is Arumeru District, which have two Councils which Arusha District Council and Meru District Council. Meru District Council was purposely chosen due to its accessibility by the researchers. It is near by where the researcher works. There were

no reasons of studying a population that is farther when the population has the same characteristics. Purposive sampling also was used to get a sample of English language teachers who teach English lessons in selected secondary schools. This is because the study based on the teaching of English language; therefore, teachers of English are main participants of the study. Purposive sampling technique was also used to obtain the sample of Form 1 classes, which represented the student population that participated in the study. Form one (F1) students were selected because they have just joined secondary schools where according to Cummins theory of second language learning need to start with the language when content is embedded. Cummins theory suggest the learners to interact with the language in their natural setting where BICS are developed before the learner moves to the higher level where the content is reduced and the learners uses the language for CALP in extracting knowledge and abilities. There where no reason to move to another level instead of F1 students.

There are twenty-four (24) wards in total and 30 schools (classified as boarding and day schools). The number of schools in each ward is shown in (Appendix I). Stratified sampling technique was used to ensure that each type of school was represented. Stratified sampling is a probability sampling technique wherein the researcher divided the entire population into boarding schools, day schools, each ward schools and F1 classes in each selected school as strata, then randomly selected the final wards, schools, and classes proportionally from the different strata (Levy & Lemeshow, 2013). Stratified sampling allowed the researcher to improve precision (reduce error) in the selection of schools participated in the study. Stratified sampling is relative to simple random sampling (Lemm, 2012). Therefore, stratified sampling technique ensured that all schools are included in the sample.

Thirty percent (30%) of the total number of schools was sampled. The 3 boarding schools in the region were purposively chosen and 6-day schools were randomly sampled to make a total of 9 schools. The researcher wrote the names of day schools on small sheets of papers, folded it properly and put them in a small envelope where the researcher mingled them for a few seconds before the research assistant picked 6 schools randomly. If at least two schools picked come from the same ward, one school was randomly picked and the others were removed and another sheet of paper was randomly picked as replacement. If a randomly sampled school has more than one stream, one stream was randomly sampled.

Cluster sampling techniques were used, where all Form One (F1) students and all English language teachers from each randomly sampled school were involved. The total numbers of respondents were 92 teachers and 458 F1 students. All these sampling techniques were used to ensure that appropriate sample of study participants was obtained.

## **Research Instruments**

In this exploratory research design, the following research tools were used namely; document analysis, interviews, and questionnaires.

### **Document Analysis**

The Document Analysis Framework (DAF) (Appendix II) was used to analyze the data from the documents. The framework developed by the researcher according to the kind of data required for the study from the documents. The DAF contains the following parts 1. Number of topics taught to see generally the topics that students are engaged with in the students' exercise books, 2. To see activities that students engage with as learning activities, 3. The teaching activities, to see the activities that teachers engage the students with, 4. Teaching aids to see supporting aids teachers use in the

teaching of the English language, 5. To see student frequencies to field study for fieldwork, 6. The types of crosscutting concepts students 'engage with, and 7. Crosscutting concepts activities students engage with.

The documents like textbooks, syllabuses and students exercise books were reviewed to identify crosscutting concepts students interact with and the kinds of integration they reflect. These documents provided the background information and behind-the-scenes look at the integration of cross-cutting themes in the English language curriculum generally and its teaching in (Marshall & Rossman, 2016). Therefore, documents analysis data constituted ready-made data to add on the questionnaires and other methods as methodological triangulation. The frequencies were used in identifying specific or particular crosscutting concepts in the documents. These DAF instruments were used to the documents such as English textbooks, syllabus, lesson plan and students' workbooks were appropriate to the study since the researcher was able to collect information about crosscutting concepts integration.

## **Interviews**

The researchers developed interview guides to teachers (Appendix III) and students (Appendix IV). The interviews were developed following the prior understanding of the researcher on interspaced of crosscutting concepts in the English Textbooks, syllabus, and students exercise books. The research ensured that the guided interview questions takes not less than 15 to 20 minutes; where the questions were interrogated in groups of teachers and student as Focus Group Discussion (FGD). The FGD yielded the perspectives of the English teachers on the integration of crosscutting concepts in the teaching of English language. Therefore, the form of the interview was FGD where English language teachers discussed crosscutting issues as guided by the researcher and came to the agreement of all together as they discuss the

facts reminding one another of their situations and circumstances (Krueger, 2002).

Students were also interviewed through a FGD to give out their views on the integration of crosscutting concepts in the teaching of English language and the best way that could be used to achieve effective integration of crosscutting concepts.

## **Questionnaires**

The questionnaire was also developed by the researcher basing on the prior knowledge of the integration of crosscutting concepts in the teaching of English language. The researcher developed questionnaires for teachers (Appendix V) and questionnaires for students (Appendix VI). The questionnaires for teachers and students had the following sections: Section A, the demographic information of the respondents and Section B was evaluation of the teachers' practices in integrating crosscutting concepts in the teaching of English language. The teachers' questionnaire had additional sections; Section C, which included questions on the importance of integration of crosscutting concepts in English language teaching; Section D included questions that rated teachers' attitudes towards the integration of crosscutting concepts.

Questionnaires for students had been translated in Kiswahili to cater for the students' insufficiency and inadequacy of expression in the English language. The reason for this was to remain objective and to get unbiased good data for the study. Thereafter the responses provided by the students were transcribed and reported in English. The last section for the teachers' questionnaires was section E, which sought the teachers' views on what should be done for effective integration of crosscutting concepts and to be implemented in the teaching of English in secondary school in Tanzania.



Questionnaires were also used to collect quantitative data in this study. These questionnaires were administered to teachers who teach English lessons to form one student in the selected secondary schools. Students taking the English subject also participated in responding to questionnaires. This Questionnaire guide was a simple method to capture students experience about the importance of the integration of crosscutting concepts in their English classroom or the benefits they get. Everyone was free to respond to questions since their names were not indicated anywhere in the questionnaire nor were their classes indicated. Questionnaires were a suitable method for capturing teachers and students' experience of the integration of crosscutting concepts (Myers, Well, & Lorch, 2010). These questionnaire guides produced appropriate data used for quantitative statistical analysis in this study; where important facts were revealed and captured.

### **Validity of the Research Instruments**

*Content validity* refers to the appropriateness of the content of an instrument. In other words, to measure proposed variables (questions, observation logs, etc.) and accurately assess what the research seeks to accomplish or understand. Content validity therefore, indicates the extent to which items in the questionnaires adequately measure or represent the content of the property or trait used in assessing the manifestation and implementation of crosscutting concepts in the teaching of English language in secondary schools. The content validity of this study was achieved through proper conceptualization of the variables from the review of hitherto available literature. Expert validation was done where the instruments were presented to the dissertation supervisors for scrutiny and their comments and suggestions considered for inclusion so as to improve the content of the research instruments.

**Face validity** like other types of validity refers to the extent to which a test looks appropriate for what it is supposed to measure. Most refers to ‘judging a book by its cover’ without perusal (Carducci, 2009). One of the most important reasons for having a high degree of face validity is to help maintain the interest and involvement of individuals taking the test. For example a test for selecting potential executives should include some questions about making financial and human resource decisions, as well as questions about personal goals for them to be the best executive. Although in other studies authors argue, face validity does not give any valuable information concerning whether a test is really measuring what it claims it is measuring (Simmons & Lehmann, 2013). Face validity worked in this study to identify items deleted. In this study, face validity is seen where few items of teachers and some students’ questionnaires, where they looked to be appropriate in measuring the extent teachers integrate the crosscutting concepts in teaching English. The items were deleted to obtain reliable percentages of reliability during pre-analysis of reliability.

**Construct validity** also is the degree to which an instrument truly represents the underlying concept that it is measuring. The most complex form of validity in the types of validity is that of *construct validity*, which addresses the way a measure relates to other variables within a system of theoretical relationships (Teddlie & Tashakkori, 2009). Therefore, construct validity deals with an ongoing process of testing the instrument in different environments. The measure of construct validity in this study is flexibility to allow the measuring of interdisciplinary approaches in integrating crosscutting concepts in the teaching of English language to secondary school learners in Tanzania. The integration of crosscutting concepts in this is viewed from various angles looking at the possibilities of integration. For example the

crosscutting concepts embedded in the English textbooks, and/or kinds of integration available in literature, some which are viewed in this study are multidisciplinary, interdisciplinary, intra-disciplinary and trans-disciplinary integration among others.

### **Reliability of the Questionnaires**

Piloting questionnaires was done in Arusha City Council 12 randomly selected secondary schools were involved to test the reliability of the questionnaires where thirty-eight (38) English language teachers and forty-eight (48) students participated in responding to the questionnaires for piloting this study. Arusha City Council was chosen for to test the reliability of this study questionnaire because the population has the same characteristics. Cronbach's Alpha was run to ensure reliability of the questionnaire in this study; that is, the correlation among the answers measured to test internal consistency. According to Mohamad, Sulaiman, Sern, and Salleh (2015), "... the reliability item was accepted after the alpha is .70 to .99, whereas  $\alpha$  value within the .80 to .90 range is acceptable. The cut-off point for Cronbach's Alpha set in this study is .70.

***Students' questionnaire.*** The students' questionnaire addresses their evaluation of the teachers' integration of crosscutting concepts in teaching English. There were thirteen questions in the pilot study questionnaire for students, which yielded a Cronbach's Alpha of .675. Two questions were deleted to raise the Cronbach's Alpha coefficient to .724. The students' questionnaire therefore is reliable.

***Teachers' questionnaires.*** Table 3 shows the Cronbach's alpha coefficient obtained for each section of the questionnaire.

## Pilot study participants' demographic profile.

Table 2

### *Sample of the Pilot Study*

SCHOOLS	Teachers	Students
1A	9	12
2B	8	10
3C	9	8
4 D	5	8
5E	7	10
<b>TOTAL</b>	<b>38</b>	<b>48</b>

Table 3

### *Cronbach's Alpha for Teachers' Questionnaires*

Section	Number of Items	Cronbach's alpha
Integration of Crosscutting Concepts	11	.833
Importance of Integration of Crosscutting Concepts	26	.894
Attitudes Towards the Integration of Crosscutting Concepts	13	.705
Measures for Effective Integration of Crosscutting Concepts	14	.868

There were statements in the pilot study questionnaire for teachers that were found redundant, two from teachers' integration of crosscutting concepts and one from the perceptions on the importance of integration of crosscutting concepts which were removed to raise the Cronbach's alpha to at least .70, making the questionnaire reliable. The final reliability analysis is shown in Appendix VII.

## **Data Gathering Procedures**

The researcher got an authorization to do pilot study (Appendix VIII) and final data gathering after the office of Director of the Graduate Studies and Research of UEAB; in the School of Education Humanities and Social Sciences permitted a Research Ethics Clearance for the Thesis proposal (Appendix IX). The chairperson of Research Ethics Committee endorsed the two letters. The researcher obtained a letter of introduction from Tumaini University Makumira (TUMa) as the requirement of affiliated institution in Tanzania from COSTECH online system application for the study (Appendix X). Both the Research Ethics Clearance permit from UEAB and an introduction letter from TUMa were the requirements to the Commission for Science and Technology in Tanzania (COSTECH) (Appendix XI), and to the Regional Educational Officer (REO) (Appendix XII) for research permits. The researcher further used the research permits from UEAB, COSTECH and REO to request another research permit from Meru District Council (MDC) (Appendix XIII). The researcher used all these permits to ask the school heads to allow the teacher to talk to the participants for informed consent. Each school head introduced to the English teachers and students in the selected schools accordingly, then the researcher talked to the participants to ask their consent to voluntarily participate in the study. The researcher explained the purpose of the study to the participants and ensured their confidentiality and anonymity. Their names will not be disclosed in any means neither their schools. Also, the researcher ensured that all the data obtained from the participants is for academic purposes of this study only. The participants asked the researcher to meet them at their own convenient time.

Data was collected from documents analysis where the English syllabus and English textbooks was reviewed using document data analysis framework.

Additionally, the researcher also reviewed documents such as reference books and students work/exercise books to get information about the integration of crosscutting concepts in English language. The researcher then conducted interviews with the teachers and students exploring their attitudes and views on the importance of the integration of crosscutting concepts; where Focus Group Discussion (FGD) was managed with the participation of both teachers and students. The researcher finally administered questionnaires to both teachers and students to obtain data about the integration of crosscutting concepts in the teaching of English. The questionnaire includes the following sections: **A:** Demographic profile **B:** Teachers' integration of crosscutting concepts in the teaching of English – students' evaluation and teachers' self-evaluation; **C:** Perceptions on the importance of integration of crosscutting concepts –teachers' perspectives; **D:** Teachers' attitudes towards integration of crosscutting concepts, and **E:** Measures for effective integration of crosscutting concepts in the teaching of English.

### **Statistical Treatment of Data**

Research question one (1) was a qualitative research question, therefore, there was content analysis of the data drawn from the syllabus; textbooks and students exercise books. The DAF was used to collect such data. The data was coded and grouped according to the theme of the crosscutting concepts integrated in the form one English textbooks and syllabus. For research question two (2) descriptive statistics was run to find out teachers' self-evaluation of the extent to which they integrate crosscutting concepts in teaching English language in F1 classes in secondary schools. The means and standard deviations were computed. Also, descriptive statistics was run on students' questionnaire to evaluate their teachers' extent of integration of crosscutting concepts in teaching English. The means and

standard deviations were computed. In research question three (3), Mann-Whitney U was run between mean scores of the teachers' self-evaluation and students' evaluation to establish their significance difference of the extent of integration of crosscutting concepts.

In research question four (4), the descriptive statistics was run to establish teachers' perceptions of the importance and attitudes towards integration of crosscutting concepts, where means and standard deviations were computed. Pearson product-momentum correlation coefficient was run for research question number five (5) to establish significant relationships between the teachers' extent of integration of crosscutting concepts, importance of integration, and attitude towards the integration of crosscutting concepts.

In research question number six (6), stepwise multiple regression analysis was run to establish significant influence of the perception of importance and attitudes on the teachers' extent of integration of crosscutting concepts in the teaching of English. The adjusted R Square of combined predictors of perception of the importance and attitudes towards the integration of crosscutting concepts were computed. In research question number seven (7) descriptive statistics and content analysis of qualitative data from FGD were done to establish both teachers and students' personal views on how to make integration of crosscutting concepts effective. The mean score and standard deviations were computed from the teachers' questionnaire, and students' views from FGD were described and analyzed.

In research question number eight (8), content analysis was done from the research findings and literature review where, the interdisciplinary curriculum model was developed according to the output of the statistical testing of the study variables, the qualitative data and literature review. A model reflects the integration of

crosscutting concepts in the teaching of English language to secondary school learners in Tanzania secondary schools. The model was done after all the statistical testing and analysis of qualitative data was done and interpreted.

Generally, the level of significance to make decision about the null hypotheses was set to .05. All quantitative analyses were run using the Statistical Package for Social Sciences (SPSS). The use of SPSS assured that the analysis of quantitative data would yield appropriate calculations for the research questions, hence higher reliability of the study findings.

### **Ethical Considerations**

The researcher obtained Research Ethics Clearance letter from School of Education, Humanities and Social Science of the UEAB Ethics Committee. Thereafter, the researcher requested an introduction letter from Tumaini University Makumira (TUMa). Both letters were used to seek research permit certificate from COSTECH Tanzania. Another is an introduction letter, from Arusha Regional Educational Officer (REO) in Tanzania, which introduced the researcher the Meru District Council Educational Officer (DEO) at research area in Tanzania. The letter from Meru DEO introduced the researcher to the participating school heads accordingly. The schools' heads had to sign the letter to accept the researcher to collect data from the school community as targeted in the study, which include English language teachers, and Form 1 students in the selected schools for the study.

The researcher asked the informed participants' consent and willingness to participate in the study. The teachers agreed to participate in the study at their own convenient after the researcher explained the purpose of the study and ensured their confidentiality and anonymity. The researcher also asked the teachers to talk to the students to consent to participate in the study. The researcher arrived on the agreed



time and date in the participating schools accordingly. Therefore, the teachers guided the students to participate also in the study. Informed consent participants were informed about the purpose of the study and ensured that, every kind of information gained from them is for academic purposes of this study and nothing is taken for granted. Therefore, participants' confidentiality and anonymity was maintained by using encrypted passwords in the soft documents and hardcopy collected data to ensure none of the participant's name or the schools' name or any identity was disclosed. The researcher assured the participants that; their responses to this questionnaire are anonymous. So the researcher told informed-participants not write any identifying information on the questionnaire. That every effort was made by the researcher to preserve participants' confidentiality, such as assigning code name/numbers for participants that are used on all research notes and documents, keeping notes, interview transcriptions and any other identifying participant information in a locked file cabinet in personal possession of the researcher. Participants' data are kept confidential except in cases where the researcher is legally obligated to report specific incidents. Participants had to fill in and sign the consent form before participation in this study.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, ANALYSIS, AND INTERPRETATION**

This chapter presents, analyses, and interprets the findings of the study for each research question in the order that they are presented in chapter one. It starts from statistical analysis and interpretation followed by a discussion of the implications of the findings. The findings of the study are supported by relevant literature and related studies with proper citations. The discussions of the findings are enriched with open-ended questions from Focus Group Discussion (FGD) together with the document analysis and experiences.

