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**KWAZULU-NATAL**  
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INYUVESI  
**YAKWAZULU-NATALI**

**Exploring Teachers' Understanding of Outcomes-Based Forms of  
Pedagogy Used in the Foundation Phase**

**By**

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I, **Mpumelelo Carol Ntshangase**, declare that:

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## **ABSTRACT**

The South African schooling system emphasizes the foundation phase, from grade R to grade 3, as it introduces learners to formal learning and develops writing, communication, and critical thinking skills. However, teachers in this phase often lack understanding of Outcomes-Based Forms of Pedagogy (OBFP), making it difficult for learners to acquire necessary skills. The introduction of new curriculums has negatively impacted teachers, as they are unsure how to implement them, influenced by their content knowledge, experience, and the lack of preparation and resources.

Therefore, this dissertation presents the qualitative case study of nine foundation phase teachers from a single school in a semi-rural area of KwaNyuswa. This study was conducted with the main purpose of exploring teachers' understanding of outcomes-based forms of pedagogy used in the foundation phase.

The study utilised the qualitative case-study design and the interpretivist paradigm. Data were generated through the use of document analysis, classroom observation and one-on-one semi-structured interviews. The three research methods were used in order to ensure the process of triangulation during the exploration of teachers' understanding of OBFP. The purposive sampling was used to select the foundation phase teachers to be part of this study.

The research questions played an important role in guiding the study to review the relevant literature on teachers' understanding of OBFP. This study used Cultural Historical Activity Theory as a theoretical analysis. In order to ensure trustworthiness in the study dependability, confirmability, credibility, and transferability were implemented in this study. Further to this, ethical issues were also considered such as consent letters, anonymity and withdrawals

The findings revealed that teachers' pedagogical knowledge in terms of Outcome-Based Forms of Pedagogy however they lack practical knowledge or implementing OBFP in the classroom. There is a gap between teachers' understanding of OBFP (theory) and implementing OBFP (practical) in the classroom. As a result, teachers are not aware of strategies of implementing and using Curriculum differentiation in order to accommodate learners' differences. The findings revealed that teachers had a limited understanding of what Outcomes-Based Forms of Pedagogy meant

however, teachers tried to properly implement it with some challenges with the purpose of accommodating all the learners needs and abilities in the foundation phase.

The study further highlighted the influence of teachers' experiences on teaching and learning and learner performance as a result thereof. In this study, I argue that there are various contributing factors that influence teachers' understanding of OBFP namely; teaching, learning, and teaching practices as well as ever-changing educational policies. I am of the opinion that these should be addressed in order to improve teachers' understanding of OBFP

Keywords: Understanding, Outcomes-Based Forms of Pedagogy, Foundation Phase.

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## **CHAPTER ZERO**

### **MOTIVATION FOR CONDUCTING THE STUDY**

I am a foundation phase teacher with 14 years of teaching experience. As a teacher I have witnessed several curriculum changes in the Republic of South Africa (RSA) where teachers were trained to implement the education policies in their classrooms. There was Curriculum 2005 (C2005) in 1998 then the Revised National Curriculum Statement (RNCS) which was later replaced by the National Curriculum Statement (NCS). In 2011 the Department of Basic Education (DBE) introduced Curriculum and Assessment Policy Statements (CAPS). CAPS was meant to make teachers' lives better by giving them clear guidelines on how to teach and assess learners in each grade. CAPS also provided detailed week by week lesson plans for teachers to follow when teaching. CAPS was intended to improve teaching and learning of content mastering (content-centred pedagogies) but the nature or situation in foundation phase compelled teachers to apply outcomes-based forms of pedagogy (learner-centred ness)".

I studied Post Graduate Certificate in Education (PGCE) at the University of KwaZulu Natal and that was where the lecturers introduced Outcomes-Based forms of Pedagogy to us as students. The Outcomes-Based pedagogy is learner-centred and it placed learners in the centre of their learning (Khoza, 2016). Outcomes-Based Forms of Pedagogy emphasised that teachers need to set what they wanted their learners to achieve as well as what skills and values would be developed. The teacher had to allow learners to learn and discover information on their own. When I became a teacher in the foundation phase in 2009, I observed that the teachers were the ones who instructed the learners and it was mostly rote learning and content-centred. Teachers in the foundation phase used a lot of singing, chanting, drills and rote learning as teaching methods. Teachers would place learners into groups but the teacher continued being an instructor instead of being a facilitator. Teachers were the ones who were active in the classroom and learners remained passive. Teachers also instructed the learners on what to do and how to do it instead of letting them learn with each other which shows that they did not understand Outcomes-Based Forms of Pedagogy (Hoadley, 2018). Learners were not given a chance to explore or discover things on their own. Teachers were basically spoon feeding them.

When I attended a workshop conducted by the Department of Basic Education (DBE) in 2010, I discovered that the facilitators of the workshop explained group work pedagogy as the method used only when you have 30 learners. The number of students in the classrooms was always above 30 learners and teachers were of the opinion that they could not implement Outcomes-Based forms of pedagogy in large class sizes. Facilitators further indicated that the play pedagogy is not working in RSA because of the lack of resources. Facilitators were unable to define what resources were except referring to teaching aids. Some teachers did not view play as part of learning as they were of the understanding that learners need to be educated using content not games or play. Some teachers were of the understanding that resources were charts, worksheets, books and instruments that they lacked in their classrooms. According to Khoza and Biyela (2020), resources are objects or people that communicate teaching and learning. Teachers had limited understanding of resources to be used when teaching using the outcomes-based approach. Teachers understood resources to be books and charts so if they lacked these known resources, they could not perform classroom tasks and lack of resources was used as an excuse.

However, our university lecturers explained that we may use group work with any number of learners if outcomes-based environment is involved. According to Hoadley (2018), RSA has been facing teachers with different understanding of pedagogy in education. Biesta (2015) conducted a study that identified three categories of teacher understanding of pedagogy. The categories are qualification, socialisation, and subjectification. Qualification understanding refers to teaching systems that follow prescribed subject content. Socialisation understanding refers to learning processes that are driven by outcomes. Subjectification understanding combines the strengths of qualification and socialisation understanding. Teachers enacted the curriculum according to their own understanding which was either content or outcomes-based understanding. CAPS has caused more confusion to foundation phase teachers because they are taught by curriculum advisors to use play pedagogy (outcomes-based form of pedagogy) while CAPS demands qualification understanding (content-centred pedagogy).

The DBE advocated for the promotion of qualification understanding whereas teachers in the Foundation phase use social understanding (outcomes) and learners learn better through play and working in groups. Constantino (2021) advocated for the use of play as a teaching strategy to improve learners' cognitive and social skills. This has led to some teachers using content

understanding and others use learner-centred approach. This suggests that there is a need for studies that explore the teachers' understanding of the Outcomes-Based Forms of Pedagogy so that teachers may find ways of merging content and outcomes' understanding.

Teachers have different views and understanding of the curriculum especially Outcomes-Based Pedagogy. According to Hoadley (2017) teachers have different views of understanding the OBFP as we witnessed teachers following socialisation in the classrooms by placing learners in groups. The teachers used social understanding but they did not accept learners' answers when a learner referred to a rugby ball as a shape. Teachers did not allow learners to be active and their opinions were not accepted. Teachers expressed their understanding of some of the main principles of the progressivist discourse underlying C2005/OBE, such as the principle of learner-centredness, perceiving the teacher as facilitator and the principle of exploratory learning.

Therefore, in conducting this study, I wanted to gain in-depth insight of teachers' understanding of Outcomes-Based Forms of Pedagogy through the use of classroom observations and semi-structured interviews. In addition, I wanted to discover and explore different teachers' experience of teaching and using OBFP in their classroom. I also discovered my own teaching flaws which I need to improve on especially teaching and accommodating the needs of the learners.

During this long and stressful PhD journey, I have developed and improved on my writing skills as well as diagram and table drawing skills which was non-existent before embarking on this PhD journey. Furthermore, through conducting this study I have discovered that teachers teach according to their experience and accommodating the needs of the learners.

## CHAPTER ONE

### OVERVIEW AND OUTLINE OF THE STUDY

#### 1.1 Introduction

#### 1.2 Background and Setting of the Study

As a teacher, I have witnessed many curriculum changes in the Republic of South Africa (RSA) and teachers were trained to implement the education policies in their classrooms. There was Curriculum 2005 (C2005) in 1998, then the Revised National Curriculum Statement (RNCS) which was later replaced by the National Curriculum Statement (NCS). In 2011 the Department of Basic Education (DBE), introduced Curriculum and Assessment Policy Statements (CAPS). CAPS was meant to make teachers lives better by giving them clear guidelines on how to conduct teaching and learning as well as assess learners in each grade. CAPS also provided detailed daily and weekly lesson plans for teachers to follow when teaching. CAPS was intended to improve teaching and learning of content mastering (content-centred pedagogies) but the nature or situation in foundation phase compelled teachers to apply outcomes-based forms of pedagogy (learner-centred ness).

The DBE introduced Jika iMfundo in KwaZulu Natal. Jika iMfundo was piloted in 2015 and focused on increased curriculum coverage as a way of improving learning outcomes through integration outcomes-based forms of pedagogy. Jika iMfundo aimed to accomplish enhancements in learning outcomes in all education levels and in the different levels of the education system. Jika iMfundo was meant to address and improve the curriculum deliverance and coverage. PILO has principles to accommodate Outcomes-based forms of pedagogy within the framework of CAPS (which is content-centred). Teachers were meant to be able to understand and implement these education policies but this has left many teachers confused as they did not understand which policy to follow when teaching in the classrooms. Teachers attended workshops on the different curriculum policies. Some were still using C2005 documents (demands learner-centredness) and others used CAPS documents (demands content-centredness). Some teachers were in possession of Jika iMfundo documents (demands both content-centredness and learner-centredness) but did not use the documents in their classrooms. When I started teaching, I was also confused because I had a different understanding of the Outcomes-Base Forms of Pedagogy from my student training days and it was different to what I witnessed in the school environment. I tried to use the principles of Outcomes-Based forms of pedagogy. Some of my mentors in the foundation phase were using contents understanding and some were using learner centred approach. I tried to use both (content and outcomes).

I studied Post Graduate Certificate in Education (PGCE) at the University of KwaZulu Natal and the lecturers introduced Outcomes-Based Forms of Pedagogy. The Outcomes-Based pedagogy is learner-centred and it placed learners in the middle of their learning (Khoza, 2016). Outcomes-Based Forms of Pedagogy emphasised that teachers need to set what they wanted their learners to

achieve as well as what skills and values would be developed. The teacher had to allow learners to learn and discover knowledge and content on their own. When I became a teacher in 2009, I observed that the teachers were the ones who instructed the learners and it was mostly rote learning and content-centred. Teachers in the foundation phase used a lot of singing, chanting, drills and rote learning as teaching methods. Teachers would place learners into groups but the teacher continued being an instructor instead of being a facilitator. Teachers were the ones who were active in the classroom and learners remained passive. Teachers also instructed the learners on what to do and how to do it instead of letting them learn with each other which shows that they did not understand Outcomes-Based forms of pedagogy (Hoadley, 2018). Learners were not given a chance to explore or discover things on their own. Teachers were basically spoon feeding them.

When I attended a workshop conducted by the Department of Basic Education (DBE) in 2010, I discovered that the facilitators of the workshop explained group work pedagogy as the method used only when you have 30 learners. The number of learners in the classrooms was always above 30 learners and teachers were of the opinion that they could not implement Outcomes-Based forms of pedagogy in large class sizes. Facilitators further indicated that the play pedagogy is not working in RSA because of the lack of resources. Facilitators were unable to define what resources were except referring to teaching aids. Some teachers did not view play as part of learning as they were of the understanding that learners need to be educated using content, not games or play. Some teachers were of the understanding that resources were charts, worksheets, books and instruments that they lacked in their classrooms. According to Khoza and Biyela (2020), resources are objects or people that communicate teaching and learning. Teachers had limited understanding of resources to be used when teaching using the outcomes-based approach. Teachers understood resources to be books and charts so if they lacked these known resources, they could not perform classroom tasks and lack of resources was used as an excuse.

However, our university lecturers explained that we may use group work with any number of learners if outcomes-based environment is involved. According to Hoadley (2018), RSA has been facing teachers with different understanding of pedagogy in education. Biesta (2015) conducted a study that identified three categories of teacher understanding of pedagogy. The categories are qualification, socialisation, and subjectification. Qualification understanding refers to teaching systems that follow prescribed subject content. Socialisation understanding refers to learning processes that are driven by outcomes. Subjectification understanding combines the strengths of qualification and socialisation understanding. Teachers enacted the curriculum according to their own understanding which was either content or outcomes-based understanding. CAPS has caused more confusion to foundation phase teachers because they are taught by curriculum advisors to use play pedagogy (outcomes-based form of pedagogy) while CAPS demand qualification understanding (content-centred pedagogy).

The DBE advocated for the promotion of qualification understanding whereas teachers in the Foundation phase use social understanding (outcomes) and learners learn better through play and working in groups. Constantino (2021) advocated for the use of play as a teaching strategy to improve learners' cognitive and social skills. This has led to some teachers using content

understanding and others use learner-centred approach. This suggests that there is a need for research that explores the teachers' understanding of Outcomes-Based Forms of Pedagogy so that teachers may find ways of merging content and outcomes understanding.

Khoza (2016) states that when teachers understand the teaching idea, they identify applicable curriculum goals and objectives. He further explains that understanding the curriculum ideas helps the teachers to reflect on their teaching experience in order to make better their teaching practice. Ragupathi (2017) suggests that for education to be meaningful and there needs to be a balance and interaction between the three kinds of understanding and it needs to be highlighted that qualification understanding alone is not enough. Education should be advantageous to learners as well as develop them to be better persons who care for others around them. Understanding, according to Khoza (2019), is referred to as vertical (Content-centred), horizontal (learner-centred) understanding and diagonal understanding (finding a balance between vertical and horizontal understanding). In this study it is referred to as pragmatic understanding where I try to merge or combine content and outcomes understanding to benefit learners in the foundation phase.

Teachers have different perspectives of OBFP and how it should be enacted in their classroom during teaching and learning. Teachers from the onset experienced OBE as an invention of a governmentally and politically driven curriculum process which is produced, controlled and managed by the law-making stakeholders or government of the day that teachers had to enact in schools (Rogan, 2000). There are many reasons that led to teachers failing to enact the curriculum such as lack of understanding of the concepts used in the OBFP, lack of sufficient teacher training and teachers not adjusting to the new curriculum since some were used to the old content-based curriculum. It was for teachers to adopt the new curriculum. The new implemented curriculum usually came with new rules and ways of teaching as well as resources that can confuse teachers if they are not familiar or prepared for these new curriculum demands and resources (Schulze & Van Heerden 2015). According to Meyer and Warnich (2010) the Outcomes-based forms of pedagogy failed because of insufficient outcomes-based assessment training of teachers and scarce departmental support and guidance. Therefore, teachers also felt negative towards change in the curriculum and did not want to transformation from what they were used to, which was content understanding from the apartheid government era. Teachers also felt negative towards OBE and felt that a lack of continued professional development was a serious inadequacy as teachers only received one-day or three-day training workshops (Warnich, 2008).

Teachers had to understand, follow and implement many policies and this led to teachers not being able to enact the curriculum suitably. Potterson (2008) argue that a numerous introduction of new policies and rules that teachers had to come to grips with, large classes sizes and the love and being familiar to traditional practices on teachers contribute to the fact that the curriculum is not always implemented efficaciously in the classroom. Turner-Bisset (2013) in the book about expert teachers in the Foundation phase, indicates that teaching is not a matter of talent or capability alone as teachers need a profound understanding of several different knowledge bases to develop them professionally. Darling-Hammond *et al* (2017) in their article about effective teacher professional development are also of the same opinion that teachers need a full understanding of the curriculum.

It is paramount that teachers understand both content and Outcomes-Based Forms of Pedagogy and the teacher also needs to balance the two by looking at the needs of the learners.

If the curriculum is too social or outcomes-based, learners will not learn content or facts from textbooks which is also important. Serin (2018) also agrees that learner-centredness improves cooperative learning, develops problem solving and decision-making skills, and develops critical thinking skills; however, the role of teacher is not eradicated in the classroom. Teachers are required to steer the learners in the right direction when conducting teaching and learning activities in the classroom. Katua and Schwinghammer (2020) in the research refer to OBFP as competence-based education. They state that competence includes an incorporation of knowledge, skills and attitudes while proving that learners are capable of performing professional activities without harm and morally and there are formal and exterior factors will help to advance educational quality, outline roles and professional development in the classroom. In the study conducted by Hoadley in Khayelitsha, the teachers were using OBFP when teaching but they were too social that learners did not gain any content in the classroom. One example when the teacher was teaching learners about the number line, she used an example of an old man walking, that did not teach learners about using the number line. Khoza and Biyela (2020) recommend the amalgamation or mixing content and learner-centred understanding, they state that teachers as well as lecturers have different interpretation of the importance of digitalised curriculum based on professional and social needs of the teacher and learners. Mpungose and Khoza (2020) in the article about digitalised curriculum in higher education institution also advocate for the balancing of content and outcomes understanding. Although this is about curriculum in the higher institution of education, this study can be used as it has the same approach of merging content and learner-centred understanding.

### **1.3 Rationale of the study**

As a teacher in the foundation phase, I have witnessed teachers enacting OBFP in various ways which suggest that teachers have different understanding of OBFP and how it should be enacted in the classroom. Ever since, South Africa has become a Republic and free from apartheid as well as racism, there has been many changes to the education policies and curriculum. Teachers from the start of their teaching, experienced OBE as a product of a government driven curriculum process where the political and leadership management style took teachers aback and left them hesitant of the new curriculum (Rogan, 2000). Whenever a new Minister of Education was appointed, they brought about new changes to the curriculum which led to teachers not fully understanding any curriculum policy.

There are many reasons that led to teachers failing to enact the curriculum such as lack of understanding of the new concepts used in the OBFP, lack of adequate teacher training and teachers not adjusting to the new curriculum, since some were used to the old content-based curriculum. It was for teachers to adopt the new curriculum. The new curriculum comes with new difficulties and digital resources that can complicate teachers' understanding if they are not aware of or not ready for these new curriculum demands and fourth industrial resources (Schulze & Van Heerden 2015). According to Meyer and Warnich (2010) the Outcomes-Based Forms of Pedagogy failed because of insufficient outcomes-based training and assessment of teachers and teachers did not

get sufficient support and motivation from the Department of Education or the subject advisors. Teachers also felt negative towards change in the curriculum and did not want to change or develop from what they were used to which was content understanding from the old apartheid government. Teachers also felt negative towards OBFP and felt that a lack of continued professional development for them as teachers (Warnich, 2008).

Teachers had to understand, follow and implement many policies and this led to teachers not being able to enact the curriculum suitably. Potterson (2008) argues that a numerous of new rules, laws, policies and regulations that teachers had to adjust to, the bulky classroom sizes or over populated classes which led to teacher not being able to fully implement the new syllabus to their learners. Turner-Bisset (2013) in their book about skilled teachers in the Foundation phase, states that teaching is not a matter of skill or capability alone as teachers need a deep understanding of several different knowledge bases to develop the teachers' cultured professional proficiency. Darling-Hammond *et al* (2017) in their article about effective teacher professional development are also of the same opinion that teachers need a deep comprehension of the of the curriculum in order to enact it correctly in the classroom. It is important for teachers to appreciate both Content and Outcomes-Based forms of pedagogy and the teacher also needs to balance the two by looking at the needs of the learners.

If the curriculum is too social or outcomes-based, learners will not learn content or facts from textbooks which is also important. Serin (2018) also agrees that learner-centred ness helps improve co-operative learning, develops problem-solving and decision-making skills, arouses reflective and critical thinking skills; however, the role of teacher is not eradicated in the classroom as the teacher is required to guide and facilitate the acquirement of knowledge and skills. Katua and Schwinghammer (2020) in the research refer to OBFP as competence-based education. They state that competence comprises of incorporation of knowledge, skills and attitudes demonstrating a capability to perform professional activities carefully and morally in the classroom. Understanding competence, competency-based education, and institutional and external factors will help to improve the quality of education, outline teacher and learner roles and professional development. In the study conducted by Hoadley in Khayelitsha, the teachers were using OBFP when teaching but they were too social that learners did not gain any content in the classroom. One example when the teacher was teaching learners about the number line, she used an example of an old man walking, that did not teach learners about using the number line. Khoza and Biyela (2020) recommend the merging or integrating content and learner-centred understanding they state that academics translate the importance of embracing digitalised curriculum based on professional and/or social needs. Mpungose and Khoza (2020) in the article about digitalised curriculum in higher education institution also advocate for the balancing of content and outcomes understanding. Although this is about curriculum in the higher institution of education this study can be used as it has the same approach of merging content and learner-centred understanding.

#### **1.4 Problem statement**

The South African Department of Education has introduced several significant curriculum changes: including the C2005 in 1998, the National Curriculum Statement (NCS) in 2002, and the

Curriculum and Assessment Policy Statements (CAPS) in 2012. These frequent changes have led to widespread misunderstanding among teachers, who struggle to understand and implement these evolving curricula. The core issue addressed in this study is teachers' lack of understanding and implementation of Outcomes-Based Education (OBE), which has been complicated by numerous teaching methods and frequent curriculum updates.

OBE, developed by William Spady, focuses on defining clear learning outcomes and aligning educational practices to achieve these outcomes, Spady (1994). According to Harden et al. (1999) OBE is an approach where curriculum decisions are based on the outcomes learners must demonstrate. Nakkeeran et al. (2018) views OBE as a comprehensive strategy to ensure that each learner meets specific learning objectives, thereby enhancing their knowledge and skills. However, Donnelley (2007) criticizes OBE for its vague definitions and unclear success indicators. OBE evaluates learners' abilities through various assessments, focusing on whether they achieve specified outcomes (Malan, 2000; Gandhi, 2012). The approach, also known as competence-based curriculum, involves defining clear learning outcomes and utilizing Bloom's Taxonomy to guide teaching and assessment. Bloom's Taxonomy, revised by Anderson and Krathwohl (2001), categorizes cognitive skills from lower to higher-order thinking, guiding teachers in creating assessments that promote deeper understanding (Churches, 2008; Stanny, 2016). In 2015, the Department of Basic Education introduced *Jika iMfundo*, a PILO (Programme to Improve Learning Outcomes) designed program aimed at improving curriculum delivery and learner outcomes, particularly in KwaZulu-Natal. *Jika iMfundo* promotes a learner-centered approach in response to CAPS's content-centered focus. This initiative is part of broader efforts to address poor learning outcomes by enhancing curriculum coverage and systemic alignment (Taylor & Moyana, 2005; Hoadley, 2010).

Despite these numerous curriculum developments and the push for learner-centered pedagogies, teachers continue to struggle with the practical application of these approaches in the classroom (Hoadley, 2018). This PhD study therefore seeks to address and explore the confusion and difficulties teachers face in understanding and implementing OBE within South Africa's frequently changing curriculum landscape.

### **1.5 Significance of the study**

This research may help benefit the Department of Education, curriculum advisors, curriculum specialists and teachers in enacting Outcomes-Based Forms of Pedagogy in the foundation phase. The facilitators will also be assisted by this study as they will know what are teachers' understanding of the Outcomes-Based forms of pedagogy and how they need to change their training methods so teachers can understand and enact OBFP better in their classroom. The Foundation Phase curriculum advisors will also be aware of teachers' perception and implementation of the curriculum in the classrooms.

## **1.6 Purpose of the study**

The research sought to comprehend and explore the teachers' perception of Outcomes-Based Forms of Pedagogy. The study concentrated on teachers in the Foundation Phase because I have worked and have many years of teaching experience in the foundation phase. Although we as teachers have attended numerous workshops on enacting OBFP, I have witnessed a lot of teachers teaching using different methods which suggest that they do not understand OBFP. During the data collection process, teachers shared their views and understanding of Outcomes-based Forms of Pedagogy.

## **1.7 Setting of the study**

The study will be conducted in KwaNyuswa which is an area located in KwaZulu Natal. KwaNyuswa is part of the Valley of a Thousand Hills and it is close to Hillcrest and Botha's Hill. The area of KwaNyuswa is mostly populated by IsiZulu speakers and has low to middle income homesteads

## **1.8 Research objectives and questions**

The study aimed to meet the subsequent objectives:

1. To explore what are the Outcomes-Based Forms of Pedagogy used by teachers in Foundation Phase.
2. To explore how teachers implement Outcomes-Based Forms of Pedagogy in the Foundation Phase
3. To explore the reasons why teachers are using the Outcomes-Based forms of Pedagogy in the manner that they did in the Foundation phase.

This research was directed by the following questions;

1. What are the Outcomes-Based Forms of Pedagogy used in Foundation Phase?
2. How do teachers understand the Outcomes-Based forms of pedagogy used in foundation phase?
3. Why do teachers understand the Outcomes-Based forms of pedagogy used in foundation phase in particular ways?

## **1.9 Study research methodology**

According to Dawadi, Shrestha and Giri, (2021) research methodology refers to the various kinds of methods used in the study to gather data and to respond to the research questions. Similarly, research methodology is the detailed measures used to identify, select, process, and analyze information about a research topic (Kothari, 2004; Abutabenjeh, & Jaradat, 2018). However, it is advisable to note that there is a difference between research methodology and research methods. Goundar, (2012) declares that research methodology is an orderly way to answer or explain an issue or a problem. It is a skill of reviewing how research is to be conducted and its mains about

the process that research use when conducting research and explaining how a phenomenon takes place.

### **1.9.1 Research paradigm**

Morgan (2007) states that the interpretivist paradigm has features such as the admission that the social world cannot be understood from the position of an individual and the belief that realities are numerous and socially constructed. Kivunja and Kuyini (2017) states that this approach makes an effort to get use to and understand the participants and to understand and interpret what the participants say or mean about the phenomenon during the interviews and observation. Every effort is made to try to understand the viewpoint of the subject being observed, rather than the viewpoint of the observer. Emphasis is placed on understanding the individual and their interpretation of the world around them. Taylor and Medina (2013) refer to interpretivist paradigm as a human-centered paradigm which was used and introduced into educational research during the late 1970s, influenced strongly by anthropology which aims to understand other cultures, from within the community or studies group. Thus, the study will use this paradigm to understand how and why teachers implement OBFP during teaching and learning.

### **1.9.2 Research approach**

According to Akthar (2016) research design can be described as the structure of research. It is the Adhesive or cement that holds all of the foundations in research together, in short it is a plan of the proposed research work. Creswell and Plano Clark (2007) state that a research design is specific and described way of collecting as well and presenting data in research studies.

This study will be qualitative in nature. The characteristics of qualitative research according to Creswell (2016) and Marshall and Rossman (2016) is that the study is conducted in its natural setting. Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. Queirós, Faria and Almeida, (2017) declare that qualitative research allows the researcher to provide a meaning to observed and interviewed experiences of people who form part of the study from different places. different settings. I have chosen to do a qualitative study as I intend to look at teachers teaching in their natural setting, which is in their classrooms. Creswell and Creswell (2018) also add that qualitative researchers tend to generate data in the field at the site where participants experience the issue or problem under study. According to Denzin and Lincoln (2018), qualitative research consists of a set of practices and methods that help researchers to interpret and understand the world around them. They use various methods to interpret the world around them such as field notes, interviews, conversations, photographs as well as recordings. In a qualitative study data is generated through interviews, observations and focus groups consisting of a small number of participants. Qualitative research, according to Strauss and Corbin (2008) is inductive in nature, and the researcher generally explores meanings and insights in a given situation. Skovdal and Cornish (2015) define qualitative research as a method of inquiry that takes as a starting point the belief that there are benefits to exploring, unpacking, and describing social meanings and perceptions of an issue or a

problem. The value of qualitative research is that it can help answer questions that address how or why things are, especially when it comes to understanding process-oriented phenomena (Leech & Onwuegbuzie, 2007)

The researcher as key instrument qualitative researchers generate data themselves through examining documents, observing behavior, or interviewing participants. Qualitative research is used in various disciplines including behavioral and social sciences to understand human experiences and situations, as well as individuals' cultures, beliefs, and values. (Kalu & Bwalya, (2017). In terms of this study the research and data will be generated in the schools from the teachers through interviews and also observing teachers teach in their classrooms which is their natural setting.

### **1.9.3 Selection of participants**

The participants were purposively selected from a larger sample and nine participants who participated in this doctoral study. Sampling procedures are an important component of research. They also add that the key purpose of sampling is to gain a representative sample composed of a small number of units drawn from a much larger group or population. Purposive sampling was used in order to select the research participants. The participants were foundation phase teachers so that they could respond to the research questions.

### **1.9.4 Data-generation methods**

In this research, the following data generation methods will be used that is document analysis, semi-structured interviews and classroom observation.

#### **1.9.4.1 Document Analysis**

Document analysis is an approach or a manner of reviewing or assessing documents. These documents can be printed and electronic material. Qualitative research is an analytical method hence the document analysis requires that data be studied, interpreted in order to produce meaning, gain understanding, and develop experimental data about the research or the participants (Corbin & Strauss, 2008). Singh and Thurman, (2019) state that there has been an increase in the number of research articles, reports and journal articles that mention document analysis as part of the methodology. This will be mostly used for the descriptive question (what). The documents that will be analysed in this study are the curriculum documents regarding Outcomes-Based Forms of Pedagogy mainly Curriculum 2005, CAPS and Jika iMfundo.

#### **1.9.4.2 Classroom Observation**

Creswell and Creswell (2018) state that a qualitative observation is when the researcher takes and makes field notes on the conduct, activities of individuals at the research site and that these observations are flexible in that the researchers may enquire and ask questions to the participants allowing the participants to freely provide their opinions about the certain issue or the researched phenomenon. This study will also use this technique of classroom observation will be used for the

operational question of how the teachers used a teaching method according to their understanding of OBFP.

#### **1.9.4.3 Semi-structured interviews**

According to Creswell and Creswell (2018) interviews are when the researcher conducts direct contact interviews with participants which could be conducted as telephone interviews, or be involved in focus group interviews with six to eight interviewees in each group. These interviews involve free and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. Cohen, Manion and Morrison (2011) mention that the interview is an important and powerful tool for data generation. Interviews are used immensely as an instrument for data collection and generation in qualitative research. Interviews are mostly used for the philosophical question (why). Interviews will be 20 minutes long and will be conducted after observing the teacher teach in the classroom. Interviews will be conducted during free periods or when learners have departed so that teaching and learning will not be interrupted. Interviews have a high response rate than questionnaires because participants are more involved and motivated to respond.

### **1.10 Trustworthiness of the study**

Trustworthiness in research refers to the amount of sureness in information, clarification, and methods used to ensure the quality of a study is preserved (Pilot & Beck, 2014). Qualitative researchers need ensure the following attributes to ensure that trustworthiness is achieved that is dependability, credibility, transferability and confirmability as in qualitative research (Guba, 1981; Schwandt, Lincoln, & Guba, 2007). When conducting a study, researchers should establish the procedures and measures necessary for a study to be considered worthy of consideration by readers (Amankwaa, 2016). According to Gunawan (2015, p. 10) clarifies that “trustworthiness has been further divided into credibility, which corresponds roughly with the positivist concept of internal validity; dependability, which relates more to reliability; transferability, which is a form of external validity; and confirmability, which is largely an issue of presentation”.

Additionally, Shenton (2004) refers to the four criteria that may be addressed by qualitative researchers in order to ensure trustworthiness in their research. These are dependability, credibility, transferability and confirmability.

#### **1.10.1 Credibility**

Shenton (2004) states that credibility is the first aspect that needs to be proved or established. It is seen as the most important criterion in establishing trustworthiness. This is because credibility basically asks the researcher to clearly link the research study’s findings with reality in order to prove the truth of the research study’s findings. Credibility is a way of showing and proving how your research is accurate and true, and this will be done by using different methods used to collect data that is relevant to the research topic. Morrow (2005) adds that credibility can be achieved by

lengthy engagement or participation with participants; tenacious observation in the field. According to Nowell et al (2017) qualitative researchers must prove that data analysis has been conducted in a detailed, reliable, and thorough manner through recording, systematizing, and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process is credible. Triangulation is the process of using various sources to draw conclusions (Casey & Murphy, 2009). In this study triangulation will be achieved by using three different approaches to generate data that is the document analysis, semi-structured interviews and classroom observation.

### **1.10.2 Dependability**

Dependability refers to the consistency of the data when used or conducted in similar conditions (Polit & Beck, 2012; Tobin & Begley, 2004). Cope (2014) declares that dependability can be achieved when another researcher resembles or researches the same research study and gains or achieves the same results. Dependability means the research can be recreated by another researcher and the finding would remain or be the same. They would achieve this by following the steps that I have followed and data used. Gasson (2004) states that the parallel criterion dependability (vs. reliability) deals with the central issue that the way in which a study is directed should be constant across time, researchers, and analysis techniques.

### **1.10.3 Transferability**

Transferability is about the research findings that can be used and tried in other settings or other groups or participations (Houghton, Casey, Shaw, & Murphy, 2013). According to Gasson (2004) transferability is the similar way which the reader is able to generalise the findings of a study to her or his own setting and reports the central issue of “how far a researcher may make claims for a general application of their theory. Shenton states that transferability means that another researcher can use same findings in other contexts such as similar situations, similar populations and similar phenomena

### **1.10.4 Confirmability**

Confirmability is the last criterion of trustworthiness that a qualitative researcher must prove or establish. Shenton (2004) declares that in order to achieve confirmability, researchers must take necessary steps to prove that findings were generated from their own research data and not their own biasedness. This can be achieved through triangulation and reflexivity. According to Eryilmaz, (2022) triangulation is one of the most effective trustworthiness approaches. Researchers can cross-check the data and interpretations by triangulating data sources, methods, analysts, or theories”. Anney, (2014) also adds that triangulation assists the researcher to decrease the organized bias and check the integrity of participants’ responses. Shenton (2004) adds that in order to achieve confirmability, the researcher needs to take steps to demonstrate that findings came from the data and not their own prejudices, views or biasness.

## **1.11 Ethical Considerations**

According to Schuarmans (2013) getting consent from relevant stakeholders is very important, he states that participants should give their unobstructed and informed consent to participate in the study and it must be voluntary without any force or threats.

Govil, (2013) declares it is the duty and responsibility of the researcher to protect all the participants and stakeholders involved in the research. Cumyn, Ouellet, Côté, Francoeur & Stonge, (2019) also add that it is the investigator's role to protect the identity of the participants and contributors involved in the research. This implies that the researcher needs to make sure the participants feel safe during the data generation process and that the participants are not the only people who need to be protected as permission to conduct research needs to be attained from the Department of Education as well as the school and participants. The names of the schools and the participants will not be used so that confidentiality is maintained.

## **1.12 Overview of the study**

### **1.12.1 Chapter One**

This chapter presents the research outline. It aims to orientate the reader of what to expect throughout the study. Chapter one also presents background and setting of the study. It also outlines the purpose of research such as the problem statement, research objective and main research questions. This chapter also provides a clear outline of the study. It also presents how the study will be structures from the first to the last chapter. Lastly, this chapter describes the structure of the thesis.

### **1.12.2 Chapter Two**

Chapter two is the review of relevant literature documents from other scholars and educational policies documents such as the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS) documents, articles, books, book chapters, PhD theses and journals relating to this study.

### **1.12.3 Chapter Three**

Chapter three is divided into five sections. The first section explores transitional understanding and the four principles which underpin this kind of understanding which are utility, principle of interest, experience and integration. Secondly, this chapter looks at reflecting and critiquing teaching experiences. Thirdly, it explores the meaning of Objective Reality and its relation to teaching. The fourth section explores Curriculum Differentiation and the principles of Curriculum differentiation which are differentiated content, differentiated teaching environment, differentiated teaching methods as well as differentiated assessment methods. The final section of this chapter investigates Cultural Historical Activity Theory (CHAT). The origin and definition of the Cultural Historical Activity Theory (CHAT) is discussed, the four generations of the CHAT are also outlined

and there is a section which demonstrates why the second-generation of CHAT is used in the study and why it is best suited for this study. Finally, the shortcomings of CHAT are mentioned.

#### **1.12.4 Chapter Four**

This chapter gives a full outline how this study's data were generated. Chapter four describes the research methodology that was utilised to generate data in this study and also states why these approaches were used in this study. Firstly, the research questions are mentioned, the research approach (qualitative) is presented then the research paradigm (interpretivist) was discussed. The research design is also explored in addition to the study population and design. The data generation methods were explored and discussed in detail. Lastly the research ethics and considerations were reviewed as well as the research limitations were listed. The last section refers to Thematic Analysis which was used in this study to develop and present themes from the generated data.

#### **1.12.5 Chapter Five**

Chapter five presented the data discussion and data presentation of teachers' understanding of Outcomes-Based Forms of Pedagogy. This chapter presented the data that were generated through the use of document analysis, classroom observation as well as semi-structured interviews in order to respond to the three research questions. The data were presented and placed into themes through the teachers' responses which were quoted with the intention of responding to the research questions.

#### **1.12.6 Chapter Six**

Chapter six consists of the findings as well as discussion of the data. Data findings and discussion are divided into two sections. The first section addresses the first research question which is the descriptive "what" question from the document analysis. The second section addresses and responds to the second research question which is the "how" question from the classroom observation. The findings presented in this chapter derived from the document analysis and classroom observation process. The findings were interpreted and compared to the research literature review presented in chapter two as well as the CHAT which was presented in Chapter three of the study. In this chapter interpretations, similarities, differences and implications were drawn from the data presentation in previous chapter.

#### **1.12.7 Chapter Seven**

Chapter seven is the second section of the data discussions. This chapter responds to the third research question which is the philosophical "Why" question. The data in this section was generated from the semi-structured interviews. The sections are placed into themes and sub themes that were developed from data presentation in chapter five. The participants verbatim are quoted in response to the reasons why they used OBFP in their classroom during teaching and learning.

### **1.12.8 Chapter Eight**

This is the conclusion chapter which consists of the summary of the research findings. The first section addresses the title of the study, followed by propositions which were generated from the findings which were discussed in Chapter five and six of the study. These propositions were developed from findings which were generated from the document analysis, classroom observations and semi-structured interviews. The last section presents the study limitations, recommendations, suggestions for future research as well as the final research conclusion.

### **1.13 Conclusion**

This chapter presents the study's structure and outline. This chapter described the study's background as well as the context of the study. It also outlined the purpose of research such as the problem statement, research objective and main research questions. The chapter also provided a clear summary of the study. It also presented how the study will be structured from the first to the last chapter. The succeeding chapter presents the review of relevant literature documents and educational policies documents such as the National Curriculum Statement (NCS), the Curriculum and Assessment Policy Statement (CAPS) documents, articles, books, book chapters, PhD theses and journals relating to this study.

## CHAPTER TWO

### TRADITIONALISING AND TRANSFORMING TEACHERS' UNDERSTANDING OF OUTCOME-BASED FORMS OF PEDAGOGY

#### 2.1 Introduction

In Chapter 1, the background, objectives, research problem, research approach and significance of the study were described. As part of the discussion of the background to the problem, the literature regarding teachers' understanding and Outcomes-Based Forms of Pedagogy were also introduced.

This chapter aims to review the relevant literature and educational policies documents such as the (CAPS) documents, articles, books, book chapters, PhD theses and journals relating to this study. Ramdhani, Ramdhani and Amin (2014) declare that a literature review is about debates or discussions of published data in a particular subject area, and discusses a phenomenon that's relevant or interesting during that era. Paul and Criado (2020) also add that literature review can be conducted to identify what is known and unknown in the subject area, identify areas of interest as well as debate, and help frame questions that need additional research. Linnenluecke, Marrone and Singh (2020) also add that literature review gives scholars a chance to review all studies on a specified topic area in more detail. The literature review has several important purposes that make it well worth the time and effort. The major purpose of reviewing the literature is to determine what has already been done that relates to your topic and to also identify a gap in the literature. Reviewing of literature helps researchers not to duplicate other scholars' research and it also gives you the understanding and perception you need to place your topic within a logical frame (Gay, Mills, & Airasian, 2006). In order to follow a logical frame, this chapter is structured according to themes.

The two kinds of understanding are presented into concepts or themes in this chapter. These two kinds are traditional understanding and transformational understanding. The study explores teachers' understanding of Outcomes-Based Forms of Pedagogy (OBFP), its history and how teachers from South Africa and other countries understand and enact OBFP in the Foundation Phase classrooms. Teachers' understanding is the phenomenon of this study. Van de Ven (2016) and Al-Ababneh, (2020) states that a research phenomenon can be any problematic statement, an issue, or topic that is chosen as the subject of an examination. In this research understanding is the chosen topic to be explored.

#### 2.2 Understanding as a Phenomenon

Understanding according to Merriam-Webster (n.d.) is defined as intellectual grasp, the power of knowing, the ability to know and appreciate general relations of details and the power to make experience intelligible by applying concept. Whereas the Hornby, Ashby and Wehmeier, (2000) state that understanding of something refers to the knowledge that somebody has about a particular subject or situation. Tikanmäki and Ruoslahti (2019) refer to understanding as situation awareness, where one needs to be aware and comprehend the situation around them, how the past experience plays a role in understanding the current situation. Therefore, experience plays an important role in understanding. This phenomenon is about the brain and reasoning. Cognition is the brain's

ability to think, observe, plan, examine, and recollect information (Barsalou, 2014). It is a mental process of applying what the teacher has learnt or experienced in the classroom and applying it to real life situations. Understanding can be divided into three domains or categories.

Scholars use different names to refer to the three kinds of understanding. Firstly Biesta (2015) states that understanding is divided into three domains. The three domains of understanding are qualification, socialisation and subjectification. Additionally, Larson and Cort, (2022) refer to the three kinds of understanding as the three educational domains like Biesta but adds that UNESCO advocates for the use of subjectification in education which aims to empower the individual learner, but they also advocate for the use of both qualification and socialisation in the classroom. Hadebe-Ndlovu (2016) states that understanding is divided into three categories which are referred to as self-understanding, community understanding and subject understanding. However, Khoza (2016) conducted a study on teachers' understanding that identified understanding as the vision which is divided into personal daily experience, societal and professional visions. Although, the three domains are called different names, they share the same idea which is about professional, socialization and personal understanding. But, in this study the three kinds of understanding that are referred to as qualification, social and individual understanding. Qualification is referring to how teachers are the instructors and follow prescribed content whereas social understanding refers to learners being active in the classroom and the teacher is a mediator of teaching and learning. Individual understanding refers to personal identity and it means teachers need to accommodate the needs of the learners. However, Biesta (2015) refers to this understanding as subjectification.

This chapter aims to establish the strengths of these three kinds of teachers understanding in influencing curriculum and how teachers teach using OBFP in the foundation phase. The third understanding which is transitional understanding is discussed in the next chapter as it forms part of the theoretical framework. Spady (1996) refers to the three kinds of understanding as Traditional (qualification), transformational (social) and transitional (needs) understanding. Florendo (2021) also refers to the three kinds of Outcomes-Based Forms of Pedagogy the same as Spady does which is traditional, transformational and transitional. Traditional and transformational understanding are explored in the next sections and their principles are also discussed in detail as they are the main ideas which need to be balanced.

### **2.2.1 Traditional understanding (qualification)**

Traditional understanding is about teachers following a prescribed curriculum and teaching the content to the learners following certain rules. According to Mwanza (2017) teachers are vital in achieving high quality education for all learners because they have immediate knowledge of the learning environment, the learners and how the two relate. Thus Khoza (2016) refers to Traditional understanding as professional understanding, he states that content (professional) reason is defined as a reason for teaching that places the discipline or profession at the centre of the technology combined curriculum.

Khoza (2018) suggest that traditional understanding is called professional knowledge and it addresses the descriptive “what” questions of the research. This suggests that traditional

understanding is concerned about teaching content and teachers use numerous teaching methods to implement the curriculum to the learners. Georgescu, Stabback, Jahn, Ag-Muhtah and De Castro (2008) also add that traditional understanding focused heavily on knowledge transmission. Lee (2019) is of the similar opinion, that in the traditional understanding the teacher is more concerned about content and sharing it with the learners.

Khoza and Biyela (2020) refer to traditional understanding as professional understanding and as performance curriculum. They also add that the key principles that guide performance understanding are prearranged content, with time for instructions, objectives, resources, and assessment. This section also looks at how content, the teacher as the instructor, objectives, resources and summative assessment are used in traditional understanding. Donnelly (2007) mentions that in traditional understanding there is a robust attention paid on content and the world of the classroom appears unconnected from the real world. Singh (2015) is also of the opinion that the teacher's professional qualification or professional understanding is about teacher's attitude towards schools and learners and teaching practices that arise as important factors of learners' outcomes. Van den Akker *et al.* (2009) also adds that learning is about understanding a motivation for learning, content, learning activities, learning resources, the time and place that learning takes place, and assessment (curricular spider web) as the basic requirements for learning. However, in traditional understanding objectives need to be considered and in transformational understanding outcomes need to be considered in order to determine where affective learning has taken place. Zolochevska and Dryzhynina (2019) advocate for modern teaching methods but also mention that traditional teaching methods are necessary since learning cannot occur without the presence of the teacher as well as content presented by the teacher. This suggests that in traditional understanding (qualification) a teacher has to be able to be aware of it and be able to teach it. Content plays an important role in teaching and learning and it is what is prescribed to teachers to follow as it informs them what and how to teach the learners.

#### **2.2.1.1 Content used in the Foundation Phase**

Content is the prescribed subject material that teachers teach and deliver to the learners in the classroom. Wilson and Peterson (2006) state that content is about how learners learn, what they should learn and teachers can enable learners' learning. Content in the traditional understanding is about prescribed facts, methods and concepts (Javed, Shaukat, Hameed, Iqbal, Alam & Luo, 2021). It is the teacher's responsibility to research the prescribed content and then present it to the learners in the classroom. In this modern day of technology and distance learning, content is still relevant. This suggests that for learning to take place there needs to be a teacher, learner, content and communication (Nematullayevna, 2022). Learning takes place online but content is still used and transmitted from the teacher to the learner through the internet.

Shulman (1986) argues that teachers need to think properly about content and have school knowledge instead of everyday knowledge. Thus, it requires that teachers go beyond normal and usual content, facts or concepts of an area and research the content to be presented to learners. It requires understanding the structure of the subject matter or content. Nkambule and Amsterdam

(2018) conducted a study about the realities of professional development of teachers in South African schools. The study used qualitative approach and interpretive paradigm and their data were generated using both individual and focus group interviews involving twenty participants from three primary schools. The study suggested that teachers needed a lot of professional support as they were implementing all content areas in the classroom. Therefore, it is important that teachers in Foundation phase be aware and understand all the subjects and content that is used in the classroom as in most cases one teacher delivers all the content in these subject areas.

The DBE in South Africa requires and supports that learners need to study from Grade R to Grade 12 (Olivier & Kruger, 2022). This study focuses on the Foundation phase that is from Grade R to Grade 3. In South Africa, Foundation phase has four subjects or learning areas which are Literacy (Home language and first additional language), Mathematics and Life skills (van Vuuren, 2022; Christie, 2022). The content for these subjects is contained and described fully in the Curriculum and Assessment Policy Statement (CAPS) Document. CAPS makes it easy for teachers to enact the curriculum as the document lays down the content, the time and resources that they need for each lesson. The content (school knowledge, concepts and skills) contained in the National Curriculum Statement (NCS) has been organised in the Curriculum and Assessment Policy Statement (CAPS) (DoE, 2011). The CAPS document from DBE (2011) provides teachers with the content that they should teach and assess in each grade. It also includes clearly detailed topics for each subject and the number and the kind of assessments per term for each grade. This suggests that CAPS is an adjustment of NCS document where it gives teachers detailed information to what to teach and what to assess in their respective grades.

When South Africa became a republic, the South African Constitution adopted a polyglot policy (Makalela, 2022). The policy declares that South Africa has 11 official languages that is, nine indigenous languages and English and Afrikaans. The language-in-education policy in South Africa stipulates that all learners have a right to be taught in their mother tongue from Grades 1–3 (Mashige, Cekiso, & Meyiwa, 2019). In language (Home and First Additional Language) there are four content areas which are Listening and Speaking, Reading, Phonics, Writing and Handwriting. According to CAPS, (2011), teaching of language and literacy in Home Language (HL) and English as First Additional Language (EFAL) at the FP is associated with gaining and developing of listening, speaking, reading and writing skills (DBE, 2011). In listening and speaking, learners are active therefore it does not follow traditional understanding, it follows competence-based pedagogy where learners are active in the classroom which means that learners listen, talk, respond, and work in groups and are not just listening to the teacher in the classroom.

Many other countries teach listening and speaking in the foundation phase or elementary schools. However, in Ethiopia it is called Speaking and Listening (Dagnaw, 2019). Serbessa (2006) testifies that teaching Speaking and Listening in Ethiopian Primary Schools has been produced in English and seven Ethiopian national languages: Amharic, Tigrinya, Wolayttatto, Af-Somali, Sidaamu Afoo, Afaan Oromo, and Hadiyyisa. Whereas, in Canada the elementary school curriculum stresses the basic subjects of Language, Mathematics, Social Studies, Science, Health and Physical

Education as well as Introductory Arts. The common subjects that are used in schools are mainly, Languages, Mathematics, Social as well as Science Studies.

Education in the East is very important and it is based in learning technology. For instance, in China learners have nine subjects in primary schools (Liu, Liu, & Liu, 2020). There are a total of nine subjects taught to primary learners and these include Chinese, Mathematics, Social Studies, Physical Education, Ideology and Morality, Nature, Music, Fine Arts, and Labour Studies. Snapshot (2016) adds that the primary school curriculum should be made up of courses that encourage holistic development of individual learners. The schools offer courses like Morality and Life, Chinese, Mathematics, Physical Education and Art to primary learners in the foundation phase. Similarly, the schools in Japan have compulsory 9 years in school. Primary school is called Elementary school. Fujita (2000) confirms that the Japanese school system primarily consists of six-year elementary schools, three-year junior high schools and three-year high schools, followed by two-or-three-year junior colleges or a four-year college. Compulsory education lasts for 9 years through elementary and junior high school. The subjects they study include Japanese, mathematics, science, social studies, music, crafts, physical education, and home economics (Suyitno, Sugiharti, Suyitno & Baba, 2019; Tanaka, Nishioka & Ishii, 2016). In India, Foundation phase is referred to as Lower Primary school. The school system has four levels which is lower primary which has learners between the ages of 6 and 10. There is upper primary that has learners between the ages of 11 and 12, high with learners who are between 13 to 15 years of age. The last one is higher secondary with learners who are 17 and 18 years old. Anderson and Lightfoot (2019) confirm that the subjects that are offered in Indian Primary schools are English, Mathematics and usually a combined Social Study, Science lesson ('Environmental Science' or 'Social Science') as well as Physical Education is offered as a subject in schools.

In other countries, there are primary schools and foundation phase but they are referred to by different names such as Kindergarten and Elementary school. In Germany, preschool is called Kindergarten and primary school is referred to as Grundschule (Wischmann & Riepe, 2019) whereas in America, it is referred to as Elementary school. In the United States of America, elementary schools typically operated grades Kindergarten through to grade 6. Salleh (2022) informs us that in Singapore their content subjects consist of teaching and learning in Foreign Language, Social Studies, Mathematics, Science, Art, Music, Dance, Physical Education and Library Skills with a focus on Integrated Technology. Therefore, it forms part of traditional understanding whereas Art, Music, Dance and Physical Education focus on the learner's body and skills development so it is competence-based education. They attend five or six years and then go onto secondary school. The subjects that are taught in elementary school are Language, Mathematics, Science, Social Studies and Information and Communication Technology. Language, Mathematics and Science are traditional understanding as they have structure, methods and rules that learners need to learn to pass the subject. Social Studies and Information and Communication Technology follow Outcomes-Based forms of Pedagogy since they are practical and learners participate in the classroom. Nigeria also teaches learners in Lower Primary subjects such as Technology.

In England, schools are divided into Key Stages (KS), learners in the foundation phase are in KS 1 and 2. Roberts lists the following subjects that are taught in the KS1 and KS2 as Mathematics, English, Science, History, Geography, Art and Design, Physical Education, Music, Computing as well as Design and Technology. Simanjuntak, Suseno, Setiadi, Lustyantje and Barus (2022) are of the opinion that school subjects should be integrated, since we are in the Covid 19 Pandemic and learners should only have three subjects with is Language, Mathematics and Science. Schools in Scotland, Northern Ireland and Wales follow different curricula from England. Firstly, in Scotland, the curriculum consists of subjects such as Expressive Arts; Health and Wellbeing; Languages; Mathematics; Religious and Moral Education; Sciences; Social Studies and Technologies. The Northern Ireland curriculum requires learners in the Foundation Phase (KS1 And KS2) To study Language and Literacy; Mathematics and Numeracy; The Arts; The World Around Us; Personal Development and Mutual Understanding; Religious Education and Physical Education. Whereas the curriculum used in Wales for primary schools concentrates on different areas of learning. Learning concentrates on developing and encouraging grown in areas which are personal and social development, wellbeing and cultural diversity; language, literacy and communication skills; mathematical development (Donnelly, 2001; Foreman & Arthur-Kelly, 2017). This suggests that countries put great importance in Language, Mathematical skill as well as personal and social development of their learners.

When teaching Language to foundation phase learners, phonics are introduced first as Savage (2007) defines phonics as the mindful and focused study of the relationship as well as connection between sounds and symbols of the purpose of learning to read and spell. Phonics help introduce learners to sounds, words and reading (Bowers, 2020). Phonics is very important as it moves the learner from knowing sounds to recognizing words and their meaning (Beck, & Juel, 1995; Ehri, 2020). According to DBE (2011) the first stage of learning to decode written language is through speaking and sounding letters and words. Therefore, learning to separate the different sounds of the language (phonemic awareness). The learner then has to relate the sounds to the letters that represent them and then blend letters together to form words (phonics). The learner has to understand the words (comprehension) and encounter them so often in print that he/she is able to recognise them automatically. This suggests that it is important to follow this routine moving from phonics to words so that learners are able to read and comprehend what is written down. According to Wales Department of Education and Training, (2009) phonics instruction involves teaching learners to know the associations between letters and sounds and how to use this knowledge to recognise words when reading, and to spell words when writing. Ehri (2020) states that phonics helps learners pronounce words better as well as improve memory as words are related to pictures. Phonics are the first content learners should learn as it helps them master word structure, writing as well as reading. Pictures are used a lot when phonics are used in the Foundation Phase.

Writing forms part of traditional understanding as learners write words, sentences and paragraphs which they were instructed by their teacher (Zamel, 1982; Bala Swamy, & Imdadul Haque, 2020; Amalia, Abdullah, & Fatimah, 2021). However, in Creative writing learners write about their own

lives and experiences so it forms part of Outcomes based Pedagogy. In writing children are encouraged to write freely and to use their emerging, but incomplete, understanding of language and writing skills to express themselves in writing (Medwell & Wray, 2010). Handwriting also forms part of traditional or professional understanding as teacher shows and instructs learners how to write letters, words and sentences. Shaturaev (2019) defines handwriting as the ability to call to mind and write letter shapes, groups of letters and words efficiently and effectively without allocation of cognitive attention. In the foundation phase, teacher first teaches learners how to hold the pencil, follow patterns then it develops to how to write alphabets. The teacher also teaches them how to write numbers and this is done as part of Mathematics content.

In South Africa, learners also learn Mathematics as a subject with different content area. Yadav (2017, p. 41) declares that it is difficult to have a distinct definition of Mathematics, but later states “Mathematics is the study of assumptions, its related properties and applications”. On the other hand, CAPS (2011) define Mathematics as a subject area that makes use of symbols and notations to describes the relationship between numbers, shapes and graphs. Hence, there is an outcome in Mathematics which is called Number, Operations and Relationships. This section introduces learners to the basic number operations and relationships of numbers. The number operations include addition, subtraction, multiplication and division, while relationships refer to the relation and connection between numbers and how they interrelate with each other. It is an activity and action that involves representing and exploring patterns and measurable relationships in physical and social phenomena and between mathematical objects. This suggests that teachers need to be aware of the mathematics content and plan as well as teach in a way that learners will understand as well as practise or implement in the classroom. In Foundation Phase, CAPS (2011) states that Mathematics has five learning content areas that is Numbers, Operations and Relationships, Patterns, Functions and Algebra, Space and Shape (Geometry), Measurement and Data Handling. In numbers, operations and relationships the teacher uses professional understanding as learners follow methods that are demonstrated by the teacher.

Mathematics is a compulsory and important subject in primary, foundation phase and elementary schools (Bulut, 2007; Kenedi, 2019). Alegre, Moliner, Maroto and Lorenzo-Valentin (2020) also agree that Mathematics subject is given preference and it may be the most important subject in the curricula as other subjects. The Indonesian Ministry of National Education maintains that learning of Mathematics can help train learners with rational, analytical, systematic, and creative thinking skills (BSNP, 2006). Mamogale (2019) conducted a qualitative study which explored the poor performance of learners in Mathematics in the early grades. Data collection in this study was achieved by using semi-structured interviews and observation and purposive sampling was used to select participants for this study. The study revealed that teachers teaching Mathematics in Foundation Phase lacked content knowledge therefore their lack of knowledge and understanding of the Foundation Phase content, strategies and methods of teaching led to poor results in the classroom. Teachers also experienced challenges mainly in teaching number sense in the early grades and poor performance of learners. This suggests that teachers need to have understood and have content knowledge of Mathematics to be able to teach it to their learners.

