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Sains Humanika

Comparison of UK Curriculum with Malaysia Curriculum Zooming Into English for Lower Secondary (Year 7 and Form 1)

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Abstract

The issue of English competency among Malaysians especially the younger generation continues to haunt our education system. Recently, the government has abolished the 40 per cent cap for local students to enrol in international schools nationwide "with immediate effect". This opens door for many parents who want an English medium education for their children. The reality is that there are already many foreign curriculums in the market. There are many private schools that run the UK Cambridge programme and American programme. The purpose of this study was to investigate the similarities and differences of the curriculums between UK and Malaysia for lower secondary by reviewing their overall curriculum aims and objectives specifically looking at a single English syllabus that caters for lower secondary learners. Since the UK Cambridge programme is implemented in Malaysia, the researcher also seeks to find out whether the curriculum matches our National Education Philosophy (NEP).This is a comparative document analysis research, which compares two documented English syllabus of two different countries. The researcher had also interviewed two teachers that are teaching the UK Cambridge Year 7 English and Malaysia Form One English.The principal conclusion was that both syllabuses have their own strength and limitation. While Year 7 English syllabus might be too hard for the general Malaysians Form One students but it provides a platform to challenge those with better English competency.

Keywords: Curriculum; English syllabus; secondary learner

Abstrak

Isu penguasaan bahasa Inggeris di kalangan rakyat Malaysia terutamanya generasi muda terus menghantui sistem pendidikan kita. Baru-baru ini, kerajaan telah memansuhkan peruntukan 40 peratus bagi pelajar-pelajar tempatan untuk mendaftar di sekolah-sekolah antarabangsa di seluruh negara "berkuatkuasa serta merta". Ini membuka pintu bagi ramai ibu bapa yang mahu pendidikan medium Bahasa Inggeris untuk anak-anak mereka . Realitinya adalah bahawa sudah ada banyak kurikulum asing di pasaran. Terdapat banyak sekolah-sekolah swasta yang menjalankan program UK Cambridge dan program Amerika. Tujuan kajian ini adalah untuk mengetahui persamaan dan perbezaan daripada kurikulum UK dan Malaysia untuk menengah rendah dengan mengkaji semula matlamat dan objektif kurikulum khususnya melihat pada satu sukatan pelajaran Bahasa Inggeris yang merangkumi pelajar menengah rendah. Sejak program UK Cambridge dilaksanakan di Malaysia, penyelidik juga mengkaji untuk mengetahui sama ada kurikulum tersebut sesuai dengan Falsafah Pendidikan Negara (DEB). Ini adalah kajian dokumen analisis perbandingan, yang membandingkan dua dokumen sukatan pelajaran Bahasa Inggeris dari kedua-dua negara yang berbeza. Penyelidik juga telah menemubual dua orang guru yang mengajar UK Cambridge Tahun 7 Bahasa Inggeris dan Malaysia Tingkatan Satu English. Kesimpulan utama adalah bahawa kedua-dua sukatan pelajaran mempunyai kekuatan mereka sendiri dan batasannya. Walaupun sukatan pelajaran Tahun 7 Bahasa Inggeris mungkin terlalu sukar untuk pelajar Malaysia tingkatan satu tetapi ia menyediakan satu landasan untuk mencabar mereka yang mempunyai penguasaan bahasa Inggeris yang lebih baik.

Kata kunci: Kurikulum; sukatan pelajaran Bahasa Inggeris; pelajar menengah rendah

1.0 INTRODUCTION

"All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth."–Aristotle (Spaceandmotion, access on 9th of April 2012). The shaping and equipping of youths are indeed very important as they are the ones who are going to run the nation in the future. So, the future of a nation depends on the education of the youths. It is therefore very crucial that a nation prepares a perfect education system that will produce individuals that are responsible and capable of governing the country.

Malaysia will be celebrating its 55th anniversary of its independence day. As with age comes wisdom, Malaysia's education system has come a long way. Many changes and refinements are made in the hope that Malaysia's education system will be perfect to produce individuals that are capable, knowledgeable and responsible citizens. Does that mean our education system is perfect? Is our education system able to accomplish all the desired outcomes of the purpose of education? If they do, then we would not need any foreign education system. But in reality, there are many outside curriculums implemented in Malaysia.