#### **Teachers' Demographic Profile**

There were ninety - two (92) English teachers who participated in this study, where, forty-nine (49) teachers were male and forty-three (43) teachers were female, who teach English in the participated schools.

Table 4

*Gender of Teacher Participants*

	Frequency	Percent
Male	49	53.3
Female	43	46.7
Total	92	100.0

Majority of the teacher respondents are 40 years old and below, 75% of them have ages of between 31-40 years. This is presented in table 5.

Table 5

*Age of Teacher Participants*

	Frequency	Percent
25-30 yrs	13	14.1
31-40 yrs	69	75.0
41-45 yrs	4	4.3
46-50 yrs	5	5.4
50 years and above	1	1.1
Total	92	100.0

Most teacher participants have taught 10 years and below in secondary schools. Sixty-five percent (65%) have at most 5 years of teaching experience.

Table 6

*Teaching Experience in Secondary School Particularly Teaching English*

	Frequency	Percent
0-5 yrs	60	65.2
6-10 yrs	21	22.8
11-15 yrs	7	7.6
16-20 yrs	3	3.3
21 years and above	1	1.1
Total	92	100.0

Table 7

*Level of Education of the participating English teachers*

	Frequency	Percent
Diploma	15	16.3
Bachelor's Degree	68	73.9
Master's	8	8.7
No response	1	1.1
Total	92	100.0

As presented in table 7, majority of the teachers in secondary schools are qualified having at least a bachelor’s degree. However, 16% of them have diploma.

### **Students’ Demographic Profile**

There were four hundred and fifty-eight F1 secondary school students who participated in the study (458), where two hundred and seventeen (217) were male students and two hundred and forty one (241) were female students.

Table 8

*Gender of the Participating Students*

	Frequency	Percent
Male	217	47.4
Female	241	52.6
Total	458	100.0

As expected, participating students being in form 1 are 17 years old and younger. Ninety-six percent (96%) are between 14 to 17 years old.

Table 9

*Age of the Participating Students*

	Frequency	Percent
10-13 yrs	14	3.1
14-17 yrs	438	95.6
18-21 yrs	5	1.1
No response	1	.2
Total	458	100.0

Most of the student research participants come from day high schools (83%) and studied in primary schools with Kiswahili as medium of instruction (86%). These are shown in tables 10 and 11, respectively.

Table 10

*Type of School*

	Frequency	Percent
Boarding	75	16.4
Day	381	83.2
No response	2	.4
Total	458	100.0

Table 11

*Medium of Instruction of Primary School where the Students Studied*

	Frequency	Percent
English Medium	66	14.4
Kiswahili Medium	392	85.6
Total	458	100.0

### **Crosscutting Concepts in F1 English Textbooks and Syllabus**

This research question one (1) sought to find out the crosscutting concepts integrated in F1 textbooks and syllabus. The recommended textbook for Form One (F1) in secondary schools in Tanzania is ‘English Language for Secondary Schools Book One (2010)’ which was approved by EMAC in 2013 for the 2005 syllabus version (Appendix XIV). In this textbook there are thirty eight 38 units, where, eight (8) units have indications of talk of crosscutting concepts and thirty (30) talk of grammatical rules and language structure (Bukagile, 2010). These eight units include topics such as; Parts of the Body (Bukagile, 2010.p.6), Emeka from Nigeria (naming places-compass direction (p. 20), The Environmental Day (p. 37), Do Condoms Help? (p. 62), Boniface Gets Sick (about HIV/AIDS) (p. 65), Will we Survive? (Air pollution), (p. 85), Drug Abuse (. 89), and how is HIV/AIDS Spread? (p.97). The rest

of the units are on grammar rules language structure and they generally emphasize structural communication competence. A casual look at these topics shows that though crosscutting concepts are not entirely lacking in the textbooks used, they are nonetheless not well and comprehensively integrated in Tanzanian English textbooks for secondary schools. The few crosscutting issues, which are integrated, are mostly about HIV/AIDS and Environmental education leaving out many other critical issues like sex education gender opportunity among others.

The lack of sufficient integration of crosscutting concepts in F1 English Textbook, it is demonstrable evidence that the integration of crosscutting concepts has not been given due consideration to cater for the needs of the society. This particular findings of this study is similar to Kimaryo (2011) findings, who found out that, crosscutting concepts were not integrated in equal footing in all subjects and disciplines. It is also similar to Gak's (2014) study that researched the importance of content of the textbooks, in which Gak contended that, textbooks should be provided with the content which is relevant and which supports the entire life of the learners in the society that the students find themselves.

Another textbook that seems to have well integrated crosscutting concepts is the textbook written by Steven and Maina (2007), titled 'School Certificate, English for Tanzania Book One'(Appendix XV). This book has almost in all of its topics crosscutting issues. The issue with this book is that it is not a recommended and most of the questions it proposes do not appear in their final examination. However, teacher Diana (pseudonym) one of the English teachers from school M after the researcher analyzed the book and asked the teacher why they were not commonly using the book. She said that: "the book is good and both I and my students like the scenarios found in the book, but, most of the questions do not come in their final examination

and it's a supplementary reading not a recommended book" (Post book review conversation with Teacher Diana on 11<sup>th</sup> April, 2019). She added, students like the book so much because of the topics found in the book which talk about their normal life and sometimes students want to borrow for their self study "but, as you can see we have only ten copies for all four (4) F1 streams (Appendix XVI) so we don't lend them books because we fear loss and tear of the books which are handed to us with conditions" (Post book review conversation with Teacher Diana on 11<sup>th</sup> April, 2019).

The teacher was the head of the English department, so, she was conversant with all the issues pertaining to English language curriculum design and it's teaching in Tanzania. She confidently said that given her experience on the setting, the format and formulation of many national examination questions, she definitely knew what the book was worth. She showed her liking of the book because of the variety and depth of its topics, which touch the lives of the learners directly, and she strongly believed that if the book was availed to students it would arouse students' enthusiasm in the subject. It is true from the connection made by Cummins theory of second language learning that, the first stage (BICS) in learning a language is that of exposure to the social context where the learners learn a language in the social context. The learners arose the interest of the learners when it is socially constructed. In the English language syllabus for secondary schools Form I-IV (2012) (Ministry of Education and Vocational Training (MoEVT), 2012) there is no single clear topic or subtopic about crosscutting concepts rather it is too general and flexible to give book authors and the teachers the leeway to integrate the content which suits the general aims, main objectives, competencies and ability as stipulated in the syllabus. The syllabus is the principal guide to teaching and learning where teachers infuse content they believe to develop learners' competencies and abilities of various skills and

knowledge. According to the views gathered on the comprehensiveness of the syllabus, teachers and book authors have been give a wide range of freedom to make choices about what to integrate as crosscutting content in the teaching of English language for secondary schools. This shows that the English language as a subject has been accorded more flexibility compared to other subject disciplines not much freedom is allowed in terms of content integration to enable learners' acquisition of required knowledge and skills. The flexibility accorded the English language as a subject presents a range of opportunities that adds value to the subject and this is one of the strong points that this study recommends.

The findings of this study are similar to Al-Hamlan and Baniabdelrahman's (2015) study titled a "A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students' Needs" which recommended the recognition and urgency for a syllabus to be flexible so as to allow integration of supplementary and relevant content to cater for the students needs. Cummins theory of language learning comes in here at the second stage (CALP) of language learning where the context is minimized to the maximum that learners learn various skills with the help of the language itself. The academic industry of the learner develops to analyze and evaluate the content to extract skills and competencies entrenched in there. Therefore, the Tanzanian secondary school syllabus in its conditional both in terms of design and content input is in dire need of education experts' input so as to bolster its design, content and methods of delivery in such a ways as to encourage depth of understanding and practical implementation to meet student and country requirements. This line of thinking compliments what has been debated and affirmed in the background sections of this study where it has variously been argued that the



English curriculum taught in Tanzanian secondary schools is lean and narrowly focused on content which gives prominence to language skills at the expense of the inclusion of other equally critical issues of social, economic and ideological significance (Rubagumya, 1990; Rajabu & Ngonyani, 1994; Kusumoto, 2014).

Though the argument presented above is still valid, there was evidence obtained from students' exercise books which were reviewed (Appendix XVII) and from FGD that the extent and depth of crosscutting concepts integrated into the teaching of English language raises matters of concern notably that students are shallowly taught and thus lack critical content. This is because during FGD almost all F1 students mentioned topics from English textbooks only which are generally based on grammar rules and structure. Even when students are asked to mention topics that they would like to be taught next time they still mentioned on the topics based on grammar rules and structure. Also, almost, all the exercise books reviewed from participating schools focused on grammar rules and language competence (Appendix XVII). This might show that the teaching of English in secondary schools is narrowed and focused on language competence and critically eschews content that inculcates the development of abilities, skills and knowledge needed in society that are obtained from crosscutting concepts integration.

During FGD students restated their over-concentration on the grammar and structural competence topics and language ability, which demonstrates that students' understanding of the English discipline is all about communication competence and grammar rules. The researcher asked student to recall the topics that their English teacher taught them and almost all the students mentioned grammar concepts and hardly mentioned crosscutting concepts. This shows how scant the implementation of crosscutting concepts is in the teaching of English language in Tanzania secondary

schools. Although, the English language teachers claimed to be teaching crosscutting concepts to students during English lessons it was even clearer from their lesson plans review that crosscutting concepts were scarcely found.

### **Extent of Teachers' Integration of Crosscutting Concepts**

In this research question number two (2), the research sought to find out the extent to which English language teachers integrate crosscutting concepts in teaching English language to F1 based on a) students' evaluation and b) teachers' self-evaluation.

Descriptive statistics was run to get the means and standard deviations for students' evaluation and teachers' self-evaluation on the extent of the integration. The scale of Interpretation of the *Mean Extent* of Integration used in this study from the scale of one to four (1-4) is as follows:

- 1.00 – 1.49 Low extent (Disagree to the statement)
- 1.50 – 2.49 Fair extent (Tend to disagree to the statement)
- 2.50 – 3.49 Average extent (Tend to agree to the statement)
- 3.50 – 4.00 High extent (Agree to the statement)

### **Students' Evaluation**

In this research question, students were to evaluate the extent to which their teachers integrate crosscutting concepts in English language teaching in F1 classes.

From the statistical results in table 12 of the students' evaluation of the extent to which their English teachers integrate crosscutting concepts in the teaching of English, the mean is 2.742. According to the scale of interpretation in this study as mentioned above, this is between 2.50 – 3.49, which is average extent where the students tended to agree to the statements. The analysis of the data to this scale level

shows that students averaged agree to the statements that teachers integrate crosscutting concepts to some extent and not in its full capacity.

This was far clear during FGD with students from one of the participating schools, where students mentioned a few concepts that are in line with crosscutting concepts taught by their English teachers in English lessons classes. Although students mentioned a number of grammar rules topics taught by their English teachers a few students felt that their teachers are not competent enough to teach them effectively. Surprisingly, one of the students named Kibakuli (pseudonyms) claimed that, “... *nafikiri waalimu wetu hawana uwezo wa kutufundisha vizuri masuala mtambuka ambayo yana faida kwetu, Waalimu wetu hutufundisha zaidi kujua lugha ya Kiingereza*” (I think our teachers are not competent enough to help and teach us the crosscutting concepts which are beneficial to us rather most of the topics are based on helping us to communicate in English).

This is evidenced by the theory, which guided this study of Cummins (2016) that advocate the complexity of language learning and teaching, which require cognitive academic language proficiency (CALP) to come at the later stage where the learners are comfortable with the language use for content analysis and interpretation. The CALP stage of language learning is the advanced stage after the learner acquired basic interpersonal skills (BICS) to communicate their wishes assertively and use the language in a more social context attached. The complexity of language rules and grammar structure could be identified when language developed in learners to a stage where the language itself helps to create and synthesize information implanted in the text books and other teaching and learning materials.

The proposed stages of language development by Cummins theory support the development of language learning where learners' language basing on timeline to

allow the sinking of social learning in live context for the learners before the long time which is required to adopt complex understanding of the language to equip themselves with competencies abilities and capabilities to integrate complex information.

Table 12

*Students' Evaluation*

<b>My English teacher...</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Demonstrates awareness of the process of integrating contents from different field like Biology, Geography and society among others	1	4	2.91	.994
Draws topics from geography subjects e.g. environmental education	1	4	2.84	.997
Draws other content like human security for our English lessons	1	4	2.68	1.068
Asks us to read more on topics of our interest from different fields.	1	4	2.86	1.078
Helps us to understand gender opportunities during English lessons	1	4	2.56	1.184
Can integrate topics from other subjects without problems	1	4	3.00	1.062
Teaches topics from biology to help us understand our bodies	1	4	2.42	1.174
Teaches us about the fast spread of communication technology	1	4	2.64	1.111
Teaches us about issues relating to HIV/AIDS and stigmatization	1	4	3.01	1.109
Allows us to bring to class topics of our choice from other fields for discussion	1	4	2.45	1.127
Teaches crosscutting concepts from school curricula and out of school curricula.	1	4	2.75	1.031
<b>INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH</b>	<b>1.00</b>	<b>4.00</b>	<b>2.7423</b>	<b>.6070</b>
N = 458				

## Teachers' Self- Evaluation

There was need for the teachers to also evaluate themselves on the extent to which they integrate crosscutting concepts in English language teaching to F1 English lessons.

Table 13

### *Teachers' Self-evaluation*

	Minimum	Maximum	Mean	Std. Deviation
I am aware of the process of integrating contents from different field like Biology, Geography and society among others	1	4	3.32	.797
I draw topics from geography subjects e.g. environmental education	1	4	3.18	.811
I draw other content like human security for my English lessons	1	4	3.24	.803
I ask students to read more on topics of their interest from different fields.	1	4	3.27	.813
I help students to understand gender opportunities during English lessons	1	4	3.47	.750
I can integrate topics from other subjects without problems	1	4	3.22	.836
I teach topics from biology to help my English students understand their bodies	1	4	3.21	.753
I do teach my students about the fast spread of communication technology	1	4	3.18	.739
I teach my students about issues relating to HIV/AIDS and stigmatization	1	4	3.47	.782
I allow my English students to bring to class topics of their choice from other fields for discussion	1	4	3.03	.795
I teach crosscutting concepts from school curricula and out of school curricula	1	4	3.20	.833
<b>INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH</b>	<b>1.73</b>	<b>4.00</b>	<b>3.2531</b>	<b>.47309</b>
N = 92				

The statistical analysis in table 13 is about Teachers' Self-evaluation on the extent to which they integrate crosscutting concepts in teaching English subject to F1 students in secondary schools. In this part two of research question two, teachers were to assess themselves on how much they integrate crosscutting concepts in their English language teaching. The mean extent of integration of crosscutting concepts of the analysis from teachers' questionnaires is 3.2531, which by the scale of interpretation is between 2.50–3.49, which is average extent. It means that teachers tend to agree to the statements.

The mean evaluation of the teachers on the integration of crosscutting concepts is due to teachers understanding well of the integration of crosscutting concepts from the Participatory Integrative Teaching Approach (PITA) project conducted in the area by Tumaini University Makumira (TUMa) where some of the participating teachers in the study are involved in the project. This understanding seems to suggest that teachers are averagely aware of the crosscutting concepts integration in the teaching of English. This was evident when almost all teachers in FGD in the participating schools were giving many topics with crosscutting elements and how they can be integrated in language teaching. For example, in FGD the researcher asked the teachers if what they were saying was practical and live in their actual classroom and responded yes. In the mean while after the researcher asked for their lesson plans, nothing was found about crosscutting concepts integration.

Although they claimed of shortage of time to engage students with crosscutting concepts in their actual teaching. The crosscutting concepts found in their lesson plans and students' notes books were topics of crosscutting concepts found in their English recommended course books. Thus, the mean scores for teachers' self-evaluation on teaching the concepts of gender opportunities, which carried the mean

score of 3.47 and on the teaching of HIV/AIDS, which also carried mean score of 3.47 from table 13 is higher compare to other statements in the table. The gender opportunity and HIV/AIDS concepts are found in the students recommended course book, therefore, teachers are teaching because they concepts are recommended in the text book, that is why their mean scores are higher. This might be the case that if the crosscutting concepts are embedded in the text course books its highly liable to be effectively taught by the English teachers. It seems to suggest that if the teachers find crosscutting concepts already in the recommended books are likely to be integrated in the teaching of English.