When CAPS was introduced, it increased the weighting for Numbers, Operations and Relationships from 50% to 65% for Grades 1, 2 and 3 respectively (DBE, 2011b). This suggests that content about Numbers, Operations and relationships was important, thus teachers need to have full understanding of number operations Content Knowledge. Resnick, (2020) add that it is important that learners learn and understand number operations and relationships from a young age. In this content learners develop an understanding and appreciation of basic number operations such as addition, subtraction, multiplication and division. Although sometimes the learners may be asked to demonstrate how they solved the problem/sum they will be demonstrating methods that the teacher has drilled to them. In the Patterns content, learners also use traditional understanding as they use number patterns and geometric patterns to show that they can make or extend patterns. However, competence-based understanding is also applicable in patterns as learners are asked to make their own patterns using numbers, shapes and objects. Learners should use concrete objects, drawings and figurative forms to copy, spread, define and create patterns (DOE, 2011).

Physical objects and shapes are used in the content called Shape and Space (Luneta, 2014; Oljayevna, & Shavkatovna, 2020). In Shape and Space content, both traditional (professional) and transformational (social) understanding are used. During the introduction of Shapes, when the learners learn about shapes from their teacher that is traditional understanding. On the other hand, when learners have to show physical objects that look like these shapes, they use transformational understanding as these are things they see around their homes and community. Shapes and objects are also used in Measurement as well as in Data Handling (Kramarenko, Pylypenko, & Zaselskyi, 2019). Measurement is learning about length, capacity, mass, area and time. Learners develop this skill of how long, big, short, tall an object is in the home, the teachers give them the correct terms to use there which is traditional understanding. When learners start school, learners have already developed some casual or basic ideas about measurement. Learning chances in the primary grades help them further develop perceptions about what can be measured and about how to measure (Ontario Ministry of Education, 2005). Mathematics is good for the learners as they advance intellectual processes that boost logical and critical thinking and problem-solving skills but they need to develop social, personal and emotional skills as well. This is developed in Life Skills. Mathematics helps learners to develop cognitive and spatial skills (Gilligan, Hodgkiss, Thomas & Farran, 2019).

Life Skills is one of the subjects in foundation phase which is central to the holistic development of learners (Shek, Lin, Ma, Yu, Leung, Wu, & Dou, 2021). There are many definitions of Life Skills. (WHO) defines Life Skills as the capabilities for adaptive and confident behaviour that enable learners to deal successfully with the stresses and challenges of everyday life. Kennedy and Pearson (2014) stated that Life Skills are capabilities that are required by learners to uphold and improve their daily life. The content of educational programmes should be organized in a way to improve children's life skills (Roselyne, 2014) The CAPS document (DBE 2011) describes the aim of Life Skills as guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming

society. W.H.O (1997) encourages that every education system, has a responsibility to support and encourage the development of life skills among learners in order to enable them to function effectively in society. Life skills education in Uganda is an essential part of the Primary School and Primary Teacher Education curricula. Bwayo (2014) states that Life skills education was introduced as part of the thematic curriculum in Uganda between 2007 and 2012. An infusion approach to life skills is taken within that curriculum, whereby life skills are to be taught through the existing curricular subjects. The life skills emphasized in the curriculum are psychosocial.

Life Skills education is concerned with developing and enhancing the social, personal, logical, emotional and physical growth of learners, and with the way in which these are combined and interrelated (DBE, 2011). The main aim and objective of Life Skills education is to train learners with information and skills on risk taking behaviours and develop skills such as communication, confidence, self-awareness, decision-making, problem solving, critical and creative thinking to protect them from abuse and exploitation (UNICEF, 2015). In Life Skills the content is Beginning Knowledge and Personal and Social Well-being, Creative Arts and Physical Education. Roselyne (2014) claims that life skills should be learnt in schools at the beginning and at an early age through both in class activities and supplementary activities. Life skills education is a great subject to be used to improve and develop positive social skills, developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision-making skills (Prajapati, Sharma & Sharma, 2017). Therefore, learners should be taught life skills from as early as grade R so that they may be equipped to critically think, communicate effectively and to be able to deal with everyday life problems.

A study conducted by Owino (2013) in Kenya states that Life Skills education plays an important role in empowering learners to interpret knowledge, attitudes and values into actual abilities as in what to do and how to do it. Therefore, Life Skills is a new and important subject in the Kenyan curriculum. According to UNICEF, life skills are an approach to behaviour change or behaviour development that aims to balance the three areas of knowledge, attitude and skills. It seems that life skills in most countries have the same goals, namely to provide learners with knowledge, skills and attitudes to deal with real life situations and to be able to cope with future problems and be successful. On the contrary, Roberts (2021) states that in England Life Skills is called Personal, Social, Health and Economic Education (PSHE). It might have a different name but it has similar content that is covered in South African Schools. The learners get educated about Personal well-being, health as well as economic issues which is not included in the Life Skills curriculum in the South African schools.

Lubanga (2011) in his article on the life skills curriculum in Uganda mentions that the content of the curriculum is based on five themes, each divided into topics. The five themes are: Introduction to the concept of life skills and life skills education, life skills to know and live with oneself, life skills to know and live with others, life skills to make choices, and application of life skills in the world of work. It appears that the content used in life skills prepares learners to survive in the real world and be able to take care of themselves and the environment around them. The content used in South Africa is similar to the one used in Uganda's basic education. They have the following

themes which are called the skills of knowing and living with one-self, the skills of knowing and living with others (Saravanakumar, 2020). There are also skills of making effective decisions which include critical thinking, creative thinking and decision making. In many countries, Life Skills is enacted as a subject area and it has similar content.

In Pakistan, Life Skills was introduced in 2004. It was called Life Skills Based Education (LSBE). The programme has been implemented and scaled up by Rutgers WPF Pakistan. Svanemyr, Baig and Chandra-Mouli (2015). They continue to mention that Life Skills was introduced to empower children and help children to survive in the real world as young girls were married at a young age. On the contrary in Malawi Life skills was introduced to curb poverty and the spread of HIV/Aids. Chirwa (2009) explains that life skills education was introduced in Malawian elementary school to equip children with appropriate information and skills in the fight against HIV infection and AIDS and to enable them to deal with various other everyday social and health problems. Although the reasons for introducing Life Skills in these countries are not similar, they had the same goal of empowering young children.

The content that is used in Beginning Knowledge have been drawn from Social Sciences which was earlier called History and Geography. This content is mostly delivered by the teacher to the learners so it is professional understanding (Loughran, 2019). The content is about nature and taking care of nature such as the conservation, life and living, energy and change. It also includes learning about our country, history and religion. Creative Arts is divided into Visual Arts and Performing arts. DOE (2011) states Creative Arts introduces learners to four art forms: dance, theatre, music and visual arts. The primary goal of the creative arts program is to mold learners into innovative, creative individuals who value the arts. Because students participate more actively in the classroom, outcome-based teaching includes the creative arts (Gibson & Ewing, 2020).

Although creative Arts in Competence based there is some content knowledge that the teacher needs to demonstrate to learners before they are able to act it out. Teachers need to be knowledgeable on the different dances moves or songs and languages therefore their content knowledge is important. Kurtdede-Fidan and Aydogdu (2018) conducted a qualitative study where primary school classroom and science teachers from Turkey were interviewed to collect data. The main question of the study was about how they viewed the teaching of Life Skills in their classrooms. The findings of the research suggest that teachers played an important role in improving learners' life skills and that they have specific personal and professional responsibilities in this regard. This suggests that teachers need to know and fully comprehend the content of life skills in order to pass them on to their learners. Yazici and Stancer (2021) conducted a study about teaching Life Skills to primary school learners with autism. The study took place in Turkey and England. In this study, data were generated through the use of interviews and observations. The study suggested that children are part of a community so they need to learn from their community and the community needs to support their children. Turkish teachers recognise religious and cultural views and it played a part in teaching Life Skills. Teachers need to be aware of the content of the subject and the context of the community in order to respond to learners' needs.

Teachers carry out a significant and difficult task when teaching, so "teachers' knowledge, pedagogical competence, and reasoning are keys to improving student learning achievement," claim Jacob, John, and Gwany (2020). This suggests that it is important for teachers to understand content and be able to deliver it correctly to the learners. Lillian and Amolloh (2017) are of the opinion that understanding content knowledge is essential for shaping teachers' success in the effective use of inquiry-based approach necessary for experiences for pre-school and foundation phase learners. Although their study was based on pre-school learners, it is still relevant to this study as it emphasises the importance of content knowledge that teachers need to have in order to be able to teach learners in the classroom. Shulman (1987) as well as Neumann, Kind and Harms, (2019) mention that content knowledge has key fundamentals which are knowledge of content and presentation of content of content and understanding of learners' conceptions of the subject and the learning and teaching. This suggests that teachers need to know what content each subject entails and they must know how they will teach it to the learners. Teachers follow the curriculum to get content. Nowadays content is prescribed which makes teaching and learning easy and it is universal. This means that whatever reading skills or Mathematics skill teachers use in South Africa, can also be used in schools in other countries.

Shulman (1986) developed the idea of educational content knowledge, which is defined as useful forms of representing ideas such as similes, diagrams, examples, explanations, and demonstrations. Educational content knowledge also includes an understanding for teachers of what makes topics easy or difficult for learners to learn and how to make this easier for learners to understand. Before teachers go into the classroom, they need to be aware of the content and how to convey it to learners in a way that they can apply it to their everyday lives or life experiences. Teachers need to familiarise themselves with the educational documents and content before going to the classroom. DBE has introduced Primary School Reading Improvement Programme (PSRIP) which gives teachers detailed methods and resources that they can use in the classroom. The programme aims to improve the quality of teaching and learning in public schools. PSRIP focuses on phonics, reading, listening and speaking.

Teachers in public schools need to have a lot of knowledge about the content so that they improve teaching and learning. Hoadley (2017) refers to the content that is used in traditional understanding as school knowledge. Other scholars such as Chetty, Friedman, Hilger, Saez, Schazenbach and Yagan (2011), Wayne and Youngs, (2003) suggest that learners learn more from teachers who have stronger subject content preparation and more classroom experience. This indicates that teachers need to master their content area before addressing learners and achieving the desired teaching and learning. Teachers with more teaching experience achieve effective teaching and learning as they have mastered the content through the years of experience. Teachers need to have goals and objectives that they want to achieve in the lessons.

It is important for teachers to master the content and have pedagogical knowledge so that they can teach and learn effectively. However, the content is school knowledge that does not fit into the OBF. OBF insists on the use of everyday knowledge. For example, Hoadley (2018) gives an

example of a teacher ignoring a learner's response that a rugby ball is oval. This response would have been accepted in an OBFP classroom.

Teachers also need to have objectives that they want to achieve in the classroom. Khoza and Mpungose (2020) state that the content in teaching is further subdivided into objectives. Objectives are defined as short-term goals which are generated according to teachers' intentions, to be achieved at the end of the lesson.

### **2.2.1.2 Teachers' Objectives**

Objectives provide the framework for the content that need to be delivered to the learners according to the specific teaching and learning resources (Khoza & Mpungose, 2020). The objectives should describe what learners should be able to do at the end of the course that they could not do before. Alutu affirms that for teaching and learning to be efficient and effective and for the objectives of the process to be realized, the teacher must guide the learners. For teaching and learning to be successful, the teacher's goals must be clear.

On the other hand, Betti (2021) explains that an objective is a measurable, observable behaviour of less than a day's duration and that objectives are specific outcomes or products of courses outlined in a curriculum. Objectives serve as a guide for teachers; they also help learners understand where the course is going and why. Objectives can be expressed in terms of performance outcomes or as performance targets, such as achieving language proficiency. Setting objectives in course plans enables effective teaching and learning. Similarly, Wen Qiufang (2016) declares that classroom teaching objectives should be practical, clear and measurable. Objectives need to be practical, clear and measurable so that learners can achieve them. The teacher needs to make objectives known to learners so they are able to achieve them and can be measured by both teachers and learners. Therefore, teachers need to inform learners of the objective in a simple language that it is in their level so that they can understand them as well as achieve them.

Hande (2012) is of the opinion that educational objectives are specific targets within the general goal. Objectives interpret the goals and focus and prioritize curriculum components. Krathwohl and Bloom (1993) add that there are three areas of educational goals: cognitive, affective and psychomotor. The cognitive domain is mainly about remembering or reproducing learned information. This area deals with the learner's knowledge or way of thinking, while the affective area deals with feelings and emotions. Psychomotor is concerned with the manipulation of materials and goals (Ikpi, Clifford & Chinenye, 2021). This proposes that teaching and learning does not only deal with knowledge but with feelings and materials which can be used as resources in the classroom. These areas are highlighted in both teaching and assessment.

During assessment, the teacher assesses whether the learners were able to carry out the set objectives, the teacher will assess their work by observing the learners. Objectives are achieved by teachers when their learners achieve outcomes. The teacher will use words such as the learner will know, understand and explain but these words are broad and cannot be measured. These words are broad and cannot be measured. Biggs (2003) states that when setting objectives, teachers need to use words that learners understand, use words with minimal understanding sufficient to deal with

terminology and that assessment uses basic facts. Learners need to memorize, identify, recognize, have a descriptive understanding and know about different topics: classify, describe, list. These are terms used in Blooms' taxonomy.

Bloom (1956) developed the taxonomy of cognitive goals. Bloom published his widely accepted taxonomy for classifying goals and assessment tasks for the cognitive domain. Bloom's taxonomy is a multilevel model for classifying thinking according to six levels of cognitive complexity (Forehandy, 2011). The system specified six levels of understanding, with each higher level summarising the characteristics of the lower level. The levels of the taxonomy ranged from the lowest to the highest: knowledge, comprehension, application, analysis, synthesis and evaluation. This suggests that when teachers plan assessments, they need to think of all the levels of understanding of the learners in the classroom. The assessment needs to have questions that accommodate low achieving learners as well as high achieving learners. If questions only accommodate one group of learners, the other group will not manage the assessment.

Zohar and Dori (2003) agree that low-achieving learners are unable to cope with tasks that require higher order thinking skills and should therefore be spared the frustration generated by such activities. This implies that objectives can be used to help learners improve and achieve better results. Nishioka (2017) confirms that with the introduction of Benjamin Bloom's taxonomy (i.e. the taxonomy of Educational Objectives and Mastery Learning), the movement of criterion-referenced evaluation emerged, which aimed to improve education by conducting evaluation with the goal of achieving objectives as the standard

Eshun and Mensah (2013) are of the opinion that Bloom's taxonomy can help teachers to bring to mind the widespread variety of important learning objectives and thinking skills to avoid focusing on some lower-level objectives only. This suggests that teachers need to set assessments that are in lower and higher-level order to accommodate all learners. Teachers need to design assessment tasks that ask questions in the knowledge category most of the time. These are lower order questions. Teachers need to use higher order level of questions. These questions require more thinking and elaborate answer. This helps in cognitive development as well as accommodate learners with different needs and abilities. High order questions help learners to develop critical thinking and reasoning. Barak, Ben-Chaim and Zoller (2007) believe that there is a good chance for consistent development of critical thinking skills when teachers use higher-order thinking strategies, such as addressing real-world problems in class, encouraging open-ended class discussions and promoting inquiry-based experiments. Learners need to learn critical thinking skills as early as the foundation phase. The teacher can develop this skill by asking questions which will require learners to think critically by using verbs which are used in the high order levels of Blooms taxonomy.

Each tier in Blooms taxonomy has verbs that relate to each of the six levels. The six levels are divided into lower order and higher order thinking. The lowest three levels are: knowledge,

comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation. Each level has verbs that teachers can use when setting assessment.

**Table of Revised Bloom’s Taxonomy Action Verbs**

knowledge	Understand	Apply	Analyse	Evaluate	Create
Count	Explain	Solve	Analyse	Reframe	Design
Read	Describe	Apply	Compare	Criticize	Compose
Define	Interpret	Illustrate	Contrast	Evaluate	Create
Recall	Summarise	Use	Classify	Order	Plan
Describe	Compare	Demonstrate	Explain	Support	Combine
Recite	Discuss	Show		Compare	Formulate
Draw					

**Table 2.1 Adapted from Meda and Swart (2017)**

The above verbs help the teacher when setting a test and it will make sure that lower-order and higher-order questions are used. This helps teachers to assess in a balanced manner that accommodates all learners. This suggests that all the learners will be accommodated and they will have a chance to respond to something familiar to them in the test paper. However, the teacher needs to avoid verbs which are not measurable and they will be tabled below:

**Table 2.2 adapted from Sivaraman and Krishna (2015)**

Verbs to avoid	Phrases to avoid
<ul style="list-style-type: none"> <li>• Hear</li> <li>• Realize</li> <li>• Capacity</li> <li>• Intelligence</li> <li>• Recognize</li> <li>• Comprehend</li> <li>• Know</li> <li>• See</li> <li>• Conceptualize</li> <li>• Listen</li> <li>• Self-Actualize</li> <li>• Memorize</li> <li>• Think • Experience</li> <li>• Perceive</li> <li>• Understand</li> </ul>	<ul style="list-style-type: none"> <li>• Acquainted with</li> <li>• Adjusted to</li> <li>• Awareness of</li> <li>• Capable of</li> <li>• Comprehension of.</li> <li>• Cognizant of</li> <li>• Enjoyment of</li> <li>• Conscious of</li> <li>• Familiar with</li> <li>• Interest in</li> <li>• Interested in.</li> <li>• Knowledge of</li> <li>• Knowledgeable about.</li> <li>• Understanding of</li> </ul>

• Feel	
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The above verbs should be avoided if you create learning outcomes but they are useful if one deals with teaching objectives. Sivaraman and Krishna (2015) state that the application of Blooms taxonomy has enabled teachers to set examination tasks that are balanced and test different cognitive abilities without the tasks being perceived as hard or easy. This suggests that exam papers need to contain different types of questions. These questions can be one-word answer, matching, multiple choice as well as longer paragraph questions. This helps accommodate all learners and promote critical thinking. On the other hand, Scriven and Paul, (2007) state that “critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action”

It is the teacher’s role to set the objectives. Teaching objectives should specify what learners will be able to do after learning and what level they are expected to achieve. However, the objectives are short-term goals for the teacher and they are subdivisions of the course content. Therefore, objectives do not fit into Outcomes-Base Forms of Pedagogy since OBFP focuses on outcomes and learner centred activities. Learning in OBFP refers to learning outcomes that learners need to know and understand at the end of the lesson with the assistance of the teacher who works as a facilitator. Yet, teachers have other roles in the classroom. Kizi and Ugli, (2020) list the roles of the teacher in the classroom as the controller, the resource, facilitator and instructor. In traditional understanding classroom, teachers one important role of being instructor to the learners.

### **2.2.1.3 The role of the teacher as an instructor**

In traditional understanding, the main role and task of the teacher is to teach or guide the learner. Here the teacher is referred to as an instructor. Hurlbut (2018) defines the instructor as someone who drives and steers the lesson while learners listen and follow his every instruction. Wati (2018) describes the teacher as someone who instructs, assists, guides and assesses learners. This proposes that the teachers are required to instruct and assess learners in the classroom especially learners in the Foundation Phase, as they are young and require a teacher’s guidance. Vilar Beltrán (2000) explains that the instructional side of a teacher’s role is goal-oriented, task-dependent and knowledge-based and is underpinned by a set of attitudes and beliefs, not only about knowledge but also about the appropriate instructional strategies to be used in the classroom. Similarly, Pithers and Soden (2000) examined research on thinking and concluded that not all teachers teach thinking and the learning of thinking well. This implies that the teacher has an important role to play as an instructor and in developing the learners’ critical thinking skills during the lesson when delivering the content and during assessment at the end of the lesson.

Furthermore, Makovec (2018) suggests that a teacher is committed to on-going professional development and collaboration with others (other teachers), is aware of the link between their own development and the development of learners and sees their role outside the classroom. Hence, the teachers are also referred to a life time learner. This implies that the teacher needs to be aware of his/her role as an instructor and he/she needs to be always working and improving their professional development so that they are aware of their role as a teacher. Byrd and Alexander (2020) declare that teachers need to be emancipated through teacher development workshops or programs so they can be aware of their role as an instructor in the classroom. Sellers (2001) adds that the traditional classroom teacher is often seen as the initiator of all classroom activities, and as such is held responsible for learners' learning opportunities. This, we witness in classrooms of foundation phase, where the teacher is the one who introduces the new concepts, motivates learners as well as steers the learners in the right direction. Alutu (2006) also affirms that the role of an instructor is important one in the process of learning. The instructor should consciously use teaching strategies that allow the learners to be guided, the instructor must guide the learners. Similarly, de Larreta-Azelain (2014) claims that the teacher has an integral role of being an instructor. The teacher develops learning content and guides the current learners during the process of learning. This implies that the teacher is the leader and is the centre of attention in the classroom.

Likewise, the instructor leads and directs the learners in the classroom. Can (2009) confirms that the teacher plays a role of being a leader and instructor in the classroom and refers to the teacher as Leader teacher. In primary schools, the teacher needs to lead by example where they are in the front line of doing activities and learners follow their actions. In the same way, Murati (2015) also states that for teachers to be good leaders and instructor they need to properly plan, manage and assess their work and that of others in order to educate and teach. Kapur (2019) refers to teachers as instructional specialists and adds that instructional specialists must have competent knowledge of methods and approaches appropriate for different academic concepts. This infers that when teaching mathematics teachers need to show learners different methods and strategies to use to get the correct answer. Teachers as instructors also demonstrate to the learners how to read and write.

Haavind Sistek-Chandler (2015) also highlights that the role of the teacher as an instructor is largely pedagogically oriented toward planning and preparing the Massive Open Online Courses (MOOC) experience. King (2002) affirms that the role of the instructor proceeds from a humanist perspective. Cognitive growth, knowledge acquisition, and skill mastery are not only possible, but also are preferable and can be ultimately empowering and transformative. According to Lee, Lee and Kim (2018) instructors in the traditional class play an important role in the classroom and are viewed as main stakeholders of education. Teachers are mainly in charge of assisting learners learn and understand content better in the classroom. Learners do as their teacher instructs them or follow their example. If a teacher reads in an incorrect manner learners will also read or pronounce words alike. In a study conducted by Kim and Bagata (2005) they state that if teachers choose not to use technology in their teaching, this will lead to learners not having experience in such technology and will not be knowledgeable workers and to function well in society. Although this was a study done in the higher grade, it proves that learners do and follow their teachers'

instructions in the classroom. The teacher uses drilling as a teaching method in traditional understanding.

Harden and Crosby (2000) declare that teacher-centred approaches are focused on the teacher as a source of information, with information passing from the expert teacher to the novice learner. The teachers as an instructor uses drilling as a teaching strategy in the classroom. Drill method type of teaching is referred to as drill and practice method. According to Yahya and Chu (2010) drilling and practicing method highlights repeat activity of the facts or the efficiency gained. Similarly, Mohan and Balan, (2005) state that drilling is about doing an exercise as recurrent as possible and repeating it so that it helps the learners to get used to a technique of meaningless repetition and to remember what they have studied. In a study conducted by Rathakrishnan, Raman, Haniffa, Mariamdaran and Haron (2018) about the use of drill and practice application in teaching science for lower secondary learners, it was concluded that the drill and training practice method is a more effective method of teaching and learning than traditional methods. Although this is a study about science in higher classes, its findings prove that drilling teaching method can be used to improve learner's understanding as well as encourage learners to become active participants in classroom activities. Therefore, drilling is an excellent teaching method to use in the traditional classroom as it is a means of implementing the content to the learners.

Another study conducted by Fransiska (2007) about the use of drilling technique in teaching English vocabulary to the grade 7 learners, concludes that there is a noteworthy difference in vocabulary achievement between the learners who were taught by using drilling technique and those taught without using drilling. The use of drilling technique is more effective than word-listing to improve learners' vocabulary mastery. Drilling methods can be used when teaching learners in the foundation phase as it helps them remember what they have learnt through the use of repetition. It can also help them recall information as they are young learners with a short concentration span.

The teacher who works as an instructor in the classroom uses objectives as well as the curriculum to determine what kind of resources are prescribed for him to use during teaching and learning. Bušljeta (2013) in her study about effective use of resources, she further mentions that in order for teachers to select the appropriate resources, they need to consider the teaching objectives and tasks. She also adds that objectives are the foundation of the teaching process.

Although the teacher works as an instructor in the foundation phase when introducing the lesson or new content, this method does not form part of OBFP and it does not have room for learner to discover their own knowledge nor improve their thinking skills. The teacher needs to allow and make room for own learning and self-discovery of knowledge. In OBFP the role of the teacher is to be a facilitator of teaching and learning in the classroom.

#### 2.2.1.4 Summative assessment

Durdikuliyevna, Anvarovna and Zulayho, (2019) assessment refers to the various approaches that teachers use to assess, measure, and document the learners' academic readiness, learning progress, skill acquisition, or educational needs of the learners in the classroom (Durdikuliyevna, Anvarovna & Zulayho, 2019). There are two main types of assessment which are listed as formative and summative assessment. These take place at different points of the learning process: formative, which occurs both before and during the learning process, and summative, which occurs at the end of key segments in a learning cycle or the end of the learning process. According to Khoza and Biyela, (2020) assessment is a process of collecting and analysing data with the purpose to find out whether the learning outcomes were achieved. Assessment is divided into three types: formative, summative, and peer assessment.

There are six most important reasons for carrying out an assessment that is grading, selection, mastery, guidance, prediction, and diagnosis (Morris, 1995; Black & Wiliam, 2018). In order to follow a logical frame, Swearingen and Diagnostic (2004) indicate that the main purpose of assessment is to determine as precisely as possible what learners should be able to achieve at the end of a lesson or an activity. That's suggests checking and testing whether outcomes have been achieved. In the differentiated classroom, assessment needs to provide clear evidence on learners' progress with regard to classroom content, developments, and end results. Assessment refers to a related series of measures used to determine a multifaceted quality of an individual or group of individuals. This involves gathering and interpreting information about learners' level of attainment of learning goals (Yambi, 2018). Assessment is an important way to check if learners understood what they learnt and if they are able to achieve their learning outcomes. Boud and Falchikov, (2007) also state that assessment is essential to learning. Effective assessment can determine the degree to which learners have met the intended learning outcomes for a course or programme. Assessment also directs both the learners' and instructors' attention to what is important. Amua-Sekyi (2016) says assessment can be defined as all activities that teachers and learners undertake to get information that can be used to alter teaching and learning. This includes teacher observation and analysis of student work such as homework, tests, essays, reports, practical procedures and classroom discussion of issues.

Assessment plays a vital to the educational process. In schools, the most visible assessments are summative. Summative assessments are used to measure what learners have learnt at the end of a unit, to promote learners, to ensure they have met required standards on the way to earning certification for school completion or to enter certain occupations, or as a method for selecting learners for entry into further education. (Organization for Economic Cooperation and Development, 2008). This implies that assessment needs to be carried out to ascertain whether teaching and learning is effective and learners achieved the learning outcomes. It also serves to find out whether learners understand the content that was delivered by the teacher who is an instructor. Hoover and Abrams (2013) explain the goal of summative assessment as to evaluate the learners at the end of the term or year and that summative assessments are of high value as well as marks allocation. McTighe and O'Connor (2005) also add that summative assessments consolidate

what learners have learned at the conclusion of a learning progress. These assessments tend to be evaluative, and teachers summarize and report assessment findings as a score or a grade. Familiar examples of summative assessments include tests, performance tasks, final exams, culminating projects and work portfolios.

Summative assessment needs to transform and move to formative assessment. Therefore, it does not fit into OBFP. Wiggins and McTighe, (2011) also recommend that summative assessments should be planned before teaching takes place. Learners are then taught in structured parts to practise and master the skills, knowledge, and understanding that will lead to success on the summative assessment. According to Trumbull and Lash (2013) formative assessment refers to tools that identify the struggles and learning gaps along the way and teachers assess in order to close the gap between unknown and known content. Teachers need to use different tools or methods to assess learners and to try and investigate what learners know and are able to achieve at the end of the lesson so that the knowledge gap is decreased. Kwon, Lee, and Shin, (2017) also emphasize that formative assessment is assessment for learning and it has slowly become more recognised as helping learners to improve learning by providing ongoing support and feedback during the learning process. Therefore, it would be advisable for teachers to use formative assessment in their classrooms especially with learners in foundation phase so that they can get on going feedback throughout the term not just at the end of the term.

### **2.2.2 Transformation Understanding (Social)**

Transformation understanding emphasises that learners learn from each other, the community and the environment around them. Therefore, they are actively involved in their teaching and learning. Being active is also referred to as learning by doing. Hoadley (2018) refers to transformational understanding as everyday knowledge that learners acquire in the homes, community and around them. Learning by “doing” is a theme that many educators have stressed since John Dewey’s convincing argument that children must be engaged in an active quest for learning new ideas. Learners should be presented with real life problems and then helped to discover information required to solve them (Dewey, 1966; Ibáñez, & Delgado-Kloos, 2018).

Roblyer, Edwards and Havriluk (1997) attest that the process learning as well as the end result of the learning process are more fruitful in an active learning atmosphere than the traditional learning setting. Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt and Wenderoth, (2014) declare that active learning leads to increased student performance and higher levels of conceptual understanding. Learners learn better in an environment when they participate in their learning (Hartikainen, Rintala, Pylväs & Nokelainen, 2019). Silcock and Brundert (2001) define learner-centred approaches as those where the teacher guides and facilitates the learner during the learning process, rather than proclaiming control, towards beset learning goals. Therefore, in the transformational understanding the teacher works as a facilitator instead of instructor.

Kennedy (2006) explains the philosophies of Outcomes-Based Form of Pedagogy as well as outcomes as it shows a move from the traditional “teacher centred” approach to a “student centred” approach. This later model focuses on the learners and what learners are expected to do at the end

of the module or lesson. Hence, this approach is commonly referred to as an outcome-based approach. Statements called intended learning outcomes, commonly shortened to learning outcomes, are used to express what it is expected from the learners and what learners should be able to do at the end of the learning period.

In another study conducted by McLean and Attardi (2018) it is suggested that in transformational understanding that instructors become less clever and become more like guides in their teaching approach and that learners appreciated the instructor's role as a mediator rather than information-deliverer. The study concludes that the learners enjoyed and appreciated their teacher's role as a facilitator as they encourage greater interaction and learning between learners. The role of the teacher in the transformational understanding is to guide the learners and help them to achieve the desired learning outcomes. Slavich and Zimbardo (2012) refer to transformational understanding as transformational teaching and also suggested that transformational teaching is about creating active relationships between teachers, learners, and other stakeholders to promote learners learning and personal growth. de Paula-Arruda and Beuter (2020) also add that it is the responsibility of the teacher to find dynamic and innovative methods to fulfil learning outcomes as well as using teaching methods that are learner-centred.

Transformational understanding is concerned about learning outcomes, learner-centred activities, teaching resources as well as a learning environment which is conducive to learning. In the transformational classroom or environment, the teacher works as a facilitator instead of instructor as learners are actively involved in the classroom.

**Table 2.3: Comparing of Traditional vs. transformational understanding**

<b>Traditional understanding</b>	<b>Transformational understanding</b>
What are our (educators) practices	What our students have become and able to demonstrate
Teaching (inputs, content)	Learning (demonstration of skills and competencies, outcomes)
Teaching and Learning as the end	Teaching and Learning as the means to an end
Practice determines the outcomes	Outcomes inform the practice
Learning is textbook/worksheet-bound and teacher-centered	Learning is learner-centered, the teacher facilitates and constantly applies group work and team work to consolidate the new approach
The teacher sees the syllabus as rigid and non-negotiable	Learning programmes are seen as guides that allow teachers to be innovative and creative in designing their programmes

Teachers are responsible for learning and motivation depends on the personality of the teacher.	Learners take responsibility for their own learning and are motivated by feedback and affirmation of their worth.
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Adapted from Pradhan (2021)

### 2.2.2.1 Learning Outcomes

In Transformational understanding, there needs to be learning outcomes which inform learners on what they need to achieve at the end of the lesson.

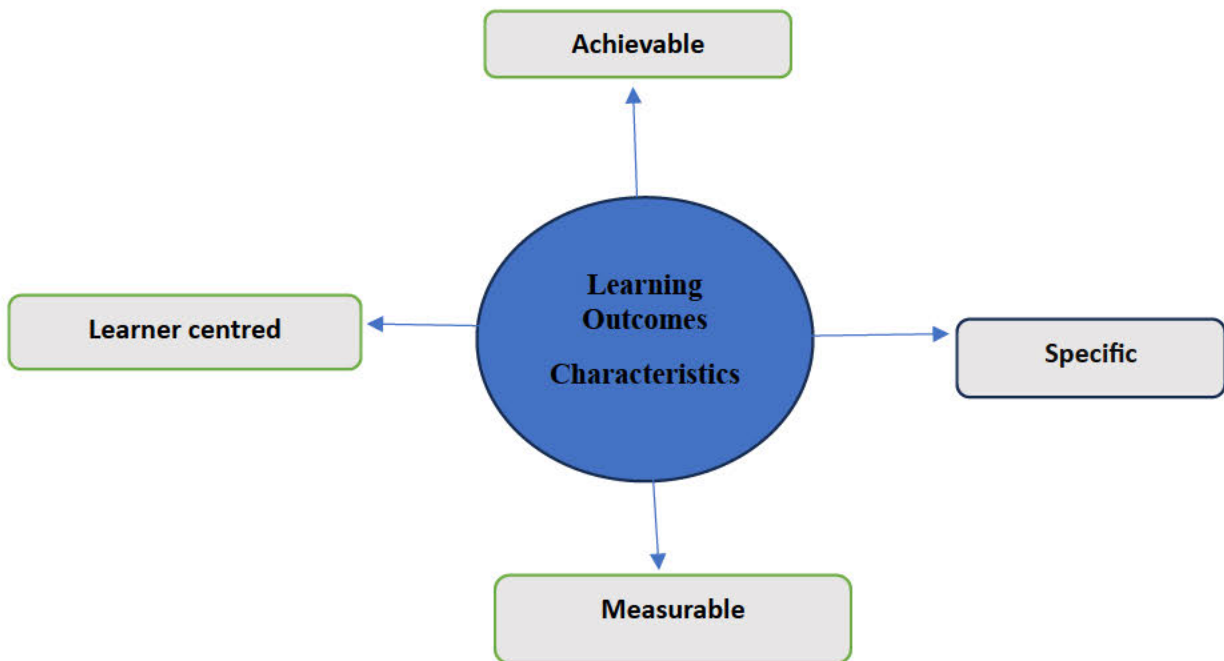


Figure 2.1 Adapted from Meda and Swart, (2017)

According to Meda and Swart, (2017) learning outcomes are important to any curriculum in the education system hence they need to be clear, observable and measurable. Learning outcomes are clear statements of what a learner is expected to be able to do, know about and value at the completion of a unit of study, and how well they should be expected to achieve those outcomes (Donnelly & Fitzmaurice, 2005; Adam, 2006; Mahajan & Singh, 2017). Jansen (1996) also adds that outcomes state clearly what learners should attend and direct assessment towards detailed goals. Outcome’s indication what is worth learning in a content-heavy curriculum.

When South Africa received its democracy in 1994, there were a lot of educational changes to reverse the injustices of the past and have equal and quality education for all. This came with a lot of changes in education as each minister wanted to make and change education. The Department of Education (2002, p. 6) declared:

The revision of Curriculum 2005 resulted in a Draft Revised National Curriculum Statement for Grades R-9 (Schools). This Draft Revised National Curriculum Statement for Grades R-9 (Schools) was made available for public comment on 30 July 2001. It was subsequently revised in the light of public comment during 2001/2002. The revised National Curriculum Statement is thus not a new curriculum but a streamlining and strengthening of Curriculum 2005. It keeps intact the principles, purposes and thrust of Curriculum 2005 and affirms the commitment to outcomes-based education.

This shows that every minister of education, tried to make the current educational policy by adding or modifying it. This could lead to a lot of confusion to the teachers as they did not know which policy to follow (Jansen; 2000). As soon as they could master the curriculum, changes were implemented. In a study conducted by Conco (2006) about how operative and useful is the in-service training that teachers in rural schools get from the department. The study found that the teachers felt that they had not been trained sufficiently in their current learning areas, and therefore did not fully understand the new teaching and learning methods. The methods could also not be implemented within the allocated teaching time to the respective learning areas. In addition, the teachers felt that the paper work involved in the implementation of the new procedures had increased their workload and this was unnecessary. Additionally, C2005 (2002) declared that the outcomes to be addressed through teaching and learning are first clearly mentioned before the actually teaching and learning takes place. Therefore, teachers needed to be properly trained to implement the curriculum not just one day training. Since even the term outcomes are confusing to some teachers.

However, Orr, Csikari, Freeman, Rodriguez, (2022) declare that there are countless terms in the literature which described learning outcomes about learning expectations. These terms are “course objectives, course goals, learning objectives, and learning goals”. These terms are used interchangeably which leads to and creates confusion for teachers and learners. In this study, it will be referred to as learning outcomes. Additionally, Suvin (2019) describes learning outcomes as learning outcomes are any measurable skills, abilities, knowledge or values that the learner can demonstrate as a result of completing a given course or class. Outcomes are statements that inform what the learner can do or demonstrate at the end of the lesson or course (Adam, 2004; Donnelly & Fitzmaurice, 2005; Genelza, 2022). The learner needs to show proof that they understood the content presented to them by doing it or having demonstrated that they can do it on their own at the end of the lesson.

Harden and Crosby (2000) confirm that learner-centred strategies see the focus as being on changes in learners’ learning and on what learners do to achieve this rather than on what the teacher does. This suggest that learners need to learn the desired outcomes in a reasonably effective manner. Gosling and Moon (2002) declare that outcomes-based approach to teaching is becoming more and more popular at an international level. This approach was adopted by many countries and their qualifications authorities such as the Quality Assurance Agency for Higher Education (QAA) in the United Kingdom (UK), the Australian, New Zealand and South African Qualification

Authorities. South African abandoned OBE and currently uses RNCS as a curriculum but it uses principles of OBE when implementing the curriculum (Govender & Hugo, 2018; Bertram, 2022). Gang, Hong and Xinmin (2022) reflect on the current situation of Outcomes-Based Forms of Pedagogy that Universities in China are adopting and using OBFP to teach Computer lessons to their learners.

Henard and Roseveare (2012) conducted a study on Organization for Economic Co-operation and Development that examined the quality of university teaching generally in higher education, stated that “Quality teaching in higher education matters for student learning outcomes”. This implies that outcomes which are used in Transformational understanding are required to improve the quality of education. Müller and Mildenerger, (2021) also add that outcomes are essential in a traditional classroom. Outcome were used in higher education but this can also apply to foundation phase classroom as well.

Bloom’s taxonomy is commonly used for writing learning outcomes as it provides a ready-made structure and list of verbs that teachers can use when setting outcomes and learner assessments (Kennedy, 2006; Malik & Hassan, 2022). These verbs are the key to writing learning outcomes. Likewise, Adam (2006) also adds that Bloom’s taxonomy should be consulted when writing learning outcomes and it is a useful starting place for inspiration. Rao, (2020) adds that Blooms taxonomy should be used in order to make learning achievable and to achieve learning outcomes. This suggests that Blooms Taxonomy can be used in both objectives and outcomes. Blooms Taxonomy can be used during the planning stage by the teacher when looking at objectives as well as at the beginning of the lesson and at the end of the lesson to check if learning outcomes have been achieved.

Th learning outcomes form part of Outcomes-Based Forms of Pedagogy as it focusses on the learner and active learning in the classroom. Adam (2006) also states that learning outcomes are at the forefront of educational change. They represent a change in emphasis from ‘teaching’ to ‘learning’ where learning moves from being teacher-centred to being learner-centred. The activities that learners engage in during the lesson are based on outcomes. The teacher finds the best learner-centred activity to achieve learning outcome.

#### **2.2.2.2 Learner-centred activities**

In transformational classroom the focus moves away from the teacher as instructor but concentrates on the learners. The purpose and role of teaching and learning resources does not only consist of making the educational process more attractive and interesting, but also can be used to encourage active learning, to development of different skills and the promotion of necessary values and attitudes in learners. Lou and Restall (2020) declare that learner-centred pedagogical practices include:

curriculum choices such as sharing power and decision making with learners, being partners with learners in the learning process, engaging learners in active learning, thinking

and participation, making learning relevant, interesting, challenging and meaningful to learners, maximizing and enabling the dual functions of the resources and materials, and using assessment to facilitate learning (p. 115).

This suggests that in transformational understanding the teacher does not make decision on his/her own but he/she needs to utilise a lot of learner-centred activities with learner participation so that they are able to think, participate and make decisions in their own learning. Although this may be difficult to achieve in the Foundation Phase as learners are young, the teacher can offer them guidance on making decisions about their learning options such as using pairs or group work in class.

Bremner (2019) indicates that the move from teacher centred to learners centred is viewed as great practice and favored by teachers as well as UNESCO. Slavich and Zimbardo (2012) declare that teachers should work as facilitators who provide learners with supervised ways to interact with each other instead of giving them notes and content. In a study conducted by Borup, Chambers & Stimson (2019) recommends that the teacher still had to work as a facilitator in online classes as learners needed assistance and direction from their teacher. CAPS encourages “active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths” (2019, p. 4). There are many different active learning strategies which teachers can use such as questioning techniques, small groups, whole class involvement, and reading and writing exercises (Meredith & Steele, 2010). During the learner-centred activities, the teacher has a role of being a facilitator in the classroom while learners work actively to acquire knowledge.

The important aspect of learner-centred activity is active learning. Svinivki and McKeachie (2011) advocates that at the centre of active learning is the idea that learners must read, write, discuss, and engage in problem solving to make the most of their potential for intellectual and logical growth. Learners in the Foundation Phase can work as a group to discuss and engage in the problems or issues they face in the classroom with the assistance of their teacher. Millis (2002, 2010) declares that cooperative learning strategies that make use of group interactions promote deep learning. Groupwork is encouraged in transformational learning as learners work together and this has many benefits. Additionally, Brandon and Hollingshead, (1999; 2007) are of the opinion that collaborative group work help enhance social interaction and knowledge sharing between the learners in the classrooms.

Thus, the classroom is more learner-centred and activities are done by the learners. Darsih (2018) declares in a learner-centred classroom, the teacher does not just use a single teaching method but a variety of teaching methods. This leads to the shift in the teacher’s role as from instructor who shares and deliver conte to the learners to facilitator who assist the learners in the learning process. There are many teaching methods which are learner-centred such as groupwork and demonstration. Groupwork, according to Karim (2015) and Patterson (2019) is two or more learners working together on an activity to achieve the same goal. Blatchford, Kutnick, Baines and Galton (2003) defined groupwork as learners working together as a group or a team to achieve the learning outcome. Similarly, Singh and Agrawal (2011) define group work as cooperative learning as a

learning process in which learners learn in a small group with the help of one another. Through working together, learners learn to share and assist one another. Benediktsson and Ragnarsdottir (2019) in their study about group work being used in a multicultural classroom mention that groupwork helps learners become critical thinkers, improves their communication skills as they work with their teacher and peers in the classroom. This method also helps develop communication and social skills as they work with others in the classroom.

Moreover, Chiriac (2010) also adds that cooperative learning may occur in group work without any interaction between the learners that are working in a group. Members in cooperative groups could be working on divisible or unitary tasks. The group needs to have four to six learners so that they work effectively and each member of the group must have a task to perform. In order for cooperative learning to be effective, group work requires that the size of about six to eight members with clearly defined roles (West, 2012). It is the responsibility of the teacher to facilitate and give out duties in groupwork in order to maintain harmony (Patterson, 2019) especially in the Foundation Phase classroom. However, Brown (2001) is of the opinion that group work is two or more learners working together to active the same outcome. This suggests that it is more than two learners as two learners working together is referred to as pairing. In Foundation phase, it is the role of the teacher to assign learners into their respective groups as well as giving them duties to perform in the group and some will not be able to state what they will be doing in the group. However, some matured groups could assign themselves into different tasks.

It is the responsibility of the teacher to know when to use group work and how to place the learners in the respective groups. Teachers need to be aware of the learners' abilities when planning group work in their classrooms (Chiriac & Forslund-Frykedal, 2020). The teacher, then has to monitor the learners when they are working in groups. That is when the role of facilitator comes into play. Karim (2015) and Romanov (2021) state that the teacher needs to always should look at the group to determine whether it is on the right track or not, assist the learners to focus on the work at hand, mediate as well as monitor their work. This suggests that the teacher works as a facilitator and mediator during the group work activity. Learning in the foundation phase will need the class teacher to assist them and guide them on how group work can be achieved.

There are many benefits of using groupwork as a teaching and learning method. Alandeom and Sadler (2008) suggest that learners working together in groups tend to achieve the learning outcomes more compared to other forms of working. Chowdhury, Endres and Lanis (2002) add that groupwork practised in classroom provides learners with opportunities to acquire and develop basic teamwork skills. This teamwork skill will assist the learners when they grow up and be able to work with others in the working environment. Kasim (2015) claims that small groups can help learners with mixed abilities to accomplish different goals and that group work makes learners more responsible for action and progress. Group work can be a very effective teaching method and beneficial to learners as they will learn from one another and it can help them improve their communication skills. All learners will be encouraged to participate and be active in class as they will have a task to perform in the group. This method is learner-centred. Therefore, it fits into Outcomes-Based Forms of Pedagogy.

Demonstration according to Malik, Yasmeen, and Khan, (2020) is a method of showing how something is done that is giving a demo or how to perform an activity and that demonstration method follows a step by step of how a certain thing such as a sum was done. Demonstration method is practical ways of teaching basically it shows and tells of how something was done. In transformational understanding, demonstration can be used as teaching and learning as well as assessment method in the foundation phase where learners demonstrate how they achieved certain results. Meyar, Schmidt, Nozawa and Paneee (2003) have shown that demonstrations encourage learner involvement and participation in the classroom, since it is less teacher-oriented and give learners an opportunity to produce questions and to become more active in the learning process. This, in turn can motivate learners to undertake an initial inquiry and also provides a learning opportunity. Buncick, Betts, and Horgan (2001) also agreed that demonstrations encourage and promote active participation of the learners. This kind of activity is best suited for Transformational understanding since learners actively participate during teaching and learning.

Basheer, Hugerat, Kortam and Hofstein (2016) conducted a study about using demonstration in teaching Chemistry, this study proved that demonstrations can serve as an effective platform for enhancing students' understanding of certain chemistry concepts as well as increase their motivation and interest to learn chemistry. Although, this was a study about Chemistry in the Higher grades, the findings of the study can be applied in the Foundation phase as well. Teachers can ask learners to demonstrate to the whole class how they were able to solve a sum. This may also assist other learners who were not able to achieve or complete the sum. Demonstration can help them be aware of different methods other learners used to solve the sums.

Demonstration is a suitable method for learners in the foundation phase as they can learn from one another. Therefore, it is an excellent method to achieve learning outcomes, especially for learners in the foundation phase (Pangaribuan, Purba, Siahaan, Sidabutar, Sihombing, Simamora, & Matondang, 2022). This will also assist slow learners or those who may have missed the content from the teacher. When combined with traditional methods, demonstrations can be effective for low-achieving learners with high visual and spatial intelligence but with limited cognitive abilities (Radem, 2009; Baddock & Bucat, 2008). This implies that demonstrations used as a teaching and learning strategy may be advantageous for learners who are low achievers or learners with special learning needs. During the learner activities, learners are assessed by one another. Peer assessment is used in the classroom

Peer assessment according to Chin (2015) is the process whereby learners provide formative or summative feedback to fellow learners about their work and can be used in a more supportive way, rather than simply allowing learners to grade each other. Darsih (2018) also adds that peer assessment is what happens when learners learn from and with each other and then provide more feedback to one another throughout the process. On the contrary, peer assessment is the only formative kind of assessment and it is a learner-centred assessment method that has been defined as a natural process for making important decisions of peers (Fry, 1990; Omar, Shahrill, & Sajali, 2018). This method can be used by teachers and learners in the foundation phase during their group work and demonstration lesson. Peer assessment helps keep learners motivated and attentive in the

classroom (Fang, Chang, Hwang, & Yang, 2021). The teacher can provide learners with a rubric of what they are supposed to assess during presentation of the task at hand. Topping (2017) confirms that assessors who are the other learners or peers can be provided with scoring checklists or rubrics. Learners can also assist one another by stating what and how improvement can be done. This peer assessment is a suitable assessment for transformational understanding as it puts learners in the centre of attention.

Orsmond, Merry and Reiling (2000) also add that peer assessment is considered as important in education as it values and promotes learners' sense of ownership and control over their work. This implies that learners are actively involved and take part in their learning as well as their assessment. Therefore, this type of assessment is suited for OBFP as it is learner-centred. Berry (2008) also adds that peer-assessment exercises have the potential to provide valuable learning experiences and encourage lifelong learning to the learners. Peer assessment can be used to assess any form of activity as long as learners are active in the classroom. Topping (2017) also adds that peer assessment usually deals with the end result of learning which is often writing, but also oral presentations, portfolios, and drawings. More activities such as reading, demonstration as well as group presentations can be assessed by peers.

### **2.2.2.3 Learning resources used in a transformational classroom**

Learner-centred teaching is a teaching approach that is increasingly being encouraged in education but it will not be effective if teachers fail to use the right and appropriate recourse during teaching and learning (Darsih, 2018). Every learner learns differently and may need extra help in the classroom. The resources help enhance learning; therefore, it becomes the obligation of the teacher to use different resources that will help learners understand the content better. Coleman and Anderson (2001) state that in education resources can be placed into two main categories: those used to provide support services such as the running costs of the buildings (administration) resources and those that are used during teaching and learning which are visible and concrete resources.

This study will concentrate on resources that are used during teaching and learning in the foundation phase for effective learning. There are many resources that teachers use in the classroom to help boost the learning in the classroom. Resources used in a transformational classroom range from books, charts, outside environment (school, community and home) as well as audio-visual resources such as radios, televisions and laptops. Sokhulu (2020) lists resources used in Higher Education Institutions (HEI) such as Blackboard, Moodle, and Web CT. These are resources used in the modern time of Fourth Industrial Revolution (4IR). Although these resources may not be used in the current research site, in future it will be used and it will assist to make learning better especially during the time of Quarantine. Most schools in urban areas continued with teaching and learning as they had access to such resources. Kabaana (1999) mentions audiovisual resources which are wall pictures, charts, diagrams, films tape-recorders, maps, blackboards, projectors, motion pictures, television, radios and videos. These resources are beneficial in achieving effective

teaching and learning. Bušljeta (2013) states that purpose of using teaching and learning resources in classroom is to help the teacher to present the content to the learners as well as achieve learning objectives.

Learning resources used in class can help improve teaching and learning and also improve learners' performance in the classroom (Wang & Zhu, 2019). In a study conducted by Otiena (2010) in Kenya about how resources help improve the learners performance in Mathematics. The findings of this study showed that laboratories and stationeries or teaching aids (resources) are significant. Similarly, a report by UNESCO (2008) discoursed that teaching and learning materials such as textbooks, class rooms teaching aids (chalk, board, ruler and protractor), stationeries and laboratories help improve the academic performance of the learners. However, during the era of Fourth Industrial Revolution teachers and learners need to be computer literate as this is the most used teaching and learning resource. Unfortunately, this is not the same circumstance as in more township and rural schools. Moloi and Mhlanga (2020) in their study about the use of 4IR in South African school report in their finding that urban schools and learners had access and used online podiums or apps such as WhatsApp/Google Apps, YouTube licensing, MS Teams and/or Zoom were mainly utilized in urban schools. The findings indicated that many rural teachers were not good compared to urban teachers in using technology for education and that teachers in rural schools still relied on the traditional methods of teaching such as green board and chalk. This could be an issue for most teachers in rural or township schools since teachers do not have access to laptops and computers in schools and their learners also do not have access to such technology. In a study conducted by Olefirenko, Kostikova, Ponomarova, Bilousova and Pikilniak (2019) in Ukraine concluded that E-learning resources were used to ensure successful Maths teaching to learners of primary schools. Teachers had the responsibility to develop apps that learners in primary schools could use to learn and understand Mathematics better.

A study conducted by Horsley, Knight and Huntly (2010) in Australia about teaching resources used Australian higher education, names the following as resource that can be used to improve the learner's performance in the classroom. The resources that are provided in a university course of study are considered important learning tools that can be utilized to support student learning are as follows:

Tools such as textbooks, course readers, tutorial guides, case problems and activities, blogs, links and Podcasts also contain structuring devices such as graphic organizers, guides, charts, templates, permits and other features that reflect a pedagogic design process created and utilised with the aim of facilitating student learning.

The main purpose and role of teaching and learning resources doesn't only consist of making the educational process more attractive and interesting, but also of encouraging active learning, the development of different skills and the implementation of necessary values and attitudes in learners. Resources help learners learn better as well as keep them active and motivated in the classroom. Thus, the resources form part of Transformational classroom and OBFP. Teachers in the foundation phase need to use resources that are content and age appropriate to make sure teaching and learning takes place.

#### **2.2.2.4 The suitable environment for teaching and learning**

When teaching learners in the foundation phase, teachers need to make sure that the arranged environment is suitable for teaching and learning. In Traditional understanding, learning takes place in the four-cornered room whereas in Transformational understanding teaching can occur at any place. According to Vickerius and Sandberg, (2006) environment is defined as the physical environment, its surroundings, and a specific setting. In a study conducted by Coman, Țiru, Meseșan-Schmitz, Stanciu & Bularca (2020), they discuss online teaching and learning in higher institutions of learning during the coronavirus pandemic, they mention that learning environment can be any place as long as the teacher and the learners are willing to participate and be involved in the learning process. The environment around children has an important role on their development. This suggests that the environment plays a huge role in learning and it is a good stimulant for learning to take place.

Similarly, Arianti and Aminatun (2019; p. 18) in their study state that “environment plays a very important role in the growth and development of children and in the environment, learners can interact with living objects, inanimate objects including humans.” This implies that the environment which is outside the classroom plays an important role in achieving leaning outcomes in the transformational classroom and setting. The classroom is not the only place where learning can occur. This can also apply to learners in the foundation phase where the environment is used as a learning area. Learners can practise writing on the sand before writing with pencil and paper. When learning about plants and sand, learners can go outside to look at the different soil and with little animals such as ants live in the sand. Luan and Bakar (2008) discuss that in a traditional teaching and learning environment, only limited amount of learning is taking place in the classroom even though there appears to be an active shift of information. Thus, learners thrive in an active, learner-centred learning environment because it emulates a real-world learning environment. The environment is a natural laboratory that is available which must be utilized maximally in learning. By learning outside the classroom, learners will be faster in understanding the material to be studied because they are directly dealing with objects.

Asrial, Syahrial, Kurniawan, Subandiyo and Amalina (2019) declare that it is up to the teacher to make learning environment suitable for the learners by using learning resources and utilize the environment as learning resources. This implies that the learning environment can be anywhere as long as the teacher facilitates teaching and learning. Low and O’Connell (2006) explain that learning has always been mobile, that is, we all learn as we go about our lives, with inherent dynamism and personal mobility. This suggests that teaching and learning takes place on the move, we learn as we grow and interact with people and the environment. Learning can take place in any place and not only in the classroom. Teachers need to take learners to museums to teach them about history of the dinosaurs so that they are able to see what they looked like and where they lived. Therefore, the museum which is outside the classroom is a suitable environment for learning about historic animals.

It is the responsibility and role of the teacher to make sure that the learning environment is suitable and appropriate to the learners and to stimulate learning. In facilitating the transformational

learning experience, educators need to expose adult learners to other viewpoints within the context of a trusting environment, and encourage them to move beyond and away from their normal or the safety of their own world views and perspective (Cranton, 2002; Taylor, 2000). The duty lies with the teacher to take learners in an environment where they will learn something important and relevant to classroom content. In Life Skills, there is a topic about water, where do we get it and how do we use water. The teacher can take learners to the dam or purification plant, so that learners can see how their drinking water is purified. The teacher can also ask the learners to state how they use water in their homes and community. In this way they will have used the environment around them in an effective manner.

A study conducted by Bizimana and Orodho (2014) in Kenya about the effectiveness of learning resources and environment in teaching and learning, recommends that teachers should be encouraged to be more innovative and improvise some of the teaching learning resources from locally available materials instead of relying entirely on purchased facilities. Lavie Alon and Tal (2015) mention that there are different places of visit, such as museums, parks and natural parks, are the third most common learning environment and that such places seem to be good learning environments because student learning outcomes are significantly better when they gain first experience and study in authentic learning environments. Teachers need to be able to accommodate learners with all their different learning abilities and use the environment around them as a learning space. In the foundation phase, the teacher can take the learners to the road and traffic lights to teach them how to cross the road and how to observe when crossing the road. There are learners who learn better by seeing actual objects, others, by doing and practising what they need to achieve at the end of the lesson.

Many teachers believe that learning should take place within classroom whereas play takes place outside the classroom. Maynard and Waters (2007) as well Feille and Nettles (2017) mention that outdoor learning is not commonly used in educational practices. But scholars seem to advocate for outdoors as a great place for learning especially for learners in the foundation phase. Firstly, Wistoft (2013) and Goodall (2016) advocate that outdoor learning in natural areas can be beneficial to learners as they learn outside the classroom. They have a chance to explore nature and outdoor learning has the potential strengthen primary schools' educational practice. Secondly, Arianti and Aminatun (2019) also declare that outdoor learning helps learners develop their learning abilities and communication skills. Each learners needs to have some basic knowledge, which will be used by the learners. this should be related to what will be learnt and know at the end of the lesson. Lastly, Rahmawati, van Imaduddin, Haqiqi, Fikri, Fawaida, Prasetyo and Faikhamta (2020) also emphasised that activities outside the classroom are more helpful in developing and promoting their sensory and various talents that learners have within them. This proves that learning can take place in any environment outside the classroom and it helps stimulate and motivate learners to learn better and faster when observing the environment around them. Learning outside the classroom helps them love and appreciate nature. It also assists learners to have physical and emotional development, develop social skills, cultural and intellectual knowledge.