According to the listing in MALAYSIA CENTRAL, The Leading Malaysia-Centric Info Portal & The Most Comprehensive Malaysian Search Directory (assess on 1st of November, 2011), there are about 35 private schools in Malaysia. The list only takes into account those who actually registered their schools or centres with the webpage master. In the wake of more and more private schools blooming like mushrooms in Malaysia, there is a need to see and study whether or not their curriculum is relevant to our society by looking from the aspect of Malaysia educational philosophy.

Studies also need to be conducted to see whether the curriculum is equivalent to our local curriculum. So that there will not be any redundancy. This is a study conducted to look into details of the UK Cambridge curriculum in comparison to our local curriculum. After considering the vast expanse of material available in the market for UK Cambridge curriculum, the researcher will only look at one programme that caters for Year 7 or lower secondary students.

■2.0 OBJECTIVE OF THE STUDY

This study is to find out the similarities and differences of the curriculum between UK and Malaysia for lower secondary, by reviewing:

(1) overall curriculum aims and objectives
(2) whether the curriculum matches our National Education Philosophy (NEP)
(3) content of the English syllabus for Year 7 and Form 1 of both curriculum

Research Questions

The research questions are as follow:

(1) What are the similarities of the UK curriculum aims and objectives with Malaysia National Educational Philosophy?
(2) What are the differences of the UK curriculum aims and objectives with Malaysia National Educational Philosophy?
(3) Do the UK curriculum match our National Education Philosophy?
(4) What are the similarities between the syllabus of UK curriculum and our local syllabus for lower secondary English subject? Especially on language elements: Listening, Speaking, Reading and Writing.
(5) What are the differences between the syllabus of UK curriculum and our local syllabus for lower secondary English subject? Especially on language elements: Listening, Speaking, Reading and Writing.

The Importance of the Research

This is an important study because we are to examine the differences in the structures of the syllabus, the aims and objectives of the curriculum of two countries, the contents and what is more important in one country than in the other country. Finally what is expected from the teachers teaching UK curriculum in Malaysia. As far as the researcher's knowledge, there is no known study comparing both curriculums.

By studying the result of the research, it is hope that parents and students will be able to identify the similarities and differences of the local curriculum and UK curriculum, then to consider which curriculum suits their needs. By studying the result of this research, it is hope that teachers teaching in the UK Curriculum will be able to identify the similarities and differences of the local curriculum and UK curriculum. This will help them to find suitable materials from the local curriculum as extra or supplement to the UK curriculum and prepare students accordingly to sit for O Level.

Limitation of the Study

This research is carried out to look into only the first level of lower secondary syllabus, Form 1 of Malaysia curriculum and Year 7 of the UK curriculum. As there are abundant resources for teaching the UK English subject, the researcher is going to look into a single documented curriculum provided by one of the learning centre in UK. The aims and objectives of both curriculums will be studied broadly or at macro level.

■3.0 RESEARCH METHODOLOGY

This is a comparative document analysis research, which compares two documented English syllabus of two different countries. This is a qualitative research where the researcher looked into details of two documented English syllabus from Malaysia and UK.

First of all as this is a qualitative study to find the similarities and differences of the UK Year 7 English syllabus and the Malaysia Form 1 English syllabus, it is primarily interpretive in nature. It is not seeking to verify some "truth" or which curriculum is right and which is best. Descriptive comparison is used to look for patterns to find similarities and differences in both curriculums.

This research is also trying to understand how participants perceive the syllabuses being discussed in this research. The researcher seeks to understand their interpretation of both syllabuses and their sentiments towards the syllabus that they deliver as teachers of the respective curriculum. The participants are two English teachers, teaching in government school and private school respectively.

The primary goal of qualitative here is to produce an understanding and explanation about the similarities and differences between the Malaysia Form 1 English syllabus and UK Cambridge Year 7 English syllabus. Thereafter, the study seek to find out whether the UK curriculum is in line with our national educational philosophy or otherwise.

There are two types of samples used in this research. Firstly are the documents that will be scrutinized. Secondly are the participants that will be interviewed.

The documents involved in this research are the syllabus of Form 1 English in Malaysia and UK Cambridge Year 7 English. Both documents will be scrutinized to find the similarities and differences. The researcher will also analyze documents containing the educational philosophy of Malaysia and the curriculum aims of UK. Again, the researcher will find the similarities and differences of both educational philosophy and curriculum aims.