These findings from both the students' and teachers' evaluation point out that the implementation of crosscutting concepts is not absorbed in its totality in that, teachers mention things in passing notably those that are found in the English books. This is because many of the crosscutting concepts mentioned by students to have been taught by their English teachers are all from English textbooks and something new was hardly mentioned out of the English text books. These findings are similar to what Etim (2005) observed that, teachers could integrate subject areas or concepts and organize the learning between the areas. Etim calls this kind of integration *fusion*, where teachers chunk together the common learning embedded in the disciplines to emphasize interdisciplinary skills and concepts. The content is to be embedded in the subject books leaving room for teachers to see and establish sources for crosscutting concepts. Therefore, teachers are assumed to take part in integrating the crosscutting concepts for the purposes of enriching the English language curriculum. This might only be possible if teachers are competent enough, understand the importance of integrating crosscutting concepts and have a positive attitude geared towards improving students learning. This seems to suggest that teachers do not find

additional materials to enrich the English curriculum on crosscutting concepts as recommended in the syllabus other than what is found from the recommended textbooks. Particularly, textbooks recommended by Tanzania Institute of Education (TIE) and approved by EMAC (Appendix XIV).

### **Comparison of Teachers' Self-Evaluation and Students' Evaluation**

In this research question number three (3) the researcher sought to find out if students' evaluation significantly differs from the teachers' self-evaluation on the extent of integration of crosscutting concepts in the teaching of English.

Table 14

#### *Group Statistics*

	Type of respondent	N	Mean	Std. Deviation	Mean Rank
INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH	Teachers	92	3.2531	.47309	388.29
	Students	458	2.7423	.60700	252.84

Table 15

#### *Test Statistics*

	INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH
Mann-Whitney U	10691.000
Wilcoxon W	115802.000
Z	-7.467
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Type of respondent

Mann-Whitney U test was run to compare two unpaired groups of teachers' self-evaluation and students' evaluation to determine whether the difference between the means of the two groups is significant at .05 level of significance. Mann-Whitney



U is used because the number of teachers was ninety-two (92), which is less than one-half of the number of students, which was four hundred and fifty-eight (458).

The analysis of the findings as reflected in table 14 revealed that the mean score for teachers is 3.2531 while that of students is 2.7423. As shown in table 15, the p-value is .000, which is less than the critical alpha of .05. Therefore, there is a significant difference between the mean score of the teachers' self-evaluation and students' evaluation of the teachers. That is to say that the teachers' self-evaluation of the extent of integrating crosscutting concepts in the teaching of English is significantly higher than the students' evaluation of their teachers, even though the mean scores for both groups fall within the average extent level.

The difference between the teachers' mean extent of integration is greater than students' mean evaluation of the extent of integration by .5108. Perhaps, this is due to English teachers wanting to show that they do integration of crosscutting concepts in English language teaching. This was not evident from students' exercise books review because most of the topics taught were for communication competence as compared to crosscutting concepts integration (Appendix XVIII). It was also clear in FGD with the students that their teachers taught mostly on language competence and language use.

However, by the use of data sources triangulation unlocked this ambiguity and it was clear from documents review, and FGD with the students that, teachers are not practicing all that they claimed in their questionnaires and FGD, that is, '*preaching water and drinking wine*'. Almost all students who participated in FGD from the participating schools mentioned many of the topics, which are typically focusing on communicative competence, which may include but not limited to grammar rules and language structure. In FGD almost all students mentioned topic and subtopics, which

are just found in the English course books, and they hardly mentioned topics, which were out of the English textbook. Students' exercise books reviews revealed this truth of grammar topics and crosscutting concepts, which are particularly embedded in the course books (Appendix XVIII).

Further, in the FGD students mentioned a lot of benefits that they think they would get when crosscutting concepts are integrated in English lessons. For example, one student said, *“kujifunza maswala mtambuka katika somo la Kiingereza kuna faida nyingi sana, mfano ‘corruption’ tutajifunza kuwa ni mbaya katika jamii kwani inazuia watu wenye haki kunyonywa, pia madhara ya madawa ya kulevya, tutajifunza ili tusijiingize humo kwani tutapoteza nguvu kazi ya Taifa”* (the learning of crosscutting concepts in English lessons have a lot of benefits, corruption for example will help us to learn to avoid it because it infringes the right of minority people in our society). Another student added that, “the learning of drug abuse for example will help us to avoid drug abuse because if we are addicted we lose power to work for our development) (FGD with Students of N school on April 9, 2019).

This may imply that the Cummins theory of language learning which advocates the early stages of language learning to allow students to learn the learning in their social context is crucial because learner learn best by doing. The idea of learners learn best by doing is backed by many scholars like Maddox (2009), Taylor-Cox (2013) and DuFour, DuFour, Eaker, and Many (2014) who believe that the exposure of the learner in the social context with manipulation of authentic materials would enable the learners to create their own knowledge. Therefore, bringing live situation in the classrooms and or provide opportunities for the language learners to meet the language in their normal activities and plays are likely to influence the learning of the language in their natural setting which by Cummins name it BICS.

Almost all students reiterated that their teachers taught some crosscutting topics and they enjoyed and loved the concepts. This is because after the researcher probed some of them they confidently said how they benefited from topics. For example, one of the student named Furaha (pseudonym) said that, “... *mwalimu ametufundisha kuhusu kutunza mazingira ili mazingira yakutunze*” (take care of the environment and it will take care of you) (FGD with students from school L on April 10, 2019). The presentation above seems to suggest that teachers are starting to get to know the importance of integration of crosscutting concepts in the teaching of English language. But they are not ready to declare that they are not implementing crosscutting concepts effectively in their teaching. This was evident from school P. when the researcher was holding FGD with the students, their teachers also participated and when the researcher asked students ‘which topics did your English teacher mostly teach you’ before the students answered the questions they looked at their teacher and their teacher gestured some answers of crosscutting concepts to them.

It is clear from the discussion above that integrating crosscutting concepts in subjects taught in schools is of critical importance. There are clear declarations and documentations, which clearly accord with the education policy proclaimed in 2014 by the Fourth President of Tanzania, Honorable Jakaya Mrisho Kikwete. However, its practical implementation has lagged behind due to lack of in-depth awareness by the teachers in service and those in training colleges and universities. Teacher Mariki (pseudonyms) complained of teachers being ignored when new education policies are formulated and announced or when new syllabus is introduced in the education system. Mariki was of the view that, “... we teachers are not considered when curriculum changes take place, even when new course books are launched. So it is

very hard for us to use the new syllabus or course books because we don't have any training nor orientation on how we can use them" (FGD with English language teachers on 9<sup>th</sup> April, 2019). These teachers added that besides being ignored and not getting involved, they are not even informed when there are curriculum changes and new books are introduced. But also even when the preparation of the books and syllabus is taking place, teachers like other most critical education stakeholders like students are not considered in any way. This might perhaps be the reason for them to believe that, even the concept of crosscutting integration must be assumed to be known to them even if they are not trained on it in any way. So they might have been using so much effort to show the researcher that they are aware of the integration of crosscutting concepts in the teaching of English language as maybe it may be assumed to be a shame to them that they are not aware of crosscutting concepts implementation.

### **Teachers' Perceptions on the Integration of Crosscutting Concepts**

In this research question number four (4) the researcher wanted to find out the perception of secondary schools English teachers on the importance and their attitudes towards the integration of crosscutting concepts in English language teaching to secondary school learners.

### **Perceptions on the Importance of Integration of Crosscutting Concepts**

This part (a) of the research question four finds out the perception of the teachers on the importance of integrating crosscutting concepts in English language teaching. Descriptive statistics was run to obtain the mean perception of teachers on the importance of integration of crosscutting concepts in English language teaching. The Scale of Interpretation of the Mean Importance used in this question is as follows:

- 1.00 – 1.49 not important (disagree with the statement)
- 1.50 – 2.49 less important (tend to disagree to the statement)
- 2.50 – 3.49 moderately important (tend to agree to the statement)
- 3.50 – 4.00 important (agree with the statement)

This scale is reflected in the following table, showing the mean of each statement as appeared in descriptive analysis. These analyses of the findings are backed up with qualitative data from FGD and documents analysis as explained earlier in the previous chapters.

The analysis presented in table 16 shows the mean perception of teachers on the importance of integration of crosscutting concepts was 3.2813, which according to the scale of interpretation ranges between 2.50 – 3.49, that is, moderately important. Teachers tend to agree with statements on the importance of integration of crosscutting concepts in the teaching of English language in secondary schools.

The statements ‘students become active participants when teaching topics touching their life directly’ and ‘students understand better when they share various experiences with others’ had the highest means of 3.66 and 3.53, respectively. The teachers agreed to these statements showing the importance attributed to integration of crosscutting concepts leading students to be active in learning and for better understanding. The findings are related to Pearson’s’ observation that students engagement in the classroom is at all time high when integration approach is being used (Sabere, 2017) . They tended to agree to all the other statements except for the statement ‘integration of crosscutting concepts does not help learners in permanent retention of knowledge’, to which they tended to disagree, this being a negative statement. In contrary, when students are too engaged in the learning of crosscutting concepts by themselves, it’s obvious to help students to retain and understand the

Table 16

*Perceptions on the Importance of Integration of Crosscutting Concepts*

	Min	Max	Mean	Std. Deviation
Students' interest in learning English language is stimulated when topics such as sex education and HIV/AIDS is discussed.	1	4	3.42	.874
Students become active participants when teaching topics touching their life directly	1	4	3.66	.651
Students learn critical skills when social topics are learnt in English	1	4	3.15	.759
Students develop skills out of content presented from disciplines	1	4	3.09	.755
The teaching of topics from other subjects enrich the English content/skills	1	4	3.33	.731
Topics from different disciplines help learners to understand the language	1	4	3.36	.659
The focus on concepts about students' life challenges arouse their interests	1	4	3.41	.744
Students understand better when they share various experiences with others	1	4	3.53	.735
Integration of crosscutting concepts helps the teachers to update learners on the current needs of the country.	1	4	3.47	.750
Crosscutting skills and knowledge help the learners to fight back challenges in life	1	4	3.39	.645
Teaching crosscutting concepts in English helps the learners to understand better the concepts rather than just studying them in particular subjects	1	4	3.18	.783
Integration of crosscutting concepts helps learners to identify cause/effect of various problems in the society they live in	1	4	3.32	.744
Teaching students concepts from other fields make them informed citizens	1	4	3.20	.759
Crosscutting concepts connect various parts of the school curriculum	1	4	3.28	.685
Integration of crosscutting concepts increases learners' active participation in the lesson	1	4	3.44	.653
Integration helps the learners to like the subject and schooling	1	4	3.35	.705
Integration of crosscutting concepts arouse students' interest in language skills	1	4	3.27	.776
*Integration does not help learners in permanent retention of knowledge/skills	1	4	2.21	.995
Crosscutting concepts enrich English language teaching curriculum	1	4	3.04	.802
Crosscutting concepts increase collaboration among learners	1	4	3.27	.776
The repetition of concepts in different contexts will build familiarity and concrete understanding across the subjects and class level	1	4	3.42	.683
Crosscutting concepts enhance learning cooperation and sharing experiences	1	4	3.31	.662
Crosscutting concepts connect what is learnt in class with real life challenges	1	4	3.44	.687
Crosscutting concepts develop confidence in dealing with life challenges	1	4	3.18	.694
Integration of crosscutting concepts develops positive attitudes towards language competence	2	4	3.33	.613
Cross-cutting concepts create room for self-confidence and personality development among individual learners	1	4	3.27	.676
<b>PERCEPTIONS ON THE IMPORTANCE OF INTEGRATION OF CROSSCUTTING CONCEPTS</b>	<b>1.65</b>	<b>4.00</b>	<b>3.305</b>	<b>.44240</b>
N = 92				

\*negative statement – recoded in the computation of the overall mean of perceptions

knowledge as emphasized by Chorley and Haggett (2013) who state that “I hear and I forget, I see and I remember, I do and I understand” (p.727). The process of engaging students in the learning situation when these students actively involved in the creation of knowledge by themselves will eventually understand, hence retention of the knowledge. Perhaps, this is what Cummins theory of language learning calling it as CALP where the learner reaches a higher learning stage to integrate understanding of various concepts in the learning of a language. This moderate mean of importance of the integration of crosscutting concepts for secondary schools English teachers, suggests, there is moderate understanding of the concept of integration in the teaching of English language. Moderate or average understanding of the concept of integration is clear not only from teachers but also from students. Therefore, there is also moderate understanding of crosscutting knowledge and understanding.

During FGD, all the teachers, emphasized the importance of the integration of crosscutting concepts to the teaching of secondary school learners. For example, teacher Faudhia (pseudonym) is of the opinion that, it is true that crosscutting concepts help students in a number of ways but teachers cannot concentrate in teaching these concepts because teachers are not trained to integrate them in the teaching and learning process. Not only that, Faudhia continued saying that every teaching focuses on completing the syllabus in time for preparations for exams, so there is no room of extension in the timetable for the teachers to concentrate in these matters. Therefore, perhaps this shows that what teachers find already in the textbooks, is the only topic that is considered and they do not bother looking for extra materials likely to enrich the topic. It seems to support the idea of moderate importance on the part of the teachers, which insinuates that teachers lack a wide range of understanding on the importance of integration of crosscutting concepts in

teaching English. Students in FGD also revealed moderate importance because a few crosscutting concepts are embedded in their textbooks. So the lack of exposure to the variety of crosscutting concepts to see their importance when integrated in English language teaching is lacking.

## **Teachers' Attitudes towards the Integration of Crosscutting Concepts**

This part two of research question four sought to find out the teachers' attitude towards the integration of crosscutting concepts in English language teaching. The descriptive statistics was run to obtain the mean perception of teachers' attitudes towards the integration of crosscutting concepts.

The scale of interpretation of the mean attitude of the teachers is as follows: -

- 1.00 – 1.49    negative attitude (disagree with the statement)
- 1.50 – 2.49    tend to be negative attitude (tend to disagree with the statement)
- 2.50 – 3.49    tend to be positive attitude (tend to agree with the statement)
- 3.50 – 4.00    positive attitude (agree with the statement)

The statistical analysis in table 17 shows that, the mean perception of teachers' attitude towards the integration of crosscutting concepts is 2.979, which according to the scale of interpretation; it ranged between 2.50–3.49 that moderately positive attitude of integration of crosscutting concepts. Teachers tended to agree with statements measuring their positive attitudes towards the integration of crosscutting concepts in the teaching of English language to secondary school learners. Therefore, the teachers tend to have a positive attitude towards the integration of crosscutting concepts.



The following statements received a low mean for attitudes of the teachers towards integration of crosscutting concepts. For example, the statement such as ‘crosscutting concepts are hard to teach in English classes’ received a mean of 2.07, which according to the scale of interpretation it is 1.50 – 2.49, that is, teachers tend to disagree with the statement. Another statement is ‘integration of crosscutting concepts consumes a lot of time in class’ which received a mean of 2.26. According to the scale of interpretation it is between 1.50-2.49, teachers tend to disagree with the statement. Again, the statement, which states that ‘It is time-consuming to find content from other disciplines to discuss in my English class, which received a mean of 2.29, which according to the scale of interpretation teachers tended to be negative. Where in another statement, which stated that the discussion of topics from other fields interferes with the completion of the syllabuses received a mean of 2.36. These statements are negatively stated and teachers tended to disagree with all negative statements.

According to Cummins theory (1978 -1981) of language learning these statements are of higher order thinking which requires the even the teachers to have passed this time line of the stages in second language learning. The logic behind this is, *‘one cannot give what one doesn’t have, but one can only give what one have’*.

That is, if the teachers went through the same education system of education its hard for them to identify the higher critical order thinking questions which required the help of the language itself to understand and analyze sentences. The level of CALP is required to both teachers and students in order to effectively integrate the same level of understanding of the instruction in the teaching of the English language to secondary schools in Tanzania.

Table 17

*Attitudes toward the Integration of Crosscutting Concepts*

	Min	Max	Mean	Std. Deviation
Cross cutting concepts should be taught in all class levels and subjects	1	4	3.30	.888
Crosscutting concepts skills and knowledge are for all students regardless of their specialization; from science to arts and social studies concepts	1	4	3.45	.749
*Crosscutting concepts is hard to teach in English classes.	1	4	2.07	1.089
*Integration of crosscutting concepts consumes a lot of time in class	1	4	2.26	.993
*It is time-consuming to find contents from other disciplines to discuss in my English class.	1	4	2.29	.934
*Discussion of topics from other fields interferes with the completion of the syllabus in English.	1	4	2.36	1.025
Integration of crosscutting concept in English influences learners to learn second language easily	1	4	2.95	.830
Integration of cross cutting concepts develop language competency	1	4	3.32	.710
Students learn the language easily when the focus of language is not on language grammar rather language use in crosscutting concepts	1	4	2.90	.907
*Drawing content from other subjects to enrich English language curriculum in secondary schools is not easy	1	4	2.45	.981
English language teaching is flexible since it allows various topics to be taught for example during composition	1	4	3.35	.794
Drawing content from other subjects to English language is easy since students bring topics of interest and they own their learning.	1	4	2.99	.846
*It is not easy to integrate concepts from other subjects in English	1	4	2.14	1.106
<b>ATTITUDES TOWARDS THE INTEGRATION OF CROSSCUTTING CONCEPTS</b>	<b>1.83</b>	<b>4.00</b>	<b>2.979</b>	<b>.464</b>
N = 92				

\*negative statement – recoded in the computation of the overall mean attitude

Although teachers tended to disagree with the negative statements, it was clear from the FGD that time seems to be mentioned by both teachers and students as something that tends to impede the integration of crosscutting concepts in English. For example, one student said publicly and loudly that, time is the challenge for them to discuss crosscutting concepts despite the benefits of the concepts. Another teacher called Razaq (pseudonym) said: “we are not able to integrate crosscutting concepts in our teaching and this is due to limited time and our focus is on finishing the syllabus in readiness for exams” (FGD with teachers from school Z on April 4 2019). He added that if these concepts are embedded in the existing curriculum and officially known to the central government that they bring questions from these crosscutting concepts in students’ final examination. Teachers would teach without rushing because adequate time would be allocated to enable reasonable teaching of these concepts, as they would be part and parcel of the school curriculum.