The environment fits perfectly into OBFP as it is about the learners achieving their outcome through working together while being monitored or facilitated by the teacher. Van Dijk-Wesselius, Van den Berg, Maas and Hovinga (2020) also state that it is important for the teachers to understand why outdoor learning should be guided and monitored by the teacher and stress the importance of teamwork during the learning process in the outdoor environment. This implies that the environment is well suited for Outcome-Based Forms of Pedagogy as it puts the learners in the centre of education.

### **2.3 Why transformational understanding failed**

Although transformational understanding looks interesting and advantageous as it is learner centred, it has failed in many countries such as Australia, South Africa and other countries.

There was a Review Committee Report on Curriculum 2005 which reviewed and analysed the use of OBE in schools. Professor Chisholm was of the opinion that a large percentage of teachers are committed to OBE principles but needed more clarity, simplicity and practical professional support in order to implement OBE correctly in schools. The Review Committee mostly expressed their concern in relation to teachers ever acquiring a deep understanding of C2005/OBE with its many concepts. There were many new concepts and methods for teachers to understand and implement in the classroom. Therefore, comprehending the curriculum is crucial for teachers in order to implement it correctly in the classroom.

Another Scholar Jansen (1997) gave reasons for the failure of OBFP in South Africa. Firstly, OBFP was imposed on teachers by the ANC government, there was lack of support for professional support for teachers especially those in township and rural schools. Teachers did not have enough teacher development and resources to enact OBFP in the schools and classrooms. During the C2005 Review Committee, Jansen stated that government needs to acknowledge that OBE had failed. He further mentioned that OBE failed teachers and benefited only some of the privileged pupils.

Even though, OBE has failed, some of its principles are still used and incorporated into teaching and learning such as groupwork and learner centred activities. These are also included in the current educational policy where learners are encouraged to work in groups and in pairs.

### **2.4 Conclusion of the chapter**

Traditional and transformational understanding are excellent methods to be used during teaching and learning. However, there needs to be a balance between the two kinds of understanding. Traditional understanding focuses on the teacher and content whereas a study conducted by Darling-Aduana and Heinrich (2018) found that learners who were in classes that used blended teaching methods (traditional and transformational) performed better in the class. This implies that the teacher needs to find a way to balance traditional and transformational understanding in the classroom to achieve effective results. Fomunyam (2019) maintain that education is fundamental in shaping the strengths and weaknesses of every community or country. Therefore, teachers need

to understand the difference between traditional and transformational understanding so that they will be able to teach learners efficiently and get them ready for the real world by acquiring knowledge, skills and values in the classroom. In the first understanding, the teacher is an instructor and, in the latter, the teacher is the facilitator. The instructors should shape course curricula and content based on the needs, abilities, interests, and learning styles of the learners in the classroom (Wright, 2011; Kilic, 2010; Aguirre & Hernandez, 2021). This supports that the teacher needs to teach according to the personal needs, style and abilities. The subsequent chapter unpacks transitional understanding (needs) and its principles. Curriculum differentiation is also explored as it is about teaching according to the needs and abilities of each learner in the classroom. Additionally, this chapter deconstructs Cultural Historical Activity Theory (CHAT) which serves as the study's theoretical framework.

## CHAPTER THREE

### TRANSITIONAL UNDERSTANDING AND CULTURAL HISTORICAL ACTIVITY THEORY (CHAT) AS THEORETICAL FRAMEWORK IN EXPLORING TEACHERS' UNDERSTANDING OF OUTCOMES-BASED FORMS OF PEDAGOGY

#### 3.1 Introduction of the chapter

The preceding chapter, Chapter 2 unpacks reviewed literature which is relevant to the study which was the two different kinds of understanding and how Outcomes-Based Forms of Pedagogy applies in schools. The study aims to explore a balance between traditional and transformational understanding so that the needs of the learners are met. Therefore, transitional understanding is concerned with the personal needs and abilities of the teacher.

Chapter three consists of five sections. The initial section explores transitional understanding and the four principles which underpin this kind of understanding which are utility, principle of interest, experience and integration. Secondly, this chapter looks at reflecting and critiquing teaching experiences. Thirdly, it explores the meaning of Objective Reality and its relation to teaching. The fourth section explores Curriculum Differentiation and the principles of Curriculum differentiation which are differentiated content, differentiated teaching environment, differentiated teaching methods as well as differentiated assessment methods. The final section of this chapter examines Cultural Historical Activity Theory (CHAT) as a theoretical framework. There is a section which explores the origin and definition of the Cultural Historical Activity Theory is discussed, the four generations of the CHAT are also outlined. There is another section which demonstrates why the second-generation of CHAT is the most appropriate for the study and why it is best-suited for this study. Finally, the shortcomings of CHAT are mentioned in the last section.

In this study, the aim is to explore how teachers understand and use OBFP in the foundation phase. Therefore, the CHAT Theory is used as a theoretical and analytical lens when conducting the observations and interviews and analysing the generated data. Chapter Three aims to explore and present a possible neutral position between the two kinds of understanding, which are traditional and transformational understanding, where teachers use an understanding or teaching method which they are comfortable with and will help improve learners' results in the classroom.

#### 3.2 Transitional Understanding

Transitional understanding, according to Spady and Marshall (1991, 1994), is the middle or is the in-between zone between both the traditional and transformational understanding. Thus, it aims to explore a possible or a close balance between professional and social understanding where they share the same status and are used equally in the classroom.

Similarly, Spady and Marshall (1991) also add that transitional understanding integrates traditional understanding for planning the curriculum and transformational understanding for orienting the learners and preparing them for the future roles in society such as being able to work and communicate well with others. Transitional understanding aims to explore a possible balance

between the first two kinds of understanding which are concerned about the professional and social needs and not the personal needs and opinions of the teacher. Transitional understanding places importance to flexible learning where the learners and their needs are placed at the centre of learning, and the educational services on offer should allow them to decide for themselves what, when, how and where they learn (Higher Education Academy, 2015). Khoza (2018) declares that there are key issues with trying to find a balance between traditional (professional) and transformational (socialisation) in order to address the internal personal needs of the teacher transitional (personal) understanding is used. Teachers teach according to their own style or needs. However, they are also aware of the learning differences when planning lessons so that they are able to teach according to the learners' learning styles and use methods that will help learners become better learners and adults in society. This study aims to explore a possible balance between traditional and transformational understanding so that it caters for the personal interest of the teacher instead of what the professionals (D.o.E, Content, resources, objectives.) dictate and the societal (community, everyday knowledge, outcomes) views.

However, Biesta (2010) refers to transitional understanding as subjectification and adds that subjectification has to do with the uniqueness of humans. This suggests that teachers are unique individuals and therefore they teach according to their own unique style which accommodates their abilities, and they use teaching methods that suit and accommodate their uniqueness. Transitional understanding suggests that teachers need to teach according to their needs, abilities, views and experiences, as individuals and not according to what the professionals and society dictates to them. Thus, the function of subjectification can be understood as a counterbalance to socialisation (Biesta 2010). In a study conducted by (Pradhan, 2021) about transitional understanding and measures the studying effects of college students in phrases of generic or higher order abilities. He advocates for the use of groupwork and problem solving which are used in Transformational understanding. This suggests that the three types of understanding are linked and should be used interchangeably or one cannot be used without the other being used. Thus, this study tries to explore a common ground for the three types of understanding to co-exist harmoniously and how a teacher can use an understanding that is based on his own internal identity and not influenced by other people or environment.

Khoza and Biyela (2020, p. 682) refer to transitional understanding as “pragmatism and also add that in higher education institutions (HEIs), pragmatism is divided into performance-based (qualification), competence-based (socialisation), and pragmatic (subjectification) curricula.” Riga (2020, p. 227) also adds that “Pragmatism is a theory about reality and theory of truth. Dewey's pragmatism refers to the acquiring of knowledge through observation and personal experience while regarding the purpose of thought as the stimulus of action.” This is relevant to this study as it explores teacher' understanding of OBFP which is about the experience in using OBFP in the classroom. Sharma, Devi and Kumar (2018) also add that Pragmatism is also a practical, fact-based way of approaching or assessing situations or of solving problems in the real world. Pragmatism involves individuals' actions that come from their value and how it will be useful to him and the society (Garrison, 2019). This is pertinent to this study since Cultural

Historical Activity Theory (CHAT) is used as a Theoretical Framework. Teaching is an activity which requires teachers to reflect on their past experiences that is looking back at their history of teaching and how they can improve on it for the future. Similarly, in this study, pragmatism refers to the personal experience and needs of the teacher. CHAT emphasises that history and activity forms part of an important component of teaching and learning (Qureshi, 2021). Pragmatism also stresses the use of experience (history) and action (activity) of the learner in order to achieve teaching and learning (Guedes & Jeronimo, 2021; Wahlström, 2022).

Therefore, teachers teach learners about things that are relevant to the learners (Biesta, 2016; Mabunda & Mulovhedzi, 2020) and also teach what the learners will also experience in their real lives (Bachen, Hernández-Ramos & Raphael, 2012; Bhamani, Makhdoom, Bharuchi, Ali, Kaleem & Ahmed, 2020). The teacher is regarded as a central figure in teaching and learning (Pradana, Mahfud, Hermawan & Susanti, 2020). Learners need to learn the truth through their personal experience of the world. The teacher needs to decide what is going on in their classroom, such as who decides what knowledge is legitimate or useful for their teaching (Hesse-Biber, 2015). However, Aelterman, Vansteenkiste, Haerens, Soenens, Fontaine and Reeve (2019) recommend that when teachers are engaging with learners, they need to use all three kinds of understanding or find a mutual ground where the teacher finds a balance between traditional and transformational understanding since it is hard to use just one understanding without overlapping onto the other. Khoza (2021, p. 2) adds that “teachers should reflect on (professional), in (societal), and for (personal/ pragmatic) their teaching. In doing so, teachers will know and understand their educational identities.” This can assist the teacher to get through to the learners as well as manage the classroom.

However, the use of traditional understanding in South African schools is not enough to assist learners achieve great results. This is evident from the 2021 Matriculation results. According to the National Senior Certificate Results (2021) in 2020 there were 196 968 full-time learners who wrote the Mathematics paper and 135 915 (69%) of those learners passed the subject. The Department of Basic Education (2022) published the Grade 12 results for the 2021 cohort, with the group achieving a pass rate of 76.4%. There is an improvement in the results of the learners. Machisi and Feza (2021) also add that South African matriculation results on the National Senior Certificate were very low in geometry when compared to African countries such as Nigeria. Thus, it is evident that when teachers use traditional understanding (professional) learners do not achieve a 100 percent pass when teaching and if learning is conducted according to transformational understanding (social) results improved (Karim & Yin, 2013; Yasmin, & Yasmeen, 2021).

Transitional (personal) understanding is also referred to as pragmatism (Khoza, 2020). Miettinen (2006) as well as Engeström and Sannino, (2021) declares that pragmatism and CHAT are related as they both deal with truth and theories of transformative material activity. James (2020) also adds that the term pragmatism derives its origin from a Greek word meaning to do, to make, to accomplish. Thus, the use of words like ‘action’ or ‘practice’ or ‘activity’. This suggests that action and activity get priority over thought and experience is important in pragmatism. The use of pragmatism and Activity Theory in this study encourage the concept of activity and that creates

a foundation for understanding the nature of knowledge and reality. This suggests that the use of the philosophy of pragmatism and activity theory as an operational approach of studying human behaviour in which social experimentation and intervention play a central role. That is what pragmatism is explored in this study.

Pragmatism has four principles and that is utility, experience, integration and flexibility. However, other scholars (Houston & Galetin, 2005; Kelly & Cordeiro, 2020) are of the opinion that there are three principles of pragmatism. Kelly and Cordeiro (2020, p. 3) mention that “the three principles emphasise on actionable knowledge, recognition of the interconnectedness between experience, knowing and acting and inquiry as an experiential process.” When teachers are engaging with learners or the curriculum, teachers need to teach according to their needs, abilities and experiences and then afterwards they need to reflect on their experiences. Utility means usefulness and, in this study, it refers to how education can be useful to the teacher and the learners outside the classroom and for future purposes.

### **3.2.1 Useful education to the teachers and learners**

The learning process is important and education needs to prepare learners for a productive and meaningful place in a civil and democratic society (Dewey, 1916). Education should be useful to the learners in the classroom and in society. Education needs to provide learners with academic, social and development skills that will be useful to them in future. This suggests that teachers use teaching methods that will be useful to the learners in future, in society and in their professions. Aydin (2012) states that utility means fulfillment of teacher’s purposes which are useful to the learners outside the classroom and in future. Teaching involves activities which are useful and relevant to the learners and their future. (Hume & Berry, 2011; Orishev & Burkhonov, 2021). Activity in pragmatism is a central part of both teaching and learning. Teaching is a method that involves activity between the teacher and the learners where resources are used in order to make education process effective (Biggs, 1999; Mascolo, 2009; Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). Spangenberg (2005) and Haig (2020) declare that the utility definition in economics comes from the concept of usefulness. Höök (1997) and Nguyen, Hite and Dang (2018) mention that the utility and the usability perspectives have long traditions of studying the task, of the user when dealing with the 'case' (utility). Thus, utility is about action towards achieving outcomes of an activity.

Teaching and learning is an activity between the teacher and the learners. Therefore, the Cultural Historical Activity Theory (CHAT) is connected to utility as it refers to how teaching takes place and how it can be used for future purposes (Foot, 2014; Roth & Lee, 2007). CHAT is also referred to as Activity Theory. Kuutti (1996, p 25) also refers to CHAT as activity theory and goes on to define it as a “philosophical and cross-disciplinary framework for studying different kinds of human practices as human development processes, with both individual and social interlinked at the same time”. According to Gretschel, Ramugondo and Galvaan (2015) activity involves action mediated by tools that teachers or people can use in order to achieve specific goal in the classroom

or in society. This suggests that an activity can be useful to a society as it is used to achieve goals. In order for education to be useful in class, an activity should be useful in the classroom and for future purposes. Activity theory is a theoretical framework for studying and interpreting human interaction through instruments and resources (Andriani, Priskananda & Budiraharjo, 2022). This suggests that teachers should make use tools or resources with the purpose of helping learners understand the content better during teaching and learning. These resources are used by the teacher and they are useful in the educational settings.

Furthermore, Khoza and Biyela (2020) define resources as objects or persons that communicate education and training. Khoza (2021) adds that resources are divided into three components which are hardware (tools/machines), software (materials working in conjunction with the hardware to carry information), and ideological-ware (experiences, theories, ideologies, or ideas) that teachers use in order to facilitate learning. Arani (2017) proposes that in order to raise and improve the standard of instruction, teachers need to be aware of the resources available to them. This suggests that the teacher has to be aware of these different kinds of resources when planning and teaching learning in the classroom. Besides using the different kinds of resources, the teacher can use real life activities when teaching Mathematics in the classroom and ask learners to role play going to the shops. The teacher can make copies of the money from their Department of Basic Education (DBE) books. The mathematics activity can be analysed using the six components of Activity theory. The teacher is the facilitator (subject/actor) as he/she guides the learners. The object is the content used mathematics lesson which is money. The tools are the DBE books, charts, money and shopping activity. The community are the teachers, learners, parents and other members of the society such as shopkeepers. The rules are the classroom rules and the guidelines that the teacher gives to the learners in order to carry out this practical lesson on money. The outcome is the learners learning to use money effectively and learners can practise shopping as well as learn about addition and subtraction. This type of activity can help learners practise these shopping skills such as money recognition, addition and subtraction which they will use throughout their lives. They will be using addition and subtraction in real life situation. The principle of utility can be applied in their subjects such as in languages, where learners learn to read words and sentences not just in the classroom but for future purposes as well.

Similarly, the content that teachers teach to learners in subjects such as Life Skills or Life Orientation, prepares learners for the future as they learn communication skills, negotiation skills as well as interpersonal skills. Language skills are also used for communication purposes and to able to address other people in your own language and other languages. Mathematics teaches learners critical skills which learners will use throughout their lives. Learners can also learn from their parents, environment and community through social interactions.

Furthermore, Dewey (1934) is of the opinion that teachers teach best through doing and by action. Thus, teachers need to work together to gain new knowledge through social interactions with other teachers and their community. This is what is described in CHAT, that all stakeholders work together as a community and have different roles to play in the instruction activity. Batiibwe (2019) argue that the subject (facilitator) in CHAT is the individual or groups of individuals involved in

the activity, the object (content) is the motivating influence behind subjects' participation in any activity and in this case, it is teaching and learning. This suggests that community involvement is paramount in education and upbringing of learners.

On the other hand, there is pragmatism which deals with action than thoughts. In pragmatism, thought is subordinated to action. Therefore, pragmatism is also called Instrumentalism. There are three main creators of philosophical pragmatism, Charles Sanders Peirce (1839–1914), William James (1842–1910) and John Dewey (1859–1952). Simpson (2018) attests that pragmatism is a philosophy of practice. Therefore, teachers need to use practical activities which are learner based so the learners can learn effectively. In this way, pragmatists are of the view that learning is based on the learners on individual unique internal intelligence. Thus, learners learn best from working on the own and using their own personal experiences. Sharma, Devi and Kumari (2018) declare that pragmatists encourage that education is not about teaching the learner things he needs to know but encouraging him to learn for himself through experimental, investigative and creative activity. Thus, it is the teacher's job to introduce experimental and investigative learning so that learning is interesting to the learners.

Likewise, Kelly and Cordeiro (2020) and Fidalgo, Thormann, Kulyk and Lencastre (2020) add that education needs to be useful and interesting to the learners. This suggests that if teachers are innovative in the classroom, that will lead to learners to be interested in the lesson and thus perform better. Pragmatism emphasises the necessity of choosing ideas in practice and on knowing their value, usefulness so they can be interesting to the learners (Newton, Da Silva & Berry, 2020). According to pragmatists, the curriculum must focus on the learners' own activities and experiences and has to be interesting to the learners which is why they emphasise the use of projects as teaching methods. These types of teaching methods help teachers to make and keep learners interested in learning.

### **3.2.2 Interesting education to teachers and learners**

Heinich (2020) define interest as a simple manner as a relationship between a person and an object. In education it can be a relationship and interest between a learner and subject content. Ryan and Ryan and Rigby (2019) add that interest is a form of inherent and internal motivation and a central result of the self, which refers to being actively involved in something because it is interesting or enjoyable to the teacher and the learner. Fishbach and Woolley (2022, p. 339) add that “when learners are intrinsically motivated, people experience work activities as an end in itself, such that the activity and its goal collide. The result is increased interest and enjoyment of work activities”. Interests an internal feeling influenced by both internal and external factors (Murayama, FitzGibbon, & Sakaki, 2019; Abdugarimova, 2021). Interest leads to learners developing curiosity and eagerness to learn and explore the world around them. This suggests that interest is more of an internal feeling and it occurs in the mind or heart.

Interest can be divided into four varieties. According to Dewey (1934) the principle of interest has four varieties namely interest in conversation, interest in investigation, interest in construction and

interest in creative expression. In order to make the lesson more interesting for the learners, the teachers need to make use of conversation, where learners discuss and participate during instruction. The other variety is investigation where learners can go out and experience as well as experiment with what they have discussed in the classroom. Hence, pragmatism is also referred to as experimentalism (Reiss, 2015). Xingzhong (2019) utters that Experimentalism is the synonym of pragmatism. Likewise, Sharma, Devi and Kumari (2018) as well as Ormerod (2021) also agree and subscribe to the idea of the four assortments of interest that can be developed in the classroom. This suggests that teachers create lessons which are interesting to the learners that the learners are persuaded to discuss them as well as talking to one another about them.

When exploring CHAT, interest fits into theory as it is based on someone experiences in the mind instead of culture and history which can be visible and recorded. The person's interest could be a phenomenon on its own. The teacher needs to identify resources that learners are interested in and use those resources in the lesson so that the lesson is interesting to the learners. Maslow (1970) introduced an integrated theory of human motivation (interest) and needs. He advised in this theory of motivation that a person needs to satisfy their personal needs as well humans. He also encouraged people follow a pattern of requirements that people follow in normally the same order. This suggests that a person or learners will be interested in something that is relevant to their daily lives and beneficial to their needs. According to Mouza, Yang, Pan, Ozden and Pollock, (2017) a theory makes an attempt to provide explanations to a phenomenon. According Aksom and Tymchenko (2020) a theory tells a story is a story about how acts, events, structure, and thoughts happen are related in a phenomenon. In addition, theory highlights the chronology of events, the nature of causal relationships, and determining what occurs first. This suggests that in order for education to be interesting to the learners, they need to be motivated to learn and be part of the lesson through participation in the classroom activities. Hence, the need for the learners to be involved in the lesson. Thus, interest can be classified as a phenomenon.

Harackiewicz, Smith and Priniski (2016, p. 220) testify that “interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success. Interest is both a psychological state of attention and affect towards a particular object or topic”. Likewise, Renninger and Hidi (2015) state that interest is a treasured and important as a key element of academic success and it is considered to be an important component of motivation. According to Hulleman, Thoman, Dicke and Harackiewicz (2017) it is the duty of the teacher to use of classroom resources in order to help learners develop interest of the learners during instruction. A study conducted by Rowland, Knekta, Eddy and Corwin (2019) about defining and measuring learners' interest of biology lessons and understanding how learners develop the love and interests of biology lessons as well as the roles interest plays in biology lessons. The findings indicate that biology education researchers typically describe interest as a relationship involving positive feelings between an individual and a physical object, activity, or topic of focus. Teachers need to invoke this interest through the use of resources.

Buechley, Eisenberg, Catchen and Crockett (2008) in their study about Lilypad Arduino which is a fabric-based construction kit that enables novices to design and build their own soft wearables

and other textile artifacts. The study firstly describes Lilypad as a software used in textile industry. Then it describes the development, distribution, adoption, and evolution of the Lilypad Arduino software. The study used interviews, surveys and observation as a means of collecting data. This study concluded that learners in this study learned a lot through the use of practical activities and used practical experiments in order to improve their arts and crafts. This suggests that learners can be more interested in their lessons if practical activities and experiments are used in the classroom. In addition, Lin and Hwang (2018) in their study about teaching English as a Foreign language in a flipped classroom where practical teaching and learning methods were used as a teaching method, mention that English business writing is an important and challenging course for English as Foreign Language (EFL) students since it is not only related to English writing skills, but also to business knowledge. The flipped classroom is an innovative instructional approach which reverses the traditional teaching and learning pedagogy (Hwang, Lai, & Wang, 2015). The study explored the effectiveness of flipped classrooms in terms of improving EFL students' English oral presentation. Data in this study, were generated through the use of videos, students' participation, students' communicating behaviour, and the study questionnaire of the students' perceptions of the flipped classroom. The study concluded that interaction in the classroom helped learners to be interested in the lesson. Teachers can use interaction as a way of keeping learners' attention so they can be interested in the lesson.

A conference paper presented by Amirullah (2018) in Indonesia suggests that it is the responsibility of the teacher to make sure that the learners are interested by teaching what is relevant and presenting it in an appetizing manner to the learners, in order to gain their interest and attention. This suggests that the teacher has the power or ability to choose what is interesting to the learners and what will be beneficial to the learners. Correspondingly, Vanderloo, Carsley, Aglipay, Cost, Maguire and Birken (2020) state that children nowadays spend more time on digital media such as phone, laptops and iPad, therefore a teacher could use these instruments to be part of learning as they are interesting to the learners and learners are already familiar with them. Learners could use Mathematics or literacy programmes on their tablets or cellphones to learn as it is interesting for them to use these gadgets and in the process, learning will be taking place. There are many online learning methods that are used in tertiary institutions such as Skype, Zoom, WhatsApp, Google Team, and others (Mpungose, 2020). This online teaching method was adopted by most schools where online classes took place during the Covid 19 pandemic. However, learners that are in rural and poverty-stricken townships were left behind as they did not have laptops or phones to use in order to conduct online classes.

Furthermore, Cheung (2018) advocates that interest in teaching and learning is a very important aspect of learning. The teachers need to be interested in teaching the content and must be interested in improving teaching and learning. The teacher needs to make the curriculum relevant and interesting to the learners that learning is interactive and fun to the learners. This interest leads to motivation in learning and it can improve learning outcomes (Sutarto, Sari, & Fathurrochman, 2020). Interest in learning arises when teachers make us of their experiences, habits, and

participation during teaching and learning (Nugroho, 2020). This suggests that experiences also play an important part in raising learners' interest of teaching and learning.

### **3.2.3 Experience in teaching and learning**

Dewey (1934) observed that learning as an activity arises from the teacher's personal experiences. Experience is the past or the historical background of the teacher, therefore it is the Historical component of CHAT. History refers to a study or subject of the past events and recollecting one's experience (Carr, 2018; Adorno, 2021). Glassman (2001, p. 8) describes experience in education as "an activity in which the link between action and consequence is interconnected with previous and future related activities." This suggests that there is a connection between the past and the future. Teachers can learn from their past experiences in order to improve future lessons. Vygotsky (1978) states that human communication is by utilizing tools and artifacts. This suggests that culture and history is concerned with the past of a certain community.

According to Sannino and Engeström (2018, p. 47) the "founders of activity theory Vygotsky, Leont'ev and Luria called their approach cultural-historical. History was important for them as a foundation of a new kind of human science." History is the study of the past, change and progress of a society over time (Plieninger, Kizos, Bieling, Le Dû-Blayo, Budniok, Bürgi & Verburg, 2015; Nisbet, 2017). The history of education is also changing and evolving over time. This we have witnessed in South Africa that when a new government takes over, they introduce changes to education such as NCS, OBE, CAPS and Now Jika iMfundo. Carr (2014) indicates that history is associated with social existence and its past. Experience is what one has experienced in the past as well as what is experienced by the society. People's thought and actions are influenced by their history or experience (Gretschel *et al.*, 2015).

Similarly, Engeström (1999) also adds that every activity is linked and central to people's experience of the world around them. History can assist teachers to know their learners and society and be able to understand why and how they learn the way they do. In this study, it is teachers' experience that plays an important role in teaching in the classroom. This suggests that history and experience are related since experience is something that happens in the past as this is the same as history (Ankersmit, 2005; Tonkin, 2021). Experience is studying something is in past, current and motion state (Elbaz-Luwisch, 2007; Glick-Schiller, & Salazar, 2013). This suggest that what one experiences could also be in the present and not only in the past. Teachers use their gained experience from the past to teach in the present and future.

Pragmatists are of the opinion that "education should provide real-life experience to the child" (Sharma, Devi & Kumari, 2018, p. 1549). Pham (2021) also adds that Pragmatism stresses the development of experience and democracy in education through teachers as well as the learners' personal experiences. Teachers should make sure that learners are acquiring education and knowledge outside and experience their learning. When learning about animals, the teacher needs to take the learners to the zoo or animal farm so that they are able to experience what they were learning about in the classroom. Learners need to use their senses so that they are able to make

sense of their curriculum and environment. Pragmatists are experimentalists therefore learners learn through experience and experiments and not just by being told by the teacher. This suggests that knowledge and skill is gained by experiences and experiments that need to be conducted by the learner himself inside and outside the classroom.

Similarly, Gaudin (2020, p.48) supports the use of experiments as a teaching method and further states “pragmatism and the use of experiments as a teaching method advises that a successful pedagogy should therefore include ways of making teachers and students cooperate on practical tasks”. This suggests that learners need to learn from practical activities and also use their own experiences in order to learn, and the experiences should be an ongoing process. Thorburn, (2018, p. 159) adds that the learners’ experiences are constant and cooperative, teaches learners to take responsibility of the actions as well as the pace and the way the lesson is directed or taking shape. This implies that the instructor keeps the learners active in the classroom and controls the pace and direction of the lesson. The learners need to be active participants, contributors and role players in the classroom.

Hildebrand (2018) is of the opinion that learners’ experiences involve two different phases which are acting and being acted upon. Learners need to act and participate in the classroom in order to experience and use their experiences in order to gain knowledge. Dewey (1938) also adds that active learners must be involved in experiences while ‘learning by doing’, not just by reading and listening. Pragmatists believe that learning takes place through doing. Therefore, teachers need to experience the different teaching methods in order to have experience in them and to be able to choose a teaching method that is effective in their classrooms. Another study conducted by Baralt, Gurzynsk-Weiss and Kim (2017) on the subject of English as a second language acquisition suggests that learners need to have an experience of the language in order to use it successfully in the classroom. More studies also add that the lack of experience and training of the educators and learners has led to problems throughout the learning process. (Chong & Reinders, 2020; Francisco & Barcelona, 2020). This suggests that experience or prior exposure is required in order for teaching and learning to be successful in the classroom.

Furthermore, Kini and Podolsky (2016) published paper on the value of the teacher’s instruction experience and whether the experience of teachers was effective in improving teaching and learning. The article reviewed 30 published studies that analyse the effect of teaching experience on student outcomes in the United States. This study concluded that teaching experience proved to be useful and effective in teaching and learning. They also add that in every study that they looked at, found that teaching experience is positively connected with gains in student achievement. They also state that the teachers whose colleagues are more experienced are more effective than those whose colleagues are less experienced. Shoba (2018) conducted a study where she explored teachers’ experiences of teaching English-Speaking to Second Language learners in primary schools. This was an interpretive case study of teachers who taught English to Second Language to learners under the Curriculum Assessment Policy Statement (CAPS) in township primary schools in KwaNdengezi. In order to collect and generate data purposive sampling was used and to also select the most experienced teachers, in order to achieve the study aims of

exploring experiences of teaching English as a Second language. The findings suggested the teachers' experiences guided and improved the teaching of English in schools. This suggests the number of years of experience helps the teacher improve as they have experience to teach as well as implement the ever-evolving curriculum and class management.

Consequently, a recent study conducted by Cardichon, Darling-Hammond, Yang, Scott, C., Shields, & Burns (2020) declare that teachers with experience are not only effective to the learners in the classroom but helpful and useful to other teachers and community members as well. "Teachers whose colleagues are more experienced are more effective than those whose colleagues are less experienced (p. 4)." This suggests that new teachers can learn a lot about teaching and classroom management from older and experienced teachers. Teachers with experience also have a better understanding and experience of integrated curriculum which they can pass down to the novice teachers.

### **3.2.4 Integrated education for learners**

Integration is about combining similar learning areas in one subject (Hall,2007; Koestler, Ward, del Rosario Zavala & Bartell, 2022). Dictionary defines integration as combining parts in to whole. Thibaut, Ceuppens, De Loof, De Meester, Goovaerts, Struyf and Depaepe (2018) are of the opinion that using an integrated curriculum offers a chance for more relevant and more stimulating experiences for learners. Knight and Crick (2022) in their study about the use of inclusive education in Wales and in the United Kingdom and the study also highlights the lack of consistency in the education policy documentation in Wales. They also referred to integrated education as integrated curriculum and also add that integrated education is an educational approach that prepares learners for lifelong learning by looking and recognizing their past experience.

Integration has to be a culture of teaching and learning. If integration is used by teachers over and over again, it becomes a norm and part of the culture. This is how integration fits into CHAT as it forms part of culture. Bowman, Comer and Johns (2018) articulated that culture is what groups create over time to adapt to their environment, how they do certain things and it also governs to a large extent how adults interact with children. Lebron (2013) declares that culture refers to how a community behaves and their way of life which is defined as a set of values and beliefs, or a collection of learned behaviours that we share with others in a particular society, giving us a sense of belonging and identity. This means that if learners are made to read and write stories every day, reading and writing will become part of their culture. This will lead to citizens who love and enjoy reading and writing. In this study integration, is the way of teaching that teachers use in the classroom. Nduku (2021, p. 90) explains that "culture revolves around the history of a particular society". Likewise, Gretschel et al. (2015) mentions that history influences the actions of the community and it also influences how they think and do things around them. This suggests that culture and history are intertwined or related and actions are influenced by experience. The education system is influenced by the culture and history of the people in a particular country.

Hohr (2013) also emphasises that experience plays an integral part of interaction and thus this needs to be communicated and used culturally in a group or community and not as individuals. This suggests that culture and history are interconnected. Teaching experience as well as the use of integration is also related. An experienced teacher will be able to make better use of integration than a novice teacher. Therefore, what we have experienced which forms part of our history becomes our culture when repeated over and over again. In the classroom when the teacher uses integrated teaching and it is repeated and experienced by teachers it will become part of their culture.

Berlin and Kyungpook (2005) and Nelson, Voithofer & Cheng (2019) add that more integration is now taking place in teacher education programs especially with mathematics and science methods courses, making these connections results in implementing this approach in schools. Pragmatism stresses the unity of the curriculum stemming from the unity of nature and life and attacks the traditional division of the curriculum into different subjects (Wiener, 2016). This means that subjects should not be taught in isolation but linked to each other. For example, teachers in the foundation phase can also do this when engaging learners in Mathematics. They can also teach learners about using money wisely and how to save money which is part of Life Skills. This skill will be used in the present and future lives.

Similarly, Thorburn (2018) is of the opinion that learning should be integrated. He continues to state that learners should not learn subjects in isolation. The subjects that are similar should be integrated and linked to one another. This is seen in primary school, when during a mathematics lesson about money learners are instructed to save money which is part of Life Skills lesson. Niemelä (2021) states that an integrated curriculum allows children to learn in a holistic way, where subjects are interrelated and connected with each other. In the foundation phase, it focuses upon the inter-relatedness of all curricular areas in helping children gain basic learning tools. This suggests that the curriculum in primary grades includes reading, writing, listening, speaking, literature, drama, social studies, math, science, health, physical education, music, and visual arts should be integrated and related when teaching.

Huck (2019) is of the opinion that subjects should be integrated. These include subjects like literacy and mathematics. He also states that subjects that have elements of Social Studies topics and skills are important and they also need to be integrated. Onyema (2020) in a study conducted in Nigeria about how integration is used in Mathematics and Computer Science states that “The integration of emerging technologies in teaching and learning process increases the interest of learners, and the quality of outcome in educational process. It brings about innovation, creativity, and flexibility to learning, thereby equipping both the educators and the learners with necessary problem solving and survival skills in a digital world” (p. 35). Therefore, integration is required to help learners become flexible and be able to work together to solve classroom problems as well as improve their communication skills.

In the same way, Drake and Reid (2018) refer to integration as integrated curriculum and also attested that integrated curriculum is important and useful for educational learning. Many other studies suggest that learners who have experienced integrated approaches do as well as, or better than learners who experience traditional methods (Barr, Boulay, Selman, McCormick, Lowenstein, Gamse, Fine, & Leonard, 2015; Drake, Savage, Reid, Bernard, & Beres, 2015; Yoon, Dyehouse, Lucietto, Diefes-Dux, & Capobianco, 2014). Margot & Kettler (2019) assert that instructors should to be encouraged to work together to create forward-thinking ways to successfully integrate this multidisciplinary way of thinking and learning. This suggests and encourages the use of integrated curriculum in schools by teachers.

Another study was conducted by Follong, Prieto-Rodriguez, Miller, Collins and Bucher (2022) about using integrated curriculum when teaching nutrition and mathematics in primary schools in Australia. The teachers in the primary schools used an integrative teaching approach and experimental learning to teach learners about healthy eating, serve sizes and portion size estimations. This use of integration can be used by teachers in the foundation phase when teaching Life Skills (healthy eating) and Mathematics (measurement). The results of this study declare that learners enjoyed using integrated learning outcomes and teachers taught according to the needs and abilities of the learners. This is what is also suggested by pragmatism where they suggest that teaching should be implemented according to the needs and ability of the learner (Youn, 2018; Majoko, 2019). Subjects which are related or have common content could be integrated in order to meet the needs of the learners and also to save teaching and learning time (Ferri, Grifoni & Guzzo, 2020; Aljawarneh, 2020).

Equally, Furner and Kumar (2007, p. 188) state that “subjects which are similar can be integrated into one learning area such as mathematics and science. Teachers should integrate mathematics and science wherever it is possible in the curriculum”. This can be applied by teachers who teach in the foundation phase where the subjects are integrated and taught as a whole and not individual units. Teachers can use mathematics and literacy when teaching numbers and number names as well as in story sums, when teaching about Life skills (farm animals) they can count and use colours. Multiplication (repeated addition) can also be used using legs or eyes of farm animals. This I have used in the classroom when teaching about money in mathematics, I teach learners to save and use money wisely which is part of Life Skills lesson. This helps learners pay attention as well as learn lifelong skills instead of just mathematics skills.

Drake and Reid (2018) in their article about the integrated curriculum demonstrate how bringing together the skills and integrated curriculum can create a rich learning environment. The paper concludes with recommendations for facilitating the foregrounding of the 21st Century capabilities through curriculum integration. Parsons (2004) in the study about the use of integrated curriculum advises teachers that they need to reflect on their use of the integrated curriculum. Swanson, Brock, Van Sickle, Gutshall, Russell and Anderson (2020) also add that teachers have more confidence

when they use integrated curriculum then later reflect on their teaching experience. This also assists teachers to improve their teaching methods. This suggests that teachers need to reflect and evaluate or critique their teaching experience after each lesson.

### **3.3 Reflecting on experience and critiquing classroom practice**

During and after teaching, teachers reflect on their teaching experience and critique their teaching methods that they used during instruction in class. When instruction has taken place, teachers need to teach or ask learners to reflect out their learning experiences and also critique their learning experience. The activity of critiquing and evaluating the teacher's experiences is looking back at their past experience which is the historical part of Cultural Historical Activity Theory (CHAT).

Likewise, Kim (2020) conducted a study about online learning as an educational course which takes place over the internet as a form of distance education during Covid-19. This study was descriptive and demonstrated how teacher education course in early childhood education was restructured to provide student teachers with opportunities to learn and teach online. The study also described three phases of the online student teachers' experiences which were Preparation, Implementation, and Reflection. It concluded and suggested that at the end of the lesson, teachers need to reflect on the lesson as well as their teaching experience. Learners are also encouraged to reflect on their lesson. This suggests that teachers need to be aware of the teaching experience, they need to reflect, critique and evaluate their own teaching experiences so they can be better teachers for the future. Reflecting on and evaluating previous teachers' experiences help them fix old mistakes and prepare for future teaching experience as well as shape their future beliefs and opinions of teaching. Teachers need to reflect on their own experiences in order to improve on their teaching and be satisfied with doing their best when teaching.

#### **3.3.1 Reflecting on experience**

Reflection is encouraged after each lesson in order to rate and evaluate your teaching and learning experience. Reflections can be an effective self-development tool for teachers (Walshe & Driver, 2019). Reflecting on one's experience can help one develop one's teaching style and critical thinking. Foot (2014) and Willocks (2022) are of the opinion that CHAT enables teachers and researchers to analyse complex and ever-changing professional practices in reflective research. When the teacher reflects on their past experiences, they are referring to their historical part of teaching which part of Cultural Historical Activity Theory is. Teachers reflect on their past teaching experience that forms part of improving on their teaching and learning.

Likewise, Dewey (1934) and Saiyad, Virk, Mahajan and Singh (2020) indicate that it is imperative that instructors reflect on their work or instruction practice experiences. There are many other scholars who advocate for the use of reflection in teaching. Firstly, Huda and Teh (2018) define reflecting as a planned way of reviewing process that teachers need to go through in checking on their teaching experience. Secondly, De la Croix and Veen (2018) declare that reflection is a basic part of teaching and learning. Thirdly, Rapanta, Botturi, Goodyear, Guàrdia and Koole (2020)

affirm that reflection is about how teachers respond to a crisis in the best way possible and this is used to enhance teaching and learning. Kim (2020) mentions that Online teaching experiences provided teachers with chances to interact with learners and also encouraged reflection on how best they can promote and develop online learning to learners. Reflection has been encouraged as other scholars have indicated in the 20<sup>th</sup> century such as Hopkins & Stern, (1996) state that effective teachers are able to reflect on their own practice. Scholars such as Sulyman, 2005 and Dixit, 2019 are of the opinion that self-reflection assists teachers to develop professionally in their teaching practices. Kim (2020) is of the opinion that reflective teaching is a process where teachers reflect on their teaching experiences in order to inspect their overall effectiveness of their instructive methods and assessment. This means that if there is no improvement in the learners' results, teachers will need to change their teaching styles. Therefore, it is important to reflect on their teaching practices and experience at the end of each lesson or course.

Khoza (2016) is of the opinion that in order to have transitional understanding teachers need to self-reflect and evaluate their experiences. Similarly, Khoza (2021, p. 19) recommends that “teachers and learners learn to re-reflect on, in, and for their actions, in order to address the ‘what’ (professional), ‘how’ (societal), ‘who’ (personal), and ‘why’ (philosophical) questions of education relevant to the 4IR.” The above studies elaborate on the importance of reflecting and evaluating teaching experiences in order to teach using the three kinds of understandings. De Jong, Meirink and Admiraal (2019) are of the opinion that teachers need collaborate with other teachers in order to share ideas and assist each other. Teachers are placed into clusters or phases so they can work in a group in order to learn from one another. Teachers need to reflect on their own experience of what they perceive as the suitable understanding that they can use in their classrooms. Lesson plans have a section where teachers can reflect on their teaching at the end of the lesson. They need to be aware of their own strengths and weaknesses. The curriculum and society should not affect the teachers; however, they should teach according to the needs of their learners in the classroom. However, Govender (2018) states that teachers can learn from one another and implement the curriculum correctly and efficiently. This suggests that teachers can work together in order to grow professionally. Shulman and Shulman (2009) and Botha and Rens (2018) also advocate that a teacher should be a member of a professional community who is ready, willing, and able to teach and to learn from his or her teaching experiences. Teachers in South Africa belong to the professional body which is called South African Counsel of Educators. This body serves to monitor and help improve the teacher's professionalism in schools. Khoza (2018) conducted a study about teachers' perspectives on digital and curriculum resources. Six participants were part of the study and they shared their experience about using digital and curriculum resources. The study used semi-structured interviews, reflective activities, and journals for data generation to explore these reflections in order to encourage the teachers to reflect on their teaching experience. This suggests that teachers need to be involved in critical reflection of their teaching at the end of their lessons and also keep records of their reflection in order to make improvements for the future teaching practices

Kim and Asbury (2020) are of the opinion that teachers' reflections could provide useful perceptions into their experiences and their explanations of those experiences, including how they engage with learners in the classroom. They also add that reflective thinking gives teachers a chance to look and examine their previous teaching methods and also see how they can make improvements from it as well as find new ways to deal with previous obstacles. Sharil and Kyriacou (2015) also add that teachers use reflective practice to make meaning of their teaching experience and this reflective practice helps them understand better as well as improve their teaching professional practice. This implies that teachers are able to reflect on the past teachers' experiences and thinking back over something that you as a teacher or another teacher has done. Reflection can also serve as a guide for future action. Teachers learn from reflecting on their past experiences, and they also critique and evaluate their experience and take a decision of whether or not to repeat them.

### **3.3.2 Critiquing and evaluating your experience**

Glover (2014) defines critiquing as an approach that encourages people especially teachers and learners to consider their own work by drawing comparisons with the work of their peers. This in turn will assist in improving their own work.

Mascia, Pailler, Thieme, Rowe, Bottrill, Danielsen and Burgess (2014) define evaluation as a systematic assessment to determine importance, effectiveness, and efficiency of specific work or activity. This suggests that one can reflect not on only their lesson but on personal views and opinions of their teaching experience and curriculum. The word evaluate may mean the same as critique but it means different things. Evaluators, emerging and experienced alike, state how difficult it is to communicate what evaluation is to non-evaluators (Mason & Hunt, 2018). Other scholars such as. Evaluation is described as an orderly assessment of the design, application, or outcomes of an inventiveness for the purposes of learning or decision-making by Veneranda (2015) and Andersen, Ottesen, and Thing (2019). According to Khoza (2018), depending on a person's background and culture of using digital technology, teachers may create and dominate transitional understanding. That is why Cultural Historical Activity Theory is used as Theoretical framework in this study, as one can be able to get the teachers' transitional understanding through their background of the curriculum.

Furthermore, Puustinen, Säntti, Koski & Tammi (2018) advice that teachers need to reflect on the personal experiences which is their objective reality about teacher and understanding of OBF. According to Mukhopadhyay, (2019, p. 2) "the objective reality is the reality that exists independent of me, you and us. Every other person, in principle, is able to verify every aspect of the objective reality. Anything that cannot be verified in this way could not be the objective reality." Bhattacharyya (2021, p. 5) in his study concludes that only an objective view of education, which basically helps in human survival holds the key to save and shape the human destiny in the 21st century. This suggests that objective reality helps teachers to save and shape their future as well as the future of the children.

Furthermore, teachers need to reflect, critique or evaluate their teaching styles and methods in order to be able to improve for future purposes and to improve teachings' learning. Reflection, critiquing and evaluation can be done by the individual teacher, fellow teacher or by the Departmental Head. Aydeniz and Ozdilek (2016) in a study about pre-service science teachers encouraged them to evaluate and critique their lessons by using peer observation and to also reflect on their teaching skills. But during their teaching experience teachers are encouraged to reflect of their own experience and not be influenced by outside factors such as the government, curriculum or society around them. Teachers need to reflect and critique their experience and use their own objective reality that is not influenced by any outside forces such as the strict rules of the curriculum and society around them.

### **3.3 Objective reality in teaching experience**

Objective reality is an idea of the truth which is independent from other people and society's ideas but it is an individual's own reality and truth. Objective reality is an experience that is not influenced by personal feelings or opinions or the opinions of others. Objective reality exists independently outside of our perception (Bleiker, Morgan-Trimmer, Knapp & Hopkins, 2019). Objective reality is relevant to Pragmatism and Activity Theory. Pragmatism and CHAT deal with activity and pragmatism is premised on the idea that research can steer clear of metaphysical debates about the nature of truth and reality. They both focus instead on 'practical understandings' of concrete, real-world issues (Patton, 2005, p. 153). Similarly, CHAT takes human consciousness into account in an activity. In that relationship, all aspects concerning the activities and learners affect learners' decisions and choices. This suggests that learning is true and relates to real life issues which learners need to experience.

On the other hand, there is subjective reality which is an inner and self-opinion or experience of external reality that is influenced by personal feelings and opinions that have gathered over the past experience (Coelho, Tichon, Hine, Wallis & Riva, 2006). This suggests that if my mentor was using traditional teaching method, I would also adopt her style and teacher using content and following step by step teaching, which would mean I was not teaching according to my own understanding or ability. However, another teacher would teach according to his/her needs or the needs of the learners in their classroom.

The aim of this chapter is to explore how teachers understand Outcomes-based forms of Pedagogy and to try to explore a balance between the two kinds of understanding which are traditional and transformational understanding, through observing and appreciating my own objective reality and other teachers' objective reality about teaching experience and understanding. Bubb and Jones (2020) suggest that learners learn best by listening to the teacher and also by doing or working with other learners in the classroom. I also believe and agree that learners learn by doing and are encouraged to develop new understandings while refining their ideas (Mooney & Laubach, 2002; Metruk, 2018; Mudra, 2020).

Glattfelder (2019) attests that objective reality means the reality which is without any bias attribution qualities, which might influence or change it. Similarly, Deely (2009) and Uli (2020)

add that objective reality refer to anything that exists as it is independent of any conscious awareness thereof which can be perception or thought. This suggests that when teachers are teaching, they need to be aware of traditional and transformational understanding but their teaching should not be influenced by what professionals say as well as what the society says about teaching. Teachers should teach according to their own abilities as well as their experiences. Pragmatists are of the opinion that the truth must be experienced. Hence, teachers need to teach according to their experiences and abilities and not according to the two kinds of understanding.

Khoza (2020) asserts that teachers have identities and their minds drive the teachers to be aware and understand their personal needs. This indicates that teachers use their experiences to decide which understanding is suitable to their needs and they have to make an informed choice about which understanding they are comfortable with when teaching and which understanding will help learners achieve higher pass rates. Each teacher has their own objective reality about teaching and understanding of OBFP that is not influenced by traditional or transformational understanding. The teacher is aware of their personal needs as well as the needs of each learner in the classroom. Thus, this leads to teachers utilizing Differentiated Curriculum in order to cater for the different needs of the learners during class activities. Each learner has different learning style and abilities therefore the teacher can use different teaching methods. Consequently, curriculum differentiation is needed in order to accommodate the different learning styles of learners.

### **3.4 Curriculum Differentiation**

Differentiation means making teaching suitable for making sure that the needs of each individual learner are met (Tomlinson, 2000; Lindner & Schwab, 2020). Likewise, Reis and Renzulli (2018) define differentiation as a method of using different teaching strategies to accommodate the need and abilities of the learners. Each learner has a unique and different learning style and it is highly possible that not all learners can learn or understand content using the same or single teaching and learning method. In South Africa, curriculum differentiation was introduced to address the injustices and inequalities of the past. DOE (2011) declares that “the key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education’s Guidelines for Inclusive Teaching and Learning (2010).”

Mattsson and Bengmark (2011) and Cologon (2022) are of the opinion that children and young people should not be forced to fit into certain stereotypes and individuals should not be prevented from reaching their potentials and encourage inclusive education where all learners need to be included during instruction. Therefore, curriculum differentiation can be used to cater for the individual needs of the learners. Curriculum Differentiation is a well-known and well-debated pedagogical approach that emphasises the importance of attending to the diverse needs of the learners (Smale-Jacobse, Meijer, Helms-Lorenz & Maulana; 2019). CHAT alterations and changes to regular curriculum by altering the process, skills and content and learning environment to suit

the skilled, gifted and brilliant students (NSW DET 2003; Maker, 1996; Ronksley-Pavia, 2010; Jolly, 2021).

Elliott, Furlong-Mallard, Kelly, King, McGrath, Pike and von Nostrand (2013) claim that there are three kinds of learners that is high learners, gifted learners and creative learners. On the other hand, Gardner (2011) refers to learners' abilities as intelligences. Gardner (1983) introduced eight different types of intelligences consisting of: Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. Whereas, Smyth (2018) mentions that differentiation should also include racial and socio-cultural issues as well not high-level or low-level achieving learners. This kind of differentiation could be helpful to accommodate learners who came from poor backgrounds who do not have learning resources. The teacher or the school can provide the resources so that these disadvantaged learners are able to learn. When learners come into the classroom, they are different in every way possible. They have different learning styles, abilities and needs which teachers need to first assess and evaluate the different ways that learners learn. Mills, Keddie, Renshaw, and Monk (2017) also add that differentiation can act as a step to raise performance in schools and assist learners who are vulnerable or marginalized because of their learning abilities.

Similarly, there are scholars such as Ronksley-Pavia, 2010 and Mofield (2020) who mention that curriculum differentiation is frequently used when discussing the educational needs of gifted and talented children, but what does it actually mean when educating the gifted? This means that teachers need to cater for all the learners not just the slow or gifted but all the learners in the classroom. There are clever or fast learners, middle or average learners as well as slow or special needs learners, all these learners are capable of learning. This is what curriculum differentiation is about, that is using different teaching methods to accommodate all learners with their different learning styles and needs in the classroom.

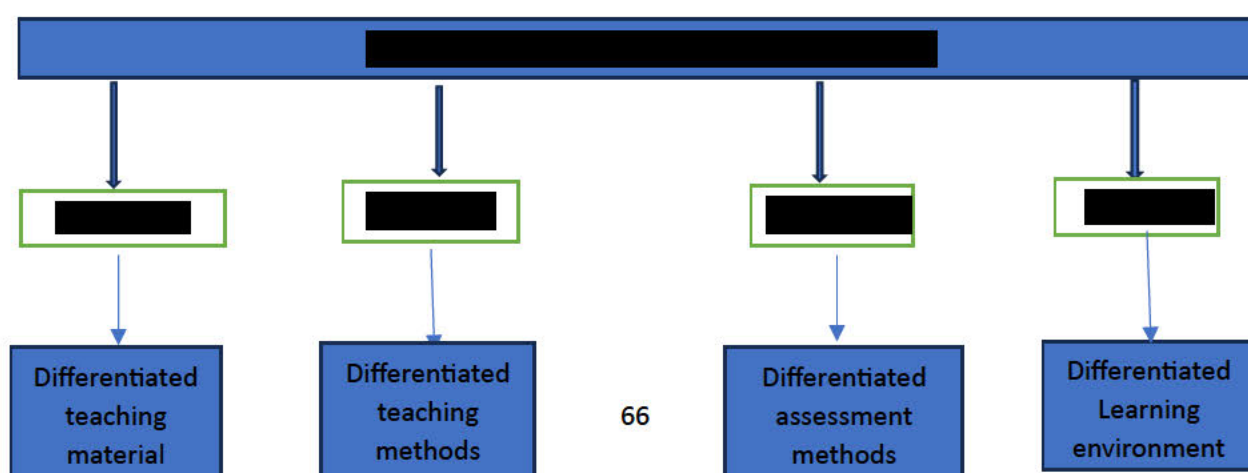
Curriculum Differentiation is a key strategy for responding to the needs of learners with diverse learning styles and needs. It involves processes of adjusting, changing, adapting, extending, and varying teaching practices, teaching strategies, assessment strategies and the content of the curriculum. It takes into account learners' capability levels, interests and backgrounds. Curriculum differentiation can be done at the level of content, teaching methodologies, assessment and learning environment (NCS: Guidelines for Responding to Learner Diversity in the Classroom Grade R-12).

Curriculum differentiation is not an easy or simple task as the teachers need to teach according to the individual needs of each learner therefore teachers need to be trained and developed so they are able to apply curriculum differentiation in their classrooms. Valiandes, Neophytou and Hajisoteriou (2019, p. 349) suggest that "teacher professional development is necessary to help teachers respond to these complex roles by implementing culturally sustaining pedagogy through interculturally differentiated teaching". This suggest that educators need to be professionally advanced in order to be able to teach and accommodate the diversity of the learners in the classroom. Learners are diverse in many ways such as abilities, language, race and cultural background. Likewise, Ledwaba (2018) adds that teachers need to be developed on how to

implement curriculum differentiation and gives guidelines for teachers to follow when using curriculum differentiation in schools. The DoE is responsible with providing teachers with training on how to implement differentiated curriculum and they have conducted a few training sessions for teachers in the foundation phase on how to implement differentiated curriculum in terms of content, teaching environment, resources and assessment in their classrooms.

However, it seems as though curriculum differentiation is used more in schools and it is a useful strategy for catering for the individual needs of gifted and talented learners. There is a need for teacher, parent and student to work together and have an input in choosing the curriculum differentiation which is needed for each learner (Callahan, Plucker, Gluck & Rodriguez, 2020; VanTassel-Baska, Hubbard & Robbins, 2021). Teachers need to teach as well as assess according to the desires of the learners in the classroom. It is important that educators consider the learners' different learning needs and abilities when teaching and assessing learners. Hence, they will accommodate the different learners by using differentiated curriculum. This is done so that all learners can learn and be assessed in a fair manner that accommodates their learning needs and styles. Tomlinson and Moon (2013) suggest that when implementing differentiated curriculum, the teacher needs to consider the four differentiated elements that is the learning content, the learning environment, teaching methods and assessment methods.

Whereas, Reis and Renzulli (2018) suggest that there are five dimensions of differentiation which are content, instructional strategies, classroom organisation, products and the teacher. The names might be different but they refer to the same thing where instructional strategies is the same as teaching methods. The learning environment on the other hand is now referred to as Classroom Organisation and Management. Assessment methods are later referred to as products as it reflects on how learners show or produce evidence that they are able to understand content using differentiated ways. "Differentiating instruction means 'teaching creatively' or changing differently on how you deliver instruction, and practice occurs in schools to improve reading achievement of the learners. According to Suson, Baratbate, Anoos, Ermac, Aranas, Malabago and Capuyan, (2020, p. 3815) "the teacher plans how to differentiate the content, how to manage the classroom environment, which differentiated teaching methods to use as well as which assessment methods to use so that the learners produce the product". It is the teacher's duty to find creative and innovative approaches of teaching the curriculum to the learners so that they are interested in the lesson. Therefore, in this study only the first four elements will be described and how the element can be used in the foundation phase.



### **Figure 3.1 adapted from Tomlinson, (2000)**

In order for teachers to implement differentiated curriculum correctly, teachers need to be aware of the learners' different needs, abilities and capabilities. Differentiation means making teaching suitable for fulfilling individual needs (Tomlinson, 2000). Anthony, Hunter and Hunter (2019) asserted that teachers who work in culturally and intellectually differentiated classrooms need to address socio-political, psychological, and instructional factors that influence the learners' success and social inclusion. The teachers need to use more than one teaching and learning method so that learners will be able to understand the content in a way suitable to them. Teachers need to be aware of the learners' culture or academic differences so that they can be accommodated when delivering content in the classroom.

#### **3.4.1 Differentiated Content**

Teachers should be ready and plan in advance for learning differences and therefore design the curriculum to meet all learners' needs rather than modify and adapt the curriculum for learners with special needs (Dinnebeil, Boat & Bae, 2013; Schwab, Sharma, & Hoffmann, 2022). This means that teachers should find different methods of presenting the content to the learners so that all learners can comprehend and apply the content material in both the classroom and in real life situations or setting. According to Yulianti and Amina (2024), differentiated content refers to what learners are learning which is the curriculum. This involves teachers modifying the content so that all learners are able to understand it.