Purposive sampling is used for this research. Two English teachers from a government school and a private school are chosen. Purposive sampling is also referred to as judgment sampling. Interviews from the two teachers will be taken into account in determining the similarities and differences between both curriculums. The samples are selected based on their teaching experiences. The researcher believes that they have the expertise and knowledge of both curriculums that are being scrutinized.

Data Collection Procedure

This research was conducted in two phases. The first phase will be the document analysis of the content where the researcher will study both documented syllabuses to find their similarities and differences. The second phase of data collection procedure is through interview. This is which the researcher interviewed two experienced English teachers from the government school and the private school who are currently delivering the syllabuses, respectively.

Document Analysis

The documented English syllabuses of Malaysia and UK are used as the main source for this research to answer the research questions. Content analysis will be conducted on both the documented curriculums to find the similarities and differences of both curriculums. For this research the documented syllabuses that are used are:

KBSM Bahasa Inggeris Tingkatan 1
WES (World-wide Education Service) Year 7 English Syllabus

Both documents are taken from the Ministry or body that can certify that both documents are the latest edition. Tyler Rationale is used to conduct the analysis. The researcher first looked at the aims and objectives of both curriculums, then the content of the curriculums, the elements of the language. After that the researcher looked at the organization of the content, how information is organized and sequenced. Finally, evaluation, how the teachers of both curriculums measure students' understanding of the contents. The researcher used tables to compare the finding of this research.

Interview

One of the methods that was used in this research for collecting data is by interview. Two purposive samples are chosen based on their experience in teaching Malaysia English for Form 1 and the UK Cambridge English for Year 7 respectively. Interview is chosen as a method of obtaining data because through interview, the interviewee will be able to be more precise as they can elaborate their opinion and express their sentiment towards the topic of discussion. Complex topic that cannot be "molded" into a set of standard questions with response sets, can then be relayed to the interviewee and thus, making the case stronger. Interview is also chosen because there might be a need for the respondent to guide questions on the topic being discussed. Through interview then the researcher explored explanations for the similarities and differences quote by the respondents. The interviews are in-depth, semi-structured and one to one. Digital recorder is used to record the interviews.

The researcher tried to explain the differences in both the syllabuses' structures. Secondly, the researcher highlighted the differences and the common points about the aims and the objectives of the teaching of English in both curriculums. The researcher then studied the contents and the competences which are required in both curriculums, and finally discussed the implication of both curriculums on teachers and students involved.

Comparisons are made at a broad and macro level of the curriculum policy, curriculum framework, and curriculum material provision rather than specific and detailed level. In many ways, the discussion for comparison tends to be speculative and interpretative rather than data based analytic one.

All the interviews with the two selected sample were documented. Interviewer used an mp3 recorder to record the interview processes. Then after each interview, the researcher transcribed the interview as soon as possible by reviewing the mp3 recorder and notes taken during the interview. Conclusions are then made from the information gathered.

■4.0 FINDINGS, DISCUSSION AND RECOMMENDATION

Finding

Based on the research questions in Chapter One of this research, the researcher went into detail and made the following findings.

After looking into both documented educational philosophy and curriculum aims for both countries, there are two similarities. The first similarity is the building and shaping of the individual as a competent individual. In Malaysia Educational philosophy, it was stated that the aim of the education is to develop "the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious." The curriculum aims of UK stated that the curriculum is to enable all young people to be confident individuals. The second similarity is the shaping and moulding of an individual into responsible citizen. Both countries describe the characteristics of a responsible citizen. In Malaysia educational philosophy, it was identified that Malaysian citizens "possess high moral standards, and who are responsible and capable of achieving high level of personal well-beings as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large."

The first obvious difference in between both countries curriculum aims and objectives is that Malaysia education system uses the national educational philosophy to dictate the direction or the desired outcome of the education in the country. But the UK uses curriculum aims to list the entire desired outcome. As both countries use different forms to dictate the desired outcomes of education in respective countries, Malaysia's national educational philosophy is very brief but compact while the UK's curriculum aims are listed in detail.

There is an element in Malaysia educational philosophy that is not mentioned in the UK curriculum aims. The missing element is God. In the Malaysia educational philosophy, it was written that the education is "to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God." The UK curriculum merely stated that confident individuals "have secure values and beliefs and have principles to distinguish right from wrong".

Do the UK curriculum match our National Education Philosophy? To answer this research question, the researcher compared the UK Cambridge Year 7 English syllabus with the Malaysia educational philosophy. Table 1 shows the compatibility and explanation.