These findings have been observed by Swaby, Lucas, Ross, and Paleontological Research Institution (Ithaca, N.Y.) (2016) that, “the Next Generation Science Standards (NGSS) contains a set of learning goals that define and describe the ideas and practices that we need in order to be scientifically adequate. The NGSS are not a curriculum. They tell teachers not how to teach, but rather, are tools to show what to teach. They also show families what their children need to know and what children are expected to learn, and help schools and teachers know what to assess... so how do you teach NGSS, if NGSS itself does not tell you?” (p. 397).

This means that, the syllabus and course books, for example, should show the how, when and why of effective integration of crosscutting concepts. Remember that, NGSS is the first document that talked about the integration and interdisciplinary approaches. Therefore, its recommendations that integration should be explicitly

defined for effective practice is crucial. It seems to suggest that, the issue of integration of crosscutting concepts would have been screaming in documents alerting the teachers and all education stakeholders on its implementation. This might pave way to its effective implementation.

### **Relationship among Variables**

In this research question five (5) the researcher sought to assess the significant relationship between the teachers' extent of integration, perceptions of importance, and attitude towards integration of crosscutting concepts. Pearson momentum Correlation coefficient was run to obtain the significant relationship between teachers' extent of integration, perception of importance and attitude towards integration of crosscutting concepts in English language teaching.

Table 18

*Pearson Correlation*

INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH	Pearson Correlation	PERCEPTIONS ON THE IMPORTANCE OF INTEGRATION OF CROSSCUTTING CONCEPTS	ATTITUDES TOWARDS THE INTEGRATION OF CROSSCUTTING CONCEPTS
		.597**	.505**
	Sig. (2-tailed)	.000	.000
	N	92	92

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The level of significance used is .05 to make decision about the null hypothesis. The Sig. (2-Tailed), which is the P value on the relationship between perceptions of importance, is .000 that is less than .05. Therefore, there is a significant positive relationship between teachers' perception of the importance and integration of crosscutting concepts in the teaching of English language. It is therefore clear that

if teachers see the importance of integration of crosscutting concepts, then they will practice integration to a higher extent.

There is also a significant positive relationship between teachers' attitude and the integration of integration of crosscutting concepts in English language teaching. This is because the P value is .000, which is less than .05. Teachers with positive attitudes toward the integration of crosscutting concepts tend to practice integration in their teaching.

The positive significant relationship was very clear in FGD that almost all teachers were of the view that the integration of crosscutting concepts in teaching English influence positive students' outcomes. Also, all the teachers were giving examples of how and where the crosscutting concepts can easily be drawn to enrich the curriculum. For example, one teacher named Mercy (pseudonym) claimed to draw content to enrich the English language curriculum on crosscutting concepts from THL. The acronym THL was a very new word to the researcher, so the researcher was curious and anxious to know the long form of THL and what is it and how does it work. Teacher Mercy said she doesn't know the long form of it but she just knows it as a website where teachers and even students can find out content from F1 throughout Form Six etc. Mercy added " I draw a lot of content from THL where there are different types of content to enrich my English language teaching particularly on crosscutting content" (FGD with teachers from school M on 9<sup>th</sup> April 2019).

This kind of internet application used by teacher Mercy to download materials to enrich their curriculum is a *serendipity* in this study; where the researcher just stamped on it unknowingly. The researcher went on searching for the meaning of

THL from the internet to see what is it and how it works. After long search the researcher found out the following: -

THL is an acronym of Tibetan and Himalayan Library, which is a digital library, which provides integrated software systems, tools, fonts and documents to enable users to work with the collections with search and access procedures considerably more powerful than the traditional library. It goes far beyond the limited traditional tools of the library in enabling users to creatively interact with the digital collections and reference materials, as well as generate new user-defined collection for their own private purposes (Hjorth, Horst, Galloway, & Bell, 2017). One of the great advantages of THL Application is that the library itself provides the technologies and applications, as well as large amounts of storage to the users. Thus, the user simply requires a computer connected to the internet to access complex and rich repositories of data. The THL affords scholars a time-space in which to engage with the iterative cycle of observing, documenting, organizing, writing field notes, annotating, reflecting, and analyzing writing etc. Additionally, significant advancement in THL application is the ability to present field records and interpretive content of both primary and secondary sources in one space (p.44). This is an additional tool or webpages that afford teachers with a lot of materials across boundaries to enrich their curriculum.

This kind of miles that teachers have gone is a proof that teachers have positive perception of the importance and attitudes towards the integration of crosscutting concepts in English language teaching. This shows that teachers' perception of importance and attitude towards the integration of crosscutting concepts in English teaching are highly related. Perhaps, teacher Marcy has self-initiative to look for ways to simplify her teaching of the English to secondary school learners. Its

apparent that if teachers access the THL students also do to bring out challenges that teachers need not to be more competent to help the learners rather downloading materials and present as it is to the learners. Teachers are required to be able to sort out materials and present the requirements according to student's level and cognitive ability. These findings of this study are similar to Epler-Brooks (2019) findings that teachers' perceptions of the effective training influences their positive perceptions of the practice of instructions.

Also, these findings concur with Cummins theory (1979-1981) of language learning of this study, which supports higher order thinking and use of the language to acquire and access a lot of materials from various discipline and areas. The ability to extract materials and be able to use is the CALP, which is proposed by Cummins as higher level of language use in knowledge manipulation.

### **Influence of Teachers' Perception of Importance and Attitudes on the Extent of Integration of Crosscutting Concepts**

Under this research question six (6) the researcher sought to find out the influence of perceptions of importance and attitudes on the teachers' extent of integration of crosscutting concepts in the teaching of English language. Stepwise multiple regressions were run in order to obtain the best predictor between the influence of teachers' perceptions of the importance and attitude on the extent of integration of crosscutting concepts in the teaching of English language.

From the analysis in table 19, the adjusted R Square of combined predictors of perception of the importance and attitudes towards the integration of crosscutting concept is .378. Therefore, 37.8% of the variance in the extent of teachers' integration of crosscutting concepts in the teaching of English is accounted for by their perceptions on the importance of and their attitudes toward the integration of

Table 19

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.597 <sup>a</sup>	.357	.349	.38157
2	.626 <sup>b</sup>	.392	.378	.37304

a. Predictors: (Constant), PERCEPTIONS ON THE IMPORTANCE OF INTEGRATION OF CROSSCUTTING CONCEPTS

b. Predictors: (Constant), PERCEPTIONS ON THE IMPORTANCE OF INTEGRATION OF CROSSCUTTING CONCEPTS, ATTITUDES TOWARDS THE INTEGRATION OF CROSSCUTTING CONCEPTS

crosscutting concepts in the teaching of English language. The teachers' extent of integration of crosscutting concepts in the teaching of English is influenced by their perceptions on the importance contributing 34.9% and attitudes towards the integration with 2.9% contribution.

Table 20

*ANOVA*

	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.982	2	3.991	28.868	.000
Residual	12.385	89	.139		
Total	20.367	91			

**Dependent Variable:** INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH

**Predictors:** (Constant), PERCEPTIONS ON THE IMPORTANCE OF INTEGRATION OF CROSSCUTTING CONCEPTS, ATTITUDES TOWARDS THE INTEGRATION OF CROSSCUTTING CONCEPTS

From the analysis of variance in table 20, the F-Value is 28.87 with the p-value equal to .000, which is less than the set level of significance of .05. This shows that the model with perceptions on the importance of, and attitudes towards the integration of crosscutting concepts as predictors explains a significant amount of the variance in the practice of integration of crosscutting concepts in the teaching of English.



Regression analysis produces an equation that will predict the extent of integration of crosscutting concepts in teaching English in secondary schools (Y) using the teachers' perceptions of importance of integration ( $X_1$ ) and attitudes toward integration ( $X_2$ ). From the table of regression coefficients (table 21), the multiple linear regression model is as follows:

$$Y = .491X_1 + .238X_2 + .922$$

Table 21

*Regression Coefficients*

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	.922	.310		2.971	.004
Perceptions on the Importance of Integration of Crosscutting Concepts	.491	.110	.459	4.482	.000
Attitudes towards the Integration of Crosscutting Concepts	.238	.105	.233	2.272	.025

**Dependent Variable:** INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH

This means that for every unit increase in the perceptions of the importance of integration, there is a .491 unit increase in the extent of integration of crosscutting concepts in teaching English in secondary schools holding attitudes constant.

Moreover, for every unit increase in the attitudes toward integration, the extent of integration of crosscutting concepts in teaching English in secondary schools will be increased by .238 unit holding perceptions of importance constant.

### **Teachers' and Students' Personal Views on How to Make Integration of Crosscutting Concepts Effective**

In this research question seven (7) the teachers and students were to give their personal views on how to make integration of crosscutting concepts effective.

Descriptive statistics was run in order to obtain the mean frequencies of each statement. Qualitative data from both teachers and students FGD are presented.

The analysis below of the teachers' views on how to make the integration of crosscutting concepts effective shows different means from different statements. The scale of interpretation for the mean of each personal view used in this analysis from the four-point scale is as follows: -

- 1.00 – 1.49 disagree with the statement
- 1.50 – 2.49 tend to disagree with the statement
- 2.50 – 3.49 tend to agree with the statement
- 3.50 – 4.00 agree with the statement

From the analysis in table 22, in general, teachers tended to agree with the statements because most of the means lie between 2.50–3.49.

Teachers were of the view that, because teachers are the sole implementers of any curriculum, subject teachers' experts should be engaged in textbooks preparation. This statement carried the highest mean of 3.65. Also, majority of the teachers agreed with the statement that teachers' opinions should be considered during curriculum change and that teachers be provided with in-service training for any curriculum changes, which both yielded a mean of 3.63. The lowest mean is 3.24, which suggested that students should be allowed to give out their experiences from class for curriculum development. This is confirmed by teachers in the FGD contending those students are not at the level at which they can give opinion on what they should be studying but these students are not enabled to do so. For example teacher Noel (Pseudonym) said that, "it is true that students can be allowed to give out their opinion for curriculum development, but students are not in the position to suggest topics to

be learned according to their level” (FGD with teachers from school D on April 10, 2019).

Table 22

*Teachers’ Views for Effective Integration of Crosscutting Concepts*

	Min	Max	Mean	Std. Deviation
Subject teachers’ experts are to be engaged in text books preparation	1	4	3.65	.654
Teachers’ opinions should be considered during curriculum change	1	4	3.63	.707
Teachers are to be trained for curriculum changes to be effectively implemented through in-service teachers’ training	1	4	3.63	.644
Time should be allocated for students to go for field study and write reports or composition upon arrival.	1	4	3.60	.665
Teachers should not be ignored in curriculum development because they are the implementers of the change	1	4	3.60	.665
Teachers are to be flexible in terms of curriculum integration methods and content	1	4	3.59	.745
There should be firm and consistent education policies that should not be affected by political leaders in power	1	4	3.49	.736
Teachers should be involved in curriculum development	1	4	3.48	.845
The integration of crosscutting concepts skills should be taught in teacher trainings	1	4	3.46	.720
Cross cutting concepts skills and activities should be practiced through in-service workshops and training of all teachers of different class levels	1	4	3.43	.762
Students should be engaged in many activities pertaining crosscutting concepts for active engagement and language development	2	4	3.42	.597
All education stakeholders including parents and the community at large should be made aware of crosscutting concepts through school meetings.	1	4	3.34	.788
The importance of crosscutting concepts integration must be emphasized during teacher training.	1	4	3.30	.835
Students should be allowed to give out their experiences from class for curriculum development	1	4	3.24	.861
N = 92				

The findings that students are to suggest topics for curriculum development is similar to the findings by Laiser (2013) who observed that:

Learners do not come into the learning situation with the knowledge and skills to determine the content and the learning process, ... to enable them to reach their own objectives in learning... The learner would need the teacher to decide on the content and guide the teaching learning process. (p. 12)

This is even true from the students themselves during FGD when the researcher asked if they were given chance to suggest topics to be taught in English, which topics they would suggest. All students emphasized the same topics that their teachers taught them. Nothing was coming out from their own opinions as topics of their interests, although they were kind of enriching and expounding on topics that are already there by attaching more content of crosscutting concepts. For example, in one FGD from school T suggested on 'literary work' more examples should come from their own life experience rather than being asked to cram the experience of the characters in the book. Additionally, teachers argued about the inclusion of some materials that are irrelevant for society today, though the books in which they are contained are still in the education system and there are still questions from the outdated textbooks that are still coming in Form Four (F4) final examination. Teacher Maria (pseudonym) asserted that

For example, the book by Chinua Achebe, which is very old and in fact we are not using them in our classes, but still there must be a question in Form Four Examination-asking students 'is the book relevant to our society today'? And the students answer it 'Yes' and explaining what is in the books, but

actually some things are not reflected in our society today (FGD with English teachers of school L on April 10, 2019).

The preceding discussion shows the importance of teachers in curriculum development and especially in all parts of the curriculum. The discussion above demonstrates the teachers' understanding of the relevant content that should be imparted to students as compared to the downward system where textbooks and curriculum just come down to teachers for implementation. It is also clear from the findings that students are not in position to suggest for inclusion the content that should be included in the development of the curriculum. Although, students' views would be reflected through the teachers' eyes because the teachers bridge the gap between students' needs, interests and what is in the society. This seems to suggest the centrality of the class teacher in any curriculum development to improve students' learning outcomes. There is a sense of urgency that teachers need to be consulted whenever changes are needed for curriculum development; where the suggestion of the teachers might include learners' interests, needs and expectations. That, perhaps teachers have the ability to measure the relevance of the content if it suits the students and society they live in, including life challenges and how to solve them.

Further, teachers might be trusted models that have been trusted for long to guide the learning of our students. In any case, our culture might have contributed a lot towards the trust that society has on teachers, yet our students are not given full autonomy to exercise their expertise and be in charge of their own learning. That, the education system culture has not given opportunity to students to give out their views for consideration in classrooms, it will be more difficult for students' opinions to find their way into curriculum development. Teachers are given authority in the learning situation to guide and control the learning process. However, Laiser (2013) observed

that, “teachers do not forsake all of their old managerial and instructional tasks, but become much less dominant...” This means that, teachers should not give up the guidance of the learning process to learners but help the learners to own their learning and learners’ self-autonomy in the learning process. By so doing learners would build a culture of being responsible for their learning to understand what they are required to do, which might improve the learners’ learning outcomes.

Furthermore, teachers argued for all education stakeholders like parents, and new book authors to be given opportunity to suggest content for inclusion in curriculum development. Teachers stressed on the need assessment of the society so that it should be reflected in the school curriculum. This would help our students to get authentic knowledge, which would be of immediate use in the society that they find themselves. Similarly, teachers were of the view that it is important to be given in-service training once the syllabus changes or new textbooks are given out. Teachers complained that they just get ordered to use the new books and a syllabus with new changes without in-service training for capacity building to enable teachers to effect the new changes that will be reflected in learners’ learning outcomes. For example, teacher Maulidi (pseudonym) contended that:

For example, we are now supposed to use the new version of the syllabus, 2010 version. But because we are not guided on how the syllabus is used, we are still using 2005 version, as we find difficulties in implementing the new version. This is because there are things that have been removed or omitted from the new syllabus but because I am still using the old version and I am not aware of the new version I teach students outdated materials that will not actually help them (FGD with teachers from school Z on April 4 2019).