When teaching addition in the Foundation phase, the teacher can use different methods such as counting forwards, using concrete objects such as counters and using number line or the number squares to count on. This could also be applied when teaching phonics, the teacher could ask the learners to pronounce the phonic sound, draw it in the air, draw it on paper, mix and match words with the pictures and later use it in a sentence. This can be done, individually, in pairs or in groups since some learners learn better from their peers. Snyder (2000) and Armstrong-Mensah, Ramsey-White, Yankey and Self-Brown (2020) recommend that giving learners the chance to learn using their preferred style has a positive effect on generating motives for them and increasing their motivation to learn. Reis and Renzulli (2018) also add that the differentiation of content involves teachers adding more depth to the curriculum by focusing on structures of knowledge, basic principles and functional concepts. This suggests that content should be differentiated so that it accommodates the different abilities of the learners. Teachers, during their content planning need to find at least three ways to use to present the content to the learners so that a learner can grasp the content. This will help in accommodating learners and their different intelligences. A study conducted by Altintas and Ozdrmir (2015) about differentiating Mathematics content to assist

gifted learners, concluded that content differentiation helped to improve learners' understanding of mathematics as well as improve their creative thinking. In addition, multiple intelligences increase the learners' academic achievements. Teachers need to be aware and understand the content fully so that they are able to find a suitable teaching method and learning environment for the learners.

### **3.4.2 Differentiated teaching and learning environment**

Learning environment refers to both the physical and the affective climate in the classroom (Tomlinson & Moon, 2013; Gardner, 2019). They hold the opinion that the learning environment takes place in the classroom. Similarly, Dinç (2017) as well as Lindner & Schwab (2020) advise that learning happens in its natural habitat throughout history. However, people discover, explore, and learn in their daily lives and in place. This suggests that learners can learn in any environment as long as the teachers produce suitable content to the learners. Therefore, in order to meet the needs of the learners different learning style, teachers need to be able to teach learners in any kind of environment.

In addition, Chi and VanLehn (2012) as well as Scull, Phillips, Sharma and Garnier (2020) claim that some learners are not affected by learning environments and can always learn whereas others are more sensitive to different learning environments and may fail to learn outside the normal classroom environment. A study conducted by Kaufmann and Vallade (2020) about online learning, mentioned that learners feel lonely in online learning set up and that teachers need to create a good learning environment and sound relationship with the learners so that they may succeed in learning. This suggests that teachers can use different teaching and learning environments so that all learners are accommodated in the learning process. The responsibility lies on the teachers to identify the preferred learning styles of a learners in educational environments (Dunn & Dunn, 2008; Dunn, 2009; Ahmadi & Reza, 2018). Therefore, this implies that learning takes place in any environment as long as there is a teacher who guides learners and informs them of what they are meant to learn. Learning can take place at any environment as long as the content and resources are available and not just limited to the classroom.

Another study conducted by Ginja and Chen (2020) investigated teachers' views and their experiences toward differentiated teaching used in the classroom. The study used random sampling and purposive sampling technique and 67 teacher educators from three higher institutions of Education. The data in this study were generated by using a questionnaire and by conducting interviews. The results suggested that teachers were aware of the differentiated instruction approach and that it is essential to use in a diverse classroom. This suggests that it is the responsibility of the teacher to establish a differentiated learning environment and that accommodates all learners by using different teaching methods and learning styles such as teacher centred, learner-centred methods, to encourage groupwork and working independently. Sawyer (2014) and Olakanmi (2017) suggests that when learners are involved in their learning, they can gain a deeper conceptual understanding by actively participating in their own learning. Teachers

need to make sure that the teaching environment keeps learners motivated and eager to learn so they can participate and also improve their social skills.

The classroom is the first and most commonly known learning environment that is used for teaching and learning. Therefore, it needs to be differentiated so that all learners are to learn effectively. However, Malik and Rizvi (2018) are of the opinion that formal education occurs in a schoolroom environment and elements involved are the teacher, learner, content and learning process. The educator needs to make sure that the classroom is a suitable learning environment by making sure that the classroom is clean, has charts, learners are seated properly and the noise level is controlled well. Thapliyal, Ahuja, Shankar, Cheng and Kumar (2022) conducted a study about how the differentiated environment can be used to assist learners with disabilities. The study concluded that teachers use learning resources and learning environments to create a differentiated environment for the disabled pupils. Although this was about disabled pupils, the conclusion can be applied by teachers in a foundation phase classroom with learners with different learning styles and abilities.

In addition, learning styles are typical intellectual, emotional and physiological characters that serve as fairly constant pointers of how learners see, interact with and respond to the learning environment (Kennedy, 2002; Costa, Souza, Valentim & Castro, 2020). Therefore, the environment and instruction methods play a vital role in teaching and learning as well as in curriculum differentiation.

### **3.4.3 Differentiated teaching and learning Methods (process)**

Differentiated teaching and learning methods is also referred to as differentiated process which involves instruction how the content is presented to learners. The teacher needs to accommodate each learners learning style. There are seven learning styles or intelligences which are linguistics, logical, spacial, musical, bodily, interpersonal and intrapersonal methods. Teachers need to be aware of these learning styles so that their teaching methods can accommodate them during content differentiation (Yavich & Rotnitsky, 2020; Samsun, 2022). The use of differentiated teaching methods helps learners with different needs and learning abilities to grasp the content in a manner suitable to them. In the same way, the teacher can use a text book, charts, television, posters and other audiovisual resources to make teaching and learning accessible to all learners. This differentiated teaching and learning can be applied in any subject such as Mathematics, Languages and Life Skills. The teacher should find a balanced way or balanced teaching method so that all the learners are accommodated.

Similarly, there needs to be a balance between the teaching methods as well as the learners' preferred learning styles (Bhat, 2014; Bhutoria 2022). Teachers need to teach in more ways than one, so that learners' different learning styles can be accommodated, to achieve effective teaching and learning. Teachers are the same as architects or designers because they have responsibilities of designing settings and curriculum that help children learn and grow into productive citizens (Könings, Bovill, & Woolner, 2017). Hence, teachers are able to modify or adapt curriculum in order to accommodate the diverse learners through differentiated curriculum.

There is an idea that learning is multisensory is built into every appropriate early childhood curriculum, so teachers provide young learners with many different ways of learning (Shams & Seitz, 2008). Intime (2022) also adds that teachers need to use different teaching methods to accommodate learners with different learning styles. These methods include management, presentations, interactions, group work, discipline, humor, questioning, and discovery and inquiry instruction. These teaching methods will help learners gain confidence and develop their communication skills.

#### **3.4.4 Differentiated assessment methods**

Learning is most effective when teachers can assess learners' levels of achievement as well as their learning preferences (Reis and Renzulli, 2015; Goedhart, Blignaut-van Westrhenen, Moser, & 2019). The teacher can use these preferences to assist them to come up with a preferred assessment method. Just as teaching styles need to be differentiated because of the learning style, assessment methods also need to be differentiated just like teaching methods so learners will have equal opportunity and different ways to prove that they have achieved the learning outcome or understood the content. Lin (2021) advises that there is a need to have differentiated learning and assessment methods in order to allow learners with different capabilities to express their knowledge and skills but the content should remain the same. Teachers need to rethink the one common assessment method as it is unfair to learners who are slow or have learning disabilities.

In the foundation phase classroom, the teacher needs to set an assessment task that has pictures, words and matching to accommodate the different kinds of learners. These include learners who are slow as well as average. The teacher needs to have the how and why type of question to accommodate medium and high achieving learners. Accommodating learners during assessment also means that learners who are slow or partially blind are given more time to complete the test or the questions are read out aloud for them. They can also be given extra resources to work with during the assessment period such as counters, a paper or calculator or blocks. Teachers can offer diverse resources of accommodation packages to the learners with special needs such as extended time, setting, computer, read aloud), instead of a single standardized assessment paper (Cawthon, Kaye, Lockhart, & Beretvas, 2012).

Differentiation in assessment is a method that allows teachers to create chance for learners from different learning backgrounds to successfully demonstrate their learning and allows teachers to use a variation of tools and resources to test whether learners achieved the desired outcomes (Tomlinson & Moon, 2013). DOE (2011) also adds that differentiating assessment involves reconsidering the normal traditional teaching methods of having all learners do the same assessment tasks at the same time. In this new way of thinking, teachers need an assessment approach and plan that is flexible enough to accommodate a variety of learner needs.

Similarly, in a study conducted by Sudargini and Purwanto (2020) about pedagogic competence which was conducted on 41 learners of physics class at high school in Pati, data were generated by the use of observation, interviews and distributing questionnaires. The study recommended that it is the responsibility of the teacher to plan assessment tasks and to make sure that assessment is

differentiated so that the learners have an opportunity to express themselves using their various abilities. The teacher can assess learners by using activities which accommodate their multiple intelligences for example in Life skills (Road Safety) they can use writing on how they cross the road, they can work in a group and act out (role play) how they would cross the road or they can discuss or write how they cross the road using road signs. This can be also used in Literacy and in Mathematics. In Literacy, they can read a story on their own, answer questions individually, work in pairs to retell the story and work in a group to role play their story. The learners can also draw and colour in a picture about the story. A class discussion can also be used where learners ask or respond to questions from the teacher about the book that they have read. This method can also be utilised in Mathematics where learners do sums on their own, work in pairs or also demonstrate which method they used to get to the answer.

Tomlinson and Moon (2014) as well as Nguyen and Dang (2020) explain that the teacher's role is made more difficult by the fact that there are different levels of learners' readiness to learn, language, economic background, culture, motivation, interests, approach to learning. This implies that the teachers need to be informed or be aware of the learners' culture, history, language and socio-economic background with the purpose of implementing differentiated curriculum effectively and this is related to the Cultural Historical Activity Theory (CHAT) that is further discussed in the next section.

### **3.5 Cultural Historical Activity Theory (CHAT)**

#### **3.5.1 Origin and Definition of Cultural Historical Activity Theory**

Cultural Historical Activity Theory (CHAT) is defined as a framework that is an appropriate structure for analyzing technology integration effort (Koszalka & Wu, 2004; Sannino & Engeström, 2018). This approach focuses on the active relationships between individuals, goals, using tools as community members, and mediating factor such as resources are the elements of any human activity. Holland and Lave (2019, p. 235) also add that "Cultural-Historical Activity Theory (CHAT) takes activity as a central focus". This is similar to pragmatism as it is centred around activity and learning through experiments and experience. Vygotsky (1978) declares that CHAT focuses on three main ideas which are human acts together as community, learn by doing, and communicate through their actions and that learners make and use tools of all kinds to learn and communicate.

In Education or in teaching and learning, learners learn from the teacher and other learners. They learn by imitating and doing as their teacher. Therefore, CHAT fits in as theoretical lens into this study. Tools are used to make learning possible or successful. The Community also has a vital role to play in teaching and learning as learners will use the language, social and historical factors of the community when learning. According to Foot, (2014; p. 3)

"The term historical is used together with cultural to indicate that since cultures are grounded in histories, and evolve over time, therefore analyses of what people do at any point in time must be viewed in the light of the historical trajectories in which their actions take place. The term activity refers to what people do together, and is modified by both

cultural and historical to convey its situatedness. Theory is used in this label to denote a conceptual framework for understanding and explaining human activity’

CHAT is a framework that allows the researcher to consider the entire context in which technology is being used (Bligh & Flood, 2017). CHAT offers suitable lens through which the multi-voiced nature of shared decision making can be more clearly appreciated. This study demonstrates the application of CHAT. According to Witkop, Maggio, Harvey and Torre, (2021, p. 1540) “CHAT as a lens for researchers and educators to examine the complexity of shared decision making.” CHAT can be used to analyse instruction activity that takes place in the classroom or any teaching and learning environment. Similarly, Vygotsky (1986) states that CHAT allows the researcher to consider all the elements that are working together and also the relationships between them. This is a great strength of CHAT where it can be used as a research tool. Teaching not only involves the teacher and the learners but other stakeholders such as parents, community and education officials. This is what the CHAT encourages that the activity involves many stakeholders who play an important role during the activity. CHAT emphasises that an activity is the primary unit of analysis which is used to understand individual action (Hashim & Jones, 2007; Engeström & Cole, 2021). This means that CHAT is about communication and interaction between people and they are working together to achieve the same outcome. This is what happens in the classroom. The teacher and learner work together to achieve learning this leads to the learners being able to succeed and achieve all the learning outcomes.

Furthermore, CHAT Theory is also referred to Activity Theory (Foot, 2014; Igira & Gregory, 2009; Cliff, Walji, Jancic-Mogliacci, Morris & Ivancheva, 2022). Activity Theory is about human activity and it provides the means of studying human actions and relations with objects within a historical, cultural and environmental context (Sannino & Engeström, 2018). This study intends to look at how teachers teach learners in the foundation phase and how teachers understand OBFP by also looking at the learners’ background such as language, culture and race, this forms an important role in teaching and learning. Cultural Historical Activity Theory is a school of thought concerned with the relationship and interaction between humans and their material (resources) and social environment’ (Kuutti & Engeström, 2006). In this study, the material is the resources used in the classroom and social issues refers to the culture, language and history that influences teaching and learning of the community where the school is situated. Murphy (2013) is of the opinion that CHAT can also be used to describe and analyse complex social situations such as education and this research is based on education. This is the reason why it is befitting to use CHAT as theoretical framework.

In CHAT, learners or humans act collectively, learn by doing, and communicate in and via their actions. Thus, in CHAT group work is encouraged as well as using experience to make sense of the subject knowledge and world around them (Hyland-Wood, Gardner, Leask & Ecker, 2021). In this study, data is generated in schools in the classroom which is the naturalist environment where teaching and learning takes place. Learning is a process of constant interaction with the environment and others. Knowledge is constructed by individual learners, building on existing historical experiences, within the learners’ context (Longmore, Grant & Golnaraghi, 2018). In

OBFP the main principles are similar to CHAT paradigm that learners work in groups and learn from one another and the environment around them. The teacher is a facilitator of teaching and learning. In the study during the observation when trying to answer the “How” question, the researcher observes whether the teacher knows the principles of OBFP and does the teacher allow learners construct their own knowledge from their environment and community.

This study is based on education as it explores teachers’ understanding of OBFP used in the Foundation Phase. Therefore, CHAT is utilised as a theoretical framework in this study. The four generations of CHAT are explored and how Chat has developed over the years are specified in the next section.

### **3.5.2 The four Generations of Cultural Historical Activity Theory**

Cultural Historical Activity Theory (CHAT) has been evolving and modified by different scholars such as Vygotsky, Leont’ev and Engeström. This implies that it has been developed or modified by these scholars. Therefore, there are different generations of CHAT. This study states what each generation is about and how it has developed to the next generation.

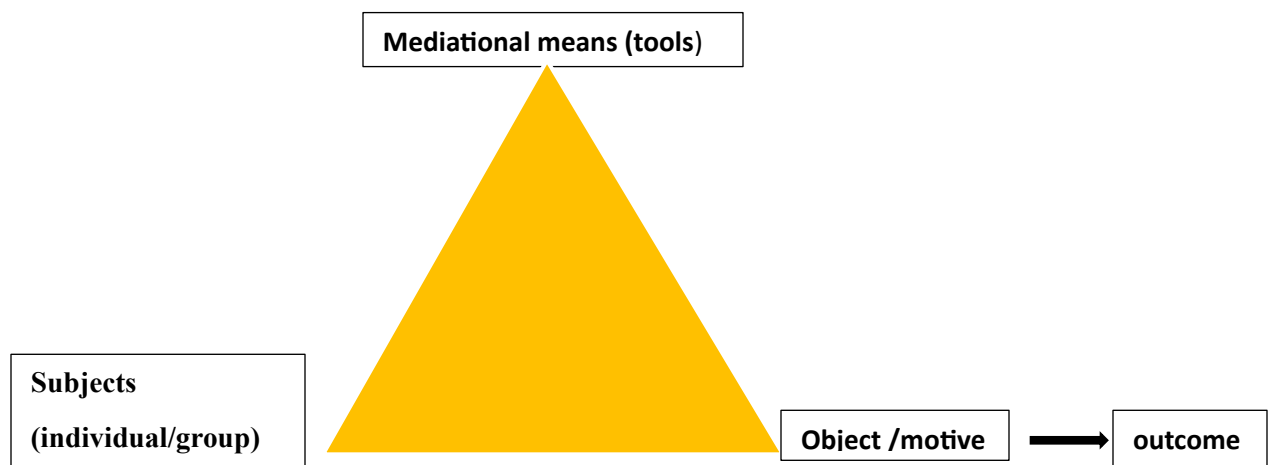
Foot (2014) argues that the CHAT model of an activity system that is continuously developing through cooperative learning actions, enables multi-faceted analyses of the complex practices of professional work. This is relevant to the Education system or curriculum as it keeps changing according to the Minister of Education of the time. In South Africa, there was Outcomes-Based Education (OBE), Then C2005, NCS, RNCS then CAPS. These are curriculum developments which prove that education is evolving and teaching and learning is made better by these changes. Activity systems are in fact in a state of almost constant evolution. As contradictions occur, subjects attempt to overcome them. This leads to the adoption of new tools, new rules and so on, and activity systems evolve. Activity system in this study denotes to the activity that takes place in the classroom which is teaching and learning. Teachers are the facilitators of learning in the classroom and learners learn from one another and tools are used to mediate between the teachers and learners. Miles, (2020) adds that all activity systems are the descendants of historical systems, a culturally more progressive version of the last system The introduction of CAPS by DOE was done to produce new teaching methods and to make teaching better by providing lesson plans for teachers in schools. In 2021 the Department of Education introduced Coding and Robots in the Pinetown District schools, so that learners are acquainted with the use of Technology especially computers. These are technological teaching tools for both teachers and learners in the rural or township schools.

Historically, the theory has gone through three generations where each generation builds upon the previous one (Nussbaume (2012; Engeström & Sannino, 2021). CHAT has had three generations for a long time until scholars such as Khayyat (2016), Engeström and Sannino (2020) and Spinuzzi (2020) suggested that there should be a fourth generation of CHAT because the third Generation Activity Theory (3GAT) had limits such as the number of people involved in the activity. The fourth Generation is about multiple activities and it shall be broadly explained below.

### 3.5.2.1 The First Generation of Cultural Historical Activity Theory

Cultural-historical activity theory was founded in the 1930s as an attempt to develop a Marxist psychology (Vygotsky, 1997). According to Nissen (2012) Cultural-Historical Activity Theory was developed by Lev Vygotsky, in the 1920s and 1930s and it was inspired by the Russian revolution. CHAT began to redevelop his research in linguistic and developmental psychology into an outline of principles for a psychology drawing on Marxist perceptions (Vasileva & Balyasnikova, 2019). Then Vygotsky (1978) came up with the idea that a human being's interactions with their environment are not directly linked but are instead are facilitated through the use of tools and signs. In this study the mediating or facilitating factors are classroom resources that teachers use to make teaching and learning possible. Wilson, (2014) mentions that the first generation is that of Vygotsky, in which concept of cultural mediation was introduced. In this study tools and signs refers to resources used in the classroom to in order to achieve effective outcomes such as books, Department of Basic Education books also known as DBEs, charts and writing material such as pencils, crayons and paints. Vygotsky (1978) invented the concept of mediation, which is the first generation of Activity Theory (AT). Vygotsky also argued that human beings as agents react to and act upon mediating objects of the environment such as tools, signs, and instruments leading to an outcome. Engeström (2018) states the first generation was centered around Vygotsky, and he created the idea of mediation. Cong-Lem (2022) suggests that mediation concerns the role of the mediator and the relationship between subject and object in an activity.. Mediation relates to how to subject and object interact using mediation (tools) in an activity.

Roth (2012) also states that Cultural-historical activity theory had been founded in the 1930s but it did not begin to influence Western scholarship until the 1970s and 1980s, when the first translations of the foundational texts became available.



**Figure 3.2 1<sup>st</sup> Generation of CHAT Theory adapted from Vygotsky (1978)**

This is the first-generation of activity theory and it focused on individual action and studied the concepts of subject, mediating artifacts, and object (Vygotsky 1978). Vygotsky (1982) argues that

human activity is always a facilitated one. In relation to this study, teaching is an action that the teacher is the subject needs to plan and teacher also needs to tell the learners the lesson outcome that they will achieve by the end of the lesson. In this study, the object is the content or learning area and teachers use tools in order to pass the content to the learners. The tools refer to the resources used in the classroom to achieve successful teaching and learning such as workbooks, textbooks, readers, maps, charts, posters, pencils, crayons and computers. Mahn (2018) adds that Vygotsky showed that there is a distinct difference between tools and signs. Tools, for Vygotsky, are external and can be thought of in connection with the human hand.

The early CHAT theorists from Russia proved that at least in some recognized settings which can be the schools and classroom activities were a major focus of attention. It is possible to make mediated actions-in-activity or context are authentic object of study. Engeström (1999) expanded the importance of cultural–historical tools as mediators of sociocultural interaction to establish the CHAT lens for analysis of human behaviour which led the Second-Generation CHAT Theory.

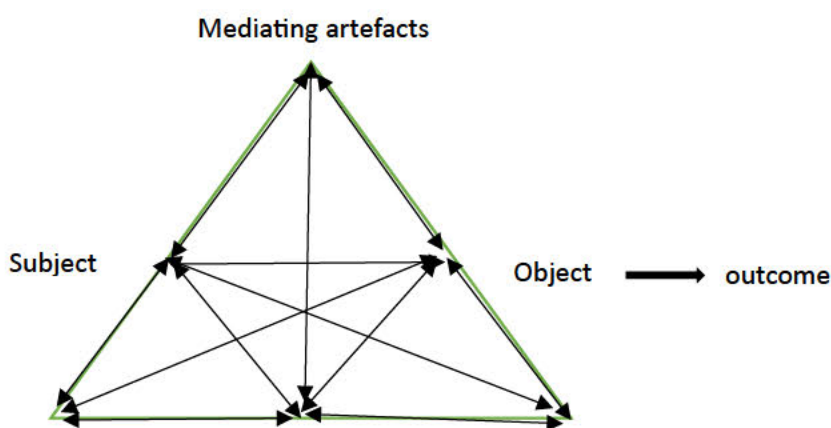
### **3.5.2.2 The Second-Generation of Cultural Historical Activity Theory**

The second-Generation Activity Theory was introduced in the 1970s. It was Leont'ev (1978) who introduced the Second-Generation unit of analysis, namely the concept of activity. Activity according to Leont'ev, is a relatively strong system in which the division of labour separates different goal-oriented actions and combines them to serve a shared object. Engeström (1987) redeveloped CHAT by increasing the original Vygotskian tool-mediation triangle and called it the expanded activity triangle model, which also included community, rules and division of labour. Lazarou (2011) states that the expansion of the CHAT was aimed at capturing and reflecting the collective nature of activity within the context that it is carried out. This led to the development of the Second Generation of the Activity Theory.

Sannino and Engeström (2018) in their article about Activity Theory, suggest that in the activity diagram, the subject refers to the individual or subgroup whose position and point of view are chosen as the standpoint of the analysis. Object refers to the raw material or problem space at which the activity is directed. The object is achieved through the use of tools to achieve the outcomes. The tools are also referred to as instruments, tools and signs. Community comprises the individuals and subgroups who share the same general object. Division of labour refers to straight division of tasks and vertical division of power and status. Finally, rules refer to the explicit and implicit regulations, norms, conventions and standards that constrain actions within the activity system. In this study, objects refer to the content or subject area. Batiibwe (2019) declares that the subject is the individual or individuals involved in the activity, the object is the motivating influence behind subjects' participation in the activity. Tools and signs refer to the resources used in the classroom such as chalkboards, books, chart etc. Petrus (2019) also adds that the main factors for creating a successful learning environment are the teachers' responsibility, the role of learners and the role of the community. This means that learning is a process that involves every member of the community and they have a role to play in implementing successful learning.

Teachers teach the learners in the classroom when the parents also help learners learn and do their homework at home. The community influences the learning of the children in many different ways as they are the parents who learners interact with before they enter school. Their first acquired language is from the family and community around them.

Engeström (2001) describes the development of Activity Theory as three different generations of research: First generation Activity Theory is taken from Vygotsky's (1978) conception of mediation in which the stimulus and response formulation is transcended by a complex mediated act.



**Figure 3.3 Second Generation Activity Theory model (apted from Engeström (1987))**

This was an extended model from the one introduced by Vygotsky in 1978 as it looks at the relationship between the subject and the object of activity is, as before, mediated by tools and added the community. The structure of the activity is also shaped and constrained by the socio-cultural factors of the rules and the division of labour which exist within the context of the activity. Engeström (1987) states that a human activity system always comprises of the subsystems of construction, supply, exchange, and consumption. That is why he added the bottom of the triangle to the original individual triangle in order to include other people which is the community, social rules (rules), and the sharing of duties between the subject, object and others.

Mwanza (2002) in her study in the field of Human Computer Interaction (HCI) created Eight-Step Model questions on Activity theory. Scholars such as Theodoraki and Plakitsi (2013) as well as Miles (2020) advocate for the use of Mwanza's eight-step Model questions in order to understand better the activity system solving complex problems especially in education.

**Table 3.1 Components of the activity system**

	Activity	What sort of activity am I interested in?
1.	Objective	Why is this activity taking place?
2.	Subjects	Who is involved in carrying out this activity?
3.	Tools	By what means are the subjects carrying out this activity?

4.	Rules and Regulations	Are there any cultural norms, rules and regulations governing the performance of this activity?
5.	Division of Labour	Who is responsible for what, when carrying out this activity and how are the roles organised?
6.	Community	What is the environment in which activity is carried out?
7.	Outcome	What is the desired outcome from this activity?

**Eight-Step-Model adapted from Mwanza, 2002.**

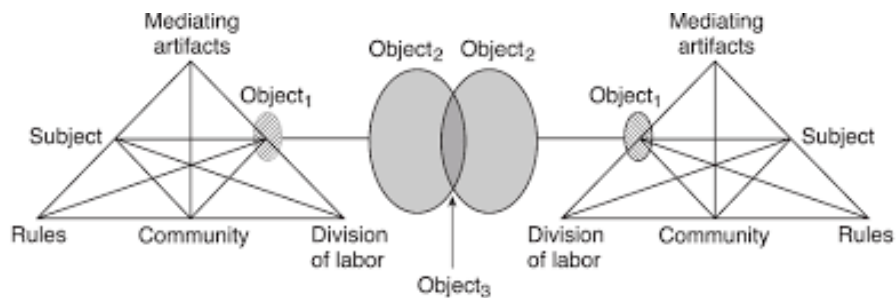
The above model by Mwanza (2002) is used when observing the teachers learning using OBFP in the foundation phase classrooms. It helps the researcher to find out how teachers teach, how do they achieve the outcome and what tools do they use in the classroom when teaching. The research also explores the division of labour as to who does what duties in the classroom and what rules are followed in the classroom. The involvement of community is also analysed and how the community influences teaching of the learners in the foundation phase. The community also refers to the participants or stake holders who are involved in the process of instruction such as teachers, learners, school principal, the parents, the subject advisors and curriculum developers.

The second generation is also used during the Methodology chapter and the model by Mwanza (2002) is used during observations and interviews to find out how teachers and learners and the community enact before, during and after the lesson. This model assists in exploring the different roles played by the teacher, learners and community in the classroom. It will also help us understand how social, cultural and historical aspects help influence teaching and learning in the Foundation Phase.

### **3.5.2.3 The Third Generation of Cultural Historical Activity Theory**

According to Bakhurst (2009) the third generation of CHAT theory examines the relationship between activity systems and addresses issues of representation, speech, feeling, individuality, and variance, which are issues that were neglected by the earlier theorists. This means that there are multiple activity systems working together with a shared objective. Anh and Marginson, (2010) are of the opinion that the most important move in the third generation has been to integrate numerous activity systems. This helps scholars to analyse and work on more than one activity cycle with a common shared object.

Third generation activity theorists are aware of various dialogues, multiple perspectives and networks of interacting activity systems, adopting joint activity or practice as the unit of analysis. Engeström's third generation activity theory explores the drawn close nature of an activity system within which other activity systems and describes also how one activity system can connect to other activity systems through all of its component.



**Figure 3.4 extracted from Engeström (1999)**

Third generation activity theory offers an extended view of the interaction of activity systems and the way in which two or more activity systems may interact to form new objects and outcomes. The two activities have a common object or objects that they share or wish to achieve. Engeström in his interview with Glăveanu (2012), experimental and theoretical research in the third generation broadens the scope of investigation from a single activity system to several interconnected activity systems. Whereas Spinuzzi and Guile (2019) mention that the third Generation Activity Theory was adopted in the West to provide a socio-cognitive interpretation of individual and organizational development, especially in areas mediated by information technologies, such as information studies, human computer interaction, computer-supported cooperative work, and professional communication.

### **3.5.2.4 Fourth Generation of Cultural Historical Activity Theory**

The idea of a fourth generation Activity Theory/CHAT was first introduced by Engeström in 2009 (Engeström, 2009). It was also proposed by Sannino (2017) in a keynote address discussing the challenge of eradicating homelessness. Engeström and Sannino (2021) suggest that fourth-generation studies involve a radical growth of social relations. The fourth generation is needed to analyse large number of activities or systems which also have different actors, crossing professional, functional and administrative boundaries both horizontally and vertically. This type of generation could be used when analysing teaching working in hospitals or medical schools where there are teachers, students and medical terms that are being used. There are other scholars such as Miles (2020), Khayyat (2016), Engeström (2009), Sannino (2020), Spinuzzi and Guile (2019) who proposed for the introduction of Fourth Generation of CHAT.

Miles (2020) is of the opinion that activity systems are in a state of nearly continuous development and for-ever changing. This is true as teaching and the way teaching and learning takes place keeps changing or is forever being improved. This leads to the adoption of new tools, new rules and so on, and activity systems evolve. This has been witnessed during Covid 19 where most institutions of higher learning used Online classes as a form of teaching and learning. This was due to the countries and being under lockdown. All activity systems are the offspring of historical systems, a

culturally more advanced version of the previous system. This led to the development of the fourth generation of activity theory.

Khayyat (2016) in the article about suggesting the fourth generation of CHAT theory, firstly mentions the disparagement against Activity Theory/CHAT and then recommends for the implementation of the fourth generation of CHAT. The criticisms are as follows firstly the compound which encourages people to achieve their object is vague in the Activity Theory models, secondly there is no mention of problems or barriers that people may face when conducting an activity in the AT model. Thirdly the ambiguity of the term object in the AT models calls for the need for more clarity. Khayyat (2016) then encourages on adding the motivation element to be added and form part of the AT constructs because it is the predominant factor in influencing an individual's goals or aims is their drive and suggests the fourth generation for it, with the hope that it can help researchers to analyse the smart city activates based on it. This suggests that there was a need for improvement of the Activity Theory which led to the fourth generation of CHAT Theory.

Additionally, Spinuzzi and Guile (2019) also advocate for the improvement of CHAT Theory and development to the Fourth Generation of CHAT Theory. They are of the opinion that 3GAT has built-in limits. Specifically, activity theorists have noted limitations that 3GAT faces when accounting for social production, peer production, and similar cases of post-bureaucratic work, cases that do not resemble traditional work with known cycles and an agreed-upon object. They suggest that 4GAT must address social production and peer production, in which the boundaries and structures of activity systems seem to fade away.

According to Engeström and Sannino (2020) in their article propose a fourth-generation activity model that will be able to accommodate a large number of subjects and objects. This is based on the study conducted by Sannino (2017) about using CHAT in homelessness. They state that homelessness is an example of the type of objects that require a fourth-generation activity theory. The national reports showed that there no less than 150 million people are homeless. Homelessness is rising in most major cities in the world. The challenge is not just the scale; it is above all the dynamics that make the eradication of homelessness look like an impossible task. The single activity system fails to accommodate the number of homeless people. Thus, the fourth generation of activity theory has to create a unit of analysis that can match the complication and dynamics of an object such as this which is the interaction between many people. The third-generation model would not be able to work as a unit of analysis in such a large number of people that is why a fourth-generation model is required.

Sannino (2020) utters the unit of analysis of interlinked cycles of expansive learning would be a distinctive feature of 4th generation work, with a focus on how they intersect and how formative interventions such as the Change Laboratory can support these intersections. It seems like the fourth generation allows and appreciates the various learning cycles, which can also comprise multiple activity systems.

### **3.6 The relevance and the reasons for using CHAT in this study**

Andriani, Priskananda and Budiraharjo (2022, p. 41) declare “activity theory is a theoretical framework for studying and interpreting human interaction through the use of instruments and objects. It provides a holistic and contextual discovery approach that can be used to help qualitative and interpretive research.” Additionally, Shi (2017, p. 1062) adds that “Activity Theory has become a well-established approach to contemporary research in fields of applied linguistics, education and workplace studies.” Therefore, this theory is used in teaching and learning as it explores teachers’ interaction with the learners as well as exploring resources used by teachers in order to make teaching possible.

Additionally, CHAT suggests that humans learn by doing and that they use tools to learn, and that community plays an essential role in human activity. In education, these tools refer to all the classroom resources that enhance teaching and learning. Vale and Graven (2022, p. 1) declares that “Activity Theory informs our perspective on the way in which teachers worked to mediate learning across school and home activity systems.” This was a study conducted in primary schools about how teachers used online instruction of Mathematics during Covid-19. CHAT was also used as a theoretical framework in this study. According to Miles (2020) CHAT allows the researcher to consider all the components of the activity system that are working together and also the relationships between them. This is relevant and fitting to this study as we look at how teachers teach and understand OBFP. Teaching is an activity that involves and needs participants such as the teacher, learner, community and resources. CHAT has been used to redevelop educational issues, especially in the areas of language, language learning, and literacy (Roth & Lee, 2007; Stetsenko, 2020). However, Foot (2014) states that CHAT provides a framework for analyzing interactions between professional people and their clients such as teachers and learners, nurses and patients. This includes not only the interpersonal/communicative aspects of those relationships, but also the cultural, historical, political and economic dimensions. This study focuses on teachers who are in the Foundation Phase and in this phase, teachers introduce and promote language learning and literacy.

CHAT is an approach that can be used to analyse human interactions and relationships within particular social contexts. CHAT provides researchers with both a methodological framework, and the practical tools with which to apply the activity taking place. It is being increasingly used to examine issues in teacher education (Wilson, 2014; Strom & Viesca, 2021). CHAT is a useful theory when exploring how people interact with others and how they use the resources around them (Kaptelinin, 2005). Activity Theory provides a rich holistic understanding of how people collaborate, that includes carrying out purposeful collective activities, with the assistance of sophisticated tools in the complex dynamic environments of modern organizations (Waycott, Jones, & Scanlon, 2005). This theory can be useful in analysing how teachers work with learners in the classroom and to achieve learning outcomes. The study does look at the teachers as well as the other factors that influence teaching and learning such as the learner, the community, rules and resources used in the classroom, as we cannot observe the teacher in isolation. CHAT is about activity systems working together. This is seen in the classroom when teachers and learners work

together to achieve learning which is an outcome. According to Batiibwe (2019) the use of CHAT has dramatically increased in educational research over time due to the researchers' recognition of the importance of social aspects of learning. That's is why the researcher sees it fitting to use this theory as this is educational research and it looks at how teachers work.

CHAT is a descriptive theory which analysis how humas think and behave in a certain context of a specific activity. This theory suggests that learning and knowledge building needs to be considered as an activity system that involves subjects and mediating artefacts (Singh, Hawkins & Whymark 2007). This is used in this study to describe how teachers work with learners during observation and the philosophical question "why" during the interviews. Mediating artifacts are the resources that teachers will be using during the lessons. This helps the researcher to find out how they use OBFP in the classroom and why they use it in that specific manner. When teachers teach, they are involved in an activity which involves, an object or objective to achieve a certain outcome which is usually learning. There is a set of rules that teachers need to follow when teaching and teachers also need tools or resources when teaching. Teachers form part of a community with socio-economic, historical and cultural background and they teach in a way to accommodate the learners needs in terms of language, culture, history. Lampert-Shepel and Murphy (2019) state that the reflections by teachers of their teaching experience is socially constructed, culturally mediated, and dialogical in nature. That is why Cultural-Historical Activity Theory (CHAT) as was chosen theoretical framework of this study.

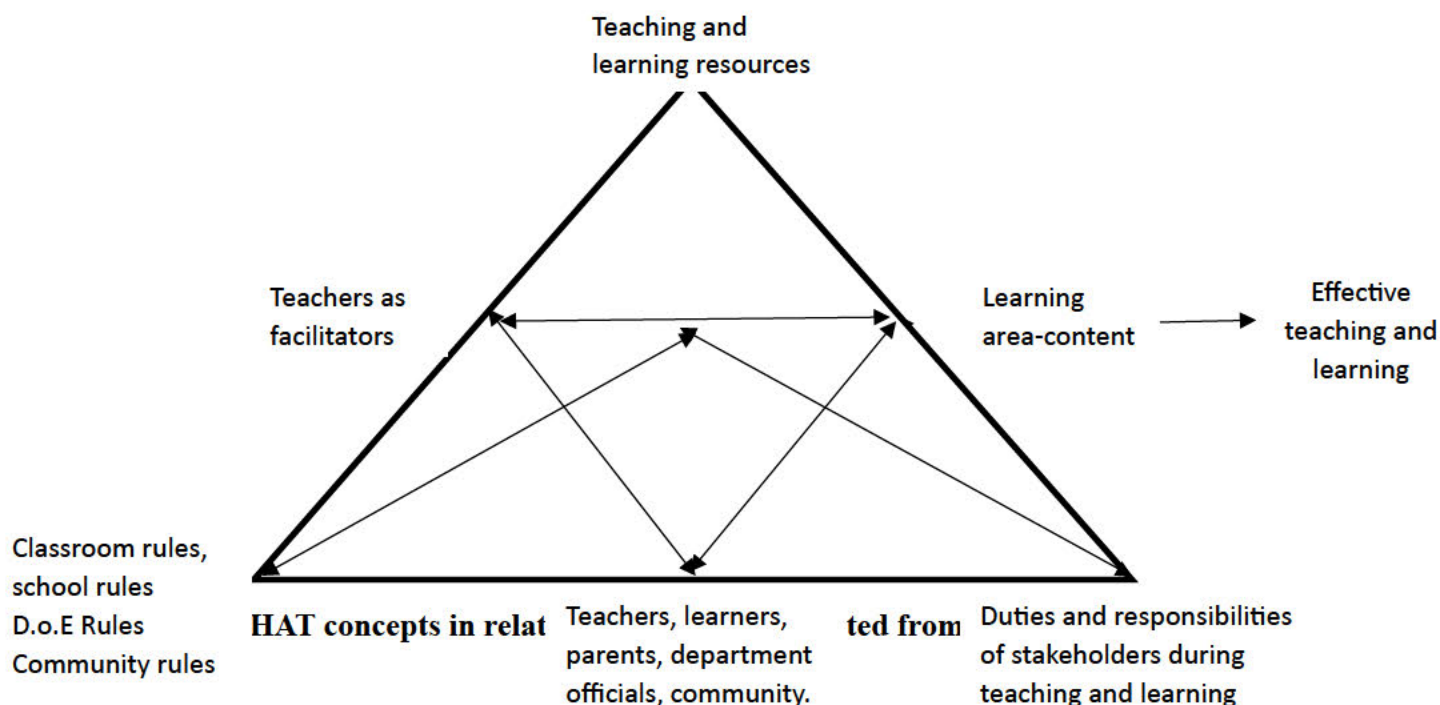
According to Gretschel et al. (2015), CHAT provided the theoretical lens and it helped to understand not only what the process was, but also the historical, economic, political and social cultural factors constituting such a process. Cultural-Historical Activity Theory opens up new ways of thinking about teaching and learning in mathematics and to go about doing research in the field. Although this research was conducted in mathematics lesson using CHAT, it can also be used in doing research in the foundation phase. CHAT can be used to come up with new ways of instruction in the Foundation Phase. Hashim and Jones (2007) are of the opinion that Activity Theory is able to clarify the nature of the cooperative activities, and indicate how people can socially participate while interacting with the technology around them. Activity theory is suitable for this study as the researcher wants to observe how the teacher interacts with the learners in the classroom and how learners use researchers to acquire knowledge in the classroom.

In education, the teacher needs to be aware of the learners' social, cultural, language and cultural background. Therefore, CHAT as the name suggests is best suited to be used in this research. Hunter-Johnson and Newton (2016) suggest that socio-cultural and historical factors play an important role in the way learners learn and interact with other learners. Teachers need to be aware of the learners' social-cultural and historical background in terms of education and family. During the first lesson at the beginning of the year the teacher does a diagnostic assessment to assess how much learners know and how they learn best. Biesta (2010) is of the opinion that socialization's function has to do with the many ways in which through education, we become part of specific social, cultural and political group or community. Teachers become part of the society that they work in as they interact with the learners, parents and community.

The Eight-Step Model questions on Activity theory by Mwanza (2002) are used when collecting and analysing data as the researcher wants to know the objective of the lesson, what tools/ resources were used in the classroom as well as how the teacher uses them in the classroom. The research also looks at how social, cultural and historical factors play a role when teaching using OBF in the foundation phase, that is the language used by the community, the historical background of the community and school as well as cultural norms of the community

### 3.7 The Six principles of CHAT and its relation to this study

CHAT is a theory that can be used to understand and interpret human activity in real-world circumstances with regards to data collection, analysis, and presentation methods that address the problems of human activity in natural settings aimed to develop both theory and practice (Engeström, 2005; Chung, Hwang, & Lai, 2019). It is constructed on Vygotsky's concept of mediated action and captures human activity in a triangle model that includes the subject, tool, object, rule, community, and division of labour. Nussbaumer (2012) states the subject is a person or group working to achieve an object leading to an outcome. Instruments, rules, community, and division of labor mediate or reciprocally influence the achievement of the object and the final outcome. Engeström (1996) states that the work activity system is comprised of components such as individual workers, their colleagues and co-workers, the conceptual models, tools and equipment they use in their work, the rules that govern how they work, and the purpose to which members of the workplace community direct their activity. An activity system comprises six components, namely, object, subject, tool, rule, division of labor and community (Baguma, Bagarukayo, Namubiru, Brown, & Mayisela, 2019). These are the six principles of CHAT Theory which the researcher will state what they are and how they link to study.



#### 3.7.1 The subject/ facilitator

The subject is the person who is directly participating in the activity within the activity system studied (Gretschel *et al*, 2015; Engeström & Sannino, 2021). Subjects are the participants in an activity, motivated towards a purpose or attainment of the object. Engeström, Miettinen and

Punamäki, (1999) suggest that when generating data about teachers, as the subjects of the activity, has been customarily described as studying their characteristics. Additionally, Karasavvidis, (2009) suggests that these attributes have been characterised in different ways as referring to the subject's knowledge, beliefs, perspectives, attitudes and/or ideas, as well as affects, emotions and motivations. In this study the subject is referred to as the facilitator as that is the key role of the teacher in an Outcomes Based Form of pedagogy. The research will also explore the facilitator's attributes during the classroom observations and semi-structured interviews. The facilitator is the one who deliver knowledge to the learners and facilitates learning in the classroom. Teachers are the ones who are being observed and interviewed in the study.

Rindu and Ariyanti (2017) says it is universally recognized that the teacher is a backbone of any educational system because knowledge is transferred from the teachers to be taught that is why the teacher is referred to as the subject in this study. The study explores teachers' understanding of Outcomes Based Forms of Pedagogy and how they enact it during teaching and learning. The teacher should have content knowledge and classroom management skill in order to be a good teacher as they have a significant role to play in the classroom.

In its 1994 report, *Quality in Teaching*, the Organisation for Economic Co-operation and Development (OECD) defined teachers as persons possess quality knowledge in many educational areas and content and pedagogic skill: this includes obtaining and using a range of teaching strategies. Fredriksson (2004) states that teachers also have managerial competence, as teachers assume a range of managerial responsibilities within and outside the classroom. Teachers manage learners inside and outside their classroom that is in the school premises during breaks, as well as after school in their homes in the form of homework (Shah & Kumar, 2019). Parents might help learners do their homework but the teacher would have taught the lesson beforehand. Homework is reinforcement of what was done in the classroom.

The efficiency of the teacher is measured by the learner's ability to focus on outcomes, the teacher's behaviour and classroom processes that promote better learner outcomes (Ko, Sammons & Bakkum, 2016; Perera & John, 2020). The teacher helps promote effective teaching and learning in the classroom. The teacher can be an instructor or a facilitator in the classroom. This depends on the method that the teacher uses in the classroom. Sanjaya (2007) also states that the teacher has six roles in managing a class during teaching and learning process, they are teacher as a learning source, facilitator, manager, demonstrator, guide, and motivator. Besides being a transmitter of knowledge, the teacher has many roles to fulfil in the classroom in order to have effective education.

Arends *et al* (2017) indicate that teachers have an important role in providing of quality education to the learners. The variety of classroom practices that teachers use when interacting with learners play a critical role in the understanding of mathematical concepts and overall performance in Mathematics. Their study was about teachers and their understanding of mathematics, their results suggest that the manner in which teachers interact with learners has a significant bearing on their performance. The facilitation of learner interaction by the teacher is equally critical. Teachers need to communicate in the level of the learners and also teach according to the learner's ability and

needs. Teachers need to make sure that learners communicate well with the teacher and with one another.

Learners have an important role in teaching and learning as there would be no schools if learners did not exist. However, content is also essential in teaching and learning as it is what teachers transmit to the learners during teaching and learning. The next section describes the content as the object.

### **3.7.2 The object (curriculum content)**

According to Engeström (1993) and Engeström and Sannino (2018) the object heads and motivates activity. Shi (2017, p. 1063) also add that “the object refers to the raw material or problem space at which the activity is directed and which is moulded or transformed into outcomes with the help of physical and symbolic, external and internal tools”. In this study the object is the learning area that teachers implement in the classroom through the resources that assist teachers to make learning effective. Lantolf and Thorne (2006, p.218) state that “it is important to note that the term ‘object’ as it is used in this context, does not refer to “a thing having existence” but rather to, “something to which a living creature relates itself as the object of its activity.” Batiibwe (2019, p. 5) also agrees that the “object is the motivating influence behind subjects’ participation in the activity.” Teachers teach in order to inform learners about the subject area and they use tools to make sure that effective learning takes place. In teaching and learning the teacher will use the content with the purpose of carrying out effective teaching and learning.

Similaraly, Vale and Graven (2022) add that the object is mathematics learning and the mediating artefacts are the tools that teachers use during teaching and learning. The tools help the facilitator to be able to pass the content to the learners in a manner that they will comprehend.

### **3.7.3 Tools-Resources used in the classroom**

Tools are defined as anything that helps learning and teaching to take place and to helps learners to comprehend the curriculum better (Saban & Yildizli, 2017). Bušljeta (2013) and Bean and Melzer (2021) suggest that the role of instruction tools is to encourage active learning, develop different skills and the development of necessary values and attitudes of the learners. This suggests that resources are not only meant to decorate the classroom but to assist learners learn as well as boost learners’ skills and attitudes. Tools are useful and required for more than just content deliverance.

The relationship and interaction between humans and technology is of special interest to activity theory, which is not surprising since the theory puts a lot of importance on the use of mediation tools which a resource used in the classroom (Kaptelinin & Nardi, 2018). In CHAT, the activities that comprise an activity system are tool-facilitated and that tools can be either material (hardware and software) or conceptual (ideological-ware). Instruction is an activity and in all activity system participants use tools and use cultural-historical resources to create new tools to engage, enact and pursue the object of their activity (Foot, 2014; Kim, 2020). Teachers need to use resources which

are suitable for the learners' language, culture and historical background. This will help the teacher to conduct lessons which are beneficial to the learner and improve the learner's performance.

According to Khoza and Manik (2016), resources that are used in schools assist to develop conducive learning environments that can be used by managers to improve the quality of learning and also improve learners' achievements. Resources help facilitate teaching and learning between the teacher and the learner in order to have effective teaching and learning. This suggests that the facilitators used resources in the classroom so that learners can understand the curriculum better. Amory (2014) further indicates that students use these digital technology resources to support their social and professional learning experiences.

Hardware are tools that one can see and touch. Bušljeta (2013) as well as Engelbrecht, Llinares and Borba (2020) explain that teaching and learning resources could be described as the tools used for presenting and transmission of knowledge in the classroom. Most of the resources used in the classroom are prescribed by the Department of Education. These prescribed teaching and learning materials could include, amongst others: images, maps, photographs, sketches, diagrams, films, written material such as newspaper clippings or articles from scientific and technical literature. Puspitarini and Hanif (2019) mention that teaching and learning resources accessibility can help improve the effectiveness of schools as these are basic things that can bring about good academic performance in the learners. Schools or classrooms with lots of teaching resources have learners who perform above average. Teachers use researches to teach learners with different needs and abilities.

Additionally, teachers need to use resources to the best of their abilities to achieve desired teaching and learning in order to achieve the learning outcomes (Erikson & Erikson, 2019). The use of teaching resources is to achieve maximum results but this will depend on the availability and accessibility of the school materials. School materials can be any form of learning material such as worksheets, charts to computers used in the classroom (Usman, 2016; Agung, Surtikanti & Quinones, 2020). However, during Covid-19, teachers had to make sure that learners had access to the internet, smartphones, laptops and computers in order to be able to be part of online learning. Sadly, many schools in rural and townships in South Africa do not have access to online learning resources. This is largely due to the fact that the provision and distribution of educational resources is not balanced in South Africa or across the world. There is a lot of social injustices for many communities, especially in developing countries such as South Africa (Lambert, 2018). There are high school fees and expensive textbooks that many learners in poorer areas often have limited or even no access at all to educational resources. Foot (2014) says tools are viewed as crafted at a point in time and adapted over time and their development is shaped by the needs, values, and norms of the culture in which they are created and used. Classroom resources need to be at the level of the needs and be able to meet the needs of the learners. Therefore, you cannot have Afrikaans charts if the school uses IsiZulu as medium of instruction. The teacher follows curriculum suggestions, rules and regulations when planning and selecting the kinds of resources to use during teaching and learning.

### **3.7.4 Rules of the classroom, school and community**

Rules need to be clear so learners can understand them as they are used to control actions and interactions within the activity system (Engeström, 1993; Kuutti, 1996; Rapanta *et al*, 2020). Rules in the classroom help control and manage the class, making sure that teaching and learning takes places efficiently. If there are no classroom rules, learners would not behave appropriately and will not do their class work. Rules inform learners what behaviour is expected from them in the classroom and how they treat other learners in the classroom.

Classroom rules according to Boostrom (1991) and Burden (2020) are instrument tools of management and they are used by teachers and learners in the classroom. They are structures of meaning that used by teachers and learners to make sense of the world. Classroom rules are recognized as an important part of effective classroom management as they are relatively simple to implement and focus on preventing of unbecoming behaviours before they take place (Alter & haydon, 2017). Classroom rules are used to make sure there is order in the classroom and not chaos. Learners need to get used to the rules and this will help them become better citizens who are able to work and live in a community and in society since every part of society has rules that govern and control it.

Rawlings-Lester, Allanson and Notar (2017) are of the opinion that classroom management is an important part of teaching and learning. Routines, rules and habits are the foundation of classroom management. Learners require structure in their lives. Routines in a school and in the classroom provide the environment for learning to take place (Fink, & Siedentop, 1989; Kundu, Bej, & Rice, 2021). Learners especially in the foundation phase need to be taught routine from the time they get up until they go to bed. Routine is important at home and in school (Corsaro & Eder,1990; Grooms & Childs, 2021). Learners know what they need to do when the school bell rings, the morning bell means that they must go to assembly then the classroom. They get used to routines that they follow in schools such as following the timetable and knowing what happens when the teacher gives instructions.

### **3.7.5 Community or Stakeholders in Teaching and Learning**

Gretschel *et al* (2015) mention that community refers to people who share the same problem space as the subjects in that they are also invested in the object orientated nature of the subject's activity system. The people who share the same problem or vision are teachers, parents, and the community members. Their vision or problem is helping learners get education and to achieve good results in the foundation phase. Janmaat, McCowan and Rao (2016) list the stakeholders of education as the teachers, learners, school principals, educational researchers and parents and that they all have different interests and roles which they fulfil to make teaching and learning possible. Similarly, Lindner Schwab (2020) describe stakeholders as other teachers, language experts, speech therapists, psychologists, physiotherapists, as well as with family members and learners. Stakeholders such as language experts, speech therapists as well as psychologists are usually used or needed when there are learners with special needs in the school.

Cultural Historical Activity theorists contend that the activity system is focused on achieving a certain goal and it is mediated by tools and shaped by the sociocultural norms, rules, and divisions of labour within a community (Cole & Engeström, 1993; Engeström, 1987; Leontiev, 1978; Vygotsky, 1978). Each person who is a stake holder has an important part to play in the process of teaching and learning. The parents have an important role to play as stakeholders in the education of the learners and their children. Ceka and Murati (2016) and Tarigan and Stevani (2020) declare that the parents' role in the lives of learners is vital and that the parents are the ones who bring children up and they play an important role in the upbringing of learners as well as the education on the learners. They further break down the roles of the mother and the father in the upbringing and education of the learner. Firstly, it must be seen through the perspective of its contribution to the overall process of raising the children as well as their education. This is central to the upbringing and shaping of children's personality and further on, their preparation for leading an independent and productive lives. On the other hand, the focus must be put on the family as whole, and the role of the parents which must be based on their approach and contribution concerning family problems, which should be dealt with, and finally solved by them. Offering education support to children from their parents, regarding issues such as homework, would help children to create an everyday routine of learning

Parents have a role to encourage learners to love school and doing their classwork and homework. Parents also chose the best school and education system that is best for their children. In a study conducted by Baidi (2019) about parents and their role in choosing homeschooling for their children the study concluded that parents are interested in home schooling for their children based on the following factors; the learners' special needs, safety of the learners, accessibility of the schools, curriculum preference as well as the lack of quality education in formal schools. Hence parents will choose what is best and suitable for their children. They need to encourage learners to work hard in school, praise their effort and good work and to motivate learners to work hard and give it their best in the classroom. The family who forms part of the community have a role in the raising and learning of the learner. The siblings, neighbours and community influence education instruction. The language, culture and history of the community plays an important role in the learner's upbringing and education. Suarez-Orozco and QinHiliard, (2004) state schools are faced with very difficult dilemmas of catering for diverse cultures, backgrounds, socio-economic status and religious beliefs. Schools then have to find ways to teach learners who come from different backgrounds.

Education needs to become a shared responsibility that involves the whole community working with different types of professionals such as teachers, parents and subject specialists for the best of the community's future citizens. In order to manage and maintain effecting teaching and learn as well as managing to face these challenges requires whole-school action through both a theory of learning as well as a theory of action (Berends, Bodilly & Kirby, 2002). The whole school is involved including the classroom teacher, the Heads of Department as well as the principal have a significant part in the management of the school and to make sure that effective teaching and learning is taking place at the school.

The third principle of CHAT states that the community is central to the process of making and interpreting meaning and thus to all forms of learning, communicating, and acting (Vygotsky, 1978; Pettersson, 2021) The community that is involved in teaching and learning is the teacher, learners, parents, other community members as well as the Department of Education, as they make Curricular for teaching and learning. The environment and the surrounding community can have a direct or indirect influence on the activity of the people in this case it is teaching and learning (Khayyat, 2016). The community, language, culture and history impacts teaching and learning as well as an activity in the classroom. This means that the community needs to work together to ensure that successful learning takes place.

According to Obama (2004) and Mulang and Putra, (2023) that parents have the principal responsibility of implanting an ethos of hard work and educational achievements in their children at home from a very young age. Parents have huge role in teaching learning not just paying of school fees, but making sure learners have love for education and doing their work at home. The attitude and behaviour of the learners in the classroom and about education is moulded and influenced by their parents through the way parents instill the love and respect of teachers and education.

Additionally, technology is an instrument that is used to actively engage learners in the learning process, the use of technology is influenced by the rules of and interactions with the school as well as the community, and it is a tool that mediates learning activities with which to construct individual knowledge (Koszalka & Wu, 2004; Archambault, Leary & Rice, 2022). This implies that learners learn not only on their teacher, but on the community around them. Learners acquire their first words and actions from the parents and people around them (community). Each member of the community or stakeholder has a different role to play in teaching and learning.

### **3.7.6 Division of Labour**

According to Kim (2020), the term division of labour relates to the different roles that each member of the community plays. Marxist analysis of social relations can refer both to hierarchical power structures within the system, and also to the way in which labour is divided within the context of the system (Wilson, 2014). Division of labour refers to the different task and roles played in the activity system. In the community or in schools, each members have a different role to play within a community since a single individual does not have all the knowledge and skills necessary to carry out all of the actions within the activity system (Tolman, 1999).

Furthermore, Hashim and Jones (2007) define division of labour as the distribution of actions and operations among a community of workers. Nan-Cenka, Santoso and Junus, (2022) add that in an activity system such as school education, each member involved in the activity has a different role to play such as the teacher, learners, parents as well as curriculum advisors. In this study it refers to the division of tasks or roles in the classroom and at school. In the classroom and school, everyone has a role to play. These are teachers, learners, School Management Team (SMT) and the principal. According to Usman (2016) the role of the teacher may vary among cultures, they may provide instruction in literacy and numeracy, craftsmanship or vocational training, arts,

religion and civic community roles. These roles make a teacher the greatest aid to learning and the most indispensable entity in the school, which should be comprehensively trained and supported to flawlessly and proficiently perform the teaching duty. Teachers play an important role in teaching; they transmit knowledge as well as manage the classroom environment. According to South African Council of Educators (SACE, 2020) everyone has an important role to play. The role of the SGB is to support the curriculum; the principal is the executive manager of the school; and the teacher is supposed to teach and educate the learners according to the prescriptions of the National Minimum Curriculum and the directives of the competent authority; and to educate them according to the educational needs, abilities and attainment of individual learners entrusted to his/her care by the Head of School. The core business of the teacher is to teach, and the core business of the learner is to learn but there needs to be division of labour in the classroom as well as amongst the stakeholders.