One of the aims of this research is to look at the similarities between the UK Cambridge Year 7 English and Malaysia Form 1 English syllabus. For a start, clearly both syllabuses place equal emphasis on all four language elements, listening, speaking, reading and writing. Both syllabuses also focus on grammar and give room for literature appreciation.

Both syllabus, in cooperate ICT but the UK stated more clearly on how ICT is to be incorporated in the classroom. For example, in Week 1, Lesson 4, the lesson requires students to use Microsoft Word's thesaurus. This lesson is in line with the previous lesson of how to use the thesaurus dictionary. In Malaysia syllabus, ICT is listed as one of the Educational Emphases. The syllabus simply stated that the ICT skills include the use of multimedia resources as TV documentaries and Internet resources and computer-related activities such as e-mail activities, networking and interacting with electronic courseware.

Both teach on using how to use the dictionary. In Malaysia's Form 1 English syllabus, processing texts read stated the use of dictionary to find the meaning of unfamiliar words. In UK's Year 7 English syllabus, Week One's Lesson 1 to 4 focuses on the use of dictionary. The syllabus even listed the Oxford Dictionary and Thesaurus as one of the textbooks.

The research also seek to see the differences of both curriculums. Malaysia's English Form 1 syllabus is divided into three parts. The three parts are Learning Outcomes, Language Content and Educational Emphases. In the Learning Outcomes, specific skills are listed out as to what are the desired skills that learners should achieve in the three areas of language use, namely the Interpersonal, the Informational and the Aesthetic. These three areas include the usage of the four components of language skills, Listening, Speaking, Reading and Writing. Language Content recorded the grammar, the sound system and the wordlist to be taught. Educational Emphases highlights thinking skills, ICT skills, values and citizenship education and other emphases that a teacher needs to take into account when delivering the syllabus. All these three components need to be carefully thought-out as a teacher teaching the subject needs to incorporate every component in order to make teaching meaningful and fulfil the curriculum specifications.

The UK Cambridge Year 7 syllabus is divided into 4 parts. The first part states the aims of the syllabus and the textbooks needed for the subject. The second part explains what the teacher should do such as planning, pacing, guiding and assessing the students. The third part states the aspects and skills that the students will learn throughout the whole year. Finally, the appendices. The appendices include lesson plans, worksheets, and homework feedback and assessment forms.

The Malaysia's Form 1 English syllabus is written as a compact syllabus for the whole year. There is no breaking of what to teach in the first semester and the so on. UK's Year 7 English syllabus is divided into specific terms. There are three terms altogether. The syllabus clearly states the lessons that need to be covered every term.

Malaysia's Form 1 English syllabus is arranged thematically. Lessons are planned according to themes. While in UK's Year 7 English syllabus, lessons are planned according to focussed language skills. For example, in Week 1, Lesson 5, the focus is reading skill (finding information; skimming and scanning; making notes).

The UK's Year 7 English syllabus includes specific lesson plans for every lesson, while the Malaysia's Form 1 English syllabus merely gives suggestion on how to plan lessons.

The UK's Year 7 English syllabus also provides duration of English classes per week. The syllabus specified that English lessons are to be 50 to 60 minutes per day for five days a week. The Malaysia's Form 1 English syllabus did not state the duration and frequency of the English lessons.

Table 1 Matching of Malaysia Educational Philosophy with year 7 subject aims

National Educational Philosophy	Subjects Aims
an on-going effort towards further developing the potential of individuals in a holistic and integrated manner	**Speaking and Listening** • to develop the ability to communicate fluently and effectively in spoken English and to listen with understanding **Reading** • to develop the ability to read, understand and respond to all types of writing, as well as the development of information-retrieval strategies for the purposes of study **Writing** • to develop a growing ability to construct and convey meaning in written language, matching style to audience and purpose
intellectually	**Speaking and Listening** • contribute and respond constructively in discussion, including the development of ideas advocate and justify a point of view. **Reading** • demonstrate an ability to explain preferences about a range of stories and poems which they have read **Writing** • write accurate English which has correct grammar and punctuation