Teachers also added that the implementation of crosscutting concepts is possible only if teachers are given in-service training on how they can implement it in actual classroom situations. Teachers emphasized, not only in-service training for those in the system already but also teacher trainees in colleges and universities should be considered by embedding the elements of crosscutting concepts integration in their training program packages. Teachers continued that, for effective practice of crosscutting concepts integration, the notion should be made known to all education stakeholders including parents (society) all people who are interested and development holistically. The Ministry of Education and Vocational Training should also take crosscutting concepts integration into due consideration so that questions about crosscutting issues also appears in students' final examination. These findings are similar to the observations made by Miller and Lindt (2018) who found out that:

Crosscutting concepts have application across all domains of science. As such, they are a way of linking the different domains of science. They include patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change. (p. 168)

Miller and Lindt have shown that the integration of crosscutting concepts is to make clear to all education stakeholders what both the curriculum and the teaching entail. It should not be a myth to a few people, but rather something that is open and well defined in all fields for effective practice and best results. That crosscutting concepts need to be made explicit for students given that they provide an organizational schema for interrelating knowledge from various fields into a coherent view of the world. This means that, when students start early enough at the level of form one or even earlier in primary schools, they would be in a good position to

organize their learning very well to help move their understanding from simple to complex stage of physical, emotion, cognitive, and social. Therefore, there should be some modifications to the current practices, which present challenges for both teachers and students as they begin to learn about these standards and try to apply them in real classroom teaching and learning practices. Perhaps, the combination of efforts should be made to achieve effective crosscutting concepts integration in order to prepare students to be competitive in this global workforce.

### **Curricular Model for Effective Integration of Crosscutting Concepts**

Under this research question eight (8) the research suggests a curriculum model for effective integration of crosscutting concepts in English language teaching for secondary schools in Tanzania. This model emanated from the findings of this study and the literature review. This model is suggesting effective sources of the English language curriculum content, English curriculum content implementations and the probable outcomes of learners' changes in behavior. This model is named as an English Language Interdisciplinary Curriculum Model.

The first part of this model is *input* where, various education stakeholders manifest the sources of curriculum content. That, during FGD the teachers were complaining about being neglected in the whole process of preparing a curriculum and are just receiver of changed curriculum and course books for implementations. Therefore, they were of the opinion to be involved in the whole process of preparation because they are the link between what students have to be and what do the society expecting from the students. The findings of this study are similar to the observation made by Darling-Hammond and Bransford (2013) that, "... most adults share experiences of seeing teaching in the eyes of the child. The child's view of teaching can produce a highly simplified image of what it means to teach" (p. 169). This shows





Figure 5. English language interdisciplinary curriculum model. (Source: Researcher, 2019)

significant of teachers' involvement in all stages of curriculum development. As Patankar and Jadhav (2013) add that, the process of curriculum framing and preparation of textbooks be decentralized so as to increase teachers' involvement in these tasks. This is because; curriculum is the best means of overall development of students; and the teacher is mediator between curriculum and students. The teacher knows various needs of students, educational institutions, industries, parents and other stakeholders throughout.

Students are of course important to be considered in curriculum development where their needs and interests are met. Teachers were also of the opinion that students' interests and needs if considered students will learn the content happily and enjoying to create their own knowledge and understanding. This findings have also been found by Harfitt (2015) that the curriculum should ...” provide more opportunities for students- centered learning and to cater for learner diversity. ... in specific section of the ... curriculum document teachers are given guidance... including negotiating goals and content with learner, adapting teaching to students responses... and enhancing the quality of interaction in the classroom” (p. 22).

It is also clear from Darling-Hammond and Bransford (2013) that teachers where hidden in the mysteries of teaching when they were students before enter the field of teaching. They found out that they were never involved in the intensive planning that is required for even one day of teaching. The rest of the stakeholders are paramount when looking how the curriculum is important and looked at from diverse perspectives to cater for the broad requirements of the country.

The second part of this curriculum model is the *process* part where, the curriculum is established in real classrooms. This is central for this study where teachers need to be aware of the Cummins theory of second language learning. The

Cummins theory developed two important sections in learning a second language where timeline is a baseline. There are BICS, which Cummins argued that is required rapidly within six months to two years to develop Basic Interpersonal Communication Skills (BICS).

The students need to learn the BICS at first where the learning of social skills in play grounds, face-to-face communication, conversation about home environment and everyday speaking. The BICS are kind of ‘surface’ skills of listening and speaking, which are typically acquired quickly by many students. These social, emotional and critical thinking skills are mostly acquired when the language is placed in the context of conversation where authentic activities are presented in the target language (Cummins & Swain, 2016). The teachers need to expose the opportunity for the learners to interact with the language in their social context to meet and find the target language in their natural settings. The students in the first part are to experience with the language in the context where almost all the activities are provided in real life situation (visual and oral cues) by drawing concepts from various disciplines to engage the students with.

Thereafter, the students slowly move to the complex situation of the language where the language is used to deal with abstract knowledge and understanding. The Cognitive Academic Language Proficiency (CALP) according to Cummins, students are to cope with academic demands placed upon them in/from the various subjects (Cummins, 2010). At this stage, teachers reduce the context and all concepts and tasks rely solely on the language itself where students have no other help other than the language. Teachers draw contents from other disciplines that are both cognitively demanding and context-reduced. The learners gradually start to move following cognitive ability of comparing, classifying, synthesizing, and evaluation of

content materials. This is only possible if the learners are exposed to different context and concepts from various disciplines to cater for the needs and interests of the current society requirements. As Miller and Lindt (2018) observed curriculum helps to connect students learning in ways that are meaningful to their current and past experiences. Where Etim (2005) emphasizes the curriculum which plan learning and organizing instructional programs so that matches the developmental needs of the learners. This is conceivable only if the English curriculum is rich and flexible to allow drawing of contents from various disciplines. This is because a narrow and based on particular contents for individual subjects does not allow this room of suppleness of the content. At this stage of this curriculum teachers are required to employ integrative and interdisciplinary approaches to allow students benefit the potentials brought by crosscutting concepts integration.

Furthermore, the last but not least part of this model is the *product* part or outcomes expected after the effective implementation of informed and rich integration of crosscutting concepts curriculum. The effective integration of crosscutting concepts in English language teaching influences students change in behaviors where the content learned retain for good in learners' mind and understanding if explicitly defined. The learners acquire skills for solving real life challenges, solving immediate problems in the society they find themselves and feeling creative of their own knowledge and understanding.

However, the implementation of this effective crosscutting curriculum model requires the understanding of teachers to a large extent, where their beliefs and approaches rely on the assumption that student's learning is conceived when learners interact with various content materials that engages in critical thinking skills. Also, teachers should be aware of the integration policy. As Darling-Hammond and

Bransford (2013) contended that, teachers should be aware of the new policy and new textbooks for effective curriculum implementation to produce potential citizen for country development. This study therefore recommends for teachers' awareness of the education policy for effective integration of crosscutting concepts in the teaching of English in Tanzania secondary schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter entails a summary of the study, which includes the main purpose of the study and statement of the problem, the theoretical framework, sample, instruments used in this study and statistical analysis. It also presents the summary of the findings, which are numbered according to research questions and gives direct answers to the research questions, where each finding has a corresponding conclusion. Last but not least, this chapter gives recommendations based on the findings of the study, which are more or less than the number of the findings before suggestions for further studies.

#### **Summary of the Study**

The purpose of this study was to analyze the integration of crosscutting concepts in English language teaching and to create a model for effective interdisciplinary curriculum development in Tanzania secondary schools. This was to answer the question, which required the schools' curriculum to integrate crosscutting concepts in teaching and learning process. The fourth president of Tanzania inaugurated the education policy in 2014 requiring integration of crosscutting concepts at all levels of education and subjects. Since English language teaching is one of the core subjects in the schools' curriculum, and plays a significant role, importance and function in sharing of knowledge, skills and abilities. It is to adhere to the education policy of integration of crosscutting concepts from all other subjects and disciplines around the world where Tanzania is included.

This study adopted two theories, which are Cummins' theory of second language teaching and interdisciplinary approach. Cummins' theory suggest on the timelines and challenges that the second language learners encounter in the process learning. Where, Cummins believe the learner develops Basic Interpersonal Communication Skills (BICS) first in the social context when the content is embedded in the context.

As the child moves from the social context of language learning with the BICS to another stage of learning a language in the academic context where, language proficiency develops to complex cognitive academic stage. The child at this stage level develops both language and cognitive abilities where, academic cognitive complexities begin to chat in learners' understanding. The child at this stage begins to use the language in acquiring the various skills and understanding. This second stage in language learning, Cummins name it as Cognitive Academic Language Proficiency (CALP).

The second is the theory of interdisciplinary approach, this theory suggests the use of interdisciplinary approach to develop curriculum model for the purpose of integration. Therefore, interdisciplinary curriculum designs to bring together distinctive components of various disciplines to cater for multiple skills, knowledge and abilities.

This study employed exploratory mixed method design where, qualitative data were analyzed in the first phase to build a foundation of understanding before the analysis of quantitative data. The participants in this study were ninety-two (92) secondary school English teachers and four hundred and fifty eight (458) Form One (F1) students. From nine (9) selected schools in Meru District Council from Arumeru

District in Arusha Region. The statistical data analysis based on each research question.

## **Summary of Findings**

The summary of the findings is presented according to the research questions as follows:

1. There are crosscutting concepts in recommended textbooks for form one (F1) classes for Tanzania secondary schools. These are parts of the body, finding directions, environment, sex education, pollution, drug abuse, and HIV/AIDS. The review of the syllabus and the students' exercise books reveals the crosscutting concepts found in the recommended textbooks by the authorities like EMAC and TIE. However, there are other textbooks, which are not recommended, that embrace a large number of crosscutting concepts.
2. Basing on students and teachers' evaluation, the extent of integration of crosscutting concepts in English language teaching is moderate.
3. The mean score of the teachers' self-evaluation of the extent of integration of crosscutting concepts in English language teaching significantly differs from the mean score of students' evaluation.
4. The teachers of English language tend to agree that, and tend to be negative in their attitude toward, the integration of crosscutting concepts in teaching.
5. There is a significant relationship between the teachers' extent of integration, perceptions of importance, and attitudes towards integration of crosscutting concepts in teaching English.
6. The teachers' perceptions of importance and attitudes account for 37.8% of the variance in the extent of teachers' integration of crosscutting concepts in teaching English.



7. The best measures suggesting effective integration of crosscutting concepts in English language teaching are: subject teachers' experts are to be engaged in textbooks preparations, teachers' opinions should be considered during curriculum change, teachers are to be trained for curriculum changes to be effectively implemented through in-service teachers' training, time should be allocated for students to go for field study and write reports or compositions upon arrival, teachers should not be ignored in curriculum development because they are the sole implementers of the change and teachers are to be flexible in terms of curriculum integration methods and content among others to make a total of fourteen statements.
8. The curriculum model for effective integration of crosscutting concepts has three important parts to be considered: 'input', which deals with the sources of English curriculum which include but not limited to education stakeholders such as country ideology, society needs, book authors, students, teachers, NGOs, and parents; 'process' where English language curriculum implementation takes place; and 'output' where the expected students outcomes are expected on students' change in behavior.

### **Conclusions**

The following conclusions are drawn from the findings:

1. Although crosscutting concepts are not entirely lacking in the English textbook, syllabus, and students' exercise books, they are nonetheless not well and comprehensively integrated.
2. The English teachers integrate the crosscutting concepts to a moderate extent due to various impediments including but not limited to time, in-depth

understanding of the concept and the education policy of integration, competencies and lack of training among others.

3. The teachers' self-evaluation means score of the extent of integration of crosscutting concepts in the teaching of English in secondary schools is significantly higher than the students' evaluation mean score.
4. The teachers perceive that the integration of crosscutting concepts in teaching English in secondary schools is moderately important. Moreover, they have a moderately positive attitude towards integration.
5. Teachers who have positive perception of the importance and positive attitudes tend to integrate crosscutting concepts in teaching English in secondary schools to a greater extent.
6. The perceptions of the importance and attitudes significantly influence the teachers' extent of integration of crosscutting concepts in teaching English in secondary schools.
7. The effective integration of crosscutting concepts in English language teaching is possible if subject teachers' experts are engaged in textbook preparation, teachers' opinions are considered during curriculum change, teachers are trained for curriculum change through in-service teachers' training, time is allocated for students' field study and write a composition or reports upon arrival. Teachers should not be ignored in curriculum development because they are the sole implementers of the change.
8. The English language interdisciplinary curriculum model developed from this study would improve and influence effective integration of crosscutting concept in English language teaching to yield positive students outcomes. The effective integration of crosscutting concepts in the teaching of English in

secondary schools' policy would be achieved and pave the way for concomitant interdisciplinary approaches in language teaching in Tanzania.

## **Recommendations**

This study made the following recommendations based on the findings of the study. The recommendations are categorized into the following subtitles:

### **Recommendations to the Curriculum Developers**

The curriculum developers should make effort to ensure all the education stakeholders, which may include but not limited to, teachers, parents, NGOs based on education matters curriculum developers, secondary and primary schools' textbooks authors and Tanzania Institute of education among others are explicitly aware of the education policy of integration of crosscutting concepts at all levels of education.

The curriculum developers also should ensure that the interdisciplinary curriculum is embedded in teachers training colleges and universities. This would help teachers to be trained and be able to explore more on the interdisciplinary approaches.

### **Recommendations to the Government**

This study recommends the following to the government of Tanzania:

The government has to build a firm and strong department that will guide and control the education policies in Tanzania. This would provide security to education policies in Tanzania. So that political and other individual leaders in power would not be able to amend the education policies once they are faced in power.

The government should also provide necessary materials for schools to effectively integrate crosscutting concepts in the school curriculum. Both teachers and students in schools should access various integrative materials for sufficient outcomes on students learning. For example, provision of computer labs with constant internet

connection for both teachers and students to access the THL website to simplify the teaching as well as the learning process accordingly.

Also the government after the dissemination of this study through publication or if COSTECH upon the request of the researcher provide an opportunity for the presentation of this work to authorities, to emphasize the implementation of the curriculum model for effective integration of crosscutting concepts-emanated from this study.

### **Recommendations to EMAC and TIE**

This study recommends the book authorities that recommend the books and syllabuses to be used in the education system to select books that comply with the new syllabus and reflect the new education policy at particular points once the any curriculum change or improvement take place. Also, to enforce the need for the teachers to be oriented and given in-service training once the new syllabus or course books or once any changes occurs in the textbooks and /or syllabus. This is because curriculum is dynamic that use to change all the time to cater for the current needs of the society and interests of the learners.

Further, the authorities to recommend good books, which support the implementations of new policy, like this of integration of crosscutting concepts at all levels and subjects in the education system.

This study also, recommend to the authorizes to recommend the English interdisciplinary curriculum model to be used for effective integration of crosscutting concepts in the teaching of English language to secondary school learners in Tanzania.

## **Recommendations to the Schools**

This study also recommends that the schools to prepare indoors and outdoors in-service training, seminars, workshops, symposiums and the like for the teachers to understand this concepts of integration effectively. The schools should allow teachers for further studies for the purpose of being competent in integration of crosscutting concepts and be able to facilitate the learning of it clearly.

## **Recommendations to Teachers**

This study recommends teachers to use a flexible opportunity of the language syllabus, which allow teachers to draw content from different disciplines during composition and learning of grammar in the content, to help students with full benefits of the skills, knowledge and ability drawn from these contents. Teachers should also be creative enough to explore potential benefits that are found in the integration of cross cutting concepts in English language teaching. This will add value to secondary school learner' education outcomes.

Teachers are also recommended to teach the crosscutting concepts that are found in students' text/course books in expound way where learners would explore all the values and potentials that come with the integration of crosscutting concepts notion for their adorable outcomes. As it found out in this study that teachers can easily integrated crosscutting concepts that are integrated in the course textbooks rather searching of other topics from different subject for the teaching of English language in their lessons.

Teachers are also recommended to implement the English curriculum model upon publication of this work and recommendations from authorities. This English curriculum model provide avenue for teachers' flexibility in the integration of

crosscutting concepts in the teaching of English language to Tanzania secondary schools.

### **Suggestions for Further Studies**

This study suggests another study to be carried out to explore teachers' training curriculum packages in colleges' and universities. This would help to assess the teachers' training curriculum if teachers are trained to integrate the crosscutting concepts in teaching at all levels. Another study should be carried out about effective interdisciplinary approaches for teachers to implement to achieve positive students' outcomes.