According to Lewis, Enciso and Moje, (2020) rules and the division of labour describe how members of a society are expected to carry themselves in a certain matter and what role one is expected to play as part of the object of an activity system (Tsui & Law, 2007). Classes have classroom rules and duty rosters which inform learners on how to behave and what roles they play in the classroom. Richards & Rodgers (2014) state that 'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The community refers to the group of individuals who have the same and shared interest or culture within an activity. The community members discuss and agree on the division of labour and the rules for participation within the community (Jonassen & Rohrer-Murphy, 1999). This implies that everyone has a role to play, and the community decides on the division of roles that one needs to do and how they do it in order to achieve the effective teaching and learning. The teacher is in charge of classroom management as well as teaching and learning especially in the foundation phase.

### **3.8 Criticism and shortcomings of CHAT theory**

Although Engeström (1993) referred to the activity approach/theory as “the best-held secret of academia” and stressed that the “impressive dimension of theorizing behind”. There were some critics who found some shortcoming to the Activity Theory.

Firstly, there are scholars such as Cong-Lem (2022) who claim that it is hard to understand its theoretical concepts by scholars because of the difficulties in translation from the original Russian works as well as the complex concepts used in CHAT and the multiple versions embedded within the tradition. Sannino and Engeström (2018) are also of the same opinion that “activity theory is not an easy approach to adopt and apply, because it is built on the philosophical and methodological foundation of Marxist dialectics (p. 4). This suggests that the language used is not clear or was not translated correctly from Russian to English.

Secondly, there are many generations of CHAT that are available and it is difficult to choose which generation to use. There are four generations of Activity theory (Karanasios, 2018). Langemeyer and Roth (2006) argue that the modern, widely known version of CHAT, related to Engeström's

theoretical and experiential work, neglects different characteristics of dialectical thinking and consequently constricts its potential to a socio-critical approach to societal practice and human development. Dialect refers to a particular language used by the different group or race.

Thirdly, it is not clear what is object and subject in the language. Roth and Lee (2007) also mention shortfalls of CHAT theory which are thoroughly immersed in dialectics. This framework can potentially overcome a range of troublesome dualisms in education: individual versus collective, body versus mind, subject versus object, and theory versus praxis. Hasan (2014) also mentions the use of object and subject and that most activities have a dual agenda and an obvious objective one and others that are more subjective and thus open to different interpretations. That is why the subject-object relationship at the core of an activity is referred to as dialectic, meaning that the object of an activity is both objective and subjective.

### **3.9 Conclusion of this Chapter**

Learning is well-defined as a process that brings together personal, social and environmental experiences and influences for acquiring, enriching or changing one's knowledge, skills, values, attitudes, behaviour and world views (IBE-UNESCO, 1995-2020). Likewise, Swadźba, (2001, p. 22) declares that “work is a social activity, professional and nonprofessional, focused on meeting the needs of people. In the course of performing their work, individuals coordinate their behavior and come together in cooperation. Through the process of the work, the structure of the group is created and there is a process of integration. In connection with its implementation, the group develops values and standards”. Teaching is an activity that involves professionals (content/curriculum), society (community) and internal personal needs (Jabbarov, 2020). Therefore, the learners' abilities, language, culture, history and learning environment need to be considered when teaching in the classroom. Learning needs to accommodate each learner's needs and abilities and learners need to actively work together in an environment suitable to teaching and learning. Wilson (2014) states that data can be generated in a variety of ways: for example, through observation, interviews, and the examination of documentary materials, but these are all considered within the context of the CHAT framework. Abbas, Syaharuddin, Mutiani, Susanto and Jumriani (2022) also add that in their study about strengthening historical thinking skills is needed in History subjects and data generation in the study, was through classroom observations, interviews, and documentation. Therefore, in the next chapter data will be generated using Observation, semi-structured interviews and document analysis. CHAT will be used as an analytic tool by looking at Mwanzas (2002) Eight-Step Model questions on Activity theory during observations and interviews.

## CHAPTER FOUR

### EXPLORING THE RESEARCH DESIGN AND METHODOLOGICAL COMPONENTS OF THE STUDY

#### 4.1. Introduction

The preceding chapter, Chapter 3 was Cultural Historical Activity Theory (CHAT) used as theoretical framework in exploring teachers' understanding of outcomes-based forms of pedagogy. Transitional understanding was explored and its components were described and how they link to the study. The other section which was explored in Chapter 3 was curriculum differentiation as well as its components which were content, the learning environment, teaching methods and assessment methods. Then, the different Generations of CHAT and why it was a suitable theory for the study was explained. This Chapter is about the research methodology of the study. In more details, in this chapter, I outline the research questions, research approach which is qualitative approach and the research paradigm which is interpretivism paradigm as well as the research design which is a case study. This chapter also has the methods of data generation, the selection of the sample, the research process, the type of data analysis, the ethical considerations and the research limitations of the project.

According to Igwenagu (2016) and Prior (2020) research methodology is the general research plan that shows the way in which a research study will be conducted and demonstrated the different the methods to be used in it to collect and analyse data. Mishra and Alok (2022) share difference between research methods and research methodology. They state that research methods include all the procedures and approaches that are utilised to conduct the research whereas research methodology is the approach in which research troubles are solved thoroughly. It is a science of studying how research is conducted systematically. I describe the different steps that were taken to address the research problem and answer the research questions.

This chapter describes in detail how this study's research was conducted. Firstly, the research questions are mentioned, the research approach (qualitative) is presented then the research paradigm (interpretivist) was discussed. The research design is also explored as well as the study population and design. The data generation methods were explored and discussed in detail. Lastly the research ethics and considerations were reviewed as well as the research limitations were listed which leads to the conclusion.

#### 4.2. Research questions

This research used the following research questions:

4.2.1. What are the Outcomes-Based Forms of Pedagogy used in Foundation Phase?

4.2.2. How do teachers understand the Outcomes-Based forms of pedagogy used in foundation phase?

4.2.3. Why do teachers enact the Outcomes-Based forms of pedagogy used in foundation phase in a particular way?

### **4.3. Research Approach**

Booth, Sutton, Clowes and Martyn-St James (2021) declare that a research approach is a plan of action that gives direction to conduct research systematically and efficiently. There are three approaches to conducting research: qualitative, quantitative and mixed approaches (Creswell, 2003; Creswell & Plano-Clark, 2007; Palinkas, Mendon & Hamilton, 2019).

Mikalef, Boura, Lekakos and Krogstie (2019) refer to the same three main research approaches as quantitative (structured) approach, qualitative (unstructured) approach, and mixed methods research. Mixed methods approach is a combination of both quantitative and qualitative approach. In order to achieve suitable research results, the research study needs to include an explicit, disciplined, and systematic approach (Creswell & Creswell, 2017; Booth, Sutton, Clowes, Martyn-St James, 2021). According to Mishra and Alok (2022) quantitative research is based on the characteristic of quantity or amount. It is related to data that can be counted and measured. This type of research involves systematic experimental analysis of observable phenomena via statistical, mathematical techniques which need to be counted and can also be put into graphs and percentages. (Mishra & Alok, 2017).

A qualitative research method is used in this study to address the research questions. Haven and Van Grootel (2019) are of the opinion that qualitative research is concerned with qualitative phenomena involving quality and it does not make use of numbers or statistics like quantitative research. Qualitative research uses different and various methods to interpret the study and the data, it also aims to explore, understand and explain people's experiences using non-numerical data which is used in quantitative research (Antwi & Hamza, 2015; Moalusi, 2020). Sutton and Austin (2015) add that qualitative research can help researchers to access and analyse the thoughts and feelings of research participants and help understand their experience of the phenomenon. Denzin and Lincoln (2011) also add that qualitative research is descriptive, applies cognitive reasoning and uses words. Its aim is to get the meaning, feeling and describe the situation. Therefore, qualitative research was appropriate for this study because it allowed the participants to explain and describe their experiences and challenges in implementing OBFP, when teaching learners in the foundation phase. Qualitative research in particular deals with gathering and interpretation of non-numerical data for the purpose of understanding human and social environment (Adedoyin, 2020). This study generated data by using no numerical methods, describing the data by explaining thoroughly what the respondents said as well as analysed the data by using thematic analysis.

Similarly, Stahl and King (2020) add that qualitative research enables researchers to state and show how their data will be generated while using words which is more closely related to the human experience. This suggests that the one can learn a great deal from another's experience hence this study uses qualitative approach as we want to learn from teachers' teaching experience of OBFP. Fairhurst (2014) also adds that qualitative research can clarify topics that have yet to be explored

and then provide new insight into familiar problems or issues. There is a view that qualitative research focuses on understanding human beings' rich experiences and reflections about those experience (Jackson, Drummond, & Camara, 2007; Zelčāne & Pipere, 2023). This understanding of peoples' experience is important in this study as I explored teachers' experiences of using OBFP in the foundation phase. The aim and function of qualitative inquiry is to understand the meaning of human action by describing the inherent or essential characteristics of social objects or human experience (Denzin & Lincoln, 2000). However, Morse (2003, p. 833) indicates "qualitative methodology is used when little is known about a topic, the research context is poorly understood, the boundaries of a domain are ill defined, the phenomenon under investigation is not quantifiable, the nature of the problem is not clear, or the researcher suspects that the phenomenon needs to be re-examined."

Qualitative research according to Teherani, Martimianakis and Stenfors-Hayes (2015, p. 669) is defined as the "systematic inquiry into social phenomena in natural settings". This study is about exploring how people experience the different aspects of their lives and how individuals or groups behave as well as how they interact in seminatural setting. Creswell (2007) and Denzin (2018) described that qualitative research method is a process where the research phenomenon is explored in its natural setting rather than having subjects studied in a research laboratory. This study is also exploring how teachers and learners interact and work together in the classroom which is their natural setting. Researchers in qualitative research investigate why events occur, what happens, and what those events mean to the participants studied. Hence, this aimed to find the teachers experience of using OBFP therefore qualitative research is best suited for this. Alam (2020) states that qualitative research is concerned with the systematic generation, ordering, description and interpretation of textual data generated from talk, observation or documentation. Qualitative research has a set of techniques for generating data from individuals and or groups utilizing structured, semi-structured, or unstructured questioning formats.

Alharahsheh and Pius (2020) state that qualitative research is concerned with meaning and reasoning behind the actions or process instead of being concerned with numbers that is quantity. In addition, Nowell, Norris, White and Moules (2017) state that qualitative research is a valued approach which can be used to understand and give explanation to a certain issue or phenomenon. Therefore, qualitative research aims to provide specific understanding to a phenomenon. In order to understand the phenomenon, I had to be aware of the terms ontology and epistemology used in research in order to select a research paradigm that is relevant to the study.

#### **4.4. Research paradigm**

According to Burovytska (2023) the term paradigm was created and developed from the Greek word "*paradeigma*" which means patterns and development of a subject area. The word paradigm was first used by Kuhn (1962) to represent a conceptual framework shared by a community of scientists which provided them with a convenient model for examining problems and finding solutions. Kuhn (1962) defines a paradigm as a combined group of practical ideas and problems which aims to use methods and tools that are relevant to the study. Kuhn (1970) and Kaushik as

well as Walsh, (2019) further add that the term paradigm was used to discuss beliefs and values that were shared by a community of experts regarding the nature of reality and knowledge. In educational research the term paradigm is used to describe a researcher's 'worldview' (Mackenzie & Knipe, 2006).

Lincoln and Guba (1985) state that a paradigm consists of four basic components, namely, epistemology, ontology, methodology and axiology and it is important to have a strong understanding of these elements. Epistemology is described as essential in the theoretical perspective as a way of looking at the world and making sense of it (Al-Ababneh, 2020). However, Riemer and Johnston (2019) state that epistemology is about assumptions about the nature of knowledge. There are three major types of epistemologies that is objectivism, constructionism, and subjectivism. On the other hand, ontology refers to assumptions about the nature of reality and the world, is the nature of reality and the world. Reality is subjective, multiple, and socially constructed; it depends on perception and interpretation of the world. Similarly, Scotland (2012) is of the opinion that different paradigms have different norms and views in terms of ontology and epistemology. Therefore, each one of them can have different assumptions in the way of reality as well as knowledge being perceived, which determines a research approach reflected within its own methodology and methods (Alharahsheh & Pius, 2020).

However, there are four main paradigms which are mainly used in educational research namely positivist, interpretivist, pragmatic and critical paradigms (Shah & Al-Bargi, 2013; Ryan, 2018). The chosen paradigm for this study is interpretivism. According to Mavuru and Ramaila (2022) as well as Ponterotto (2005), an interpretivist paradigm is where the researcher challenges the existence of reality, or where they cannot accept that reality is just there and available. In this study, 'reality' was created in terms of the knowledge that the teachers pass on to the learners through various classroom activities. The 'reality' of the world is not the focus of this research approach, rather it is how people interpret it. The aim is to understand the world from the point of view of particular participants within it. The interpretive paradigm provides perceptive clarification into identified units of analysis through discovery of meanings by obtaining an understanding of the individually or one-sided world which is created social world. Al-Ababneh (2020, p. 80) declares that "Phenomenology (or interpretivism) is another theoretical perspective that emerged in contradiction to positivism to understand and explain human and social reality. The interpretive approach looks for culturally derived and historically situated interpretations of the social life world". This paradigm fits into this study as we explored teachers' experiences and their understanding of OBFP in the social setting which is in the classroom.

This study is a social study which takes place in the natural setting and it examined teachers' understanding of Outcome-Based Forms of Pedagogy. This study used interpretivism paradigm. Cohen and Manion (1994, p. 36) are of the opinion that interpretivist researchers understand "the world of human experience". This study is based on the teachers understanding of OBFP as well as their teaching experience. Morgan (2007) states that the interpretivism paradigm has characteristics of a social world that cannot be understood from the standpoint of an individual and is of the belief that realities are multiple and socially constructed. Interpretivism has a strong belief

that methods used to understanding knowledge related to human and social sciences cannot be the same as its usage in physical sciences, because humans interpret their world and then acts based on such interpretation, while the world does not interpret it in that manner (Hammersley, 2013).

However, Pham (2018, p. 7) stresses that “meanwhile multiple interpretation is developed among humans’ relationship therefore interpretivist researchers should try to understand the diverse ways of viewing and experiencing the world through different settings and cultures and try to avoid the bias in studying the events and people with their own interpretation”. Therefore, interpretivists believe reality is subjective, multiple and socially constructed (Lynham, & Guba, 2011; Riemer & Johnston, 2019). Hence, I used interpretivism as a paradigm, in this study as I also believe that teaching pedagogy is socially constructed. A teacher will use and teach according to the society around them. These include that language as well as the culture of the people around them.

According to Pham (2018), an advantage of using interpretivism paradigm is that with the differentiating views to look into phenomena, interpretivist researchers can not only describe objects, human or events, but also deeply understand them in social context. “The main purpose of the interpretive paradigm is to understand the phenomenon rather than to know/change the phenomenon” (Khoza, 2015, p. 183). In addition, researchers also can conduct these types of research in natural settings. This study is looking at teachers’ understanding of Outcomes-Based Forms of Pedagogy, the phenomenon of OBFP is explored by looking at how teachers teach in the classrooms using OBFP. The study will be conducted in the natural setting which is in the classroom. As Mavuru and Ramaila (2022) suggest the interpretive paradigm is useful in exploring the complexity, and complication of phenomena. They also add that research is conducted in natural settings. Packer (1999) also adds that the interpretive paradigm can be attached to be characterised by how people experience the world, the ways they interact together, and the locations in which these interactions take place. In this study, its exploring how teachers teach, how learners interact with teachers whilst using OBFP. Greener (2008) is of the opinion that interpretivism allows the researcher to have different views for a research problem because it allows the researcher to see the world through the eyes of the participants. Hence this study explores the teachers’ understanding of OBFP through how they interact with the leaners and how they deliver content in the classroom environment as well as in the interviews.

#### **4.4.1 Ontology and epistemology**

Mauthner (2021) declare that research philosophies provide theories about the nature of the reality that is being explored in research (ontology) and about how knowledge of this reality is formed (epistemology). According to Antwi and Hamza, (2015) as well as Stetsenko (2020) ontology describes the research framework whereas epistemology determines the research questions that you will need to answer. However, Blanche and Durrheim (1999) are of the view that the research method has three major dimensions which are ontology, epistemology and methodology. They declare that research paradigm is an all-inclusive system of interconnected practice and thinking that define the nature of enquiry along these three dimensions.

#### **4.4.1.1 Ontology**

Al-Saadi (2014) declares that ontology concerns our opinions about the kind and nature of reality and the social world. Al-Ababneh (2020) adds that ontology is the concerned with reality and it is concerned with 'what is', the nature and existence and structure of reality and what is possible to know about the world. In addition, Moon and Blackman (2014, p. 1168) define ontology as a "study of being", which is concerned with what actually exists in the world about which humans can acquire knowledge." Ontology can also assist researchers to identify or recognize how they can be sure about the nature and existence of objects they are researching. Denzin and Lincoln (1998) also state that ontology addresses the questions regarding nature of reality and nature of the human being in the world. In this study ontology is embraced within the phenomenon of understanding and how it is defined and explored by teachers.

Hathcoat, Meixner and Nicholas (2019) distinguish between ontology and epistemology. They state that ontological issues pertain to what exists, whereas epistemology focuses on the nature, boundaries, and explanation of human knowledge. In addition, ontology deals with the nature of reality whereas epistemology deals with how one can examine the nature of reality.

In this study, the researcher, believes that reality is constantly changing and evolves with the times. There is no one reality or knowledge. I believe that each person has their own reality or idea but can be influenced by their experience of the world and reality. In Education we have observed this where there are different teaching methods and curriculums, each time a new government comes into power they introduce their own knowledge and educational system.

#### **4.4.1.2 Epistemology**

Kivunja and Kuyini (2017) declare that epistemology comes from the Greek word *episteme*, which means knowledge. Epistemology in research refers to the nature of the relationship between the knower and what needs to be known. Other scholars such as Bryman, Beker, and Sempik (2008, p. 13) refer to epistemology as issue that "concerns the question of what is (or should be) regarded as acceptable knowledge in a discipline". Epistemology involves the truth as well as knowledge and it represents a certain understanding of what is entailed in knowing, that represents how we know what we know (Crotty, 1998). In this study, knowledge was shaped by means of interactions with the research participants as well as the researchers own researcher beliefs (Creswell, 2013). I learnt about the study's phenomenon through the participants and the meaning they gave in the interviews and observations.

Additionally, Schwandt (1997) as well as Thomas, Lubarsky, Varpio, Durning, and Young (2020) define epistemology as the study of the nature of knowledge and justification. Kivunja and Kuyini (2017, p. 27) add that when looking at the epistemology of your research, you should ask questions like "Is knowledge something which can be acquired on the one hand, or, is it something which has to be personally experienced? What is the nature of knowledge and the relationship between the known and the would-be known". This suggests that the knowledge of the participants as well

as that of the researcher is considered when researching on knowledge and reality. However, it is difficult to ignore or avoid the researcher's own knowledge and beliefs as I have experience of being a Foundation phase teacher and that the research topics deals with what the investigator has experienced and observed in the classroom. However, I have tried to make sure that my own beliefs do not influence the research or the participants' responses during the interview (Linstead, 2018).

Powell (2019) declares that there is objective and subjective reality. He adds that objective refers to a reality that is outside of your mind whereas subjective refers to the inner reality of your mind. I believe that there are multiply realities which need to be measured. Flavián, Ibáñez-Sánchez and Orús (2021, p. 289) also add that "each person has their own reality but it is not influenced by their environment and outside influences and our experiences are constructed by the stimulation of all our senses." This suggests that reality is both subjective and objective since the truth can be based on facts and observation but reality can also be based on one's personal opinions and feelings. Perrotta, (2019) declares that objective reality is a concept of the truth independent from other people and society's ideas but it is an individual's own reality and truth. Objective reality is a personal and internal experience that is not influenced by others feelings or opinions and it exists independently outside of our perception of it (Bleiker, Morgan-Trimmer, Knapp & Hopkins, 2019). Therefore, each person has their own reality or idea but can be influenced by their experience of the world and reality. Teaching is also influenced by a teacher's experience of the teaching profession as well as surrounding.

In this study, the researcher believes that reality can be examined by using various tools suited to solve the problem. Reality is socially constructed and can be interpreted in order to make meaning from it. Hence, the interpretivism paradigm is used in this study. In this study, teachers understanding of OBFP can be measured through the use of document analysis, classroom observations as well as semi-structure interviews. The tools that are used in this study in order to find out what OBFP, how and why it is used by teachers is document analysis, classroom observations and semi-structured interviews.

#### **4.5 Research Design**

Cohen, Manion and Morrison, (2018) declare that research design aims to respond to research questions with needed and relevant evidence which connects rationally to data. Similarly, Creswell and Plano Clark, (2011) state that a research design is the scale used for collecting, analyzing, interpreting and reporting data in research studies. Creswell (2013, p. 265) also adds that research design as "a plan for conducting a study" that will show how and what kind of data will be generated by the researcher and from whom and in what manner the data will be generated. The design also needs to stipulate how this data will be analysed. In this study, data were analysed through the use of thematic analysis.

I chose the case study research design because it saves time and resources as it focuses on one school (Creswell & Creswell, 2018). Case study research design, according to Kothari and Garg (2018), is a detailed, all-inclusive research design that involves an in-depth exploration of the areas under study. Stake (1995;2003) adds that a case study is an in-depth examination of a particular

subject, such as a person, group, location, occasion, organization, or phenomena, is called a case study. He adds that case study is mainly used in social, educational, therapeutic, and business research. Case study research makes it easier to examine complicated phenomena in-depth and from a variety of angles in real life (Fearon, Hughes, & Brearley, 2021).

Qualitative case study is a research procedure that helps in exploring of a phenomenon through the use of various data sources, and it undertakes the exploration through a variety of angles or side in order to reveal multiple sides of the phenomenon (Baxter & Jack, 2008; Rashid, Rashid, Warraich, Sabir & Waseem, 2019). In addition, Al-Ababneh (2020, p. 75) states that “qualitative methodology increases understanding of why things are and the way they are in the social world, and why people act the ways they do”. Creswell and Poth (2016) add that a qualitative research technique is a process where the research problem is studied in its natural setting instead of having subjects studied in a laboratory. Therefore, a qualitative method is suitable for this study as it has explored how teachers understand OBF and how they teach and why they do it in a certain manner.

The qualitative case study methodology helps researchers to conduct a detailed exploration of complicated phenomena within some specific contexts (Boblin, Ireland, Kirkpatrick & Robertson, 2013; Rashid, Rashid, Warraich, Sabir & Waseem, 2019). Older scholars also declare that “qualitative methods help provide rich descriptions of phenomena. They enhance understanding of the context of events as well as the events themselves (Sofaer, 1999, p. 1103). Therefore, this study also used various data generation methods. In addition, Yazan, (2015) echoes that qualitative research, case study is one of the commonly used methodologies. Hence in this study, understanding phenomenon is explored through the use of observation, document analysis as well as interviews. This was done in order to make sure that the phenomenon can be explored from different angles.

In addition, Rashid, Rashid, Warraich, Sabir and Waseem (2019) state that a qualitative case study undertakes dependent ontology which means that relativist ontology does not take into account the possibility of a true or accurate construction. There is no objective world or truth; everything is relative and created by social beings.

#### **4.6 Research population and sampling Design**

According to Hennink and Kaiser, (2022) research population and sampling are two important terms and describe a population as a group of individuals that share common connections. Singh and Masuku (2014) add that a sample is a subsection of the population and the sample size is the number of individuals in a sample.

#### **4.6.1 Research population**

Boddy (2016) declares that in qualitative research, the purpose of sample size is relative and partly relies upon the research paradigm under which investigation is taking place. Lopez and Whitehead (2013) also agree that in qualitative research, there are no formal way or rule that is used to determine sample size and, therefore, no rules to suggest when a sample size is small or large enough in qualitative research. In this study, the target population are the foundation phase teachers, however they all could not be part of the study. Thus, nine participants were selected to be part of study in order to have a representation of teachers with different teaching experience and level of education. I selected three teachers from each grade. The teachers who usually work in primary schools are female. There were no male teachers in the foundation phasedifferentiated conte According to Braun and Clarke (2021) sample size refers to the number of participants that will form part of the study and from whom data will be generated in order to conduct the study. There will be three teachers from grade one, three teachers from grade two as well as three teachers from grade 3. I planned to increase sample size should saturation not be reached that is if more or new information emerges from the participants.

#### **4.6.2 Purposive sampling**

According to Rahman, Tabash, Salamzadeh, Abduli and Rahaman (2022) sampling is the ideal method for doing research in the social sciences. Sampling procedures are an important component of research. They also add that the primary aim of sampling is to obtain a representative sample composed of a small number of units or instances drawn from a much larger group or population. Vasileiou, Barnett, Thorpe and Young, (2018) are of the opinion that in qualitative research, samples are purposive so that participants are selected by quality of their capacity in order to provide rich information which is relevant to the phenomenon under investigation.

According to Qureshi, (2018) there are four different and most used kinds of non-probability sampling, that is convenience sampling, purposive sampling, snowball sampling and theoretical sampling. This study utilised purposive sampling during the selection of the participants. Bhardwaj (2019) gives advantages of purposive sampling which are that it saves time and gives faster results as the sample size is smaller than the whole population. Purposive sampling technique was used to determine the participants of this study that is the number of the different teachers to be selected. According to Palinkas et al (2015) purposeful sampling used mostly in qualitative research for the identification and selection of information rich cases related to the phenomenon that the study is based on. This method involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011).

In purposive sampling, sampling is done with a specific purpose in mind. Purposive sampling can be very useful for situations where one needs to reach a targeted sample quickly and where sampling for proportionality is not the primary concern (Anaeke, 2002; Oribhabor & Anyanwu, 2019). Purposive sampling belongs to the category of non-probability sampling techniques and sample members are selected on the basis of their knowledge, relationships and expertise regarding

a research subject (Sarker & AL-Muaalemi, 2022). Additionally, Cohen, Manion and Morrison (2007) and Mangkhang (2021) add that purposive sampling is used in order to access ‘knowledgeable people who have in-depth knowledge of their professional role, expertise or experience.

I purposively chose the Little Stars Primary School because it represented the disadvantaged schools from the apartheid era. However, it is one of the well-resourced primary schools in the area. In Little Stars Primary School, the Language of Teaching and Learning is IsiZulu. The school is located in KwaNyuswa which is located in the outer West of Durban. KwaNyuswa is a semi-rural area which is mainly occupied by IsiZulu Speakers. The school has over 900 learners. The classes started from Grade R up to Grade 4. There are 5 classes of each grade therefore there are 25 teachers, one library teacher as well as one computer class teacher. Only the foundation phase teachers with experience in teaching the foundation phase were selected.

This led to convenience sampling to be used after purposive sampling was used to select the participants. According to Creswell (2012), convenience sampling is a sampling that the researcher selects participants because they are willing and available to be studied. Out of the twelve foundation phase teachers only nine were available and willing to be part of the study. The researchers decided to observe and interview these nine participants who were available to be part of the study. Lucky, they were of different age groups and had different years of teaching experience which means they had different perspectives of using OBFP in their classrooms.

#### 4.6.2.1 Teachers’ biography

<b>Teachers Names</b>	<b>Years teaching in the Foundation Phase.</b>	<b>Grade</b>	<b>Qualification</b>	<b>Gender</b>
<b>Participant 1</b>	<b>4</b>	<b>1</b>	<b>A.C..E</b>	<b>Female</b>
<b>Participant 2</b>	<b>20</b>	<b>1</b>	<b>Diploma in J.P.</b>	<b>Female</b>
<b>Participant 3</b>	<b>1</b>	<b>1</b>	<b>B. Ed</b>	<b>Female</b>
<b>Participant 4</b>	<b>29</b>	<b>2</b>	<b>B. Ed (Honours)</b>	<b>Female</b>
<b>Participant 5</b>	<b>6</b>	<b>2</b>	<b>Educational Management (Honours)</b>	<b>Female</b>
<b>Participant 6</b>	<b>7</b>	<b>2</b>	<b>B. Ed</b>	<b>Female</b>
<b>Participant 7</b>	<b>32</b>	<b>3</b>	<b>B.Ed. (Honours)</b>	<b>Female</b>
<b>Participant 8</b>	<b>21</b>	<b>3</b>	<b>ACE</b>	<b>Female</b>
<b>Participant 9</b>	<b>26</b>	<b>3</b>	<b>Higher Diploma in Education</b>	<b>Female</b>

#### 4.7 Data Generation Methods

Alharahsheh and Pius (2020) declare that “research methods are related to the collection and analysis techniques used for data to produce and develop new knowledge.” Goldkuhl (2019, p. 572) makes a statement that he “replaced the term “data collection” with “data generation” to emphasise that the researcher arranges situations that produce rich and meaningful data for further analysis”. This study also refers to data collections as data generation. Data generation comprises activities such as searching for, focusing on, noting, selecting, extracting, and capturing data (Nyumba, Wilson, Derrick & Mukherjee, 2018; Goldkuhl, 2019; Kiger & Varpio, 2020).

According to Goldkuhl (2019) data generation includes activities such as searching for, concentrating on, observing, choosing and capturing data. There are many data generation methods that can be used in research such as: interviews, questionnaire study, document study, artifact study, observation study, participant observation, intervention study, practice-based design study, lab-based design study, focus group study, test study, and self-reporting. This study generated data through the use of document analysis, classroom observation and semi-structured interviews.

#### **4.7.1 Document analysis**

Document analysis according to Corbin and Strauss (2008) is an arranged process for reviewing or assessing documents that can be printed and electronic material from the computer. Zaki, Sinaga and Kaniawati (2021) also add that document analysis requires data to be inspected and interpreted in order to produce relevant and resourceful meaning, gain understanding, and develop empirical knowledge. Wach and Ward (2013) refer to document analysis as qualitative document analysis (QDA). They also state that it is a research method for thoroughly and systematically analysing the contents of written documents. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give meaning to the chosen and researched topic (Bowen, 2009). Documents are a very reachable and reliable source of data (Bathmanathan, Rajadurai, & Sohail 2018).

Koyuncu and Kilic (2019) is of the opinion that document analysis method which is in the scope of the current research data and has advantages such as easy access to many documents, easy access to large sample size, and authenticity, low cost and access to qualified resources. Document analysis was used as descriptive Research Question One (what) which is what are the Outcomes-Based Forms of Pedagogy used in Foundation Phase.

The primary types of documents used in this study are the DBE documents, CAPS documents, teachers lesson plans, Annual Teaching Plans (ATP) as well as learners exercise books.

#### **4.7.2 Classroom Observation**

According to Ciesielska, Boström and Öhlander, (2018, p. 33) “observation is one of the most important research methods in social sciences and at the same time one of the most diverse. Observation may be regarded as the basis of everyday social life for most people; we are diligent observers of behaviours and of the material surroundings.” This suggests that observation is a method used in order to watch, evaluate, draw conclusions, and make comments on interactions of the participants that were observed. Bell, Dobbelaer, Klette and Visscher (2019) also add that classroom observation is necessary during teaching and in research. They further state that observation systems are increasingly used around the world for a variety of purposes to understand and improve teaching. In the same way, Martinez, Taut and Schaaf (2016) add that classroom observation often carries a lot of weight in teacher evaluation and it aids in professional development. In this research, I used an observation sheet with rubrics of what the teacher is doing in order to show that they understand and use OBFP during teaching and learning.

According to Kawulich (2012) observation is a method used in the field of social sciences for collecting data about people, processes, and cultures. It is also a tool which is used a lot to collect data by teacher researchers in their classrooms, by social workers in community settings, and by psychologists recording human behaviour. However, Ho and Kane (2013) add that classroom observation should be both accurate and reliable so that other researchers are able to reproduce the study. In addition, Classroom observation is used to answer the how (operational) question in research (Bostic, Lesseig, Sherman & Boston, 2021).

In addition, classroom observation was also in order to observe teachers as well as respond to the “how” question research (Bostic, Lesseig, Sherman & Boston, 2021). In this study, the classroom observation as conducted so as to explore how teachers understand the Outcomes-Based forms of pedagogy in foundation phase during teaching and learning. There we two sections of classroom observations. Teachers were observed teaching two different lessons. Lessons were one hour long; however, Maths was one and a half hour long lessons. Grimm, Kaufman and Doty (2014, p. 25) also declare that “classroom observation enables the generation of classroom data”. This suggests that observation simple answers the “how” question but also assists in the data generation process. In this study, interviews were a follow up to the observations to ask the participant why they did perform in a certain way in the classroom during the observation.

#### **4.7.3 Semi-Structured Interviews**

Semi-structured interviews were used in this study with the purpose of responding to the “why” question. The interviews were used to address the philosophical research question three (Why?). Interviews were conducted after the classroom observation. The interviews were 20-30 minutes long. Interviews were conducted after the observation. The interviews were recorded using a digital tape recorder. There was one interview per participant, the interviews took place after school or whenever the teachers were free to be interviewed by the researcher. The interviews were then transcribed for analysis purposes.

According to Dahlke, Hunter, Kalogirou, Negrin, Fox and Wagg (2020) interview styles have a wide range of characteristics but share a defining characteristic of using questions to understand the opinions, feelings, principles and behavior of people. According to Adeoye-Olatunde and Olenik, (2021) there are three types of interviews common in social health and education, that is; structured, semi-structured and unstructured interviews.

Additionally, Galanis (2018) states that interviews are conducted individually, which means that, in each interview, only the interviewer and the interviewee participate. This suggests that a person being interviewed can express themselves freely without the fear of others. Jannat, Khorasani-Zavareh, Allahbakhshi, Aghazadeh-Attari, Nateghinia and Mohebbi (2021) add that interviews can be structured, semi-structured and non-structured and that the semi-structured is the most popular approach in qualitative research. Semi-structured interviews include a range of important questions that help the researchers identify and introduce the most important research domains. This approach gives the opportunity for the researchers and the interviewees to expand their discussion

and explore in depth a specific research question Stuckey (2013) advises that it is advisable to tape-record interviews and later transcribe these tapes for analysis.

The main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates, but interviewers need to have developed the necessary skills to successfully carry an interview (Fisher, 2005; Monzon, Julio & Garcia-Martinez, 2020). According to Adedoyin (2020) semi-structured interview is a data collection approach that the interviewer is not obligated to adhere to exact formal questions. The interviewer is expected to ask open-ended questions while giving room for conversation with the respondents instead of direct question and response structure.

Additionally, Stuckey (2013) and Husband (2020) also add that in a semi-structured interview, the researcher has the power to set the framework or draft the questions to be covered on the specific topic but participant's responses determine the way, in which the interview is directed. Semi-structured interviews often take place after conducting the observation, informal and unstructured interviewing in order to allow researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions (Manzano, 2016; Osborne & Grant-Smith, 2021). The study has set questions but the answers of the participants also shaped my follow up questions as well as the direction of the interview.

Some of the disadvantages of semi-structured interviews is that, it is time-consuming, labor intensive, and require interviewer's sophistication. Interviewers need to be smart, sensitive, poised, and nimble, as well as knowledgeable about the relevant substantive issues (Adams, 2015).

#### **4.8 Ensuring validity, trustworthiness and rigour in this study**

According to Hadi and José-Closs (2016, p. 641) “demonstrating rigour in qualitative studies is essential so that the research findings have the “integrity” to make an impact on practice, policy or both”. They further state that there are ways to make research rigour and trustworthy such as triangulation, self-reflexivity as well prolonged engagement. Triangulation was used in the data generation methods in order to enhance the validity and reliability of the study. The study used three data generation methods that is; document analysis, observation and interviews to ensure validity and trustworthiness. According to Yin (2009) the use of variety of data collection methods such as semi-structured interviews, classroom observations, document analysis assist to increase the validity and trustworthiness of the research.

According to Cypress (2017, p. 253) “reliability and validity are two key aspects of all research. Researchers assert that rigour of qualitative research equates to the concepts reliability and validity and all are necessary components of quality”. Additionally, Fitzpatrick (2019) declares that it is important to establish validity in qualitative research and that the following points need to be considered when establishing validity such as trustworthiness, credibility, dependability, confirmability, authenticity, rigour, plausibility, goodness, soundness, and transferability. In addition, Kyngäs, Kääriäinen and Elo, (2020) state that there are five strategies to establish

trustworthiness and these are credibility, transferability, dependability, and confirmability. However, Golafshani, (2003) and Hayashi Jr, Abib and Hoppen (2019) state that validity in qualitative research can have different meanings, such as rigour, trustworthiness, appropriateness, and even quality, and it can be described in many different terms. Hence, the terms, validity, trustworthiness and rigour are used in this section.

Shenton (2004) states that credibility is the first criterion that must be established in research. It is seen as the most important aspect or criterion in establishing trustworthiness. This is because credibility essentially asks the researcher to clearly link the research study's findings with reality in order to demonstrate the truth of the research study's findings. Credibility is a way of showing and proving how your research is accurate and true, and this was achieved through the use of the different methods used to collect data that is relevant to the research topic. This is also referred to as triangulation. Cope (2014) declares that dependability can be achieved when another researcher concurs with the decision trails at each stage of the research process. Dependability means that the study could be redone by another researcher and the finding would be the same. Transferability refers to findings that can be applied to other settings or groups (Houghton, Casey, Shaw, & Murphy, 2013). This can be achieved if the researcher states their research methodology clearly and adequately. Shenton (2004) adds that transferability means that another researcher can use same findings in other contexts such as similar situations, similar populations and similar phenomena.

Dzwigol (2020) states that triangulation has also been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Patton (1999) also identified four types of triangulation methods that triangulation, investigator triangulation, theory triangulation, and data source triangulation. Vogl, Schmidt and Zartler (2019) suggest the use of multiple perspective interviews (MPIs) that involves interviewing the study participants separately and triangulating their accounts during analysis to gain insights of the phenomenon. This ensures that each participant responds on their own experience and there is no copying of the responses or biasness.

#### **4.9 Research Ethics and Considerations**

According to Anderson, Newman and Matthews (2017) in research ethics, it is important to ensure voluntary informed consent and this is the legal responsibility of all researchers. This suggests that participants should participant on their own accord and not be forced into participating in the research. It was my responsibility to obtain relevant permission to conduct research in the school. The permission was also obtained from the participants who voluntarily agreed to be part of this study. According to Schuurman (2013) it is important to get consent from the research participants. He states that respondents should give their unconstrained consent to participate in the study voluntarily, that is, without physical or psychological intimidation. The names of the school and the participants were not used in order that confidentiality is maintained.

Prior to the execution of the research, ethical clearance was attained from the Research and Higher Degrees Committee of the institution where the research was conducted. There was no harm or

discomfort associated with the participation of the foundation phase teachers in the study. The UKZN Research and Higher Degrees permission as attached as appendix D.

The researcher also obtained permission to conduct the study from KwaZulu-Natal Department of Education. The permission was sent in writing and it is attached as appendix C. The Principal of Little Stars Primary School as well as SGB also granted permission to the researcher to conduct the study in the school. Permission letter is attached as appendix E.

The teachers who were the main participants in this research were also given informed consent form in order to be part of the study. The copy of the participants consent form is attached as Appendix F. The parents of the learners who would be in the classroom during observation were also informed about the study and they gave their consent, this is attached as Appendix E.

Confidentiality was ensured in order to protect the identity of the participants in the study. Pseudo names of the participants were used so that their identity was protected. The participants gave their informed consent before being part of the study. Participation in the study was voluntary. Participants were also made aware that their participation was free and that they could withdraw from the study at any time

#### **4.10 Data Analysis**

Qualitative data analysis is a process of collecting, arranging and interpreting qualitative data to understand what it represents (Thorne, 2000; Linneberg & Korsgaard, 2019). Qualitative data analysis entails the analysis of textual, visual, or audio data generated by the researcher (Mihas, 2019). During the research process the qualitative researcher needs to be clear about what they are doing and why, and to include the often-omitted ‘how’ they did their analysis in their reports (Attride-Stirling, 2001) hence the use of thematic analysis to show how the research was analysed and placed into relevant themes.

##### **4.10.1 Thematic Analysis**

According to Holton, (1998) and Boyatzis, (1998) thematic Analysis as a method was first developed by Gerald Holton, a physicist and historian of science, in the 1970s. However, in 2006, Braun and Clarke (2006) proposed an a newly organized version of thematic analysis. They define thematic analysis and also referred to it as TA. It is a method used in order to identify, analyse and interpret patterns of meanings (‘themes’) within qualitative data. In the same way, Javadi and Zarea (2016) also describe thematic analysis as a method for recognition, analysis and reporting the themes from the generated data.

However, other scholars describe TA as an approach. According to Braun, Clarke, Hayfield and Terry (2019, p. 844) “thematic analysis is perhaps best defined as “an umbrella term, designating sometimes quite different approaches aimed at identifying patterns across qualitative datasets”. Other scholars such as Boyatzis, (1998); Benites-Lazaro, Giatti & Giarolla, (2018); Gupta, Li, Farnoush & Jiang, (2022) state that thematic analysis is used to presume the meaning behind the words people use. This is accomplished by discovering repeated themes in text from the transcribed data. Nowell, Norris, White and Moules, (2017) add that these meaningful themes

reveal key perceptions into data and can be measured, particularly when paired with sentiment analysis.

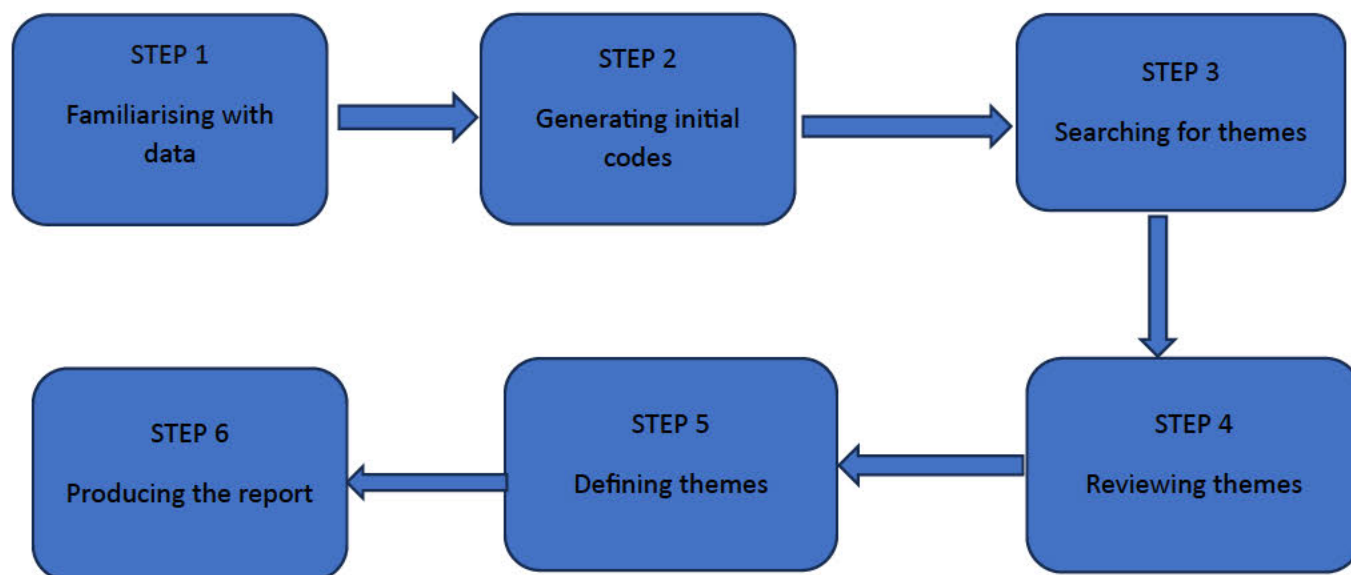
In Addition, thematic analysis is widely used in many fields such as education, psychology medicine and tourism due to the fact that it is flexible and broad (Cassol, Pétré, Degrange, Martial, Charland-Verville, Lallier & Laureys, 2018; Costa, Breda, Pinho, Bakas & Durão, 2016; Perkins, 2018). Thematic analysis is also useful for summarizing key features from large data set, as it forces the researcher to take a well-structured approach to handling data, helping to produce a clear and organized final report (King, 2004; Chen, Liu, Yan, Hu & Shi, 2021). Sharma (2022) declares thematic analysis is a qualitative data analysis method that involves reading through a data set, and identifying patterns in meaning across the data. This method is suitable for this study since it analyses a lot of recorded and transcribed data from the interviews. It is a flexible approach to qualitative analysis that enables researchers to generate new insights and concepts derived from data. Hence thematic analysis is used as the study intended to generate new insights from the generated data.

According to Maguire and Delahunt (2017) a theme is defined as a pattern that identifies and reports something important or interesting about the data and/or research question. The research organised relevant or similar data into themes, whereas Braun and Clarke (2006) state that a theme refers to a specific pattern found that captures some important information about the data in relation to the research questions. Braun & Clarke (2006, p.78) also suggest that “thematic analysis is the first qualitative method that should be learned as it provides core skills that will be useful for conducting many other kinds of analyses.” There are many scholars who encourage the use of thematic analysis and list the advantages of using TA. According to Trainor and Bundon’s (2021) thematic analysis provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed, yet it provides or informs us of the important data for the research. In addition, Sundler, Lindberg, Nilsson and Palmér (2019) also encourage that thematic analysis is used as descriptive approach which focuses on lived experience and people’s experiences of the world. Hence it is used in this study as the study focuses on teachers and their teaching experiences

According to Clarke and Braun (2013) thematic analysis is a method rather than a methodology and that it is not linked to a particular theoretical view, therefore that makes it a very flexible method that can be used in different kinds of work in learning and teaching as well as educational research as done in this study. Thematic analysis provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed, yet complex account of data (Nowell, Norris, White, & Moules, 2017; Terry, Hayfield, Clarke, & Braun, 2017) hence there are six steps or phases of thematic analysis which are described in order to provide a rich and detailed feedback of the data.

This study followed the 6-step framework by Braun and Clarke (2006). Maguire and Delahunt (2017) argue that thematic analysis is the most influential approach, in the social sciences because it offers such a clear and practical framework for doing thematic analysis. The six steps of Thematic analysis are as follows; familiarizing yourself with your data, generating initial codes,

searching for themes, reviewing themes, defining and naming themes, and lastly producing the report. Zalludi (2021) also encourages the use of the 6 step-by-step in data coding and identification of themes as an approach in educational research especially for teacher researchers who are conducting research in the classroom setting. These steps are described below and how they were used in this study.



**Figure 4.1 Adapted from Braun and Clarke (2006), Zalludi (2021)**

#### **4.10.1.1 Familiarizing yourself with your data**

Braun and Clarke, (2006) declare that this process starts when the researcher begins to look for patterns of meaning and issues of potential interest in the data which means that this may be during data generation. Liamputtong, (2009) add that during this step, the researcher while generating data needs to make notes of the relevant information. The first step involves transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.

According to Terry, Hayfield, Clarke and Braun, (2017) the first step is very important and it can be practiced during data collection stage and during observation or after observation. Maguire and Delahunt (2017) recommend that one should be very familiar with your entire body of data which is all the interviews and any other data you may be using before you go any further. In addition, Xu and Zammit (2020, p. 5) declare that “the first step of familiarizing with data not only indicates conducting and transcribing the focus groups and interviews by educational researchers themselves but also involves preparing, teaching, observing, and recording lessons in research journals to document reflections on classroom practices”. This suggests that at this stage, it is useful to make notes and write down note’s early impressions. The researcher kept a notebook and made notes during classroom observations and while conduction the interviews. This was done to also take note of the learners’ work, responses, teachers’ body language and facial expression which could not be recorded by recording device. The interview recordings of the participants were transcribed so that they could be analysed and made in to themes as suggested by Xu and Zammit (2020).

#### **4.10.1.2 Generating initial codes**

According to Braun and Clarke (2006) this step starts when the researcher reads and familiarize themselves with the generated data and have ideas as to what is contained in the data. Data in this study is the observation notes as well as interview responses. This step entails coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code (Braun & Clarke, 2006; Lochmiller, 2021). Byrne (2021) states that codes are the fundamental building blocks of what will later become themes.

Maguire and Delahunt (2017) suggest that in this step the researcher needs to start to organise the data in a meaningful and systematic way. They also add that coding reduces lots of data into small portions in order to gain meaning. Campbell, Orr, Durepos, Nguyen, Li, Whitmore and Jack (2021) suggest that this step entails generating of initial codes to organize the data, with full and equal attention given to each data item. The researcher read the data and identified interesting codes which were relevant and interesting. He then put them into themes as they are seen as important and interesting to the phenomenon. However, these codes are broad therefore the researcher needs to find themes. Byrne, (2022, p. 1397) distinguishes between semantic and latent coding. He states that “semantic codes are identified through the explicit or surface meanings of the data. The researcher does not examine beyond what a respondent has said or written”. Whereas he states “latent coding goes beyond the descriptive level of the data and attempts to identify hidden meanings or underlying assumptions, ideas, or ideologies that may shape or inform the descriptive or semantic content of the data”. This study used both semantic and latent coding because I wanted to use both so that I could produce what was expressed by the participants as it is important as well as their underlying ideas as well as the expressions of the participants such as facial and body language which were not expressed verbally.

#### **4.10.1.3 Searching for themes**

According to Braun and Clarke (2020) searching for themes is collecting codes into potential themes, gathering all data relevant to each potential theme. Byrne (2021, p. 1403) suggests that “search for themes phase begins when all relevant data items have been coded. The focus shifts from the interpretation of individual data items within the dataset, to the interpretation of aggregated meaning and meaningfulness across the dataset.” The coded data were reviewed and analysed as to how different codes may be combined according to shared meanings so that they may form themes or sub-themes. According to Vaismoradi, Jones, Turunen and Snelgrove, (2016, p.101) a “theme is what is produced through the selection and arrangement of details; through the emphasis of words, events, or images; and the actions and reactions of characters”. I produced themes from the transcribed data; which is the interviews as well as observation notes.

In addition, Byrne (2021) advises that it is the duty of the researcher to find the themes as the themes are not just waiting in the data waiting to be found. I was actively involved in interpreting the relationship among the different codes and make themes out of them in order to produce themes.

#### **4.10.1.4 Reviewing themes**

Braun and Clarke, (2006) report that the fourth phase commences once a set of themes have been developed, and they now require modification or fine-tuning. According Braun and Clarke (2020) reviewing themes requires the researcher to conduct a recursive review of the candidate themes in relation to the coded data items and the entire dataset. Nowell, Norris, White and Moules (2017) also add that during this phase, researchers review the coded data quotations for each theme to consider whether they appear to form a coherent pattern.

During this phase, it may also become evident that some themes do not have enough data to support them or the data are too diverse (Braun & Clarke, 2006). But it is common at this phase that codes, as well as themes, may be revised or removed to facilitate the most meaningful interpretation of the data. As such, it may be necessary to repeat some of the activities undertaken during phases two and three of the analysis (Byrne, 2021). During this phase the research did redefine and remove some themes which did not connect or make sense in the study or those that did not answer the research questions

#### **4.10.1.5 Defining and naming themes**

According to Byrne (2021, p. 1409) “at this stage the researcher needs to clearly define and describe the themes. A theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set.” This is one of the important phases as the researcher needs to clearly define and name the themes that we identified in the previous stage. It is also the duty of the researcher to focus on interpreting and explaining the themes that were found from the data.

Similarly, Sharma (2022) also states that defining themes involves formulating exactly what we mean by each theme and figuring out how it helps us understand the data. Naming themes involves coming up with a succinct and easily understandable name for each theme. Maguire and Delahunt (2017, p. 3351) say that in this stage you need to ask the following questions in order to be able complete this stage properly. The questions are “What is the theme saying? If there are subthemes, how do they interact and relate to the main theme? How do the themes relate to each other? The researcher in this study also used the same questions in order to generate themes.

#### **4.10.1.6 Producing the report or writing up.**

The final phase is when the researcher has established the themes and is ready to begin the final analysis and write-up of the report (Braun & Clarke, 2006). This is the final stage where the researcher reports back on all the data analysed and themes generated. This is done at the end-point of research which can be a journal article or dissertation (Bazeley, 2009; Braun & Clarke, 2021). This is contained in chapter 5 and chapter 6 where the research demonstrates how the study did thematic analysis and the themes are presented in a formal manner.

There are many advantages of utilizing thematic analysis. Braun and Clark (2006) argue that thematic analysis offers an accessible and theoretically flexible approach to analysing qualitative data. Nowell, Norris, White and Moules (2017) add that thematic analysis is an excellent tool for

reporting on teaching and learning research. They also add that there is lack of focus on rigour and relevant thematic analysis and this has implications in terms of the credibility of the research process. Therefore, it is important for the researcher to have detailed steps of thematic analysis in order for the study to be credible and rigour. However, Zalludi (2021) is of the opinion that thematic analysis is the systematic analysis of raw data from observation and research journals, students' focus groups, and a classroom teacher's semi structured interviews. Hence it is used in this study as data were generated through the use of document analysis, classroom observation as well as teachers semi-structured interviews. The steps were described so that the study is transparent and has credibility. Analysing qualitative data can present challenges, not least for inexperienced researchers. In order to make explicit the 'how' of analysis, we applied Braun and Clarke (2006) thematic analysis framework to data drawn from learning and teaching research.

#### **4.11 Research Limitations of the study**

This study was conducted in only one school. The study was only conducted with foundation phase teachers, instead of all the teachers in the primary school. This is due to the fact that my interest is in Foundation Phase as I am a teacher in this phase. There were nine teachers who formed part of the study as the school has only twelve teachers in the foundation phase. The teachers were selected according to their experience and expertise in the field while others did not want to be part of the study. However, detailed description of the setting and nature of the participants and learning environment have been explained in detail to allow other researchers in similar contexts to reproduce the study. The time spent during the observation period was also limited due to the study's time constraints.

#### **4.12 Conclusion of the chapter**

This chapter represented the exploring of the research design and methodological components of the study. The first part dealt with the research approach (qualitative research), research paradigm (interpretive) as well as the research design (case study). The second part dealt with research population as well as the data generation methods which were document analysis, classroom observation and semi-structured interviews. The third section defined thematic analysis and how it was used in this study. The fourth section elaborated on the on ensuring validity in the study as well as the research ethic relating to the study.

Chapter 5, addresses the analysis approach undertaken to conduct data analysis in this study. This chapter begins with a discussion of some aspects of CHAT and Thematic analysis which is used in the data analysis. The chapter then gives a detailed discussion and exemplification of the data analysis procedure of how transcripts were translated into themes.

## CHAPTER FIVE

### DISCUSSIONS AND DATA PRESENTATION OF TEACHERS' UNDERSTANDING OF OUTCOMES-BASED FORMS OF PEDAGOGY

#### 5.1 Introduction

The previous chapter considered the research approach and the research paradigm that underpin this study. Thematic analysis was also presented in the previous chapter as it is used in this chapter for coding and putting the generated data into themes. The research tools that were used to generate the data were described, namely document analysis, classroom observation as well as semi-structured interviews in order to respond to the research questions. Data generation was conducted in Little Stars Primary School. The name of the school as well as the names of the participants were changed and pseudonyms were used in this study for ethical reasons.

The discussion of the data presented in this chapter was generated in response to the following research questions: What are the Outcomes-Based Forms of Pedagogy used in Foundation Phase, how do teachers understand the Outcomes-Based forms of pedagogy used in foundation phase and why do teachers enact the Outcomes-Based forms of pedagogy used in foundation phase in a particular way? Document analysis was used in order to respond to the first question therefore NCS documents were reviewed. Classroom observations were utilised in order to respond to the second operational question. Lastly, semi- structured interviews were conducted in order to respond to the third question.

In the discussion section while the researcher was responding to the three research questions, the researcher also used CHAT as an analytic tool especially the Eight-Step-Model presented by Mwanza, (2002). In this study, this was achieved by using the above listed data generation methods and it was used in order to validate the results of a study as well as exploring teachers' understanding of Outcomes-Based Forms of Pedagogy.

#### 5.2 Teachers' understanding of Outcomes-Based Forms of Pedagogy through document analysis

The first method that was used to generate data in this study was through the use of document analysis. Document analysis in this study was utilised to answer the "what" question of the research. Khoza (2019) refers to the "what" question as a "descriptive question". Additionally, Khoza (2020, p. 248) adds that "it asks: What objectives, content, technologies or resources, summative assessments, and other teaching or curriculum concepts are prescribed for the teaching systems". According to Hallinger, Gümüş and Bellibaş, (2020) document analysis is a form of qualitative research that uses a methodical procedure to analyse documents and answer specific research questions. Therefore, in this study it is meant to answer the descriptive question which is; what are Outcomes-Based forms of Pedagogy. However, the "what" question was also addressed during the semi-structured interviews as teachers were asked to give their own understanding of OBFP.

The main documents that were analysed to understand what Outcomes-Based forms of Pedagogy are used were the RNCS (DBE, 2011), ATP (Annual Teaching Plan 2021-2022) curriculum documents. Kola, (2021) also adds that CAPS outlines clear learning outcomes for each grade and each subject, providing teachers with a clear idea of what their learners should be able to know, understand and demonstrate at each level. Therefore, CAPS helped teachers and made their work easier to do and manage. Teachers planning files were also reviewed in order to see how they understood and used OBFP in their classroom.