spiritually	**Speaking and Listening** • give a well-organized and sustained account of an event **Reading** • show that they are developing their own views about fiction, non-fiction, poetry and other texts and can support their views by reference to some detail in the text • recognize whether subject matter in non-literary and media texts is presented as fact or opinion.
emotionally	**Speaking and Listening** • give a well-organized and sustained account of an event **Reading** • read aloud with fluency, expression and confidence **Writing** • organize writing in a logical way
physically	**Speaking and Listening** • speak clearly in Standard English **Reading** • read aloud with fluency, expression and confidence **Writing** • use legible and correct handwriting
to produce Malaysian citizens who are knowledgeable and competent	**Speaking and Listening** • speak clearly in Standard English • give a well-organized and sustained account of an event **Reading** • demonstrate an ability to explain preferences about a range of stories and poems which they have read • be aware that different authors have different styles and the effect that a writer's choice of particular words and phrases has on the reader. **Writing** • use a variety of styles of writing in different contexts • write convincingly on a variety of themes
responsible	**Speaking and Listening** • give a well-organized and sustained account of an event **Reading** • show that they are developing their own views about fiction, non-fiction, poetry and other texts and can support their views by reference to some detail in the text **Writing** • write convincingly on a variety of themes • use legible and correct handwriting •
capable of achieving high level of personal well-being	**Speaking and Listening** • contribute and respond constructively in discussion, including the development of ideas advocate and justify a point of view. **Reading** • demonstrate an ability to explain preferences about a range of stories and poems which they have read **Writing** • organize writing in a logical way
to contribute to the harmony and betterment of the family, the society and the nation at large	**Speaking and Listening** • contribute to the planning of, and participate in a group presentation. • recognize variations in vocabulary between different regional or social group, and relate this knowledge to personal experience. **Reading** • be aware that different authors have different styles and of the effect that a writer's choice of particular words and phrases has on the reader. **Writing** • use quality and range of language to convey meaning in different forms

Below are the responses of the interview with two teachers. One teacher is currently teaching the UK Cambridge Year 7 English and one is teaching the local Form 1 English. Based on the interviews, the researcher summarises the responses.

The teacher teaching the UK Cambridge Year 7 English emphasizes more on grammar and the proper way of speaking. While the teacher teaching the local curriculum stresses on grammar and punctuation.

Year 7 English Teacher	**Form 1 English Teacher**
I emphasize more on grammar and proper way of speaking	I focus more on grammar and punctuation

According to the teacher who is teaching Year 7 English, she encourages her students to speak, even if it is a short sentence, grammatically correct. While the teacher teaching Form 1 English uses exercises to drill her students to use English correctly.

Year 7 English Teacher	Form 1 English Teacher
I encourage my students to speak even if it's a short sentence, I'll make sure they use proper grammar, words and they speak	I give exercise and some drilling

The teacher teaching Year 7 English relies on the syllabus for grammar and vocabulary teaching. But when it comes to plays and drama writing, she did not follow the syllabus closely, whilst the teacher teaching Form 1 English follows the syllabus closely. Year 7 English has seven textbooks but according to the teacher, she only uses four of the seven textbooks for her class. The Form 1 English has only one textbook.

Year 7 English Teacher	Form 1 English Teacher
Through the grammar parts and the ways of teaching vocabulary, I follow the syllabus closely. Other than that whwn it comes to maybe certain ....maybe they give aaa certain topics like aah...drama or play, writing a play, know where they go to different types of writing essay, I don't really follow the syllabus closely.	Mmm.....I usually follow the syllabus closely
We have seven textbook but we only use four in the class	Only one textbook
Four periods a week. Per period is one and a half hour	Five periods. 35 minutes each time.

Year 7 English teacher wants her students to be able to write and speak grammatically correct English. Form 1 English teacher wants her students to be able to use English in their daily lives.

Year 7 English Teacher	Form 1 English Teacher
My aim for my students is that they know how to use grammar in a proper way in written and their speech	Aaa...to be able to speak English in their lives. Like that...

Year 7 English teacher uses the computer as teaching aids in the classroom. While Form 1 English teacher uses the computer to prepare quizzes and tests papers.

Year 7 English Teacher	Form 1 English Teacher
Yes, I use for presentation	Yes, of course, for preparing question papers, aaa...for test and holding short quizzes

The teacher teaching Year 7 English has problem teaching students who are not good in the language. This is because when they are weak in the language, the teacher has to slow down and in the end will not have time to finish delivering the syllabus. While the teacher teaching Form 1 English has problem finding the suitable technique to teach grammar to the students.