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## APPENDICES

### APPENDIX: I

#### LIST OF SCHOOLS IN EACH WARDS IN MERU DISTRICT COUNCIL (MDC)

S/N	WARD	SECONDARY SCHOLL NAME	NO OF SCHOOLS	TYPE OF SCHOOL
1	Songoro	Songoro	1	Day
2	Makiba	Makiba	1	Boarding
3	Uwiro	Kisimiri	1	Boarding
4	Maji ya Chai	Maji ya Chai	1	Boarding
5	Nkoasenga	Nkoasenga	1	Day
6	Akeri	Akeri	1	Day
7	Kikwe	Kikwe	1	Day
8	Malula	King'ori and Malula	2	Day
9	Kitefu	Kitefu	1	Day
10	Usa-River	Laki Tatu and Muungano	2	Day
11	Maroroni	Maroroni	1	Day
12	Maruvango	Maruvango and Shishton	2	Day
13	Mbuguni	Mbuguni	1	Day
14	Leguruki	Miririni	1	Day
15	Ngarenanyuki	Momela	1	Day
16	King'ori	Umoja King'ori	1	Day
17	Ngongongare	Ngongongare	1	Day
18	Sing'isi	Sing'isi	1	Day
19	Nkoanekoli	Nkoanekoli	1	Day
20	Nkoanrua	Nkoanrua	1	Day
21	Nkoarisambu	Nkoarisambu	1	Day
22	Nkwaranga	Nshupu	1	Day
23	Poli	Poli and Uraki	2	Day
24	Kikatiti	Sakila, Ngyeku and Nasholi	3	Day

24 Wards and 30 schools; 3 boarding schools; with a total number of Form one students 4301

## Appendix: II

### Document Analysis Framework

#### Syllabus, Text Books, and Students Workbooks Framework

S/N	Content	Remarks
1	Number of topics taught	
2	Learning Activities	
3	Teaching Activities	
4	Teaching aids	
5	Field work attended	
6	Types of CCC topics	
7	CCC activities	

## **Appendix: III**

### **Focus Group Discussion for Teachers**

Dear participant, my name is Sophia Laiser a PhD candidate at The University of Eastern Africa, Baraton, Kenya. I am conducting a study entitled '*Sequential Analysis of integration of Crosscutting Concepts in English Language Teaching: Model for interdisciplinary Curriculum Development in Tanzania Secondary Schools*', In Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Education-Curriculum and Teaching.

I am requesting your participation in this study as full participant in providing the information required. I will not disclose your name anywhere neither use this information for other business more than academic purposes only particularly for this study. Therefore, the information provided here is for the use of this study only. No part of the information given shall be disclosed if not for your permission.

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the researcher, please contact the head of the school. Your participation in this study is much valued, if you decide to take part in this study, you will be asked to sign a consent form.

This discussion will last for fifteen minutes.

#### **Question**

1. Where do you draw your content for the sub topics of the English lessons?
2. Which topics do you prefer teaching to your students and why?
3. What activities do you engage students with after class session hours?
4. Do you feel comfortable teaching your students topics based on sex education?

5. If you get a chance to choose topics for your students, which topics would you choose and why?
6. Can you use the content of the other subject in teaching English why and how?
7. What is the reaction of the learner on the content from another subject?
8. What are your comments on the English language topics recommended by the syllabus?
9. Do you think the topics of the syllabus are exhaustive for the learners?
10. What do you think will happen if you teach students about their own HIV/AIDS?
11. If you have given chance to develop a English language curriculum for your students which topics would you recommend?
12. What is the importance's of drawing topics from other subjects to be taught in English lessons?
13. Do you think integrating other topics in teaching English language lesson would benefit students? If YES why and how?
14. How many times did you integrate crosscutting concepts in the teaching of English language lessons?
15. Anything else you wish to talk about the integration of crosscutting concepts in English language teaching?

## **Appendix: IV**

### **Focus Group Discussion for Students**

Dear participant, my name is Sophia Laiser a PhD candidate at The University of Eastern Africa, Baraton, Kenya. I am conducting a study entitled '*Sequential Analysis of integration of Crosscutting Concepts in English Language Teaching: Model for interdisciplinary Curriculum Development in Tanzania Secondary Schools*', In Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Education-Curriculum and Teaching.

I am requesting your participation in this study as full participant in providing the information required. I will not disclose your name anywhere neither use this information for other business more than academic purposes only particularly for this study. Therefore, the information provided here is for the use of this study only. No part of the information given shall be disclosed if not for your permission.

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the researcher, please contact the head of the school. Your participation in this study is much valued, if you decide to take part in this study, you will be asked to sign a consent form.

#### **Focus Group Guiding Questions**

1. Do you remember some of the topics that your English teachers use to teach you in your English subject classes?
2. Do you remember the topics that your English teachers come in class with from another subject area for English lessons?
3. Which themes or concepts would you wish your English teacher to use during the English lessons?

4. What challenges do you get during the teaching of various English topics?
5. Which topic do you like mostly to be taught?
6. Would you love to be taught topics like sex education, gender opportunity, human security, information and communication sharing and the like? If YES why
7. What do you think you would benefit from topics drawn from other subjects?
8. If you are given a chance to recommend topics for your English subject, which topics would you recommend and why?
9. What are your opinions about integrating topics like environmental education in your English lessons?
10. What are your opinions about the teaching of English language in secondary school?
11. How do you like to be taught next time?

## **Appendix: V**

### **Questionnaires for Teachers**

Dear participant,

My name is Sophia Laiser a PhD candidate at The University of Eastern Africa, Baraton, Kenya. I am conducting a study entitled '*Sequential Analysis of integration of Crosscutting Concepts in English Language Teaching: Model for interdisciplinary Curriculum Development in Tanzania Secondary Schools*', In Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Education-Curriculum and Teaching.

I am requesting your participation in this study as full participant in providing the information required. I will not disclose your name anywhere neither use this information for other business more than academic purposes only particularly for this study. Therefore, the information provided here is for the use of this study only. No part of the information given shall be disclosed if not for your permission.

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the researcher, please contact the head of the school. Your participation in this study is much valued, if you decide to take part in this study, you will be asked to sign a consent form.

#### **A: DEMOGRAPHIC PROFILE**

**Put a tick ✓ where it is appropriate.**

1. What is your Gender 1. Male
2. Female
2. How old are you? i) 25 – 30 Years  ii) 31 – 40 Years
- iii) 41 -45 Years  iv) 46 50 Years
- v) 50 Years and Above
3. How long have you been teaching English in secondary school?
-



i) 0 – 5 years    ii) 6 – 10 years    iii) 11 – 15 years

iv) 16 – 20 years   

v) 21– above year   

4. Which level of education do you hold?

i) Diploma   

ii) Degree   

iii) Masters   

iv) Others, Specify -----

**Put a tick ✓ where 1) Strongly Disagree, 2) Disagree 3) Agree 4) Strongly Agree**

Please, study these questions very carefully before responding.

<b>B: INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH</b>					
	<b>Contents</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	I am aware of the process of integrating contents from different field like Biology, Geography and society among others				
2	I draw topics from geography subjects e.g. environmental education				
3	I draw other content like human security for my English lessons				
4	I ask students to read more on topics of their interest from different fields.				
5	I help students to understand gender opportunities during English lessons				
6	I can integrate topics from other subjects without problems				
7	I teach topics from biology to help my English students understand their bodies				
8	I do teach my students about the fast spread of communication technology				
9	I teach my students about issues relating to HIV/AIDS and stigmatization				
10	I allow my English students to bring to class topics of their choice from other fields for discussion				
11	I teach crosscutting concepts from school curricula and out of school curricula				
<b>C: PERCEPTIONS ON THE IMPORTANCE OF INTEGRATION OF CROSSCUTTING CONCEPTS</b>					
12	Students' interest in learning English language is stimulated when topics such as sex education and HIV/AIDS is discussed.				
13	Students become active participants when teaching topics touching their life directly				
14	Students learn critical skills when social topics are learnt in English				
15	Students develop skills out of content presented from disciplines				
16	The teaching of topics from other subjects enrich the English content/skills				
17	Topics from different topics help learners to understand the language				

18	The focus on concepts about students' life challenges arouse their interests				
19	Students understand better when they share various experiences with others				
20	Integration of crosscutting concepts helps the teachers to update learners on the current needs of the country.				
21	Crosscutting skills and knowledge help the learners to fight back challenges in life				
22	Teaching crosscutting concepts in English helps the learners to understand better the concepts rather than just studying them in particular subjects				
23	Integration of crosscutting concepts helps learners to identify cause/effect of various problems in the society they live in				
24	Teaching students concepts from other fields make them informed citizens				
26	Crosscutting concepts connect various parts of the school curriculum				
27	Integration of crosscutting concepts increases learners' active participation in the lesson				
28	Integration helps the learners to like the subject and schooling				
29	Integration of crosscutting concepts arouse students' interest in language skills				
30	Integration does not help learners in permanent retention of knowledge/skills				
31	Crosscutting concepts enrich English language teaching curriculum				
32	Crosscutting concepts increase collaboration among learners				
33	The repetition of concepts in different contexts will build familiarity and concrete understanding across the subjects and class level				
34	Crosscutting concepts enhance learning cooperation and sharing experiences				
35	Crosscutting concepts connect what is learnt in class with real life challenges				
36	Crosscutting concepts develop confidence in dealing with life challenges				
37	Integration of crosscutting concepts develops positive attitudes towards language competence				
38	Cross-cutting concepts create room for self-confidence and personality development among individual learners				
<b>D: ATTITUDES TOWARDS THE INTEGRATION OF CROSSCUTTING CONCEPTS</b>					
39	Cross cutting concepts should be taught in all class levels and subjects				
40	Crosscutting concepts skills and knowledge are for all students regardless of their specialization; from science to arts and social studies concepts				
41	Crosscutting concepts is hard to teach in English classes.				
42	Integration of crosscutting concepts consumes a lot of time in class				
43	It is time-consuming to find contents from other disciplines to				

	discuss in my English class.				
44	Discussion of topics from other fields interferes with the completion of the syllabus in English.				
45	Integration of crosscutting concept in English influences learners to learn second language easily				
46	Integration of cross cutting concepts develop language competency				
47	Students learn the language easily when the focus of language is not on language grammar rather language use in crosscutting concepts				
48	Drawing content from other subjects to enrich English language curriculum in secondary schools is not easy				
49	English language teaching is flexible since it allows various topics to be taught for example during composition				
50	Drawing content from other subjects to English language is easy since students bring topics of interest and they own their learning.				
51	It is not easy to integrate concepts from other subjects in English				
<b>E. PERSONAL VIEWS ON WHAT SHOULD BE DONE TO MAKE INTEGRATION OF CROSS CUTTING CONCEPTS EFFECTIVE</b>					
52	Teachers should be involved in curriculum development				
53	Students should be allowed to give out their experiences from class for curriculum development				
54	Teachers are to be flexible in terms of curriculum integration methods and content				
55	Subject teachers' experts are to be engaged in text books preparation				
56	Teachers' opinions should be considered during curriculum change				
57	Teachers are to be trained for curriculum changes to be effectively implemented through in-service teachers' training				
58	Teachers should not be ignored in curriculum development because they are the implementers of the change				
59	There should be firm and consistent education policies that should not be affected by political leaders in power				
60	The integration of crosscutting concepts skills should be taught in teacher trainings				
61	Cross cutting concepts skills and activities should be practiced through in-service workshops and training of all teachers of different class levels				
62	The importance of crosscutting concepts integration must be emphasized during teacher training.				
63	All education stakeholders including parents and the community at large should be made aware of crosscutting concepts through school meetings.				
64	Students should be engaged in many activities pertaining crosscutting concepts for active engagement and language development				
65	Time should be allocated for students to go for field study and write reports or composition upon arrival.				



ii) Shule ya Kutwa

4. Did you come from English medium primary school or Swahili medium primary school? (Unatokea shule gani ya msingi, walikuwa wanafundisha kwa Kiingereza ama Kiswahili?)

English

Swahili

**Put a tick ✓ where 1) Strongly Disagree, 2) Disagree 3) Agree 4) Strongly Agree**

In Responding to this questions make sure you studied this topic in **Your English**

**Classroom/lessons.** (Weka alama ya tiki ✓ majibu unayokubaliana nayo; ambapo ni

1) sikubaliani kabisa 2) Sikubaliani 3) Nakubaliana 4) Nakubaliana sana. Katika

majibu yako hakikisha ulishawahi kusoma mada hiyo katika somo **lako la Kiingereza**

INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH					
	My English teacher...	1	2	3	4
1	Demonstrates awareness of the process of integrating contents from different field like Biology, Geography and society among others				
2	Draws topics from geography subjects e.g. environmental education				
3	Draws other content like human security for our English lessons				
4	Asks us to read more on topics of our interest from different fields.				
5	Helps us to understand gender opportunities during English lessons				
6	Can integrate topics from other subjects without problems				
7	Teaches topics from biology to help us understand our bodies				
8	Teaches us about the fast spread of communication technology				
9	Teaches us about issues relating to HIV/AIDS and stigmatization				
10	Allows us to bring to class topics of our choice from other fields for discussion				
11	Teaches crosscutting concepts from school curricula and out of school curricula.				

## Appendix: VII Reliability Analysis

### Reliability (INTEGRATION OF CROSSCUTTING CONCEPTS IN TEACHING ENGLISH) - Students

#### Reliability Statistics

Cronbach's Alpha	N of Items
.724	11

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Demonstrates awareness of the process of integrating contents from different field like Biology, Geography and society among others	25.57	24.562	.359	.705
Draws topics from geography subjects e.g. environmental education	25.63	25.349	.340	.709
Draws other content like human security for our English lessons	26.43	22.385	.535	.677
Asks us to read more on topics of our interest from different fields.	26.28	25.318	.192	.733
Helps us to understand gender opportunities during English lessons	25.96	21.731	.566	.671
Can integrate topics from other subjects without problems	26.13	24.649	.358	.706
Teaches topics from biology to help us understand our bodies	25.39	24.688	.293	.716
Teaches us about the fast spread of communication technology	25.57	23.229	.378	.703
Teaches us about issues relating to HIV/AIDS and stigmatization	25.30	25.594	.256	.719
Allows us to bring to class topics of our choice from other fields for discussion	26.78	24.529	.378	.703
Teaches crosscutting concepts from school curricula and out of school curricula.	25.74	24.419	.437	.696

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
28.48	28.522	5.341	11

**Reliability (INTEGRATION OF CROSSCUTTING CONCEPTS IN  
TEACHING ENGLISH) - Teachers**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.833	11

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I am aware of the process of integrating content from different field like Biology, Geography and Society among others	29.84	25.168	.386	.829
I draw topics from geography subject e. g environmental education	29.78	25.983	.290	.835
I draw other content like human security for my English lessons	30.19	22.802	.578	.813
I ask students to read more on topics of their interest from different fields.	29.72	22.080	.562	.815
I help students to understand gender opportunities during English lessons	29.56	22.125	.751	.798
I can integrate topics from other subjects without problems	29.81	24.673	.348	.833
I teach topics from biology to help my English students understand their bodies	30.03	22.547	.549	.816
I do teach my students about the fast spread of communication technology	29.91	23.443	.684	.808
I teach my students about issues relating to HIV/AIDS and stigmatization	29.59	23.217	.556	.815
I allow my English students to bring to class topics of their choice from other fields for discussion	29.94	24.060	.340	.837
I teach crosscutting concepts from school curricula and out of school curricula	29.75	23.548	.631	.811

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
32.81	28.093	5.300	11

**Reliability: (PERCEPTIONS ON THE IMPORTANCE OF INTEGRATION OF CROSSCUTTING CONCEPTS)**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.894	26

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Students' interest in learning English language is stimulated when topics such as sex education and HIV/AIDS is discussed.	78.47	67.568	.277	.895
Students become active participants when teaching topics touching their life directly	78.07	63.582	.639	.886
Students learn critical skills when social topics are learnt in English	78.10	64.024	.664	.885
Students develop skills out of content presented from disciplines	78.37	64.378	.556	.888
The teaching of topics from other subjects enrich the English content/skills	78.33	67.885	.290	.894
Topics from different subjects help learners to understand the language	78.30	64.976	.656	.886
The focus on concepts about students' life challenges arouse their interests	78.03	67.551	.379	.892
Students understand better when they share various experiences with others	77.90	64.231	.633	.886
Integration of crosscutting concepts helps the teachers to update learners on the current needs of the country.	78.27	64.478	.615	.887
Crosscutting skills and knowledge help the learners to fight back challenges in life	78.20	63.614	.708	.884
Teaching crosscutting concepts in English helps the learners to understand better the concepts rather than just studying them in particular subjects	78.20	64.579	.612	.887
Integration of crosscutting concepts helps learners to identify cause/effect of various problems in the society they live in	78.00	65.724	.564	.888



Teaching students concepts from other fields make them informed citizens	78.37	64.378	.601	.887
Crosscutting concepts connect various parts of the school curriculum	78.27	66.064	.570	.888
Integration of crosscutting concepts increases learners' active participation in the lesson	78.03	64.447	.650	.886
Integration helps the learners to like the subject and schooling	78.13	67.292	.454	.890
Integration of crosscutting concepts arouse students' interest in language skills	78.23	65.357	.700	.886
Integration does not help learners in permanent retention of knowledge/skills	78.80	78.097	-.500	.917
Crosscutting concepts enrich English language teaching curriculum	78.27	67.651	.451	.891
Crosscutting concepts increase collaboration among learners	78.10	66.162	.565	.888
The repetition of concepts in different contexts will build familiarity and concrete understanding across the subjects and class level	78.00	67.862	.383	.892
Crosscutting concepts enhance learning cooperation and sharing experiences	78.10	67.679	.391	.892
Crosscutting concepts connect what is learnt in class with real life challenges	77.97	65.413	.586	.888
Crosscutting concepts develop confidence in dealing with life challenges	77.97	66.861	.489	.890
Integration of crosscutting concepts develops positive attitudes towards language competence	78.07	68.271	.360	.892
Cross-cutting concepts create room for self-confidence and personality development among individual learners	77.97	68.585	.342	.893