### **5.2.2 What is Outcomes-Based Forms of Pedagogy**

According to Thirumoorthy, (2021) Outcomes-Based Forms of Pedagogy is an educational philosophy that bases each part of an educational system around outcomes. Outcome-Based Forms of Pedagogy is when one starts with a clear picture of what learners able be able to do, then organizing the curriculum, teaching, and assessment to make sure that this learning eventually takes place (Spady, 1994). OBFP focuses on developing critical thinking, problem-solving, and adapting to new situations (Killen, 2000). This suggests that Outcomes-Based Form of Pedagogy is focused on the outcomes that learners need to achieve at the end of the lesson. However, Giessen-Hood (1999) defined OBFP as ‘an educational approach’ where the focus of it is not only on what the learners learn but also on how they learn. Therefore, teaching methods of OBFP are important. Furthermore, Malan (2000) explains OBFP as wide-ranging educational philosophy that it is rooted in the previous approaches of teaching (for example, competency-based learning, active learning, mastery learning, criterion-referenced instruction) but framed in a new visionary educational system in which the needs of the learners have been pre-determined and pre-modified. This means that when enacting OBFP, the teacher needs to plan activities that are learner centred and meet the needs of the learner.

However, OBFP also focuses on the holistic development of the learners in the classroom as well as how they will be as future citizens. OBFP is concerned with the learners’ content knowledge, skills, attitude and values. The general aims of the CAPS (2011, p. 5) state that “the National Curriculum Statement Grades R - 12 gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives.” This suggest that in OBFP learners will acquire skills which they will use in their classroom and in their daily lives as adults in the future. Lawson and Askill-Williams, (2007, p. 5) also add that OBFP is designed to cover the ground between the aims of the system and what happens in classrooms. They also point out that Spady in his view on OBFP is that it is future oriented as he focuses on the future and what will be like and how we want our learners to turn out at the end of their education.

Similarly, Spady (1994, p. 1) declared that “Outcome-Based Education means clearly focusing and organising everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences.” This suggests that the teacher as well as the relevant stakeholders need to have a clear picture of what is important for learners to be able to do at the end of the lesson. Then they have a duty of organising the curriculum, instruction, and

assessment to make sure that teaching and learning takes place. There are many stakeholders that are involved in making sure that teaching and learning takes place such as the teachers, parents, learners, school principal, the SGB, educational officials such as subject advisors and planners as well as the Minister of Education and other government ministers. The Department of Education officials are the ones who are involved in the changes in the curriculum.

Kretzer and Oluoch-Suleh, (2022, p. 2) declare that “the change from Curriculum 2005, usually referred to as Outcomes-Based Education (OBE) led to the introduction of the Revised National Curriculum Statement (RNCS), then the National Curriculum Statement (NCS) and now the Curriculum and Assessment Policy Statement (CAPS)”. This statement suggests that there have been many changes to the curriculum ever since the abolition of apartheid education. The National Curriculum Statement (NCS) and Outcomes-Based Education (OBE) are educational frameworks that have been implemented to guide teaching and learning in schools (Vandeyar & Killen, 2003; Kumar & Kumar, 2019).

The Republic of South Africa National Curriculum Statement (2011) has the following principles: Social transformation which states that it ensures that the educational inequities of the past are rectified, and that there are equal educational opportunities are provided for all sections of the population and all races. It also aims to promote active and critical learning which encourages an active and critical approach to learning instead of rote and uncritical learning of given truths. This suggests that learners are meant to be active in the classroom and be critical thinkers. NCS also promotes high knowledge and high skills where the minimum standards of knowledge and skills to be achieved at each grade are specified and they are also set high, achievable standards in all subjects for learners to achieve. Additionally, it seeks to promote Human rights, inclusivity, environmental and social justice by infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. Lastly, the National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors which also appreciating indigenous knowledge systems as well as acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution.

Furthermore, the NCS also lists the following principles which encourage learners to be able to think on their own and work as a group or a community. The National Curriculum Statement also aims to produce learners that are able to identify and solve problems and make decisions using critical and creative thinking and work effectively as individuals and with others as members of a team. This suggests that groupwork and collaborative work is essential in schools. The NCS also aims to produced learners who can organise and manage themselves and their activities responsibly and efficiently. This also aims to produce learners who are able to collect, analyse, organise and critically evaluate information on their own or with the assistance of their teachers. Learners are also encouraged to communicate effectively using visual, symbolic and/or language skills in

various modes and to use science and technology effectively and critically showing responsibility towards the environment and the health of others. Lastly learners need to demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

NCS seems to promote the development of critical thinking of learners. It appears that the curriculum also encourages the development to knowledge, skills and attitude of learners. The curriculum document encourages a lot of group work as well as communication between the learners. In all subject areas, the use of group work is encouraged, in mathematics it is announced that (DBE, 2011, p. 11) “Small group focused lessons: are most effective when the teacher takes a small group of learners (8 to 12) who have the same ability with her on the floor or at their tables, while the rest of the class is engaged in independent activities.” CAPS goes as far as to suggest the number of learners that should be in each group. This makes it much easier for teachers who are novice.

### **5.3 Teachers’ understanding of OBFP through classroom observation**

Classroom observation was used in order to answer the operational “how” question of this study (Khoza, 2019). The question seeks to explore how teachers teach by utilizing Outcomes-Based forms of Pedagogy in their classroom. However, there is an overlap between the observations (how) and the what questions. The observation (how) aspect was used to triangulate the “what” questions from the interviews. The observation process was conducted two times in each class, that is before the interviews and after conduction the interviews. This was done with the purpose of observing whether teachers conducted themselves differently after the interviews.

During classroom observations, the learners’ written class work as well as the teachers’ files were observed to check whether their teaching method correspond with the instructions set out in the CAPS and in ATP documents. The first thing I noticed when entering the classroom is how the learners were all seated in their desks in class. All the teachers sat the learners in groups of either four or six. The classrooms were also well-decorated with charts for all content areas such as Literacy, Mathematics and Life Skills. All the classes had a time table and class rules. There were also reading corners which had IsiZulu and English readers for the learners. A few of the classes had nature corners where there were plants, stones and sand. One class had a chart of trees and animals as the nature corner background.

All the classes had learners’ exercise books as well as DBE books which were neatly displayed for learners’ easy access for daily use (Fleisch & Dixon, 2019). The teacher made sure that each learner had their own book. The teacher also made sure that the DBE books handed out to learners when they would be used during the lesson. This shows that teachers were prepared for the lesson and had read the lesson plan beforehand.

### **5.3.1 Preparation of lesson**

Teachers were well prepared for the lessons as lesson planners or files were on hand. Furthermore, DBE provided teachers with detailed lesson plans as well as resources that they need to have prepared for the lesson. The only subject or content area that requires teachers to write their own lesson plan is Life Skills but the ATP guides the teachers on how and what they need to teach the learners. The teachers had worksheets prepared as well as relevant charts which showed preparedness for the lesson.

### **5.3.2 Introduction of Lesson**

The teachers used different yet interesting ways to introduce the lesson. Most of them introduced the lesson by asking learners questions to establish how much they knew about the topic. Some teachers used songs that related to the topic or content area to be discussed. Teachers informed the learners of the outcomes they were meant to achieve at the end of the lesson when they introduced the lesson.

As part of her lesson introduction, participant 1 asked learners to count forwards and backwards from 1 to 50. She also asked them some mental mathematics where they had to know which number comes first, which number was in between or which one was bigger or smaller. Participant 2 informed the learners what they would be doing and what they needed to be able to do at the end of the lesson, hence the outcomes were clearly described at the beginning of the lesson. Similarly, participant 7 did inform the learners that they needed to read a comprehension text and answer questions. The teacher read the text first then allowed learners to read individually.

### **5.3.3 Content Presentation**

The teachers clearly presented the content to the learners and used different teaching methods so that learners were able to understand the content. They used questions to find out what learners knew. They used resources to present new content to the learners. The writing board was significantly used by all teachers in their classrooms. The teachers used many effective content presentation strategies so that learners were fully engaged during the lesson and they also understood the presented content. Morosan, Dawson and Whalen (2017) declare that effective content presentation engages learners, promotes active learning, and facilitates the understanding and retention of information.

### **5.3.4 Teaching and Learning Strategies**

The teachers play a vital role in introducing the lesson and content delivery to the foundation phase learners. DBE (2011) pointed out that in Mathematics when learners are involved in Whole Class activity. The whole class activity focused mainly on mental mathematics, consolidation of concepts and allocation of independent activities. The whole class activity is 20 minutes long and it is done at the beginning of the mathematics lesson. During this time the teacher can also consolidate concepts that are a little challenging. Also important is that the teacher should assign the class their general class activity as well as independent activities that they do on their own while she gets on with the small group focused sessions.

### **5.3.5 Teaching and Learning Resources**

Teachers used many resources in the classroom to assist learners to understand the content better. The curriculum gives teachers a suggestion of the resources they can use in the classrooms when teaching. In Mathematics, the suggested resources are counters, a large dice, a big counting frame, height chart, big 1 - 100 and 101 - 200 number grid posters (100 - charts), different number lines (vertical and horizontal), a set of flash cards (expanding cards) as well as Play money (coins and notes). Most classrooms had these resources displayed on their walls for the learners to use during teaching and learning.

Teaching and learning resources are important for both teachers and the learners. It is a part of the teaching-learning strategy and provides teachers with valuable information on different topics that can be used to introduce content to the learners (Smith, & Casserly, 2006; Pino & Viladot, 2019). This suggests that resources are not only useful to the learner but to the teacher as well. Teachers use different resources to keep them updated with the classroom learning material (content) such as the prescribed DBE book, charts and concrete objects. However, the lack of relevant resources can hinder teaching and learning. In a study conducted by Mishra, Gupta and Shree (2020) about online teaching-learning in higher education during lockdown period of COVID-19 pandemic. The study revealed that the lack of computers and internet as resources led to many learners not being able to learn at home.

Participant 1 used a number chart and counters for counting in her mathematics lesson. She also used a worksheet on which learners were able to see, trace and write the number 9 as well as count nine objects on the worksheets. Participant 2 used DBE books, charts and worksheets where learners were able to identify words with an 'a' sound. In their DBE books, they did an activity where they worked in pairs circling words that start with the letter a. This was used as informal assessment for the learners. Participant 4 also used DBE books, worksheets and the chalkboard. Participant 5 taught a Mathematics lesson as well and used a calendar, board and worksheets to teach learners about months. Learners seem to understand better when the DBE activity was used.

#### **5.3.5.1 Teacher-Centred Teaching and Learning**

According to Emaliana (2017) teacher-centered teaching is also referred to as the traditional or teacher-directed approach. It is a method of instruction where the teacher undertakes the central role in the classroom. During the classroom observations, teacher centred teaching was used by most teachers at the beginning of the lesson. The teacher worked as an instructor as they directed learners on how to read, count or write. During teacher-centred teaching and learning, the teacher used mostly demonstration to show learners how writing is supposed to be done (Lating, 2022).

The teachers in foundation phase use a lot of teacher-centred approach as learners are still young and need the guidance of the teachers. Most of the learners paid a lot of attention and showed interest as the teacher was the trusted adult to the learners. Barkley and Major (2018) suggest that

in the teacher-centered teaching the teacher delivers content knowledge through presentations and learners have a duty to listen as well as absorb the information presented. The teacher can use learner-centred methods to get learners more involved in their own learning as well as teaching each other.

### **5.3.5.2 Learner Centred Teaching and Learning Methods**

During the classroom observation, teachers used a lot of learner-centred teaching methods. Firstly, learners were seated in groups to encourage working together and to develop communication skills. Learners were also engaged in activities where they had to work in pairs or in groups. This was done in all subject areas. In Literacy (IsiZulu and English), they were involved in whole class, group and paired reading activities. This is also encouraged in the NCS (2011, p. 23) English document that;

The pedagogy should encourage co-operative, participatory and interactive learning and teaching through pair work, small group activities and learners should be given plenty opportunities to express themselves in the new language by using language chunks (respond to greetings, engage in dialogues, play language games, action songs etc.)

According to Khan, Egbue, Palkie, & Madden, (2017, p. 107) “Student engagement is key to successful teaching and learning, irrespective of the content and format of the content delivery mechanism.” Singh, (2017) advocates that active learning is a teaching approach where learners are actively involved in their learning process instead of sitting quietly and listening. This suggests that learners need to be involved in their acquisition of knowledge. During the observations, teachers achieved this by using learner-centred strategies such as groupwork, pairs, question-and-answer sessions, discussion and demonstrations. During the classroom observation, teachers placed learners into groups in nearly all subject areas. In Literacy, they read in groups and in pairs. In Maths, the teachers used whole class teaching as well as group activities.

### **5.3.6 Classroom Management**

Classroom management refers to how teachers monitor and control the learners’ work as well as their behaviour (Franklin & Harrington, 2019). Classroom management in primary schools refers to the strategies used by teachers to create a positive and conducive learning environment for young learners (Korpershoek, Harms, de Boer, van Kuijk & Doolaard, 2014; Rohmawati & Pahlevi, 2023). This suggests that it is the teacher’s duty to maintain discipline in their classroom especially in primary schools.

The first strategy teachers used was to organise the classroom so that it was conducive for teaching and learning. The classroom was not over crowded. Learners were all seated in their desks. Learners were seating in groups which were arranged according to their abilities. The classroom was decorated with charts as well as books to assist in learning. The second strategy is that there was a classroom rules chart in all the classes that I observed. Rules were clear and visible to all the learners so they could recognise and follow them. All classes had charts of the class timetable so

each learner knew the times at which the content subjects took place. The teacher also used the help of class prefects to help organise and control the learners' behavior in the classroom.

### **5.3.7 Learning outcomes promote knowledge, skills, attitude and values**

According to Tam (2014) learning outcomes refer to the knowledge, skills, attitudes, or competencies that learners are expected to achieve at the end of a learning experience which can be a lesson, unit, course, or educational programme. Activity Theory proposes that human activities are not isolated, but occur within a larger socio-cultural context and are shaped by social, cultural, and historical factors. (Jonassen, & Rohrer-Murphy, 1999; Uden, 2007). Engeström et al., (1999) declares that when gathering data about teachers, as the subjects of the activity, has been traditionally described as studying their attributes. These attributes have been characterised in different ways as referring to the subject's knowledge, beliefs, perspectives, attitudes and/or ideas, as well as affects, emotions and motivations (Karasavvidis, 2009). Knowledge, skills and values are in content knowledge that need to be promoted by the teacher.

Therefore, CHAT encourages human activity which is purposeful and promotes skills, knowledge and attitudes of the learners in the classroom and as future citizens. This suggests that at the end of each lesson, it was appropriate to find out whether the learning outcomes were achieved as well as whether learners acquired knowledge, skills, attitudes and values of the content that was presented to them. Therefore, it is important that learners must show that they have developed their skills, values and attitudes in the classroom. However, since these are foundation phase learners it is the responsibility of the teacher to promote skills, attitudes and values during teaching and learning (Chong, & Cheah, 2009; Mahlo, 2011). Some learners were slow to complete the task and others did not understand the content which led to them not achieving the outcome.

## **5.4 Semi-structured interviews**

Relevant and important questions were asked during the semi-structured interviews to determine why teachers used Outcomes Based Forms of Pedagogy during teaching and learning in their classrooms. The semi-structured interview questions helped the researcher to address research question three that dealt with "why" (philosophical question) (Khoza, 2019). In this study this question was: Why do teachers use Outcomes Based Forms of Pedagogy in foundation phase?

### **5.4.1 Teachers' understanding of Outcomes-Based Forms of Pedagogy**

This section deals with the first section of the interviews which is how teachers understood and used Outcomes-Based form of pedagogy in the classroom during teaching and learning. The teachers' responses to the questions about what is OBFP to them, how they use it in the classroom as well as why they utilised OBFP in the classroom were important for this study.

#### **5.4.1.1 Teachers' understanding of Outcomes Based Forms of pedagogy.**

According to Gervais, (2016) and Asim et al. (2021) Outcomes-Based Forms of Pedagogy, also known as outcome-based education or competency-based education focuses on essential precise learning outcomes or competencies that learners are expected to achieve by the end of the lesson. In OBFP, the main focus is on outcomes and this creates a clear expectation of what needs to be accomplished by the end of the lesson (Sewagegn, 2020) Therefore, learners will understand what is expected of them and teachers will know what they need to teach during the course. This section responded to the “what” question that was directed to the teachers during the interviews. The question was;

#### **Participant 1 explained what they understood about the term Outcomes-Based Forms of Pedagogy?**

*Eeh, I think, what I understand about this it is outcomes-based forms of teaching and it is learner centred, eeh you have to teach children in groups.*

#### **Participant 2 declared:**

*Its teaching that puts learners first. eeh It is when a teacher tells the learners of the outcomes that they need to achieve at the end of the lesson*

#### **Participant 4 hesitated;**

*Mmmh, it is about how we teach; it is how we teach our learners, methods mmmh, how do we group them mmmh in order to teach them.*

#### **Participant 5 said:**

*I think it is about the education that emphasis eeh the outcomes, eeh of what the learners should be taught and what learners should know at the end of the lesson.*

#### **Participant 6 expressed:**

*According to the word, ok, I think it is like OBE where outcomes and learners are put first. I usually tell learners at the beginning of the lesson as to the outcome they need to achieve at the end of the lesson. Eeh, I think it is about that.*

#### **Participant 7announced:**

*Eeh, I can say, eeh, mmmh I think it's more or less OBE. Eh, it is the way of teaching by putting learners first.*

#### **Participant 8 declared:**

*I think it is about informing learners in the beginning of the class of the outcomes they need to achieve at the end of the lesson. eeh, I think, it is about the learners knowing what you need to achieve at the end of the lesson.*

**Participant 9 thought:**

*I think eeh, it is what learners must know at the end of the lesson and it is the outcomes. It is like OBE. Where outcomes are important. It is about teaching learners and putting them first.*

From these teachers' responses, it was noticeable that teachers are aware that when teaching using Outcome Based Forms of Pedagogy, outcomes are important and that the teachers need to inform the learners of the outcomes they need to achieve at the end of the lesson. Nearly all teachers were aware that outcomes are important in OBFP and the learners needed to be aware of the outcome from the beginning of the lesson. This was also influenced by the fact that most of the teachers have more than 10 years of teaching experience and were part of the enactment of OBE. The teachers were either in colleges or in the teaching field already in 1997 when OBE was introduced in South Africa. They were part of the educational change; therefore, they are aware of Outcome-Based forms of Pedagogy which was introduced by OBE.

**5.4.1.2 Groupwork in the classroom**

Teachers were also aware that they needed to use activities which are learner-centred such as putting learners in groups and in pairs so they could learn from one another. They used a lot of learner-centred activities. (Seng, 2014; Rapanta ,2021). Killen (2007) also adds that teaching and learning strategies describe the ways in which educators apply skills, techniques and styles. Educators need to apply a variety of teaching strategies to allow learners to demonstrate the learning they have mastered (Marks, 2015). Similarly, it is advocated by scholars that effective small group teaching and learning strategies increase student engagement, retention of knowledge, self-directed learning, communication skills, teamwork ability, and peer discussion (Meo, 2013; Burgess, van Diggele, Roberts, & Mellis, 2020)

This suggests that teachers need to let learners to work in groups or pairs, in order to demonstrate their level of knowledge acquisition and skills development. When teachers were asked how they used OBFP in the classroom, they responded in different ways but groupwork was used as part of OBFP.

**Participant 2 explained how they used OBFP in the classroom:**

*Eeh, I use this, I use it when teaching Maths and languages where learners work in groups or pairs, yes.*

**Participant 4 explained:**

*Yes, I think it is best to group them. Eeh, I group them according to their abilities. The highest one, eeh in other group and the slow learners in another group. Yes, learners work in groups and pairs so that they can help each other as well as develop their communication skills*

**Participant 7 expressed:**

*In my class I use it by allowing them to work in groups and in pairs but sometimes it is whole class activity*

**Participant 9 said:**

*Eeh, I use it by putting learners in groups, pairs and to work independently.*

The teacher's responses suggest that they used groupwork and pairing so that learners could learn from each other. The responses suggest that teachers placed a lot of importance in groupwork. This could be influenced by their teaching experience and policy documents. Groupwork is also recommended by the policy documents as the documents suggest how teachers should place learners in groups during the different lessons.

#### **5.4.1.3 Teachers grouped learners according to their abilities**

Teachers were of the opinion that learners need to be grouped according to their abilities or levels. This was done in order to give them the much-needed support and attention during teaching and learning. Mitchell and Sutherland, (2020) declare that it is important to create a supportive and inclusive learning environment that values different learning styles and allows each learner to excel in their unique way. Learners have their own unique learning styles or multiple learning intelligences as described by Gardner (1993) and (Qomariyah & Fajar, 2019). The question was: "Why do you group learners during teaching and learning?"

**Participant 1 explained why they grouped learners teaching and learning:**

*Eeh, we group children. When we introduce as a class and we go to groups and its according to their abilities.*

**Participant 5 hesitated:**

*Eeh, during teaching and learning I make the learners to work in groups that's what I do.*

**Participant 8 disclosed:**

*Eeh, I place them in group according to their levels so I know which group needs my help more and they can assist each other. yes.*

The teachers' responses suggest that they placed learners into groups mainly so that they learn from each other. They placed learners in different ability groups so that they could help each other as well as influence each other during teaching and learning. However, during paired reading and group guided reading learners were placed into same ability groups. Teachers were guided by their

lesson plans as to how to place the learners into groups. This was observed during the observation sessions where some teachers

#### **5.4.1.4 Learners assist each other in OBFP classroom.**

There is a lot of learner participation and active learning in class. It would seem like learners learn more from each other than the teacher (Chang, Krishnamurthy, Agarwal, Daumé III, & Langford, 2015; Einstein, 2023). OBFP promotes active learner engagement through interactive and hands-on learning experiences. Learners are encouraged to participate in discussions, problem-solving activities, group work, and other activities that facilitate deep understanding and application of knowledge (Holmes, Tracy, Painter, Oestreich & Park, 2015; Ahshan, 2021).

#### **Participant 4 revealed if they used teacher-centred or learner-centred teaching and learning methods?**

*Mmmh, both methods. The two of them. Sometimes they teach each other, mmmh sometimes I use learner-centred methods so I can assist learner and they can also learn from one another. the ones who know the work can help the other, or eeh sometimes it is me as the teacher.*

#### **Participant 6 said:**

*Eeh, because many children understand the teacher but it is best to use peer teaching and group as it is best to learn from one another. I think other learners learn best from others.*

#### **Participant 8 claimed:**

*I use a lot of demonstration methods. I also group learners so they can work with each other and help one another. Mmmh, yes, there are many methods that I also use like working in pairs and peer teaching.*

#### **Participant 9 announced:**

*Mmmh, I also let the learners work using peer teaching and demonstration methods.*

#### **5.4.1.5 Teachers let learners learn and discover on their own**

The Learner-Centred Approach (LCA) encourages active participation of learners in the classroom. Baghoussi, (2021) declares that OBFP is also referred to as competence-based learning and it has Learner-Centred Approach (LCA) principles, and it derives from the constructivist theories of learning. Attard et al., (2010, p.5) add that these approaches “take learners seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking”. The DoE (2003, p. 12) states that “it intended to promote the values of human rights, inclusivity, environmental and social justice to all South Africans, as well as to develop an internationally competitive nation with literate, creative and critically thinking citizens”. This suggests that in LCA active learning is paramount. OBFP aims at

developing learners' skills as well as developing their critical thinking skills. Hence teachers also advocated for learners' active learning in school as well as learners' discovering of knowledge for themselves.

**Participant 2 explained why they used learner-centred methods:**

*Mmmh, eeh, I let learners learn and discover on their own. Eh, I just guide them to the right direction*

**Participant 4 also declared:**

*Mmmh, I let learn to learn and discover on their own.*

Teachers let learners work on their own, this helps boosts their confidence and they will be independent individuals in future (Bell, 2010). Franklin and Harrington, (2019) also point out that teachers need to empower the learners with the means to critically analyse the world around them in order to develop into critical independent thinkers. Teachers used inquiry-based learning which encourages learners to investigate and explore topics of interest on their own. It promotes active engagement and critical thinking skills as learners make discoveries and construct their own knowledge (Wale & Bishaw, 2020).

**5.4.1.6 Teacher as instructor at the beginning of the lesson**

Teachers worked as instructors and the lesson was teacher centred at the beginning of the lesson or when a new concept was introduced to the learners. Talin, (2014) and Wang, (2017) are of the opinion that teacher-centred methods are used at the beginning of a lesson to provide an overview of the topic, create instructional goals, as well as set the stage for learning. This suggests that during this method, the teacher takes the lead in delivering content, introducing new concepts, guiding the initial stages of the lesson as well as demonstration to the learners. The teacher moves the learners from known to unknown knowledge (AlDahdouh, Osorio & Caires, (2015). Teachers were aware that it is their duty to be deliverers of new content knowledge.

**Participant 2 explained why they used teacher-centred methods when teaching:**

*I use teacher-centred methods when I introduce or when I start the lesson. When I teach them how to read as well as hand writing.*

**Participant 4 stated:**

*I also use teacher-centred methods at the beginning of the lesson when I introduce new concept to the learners.*

**Participant 5 said:**

*Eeh, I use both methods. Mmmh if I introduce a lesson. Every time when I introduce a lesson, I use teacher-centred method where I tell and show learners what to do. By that, I elaborating what it is the lesson all about.*

**Participant 6 explained:**

*Okay, let's say in Maths I usually use teacher-centred method at the beginning of the lesson so eeh, I can explain to the learners and we do whole class activity where we count and do mental sums together as a class.*

**Participant 7 described:**

*Uum, at the beginning of the lesson, I use teacher-centred method as I want to introduce the lesson and show the learners how things are done.*

**Participant 9 disclosed:**

*Eeh, I usually use both methods. Eh, when I introduce the topic at the beginning of the lesson I use teacher-centred so I can move learners from known to unknown.*

Although teachers used teacher-centered methods at the beginning of the lesson, they also asked learners questions in order to ascertain their knowledge level of the topic before bringing in new knowledge. However, this indicated that the teacher-centred method was somehow learner-centred as learners had to respond to the teacher's question. Emaliana, (2017) declares that asking questions in class encourages active engagement and helps the teachers measure the learners' understanding of the topic.

#### **5.4.1.7 Teachers' opinion of OBF**

Teachers were asked whether they found OBF effective as a teaching and learning method.

**Participant 2 explained:**

*Eh, I think, it is helpful as learners perform better and learn to share and communicate better. It boosts eh, their self-confidence as they teach each other in class*

**Participant 4 agreed:**

*Yes, mmmh, it is helpful, it is very helpful to the learners because eeh slow learners are helped by other learners and yes, they seem to perform better some of the results in Maths, reading improves a lot. Learners also learn better from one another.*

**Participant 6 approved:**

*Yes, I think, it is effective as learners improve their performance in class and working with others improves their communicating skills as they work and help each other as a community.*

**Participant 7 added:**

*Yes, mmmh, it is very useful to use both methods especially to below average learners, they gain a lot from their peers than teachers. This also improves their skills so they are able to even copy from one another.*

**Participant 9 also declared:**

*Yes, I think, it is effective as the learners pass more in class. Eeh, they perform better and their skills are developed such as reading skills and confidence as well as communication skills.*

Nearly, all the teachers had positive comments about the effectiveness of OBFP. They even went as far as mentioning how they witnessed the effectiveness of OBFP. OBFP is effective in improving the learners' pass rate as well as improve their communication skills. OBFP is also effective in improving the learners' critical thinking skills.

**5.4.2 The use of resources in the classroom**

The use of resources in the classroom is essential for creating an engaging and effective learning environment especially to learners in the foundation phase. Resources help learners to achieve their learning outcomes. The effective use of resources involves selecting and designing resource materials that are in line with the curriculum, instructional goals, and learners' learning needs (VanTassel-Baska, 2005; Pepin & Kock, 2021).

**5.4.2.1 Resources used by teachers**

Teachers used more than one kind of resource during teaching and learning. They used prescribed resources which are the worksheets, charts, readers, big books and DBE books. These resources, when used correctly, can capture learners' interest and engage them in the learning process (Ho & Nguyen, 2022). Resources also provide interactive elements that make the content more stimulating and appealing to learners (Muntean, 2011; Zeng, Parks & Shang, 2020). Learners enjoy things they can see, touch and feel. The use of different learning resources helps to get the attention of many learners and their different learning styles.

**Participant 2 explained what resources they used during teaching and learning:**

*Well in my class, eeh I use charts, worksheets and counters and other resources.*

**Participant 5 stated:**

*Eeh, it depends on the learning area that I am teaching. Ya, If I am teaching IsiZulu have big books, we have the small books and we have the readers. In English, we have counters, we have charts and we have mmm what else, we have number lines and so forth.*

**Participant 8 explained:**

*I use real objects, eeh charts as well as counters so it can be things that they can touch and this also helps them to remember. So, they are able to see and do practical activities.*

Teachers used different kinds of resources in the classroom in order for learning to take place. The many listed resources are made available to the teachers by the Department to Education or the school. However, some teachers seem to prefer to use real objects as resources in their classroom

especially during Maths lesson. Using concrete objects is also recommended by many scholars who encourage the use of concrete objects, as it helps learners to see and touch objects and it will help them understand content and concepts better (English & Halford, 2012; Van de Walle, Karp & Bay-Williams, 2014).

#### **5.4.2.2 Authentic resources used by teachers**

Besides the use of books, charts and DBE books teachers use real and concrete objects during teaching and learning as resources in the classroom to enhance learners' learning experiences. These objects provide tangible and hands-on learning opportunities, allowing learners to engage with the material in a more concrete and meaningful way. The use of concrete objects that learners can see, touch and feel is an approach that comes from constructivism (Flick, 1993;

#### **Participant 4 explained why and how they used concrete objects**

*I, well I prefer real objects. Let's say, I use mostly real objects for example when doing fractions, I cut an apple or an orange so they can see and experience the whole, the half and the quarters. Yes, learners enjoy this a lot.*

#### **Participant 7 declared:**

*I use a lot of charts as well as real objects. For instance, mmmh, if I am teaching them about crossing the road. I can take them to the road to cross so they know how it is done and have real experience. If we are learning about trees, we can look at real trees so they can see what they look like.*

#### **Participant 8**

*I, in class, I use real objects, charts as well as counters so it can be things that they can touch and this also helps them to remember. Mmmh, so, they are able to see and do practical activities*

Teachers who use real or concrete objects made learning more fun and interesting for the learners. The use of real or concrete objects as resources by teachers, makes learning more engaging, interactive, and relatable (Bush, Webb, Kress, Yang & Perkins, 2018). Through the use of real concrete objects, learners were able to connect abstract concepts to concrete experiences, enhancing their understanding and retention of the material and to gain real experience.

#### **5.4.2.3 Real live resources used to gain real experience**

The use of real or live resources is advantageous to learners as some learners learn best by using their eyes and hands. This is referred to as real-world experience. According to Indriati, Neo, and Tan, (2023) real-world experiences in the classroom is integrating practical, hands-on activities, and real-life situations into the teaching and learning environment. Boling, Hough, Krinsky, Saleem and Stevens (2012) were of the opinion that real-world experiences classroom learning are helpful and conducive in teaching and learning. The use of real-world experiences makes learning more relevant to the learners' lives by connecting classroom concepts to practical applications (Gainsburg, 2008; Benson-O'Connor, McDaniel, & Carr, 2019).

**Participant 4 clarified:**

*I use mostly real objects for example when doing fractions, I cut an apple or an orange so they can see and experience the whole, half and quarters. Learners enjoy this a lot.*

**Participant 6 explained:**

*Eeh, I usually use concrete objects such as counters. If we are doing addition, they use counters especially those who are below average. This, mmmh helps them to be able to work and understand the sums better. Some learners work better by using visual and concrete objects and by touching things.*

**Participant 7 expressed:**

*For instance, if I am teaching them about crossing the road. I can take them to the road to cross so they know how it is done and have real experience. If we are learning about trees, we can look at real trees so they can see what they look like.*

The use of real as well as experiencing objects or content is effective for the learners as they are engaged in their learning and they will not forget easily something that they have experienced. Schiera (2019) also pointed out that the experience also gives meaning to the new knowledge that they have acquired. The use of real-world experiences is useful as it captures the learners' interest and motivation by presenting them tasks or activities they can solve or explore (Chiang, Yang, & Hwang, 2014; Camacho, de la Guía, Olivares, Flores, & Orozco-Barbosa, 2020). This hands-on and experiential approach fosters active engagement and enthusiasm for learning, as learners can see the purpose and value of their educational experiences.

**5.4.2.4 DBE books were used as teaching resources**

The DBE (Department of Basic Education) has provided books which are used as teaching resources during teaching and learning. Teachers refer to these books as DBE book since they were designed and provided by the Department of Basic Education (DBE). These books were designed to align with the curriculum and provide teachers with structured content and activities to support teaching and learning (Hoadley & Galant, 2016).

**Participant 1 answered;**

*Eeh, apart from the board, eeh, there are charts as well as books, DBE books. Eeh, DBE books are very useful to the learners because it is colourful and attractive to the learners*

**Participant 5 declared;**

*We have DBE books, readers and big books as reading resources.*

**Participant 6 revealed:**

*...DBE books are also used so learning can be successful.*

#### **5.4.2.5 Resources are effective in teaching and learning**

Resources play an important role in teaching and learning. Teachers were of the opinion that resources helped them to pass knowledge better to the foundation phase learners. Unlike other schools in rural areas, the school was very lucky to have access to all the resources and the teachers used them wisely during teaching and learning. According to Puspitarini and Hanif, (2019)

#### **Participant 4 mentioned:**

*It is helpful as this helps learners to perform better when using real objects.*

#### **Participant 6 revealed:**

*Learners work better and perform well if resources are used. They can do the work on their own.*

#### **Participant 7 declared:**

*Well, I see through their assessment results. If we do an activity, learners pass and they also respond when being asked oral questions. They also participate which shows that they are involved in their teaching and learning.*

Resources are effective, I see through their assessment results. If we do an activity, learners pass and they also respond when being asked oral questions. They also participate which shows that they are involved in their teaching and learning.

#### **5.4.3 Teachers' understanding of class activities are differentiated**

During the interviews, all the teachers expressed that they gave learners different work but this was not the case in some classrooms. As all learners were given the same activities. This suggests that teachers misunderstood what differentiated teaching and learning meant. However, teachers spent more time explaining and assisting learners who had difficulties in completing the tasks. Curriculum differentiation is encouraged by UNESCO (2000) when they declare, the Education for All movement which aimed to overcome inequalities in educational systems by 2015, whereas the UN convention on the Rights of Persons with Disabilities (2006): recognized the rights of all learners to be included and receive the individual support they may require. This suggests that all learners need to be accommodated in the classroom no matter their race, background or disability.

Consequently, when teachers used differentiated class activities, teachers could create inclusive and engaging learning environments that cater to all the diverse needs of their learners (Voltz, Sims & Nelson, 2010; Sharp, Jarvis & McMillan, 2020). Additionally, DOE (2011, p. 5) encourages curriculum differentiation as it states “the key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centers.” To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education’s Guidelines for Inclusive Teaching and Learning (2010). Differentiation helps ensure

that all learners have access to suitable challenges, support, and opportunities for growth and development in the classroom (Tomlinson, 2017).

#### **5.4.3.1 Differentiated class activities**

All learners are different and have different learning styles or abilities. Therefore, it is the responsibility of the teacher to make sure that each learner is accommodated in the classroom. Franklin and Harrington, (2019) suggest that teachers need to take responsibility for the various methods of teaching and instruction in the classroom. During the interview sessions, all the teachers declared that they give learners different activities to accommodate the diversity that exist among them.

#### **Participant 1 explained if they used the same or different activities in the classroom:**

*Eeh, I give them different activities as they are not the same.*

#### **Participant 2 stated:**

*They get different tasks of the same content as they are not the same*

#### **Participant 3 said:**

*No, eeh, I use different tasks or activities because the learners are different*

#### **Participant 4 expressed**

*No, not same. Mmmh, I give them different tasks or activities. Those that know, I give them extra work and Emm those who are slow get less work.*

#### **Participant 5 explained:**

*Eeh, we have those learners who are slow, I use different tasks and activities to accommodate the learners' abilities especially those with learning disabilities.*

#### **Participant 6 declared:**

*Class activities are not the same as the learners are not the same.*

#### **Participant 7 pointed out:**

*Learners are different so I do not give them the same activities.*

#### **Participant 8 responded:**

*Mmmh, as they have different abilities, I also give them work according to their abilities.*

#### **Participant 9 revealed:**

*I give them different work because learners are not the same.*

All the participants claimed that they gave learners differentiated class activities. However, this was not witnessed during the classroom observations. According to Suwastini, Rinawati, Jayantini and Dantes, (2021, p. 18) “differentiated instructions are generally instructions designed with diverse variations to adjust the teaching-learning process with the different characteristics of the

students.” This suggests that teachers need to have the learners’ needs, abilities and learning styles in mind when they conduct differentiated class activities.

#### **5.4.3.2 Differentiated activities to accommodate learners’ abilities**

The participants were aware of the learners’ different skills, learning abilities and levels that is why they made sure that their teaching is differentiated to accommodate each and every learner in the classroom. Dixon, Yssel, McConnell and Hardin, (2014) as well as Tzenios, (2020) add that teachers need to adjust their teaching method to accommodate the learners’ different learning abilities and styles.

##### **Participant 1 explained why they used different activities in the classroom:**

*Eeh, some are still slow and others are fast. Even reading books I give them different reading books that accommodate their level.*

##### **Participant 5 declared:**

*Our school is a full-service school so as teachers we need to accommodate learners with learning disabilities. That is why we put them into three groups which is above average*

##### **Participant 6 answered:**

*Eeh, the activity that you give the above average learners is not the same as the work you will give to the below average learner as their abilities and learning styles are not the same. So, when I make an activity, the one must be simple and easy for learners who are below average to accommodate them. Yes, the work is the same but I cannot use the same large numbers for everyone because they do not grasp the work well and they easily forget.*

##### **Participant 8 also added:**

*Well, eeh some activities are easier than others even though it is the same topic as a class. So, mmmh I also give sums that are hard to those learners who have strength to achieve them. It is not the same task but we will be doing the same topic or content.*

Participants were aware of differentiated activities and claimed that the class activities should be differentiated to accommodate the needs of the learners. Ginja and Chen, (2020) states that differentiation involves making teaching methods and teaching materials to address the different needs, strengths, and interests of all the learners in the classroom. Wan, (2017) adds that by enacting differentiated class activities teachers can cater to their learners’ diverse needs and support their academic growth and development. However, it is important to note that it is difficult to implement differentiated activities in the classroom (Brändström, 2005; Gaitas & Alves-Martins, 2017). This was seen during the class observations as teachers claimed to be using differentiated activities but the commonly used differentiated method used was the classroom sitting plan as learners sat according to their abilities.

#### **5.4.4 Classroom sitting plan**

The classroom sitting plan is an important part of teaching and learning. The sitting arrangement of the learners is determined by various factors such as the classroom size, teaching style, learner needs as well as desired learning outcomes (Bai, & Wang, 2023).

##### **5.4.4.1 Using Traditional rows**

Most of the teachers in grade 1 and 2 revealed that they sat the learners in traditional rows at the beginning of the year. However, teachers later moved learners into groups. Although, traditional rows have their benefits, it is also important to explore other seating arrangements throughout the year so that they can promote teamwork, learner involvement as well as cater for their different learning styles.

##### **Participant 1 explained how they sat the learners in the classroom:**

*Mmmh, I, eeh at the beginning of the year, I sit all the learners facing the board at the front. I do it this way so that at the beginning of the year. Eeh, they are grade one, they need to focus on the teacher and not be disturbed by others. So, mmmh if they are facing the board, they are not disturbed by others.*

##### **Participant 2 revealed:**

*Eeh, In January I put, I put all the desks to face the board.*

##### **Participant 3 explained:**

*Mmmh. In my class here in grade one, when we start learning at the beginning of the year, when school opens, all the learners face the board.*

Although the grade one teachers sat the learners in traditional rows, they were aware of other sitting arrangements. Traditional rows were only used at the beginning of the year. Teachers were flexible in their seating arrangement. Flexibility in seating arrangements can enhance the learning environment and cater to the diverse needs of learners (Kariippanon, Cliff, Lancaster, Okely & Parrish, 2018; Ackah-Jnr, & Danso, 2019). But the teachers' responses indicate that they sat learners in traditional rows so that the learners were able to see the board. This would also help them know how to write and to distinguish between left and right.

##### **5.4.4.2 Collaborative Groups**

Sitting learners in groups is recommended and has many benefits for the learners. According to Challa, Sayed and Acharya (2021) effective small group teaching and learning strategies increase learners' participation, acquisition of knowledge, communication skills and teamwork ability. They should also provide opportunities to model thinking and learning strategies, practise skills as well as learn from other sources such as peer learning. Webb, (2009) adds that it is the teacher's responsibility to form valuable group dialogue, including preparing learners for collaborative work, forming groups as well as structuring the group-work tasks. Teachers sat learners according to the abilities and gave them tasks that were at their group level.

**Participant 4 explained why they sat learners in the classroom:**

*I do this so I can help them one group at a time. I think, they also learn from one another and are encouraged to work as the other learners in their group. Sometimes, mmmh we sit according to their abilities so that the slow learners do not copy from others. I do this so that I can give the slow learners my full attention since the others can work on their own.*

**Participant 5 stated:**

*Eeh, in the classroom I sit them in groups according to their abilities because it is easy for me to help them as there are those who are high flyers, they are those who easily get bored. We differentiate the work so the learners who sit together work and do the same work. Mmmh but I sit them like that so I can assist learners who need my attention more.*

**Participant 6 said:**

*I sit them like this as it is helpful and they work together and help each other in class. Let's say, if we are counting and the other doesn't know the numbers, they can see their partner pointing at them. This also helps them to perform better during class work and in assessment tasks.*

**Participant 7 explained**

*I do this so they can help each other. If a slow learner is sitting next to a high flyer, they can help each other or the slow learner also wants to do as well as the high flyer. It is also in their nature to help each other. They are usually in groups of six sometimes they are in pairs.*

**Participant 8 elaborated:**

*I sit them according to their abilities so I can be able to assist them at the time when I can. Sometimes I mix their abilities groups especially in Maths so I can assist them and they can assist each other.*

**Participant 9**

*I sit them in groups according to their abilities so I can be able to assist them. I will know which group needs my help more.*

According to Brophy (2000) and Kyriacou (2018) sitting learners in rows provides a structured layout and it provides learners with what is expected from them. Sitting learners in groups makes it easier for the teacher to monitor learners, maintain order, and ensure everyone has equal access to instruction in the classroom (Bugis, 2018). This suggests that it does not matter how learners are seated as long as the teacher can control and manage the classroom as well as have access to

education in class. However, it is important that learners are seated in a manner where classroom rules are visible to them.

#### **5.4.5 Classroom rules and responsibilities**

##### **5.4.5.1 Classroom rules made at the beginning of the year**

The teachers and learners set the class rules together at the beginning of the year. It involves both teachers and learners working together to establish a set of guidelines and expectations that will govern as well as control the classroom environment and behaviour (Alter & Haydon, 2017). This helps the teacher and the learners to take part in classroom management. They will also be accountable to the rules when they break them at a later stage. This gives learners a sense of responsibility and being part of decision-making in the classroom since rules are discussed in class when every learner is present.

##### **Participant 1 responded to how do teachers make class rules work and do they work?**

*Eeh, they are working because we do them together. Actually, eh, we make these rules together at the beginning of the year.*

##### **Participant 2 explained;**

*Mmmh, yes, they work, they also remind each other of the class rules that we made together in class at the beginning of the year.*

##### **Participant 6**

*Eeh, we usually discuss and make the class rules at the beginning of the year.*

Setting the rules at the beginning of the year lets learners know what type of behaviour is expected of them in the classroom throughout the year (Gourneau, 2014; Fisher, Frey & Hattie, 2020). This helps set the tone of the way learners are expected to behave in their class from the first day of school. Learners also have a sense of responsibility if they set their own classroom rules at the beginning of the year. (Al Asmari, 2013).

##### **5.4.5.2 Rules are made by the teachers and learners**

The classroom rules were made by the teacher and the learners at the beginning of the year. This is done to give learners responsibility and accountability to the rules that they developed. This is an excellent classroom management strategy (Allen, 2010; Cicha, Rizun, Rutecka, & Strzelecki, 2021). Although, these learners are in the foundation phase, they were part of developing their own classroom rules. This leads them to being proud of being part of the class.

##### **Participant 1 explained when asked about setting of class rules?**

*Eh, actually, each year we sit down and we make up the rules. So, eeh each time a learner misbehaves, we remind them of the rules yes.*

##### **Participant 2 said**

*Well, mmmh, they also remind each other of the class rules that we made together in class at the beginning of the year*

**Participant 6 also mentioned**

*Well, eeh we usually discuss and make the class rules at the beginning of the year. So as the year unfolds, learners use the rules well and they remind each other of the rules. Mmmh, as to what to do and what not to do.*

Learners also reminded other learners of the rules if other learners misbehaved. This showed taking control and being responsible of each other in the classroom.

**5.4.5.3 Class prefects' and class monitors' responsibilities**

Teachers used the help of others in order to manage the classroom. Class prefects and monitors are commonly utilised in classrooms to support the smooth functioning of the class and to promote responsibility and leadership among learners (Kambuga & Omollo, 2017). When teachers were asked about the number of learners in the classroom at the beginning of the interviews, they indicated that they had between thirty-five and fifty learners in each class. Therefore, it would be difficult to manage such a number of learners on their own.

**Participant 5 when asked about other methods used to manage the classroom explained:**

*Mmmh There are class prefects. Eeh, we have 6 groups and so in each group there is a representative like a prefect but for that group. For only that group.*

**Participant 6 elaborated:**

*Mmmh, yes, I have class leaders who help me a lot to check that everyone is in class and working peacefully. They also help with handing out of books in the classroom.*

**Participant 8 added:**

*Yes, you know, there are class prefects so assist monitor the class.*

Class prefects and group monitors were put in place to assist the teacher to maintain order and be responsible when the teacher was not in the classroom. However, they also had other duties in the classroom like making sure that everyone received their exercise books and readers. Class prefects and class monitors are class leaders who play many important roles such as maintaining discipline and promoting a conducive learning environment (Maina, 2010; Mlalazi, Rembe & Shumba, 2016). This suggests that they also assist the teachers in many classroom and school-related tasks besides being the noise police.

**5.4.5.4 Consequences for good or bad behaviour**

Teachers used a lot of motivation to influence learners' behaviour in the classroom (Pelletier & Rocchi, 2016). They also rewarded learners who obeyed the class rules. Teachers also used some

form of punishment on learners who misbehaved or disobeyed the classroom rules. Motivation was used in order to enforce good behavior in the classroom. According to Ilegbusi, (2013') motivation is a complex term as it includes the rewards and punishments as it also drives, forces and encouragements which can affect or influence learners' learning

**Participant 4 mentioned what teachers did to learners who behaved well or misbehaved in class;**

*Mmmh, I tell them that if they misbehave, they will not go to the library or computer class so they will behave as they like to go to computer class. If someone misbehaves, I keep them in class during computer period yes*

**Participant 7 revealed;**

*Eeh, Besides the normal rules, if a learner behaves well, I give them a star or there are songs that we sing about rules and behaving. So, it motivates them to, eeh to behave in class because they want to sing to them sometimes. I give them a hug or any token like sweets and coins. So, they are always motivated to do well as they know they will be rewarded by myself.*

**Participant 8 assured**

*You see, those learners who break the rules will not go to Robotics class. So, they will behave as they like to go to this class.*

According to Asmus, (2021) motivation plays a vital role in influencing learners' behavior in the classroom. Therefore, teachers employed several strategies to motivate learners and create a positive learning environment. They rewarded good behaviour and tried strategies to enforce good behaviour of some learners as listed above.

#### **5.4.6 Assessment tasks**

Assessment tasks are activities designed by the teacher to test whether the learners have understood the content. Assessment is used to measure whether the outcomes have been achieved or content understood by the learners (Hamilton, McKechnie, Edgerton & Wilson, 2021). Martin, Ritzhaupt, Kumar and Budhrani, (2019) also add that assessment is used to evaluate the learners' knowledge, skills and values of the learning area.

##### **5.4.6.1 Continuous assessment**

All the participants who were interviewed in this study disclosed that they used continuous assessment in the classroom. Educational assessment refers to the variety of methods and tools that help educators measure knowledge, skills, attitudes, beliefs, or educational needs of their learners (Poláková & Klímová, 2020). According to Baleni, (2015) and Wallace, Gloria & Munetsi, (2022) continuous assessment, also known as formative assessment, is an ongoing process of gathering evidence and providing feedback on learners' learning progress throughout the instructional period. It involves systematically monitoring learners' knowledge, skills, and understanding to inform instructional decisions and support their learning.

**Participant 3 responded when asked how do they assess the learners**

*Eeh, I set tests or ask learners the questions orally. We use continuous assessment for the learners.*

**Participant 4 explained;**

*Well on Monday I introduce the sounds and words then I will assess them on Friday. We have continuous assessment as prescribed in CAPS.*

**Participant 7 pointed out;**

*Eeh, there is daily assessment when I give the learners homework and I mark it the following day to see if learners understood the task. We do weekly and we do continuous assessment every Friday to test if they understand the work that was done that week.*

According to Tesfaye (2017) the primary purpose of continuous assessment is to support the learners' learning by providing feedback and identifying areas of strength and areas that need to be improved. This suggests that assessment is necessary for making sure that learners achieve the desired outcomes and also provide assistance to those who fail to meet the outcomes. Teachers can assist the learners by providing them with differentiated assessment task so each learner is able to express themselves.

**5.4.6.2 Differentiated assessment tasks**

Teachers admitted to using different assessment tasks for learners as they are different as well. Like differentiated class activities, assessment is differentiated to accommodate learners' different learning abilities, needs, skills and style (De Jesus, 2012; Furey, 2020). The use of differentiated assessments offers learners various assessment formats to accommodate their different learning styles and preferences. This we see where teachers expressed that they used oral, written and practical assessment tasks as listed below.

**Participant 1 how and why they assessed the learners declared;**

*Eeh, we do a written, oral and practical assessment. If you feel that a learner did not understand the assessment, mmmh you make sure that you clarify, mmmh we do one on one assessment.*

**Participant 5 stated;**

*Eeh, I also assess the learners according to their abilities like mmmh, there are bigger numbers for those who are below average I mean above average. They use bigger numbers but the number for below average learners will be in their level but it is the same work concept.*

**Participant 8 said;**

*Eeh, in my class, the assessment activities are not the same as learners do not have the same strength and their abilities are not the same.*

Teachers claimed that they used differentiated assessments in their classroom. However, if they were unsuccessful in using differentiated teaching and learning techniques, I seem to doubt they would be able to conduct differentiated assessment tasks. Teachers have challenges in implementing differentiated instruction and assessment (Ashraf, 2020). Implementing a differentiated instruction and assessment is challenging to teachers as they need to be aware of the learners' needs, abilities and styles and then cater to each learners needs. This may be time consuming and resources are required in order to implement differentiated teaching and assessment. Teachers would also require training and development on how to implement differentiated teaching and assessment.

## **5.5 Conclusion**

This chapter presented the data that were generated through the use of document analysis, classroom observation as well as semi-structured interviews in order to respond to the three research questions. The data were presented using themes through the teachers' responses which were quoted in order to respond to this study's research questions.

The subsequent chapter presents the data discussion where comparison, differences and similarities will be explored from what NCS pointed out about OBFP, what was observed and the participants' responses to the questions relating to their understanding of OBFP.

## CHAPTER SIX

### FINDINGS DISCUSSION AND ANALYSIS OF TEACHERS' UNDERSTANDING OF OUTCOMES-BASED FORMS OF PEDAGOGY. PART 1

#### 6.1 Introduction

The preceding chapter presented the data that were generated through the use of document analysis, classroom observation as well as semi-structured interviews with the intention of responding to the three research questions. The data were presented using themes from the document analysed, the classroom observations as well as the teachers' responses during the interviews. The teachers' responses were quoted in the study. The teachers' classroom presentations as well as their responses during the interview presented more data which could be analysed and interpreted into this chapter.

The study's research problem is that teachers did not fully understand Outcomes-Based Form of Pedagogy and therefore they failed to enact it correctly in the classroom. Teachers have different opinions and understanding of the curriculum especially Outcomes-Based of Pedagogy. According to Hoadley, (2017) teachers have different views of understanding the OBFP as we witnessed teachers following socialisation in the classrooms by placing learners in groups. Since 1994, South African teachers have been introduced to many educational policies from the DoE which could lead to them being confused on which Curriculum to follow when teaching learners in the classroom. There has been C2005, OBE, NCS and RNCS as well as CAPS. During all these changes teachers have been taken to one day or three-day workshop on how to understand and implement the new educational policies. The short teacher development courses are common and used in most countries. According to (Sellen, 2016) the average teacher spends 10.5 days per year involved in courses, workshops, conferences, and in-service training for the purposes of the teachers' professional development. However, I do not think that this enough time for teachers to learn and implement new policies from these short courses.

This chapter consists of the findings as well as discussion of the data. Data findings and discussion is divided into two sections. The first section addresses the first research question which is the descriptive "what" question from the document analysis. The second section addresses and responds to the second research question which is the "how" question from the classroom observation.

The sections are placed into themes and sub-themes that were developed from data presentation in Chapter Five. The data used in this chapter was derived from the document analysis, classroom observation process and semi-structured interviews. The findings are interpreted and compared to the research literature review presented in Chapter Two and as well as the CHAT which was presented in Chapter Three of the study. In this chapter interpretations, similarities, differences and implications will be drawn from the data presentation in previous chapter.

The findings indicate that learning outcomes are important and it is important that they are mentioned at the beginning of the lesson. The study also discovered that knowledge, skills and attitudes are important in OBFP. According to Bhat, Bhat, Raju, D'Souza and Binu, (2020) collaborative learning is essential when implementing OBFP. These are two sections that will be addressed which will be responding to the first and second research questions. Teachers are aware of the principles of OBFP however their implementations of OBFP in the classrooms is limited due to various factors which will be described below.

## **6.2 Unpacking Teachers Understanding of OBFP By Analysing Documents**

The findings from document analysis of the C2005 and RNCS gave us a clear indication that the outcomes are important in understanding and enacting Outcomes-Based Forms of Pedagogy in the classroom. OBFP also encourages the promotion and development of knowledge, skills, attitudes and values. It is the responsibility of the teacher to inform the learners of the outcomes that they need to achieve at the end of the lesson (Dolmans, De Grave, Wolfhagen, & Van Der Vleuten, 2005; Wiliam, & Thompson, 2017). It is also the duty of the teacher to encourage the development of knowledge, skills, attitudes and values in the classroom. Teachers play an important role in conveying new knowledge and skills to the learners; therefore, it is important that they understand and have enough knowledge and skills themselves so as to properly teach learners. In CHAT, the outcome is what is achieved at the end of the activity, the outcome is the result of the interaction between the subject and object in the activity system.

### **6.2.1 Learning Outcomes**

The findings of the first research question indicate that outcomes are important and they were clearly defined by the curriculum documents (C2005, OBE, RNCS, ATPs). Learning outcomes are the first principles that are essential in OBFP. Therefore, teachers have the responsibility to clearly define outcomes to the learners since this is what the learners are meant to be able to do or achieve at the end of the lesson or course (Spady, 1994; Yang & Cornelious, 2005; Akramy, 2021). However, outcomes in CHAT are the result of the activity taking place. In this study it is teaching and the outcome is effective learning. subject using the mediating artifacts in order to achieve them. This suggests that teachers need to clearly state and define what the outcomes are so that learners learn with the outcomes in mind.

#### **6.2.1.1 Outcomes well-defined**

The findings suggest that OBFP has clearly defined and stated outcomes. Spady (1994) who is the founder of OBE declares that Outcomes are very important when implementing OBFP. OBFP is a planned education system and has a clear focus on the learners' ability to achieve a learning outcome at the end of teaching and learning sessions (Spady, 1994). In the literature it mentioned that outcomes can be at the end of the lesson or at the end of the course (Mahajan & Singh, 2017) Fisher and Frey (2021) add that it is the responsibility of the teacher to inform the learners of the

outcomes they need to achieve at the end of the lesson. Learning outcomes are statements of the knowledge, skills and abilities individual learners should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences (Chisholm, 2003).

In the policy documents, C2005 and RNCS, outcomes are clearly stated which assisted the teacher a lot in the classroom. Curriculum 2005 (2002, p. 6) declared that the “outcomes to be addressed through teaching and learning are first clearly stated before developing the teaching and learning activities the learners will be engaged in”. They have an idea what they are teaching and what the learner is supposed to be able to know and do at the end of the lesson. The English PSRIP document gives teachers a clear guideline and outcomes that they need to achieve.

A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a ‘structured pedagogical programme’ or as ‘direct instruction’. For this FP EFAL programme, a routine has been designed to effectively teach each component of language in a 3- or 4-hour weekly cycle. Within this routine, selected pedagogies, or ‘core methodologies’ have been included to teach different aspects of literacy and language.

This helps the teachers to know how to teach English First Additional Language correctly by following the daily routine steps and methods. There are day by day and weekly activities that when teacher follow correctly, they can teach English to their learners with confidence after a few months of experience in using the document. Once teachers master the teaching routines of teaching, they can also achieve the learning outcomes such as listening and speaking, phonics and reading (Englert, Mariage, Truckenmiller, Brehmer, Hicks, & Chamberlain, 2020). This will also help learners improve their communication skills in using English as a second language.

However, in the early stages, Jansen (1996) recommends that outcomes state clearly what learners should attend and direct assessment. Additionally, Meda and Swart, (2017) advise that outcomes need to be clear and measurable. Outcomes are the cornerstones of teaching and learning (Schneider & Stern, 2010; Munir, Baroutian, Young, & Carter, 2018) therefore, teachers need to be aware of them as well as how to make sure that learners achieve them. Teachers did outline the outcomes in their lesson plans as well as in the beginning of the lesson. This was observed during the classroom observations, teachers informed the learners of the outcomes at the beginning of the lesson. Teachers ensured that learners paid attention in class as well as focus on what is important. However, this could be difficult to achieve as these are little learners who lose concentration easily and might not know what is important to achieve.