Overall, even though both syllabuses place emphasis on the same language element, but obviously the standard of English for UK Cambridge Year 7 English is so much higher than Malaysia Form 1 English. From the above table we can see that the local English syllabus only requires students to have the basic skills so that the students will be able to use English in their everyday social lives. But the Year 7 English requires its students to use English like a scholar. They are required to project a higher language competency.

■5.0 DISCUSSION

This is an important study because we are to examine the differences in the structures of the syllabus, the aims and objectives of the curriculum of two countries, the contents and what is more important in one country than in the other country. Finally what is expected from the teachers teaching UK curriculum in Malaysia. As far as the researcher's knowledge, there is no known study comparing both curriculums. Based on the questions asked by Posner in the curriculum analysis, this study attempts to look at how both syllabuses are documented.

The second set of questions in Posner curriculum analysis is What situation resulted in the development of the curriculum? What perspectives does the curriculum represent? Clearly both syllabuses have different level of difficulty, the Year 7 English requires students to project higher English competency because English in UK is the official language and mother tongue to most of its people. As oppose to Malaysia where English is a second language. Hence the English lessons are at the acquisition state. The status of English language in both countries also affected the rest of the questions in Posner curriculum analysis.

Based on the interviews, we can see both teachers are stressing on the teaching of grammar. Both believe that grammar plays an important part in English, as it is important to be grammatically right in speaking and writing. From the interviews, we can deduce that the teacher teaching the Year 7 English stresses the importance of students to speak English grammatically while the teacher teaching Form 1 stresses on writing hence the teaching of punctuation and exercises to drill the students. We can also see the vast difference in the

amount of textbooks. While the Form 1 English only uses one textbook, the Year 7 English has seven textbooks (even though the teacher only uses four books). Looking in the documented syllabus for Year 7, five of the seven textbooks are related to reading, writing and speaking, one for grammar and one is the dictionary which is compulsory for every student to own one. Both teachers use the textbooks twice a week.

Looking at the amount of time allocated for the teaching of English in both schools, we can see a major difference. While the teacher in Year 7 English has six hours a week to teach English, the teacher in Form 1 English only has two hours and 55 minutes of lessons per week. This major difference shows that in UK Cambridge curriculum, English is an important language. For the local curriculum, English is only as a second language. Thus, this also explains the longer content and more textbooks.

The problems faced by both teachers are also different. Teacher for Year 7 English is having problem finishing the syllabus as there are students in her class who are not very competent in the language, thus she as to go slower than the planned lesson plans. While the Form 1 English teacher is still looking for a suitable technique to teach grammar. This might be because both teachers are only in their third year of teaching so they are still improving their techniques to meet students' needs.

Finally, both syllabuses have their own strength and limitation. While Year 7 English syllabus might be too hard for the general Malaysians Form 1 students but it provides a platform to challenge those with better English competency. This is because good students might be bored with the local syllabus as introducing oneself and inviting friends to their house are the things that they do regularly, so it does not pose a challenge or learning opportunity for them. Having said that, it is true that Malaysia is a big country, the gap between rural students and urban students is obvious. That is why the curriculum makers have to find a common ground.

■6.0 RECOMMENDATION

Future researches and studies between both curriculums are encouraged. This is because the IGCSE O Level is gaining popularity on our shore. This might be because most of the top universities in the world are in UK for example Cambridge and Oxford. By looking at the differences between both curriculums' syllabuses, the curriculum makers can tap on the positive differences and make our curriculum better so that we can achieve the Vision 2020.

Future studies can tap into the differences of cultures and values of both countries hence the curriculums. It would be interesting to know how cultures and values affect the education perceived by students. The effect of influence of the local cultures and values on local students studying the UK Cambridge curriculum would also provide insights on how the students copping with the curriculum. Another interesting research method for this topic is the ethnographic method. Choose a school that runs on the UK Cambridge curriculum and be among their midst as teacher or counsellor to collect interesting data.

Time is a factor while doing this research, given more time the researcher believes that more details can be looked into and smaller components of the syllabuses can be explored. Future research should commit to a longer research period.

■7.0 CONCLUSION

This research is simply to point out the similarities and the differences of both the curriculums by looking specifically on Year 7 English syllabus and Form 1 English syllabus. There is no wrong or right in either syllabus. The researcher hopes that by providing brief description of both curriculums, parents and teachers will have an idea of how both curriculums work.

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