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
81.30	71.528	8.457	26

**Reliability (ATTITUDES TOWARDS THE INTEGRATION OF  
CROSSCUTTING CONCEPTS)**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.705	13

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cross cutting concepts should be taught in all class levels and subjects	33.24	20.307	.173	.708
Crosscutting concepts skills and knowledge are for all students regardless of their specialization; from science to arts and social studies concepts	33.32	20.468	.269	.695
*Crosscutting concepts is hard to teach in English classes.	33.82	18.513	.333	.689
*Integration of crosscutting concepts consumes a lot of time in class	33.97	17.787	.526	.659
*It is time-consuming to find contents from other disciplines to discuss in my English class.	34.06	16.057	.705	.624
*Discussion of topics from other fields interferes with the completion of the syllabus in English.	33.97	20.514	.156	.710
Integration of crosscutting concept in English influences learners to learn second language easily	33.59	20.250	.207	.703
Integration of cross cutting concepts develop language competency	33.38	20.001	.315	.690
Students learn the language easily when the focus of language is not on language grammar rather language use in crosscutting concepts	33.41	19.159	.303	.692
*Drawing content from other subjects to enrich English language curriculum in secondary schools is not easy	33.94	19.087	.451	.674
English language teaching is flexible since it allows various topics to be taught for example during composition	33.32	19.559	.307	.691
Drawing content from other subjects to English language is easy since students bring topics of interest and they own their learning.	33.74	21.594	.006	.726
*It is not easy to integrate concepts from other subjects in English	33.88	17.925	.509	.661

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
36.47	22.135	4.705	13

**Reliability (PERSONAL VIEWS ON WHAT SHOULD BE DONE TO MAKE INTEGRATION OF CROSS CUTTING CONCEPTS EFFECTIVE)**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.868	14

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teachers should be involved in curriculum development	44.66	24.291	.530	.859
Students should be allowed to give out their experiences from class for curriculum development	45.03	23.499	.457	.863
Teachers are to be flexible in terms of curriculum integration methods and content	45.00	23.941	.454	.862
Subject teachers' experts are to be engaged in text books preparation	44.69	23.457	.621	.854
Teachers' opinions should be considered during curriculum change	44.77	23.417	.697	.852
Teachers are to be trained for curriculum changes to be effectively implemented through in-service teachers' training	44.71	24.269	.520	.859
Teachers should not be ignored in curriculum development because they are the implementers of the change	44.89	23.692	.371	.870
There should be firm and consistent education policies that should not be affected by political leaders in power	44.80	23.635	.518	.859
The integration of crosscutting concepts skills should be taught in teacher trainings	44.77	23.652	.571	.857
Cross cutting concepts skills and activities should be practiced through in-service workshops and training of all teachers of different class levels	44.83	23.617	.438	.864
The importance of crosscutting concepts integration must be emphasized during teacher training.	44.83	23.499	.603	.855
All education stakeholders including parents and the community at large should be made aware of crosscutting concepts through school meetings.	44.97	23.499	.478	.862
Students should be engaged in many activities pertaining crosscutting concepts for active engagement and language development	44.94	22.703	.602	.854
Time should be allocated for students to go for field study and write reports or composition upon arrival.	44.83	23.205	.662	.852

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
48.29	27.092	5.205	14

## Appendix: VIII

### Letter for Piloting Study from UEAB



**OFFICE OF THE DIRECTOR OF GRADUATE  
STUDIES AND RESEARCH**  
UNIVERSITY OF EASTERN AFRICA, BARATON  
P.O. Box 2500, Eldoret, Kenya

4 March, 2019

TO WHOM IT MAY CONCERN

Re: PILOT STUDY OF RESEARCH INSTRUMENT

Ms. Sophia J. Laiser is a graduate student pursuing **Doctor of Philosophy in Curriculum and Teaching** at the University of Eastern Africa, Baraton. She is currently writing her thesis entitled "*Sequential Analysis of Integration of Crosscutting Concepts in English Language Teaching: Model for Interdisciplinary Curriculum Development in Tanzania Secondary Schools*"

To establish the reliability of her research instrument, Ms. Sophia is conducting a pilot study. Please allow her to administer her questionnaires to selected respondents in your institution.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours

A handwritten signature in black ink, appearing to read 'Korso Gude', written over a horizontal line.

Prof. Korso Gude,  
Ag. Director

Cc: Chair Department of Education  
Office file

A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING  
CHARTERED 1991

**Appendix: IX**  
**Research Ethics Clearance from UEAB**



**OFFICE OF THE DIRECTOR OF GRADUATE STUDIES  
AND RESEARCH**

**UNIVERSITY OF EASTERN AFRICA, BARATON**

P. O. Box 2500-30100, Eldoret, Kenya, East Africa

---

February 22, 2019

Sophia J. Laiser  
School of Education, Humanities and Social Sciences  
University of Eastern Africa, Baraton

Dear Sophia,

**Re: ETHICS CLEARANCE FOR THESIS PROPOSAL (REC: UEAB/10/02/2019)**

Your PhD thesis proposal entitled "*Sequential Analysis of Integration of Crosscutting Concepts in English Language Teaching: Model for Interdisciplinary Curriculum Development in Tanzania Secondary Schools*" was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective February 22, 2019 until February 21, 2020. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date.

Note that you will need a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) and clearance from the study site before you start gathering your data.

We wish you success in your research.

Sincerely yours,

A handwritten signature in black ink that reads "Jackie K. Obey".

**Prof Jackie K. Obey, PhD**  
**Chairperson, Research Ethics Committee**



## Appendix: X

### Introduction Letter from Tumaini University Makumira



**TUMAINI UNIVERSITY MAKUMIRA**  
P.O. Box 55, USA-RIVER,  
Tanzania, East Africa.

**DEPUTY VICE CHANCELLOR  
FOR ACADEMIC AFFAIRS**  
08 March 2019

#### TO WHOM IT MAY CONCERN

This is to certify that Sophia J. Laiser is our *bona fide* member of Academic Staff at Tumaini University Makumira.

She is currently pursuing her Ph.D studies at the University of Eastern Africa, BARATON, in Kenya. Her research is on "*Sequential Analysis of Integration of Crosscutting Concepts in English language Teaching: Model for Interdisciplinary Curriculum Development in Tanzania Secondary Schools*".

We should be very grateful for any service rendered to Sophia Laiser to enable her to accomplish her research.





Sincerely,

**Prof. Ismael R. Mbise**  
Deputy Vice Chancellor for Academic Affairs

Copy: Vice Chancellor, TUMA  
DVCA, TUMA  
Bursar, TUMA

## Appendix:XI

### COSTECH CERTIFICATE - TANZANIA

UNITED REPUBLIC OF TANZANIA	
TANZANIA COMMISSION FOR SCIENCE AND TECHNOLOGY (COSTECH)	
	
	
<b>RESEARCH PERMIT</b>	
<b>Permit No.</b>	2019-205 - NA- 2019 -171
<b>Date</b>	10 <sup>th</sup> May 2019
<b>Researcher's Name</b>	Sophia John Laiser
<b>Nationality</b>	Tanzanian
<b>Research Title</b>	Sequential Analysis of integration of Crosscutting Concepts in English Language Teaching: Model for interdisciplinary Curriculum Development in Tanzania Secondary Schools
<b>Research Area(s)/Region(s)</b>	Arusha
<b>Validity</b>	From: 10 <sup>th</sup> May 2019 to 9 <sup>th</sup> May 2020
<b>Local contact/collaborator (with affiliated institution)</b>	Prof. Ismael Mbise, Tumaini University Makumira P. O. Box 55 Usa-River, Arusha
 PROGRAMM OFFICER	 For: DIRECTOR GENERAL
<b>IMPORTANT REQUIREMENTS</b>	
<ul style="list-style-type: none"><li>• Research permit that involve collecting human, plant or animal materials / data that will be exported outside Tanzania must submit a signed Material Transfer Agreement (MTA), Data Transfer Agreement (DTA) between Tanzania host institution and the foreign counterpart. The MTA/DTA will indicate terms for collecting, storing/managing, transporting, disposal or returning of the materials/DATA to Tanzania after the closure of the research project.</li><li>• Any patent or intellectual property and royalty emanating from any research approved by the National Research Registration Committee (NRRC) shall be owned as stipulated in the research proposals and in accordance with the IP policy of the respective research institutions.</li><li>• All researchers are required to report to a Regional Administrative Secretary (RAS) of the study area and present the introduction letter and activity schedule(plan) prior starting any research activity.</li><li>• All researchers are required to submit quarterly progress reports and all relevant publications made after completion of the research.</li><li>• All communications should be addressed to COSTECH Director General through <a href="mailto:communications@costech.or.tz">communications@costech.or.tz</a>, <a href="mailto:dg@costech.or.tz">dg@costech.or.tz</a> or +255222700749; +255 (022) 2771358. Terms and conditions of the permit are found at <a href="http://www.costech.or.tz">www.costech.or.tz</a></li></ul>	

## Appendix: XII

### Research Permit Letter from Arusha Regional Education Officer

THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

**ARUSHA REGION:**  
ADDRESS TEL. "REGCOM"  
TEL: NO 254-5608/2502272/2502289  
Fax No. 254-5239/254-4386  
E-Mail: rasarusha@pmoralg.go.tz  
E-Mail: rasarusha@yahoo.com



REGIONAL COMMISSIONER'S OF  
EDUCATION DEPARTMENT,  
P.O. BOX 3032,  
ARUSHA,

**In Reply Please Quote:-**

**Ref.No.RC/AR/ED/R.20/VOL.IV/56**

**14<sup>th</sup> March, 2018**

District Executive Directory  
Meru District  
**ARUSHA**

#### **RE: INTRODUCTION TO SOPHIA JOHN LAISER**

I would like to introduce to you **Sophia John Laiser** who is a Student at University of Eastern Africa, Baraton She want to conduct a research Titled ***"Sequential Analysis of Integration of Crosscutting Concepts in English Language: Model for Interdisciplinary Curriculum Development in Tanzania Secondary Schools"***. The research will be conducted within six months from February, 2019 to February, 2020.

Kindly assist her with necessary cooperation.

Thank you for your cooperation.



K. Kabeja

**For:- REGIONAL ADMINISTRATIVE SECRETARY  
ARUSHA**

**KAITBU TAWALANDA  
ARUSHA**

**C.C: Miss- Sophia John Laiser – Student**



**Appendix: XIII**  
**Research Permit Letter from**  
**Meru District Council Education Officer**

**MERU DISTRICT COUNCIL**

*(All official letters to be addressed to District Executive Director)*

Mkoa wa Arusha  
Telegram: Meru  
Simu: (+ 255) 027 254-1112  
Faksi: (+ 255) 027 254-1114  
Barua pepe: merudc2008@yahoo.co.uk



Ukumbi wa Wilaya,  
P.O. Box 462  
Usa-riyer,  
ARUSHA

*Unapotibu tafadhali taja:*

**REF. NO: MM/MER/M70/5VOL.XIII**

02/04/2019

HEAD OF SCHOOL  
PUBLIC SEC.SCHOOLS  
MERU DISTRICT COUNCIL.

**REF: RESEARCH CLEARANCE TO SOPHIA JOHN LAISER OF UNIVERSITY OF  
EASTERN AFRICA -BARATON**

Reference is made to heading above.

Permission is hereby granted to the above mentioned bona fide Ph.D candidate to conduct a research work at your school.

Currently she is involved in an academic research with a thesis proposal entitled *Sequential analysis of intergration of crosscutting concepts on English Language Teaching: Model for Interdisciplinary Curriculum Development in Tanzania Secondary Schools.*

Please provide assistance and other relevant data as she may require.

Yours sincerely,


  
DAMARI MCHOME  
District Secondary Education Officer  
**MERU DISTRICT COUNCIL**

  
DISTRICT SECONDARY  
EDUCATION OFFICER  
MERU DISTRICT COUNCIL  
P.O. Box 462, USA RIVER-ARUSHA

**Appendix: XIV**

**Textbook Approved by EMAC and TIE**

UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



*Certificate of Approval*

No. ....1899.....

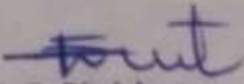
Title of Publication: English Language for Secondary School, Book  
One. (PB)

Author: Godfrey R. Bukagile


Publisher: Nyambari Nyangwine Publishers

ISBN: 978 9987 09 060 0

This work was approved by EMAC on .2.... (date) .6..... (month)  
.....2013.....(year) to be a ..... Course Book ..... for Form ..... in  
*Secondary Schools in Tanzania as per 2005..... Syllabus.*

  
Prof. E. P. Bhalalusesa

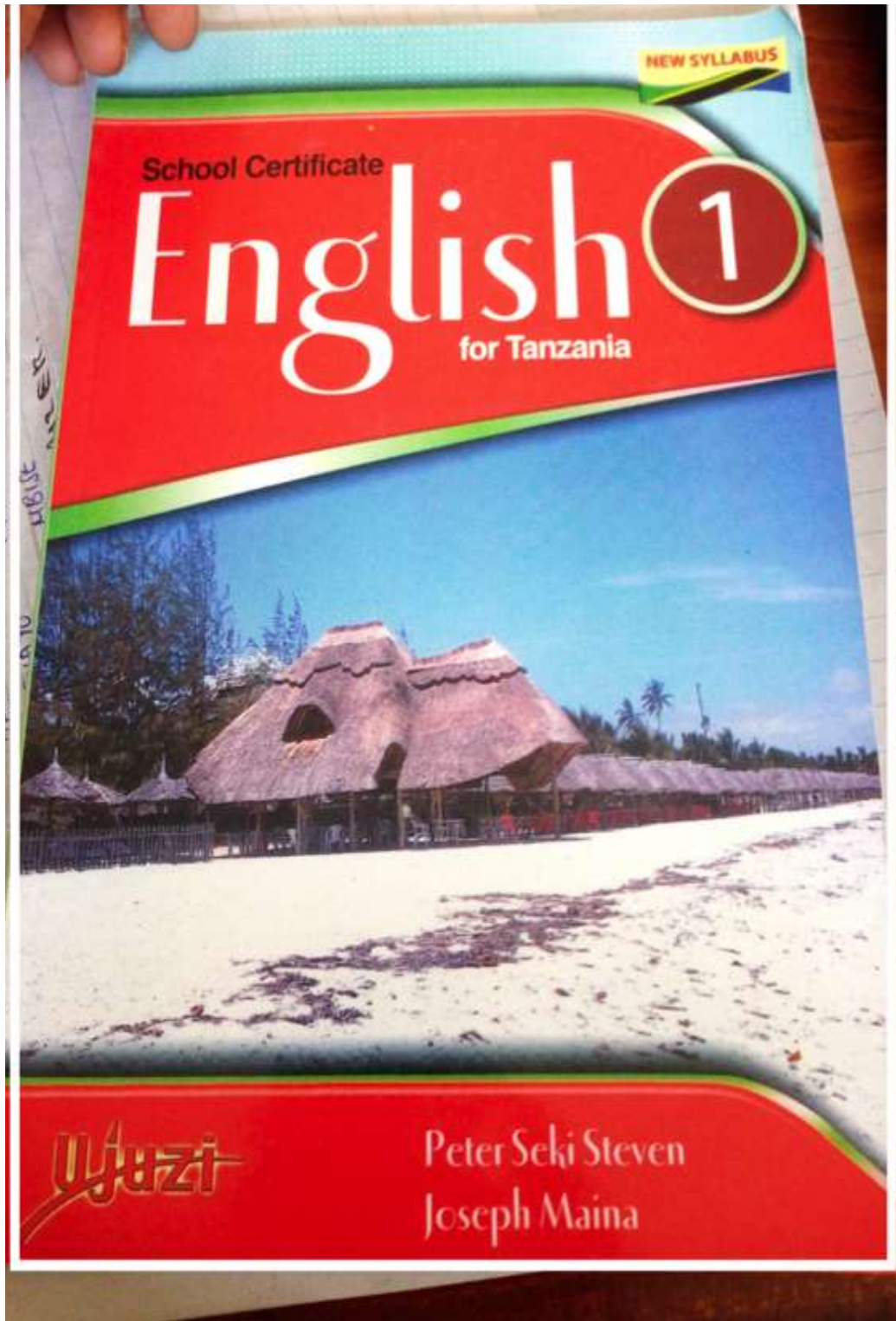
CHAIRPERSON  
EMAC



SEAL

Appendix: XV

Supplementary English Textbook for Form One



Ujuzi Books Ltd.  
P.O. Box 38260  
Dar es Salaam  
TANZANIA.