Outcomes are statements that inform what the learner is able to do or demonstrate at the end of the lesson or course (Adam, 2004; Donnelly & Fitzmaurice, 2005; Genelza, 2022). Nearly all the observed and interviewed teachers were aware of the outcomes. Teachers clearly informed learners of the outcomes. They went as far as using language at their level and learners were able to understand them. I think teachers were able to do this as they have years of teaching experience. However, even the participant who has only a year of teaching experience also defined the

outcomes at the beginning of the lesson. This means teachers were trained well about outcomes and that they are the backbone of teaching and learning.

### **6.2.1.2 Importance of Outcomes**

It has been observed from the literature, the classroom observations as well as the semi structured interviews that outcomes are importance hence, they are mentioned at the beginning of the lesson and later assessed at the end of the lesson. In the literature review scholars such as Spady (1994) indicate that outcomes play a crucial role in education as they provide a clear framework of what learners should know, understand, and be able to do by the end of a lesson, course or program.

In CHAT, outcomes are mentioned as the result that one achieves from using resources. In Cultural Historical Activity Theory (CHAT), outcomes are discussed as the findings that individuals or groups achieve from engaging in activities and using resources. The theory emphasizes the interplay between individuals, their actions, the tools or resources. Learning outcomes play a crucial role in education as they provide a clear framework for what learners should know, understand, and be able to do by the end of a lesson, course or program (Spady, 1994; Kennedy, 2006; Rao, 2020).

Outcomes are statements that inform what the learner is able to do or demonstrate at the end of the lesson or course (Adam, 2004; Donnelly & Fitzmaurice, 2005; Genelza, 2022). However, I witnessed teachers informing learners of the outcomes at the beginning of the lesson for example nearly all participants would clearly tell learners what they will be learning and what they need to know or be able to do at the end of the lesson. According to Mahajan and Singh, (2017) learning outcomes are important to both the teacher and the learner. Outcomes help the teacher plan the lesson according to the content and the resources that will help during the lesson.

The policy document that is NCS (2011) and CAPS (2011) mention that each lesson needs to have an outcome that learners achieve by the end of the lesson. The policy documents clearly outline the outcomes that learners need to achieve in each subject and in each subject. DBE (2021, p 14) describes that “a learning outcome is derived from the critical and developmental outcomes. It is a description of what (knowledge, skills and values) learners should know, demonstrate and be able to do at the end of the General Education and Training band. A set of learning outcomes should ensure integration and progression in the development of concepts, skills and values through the assessment standards.” This suggests that OBFP encourages the promotion of skills, knowledge, attitude and values.

### **6.2.2 OBFP promotes Skills, knowledge, attitude and values (SKAVs)**

From the observed and analysed documents it is clear that NCS promotes the development to learners' skills, knowledge, attitudes and values (SKAVs). The DoE (2011a) has a principle that states;

High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects.

The National Curriculum Statement (2011c, p. 4) declares that “Grades R-12 serves the purposes of equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfillment, and meaningful participation in society as citizens of a free country”. Similarly, the general aims of the CAPS (2011, p. 5) state that “the National Curriculum Statement Grades R - 12 gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. The Revised National Curriculum Statement (2000) also seeks to embody these values in the knowledge and skills it develops.

According to Rieckmann, (2018), the main aim of UNESCO is to develop a curriculum that accommodates every learner and to help every child to develop knowledge, skills, attitudes and behaviours for life, learning, schooling and work. This helps prepare learners to be better citizens in future. Skills, knowledge, attitudes and values (SKAVs) are the crucial ingredients of a productive life. It is thus important that teachers develop these skills at an early age that is in the foundation phase. According to Tam (2014) learning outcomes refer to the knowledge, skills, attitudes, or competencies that learners are expected to achieve at the end of a learning experience which can be a lesson, unit, course, or educational programme. Hufner (2000) adds that UNESCO engages in many efforts to promote skills, knowledge, attitudes, and values are evident through various programs, initiatives, and guidelines that it has such as Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). These programs help promote respect and diversity and equips learners with skills that are needed to address global challenges like climate change, poverty, and inequality. It promotes critical thinking, creativity, and problem-solving skills in schools.

CHAT encourages human activity which is purposeful and promotes skills, knowledge and attitudes of the learners in the classroom and as future citizens (Farhangi, 2016). This suggests that at the end of each lesson, it was appropriate to find out whether the learning outcomes as well as whether the learners acquired knowledge, skills, attitudes and values of the content that was presented to them. Therefore, it is important that learners must show that they have developed their skills, values and attitude in the classroom. Richardson, (1996) states that teachers need to be trained and have skills to develop learners’ skills, values and attitudes during teaching and learning. Papadakis, Vaiopoulou, Sifaki, Stamovlasis and Kalogiannakis, (2021) also add that teacher promote knowledge, skills and values that learners will use in the future as adults and citizens. It is therefore the role of the teacher to promote these attributes and the role of the learners to acquire them. In education, everyone as a role and task to play. CHAT refers to this as division of labour. Engeström (1987) reformulated CHAT by expanding the initial Vygotskian tool-mediation triangle into an “expanded activity triangle model”, which also included community, rules and division of labour.

In the classroom, during the observations, teachers would ask the learners what they have learnt today in subjects where learners were encouraged to critically think at a young age. Teachers in the classroom would ask questions like; Why do you think that happened or how would you have handled it? after a lesson. During reading or comprehension, learners were asked various questions such as; What did you learn from this? During Maths lesson, teachers would ask learners to demonstrate or explain how they got to the answer, that helped to develop their communication skills, critical thinking skills and help boost their confidence. Therefore, it is the responsibility of the teacher to make sure that in each subject, learners had to develop or acquire new skills, knowledge as well as have an attitude and values at the end of the lesson. This proves to be the attributes for an effective teacher (Richards, 2010; Stronge, 2018).

All subjects do promote and develop SKAVs, however Life Skills promotes them more than others. DoE (2011a, p. 6) states; ‘Life Skills has been organised in this way in order to ensure that the foundational skills, values and concepts of early childhood development and of the subjects offered in Grades 4 - 12 are taught and developed in Grades R-3.’ The Curriculum and Assessment Policy Statement Foundation Phase Life Skills curriculum (DBE, 2011) is divided into four components or outcomes areas which are Beginning Knowledge; Personal and Social Well-being; Creative Arts; and Physical Education. These components promote the knowledge, skills, values and attitudes of learners (Singh-Pillay, 2010) since they learn about themselves, people around them, healthy living, nature, creativity and physical education. Pangrazi and Beighle, (2019) state that physical education promotes healthy living and fitness in children who are in foundation phase.

### **6.3 Unpacking teachers understanding of OBFP through classroom observation**

Classroom observation was conducted with the purpose of exploring how teachers understood OBFP. Teachers’ files as well as their teaching material such worksheets and exercise book are also viewed and analysed. The following themes emerged from the classroom observations.

#### **6.3.1 Outcomes**

During the classroom observations, outcomes were the first component that teachers emphasises as it in the lesson plans and learners were informed of the outcomes at the beginning of the lesson. Outcomes were also assessed at the end of the lesson whether learners were able to achieve them (Wiliam, Lee, Harrison, & Black, 2004; Wiliam, & Thompson, 2017). Even in CHAT, the outcomes are at the end as they are the result of the activity taking place initiated by the subject and being mediated by the tools which are resources in the classroom (Wells, 2002; Postholm & Vennebo, 2019).

##### **6.3.1.1 Outcomes in Lesson plan**

The findings from the classroom observations indicate that teachers were aware of the outcomes hence they mentioned them at the beginning of the lesson. All the participants had their planning files ready during the observation session. According to Kang, (2017) the creating of learning tasks and learner activities in the classroom can be considered as an essential part of lesson planning,

since they allow teachers to integrate a range of further decisions. The lesson plans were clearly and neatly presented with the lesson outcomes stipulated. From my observation, teachers in the foundation phase followed the same lesson plan structure as they all had a similar lesson plan outline. The lesson plans were up to date. This proves that teachers are always prepared to teach. Although, teachers have printed planners and trackers provided by the DoE, I think they did this as it is part of their job. Nonetheless, I think this was done to impress me as I had made appointments to observe them in their classrooms. This is referred to as participant bias (Hill, Memon, & McGeorge, 2008; Hestbech, Siersma, Dirksen, Pedersen, & Brodersen, 2011.) and the researcher needs to be aware of this participant bias and be able to acknowledge it and not let this influence the research negatively. This means that the participants will respond positively in order to impress the researcher. Nevertheless, what was observed is that teachers did not adhere the time table times. However, according to Miller-Day, Pettigrew, Hecht, Shin, Graham, & Krieger, (2013) it is impossible to follow and adhere to the time table completely when teaching in the real world. This could be the case especially in primary schools as learners are still slow and unable to complete task during the prescribe times. Although, the time table is made with the purpose of achieving teaching and learning and make sure that all subjects have enough time to be presented to the learners (Campanino, Garzia, Mangione, & Pettenati, 2015). Teachers need to accommodate slow learners when teachers are following the time table won't be beneficial to the slow learners. I think that this is difficult to achieve as teachers were teaching according to the needs and the pace of the learners. This I observed in grade 2 classes where they were all doing different Maths lessons. Teachers use their experience when teaching according to the needs of the learners. Participant one who had a year of teaching experience still lacked methods to accommodate slow learners, she called her Departmental Head to assist her when she was using the DBE. She asked her DH to explain to those learners who did not understand her. She also did a lot of code switching from English to IsiZulu during the English lesson.

### **6.3.1.2 Outcomes at The Beginning of The Lesson**

From the classroom observations, teachers informed the learners of the outcomes that they need to achieve at the end of the lesson. What I observed during the classroom visits is that all the teachers informed learners of outcomes at the beginning of the lesson. Teachers introduced the lesson then also informed the learners of what new content they needed to learn as well as the outcomes that they needed to achieve. Teachers also assessed whether the outcomes were achieved at the end of the lesson

Participant one had a Maths lesson, the first drew number nine on the board then asked learners what number was it. Some learners responded well while others assumed that it was an "a". She then proceeded to inform them that "today we are learning about the number nine, you need to know how to write number nine, identify nine objects as well as be able to write the number nine." Participant two had an English lesson where she introduced the lesson by reciting the letters of the alphabets using card and picture. Learners recited the alphabets like parrots after her. She then

wrote the letter “a”. then, she asked learners to pronounce “a” as in apple. She proceeded to write a few words on the board and asked the learners to pronounce as well as write them. Later, a task was given to learners when they had to match the word with pictures with had “a” sound. Participant three had an IsiZulu lesson where she introduced the ‘G’ sound. She asked learners to pronounce it then she informed the learners that it did not make sense on its own so they added the vowels so they could make words. The teacher used a lot of learner involvement where she requested the learners to think and mention words that had ‘ga, ge, gi, go, and gu. The first word that most learners mentioned was “ugogo” which translates to “granny”. The teacher wrote and asked learners to pronounce these words. Learners wrote five words on their exercise books. They later had to find and read words with “g” in a worksheet that was designed by the teacher. Learners worked in pairs during this activity.

Additionally, when participant four started her lesson in an interesting manner, where she asked learners to stand up and sing nursery rhymes and songs. Then introduced the ‘mf’ sound. She had thump cards that learners could use to build words. She then, asked learners to match the words with pictures. Participant five had a Maths lesson, where the content was about “time”. Learners were requested to recite the months of the year. The teacher presented a chart with one specific month on it. There was a whole class activity where they answered oral questions like how many days are from the 5<sup>th</sup> to the 17<sup>th</sup>. Learners calculated and responded. Then a worksheet with a month and similar activity was handed out to the learners and teacher requested learners to work on their own, however, the teacher read the questions for the learners and assisted the learners who were struggling to do the activity. Participant six followed the tracker correctly as they started with mental Maths as a whole class activity as advised by the policy document. She then informed the learners that they need to be able to draw a number line and do sums using the number line. Then presented the number line, a chart and worksheet were used as resources. The learners understood the activity.

### **6.3.1.3 Outcomes at the end of lesson**

All the participants checked whether learners achieved the outcomes at the end of the lesson, through the use of various assessment tools such as readers, worksheets and board. At the end of the lesson, teachers examined whether learners achieved or understood the outcomes. Teachers used many strategies to test whether the outcomes were achieved. From the observation, the most common method used by the teachers to assess whether they achieved the learning outcomes was marking the classwork or asking questions relating to the class activity. Some teachers used worksheets where learners had to individually demonstrate that they had achieved the learning outcome. Participant one used a worksheet where learners had to count objects as well as match objects to number names. Most learners achieved this outcome. She assisted those learners who struggled to match objects and numbers. Participant two used the DBE book to assess whether learners were able to identify words with phonic “a”. Participant five assessed whether learners achieved the outcome by giving learners a worksheet with a month where they had to answer questions related to the given month. Participant six asked learners to draw and label a number

line as well as do sums using the number line. Participant seven wrote 5 sentences on the board and asked learners to identify the nouns and verbs in each sentence.

Teachers during their presentation of the content to achieve the outcomes used a lot of learner-centred activities. This ensured that learners were involved and paid attention in class. At the end of the lesson, teachers assessed whether learners achieved the outcomes which were presented at the beginning of the lesson and whether they understood the content that was presented to them during teaching and learning.

#### **6.3.1.4 Assessment of outcomes**

During the classroom observations, teachers assessed whether learners were able to perform or achieve the desired outcome. Teachers did this through the use of worksheets, reading activities as well as writing tasks.

Teachers performed these assessment tasks or activities at the end of each lesson. Some assessments were informal as teachers used or administered continuous assessments. There were no formal tests or exams however they assessed the class. What I noticed is that teachers gave learners the same assessment tasks and did not differentiate according to the needs of the learners. However, the questions varied from lower-order to higher-order questions, which means all learners were accommodated in the same task.

Teachers used continuous assessment in the classroom. Continuous assessment is a form of assessment that evaluates learners' ongoing progress with respect to the achieving of outcomes in the lesson (Falchikov, 2013; Alade, & Bakare, 2017.) Continuous assessment is a substitute to the traditional assessment model that assess learners at the end of the year or course. Teachers used a lot of continuous assessment in order to test how much learners know before moving to the next content area.

#### **6.3.2 Learner-centred activities**

Learner-centred activities were used a lot by teachers in the classroom. Teachers moved from the traditional teaching method to a more learner-centred approach. In transformational classroom, the focus shifts from the teacher as instructor but concentrates on the learners. The teacher becomes a facilitator in the classroom. CHAT according to Bleakley, (2021) group work, working together as a community as well as learner-centredness in order to achieve the outcome. Du Plessis, (2020) also advocates that teacher training should encourage teachers to implement learner-centred activities in their classrooms during teaching and learning.

##### **6.3.2.1 OBFP encourages Learner-centred activities**

The findings from the document analysis state that learner-centred activities form an important part of enacting OBFP. Teachers play an important role in using activities which are relevant and learner-centred. This, I also observed during the classroom visits and during the semi-structured interviews. This will be discussed in the next section.

According to DoE (2011, p.11) “The outcomes and assessment standards emphasise participatory, learner-centred and activity-based education”. Betram (2020) also adds that in South Africa Outcomes-Based Education (OBE) was implemented in 1998 in the form of Curriculum 2005 (C2005), this education approach moved away from being teacher and content based and replaced formal content delivery by the teacher to more learner-based learning where learners were more involved in their own learning. This suggests that instruction was more learner-centred and self-discovery learning was use more in the classrooms.

Paula-Arruda and Beute, (2020) also add that it is the responsibility of the teacher to find dynamic ways to fulfil learning outcomes as well as using teaching methods that are learner centred. OBE encourages learner-centred teaching and learning. OBE has led to a broader, more learner-centred model of assessment, which aims at success for all learners. Therefore, in the classroom teachers are encouraged to use learner-centred activities. This is mentioned in the National Curriculum Statement (2011) which also aims to produce learners that are able to work effectively as individuals and with others as members of a team.

Many reviewed scholars encouraged and believed in learner-centred and active learners. Kennedy (2006) explained the principles of Outcomes based form of Pedagogy mainly that it shows a shift from the traditional “teacher-centred” approach to a “learner-centred” approach. Roblyer, Edwards and Havriluk (1997) attest that the learning process as well as the product of the learning process is more fruitful in an active learning environment than the traditional learning environment. Similarly, McLean and Attardi (2018) suggested that in transformational pedagogy, understanding that instructors become less active and more guide-like in their teaching approach and that learners valued the instructor’s role as a moderator rather than information-deliverer. Freeman, et al (2014) add that active learning leads to increased student performance and higher levels of conceptual understanding. This suggests that teachers only guide learners as learners are more active and involved in their own teaching and learning. Thus, more learner-centred methods are used so that learners are more active in the classroom and take part in their own discovery of knowledge.

The use of learner-centred activities is important as it teaches learners to be responsible for their own education, communication skills and to work well with others which is a skill they will use throughout their lives as learners and adults in the corporate world.

### **6.3.2.2 Collaborative Groups**

The findings of the study indicate that collaborative groups are encouraged and used by teachers in the classroom with the aim of enacting OBE. When the participants we asked how they used OBE in their classroom, their first response was that they place learners into groups

The curriculum documents encouraged working in groups and in pairs. The National Curriculum Statement (2011) also aims to produce learners that are able to work effectively as individuals and with others as members of a team. Collaborative activities or group work is encouraged and clearly mentioned in English NCS (2011, p.11) policy document where it mentions that lessons covering reading (Shared Reading, Group Guided Reading, Paired and Independent Reading, Phonics) and writing (Shared Writing, Group Writing and Individual Writing, grammar and spelling activities).

During this time the teacher does group guided reading with two groups while other children are busy with consolidation activities such as written comprehension, phonics, spelling, grammar and writing. Paired / independent reading can also take place at the same time". This suggest that it important for teachers to use group activities or paired activities in the classroom.

Likewise, when CAPS was introduced in 2010, it encouraged content knowledge, group work as well as active learning. In CHAT, the community component is about working together as a community. A community is the social and cultural group that subjects are a part of, with explicit rules or social norms that regulate and influence behavior. The division of labor defines how tasks and responsibilities are shared among system participants as they engage in an activity (Cole & Engeström, 1993).

### **6.3.2.3 Groupwork in the classroom**

Teachers used a lot of group work activities in the classroom. These were recommended by the DBE policy documents as well as the teachers' own intuition to assist learners to work together. Similarly, group work is encouraged by scholars such as Brandon and Hollingshead (1999) who advocate for the use of collaborative group work. They also add that making learners to work together in small groups on projects, discussions, or problem-solving tasks promotes peer-to-peer learning, communication skills, and the sharing of different viewpoints. This also assists in the promotion of active learning as well as learning from their peers (Falchikov, 2007; Porter, Bailey Lee, Simon, & Zingaro, 2011; Li, H., Xiong, Hunter, Guo, & Tywoniw, 2020). DeLozier and Rhodes (2017) add that learning in small groups using learning activities such as pair-and-share, paired problem-solving assignments and group discussions improves learning outcomes. Slavich and Zimbardo (2012) refer to transformational understanding as transformational teaching and also suggested that Transformational teaching is about creating dynamic relationships between teachers, learners, and other stakeholders to promote learners learning and personal growth. De Paula-Arruda and Beuter (2020) also add that it is the responsibility of the teacher to find dynamic ways to fulfil learning outcomes as well as using teaching methods that are learner-centred.

CHAT also encourages the use of group work since it has a community component or principle. According to Engeström and Sannino, (2017) the principle of activity theory is that it is a collective work activity, with the basic purpose shared by others that is community. This means that teachers, learners, parents and other stakeholders play an important role to promote education and teaching and learning. This encourages learners to work together and help each other in the classroom. This was also witnessed during the classroom observations as teachers sat their learners in groups. They also read and worked in groups and pairs in the classroom. Teachers played an important role in the promotion of the community principle which is used as a principle in CHAT.

During the classroom observations, teachers also practised the use of collaborative groups as they sat learners in to ability groups. These ability groups consisted of six learners. I am aware that teachers used ability groups as they mentioned this during the interviews. They stated that they sat learners according to their abilities and needs. Teachers mentioned that they placed learners in

these groups so that they knew which groups or learners needed their attention more. Therefore, they would spend more time with that group. During the reading or literacy lesson, teacher also used groups as learners read in groups and in pairs. This was recommended by the policy curriculum documents.

#### **6.3.2.4 Demonstration as a teaching and learning method**

Demonstrations were used as a teaching method which enhance learner participation and learning. Buncick, Betts, and Horgan (2001) also agreed that demonstrations encourage and promote active participation on the part of the learners. A later study conducted by Hugerat, Kortam and Hofstein (2016) about using demonstration in teaching Chemistry, proved that demonstrations can serve as an effective platform for enhancing learners' understanding of certain chemistry concepts as well as increase their motivation and interest to learn chemistry. When combined with traditional methods, demonstrations can be effective for low-achieving learners with high visual and spatial intelligence but with limited cognitive abilities (Radem, 2009; Baddock & Bucat, 2008). Additionally, demonstration is a suitable method for learners in the foundation phase as they can learn from another therefore it is an excellent method to achieve learning outcomes, especially for learners in the foundation phase (Pangaribuan, Purba, Siahaan, Sidabutar, Sihombing, Simamora, & Matondang, 2022). Demonstration is a great tool to use especially in the foundation phase when the teacher requests the learners to demonstrate (show and tell) how they put on their clothes on, summer or winter, how they make a fruit salad or how they achieved the answer to a sum. When learners get to do projects, for example in Life Skills where the theme is transport, learners can make their preferred mode of transport; they can then demonstrate how they made it.

Demonstration is also referred to as show and tell. There has been an increase in research over the years on the use and value of demonstrations (*show*) and verbal instructions (*tell*) to facilitate learning a new task (Magill and Anderson, 2017). Show and tell was also used as part of active learning and collaborative learning. Teachers asked learners to show other learners how they reached their answer or conclusion. Teachers can use this method where learners bring an item from and they show how it works. This method was utilised by the teachers during the observation. In the grade 3 Maths lesson, the teacher did one example of working out a sum. After a few learners had submitted the classwork, the teacher then requested one of the learners to show the class as to how they worked in order to get the correct answer. This encouraged others to look and think of other methods of solving sums which is also referred to as peer learning.

Teachers used a lot of learner-centred activities in their classrooms. This is a great way to promote a more engaging, interactive, and effective learning environment that encourages learners to become active participants in their own learning. These methods are an excellent teaching method as it also boosts learners' self-esteem and confidence. It also promotes the learners' communication skills. Resources that were used by the teacher also played an important role of improving the learners' ability to comprehend the content and achieve the desired outcome.

### **6.3.3 Resources are important in teaching and learning**

The findings indicate that teachers used various resources in the classroom with the intention of making learning easier. During the classroom observation, teachers used a lot of resources in the classroom such as charts, books, worksheets and readers. However, many resources were colourful and attractive to the learners. Such charts could be used as teaching and learning tools. However, it could be a disturbance and distraction to those learners who have low concentration span. Learners might spend time looking at the attractive charts instead of learning. This could be a problem as learners in the foundation phase have a short concentration span. Teachers also used a lot of readers which were prescribed and recommended by the DBE. These readers were visibly displayed in the classroom reading corners that all classes had. Teachers also made use and displayed big reader books which were used in IsiZulu and English lessons.

In CHAT, from the first generation to the third-generation tools are used. Tools are seen as important to mediate between the subject and object. In this study, the tools are the teaching and learning resources used in the classroom. The dynamics of the subject (i.e., student, teacher, program, or 24 course), object (i.e., motive, goal, or product), and mediating artifact (i.e., conceptual tools, strategies, components, or pedagogical practices). The triangle represents individual and group actions established in an activity system. Gretschel, Ramugondo and Galvaan (2015) state that activity involves action mediated by tools that teachers or people can use to achieve specific goals in the classroom or in society. During teaching and learning resources are used by the teacher to help facilitate learning.

This shows that teachers have experience and knowledge of using resources in the classroom. There is a move from the chalk and talk method to more learner-involvement as well as the increased use of teaching resources. Teachers are aware of the usefulness of resources in teaching and learning. Therefore, teachers need to use resources that are useful and relevant to the learners as well as in their level. This will help learners to understand the content easily and better. Teachers teach learners about things that are relevant to the learners (Biesta, 2016; Mabunda & Mulovhedzi, 2020). Andriani, Priskananda and Budiraharjo, (2022) add that Activity theory is a theoretical framework for studying and interpreting human interaction through instruments and resources.

Experience plays an important role for teachers when teaching and when using resources in the classroom. During the classroom observation, I observed most of the teachers could use resources well except participant two, who had one year of teaching experience. Her usage of concrete resources was limited, although she did use the DBE books during teaching and learning.

#### **6.3.3.1 Concrete resources**

Teachers used a lot of concrete objects during teaching and learning. These resources were displayed in class and learners had access to them in the classroom. The concrete objects are useful to learners as most learners learn best by touching and feeling their learning material. The use of concrete resources is an approach that is rooted in the principles of constructivism, which

emphasizes the importance of hands-on experiences and active engagement in the learning process (Renkl, 2015; Chen, 2021).

Teachers displayed many concrete resources in the classroom. Some were used when teaching addition in the Foundation phase, the teacher can use different methods such as counting forwards, using concrete objects such as counters and using number line or the number square to count on. The use of concrete objects is recommended in Maths as it helps learners to understand and grasp the concepts better. In Maths, allowing learners to handle and operate concrete objects can help and improve the learners' understanding of different Maths concepts. (English, & Halford, 2012; Van de Walle, Karp, & Bay-Williams, 2014; Clements, & Sarama, 2020). Therefore, concrete materials allow learners to imagine and understand Maths concepts and improve their problem-solving skills.

The use of concrete objects will be useful to learners who need extra help and those with special needs. The use of concrete objects will also assist learners with multiple intelligences especially those who have spatial and bodily-kinetic intelligence. These learners learn best by looking, they understand visuals, touching and doing instead of the normal reading and writing. The use of concrete tools is advantageous to learners in the foundation phase as they use multiple senses such as touch, sight, taste or smell in the classroom. In a class activity about soil, learners could be taken outside to find, touch and feel the different kinds of soils. The use of concrete objects helps learners to develop the hand and eye co-ordination as they utilise these objects in the classroom. This can also assist learners to be able to work together and share with one another in the classroom as they share the same objects in the classroom.

It is the responsibility of the teacher to provide and engage learners with resources that are at their level of usage and understanding. The resources also need to be relevant to the content that learners are learning about. However, this will be difficult for a novice teacher or a teacher who is in an impoverished school with no access to resources. But the teacher can improvise, like asking learners to collect bottle caps that can be used as counters in the classroom. These can be used over and over again in counting and in data handling when learners sort them out according to size and colours. The teacher can also ask learners to bring objects from home that can be used and share with others as resource for their own learning.

#### **6.3.3.2 Books as resources**

Teachers used a lot of books as resources in the classroom as teaching and learning resources. Their classroom was well decorated with books which were in both IsiZulu and English. There were readers which were recommended by the DBE. So, they used them during reading in the classrooms. Teachers also used the DBE books to do comprehension as well as writing activities. These books assisted learners and made learning better.

Teachers used a lot of readers which were provided by the DBE. DBE recommended the activities that teachers could use when engaging in reading. DOE (2011) explained that teachers were encouraged to use big reading books in group-guided reading and small readers in Group or paired reading. Teachers also used the different DBE books which were categorised into different subjects

and colours. The school was very fortunate as they had access to the readers as well as a library that learners visited. Learners could use and borrow books for leisure reading.

Books are useful and important during teaching and learning (Jalongo,2004; Khatoony & Nezhadmehr, 2020). Picture books are used to enhance imagination and reading to little learners in the foundation phase. A study conducted by Horsley, Knight and Huntly (2010) in Australia about teaching resources used in Australian higher education, names the following as resources or tools that can be used to enhance the student's performance. The teaching and learning resources that are provided in a university course of study are considered important learning tools that can be utilized to support student learning.

Books are useful and important as a resource tool as it helps develop the learners love of reading as well as writing skills (Celik, 2019). Learners learn new ideas, and concepts from books as well as develop the required vocabulary.

#### **6.3.4 Differentiated Curriculum**

Teachers used differentiated curriculum in the classrooms. Teachers were advised to make sure that they use the same curriculum to all the learners but they need to make sure that each learner's needs are accommodated by using different delivery and assessment processes. DoE (2011b, p. 4) defines curriculum differentiation as “a key strategy for responding to the needs of learners with diverse learning styles and needs. It involves processes of modifying, changing, adapting, extending, and varying teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum. It takes into account learners' ability levels, interests and backgrounds. This means that teachers need to consider all the factors so as to be able to accommodate learners in the classroom.

The first observed differentiated item in class was the class sitting plan. Learners were sat into groups of same needs and abilities. Teachers sat learners according to their abilities and needs. This enabled the teacher to know which learners needed their attention more. The classroom sitting plan was also differentiated as the learners who were short and those who were visually impaired were seated in front of the class. The classroom environment was differentiated to accommodate the learners' disabilities so that they have the same and equal access to education in the classroom.

The presentation of content was also differentiated as teachers used different methods to introduce the lesson or content in the classroom. Teachers used strategies that led to learners paying attention in class.

#### **6.5 Classroom Management**

Teachers used rules with the purpose of monitoring and controlling learners' behaviour in the classroom. Classroom management refers to how teachers monitor and control the learners' work as well as their behaviour (Franklin & Harrington, 2019). Classroom management in primary schools refers to the strategies used by teachers to create a positive and conducive learning

environment for young learners (Korpershoek, Harms, de Boer, van Kuijk & Doolaard, 2014; Rohmawati & Pahlevi, 2023). This suggests that it is the teachers' duty to maintain discipline in their classroom especially in primary schools.

### **6.5.1 Classroom rules**

Rules need to be clear so learners can understand them as they are used to control actions and interactions within the activity system (Engeström, 1993; Kuutti, 1996; Rapanta *et al*, 2020. According to Mwanza, (2002) rules in CHAT are any cultural norms, rules and regulations governing the performance of this activity. In schools, there are classroom rules, school rules and regulations for both the teachers and learners. (Thornberg, 2009; Maingi, Maithya, Mulwa, & Migosi, 2017). Teachers had class rules displayed in the classroom so that it is visible to all the learners. It was also written on large charts that were in the learners' level of understanding. All the classrooms had the rules displayed at the front of the class. The rules had short yet straight to the point rules such as;

1. No talking in class
2. No littering in class
3. Respect the teacher and other learners
4. No shouting
5. No Stealing

The class rules were simple and all the learners could read and understand them. Teachers used the help of others so as to manage the classroom. Class prefects and monitors are commonly utilised in classrooms to support the smooth functioning of the class and to promote responsibility and leadership among learners (Kambuga & Omollo, 2017). There was a duty roster where each learner or group had a duty of sweeping and opening windows in the classroom. This helped to teach learners responsibility at a young age. Learners were also eager to assist the teacher in the classroom

### **6.5.2 Teacher Motivations**

From the observation, it is evident that teachers used different strategies to manage and motivate learners in their classroom. Teachers used motivation in class with the purpose of motivating learners to behave or work well in class. Osman and Warner, (2020) declare that teachers were able to use motivation in the classroom through their professional development. Teachers need to be trained to motivate learners. Additionally, Wardani, Gunawan, Kusumaningrum, Benty, Sumarsono, Nurabadi, and Handayani, (2020) state that motivation is very important when teaching learners in the foundation phase and that motivation leads to higher or improved learner findings as well as learning outcomes to be achieved.

Wardani (2020) *et al* also add that each individual teacher has different motivation methods that are suitable for them and their learners. Each teacher had a unique method that they used to get the learners attention and motivate them. Participant one would shout or sing a song or say a slogan such as “one, two, eyes on you and eyes on me”. Learners understood this and responded to it even though it was in English. Participant two had a soft voice and did not shout so learner paid attention

so that they could hear her speak. The learners who misbehaved were told that they won't be allowed to go to the reading corner. Participant three, was tall and had a loud voice. She reminded the learners of the class rules before the lesson and threatened to send misbehaving learners to the office. Learners behaved in her class; I think they were afraid to be sent to the principal's office. Similarly, participant four used the same strategy as participant three however some learners did make noise in class. The learners in Participant seven, were rewarded for good behavior as the teacher handed out sweets to learners who finished the work and she enforced behaviour by stating that those learners who misbehave will not be allowed to go to the library. This is the same strategy that was used by participant eight, where learners who misbehaved were told that they would not be allowed to attend the library or Robotic class. Learners behaved very well in these classes as liked and enjoyed attending the library and robotics class.

This indicates that teachers were able to properly manage their classroom. This could be due to classroom management training or that learners were afraid of me as observer or their teachers. The other reason that might have led to the learners behaving in class is that they enjoyed attending the library and Robotics class which were extra classes for them and were outside the normal classroom.

## **6.6 Conclusion**

This chapter addressed and responded to the first two research questions. Although, teachers were aware of what Outcomes Based Forms of Pedagogy meant as it was clearly defined in the C2005 and the RNCS document. However, during the classroom observations teachers demonstrated that their understanding of OBFP was limited since they could not clearly enact it in the classroom. This is similar to what was reported and suggested by the Curriculum 2005 Review Committee Report in 2000. Learning outcomes are still used in schools to define the specific knowledge, skills, and competencies that learners and learners are expected to gain by the end of the lesson or course. However, it is important for the teachers to understand Outcomes-Based forms of pedagogy so that they are able to enact it well in the classroom. This is very important especially to the foundation phase learners as this is where their writing, language and cognitive skills are developed. It is clear that there is a gap between what the policy states and how teachers understand it as well as enacting it in the classroom. I think one of the problems facing the process of teaching and learning is that there is a huge a gap between theory (policy) and practice (implementation) of OBFP. This in turn leads to teachers not being able to understand or implement the policy in the classroom. There are many factors such as lack of training and lack of resources.

## CHAPTER SEVEN

### RESULTS DISCUSSION OF TEACHERS UNDERSTANDING OF OUTCOMES-BASED FORMS OF PEDAGOGY. PART TWO

#### 7.1 Introduction

Chapter six responded to the first two research questions. These research questions which were the descriptive (What) and the operational (how) questions of the study. The study and data collection methods were guided by the research objectives. Chapter seven is an extension of Chapter five and six. Chapter seven responders to the philosophical (why) question which is mainly from the semi-structured interviews.

The findings from the data indicated that outcomes were important when enacting OBFP. Although outcomes were discussed in Chapter six in response to questions one and two, outcomes also form a significant part of the third and final research question. From the discussions, teachers were aware of the outcomes and they were also aware of the learner-centred activities that formed an important part of the enactment of OBFP. However, teachers did not fully understand how to implement OBFP correctly. The results also suggest that teachers were aware of the learners different learning abilities therefore they mention that they used curriculum differentiation to accommodate the learners' abilities and needs.

#### 7.2 Learning outcomes

The results from the interviews indicate that teachers are aware of learning outcomes and they place value on the learning outcomes. Although outcomes were referred to in Chapter six when responding to the what and how question, it is important that they are also mention in this chapter to explore how teachers responded to what they understood as OBFP. During the interviews, when asked what teachers understood by the term OBFP, they all pointed out and mentioned outcomes. Some of the participants went as far as to mention that OBFP is similar to OBE. Most participants elaborated that OBFP is about that the outcomes that a learner is meant to understand at the under of the lesson.

This is the teachers' responses when asked what did they understand as OBFP;

#### **Participant 1 explained;**

*I think, what I understand about this it is outcomes-based forms of teaching, its learner centred. You have to teach learners in group. You have to differentiate your teaching to suit the leaners needs and it is continuous assessment for grade 1s. that's it*

#### **Participant 2 also added;**

*Its teaching that puts learners first. It is when a teacher tells the learners of the outcomes that they need to achieve at the end of the lesson. Its where learners learn more from others than the teacher.*

**Participant 5 said;**

*I think it is about the outcomes you need to teach and what learners should know at the end of the lesson.*

**Participant 6 also stated;**

*Mmmh, I think it is, according to the word, I think it is like OBE where outcomes and learners are put first. For example, you teach the learners and they work in groups and they demonstrate what they know and have learnt. They also work together in groups.*

**Participant 8 also mentioned**

*I think it is about informing learners in the beginning of the class of the outcomes they need to achieve at the end of the lesson. It is about mmmh, the learners knowing what you need to achieve at the end of the lesson.*

**Participant 9 said;**

*Eeh, it is what learners must know at the end of the lesson and it is the outcomes. It is like OBE. Where outcomes are important. It is about teaching learners and putting them first.*

During the interviews, six out of the nine participants mentions that OBFP is related to outcomes. This could be taken from the OBFP word as it says outcomes, some teachers also mentioned that OBFP is about learner-centredness and groupwork. This means that they do have a clear idea what OBFP is. This is also evident when they were asked about how they used OBFP in the classroom, most of the participants mentioned

The outcomes were hard to meet to fulfil as teachers were not properly trained to implement the outcomes a study conducted by in Rogan (2013) pointed out that there were enormous challenges posed by the implementation of Curriculum 2005 in South Africa, but it is also the essential value and concluded that that the specified outcomes of Curriculum 2005 are not being met.

### **7.2.1 Outcomes at the beginning of the lesson**

During the semi-structured interviews, teachers declared that they informed or told learners about the outcomes that they needed to achieve at the beginning of the lesson. Although, the outcome achievement is assessed at the end of the lesson, teachers made sure that they informed the learners what they need to know or be able to do at the end of the lesson (Spady, 1994)

**Participant 5 declared**

*At the beginning of the lesson, I tell the learners the outcome we must achieve at the end of the lesson.*

**Participant 6 also said;**

*I usually tell learners at the beginning of the lesson as to the outcome they need to achieve at the end of the lesson.*

**Participant 8 added;**

*I usually tell my learners what will be doing at the beginning of the lesson and they need to be aware of the outcome so that they concentrate in class. I tell them so that they will listen to me in class and know what is expected of them at the end of the lesson.*

**Participant 9 explained**

*In my class I tell the learners the outcome at the beginning of the lesson so that they know what I want them to do during teaching in learning. This helps the learners to focus and they will achieve the outcome if I tell them at the beginning of the lesson.*

The participants had various reasons for informing the learners of the learning outcomes and they were of the opinion that if learners are informed of the outcomes at the beginning of the lesson they will concentrate more in class and they will know what is expected from them at the end of the lesson. Adam (2006) also states that learning outcomes are at the forefront of educational change. Mynott, (2019) adds that informing learners about the learning outcomes at the beginning of the lesson encourages the learners to take more control of their learning and this leads to learners being aware of what they are learning and why they are learning. Therefore, during the lesson, learners will pay more attention in class as they are aware of what they need to concentrate on during the lesson and what will be assessed at the end of the lesson.

### **7.3 Collaborative work to achieve outcomes**

The data suggest that teachers used groupwork activities in order to achieve learning outcomes. During the interviews, when asked about how the teachers used OBFP in the classroom. Most of participants responded that they place learners in group and they also let them work in group in the classroom. This also proves that teachers are aware of the principles of OBFP which is learner involvement and collaborative learning.

**Participant 1 responded:**

*We group children. We introduce as a class and we go to groups and its according to their abilities. And give them the work to see if they understand the content*

**Participant 2 claimed:**

*I let learners learn and discover on their own. I just guide them to the right direction. I put them in pairs and groups. We use activities where learners are involved in their own learners.*

**Participant 3 stated;**

*Mmmh, I use this, I use it when teaching Maths and languages where learners work in groups or pairs*

**Participant 4 said;**

*Yes, I use it, I think it is best to group learners according to their abilities. I let learn to learn and discover on their own. I group learners when reading or when doing Maths activities. I place achievers in one group and the slow learners in another group*

**Participant 5 said;**

*At the beginning of the lesson, I tell the learners the outcome we must achieve at the end of the lesson. During teaching and learning I make learners to sit in groups. In literacy during reading learners work as a class, in groups and in pairs.*

**Participant 6 declared;**

*I usually tell learners at the beginning of the lesson as to the outcome they need to achieve at the end of the lesson. I then place learners in groups and they also work in pairs so that they can assist each other as they do everything together.*

**Participant 7 said;**

*In my class I use it by allowing them to work in groups and in pairs but sometimes it is whole class activity. It all depends on what I want to achieve during that lesson*

**Participant 8 also explained**

*I use a lot of demonstration methods. I also group learners so they can work with each other and help one another. There are many methods that I also use like working in pairs and peer teaching*

**Participant 9 declared;**

*I use it by putting learners in groups, pairs and to work independently. I also let the learners work using peer teaching and demonstration methods.*

From the teachers' responses it is evident that teachers used a lot of group work in the classroom and they are that OBF is about working together in groups in order to achieve learning outcomes. However, it will be the duty of the teacher to assign learners into their various groups. Groups are influenced by the subject, class size and the needs of the learners. Therefore, teachers will always look at these factors before placing learners into group.

Group work is also encouraged in CHAT, CHAT theory highlights the importance of working together that is interaction (Barhoumi, 2015). CHAT has a community component that is the people involved in the activity. In the care of teaching and learning, community refers to teacher, learners, parents, principals and other DoE officials. Batiibwe (2019) suggests that the subject (facilitator) in CHAT is the individual or groups of individuals involved in the activity. Sannino and Engeström (2018) suggest that community comprises the individuals and subgroups who share the same general objective. In education it is the stakeholders who work together to make effective learning possible. Similarly, it is advocated by scholars that effective small group teaching and learning strategies increase student engagement, retention of knowledge, self-directed learning, communication skills, teamwork ability, and peer discussion (Meo, 2013; Burgess, van Diggele, Roberts, & Mellis, 2020). In the context of groupwork, the community includes not only the immediate group of individuals working together

Groupwork is also advocated by many scholars such as Alandeom and Sadler (2008) who suggest that learners working together in groups tend to have better learning outcomes compared to other forms of working. Chowdhury, Endres and Lanis (2002) add that group work practiced in classroom provides learners with opportunities to acquire basic teamwork skills. This teamwork skill will assist the learner when they grow up and be able to work with others in the working environment. Kasim (2015) claims that small group can help learners with mixed abilities to accomplish different goals and that group work makes learners more responsible for action and progress. Group work can be very effective teaching method and beneficial to learners as they will learn from one another and it can help them improve their communication skills.

## **7.4 Teaching and learning methods**

The results from the interview data suggest that teachers used different teaching and learning methods to accommodate the needs and abilities of the learners. the teachers did mention that they worked as instructor at the beginning of the lesson. Whereas during the lesson teachers let learners work and their own and the teacher worked as a facilitator in the classroom.

### **7.3.1 Teachers as instructors**

The findings from the classroom observation and interviews suggest that teachers played different roles in the classroom. Teacher played the role of being instructors and facilitators in the classroom. The different roles were suggested by the policy document and also influenced by the content they were presenting to the learners. During the classroom observations, teachers worked as instructor in the classroom especially in grade one or at the beginning of the lesson. Teachers indicated that they worked as instructor, to demonstrate to the learners how letters, words ad numbers were written. This is referred to as the traditional teaching method.

In traditional teaching, the main role of the teacher is to teach or instruct learner there the teacher is referred to an instructor. Hurlbut (2018) defines the instructor as someone who drives and steers

the lesson while learners listen and follow his every instruction. Wati (2018) describes the teacher as someone who instructs, assists, guide and assess learners in the classroom. This suggests that the teachers are required to instruct and assess learners in the classroom especially learners in the foundation Phase as they are young as require a teacher's guidance. Byrd and Alexander (2020) declare that teachers need to be emancipated through teacher development workshops or programs so they can be aware of their role as an instructor in the classroom. Vilar Beltrán, (2000) informs that the instructional side of a teacher's role is goal-oriented, task-dependent, knowledge-based and underpinned by a set of attitudes and beliefs, not only about knowledge, but also the appropriate instructional strategies to employ in the classroom.

When asked which methods do teachers use, they indicated why they worked as instructor in the classroom

**Participant 2 stated;**

*Mmmh, I use both methods. I use teacher centered methods when I introduce or when I start the lesson. When I teach them how to read as well as hand writing.*

**Participant 3 also explained;**

*Mina. (I) I use teacher centred in Math's at the beginning of the lesson then I let learners work in groups then in languages it is mostly learner-centred because learners are more involved when teaching language. There is group reading, shared reading and paired reading.*

**Participant 4 also added;**

*Mmmh, I use both methods. Sometimes I use learner-centred methods so I can assist learner and they can also learn from one another. I also use teacher centred methods at the beginning of the lesson when I introduce new concept to the learners. I also use learner-centred methods in reading, sports, life skills and in groups, in pairs even in shared reading.*

**Participant 6 explained;**

*In Maths, I usually use teacher centered method at the beginning of the lesson so I can explain to the learners and we do whole class activity where we count and do mental sums together as a class*

The responses suggest that teachers worked as an instructor to present and demonstrate to the learners especially at the beginning of the lesson. Talin, (2014) and Wang, (2017) are of the opinion that teacher-centered methods are used at the beginning of a lesson to provide an overview of the topic, create instructional goals, as well as set the stage for learning. This suggests that during this method, the teacher takes the lead in delivering content, introducing new concepts, guiding the initial stages of the lesson as well as demonstration to the learners

In CHAT, there is a component about division of labour which means that the different stakeholders in the community which is education have many different roles to play. Therefore, teachers can be both instructor and facilitator in the classroom in order to fulfill their different roles.

#### **7.4.1 Teachers as facilitators**

During the interviews, teachers indicated that they worked as facilitators in the classroom. This was also observed during the classroom observations. Although they did not mention the word facilitator but participants mention that they monitor and guide learners when they learn. Slavich and Zimbardo (2012) declare that teachers should work as facilitators who provide learners with monitored ways to interact with each other instead of giving them notes and content. In a study conducted by Borup, Chambers & Stimson (2019) state that the teacher still had to work as a facilitator in online classes as learners needed assistance and direction from their teacher. Although the role of the teachers as instructor is seen as old-fashioned, it is still necessary and useful especially to learners in the foundation phase who need to be instructed and taught how to write, read and count.

Similarly, during the observations, teachers worked as facilitators where they let learners learn and discover on their own. Teachers just gave learners tasks and sums and let learners work on their own in groups or individually. This helped build learners' confidence and self-esteem. It also made learners take charge and be proud of doing the work on their own.

The role of the teacher as facilitator is suggested and encouraged by scholars who state that the teacher moves from being the deliverer of content but facilitates learning. According to McLean and Attardi (2018) instructors become less wise and more guide-like in their teaching approach and that learners value the instructor's role as a moderator rather than information-deliverer. The teacher guides and monitors the learners in the classroom. During the lessons, where the teacher works as facilitator, they motivate learners to work on their own and inspire them to achieve or learn more on their own (Williams & Williams, 2011; Naziah, Caska, Nas, & Indrawati, 2020). This leads to confident and proud learners in the classroom.

#### **7.4.2 Teachers as Instructors**

During the interviews, all the participants mentioned that they worked as instructors in their classroom. This was done to achieve the learning outcomes. Teachers worked a lot as instructors in order to demonstrate or show learners how certain things are done in the classroom. The participants expressed why they used demonstration and worked as an instructor in the classroom.

##### **Participant 2 explained;**

*I use teacher-centered methods when I introduce or when I start the lesson. I work as an instructor, when I teach them how to read as well as hand writing. Learners need to see how to write well so I demonstrate this on the board then they will write it on their exercise books.*

**Participant 3 elaborated;**

*I use teacher centred in Maths at the beginning of the lesson where I show learners how sums are done. They are still young so they do not know how to count, add or subtract. When I introduced the number line sums, I work as an instructor. I showed them how it is done and let them do it on their own. I had to give them already drawn number lines as they still struggled to draw straight lines. then I let learners work in groups then in languages it is mostly*

**Participant 5 states;**

*Every time when I introduce a lesson, I use teacher centred method where I work as an instructor. I tell and show learners what to do during this period. I am elaborating what it is the lesson all about. Then, after that I use learner-centred method where learners work in group, pairs and individually.*

**Participant 6 said;**

*In Maths I usually use teacher-centered method and work as an instructor at the beginning of the lesson so I can explain to the learners and we do whole class activity where we count and do mental sums together as a class*

**Participant 8 also explains;**

*In Literacy I use teacher centred when teaching language use and writing. But when I am teaching reading, it is learner centred as they read in groups and in pairs and individual. When teaching handwriting, I show learners how to write and they copy my handwriting. In Maths, at the beginning of the lesson, I stand in front and ask them mental Maths and they respond to my questions.*

From the interviews, it is evident that teachers worked an instructor to demonstrate to learners how to do certain activities such as sums, writing and reading. Demonstrations was advocated by the NCS and CAPS document and it was used a lot by the teachers during the math's lesson. Teachers, in the foundation phase, wanted to show the learners how sums can be done or how to use or draw the number line so they used demonstration. Teachers also stated that they used the role of instructor in reading and writing activities in order to show how learners the correct way of reading and writing. Even though, the role of the teacher is seen as old fashioned, it is useful as it shows learners how to do activities and the teacher gives the explanation to their learners. this helps the learners to understand the content better.

## **7.5 Learner-Centred Activities**

From the interviews as well as the classroom observations, it is clear that teachers used a lot of learner-centred activities in the classroom during teaching and learning. They mentioned that learners worked in groups and pairs in all subjects. This, I also witnessed during the classroom interviews, learners sat and worked in groups. During the different lessons and in different grade learners worked in group or in pairs however the teacher worked as a facilitator, guiding the learners to work correctly with one another in the groups or in pairs.

The policy also encourages a lot of learner-centred learning to be used in the classroom. C2005 introduced OBE which was about outcomes and learner centredness (Chisholm, 2003). This approach was a move from teacher-centredness to learner-centredness. This was done so that learner become involved in their own learning. The curriculum emphasizes the use of group work in all learning areas and working in pairs to achieve learning outcomes.

CHAT is concerned with the activity that takes between the subject and the object. Teaching and learning are an activity between the teacher and the learners therefore the Cultural Historical Activity Theory (CHAT) is connected to utility as it refers to how teaching takes place and how it can be used for future purposes (Foot, 2014; Roth & Lee, 2007). CHAT is also referred to as Activity Theory. According to (Vygotsky, 1978), CHAT centers on three core ideas that is firstly, humans act collectively, learn by doing, and communicate in and via their actions. The second idea is that humans make, employ, and adapt tools of all kinds to learn and communicate. The third idea is that community is central to the process of making and interpreting meaning—and thus to all forms of learning, communicating, and acting. This suggests that CHAT is a theory that centers around activity of humans and the humans work together to achieve a certain outcome. That means activity is part of this theory and in this study, activity is teaching and learning as well as the activities that are used in the classroom to make learning possible.

## **7.6 Teaching and learning resources**

The results from the interviews suggest that teachers are aware of the resources and their importance when teaching and learning. Likewise, from the classroom observation it is clear that the promotion and use of resources important when enacting OBFP in the classroom.

The policy also mentioned that groupwork and learner activities are part of OBFP. In The National Curriculum Statement (2011) from Grades R-12, it aims to produce learners that are able to work effectively as individuals and with others as members of a team. This suggests that the use of group work amongst the learners. The policy document goes as far as describing how teachers can use groupwork and pairing in the classroom.

From the literature review of the study, from as early as 1999 teachers used many resources and they are influenced by technology. Kabaana (1999) and Maxwell (2020) mentioned audiovisual materials namely wall pictures, charts diagrams, films tape-recorders, maps, blackboards, projectors, motion pictures, television, radios and video that teachers and lecturers used in teaching

and learning. Coleman and Anderson (2001) state that in education area resources fall into two main categories. There resources that are used in the running of the school (administration) resources and those that are used during teaching and learning which are visible and concrete resources (Bryson & Andres, 2020).

Resources are used by teachers to improve learners' performance in the classroom. Otiena (2010) who conducted a study in Kenya about how resources help improve the learners performance in Mathematics. The results of this study shows that classroom/laboratories and stationeries/teaching aids are significant. Teachers need to use resources to the best of their abilities to achieve desired teaching and learning and to achieve the learning outcomes (Erikson & Erikson, 2019). The use of teaching resources is to achieve maximum results but this will depend on the availability and accessibility of the school materials. School materials can be any form of learning material such as worksheets, charts to computers used in the classroom (Usman, 2016; Agung, Surtikanti & Quinones, 2020). During Covid 19, South Africa and the rest of the world was under strict lock down. That means there was limited movement which led to many places such as offices and schools were closed. Many well-resourced schools utilized the online learning as learners couldn't attend school.

Moloi and Mhlanga (2020) in their study about the use of 4IR in South African school report in their finding that urban schools and learners had access and used online platforms such as WhatsApp/Google Apps, YouTube licensing, MS Teams and/or Zoom were mainly utilized in urban schools. Additionally, Khoza and Biyela (2020) define resources as objects or persons that communicate education and training. Khoza (2021) adds that resources are divided into three components which are hardware (tools/machines), software (materials working in conjunction with the hardware to carry information), and ideological-ware (experiences, theories, ideologies, or ideas) that teachers use in order to facilitate learning

From the interview, teachers preferred real and concrete resources that learners could touch and feel. They described this as a useful method for teaching and learning. Learners understood the content better with the use of resources. When teachers were asked about resources they used during teaching and learning. They responded as follows:

**Participant one declared:**

*Apart from the board and chalk, we have counters in Maths and number charts. We have other things which are constructive and concrete for them. To see what you are talking about. There are charts as well as books, DBE books.*

**Participant 5 also mentioned:**

*I use mostly real objects for example when doing fractions, I cut an apple or an orange so they can see and experience the who, half and quarters. Learners enjoy this a lot*

**Participant 6 also explained:**

*Let's say I am teaching Maths; I usually use concrete objects such as counters. If we are doing addition, they use counters especially those who are below average. This helps*

*them to be able to work and understand the sums better. Some learners work better by using visual and concrete objects and by touching things. Then, for those who are average and above average I use number charts and cards. DBE books are also used so learning can be successful*

**Participant 7 also explained:**

*I use a lot of charts as well as real objects. For instance, if I am teaching them about crossing the road. I can take them to the road to cross so they know how it is done and have real experience. If we are learning about trees, we can look at real trees so they can see what they look like. We can also use pictures. They also learn best by looking at pictures of things.*

CHAT is a theory that was used in this study and from its principles, resources play an integral part in teaching and learning. From the first generation of CHAT, tools/ resources are mentioned. Tools are defined as anything that helps learning and teaching to take place and to helps learners to comprehend the curriculum better (Saban & Yildizli, 2017). Bušljeta (2013) and Bean and Melzer (2021) state that the role of teaching and learning tools is to encourage active learning. Teaching and learning is an activity between the teacher and the learners therefore the Cultural Historical Activity Theory (CHAT) is connected to utility as it refers to how teaching takes place and how it can be used for future purposes (Foot, 2014; Roth & Lee, 2007). Engelbrecht, Linares and Borba (2020) state that teaching and learning resources could be defined as the tools used for presenting and transmission of the prescribed teaching material. In CHAT, the actions that comprise an activity system are tool-facilitated and that tools can be either material (hardware and software) or conceptual (ideological-ware). Teaching and learning is an activity and in all activity system participants use tools and use cultural-historical resources to create new tools to engage, enact and pursue the object of their activity (Foot, 2014; Kim, 2020).

Resources are important in all time frames as they were used in the olden days e.g., books and nowadays where resources have evolved over time. All the scholars, the references in CHAT about tools do correspond that tools are used during teaching and learning and are essential to improve teaching and learning. However, resources have evolved over time, teacher use less of chalk and books as resources. Nowadays, teachers use a lot of technology as resources such as computers, laptops and online learning. This is due to technology development and the 4IR era. Although, learners used and were introduced to computers at the participants school, computers were not used as a teaching and learning resource in all classroom. Learners have a specifies time on the timetable where they attended Robotics class. The responses from the participants, the literature as well as CHAT correspond that tools or resources are important and need to be used correctly in order for content to be delivered correctly. Resources help learners understand the prescribed content better.

As the school is located in a semi-rural area, not all parents or home have computers for learners to use at home. This means that learners were disadvantaged during the Covid 19 lockdown as they could not have online classes. However, teachers used many differentiated teaching methods

as part of curriculum differentiation and to accommodate all learners' abilities and needs. Teachers made use of different resources to cater to the needs of the learners in classroom.

### **7.6.1 Different resources for different lessons**

From the observations it suggests that teachers used resources according to the lesson and needs of the learners. This was observed during teaching and learning in the classrooms. Teachers used resources that accommodated the learner as well as the subject presented. During the interview when participants were asked what resource they used and why they used them, they responded as follows;

#### **Participant 4 responded**

*me, I use mostly real objects for example when doing fractions, I cut an apple or an orange so they can see and experience the whole, half and quarters. Learners enjoy this a lot.*

#### **Participant 5 declared that:**

*It depends on the lesson. If I am teaching IsiZulu, we have DBE books, Readers and big books. In Maths, we have counters, charts, number lines and other concrete objects.*

#### **Participant 6 also said;**

*Eeh, Let's say I am teaching Maths; I usually use concrete objects such as counters. If we are doing addition, they use counters especially those who are below average. This helps them to be able to work and understand the sums better. Some learners work better by using visual and concrete objects and by touching things. Then, for those who are average and above average I use number charts and cards. DBE books are also used so learning can be successful*

#### **Participant 7 also explained:**

*I use a lot of charts as well as real objects. For instance, if I am teaching them about crossing the road. I can take them to the road to cross so they know how it is done and have real experience. If we are learning about trees, we can look at real trees so they can see what they look like. We can also use pictures. They also learn best by looking at pictures of things.*

#### **Participant 8 also added:**

*I use real objects, charts as well as counters so it can be things that they can touch and this also helps them to remember. So, they are able to see and do practical activities.*

Teachers use all kinds of resources during teaching and learning. However, it is evident that teachers preferred to use real or concrete objects that learners could touch and experience. According to Chen, (2021) the use of concrete resources is a method that is ingrained in the

principles of constructivism, which emphasizes the importance of practical experiences and active engagement in the learning process of the learners.