Email: [ujuzi@eastafricanpublishers.com](mailto:ujuzi@eastafricanpublishers.com)  
Website: [www.eastafricanpublishers.com](http://www.eastafricanpublishers.com)

East African Educational Publishers Ltd.  
Brick Court, Mpaka Road/Woodvale Grove  
Westlands, P.O. Box 45314  
Nairobi-00100  
KENYA.

East African Educational Publishers Ltd  
C/O GUSTRO Ltd  
P.O. Box 9997  
Kampala, UGANDA.

East African Publishers Rwanda Ltd.  
Tabs Plaza, Kimironko Road,  
Opposite Kigali Institute of Education  
P.O. Box 5151, Kigali  
RWANDA.

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Reprinted 2012 (twice), 2013

ISBN 978-9987-693-58-X

Printed in Kenya by  
Printwell Industries Ltd.  
P.O. Box 5216-0506  
Nairobi, KENYA

## Appendix: XVI

### Students Exercise/Workbook with Crosscutting Concepts

He was not satisfied with the Makab's answers about the hard life in town.

2) Jokulu  
Makab's neighbour who recognize that he was going to put sugar in the crops instead of fertilizer.

3 Describe the main themes found in the book leader

- i) Laziness
- ii) Hardworking
- iii) Poverty
- iv) Ignorance
- v) Role of woman in the society.

4 Describe messages found in the book

- i) We should learn how to prepare for future life.
- ii) We should work hard in order to avoid poverty.
- iii) We should spend our money properly
- iv) We should think before we talk to avoid conflicts with others.

13<sup>th</sup> November.

INTERPRETING POEMS  
Important terms used in poems

POETRY  
Is a literary work written in pattern lines, It is meant to be sung or recited (to be read aloud)

POEM  
Is a piece of written verses or stanza.

VERSES  
Is a set of lines in a poem that usually rhyme.

## Appendix: XVII

### Students Exercise/Workbook with NO Crosscutting Concepts

i) The headmaster congratulated team two  
ii) All students clapped team one during the match  
iii) Team one lost the match against team two  
iv) The staff supported team one during the match  
v) The guest of honour awarded the winner of the match  
vi) The headmaster ordered the sport teacher to make sure all the students in one of the games.

5<sup>th</sup> April 2019

### ARTICLES

There are two types of articles namely  
i) Definite article "the"  
ii) Indefinite article "a, an"

#### A. DEFINITE ARTICLE "THE"

Is used when referring to a particular person or thing.

#### USES OF DEFINITE ARTICLE "THE"

i) Is used with things which are unique in nature.  
eg. the sun, the moon, the earth.

ii) "The" is used when referring to something which has been mentioned previously  
eg. I saw a boy. The boy was tall

iii) The is used with superlative degree of adjectives  
eg. the most beautiful girl  
the longest river.

iv) The is used with names of geographical features such as mountain, ocean and seas, rivers, canals, deserts.

## Appendix: XVII

### Students Exercise/Workbook with NO Crosscutting Concepts

5 Passengers will die, if that bus overturns.  
Passengers would die, if that bus overturns.

### TYPE 3 CONDITIONAL SENTENCES

It is also called unfulfilled sentence because the verb in the sentence is in past.

The format of Type 3 conditional sentences is as follows:

If clause	the main clause.
Past perfect	Past condition
eg. If I had written that article	I would have won the prize.

More examples:

- 1 If you had forced me, I would have not come.
- 2 She would have come early, if she had got transport.
- 3 John would have become a doctor, if it had not rained.

### EXERCISE

Supply the correct tense of the Type 3 conditional.

Eg. We should have been better if they keep quiet.  
- It would have been better if they had kept quiet.

- 1 They will do the exercise if they know how.  
They would have done the exercise if they knew how.
- 2 If I try hard I will pass the exam.  
If I tried hard I would pass the exam.
- 3 If my watch not stop, I shall be in time.  
If my watch had not stop I should have been in time.

Appendix XVIII:

Map of the Research Site [SEP] Meru District Council





## Appendix: XIX

### CURRICULUM VITAE:



P.O. Box 55 Usa-River      Tel: +255 732 973108 & Cell: +255 (754, 784 & 715)  
473560

Arusha, Tanzania  
laisersophia@gmail.com

Fax:

E-mail:

---

#### 1. O. PERSONAL INFORMATION:

**Date of Birth:** May 28, 1978

**Gender:** Female

**Married status:** Married

**Nationality:** Tanzanian

**Religion:** Christian

#### 2.0 EDUCATION BACKGROUND

YEAR	LEVEL	AWARD
2014 - 2019	Post Graduate Studies- The University of Eastern Africa, Baraton, Eldoret-Kenya	PhD- Doctoral degree in Curriculum and Teaching. <b>Thesis title:</b> Sequential Analysis of Integration of Cross-Cutting Concepts In English Language Teaching: Model for Interdisciplinary Curriculum Development in Tanzanian Secondary Schools
2009 - 2011	Graduate studies – Aga Khan University, Institute for Educational Development, Eastern	Masters of Education (M.ED) - Teacher Education-in English. Completed in August 2011 and the graduation ceremony was held in 6 <sup>th</sup>

	Africa, Dar es Salaam Tanzania	February 2013.
2005 - 2008	Undergraduate studies at Mount Meru University, Arusha Tanzania	Bachelor of Education (English and ICT in Education)
1999 - 2002	Diploma in Education at Korogwe Teachers College, Tanga Tanzania	Diploma in Education (English and Geography)
1997 - 1999	Advanced Level studies at Mkwawa High School, Iringa Tanzania	Advanced Certificate of Secondary Education (English Language, Geography and History)
1993 - 1996	Ordinary level studies at Msalato Girls Secondary School, Dodoma Tanzania	Certificate of Secondary Education
1986 - 1992	Primary education at Patanumbe Primary School	Certificate of Primary Education

### 3.0 PROFESSIONAL DEVELOPMENT

YEAR	TYPE OF TRAINING/TOPICS COVERED	DURATION	AWARD
2017	<u>American English Webinar Course 7</u> 1	September 6 to November 15, 2017	Certificate of participation by office of English Language program: Bureau of Educational & Cultural Affairs U. S. Department of State
2017	<b><u>American English Webinar Series 6</u></b> 1. Building Critical Thinking Skills 2. Building Global Citizens 3. STEM and the EFL Classroom	May 3-July 12, 2017	Certificate of participation by office of English Language program: Bureau of Educational & Cultural Affairs U. S. Department of State
2014	Shaping the way we teach English – webinar 14	September 10- November 22, 2014	Certificate of participation by office of English Language program: Bureau of Educational & Cultural Affairs U. S. Department of

			State
2014	Shaping the way we teach English – webinar 13	May- July, 2014	Certificate of participation by office of English Language program: Bureau of Educational & Cultural Affairs U. S. Department of State

#### 4.0 OTHER TRAINING

YEAR	TYPE OF TRAINING	DURATION	AWARD
2007	◆ Loss and grief seminar	One week	Certificate of Attendance by Mount Meru University
2011	◆ Driving	One Month	Driving Certificate by St. Joseph Vocational Training Center. P. O. Box 208, Phone: 07322972777 Bomang'ombe Hai, Kilimanjaro.

#### 5.0 EMPLOYMENT RECORD:

##### 5.1 2011 to Current- Lecturer at Tumaini University Makumira

##### Duties and Responsibility

- Examinations Officer
- Coordinator of Communication Skills unit.
- Facilitating the teaching of undergraduate and post graduate diploma English teaching Methods and Educational courses
- Coordinating and Teaching Communication Skills and Study Methods course to undergraduate, diploma and certificate students as one of the cross cutting faculty courses (all faculties at TUMa- Faculty of Education, Faculty of Humanities, Faculty of Law, Faculty of science and Technology, Faculty of Business Administration, and Faculty of Theology)
- Supervising research work to 3<sup>rd</sup> year students and Master's degree Students
- Supervising field work/Teaching Pracice to 1<sup>st</sup> and 2<sup>nd</sup> years students
- Teaching postgraduate diploma in education –Methods of teaching English course.

##### a. 2008 to 2009 Tutorial Assistant at Mount Meru University, in Arusha.

##### Duties and Responsibilities

- Teaching diploma classes educational subjects like Research Methods and inquiry, Educational Psychology, History of

Education, Curriculum and Teaching, Early Childhood Education, Children Literature, and English courses.

- Teaching certificate programs, that is English proficiency for the students who were preparing to join diploma studies
- Teaching intensive English program to Pre-University students
- Assistant head of English and Education Departments

### **5.3 May 2002 to December 2005: Teacher at Saint Mary's International School, Dar es Salaam.**

#### **Duties and Responsibilities**

- Teaching Geography and Civics Subjects
- Class teacher
- Head of Geography Department
- Sports coordinator for Blue House

## **6.0 REFEREES**

### 6.1 Prof. Ismael Mbise

The Deputy Vice Chancellor, Academic Affairs  
Tumaini University Makumira  
P. O. Box 55 Usa – River,  
Arusha - Tanzania  
Cell: +255 763 624 655  
Email: [academic@makumira.ac.tz](mailto:academic@makumira.ac.tz)  
Email: [ismaeltuwatti@gmail.com](mailto:ismaeltuwatti@gmail.com)

### 6.2 Dr. Apolo Mugenyi

Quality Assurance Officer  
Tumaini University Makumira  
P. O. Box 55, Usa- River  
Arusha - Tanzania  
Cell: +256 782 802 535; +255 755 759 266  
Email: [mugenyiapolo1@yahoo.com](mailto:mugenyiapolo1@yahoo.com)

### 6.3 Dr. Rose Munisi

Dean, Faculty of Education Humanities and Science  
Tumaini University Makumira  
P. O. Box 55 Usa – River  
Arusha – Tanzania  
Cell: +255 754 970 625  
Email. [rose@yahoo.com](mailto:rose@yahoo.com)

## **7.0 LANGUAGES:**

<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
English	Good	Good
Kiswahili	Good	Good

Maa

Good

Good

## 8.0 HOBBIES:

Reading and professional development, Singing, listening to music, watching movies, travelling, interacts with colleagues together with learners.

## 9.0 KNOWLEDGE AND SKILLS

- Facilitating and teaching skills
- Teacher educator (Facilitate teachers in career development and their teaching subjects)
- Teacher and career counselor
- Computer literate
- Creative and proactive
- Able to teamwork and self-motivated
- Good interpersonal skills
- Strong leadership skills and qualities
- Child development facilitator
- Workshops and Seminars organizing skills
- Research supervisor
- Organizing and leading meetings
- Development project planning write up skills
- Singer and Choir leader
- Program development skills
- Curriculum development advisor

## 10.0 CONFERENCE, SEMINARS AND WORKSHOP

DATE	TITLE /ACTIVITY	PLACE	AWARD
22 <sup>nd</sup> to 24 <sup>th</sup> February, 2018	Bezalel Life Building Institute International. Training on:- 1. Child security 2. Child molding and nurturing	Safina Pre and Primary School at Bomang'ombe, Hai, Kilimanjaro in Tanzania	Certificates of Attendance
13 <sup>th</sup> to 14 <sup>th</sup> February, 2018	The 1 <sup>st</sup> International Conference on Research Innovation and Global Advancement. <b>Theme:</b> Research Innovation and Implications in Education	Lush Garden, Arusha Tanzania	Certificates of <b>Recognition</b> for Presenting a research paper and Attendance

<b>12<sup>nd</sup> to 14<sup>th</sup> April, 2017</b>	The 4 <sup>th</sup> Baraton International Interdisciplinary Research Conference & Exhibitions.  <b>Theme:</b> “Towards Excellence in Research and Innovation in the Contemporary World”	University of Eastern Africa, Baraton- Eldoret Kenya	Certificates of <b>Recognition</b> for Presenting a research paper and Attendance
<b>14<sup>nd</sup> to 14<sup>th</sup> April, 2016</b>	The 3 <sup>rd</sup> Baraton International Interdisciplinary Research Conference & Exhibitions.  <b>Theme:</b> “Towards Excellence in Research and Innovation in the Contemporary World”	University of Eastern Africa, Baraton- Eldoret Kenya	Certificate of <b>Recognition</b> for Presenting a research paper
<b>14<sup>th</sup> to 16<sup>th</sup> April, 2015</b>	The 2 <sup>nd</sup> Baraton International Interdisciplinary Research Conference & Exhibitions.  <b>Theme:</b> Globalization; Emerging Issues	University of Eastern Africa, Baraton- Eldoret Kenya	Certificates of <b>Recognition</b> for Presenting research papers
<b>14<sup>th</sup> to 16<sup>th</sup> April, 2015</b>	The 2 <sup>nd</sup> Baraton International Interdisciplinary Research Conference & Exhibitions.  <b>Theme:</b> Globalization; Emerging Issues	University of Eastern Africa, Baraton- Eldoret Kenya	Certificate of Attendance
<b>Friday 13 January 2012</b>	Research Supervision Seminar	Tumaini University Makumira- Arusha. Faculty of Humanities and Social Science.	Attendance

<b>August 2012</b>	Workshop with In-service secondary school teachers on paradigm shift- Teacher Centered –Student centered approaches	Arusha Modern School hall	Facilitator
<b>Wednesday 27 July 2011:</b>	<b>Topic:</b> The Experiences of Doctoral Students in Education: Students’ Perspectives from a Public Sector University in Pakistan	Research Seminar Series- Aga Khan University- Institute for Educational Development, East Africa (AKU-IED EA) Dar-es-Salaam Tanzania	Attendance

## 1.0 PUBLICATIONS

- 1.1 Lyimo, N. and Laiser, S. (2018). Perception of Teachers on Challenges Facing the Use of English as Medium of Instruction in Tanzanian Secondary Schools: A Case of Karatu District, Tanzania. *Journal of Research Innovation and Implications in Education (JRIIE)*. Vol.2, Iss.4, (p. 43-49). ISSN 2520-7504. Website: [www.jriie.com](http://www.jriie.com)
- 1.2 Laiser, S. J. M. and Mugenyi, A. (2018). Integration of Cross-Cutting Concepts in English language teaching: An assessment of Secondary School Teachers’ Awareness in Tanzania: A case of One Selected Secondary School in Hai District, Kilimanjaro. *Journal of Research Innovation and Implications in Education (JRIIE)*. Vol.2, Iss.2, (p. 11-23). ISSN 2520-7504. Website: [www.jriie.com](http://www.jriie.com)
- 1.3 Laiser, Sophia (2017). Assessment of factors influencing Mushrooming of higher learning Institutions in Tanzania. A theoretical Perspective. Arusha: Jema Printers Co. LTD. *Tanzania Journal of Education of Tumaini University Makumira*. Vol.3. ISSN 9789987853007
- 1.4 Laiser, S. and Makewa, N., L. (2016). The influence of boarding school to young children: A case of two boarding schools in Hai District in Kilimanjaro, Tanzania. *International Journal of Education and Research*. Contemporary Research Center. CRC Publications. Vol.4 (6), p. 73-84.
- 1.5 Laiser, S. Mbarushimana, N., Kuboja, J. M., Waiswa, M. M., Samwel N., Ngussa B. and Makewa, N. L. (2015). A Paradigm Shift towards Competence Based Curriculum: The Experience of Rwanda. *Baraton Interdisciplinary Research Journal (BIRJ)*. Vol.2.

A paper presented and published in The 2<sup>nd</sup> Baraton International Interdisciplinary Research Conference & Exhibitions in The University of Eastern Africa, Baraton.

- 1.6** Laiser, S. Mbarushimana, N., Kuboja, J. M., Waiswa, M. M., Samwel N., Ngussa B. and Makewa, N. L. (2015). Curriculum Change and Teacher Participation in Uganda and Tanzania Secondary Schools: A Comparative Analysis. *Baraton Interdisciplinary Research Journal (BIRJ)*. Vol.2. A paper presented and published in The 2<sup>nd</sup> Baraton International Interdisciplinary Research Conference & Exhibitions in The University of Eastern Africa, Baraton.
- 1.7** Laiser, S., Samwel N., Makewa, N. L. (2015). Integration of Environmental Issues in Tanzanian and Kenyan Teacher Training Institutions. *Baraton Interdisciplinary Research Journal (BIRJ)*. Vol.2. A paper presented and published in The 2<sup>nd</sup> Baraton International Interdisciplinary Research Conference & Exhibitions in The University of Eastern Africa, Baraton
- 1.8** Laiser, S. J. (2013). *The Clt Strategies in Teaching English in a Tanzanian Secondary School: The use of Communicative Language Teaching Strategies for English lessons*. Saarbrucken, Germany: Lambert Academic Publisher.
- 1.9** Laiser, S. J. (unknown). The Impact of early pregnancies on Secondary School Education: In progress to be published. A Research report submitted in a Partial Fulfillment of Bachelor of Education degree at Mount Meru University Arusha<sup>1</sup> (2008). To be published.

## **12 DECLARATION:**

I, Sophia John Laiser hereby certify that the information given above is true and correct to the best of my knowledge.

---

Signature: 

Date of submission: July 2019

---

<sup>1</sup> In progress to be published