### 7.7 Curriculum Differentiation

The results indicate that OBFP includes using differentiated curriculum. The teachers were aware of the learners' different and unique learning abilities therefore they were of the opinion that they need to use differentiated curriculum in order to accommodate the learners needs and abilities. When the participants were asked about how they teach or assess learner, the indicated that they teach and give learners different activities as well as different kinds of assessment so that each learner can express themselves. However, during the classroom observation, teacher taught learners in the same manner

Curriculum differentiation is encouraged by UNESCO (2000) when they declare, the Education for All movement which aimed to overcome inequalities in educational systems by 2015, whereas the UN convention on the Rights of Persons with Disabilities (2006) recognized the rights of all learners to be included and receive the individual support they may require. This suggests that all learners need to be accommodated in the classroom no matter their race, background or disability. However, scholars also concurred that curriculum differentiation is one of the hardest things to accomplish successfully in the classroom (Tomlinson, 1999). Gardner (1983) introduced multiple intelligences. He proposed that there eight intelligences. Therefore, when teachers are planning their teaching methods, learning environment and assessment styles they need to consider their eight intelligences. In curriculum differentiation teachers use different methods in order to accommodate the learners multiple learning styles.

Here are some activities and type of learners in each intelligence that teachers can use in order to accommodate the learners' learning styles.

<b>Types of intelligence</b>	<b>Simple word</b>	<b>Type of learners</b>
1. Linguistic	Works best with words and language	Remember written and spoken information. Enjoy reading and writing. Debate or give persuasive speeches. Can explain things well
2. Logical-mathematical	Works best by reasoning	Reasoning, logical and problem-solving skills. Love Maths and science
3. Spatial	Works best with pictures, charts and graphs	Interpret pictures, graphs, and charts well. Enjoy drawing, painting, and the visual arts
4. Bodily-kinesthetic	body movement	They enjoy dancing, jumping, gestures and touching

5. Musical	Music and rhythms	They enjoy songs, musical instruments, music patterns and tones.
6. Interpersonal	Works with others	Communicates well with others. Works well in groups. Can resolve conflicts.
7. intrapersonal	Enjoys to work alone	Works alone, thinks and dreams a lot. Uses diaries and journals.
8. Naturalist	Love and enjoys nature	Loves plants and animals. Works well outside in nature. Explores outdoors.

**Table 7.1 adapted from Gardner (1983) and Sener & Çokçaliskan (2018).**

This table can be helpful to teacher so that they know what learners they are dealing with and what type of teaching method, environment and assessment style to utilise in order to accommodate most learning styles. Sener and Çokçaliskan, (2018) advise that it is also very important for teachers to understand their learners' learning styles and multiple intelligences since they can carefully identify their goals and design activities that can teach to the different intelligences, and design student-centered activities. The policy document DBE (2011, p. 5) also declares that “To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education’s Guidelines for Inclusive Teaching and Learning (2010)”. This is caused by many factors such as teachers’ understanding of differentiated curriculum, resources, learners’ needs and abilities. Additionally, DoE (2011, p.4) elaborates that;

Curriculum differentiation is a key strategy for responding to the needs of learners with diverse learning styles and needs. It involves processes of modifying, changing, adapting, extending, and varying teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum. It takes into account learners’ ability levels, interests and backgrounds. Curriculum differentiation can be done at the level of content, teaching methodologies, assessment and learning environment.

This suggests that the teacher needs to be aware of all the learners’ needs, abilities and learning style so that they can conduct an effective curriculum differentiation. This also advises that when teachers are practicing curriculum differentiation, they need to use different teaching methods, strategies, differentiated content as well as differentiated teaching environment to accommodate the needs and abilities of the different learners in the classroom.

### **7.7.1 Differentiated content**

Content according to DoE (2011b, p. 4) is defined as “what we teach and what the learner is expected to learn, that is, to know, understand or be able to do. It includes facts, concepts, and skills that learners will acquire within their learning environment. Sometimes teachers are able to

select the content to suit the learners' needs." Therefore, to accommodate the learner's different learner's needs and abilities, teachers need present the content in different ways so that learners may understand the content when it is presented in a manner that they understand.

Teachers should anticipate learning differences and therefore design the curriculum to meet all learners' needs rather than modify and adapt the curriculum just for children with support needs (Dinnebeil, Boat & Bae, 2013; Schwab, Sharma, & Hoffmann, 2022). This means that teacher should find different methods of presenting the content to the learners so that all learners can comprehend and apply the content in the classroom and in real life situations. Snyder (2000) and Armstrong-Mensah, Ramsey-White, Yankey and Self-Brown (2020) recommend that giving learners the chance to learn using their preferred style has a positive effect on generating motives for them and increasing their motivation to learn. Reis and Renzulli (2018) also add that the differentiation of content involves adding more depth to the curriculum by focusing on structures of knowledge, basic principles and functional concepts. This suggests that content should be differentiated so that it meets the different needs of the learners. during the classroom observations I observed teachers presented content in various ways, such as using the chalkboard, rhymes, songs, charts, worksheets and taking learners outside in order to use differentiated content presentation. Teacher also used differentiated environment as a method of differentiating content.

### **7.7.2 Differentiating the Learning Environment**

Learning environment refers to both the physical and the affective climate in the classroom (Govender & Khoza, 2024; Mthembu & Khoza, 2024; Tomlinson & Moon, 2013; Gardner, 2019). They are of the view that the learning environment takes places in the classroom. Similarly, Dinç (2017); Lindner and Schwab (2020) advise that learning happens in its natural habitat throughout history. Chi and VanLehn (2012); Phillips, Sharma and Garnier (2020) claim that some learners are less sensitive to learning environments and can always learn whereas others are more sensitive to different learning environments and may fail to learn. A study conducted by Kaufmann and Vallade (2020) about online learning mentioned that learners feel lonely in online learning set up and that teachers need to create a good learning environment and relationship with the learners so that they may succeed in learning. In addition, Sawyer (2014); Olakanmi (2017) suggests that when learners are involved in their learning, they can gain a deeper conceptual understanding by actively participating in their own learning. Teachers need to make sure that the teaching environment that keeps learners motivated and eager to learn so they can participate and also improve their social skills.

According to (DoE, 2011, p. 7) "the physical environment according to includes factors such as classroom spaces, classroom infrastructure, arrangement of furniture, level of noise, class size, classroom displays and resources." This was observed during the classroom observations, where class teachers used the classroom space to accommodate the leaners such as sitting them in groups, had reading corners and well as charts on the walls. It is critical for teachers to consider these factors when trying to meet the learning needs of their learners. additionally, DoE (2011b)

recommends that it is the responsibility of the teachers to make sure that they make the learning environment as conducive to learning as possible for the learners.

During the classroom observation, I witnessed that teachers sat learners who were short and those who were glasses in the front rows or directly in front of the board. This means teachers used differentiated environment which is the classroom to accommodate learners who were short and visually impaired. During the reading period, teachers sat learners in group on the carpet or on the floor.

One of the teachers made mention that she took learners outside when asked about how the resources used during teaching and learning.

**Participant 7 explained that**

*For instance, if I am teaching them about crossing the road. I can take them to the road to cross so they know how it is done and have real experience. If we are learning about trees, we can look at real trees so they can see what they look like. We can also use pictures. They also learn best by looking at pictures of things.*

This suggests that teachers are aware curriculum differentiation and do use different teaching methods and used differentiated environment in order to make teaching and learning effective. Teachers go beyond the traditional teaching methods so that learners comprehend the presented content. However, teachers used the prescribed DBE books in their class so that learners can understand the content better. The participants commented about using DBE books

**Participant one explained;**

*DBE books are very useful to the learners because it is colorful and attractive to the learners*

**Participant 5 also added;**

*It depends on the lesson. If I am teaching IsiZulu, we have DBE books, Readers and big books. In Maths, we have counters, charts, number lines and other concrete objects.*

**Participant 6 also declared;**

*Then, for those who are average and above average I use number charts and cards. DBE books are also used so learning can be successful*

The use of DBE books is also recommended by the curriculum documents that teachers use such as the DBE Planner and tracker which informs teachers which activity to do in order to enforce the cover content. In Maths, the DBE activities correspond with the class lesson.

### **7.7.3 Differentiating the Teaching Methods**

Teachers declared that they used different teaching methods to accommodate the learners needs and abilities. This was also witnessed during the classroom observations where teachers worked

as instructor, facilitator in one lesson. Teachers also let learners work together as a class, in group, pairs and individually.

Doe (2011b) suggest that since teachers are dealing with a diverse group of learners. Teachers make use of various teaching methods and resources in order to deal with the diverse learning needs and abilities in the classrooms (Cole, 2008; Klapproth, Federkeil, Heinschke, & Jungmann, 2020). This means that teachers need to find ways that ensure participation of all learners in learning. It also adds that teachers are aware that children come to schools with different abilities, skills and knowledge, socioeconomic backgrounds and personalities therefore they need to accommodate these different needs.

During the interviews, nearly all the participants declared that they used different teaching methods

**Participant 1 declared;**

*Mmmh, I give them different activities as they are not the same. Some are still slow and others are fast. Even reading books I give they different reading books that accommodates their level.*

**Participant 2 said;**

*They get different tasks of the same content as they are not the same. Some work will be easy for slow learner and it will be harder for the high flyers.*

**Participant 3 alleged;**

*Mmmh, I use different tasks or activities because the learners are different and this is helpful to the learners.*

**Participant 4 reported;**

*Eeh, I give them different tasks or activities. Those who are high flyers get more work and the others get work which is level of understanding. This is helpful as all learners have a chance to do work at the level and pass.*

**Participant 5 explained;**

*I use different tasks and activities to accommodate the learners' abilities especially those with learning disabilities. Our school is a full-service school so as teachers we need to accommodate learners with learning disabilities. That is why we put them into three groups which is above average*

Nearly all the teachers gave the same reason for using the differentiated teaching methods that is to accommodate the learners' different needs and styles. However, participant 5 mentions that their school is a full-service school which means they had many mentally and physically challenged learners in their school whom they needed to accommodate in the classrooms.

#### **7.7.4 Differentiated Assessment**

In my view teachers were aware of differentiated assessment, however they did not administer differentiated assessments activities. During the interviews, teachers reported to be administering differentiated assessment to their learners in class.

##### **Participant one stated:**

*Weekly tests are better or them as they are still young. We do a written, oral and practical assessment. If you feel that a learner did not understand the assessment, we do one on one assessment.*

##### **Participant two declared:**

*Me, I use continuous assessment and I use different worksheets so learners with different abilities*

##### **Participant five for also explained:**

*Eeh, I also assess the learners according to their abilities like there are bigger numbers for those who are below average I mean above average. They use bigger numbers but the number for below average learners will be in their level but it is the same work concept. Because I also teach them according to their abilities so I have to assess them according to their abilities as well.*

##### **Participant 8 also added;**

*There is continuous assessment. The assessment activities are not the same as learners do not have the same strength and their abilities are not the same. I do this so that each learner has a chance to express themselves and to do well in class. There are tests for those who are a bit slow and for those who are high achievers but it is all the same test (content). This is to make sure that they all get a chance to pass.*

However, I witnessed during something different during the classroom observations. Teachers gave all the learners the same assessment task but they did use Blooms taxonomy as questions ranged from in lower order to higher order. DoE (2011b, p. 13) declares that “differentiating assessment involves rethinking the traditional practice of having all learners do the same assessment tasks at the same time. In this new way of thinking, teachers need an assessment approach and plan that is flexible enough to accommodate a range of learner needs.”

Scholars such Boud and Falchikov, (2007) declared that assessment is an important part of learning. Additionally, Amua-Sekyi (2016) reported that assessment can be defined as all activities that teachers and learners use in order to test and get information in the classroom. Assessment tasks are activities designed by the teacher to test whether the learners have understood the content. Assessment is used to measure whether the outcomes have been achieved or content understood

by the learners (Hamilton, McKechnie, Edgerton & Wilson, 2021). Martin, Ritzhaupt, Kumar and Budhrani, (2019) also add assessment is used to evaluate the learner's knowledge, skills and values of the learning area.

### **7.8 Continuous assessment**

Teachers declared that they used continuous assessment in the classroom. This was done as it was prescribed by the curriculum and to accommodate learners as they are young and forget easily. Some teachers were of the opinion that every class activity should be assessed however, that would be too much administration on their part. This was specified by the participant during the interviews when asked why they used continuous assessment.

#### **Participant 1 was of the opinion;**

*We use continuous assessment. We normally teach and assess every Friday we assess what we did that week. Mmmh, because they tend to forget if we let it pile up until the end of the term. Weekly tests are better for them as they are still young. We do a written, oral and practical assessment. If you feel that a learner did not understand the assessment, we do one on one assessment.*

#### **Participant 4 said:**

*On Monday I introduce the sounds and words then I will assess them on Friday. We have continuous assessment as it is prescribed in CAPS. When we are reading, I will ask them questions to assess if they understand the story. We do oral and written assessment in all content areas. I give them assessment that is in their level*

#### **Participant eight declared;**

*There is continuous assessment. The assessment activities are not the same as learners do not have the same strength and their abilities are not the same*

#### **Participant nine explained:**

*I use continuous assessment in my class. mmmh, the CAPS document tells us when and how to do the assessment, I also use this type of assessment as their assessment tasks are not the same as the learners are different from one another since they have different abilities.*

Teachers used continuous assessment in the classroom where there was daily or weekly assessment tasks which was also differentiated to accommodate the learners' different needs, abilities and learning styles. According to Tesfaye (2017) the primary purpose of continuous assessment is to support the learners' learning by providing feedback and identifying areas of strength and areas that need to be improved. Baleni, (2015); Wallace, Gloria and Munetsi, (2022) declare that continuous assessment, also known as formative assessment, is an ongoing process of gathering

evidence and providing feedback on learners' learning progress throughout the instructional period. It involves systematically monitoring learners' knowledge, skills, and understanding to inform instructional decisions and support their learning

### **7.9 Effectiveness of OBFP**

The data suggest that teachers found OBFO as an effective teaching method. Teachers were of the opinion that OBFP was a useful teaching method. Quotes from their response will be produced as to how they responded when asked how they knew that OBFP was a useful teaching and learning method. Teachers were very positive and enthusiastic about using OBFP and its effectiveness in the classroom during the interviews. When asked why they used OBFP in their classroom they responded;

#### **Participant 1 declared:**

*Eeh, it is a good method of teaching as it helps develop learners skills as well as communication*

#### **Participant 2 added:**

*I use it because this is a good method because yes, it teaches the learners to work with each other as groups or a community. To help each other during teaching and learning. Some learn better from other learners.*

#### **Participant 7 explained;**

*I use this method because it useful to the learners as well as the teacher. Because, learners work in groups and pairs so that they can help each other as well as develop they communication skills. It helps me as the teacher so know what skills and learning problems learners have so, I can assist them to overcome them.*

These participants explained their reasons for using OBFP in the classroom. They used it to accommodate the learners needs, they used it as learners learnt better from each other in groups. However, this is contrary from what was observed from the classroom observations as in some classes only the teacher was active where learners sat and listened to the teacher. The learners listened, took notes and worked alone in the classroom. All the teachers sat the learners in groups however learners worked individually. This suggests that teachers responded positively only to impress me during the interviews. I think that their understanding of OBFP is sitting learning in group during teaching and learning. They failed to follow any of the recommendations that were recommended in RNCS and CAPS as t gives teachers clear and precise methods of teaching in the classroom.

### **7.10 Different tasks and roles in an OBFP classroom**

From the classroom observation and the interviews, it appears that teachers and leaners have different duties or roles to play in the classroom. The teachers are seen as an instructor as well as

a facilitator in the classroom. Learners also have different roles in the classroom. There were learners who were selected to assist the teacher to monitor the class who were class prefects. There were also group monitors who helped manage groups as well as hand out books in the different groups.

In CHAT, the division of labour defines how tasks and responsibilities are shared among system participants as they engage in an activity (Cole & Engeström, 1993; Pettersson, 2021). Teachers worked as instructor and facilitator in the classroom. Learners had their roles to learn and behave in the classroom. However, when the teachers were asked about what other methods, they reported that they used the assistance of prefects in class to manage or monitor the learners' behaviour in the classroom, they mentioned that they used the help of prefects and monitors.

**Participant 5 stated:**

*There are class prefects. We have 6 groups and so in each group there is a representative like a prefect but for that group.*

**Participant 6 mentioned**

*I have class leaders who help me a lot to check that everyone is in class and working peacefully. They also help with handing out of books in the classroom.*

This suggests that teachers used the support of other learners in the classroom in order to monitor, manage and assist learners in the classroom. This could be due to the number of learners in the classroom. There are other factors which might lead to the use of prefects such as the amount of work that teachers need to do in the classroom such as teaching, assessing and marking so they used the help of other learners to hand out worksheets and exercise books.

## **7.11 Conclusion**

The study demonstrates a correlation between CHAT and OBFP as they both address outcomes, activity(learning), working together (community), tools (resource) and rules that govern the activity. The data from the document analysis, classroom observations, the study found that outcomes form an integral part of OBFP and that groupwork, learner-activities and curriculum differentiation are essential in order to enact OBFP successfully. However, it is evident that even though, teachers are aware and comprehend the enactment of OBFP, teachers could not enact the principles of OBFP correctly or completely. There are many factors which may affect teacher such as lack of experience, resources, policy knowledge and time management (Jansen,1999; Makumane, Nkohla & Khoza, 2024; Shoba & Khoza, 2022; Zuma, Khoza & Sokhulu, 2022). A number of factors may affect the way teachers interpret the curriculum. Rogan and Grayson (2003) proposed a theory of implementation to assist researchers in determining exactly where a teacher is located with regard to his or her ability to implement a science curriculum

## CHAPTER EIGHT

### CONCLUDING REMARKS OF THE STUDY

#### 8.1 Introduction

This study was conducted to explore teachers' understanding of Outcomes-Based Forms of pedagogy. Hence, it undertook a case study methodology using document analysis, classroom observation, and semi structured interviews to generate data that were presented in Chapter Five which was later discussed and analysed in Chapter Six. Document analysis was the suitable method to respond to the first research question. Classroom observation was the best method in order to respond to the second research (operational) questions. Teachers were observed to explore how they used OBFP in their classroom during teaching and learning.

Chapter six and seven presented and discussed the findings from the study which were presented using themes that emerged from the data generated in response to the three research questions through document analysis, classroom observations and the semi-structured interviews. Chapter six presented the first and second research question whereas chapter seven presented the data discussion that emerged from the third (philosophical research question. In this concluding chapter the findings around the theory of the study are discussed. The first section addresses the title of the study, followed by propositions which were generated from the findings which were presented in Chapter five and six of the study.

The main research findings of the study are that teachers used traditional (professional) and transformational (social) understanding with little understanding or usage of Transitional (needs) understanding. Teachers' content knowledge and experience played an important role in defining their teaching methods and routine in the classroom. The curriculum documents assisted teachers in making teaching learning easy since CAPS provided a clear step by step guide on how to teach and present the content to the learners. During Covid 19, teachers were provided with Annual Teaching Plans which included the principles of OBFP. Additionally, the study revealed that teachers understood the theory of OBFP. However, the teachers failed to enact OBFP correctly in the classrooms

#### 8.2 Addressing the Title; Exploring Teachers' Understanding of Outcomes-Based Forms of Pedagogy.

This study was undertaken to Exploring Teachers' Understanding of Outcomes-Based Forms of Pedagogy used in the foundation phase. In order to address this title, I articulated three key research questions, which were: 1. What are the Outcomes-Based Forms of Pedagogy used in Foundation Phase? (Descriptive) 2. How do teachers understand the Outcomes-Based forms of pedagogy used in foundation phase? (Operational), and 3. Why do teachers understand the Outcomes-Based forms of pedagogy used in foundation phase in particular ways? (Philosophical/ Theoretical).

The study used Chapter Two and Chapter three with the purpose of exploring the study phenomenon and theoretical framework. Chapter Two, addressed the first two kinds of understanding which are traditional and transformational understanding. I reviewed different

literature to scrutinise other scholars' findings in the literature, the major gap identified from the literature is that teachers used more traditional (professional) and transformational (social) understanding when teaching. However, they ignored or catered less to the needs of the learners, this is referred to as transitional understanding. Although teachers mentioned the use of differentiated curriculum during the interviews, there is a gap in the theory and practical use of differentiated curriculum in the classroom.

### **8.3 Propositions arising from data findings**

Chapters Five and Six of the study comprised of the data presentation as well as research findings and discussions, which linked with the research questions. There are six propositions that emerged from the previous Chapters, which outline teachers understanding of OBFP used in the foundation phase. The six propositions that emerged are described as:

1. Revealing outcomes at the beginning of the lesson
2. Learner-centred activities improves content understanding
3. The use of resources leads to better understanding
4. Various Teaching and learning methods enhance learner performance
5. Differentiated curriculum leads to more understanding and performance
6. The use of OBFP leads to efficient teaching and learning

These propositions shall be discussed as themes. Then I shall conclude my thoughts and views on teachers' understanding of OBFP in the foundation phase by presenting firstly the research limitations, the implications of the findings of this study and recommendations.

#### **8.3.1 Proposition One: Revealing outcomes at the beginning of the lesson**

The research findings indicate that revealing or stating outcomes at the beginning of the lesson leads to learners paying more attention in class since they are aware of what they are expected to achieve at the end of the lesson. Outcomes form an important part of OBFP and teachers inform learners of the outcomes at the beginning of the lesson even though they are measured or assessed at the end of the lesson. Hence, outcomes are clearly defined and outlined in the curriculum documents. The findings from document analysis of the C2005 and RNCS gave us clearly indication that the outcomes are important in understanding and enacting Outcomes-Based Forms of Pedagogy in the classroom.

During the classroom observations, teachers were aware of the outcomes that they wanted to achieve and they also informed the learners of the outcomes at the beginning of the lesson. Nearly all the teachers, made mention of what the learners need to be able to achieve at the end of the lesson. The outcomes were also mentioned or clearly defined in their lesson plans. Spady (1994) who is the founder of OBE declares that outcomes are very important when implementing OBFP. OBFP is a planned education system and has a clear focus on the learners' ability to achieve a learning outcome at the end of teaching and learning sessions (Spady, 1994). According to Mahajan and Singh, (2017) learning outcomes are important to both the teacher and the learner. Outcomes help the teacher plan the lesson according to the content and the resources that will help during the lesson. Meda and Swart, (2017) state that learning outcomes are essential to any

curriculum in education, where they need to be clear, observable and measurable. A learning outcome is a clear statement of what a learner is expected to be able to do, know about and value at the completion of a unit of study, and how well they should be expected to achieve those outcomes (Donnelly & Fitzmaurice, 2005; Adam, 2006; Mahajan & Singh, 2017). Jansen (1996) also adds that outcomes state clearly what learners should attain and direct assessment towards specified goals. Outcomes' signal what is worth learning in a content-heavy curriculum.

During the semi-structured interviews, nearly all teachers were aware that outcomes are important in OBFP and the learners needed to be aware of the outcome from the beginning of the lesson. When asked to define what OBFP meant to them, they made mention of outcomes that learners are supposed to achieve at the end of the lesson. During the interviews, six out of the nine participants mentioned that OBFP is related to outcomes. This could be taken from the OBFP word as it says outcomes, some teachers also mentioned that OBFP is about learner-centredness and groupwork. Teachers also made sure that they assess whether learners achieve the outcomes at the end of the lesson through assessment tasks or exercises. All the participants checked whether learners achieved the outcomes at the end of the lesson, through the use of various assessment tools such as readers, worksheets and the board. At the end of the lesson, teachers examined whether learners achieved or understood the outcomes. Teachers used many strategies to test whether the outcomes were achieved.

Furthermore, OBFP also encourages the promotion and development of skills, knowledge, attitudes and values (SKAVs). Additionally, the National Curriculum Statement and CAPS (2011) promotes SKAVs and aims at training learners, regardless of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values needed for self-fulfillment, and meaningful participation in society as citizens of the country. They also will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. The Revised National Curriculum Statement (2000) also seeks to embody these values in the knowledge and skills it develops. Teachers play an important role in promoting and developing skills, knowledge, attitudes and values (SKAVs) in the classroom. It is the responsibility of the teacher to inform the learners of the outcomes that they need to achieve at the end of the lesson. The teachers' lesson plans which presented a section on what outcomes they intend to achieve at the end of the lesson.

Cultural Historical Activity Theory also encourages human activity which is purposeful and promotes skills, knowledge and attitudes of the learners in the classroom and as future citizens (Farhangi, 2016). This implies that outcomes play an important role in teaching and learning. Therefore, teachers need to clearly define the outcomes to the learners and also inform them correctly what the learners are meant to do at the end of the lesson. It is suggested that teachers should be clear when presenting the outcomes that learners need to achieve at the end of the lesson. Teachers can also use different teaching methods which are learner-centred and also accommodate learners' abilities, needs as well as intelligences. In CHAT, outcomes are the result of the activity between the teacher and learners, however what I witnessed is that teachers informed or mention

the outcomes at the beginning of the lesson. This suggests that outcomes are important as learners are informed the outcomes at the beginning and at the end of the lesson. Teachers also used a lot of learner activities to make sure that the outcomes are achieved at the end of the lesson.

### **8.3.2 Proposition Two: Learner-centred activities improve content understanding**

The findings indicate of the study that using learner-centred activities leads to enhanced learner performance and increased learner participation in the classroom. Learner-centred activities play an important role and are encouraged in OBFP. Learners learn more or better from their peers (Falchikov, 2007; Porter, Bailey Lee, Simon, & Zingaro, 2011; Li, H., Xiong, Hunter, Guo, & Tywoniw, 2020). This was observed during the document analysis, the classroom observations and during the semi-structured interviews. The study analysed many documents which promoted learner-centred activities and that learners centred activities form an important part of enacting OBFP. According to DoE (2011, p. 11) “the outcomes and assessment standards emphasise participatory, learner-centred and activity-based education”. This indicates that learner-centred activities and active learning are important when teaching using OBFP.

Literature revealed the importance of learner-centred activities in the classroom. According to Kennedy (2006), the principles of Outcomes-Based Forms of Pedagogy mainly that it shows a shift from the traditional “teacher-centred” approach to a “student-centred” approach. Additionally, other scholars alleged that the learning process as well as the product of the learning process which is more fruitful in an active learning environment than the traditional learning environment (Roblyer, Edwards & Havriluk, 1997; Munna & Kalam, 2021). Similarly, McLean and Attardi (2018) suggested that in transformational approach instructors become less active and more guide-like in their teaching approach and that learners valued the instructor’s role as a moderator rather than information-deliverer. Freeman, et al (2014) add that active learning leads to increased student performance and higher levels of conceptual understanding. This suggests that teachers only guide learners as learners are more active and involved in their own teaching and learning.

Moreover, during the classroom observations, teachers used various learner-centred activities which were encouraged and defined in the CAPS and ATP documents. The learners were seated in groups and worked in those groups during teaching and learning. The type of seating arrangement used encourages learners to work together and cooperate in groups (Khoza, 2011, 2014, 2015c, 2020b; Khoza & Fomunyam, 2021; Wannarka & Ruhl, 2008). In Literacy, teachers used these activities such as group guided reading, paired and group reading. In Maths, teachers asked learners to work in groups and in pairs as it was suggested by the policy documents. This was done so that learners would understand content better. However, some teachers assumed that when learners are seated in groups they would be engaged in learner-centred activities. However, learner-centred activities need to be facilitated by the teacher in the classroom especially in the foundation phase.

During the interviews, teachers declared that they used various learner centred activities. Teachers declared that they used these activities with the purpose of assisting learners achieve the desired

outcomes. The participants mentioned that these activities included group work, demonstrations, group and paired reading in their classroom. However, it is evident from the observations that teachers lack understanding and skills of implementing learners centred activities in the classroom. As they are of the opinion that groupwork is the only form of group work they could use in class. They also used group and paired reading as it was suggested by their policy documents. Therefore, it is suggested that teachers be trained vigorously on how to utilise learner-centred activities in class which accommodate all the different learners' needs. This can be achieved by using resources which are useful and at the learners' level of understanding as well as ability.

### **8.3.3 Proposition Three: The use of resources leads to better understanding of content**

The research findings suggest that the use of various teaching and learning resources leads to learners understanding the content better. This suggests that resources play an important role during teaching and learning in the classroom. OBFP promotes the use of resources during teaching and learning. During the classroom observations, teachers made use of numerous resources as part of teaching and learning. Most of the resources were concrete objects which learners could hold, feel and touch.

The curriculum gives teachers a suggestion of the resources they can use in the classrooms when teaching. In Mathematics, the suggested resources are counters, a large dice, a big counting frame, height chart, big 1 - 100 and 101 - 200 number grid posters (100 - charts), different number lines (vertical and horizontal), a set of flash cards (expanding cards) as well as Play money (coins and notes). Most classrooms had these resources displayed on their walls for the learners to use during teaching and learning.

From my observation, NCS as well as CAPS provides teachers with resources that they can print and present to learners in the classroom such as number charts, word puzzles, thumb cards etc. The English First Additional language (PSRIP) has a set of worksheet pack and resource pack that teachers can also print and use in their classrooms, especially for reading and phonics. It also provides big books that teachers can use during group guided reading. IsiZulu also had various resources such as charts which learners could discuss and write sentences about. It is a great resource for listening and speaking and writing activities.

In this study, teachers had access to various resources which were provided by the department of education. Teachers used resources such as books, readers, charts and counters during teaching and learning. However, the school lacked resources which are now used in the 4IR such as laptops, iPads and internet which deprived learners a chance of education during the Covid 19 lockdown. It would be advisable that all schools have access to the same resources so that learners have equal opportunity to perform in class like the rest of the learners in multi-racial or former Model C schools. Resources assist teachers and learners in the classroom. Teachers use resources to present content to learners whereas learners use resources to understand and master the presented content.

This study recommends that teachers be trained on how to use various resources which will be useful to the learners. It is also recommended that the Department of Education provides teachers with resources which are in line with 4IR so that learners in rural or semi-rural schools can also

have access to computer, tablets and laptops. This will assist teachers and learners should lockdown measures be implemented again in our country.

#### **8.3.4 Proposition Four: Various Teaching and learning methods enhance learner performance**

The findings from the study indicate that the use of various teaching and learning methods in the classrooms help learners to perform better. Resources assist learners to understand the content presented to them and make learning enjoyable. OBFP encourages teachers to use different teaching and learning methods. The reviewed literature pointed out that teachers used traditional teaching methods in their classroom for various reasons such as when introducing content and when teaching learners about new ideas and concepts.

During the observations, teachers used teacher-centred methods such as lecturing, dictation, drill, teacher-led discussion, explanation and these are considered as traditional teaching methods (Serbessa, 2006). These methods place the teacher in the front of the class and they deliver content to the learners and there is no learner involvement. This means that teachers worked as instructors in the classroom. However, teachers also used learner-centred teaching methods where learners participated with one another and became part of their learning.

Similarly, during the semi-structured interviews, participants mentioned that they used different teaching and learning methods. Yet, the participants gave different reasons as to why they used the different teaching methods such as to introduce learners to new content, to help them communicate and also learn from one another. This was used to achieve designed outcomes in the classroom. This suggests that teachers were well-trained in using various teaching and learning methods. Teachers' experiences also played an important role in using different teaching and learning methods as participant three used a lot of teacher-centred teaching and learning methods. She only had one year of teaching experience. The new teacher could get a teacher mentor to assist her so that she can use the different teaching methods in her class. The use of various teaching methods could be useful in promoting differentiated curriculum in the classroom.

#### **8.3.5 Proposition five: Differentiated curriculum leads to more understanding and performance**

From the findings, it is indicative that Differentiated curriculum caters for all the needs of the learners which leads to increased learner performance. Curriculum differentiation can assist in improving learner performance in the classroom. Curriculum differentiation is promoted by the following documents; the South African Constitution, Department of Education, White Paper 6 on inclusion as well as CAPS (2011). There is also a document on Guidelines for responding to learner-diversity in the classroom (2011). These documents advise teachers to differentiate the curriculum in order to respond to the learners different learning styles and abilities. This demonstrates that curriculum differentiation is necessary and important for teachers to implement in schools.

From the classroom observations results, it is evident that teachers did make an effort to implement differentiated curriculum through the four components which is the learning environment,

curriculum content, teaching strategies as well as differentiated assessments. The learning environment was differentiated as learners sat in groups, chalkboard was visible, classes were well-decorated with charts and books which made it a suitable environment for teaching and learning. The teachers used various methods to present the content in a differentiated manner such as being an instructor and facilitator during teaching. The teachers also used different teaching strategies and resources to accommodate the learners' diverse learning needs, abilities and styles. This led to learners participating more and understanding the content better in the classroom.

During the interviews, nearly all the teachers indicated that they gave learners different activities as they all are different and have different learning styles. However, it was also observed by the researcher that some of the observed teachers could not implement curriculum differentiation completely as they used the same activity to all the learners and ignoring the learners' abilities or needs. However, majority of the participants were able to implement differentiated curriculum correctly and the learners understood the content as teacher used more than one strategy to present the content to the learners. This suggests that teachers lacked practical experience of implementing curriculum differentiation. Therefore, it is recommended that teachers can be trained in a classroom situation where they can be able to practise using and implementing differentiated curriculum in their classrooms.

### **8.3.6 Proposition Six: The use of OBFP leads to effective teaching and learning**

The finding from the teachers' semi-structured interview questions indicated that the use of OBFP leads to efficient teaching and learning. All the participants were of the view that using OBFP helped them to achieve the desired outcomes in classroom.

Teachers were optimistic and enthusiastic about using OBFP and spoke positively about the effectiveness of using OBFP in the classroom during the interviews. They also added that learners performed better when OBFP was enacted as teaching and learning method. It led to learners understanding the content more as well as participating more in classroom activities, groupwork as well as in discussions. When asked why teachers used OBFP in their classroom during teaching and learning they stated that it was a great way of teaching as it teaches the learners to work with each other as groups or a community. This method also motivates learners to work with each other and help one another during teaching and learning. Teachers also indicated that some learners learn better from other learners help each other during teaching and learning.

#### **Participant 7 explained;**

*I use this method because it is useful to the learners as well as the teacher. Because, learners work in groups and pairs so that they can help each other as well as develop their communication skills. It helps me as the teacher so know what skills and learning problems learners have so, I can assist them to overcome them.*

Additionally, from the classroom observations, it was evident that teachers were aware and had experience of using OBFP in the classroom. The learners as well showed an interest in the lessons when OBFP was used. The learners as well showed an interest of the presented content as they

paid attention and participated more in the classroom. Learners enjoyed working in groups and teachers catered to the needs of the learners as they had different teaching strategies and used different resources to make sure that learners understood the content.

The use of OBFP allowed the teacher to be innovative and creative in the classroom and not follow the rigid textbook rules. Teachers in the foundation phase used songs, nursery rhymes to make learning more fun and entertaining to the learners. However, still making sure that the content is delivered to the learners and understood by the learners. Teachers also made sure that necessary knowledge, skills, attitude and values are promoted when using OBFP in the classroom. However, the novice teachers still lacked experience of enacting OBFP in the classroom and followed the textbook and curriculum strictly.

#### **8.4 Research limitations**

The first limitation is that the study was conducted on one group of participants which were the foundation phase teachers. The category of teachers was limited as I could not interact with the three Heads of Department (HOD) from each grade as they indicated that they were preoccupied with administration work. I think interviewing them as well as the school principal would have given the research more insight as they have more experience and expertise.

The second limitation is limited to a specific context. The study was conducted in a school which is located in the area of KwaNyuswa in KwaZulu Natal. The school is well-resourced than most schools in the area. However, it is a previously disadvantaged school. I believe if the study was conducted in a diverse setting the findings would be different. I think teachers in different schools or grades might have more information or provide different findings to the study.

#### **8.5 Recommendations for the DoE Stakeholders**

Based on the research conclusions, the DoE subject advisors could conduct more visual and live workshops on teaching according to the needs of the learners. These workshops could be conducted with learners present or use videos to demonstrate to other teachers how they can enact OBFP in classroom. The subject advisors could also train teachers on how to enact OBFP and applying learner-centred activities in the classroom. They could also use visual aids especially in larger classes as most teachers have more than 30 learners in their classrooms. I am of the opinion that teachers would benefit more from practical workshops with learners present on how to use or enact OBFP in the classrooms. Teachers would gain real practical experience instead of the theory that is currently offered at teacher training workshops.

I would also recommend that teacher trainings and workshops take place more regularly like twice a year or more. These could be conducted at the beginning of the year, to train and refresh teachers before starting a new year. The other workshop could be conducted at the end of the year so that teachers have a chance to reflect on their teaching experience using OBFP. This could also give the subject advisors information on how to improve their trainings. This would enable teachers to reflect on using OBFP methods in their classrooms.

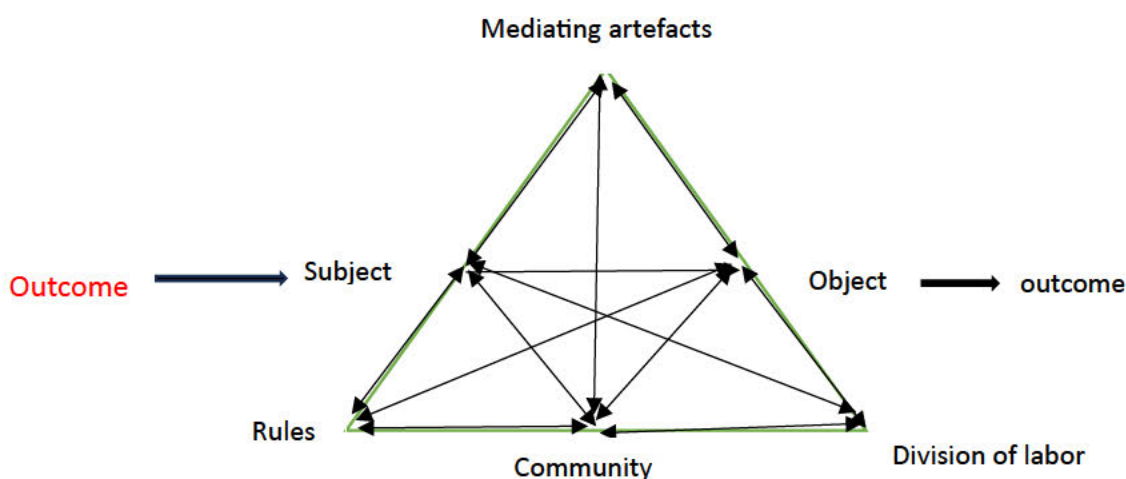
The department of Education can also develop a clear, coherent, easily understood five-year plan to improve teaching and learning across the schooling system needs to be developed and adhered to or a committee to explore whether the current curriculum is effective in all schools especially schools in rural and under-resourced schools.

### 8.6 Recommendations for future research

This study was conducted on teachers in the foundation phase. However, I am of the opinion that if the study is conducted in a different setting such as teachers in Intermediate phase or senior phase, the findings might provide different perspective. I recommend also conducting the study with a larger scale of participants and settings such as more teachers in different areas might help get more insight on how teachers use and understand OBFP in their classrooms.

I also recommend conducting this study on a wide range of schools such as schools based in peri-urban and urban areas in order to generate data from different teachers of different races, educational and economic background. This will assist to compare the research results. Research could also be conducted on other stakeholders such as subject advisors, school principals and parents with the purpose of getting a new and different perspective about implementing OBFP.

This study used CHAT as Theoretical framework lens and concentrated on the second generation of this theory. I believe that if the third or fourth generation of CHAT could be used to explore this topic the findings would also differ. A new study can test how the third and fourth generation of CHAT could be utilised to explore teachers' understanding of OBFP.



**Figure 8.1 Second generation Activity Theory Adapted from Engeström (1987)**

When looking at how outcomes are used and mentioned throughout the education system. What I have read from the reviewed literature, analysed documents and observed is that even though the outcome is what is achieved at the end of the lesson or activity, it is mentioned at the beginning of the lesson. Outcomes are mentioned at the beginning of the lesson in order for learners to know what content they need to pay attention on. During the classroom observations, all the participants mentioned the outcomes at the beginning of the lesson. The teachers' files had lesson plans which presented the learning outcome first or at the beginning of the lesson plan.

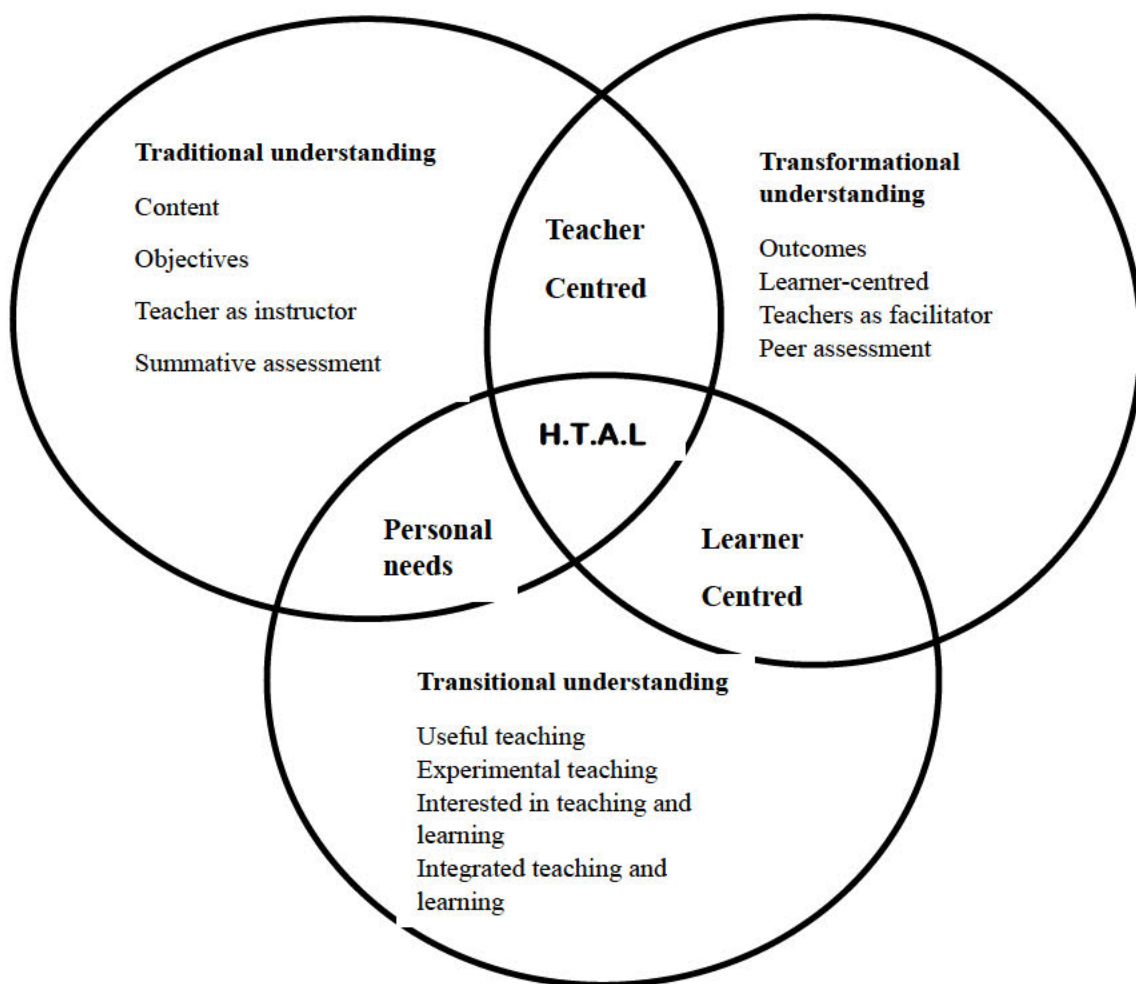
The NCS and CAPS documents also presented the learning outcomes at the beginning of the lesson. Additionally, during the semi-structured interviews, all the participants mentioned how important the outcomes were and that they also believe that outcomes are important when teaching learners. They also emphasised that they told learners what they were mention to learn at the beginning of the lesson so the participants also mentioned and clearly defined the outcomes at the beginning of the lesson. Therefore, I would recommend that when CHAT is used in education, outcomes should be before the subject as the subject (Teacher) presents the outcome at the beginning of the lesson before the activity takes place and it later achieved at the end of the lesson.

### **8.7 Contribution to new knowledge**

The research problem specified that teachers do not fully understand Outcomes-Based Form of Pedagogy and therefore they fail to enact it correctly in the classroom. Additionally, teachers have different views and understanding of the curriculum especially Outcomes-Based Forms of Pedagogy. This is due to the fact that the Department of Education of the Republic of South has introduced many important curriculum forms, including Curriculum 2005 (C2005) in 1998, the National Curriculum Statement (NCS) in 2002, and most recently, the Curriculum and Assessment Policy Statements (CAPS) in 2012. This has led to many teachers being confused, teachers experienced confusion in understanding and implementing various previous curriculum policies. Teachers are overloaded with many teaching methods during the training in Higher Institutions of learning and during their teaching experience in schools. Teachers also attended too many workshops to be trained about the different curriculum policies that they need to implement in their classroom. This may be difficult for the teachers as the education system keeps changing every time a new government and new Minister of Educations comes into power.

To the best of the researchers' knowledge there are a few studies on the topic of using OBF in the foundation phase and finding a balance between the three kinds of understanding (Williamson, 2000; Killen, 2000; le Grange, 2007). Yet, there is a large body of research on the use of traditional understanding and transformational understanding in the classroom. Yet, there is little known about using transitional understanding in teaching and learning. There is also little research which aims to find a balance between the three kinds of understanding. This study is an attempt to fill the gap and provide a balance between traditional, transformational and transitional understanding which need to be used equally in the classroom in order to achieve Holistic Teaching and Learning approach (HTAL). This study recommends a teaching method which caters for both the needs of the teachers and the learners.

Therefore, this study, suggests the introduction Holistic Teaching and Learning approach (HTAL). This approach suggests that teachers need to use and implement all three kinds of understanding so that teaching and learning can achieve the upmost findings in the classroom. This approach, could incorporate outcomes in all three kids of understanding as the teachers mentions and clearly defined the outcomes at the beginning of the lesson and assessed the outcomes at the end of the lesson.



**Figure. 8.2 An illustration of how the three kinds of understanding are interlinked in this study**

The above diagram demonstrates that all three kinds of understanding are required during teaching and learning in order to achieve Holistic Teaching and Learning (H.T.A.L). Holistic teaching and learning cater for all the needs of the stakeholders involved in teaching and learning, that is the teacher, learners, other school teachers, parents as well as the community. The teacher needs to be an instructor yet be a facilitator that allows learners to learn, experience, experiment and discover on their own. The teacher has to make sure that learners work with others as well as are able to assess their peers. This can assist teachers and learners during teaching and learning. Teachers can also use teaching strategies that accommodates all the learners in the classroom. The teacher has the duty to make sure that the teaching and learning methods and environment are suitable in order to achieve holistic teaching and learning (HTAL). Teachers need to teach learners knowledge that is practical, useful and meaningful to the learners and the knowledge they can be applied outside the classroom. Teachers need to teach content knowledge that learners can use in their everyday live and that can be used when learners become adults in their community and work place. The teachers experience helps them to be able to implement holistic teaching and learning. Teachers also need to reflect and critique their teaching experience in order to analyse whether they are teaching effectively and to make changes to their teaching if there is a need to do so.

## **8.8 Concluding remarks**

This study was conducted to explore teachers understanding of OBFP. When I embarked on the study, I had an expectation that teachers would know what OBFP means and how to enact it in the classroom. Nonetheless, the findings were different from the expectations since most teachers were aware of what OBFP meant and how they can use it in the classroom. However, during the observations, teachers demonstrated that it was difficult for them to enact OBFP in their classroom. This indicates that there is a gap between theory and practice of OBFP. This study attempted to fill this gap by giving recommendations and considerations of enacting OBFP in schools as well as finding a balance between the three kinds of understanding that are used in the classroom. Teachers need to find a balance between using Traditional (qualification), Transformational (social) and Transitional (needs) understanding in order to achieve Holistic teaching and learning.

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## **APPENDIX A**

### **OBSERVATION SCHEDULE**

**Participant Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_ **Duration:** \_\_\_\_\_

**Number of learners in the classroom:** \_\_\_\_\_

<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Comments or notes</b>
<b>Preparation</b>			
1. Did you see lesson plan			
2. Is there a classroom sitting plan			
3. Is the classroom suitable for teaching and learning?			
<b>Introduction of lesson</b>			
4. Did the teacher introduce the lesson			
5. Are the goals and objectives clearly specified before the lessons			

6. Did the introduction include learners' experiences and prior knowledge?

### **During the lesson**

7. What the content presented clearly?
8. Was there interaction between the teacher and the learners?
9. Did learners work in pairs?
10. Did learners work in groups?
11. Was demonstration used?
12. Was peer teaching used?
13. Were resources used?
14. Were the resources useful?
15. Were rules used to monitor the class?
16. What activities were planned for the learners?

### **Conclusion**

17. Was the conclusion properly done? Please explain.
18. Was the desired outcome achieved?

## **APPENDIX B**

### **One on one semi-structure interview questions**

#### **Section 1 Demographics**

1. What is your highest level of education?
2. How many years of teaching experience do you have?
3. How many learners are in your classroom and is this a manageable size?

#### **Section 2-Teachers understanding and use of OBFP**

4. What do you understand about the term Outcomes-Based Forms of Pedagogy?
5. How do you use OBFP during teaching and learning?
6. Why do you use OBFP during teaching and learning?
7. Why do you use teacher-centred or learner-centred?
8. How do you know or measure that this method is effective?

### **Section 3-Teaching resources**

9. What resources do you use during teaching and learning?
10. How do you know that these resources helpful to the learners?

### **Classroom activities/ tasks**

11. When giving learners classwork or tasks do you give them the same tasks or different tasks and why?

### **Section 4 Classroom sitting plan**

12. How do you sit your learners in the classroom?
13. Why did you sit the learners in this manner?

### **Section 5 Classroom rules**

14. How do you know that the classroom rules are effective in your class?
15. What other methods do you use in order to manage the classroom?

### **Section 6 Assessment**

16. How do you assess the learners?
17. Why do you assess them in this way?
  
18. Is there anything else that you would like to add?

APPENDIX C

PERMISSION LETTER FROM DEPARTMENT OF EDUCATION



**KWAZULU-NATAL PROVINCE**

EDUCATION  
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200  
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201  
Tel: 033 3921062 / 033-3921051

Email: Phindile.duma@kzndoe.gov.za  
Buyi.ntuli@kzndoe.gov.za

Enquiries: Phindile Duma/Buyi Ntuli

Ref.:2/4/8/7073


Miss Mpumelelo Carol Ntshangase  
P.O. Box 13348  
KWANDENGEZI  
3607

Dear Miss Ntshangase

**PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS**

Your application to conduct research entitled: **"EXPLORING TEACHERS' UNDERSTANDING OF OUTCOMES BASED FORMS OF PEDAGOGY USED IN THE FOUNDATION PHASE:** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 27 January 2021 to 10<sup>TH</sup> October 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma/Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

  
Dr. EV Nzama  
Head of Department: Education  
Date: 27 January 2021

## APPENDIX D

### ETHICAL CLEARANCE LETTER FROM UKZN-HSSRES



02 March 2021

Ms Mpumelelo Carol Ntshangase (201502811)  
School Of Education  
Edgewood Campus

Dear Ms Ntshangase,

Protocol reference number: HSSREC/00002491/2021

Project title: Exploring Teachers Understanding of Outcomes-Based Forms of Pedagogy Used in the Foundation Phase

Degree: PhD

#### Approval Notification – Expedited Application

This letter serves to notify you that your application received on 11 February 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 02 March 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,

Professor Dipane Hlalele (Chair)

/dd

#### Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

## APPENDIX E

### KZN DoE SCHOOL PRINCIPAL REQUESTING PERMISSION LETTER



University of KwaZulu-Natal  
Edgewood Campus  
Private Bag X03  
ASHWOOD  
3605  
27 August 2021

The principal  
Little Stars Primary School  
P.O Box 1359  
Hillcrest  
3600

Dear Sir

#### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

My name is Mpumelelo Ntshangase, a Doctor of Philosophy student at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfilment, I am required to conduct research. I, therefore, kindly seek permission to conduct this research at your school. The title of my study is: **Exploring Teachers' Understanding of Outcomes-Based Forms of Pedagogy Used in the Foundation Phase**

This study aims to improve teaching and learning using as well as the use of Outcomes Based Forms of Pedagogy as a teaching strategy in the Foundation Phase. It will help inspire and educate teachers to be able to use Outcomes Based Forms of Pedagogy as a teaching strategy in the Foundation phase. It will also help them as to how to implement teaching using Outcome Based Forms of Pedagogy as a teaching strategy. The study will be conducted in Grades 1, 2 and 3 classes. The rationale of the study is one of personal experience as I am a teacher in the Department of Basic Education. The study will use semi-structured interviews and classroom observations with the selected educators. Participants will be interviewed for approximately 25-30 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded.

**PLEASE TAKE NOTE THAT:**

1. There will be no financial benefits that the participants may accrue as a result of their participation in this research project.
2. Your identity will not be divulged under any circumstance/s, during and after the reporting process.
3. All the responses will be treated with strict confidentiality.
4. Pseudonyms will be used to represent the school and the names of the participants.
5. Participation will always remain voluntary, which means that participants may withdraw from the study for any reason, anytime if they so wish, without incurring any penalties.
6. The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You may contact me on

Email: b [REDACTED]

Cell: [REDACTED]

My supervisors are:

Professor S.B. Khoza who is located at the School of Education, Edgewood Campus of the University of KwaZulu Natal.

Contact details email: khozas@ukzn.ac.za

Phone number: 031 260 7595

Dr ASB Mthembu who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal.

Contact details: mthembua@ukzn.ac.za

Phone number: 031 260 3478

You may also contact the Research Office through:

HSSREC Research Office

Govan Mbeki Building

Private Bag X54001

Durban

4000

KwaZulu-Natal

SOUTH AFRICA

Tel no: 031 260 8350/ 4557

Email: hssrec@ukzn.ac.za

Or

Ximba Phumelele

HSSREC Research Office

Tel: 031 2603587 emails: ximbap@ukzn.ac.za

Yours faithfully

M. C. Ntshangase (Miss)

**Informed consent declaration**

I, ..... the principal of the school hereby confirm that I understand the contents of this document and the nature of this research project. I fully give consent to the school's participation in this research study. I also understand that I am at liberty to withdraw the schools' participation at any point without penalty.

.....

.....

Signature

Date

## APPENDIX F

### INFORMED CONSENT LETTER TO THE PARTICIPANTS



University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

ASHWOOD

3605

27 August 2021

Little Stars Primary School

P.O Box 490

Botha's Hill

3660

Dear Madam

### INFORMED CONSENT LETTER TO THE PARTICIPANTS

My name is Mpumelelo Ntshangase, a Doctor of Philosophy student at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfilment, I am required to conduct research. I, therefore, kindly request that you become a participant in this study. The title of my study is: **Exploring Teachers' Understanding of Outcomes-Based Forms of Pedagogy Used in the Foundation Phase**

This study aims to improve teaching and learning using as well as the use of Outcomes Based Forms of Pedagogy as a teaching strategy in the Foundation Phase. It will help inspire and educate teachers to be able to use Outcomes Based Forms of Pedagogy as a teaching strategy in the Foundation phase. It will also help them as to how to implement teaching using Outcome Based Forms of Pedagogy as a teaching strategy. The study will be conducted in Grades 1, 2 and 3 classes. The rationale of the study is one of personal experience as I am a teacher in the Department of Basic Education. The study will use semi-structured interviews and classroom observations with you as the participant. You as the participant will be interviewed for approximately 20-25 minutes at the times convenient to you which will not disturb teaching and learning. Each interview will be voice-recorded.

**PLEASE TAKE NOTE THAT:**

1. There will be no financial benefits that the participants may accrue as a result of their participation in this research project.
2. Your identity will not be divulged under any circumstance/s, during and after the reporting process.
3. All the responses will be treated with strict confidentiality.
4. Pseudonyms will be used to represent the school and the names of the participants.
5. Participation will always remain voluntary, which means that participants may withdraw from the study for any reason, anytime if they so wish, without incurring any penalties.
6. Participants purposefully selected to participate in this study and they will be contacted well in advance for interviews.
7. The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You may contact me on

Email: bhengumpumelelo965@gmail.com

Cell: [REDACTED]

My supervisors are:

Professor S.B. Khoza who is located at the School of Education, Edgewood Campus of the University of KwaZulu Natal.

Contact details email: khozas@ukzn.ac.za

Phone number: 031 260 7595

Dr ASB Mthembu who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal.

Contact details: mthembua@ukzn.ac.za

Phone number: 031 260 3478

You may also contact the Research Office through:

HSSREC Research Office

Govan Mbeki Building

Private Bag X54001

Durban

4000

KwaZulu-Natal

SOUTH AFRICA

Tel no: 031 260 8350/ 4557

Email: hssrec@ukzn.ac.za

Or

Ximba Phumelele

HSSREC Research Office

Tel: 031 2603587 emails: ximbap@ukzn.ac.za

Your participation in this research study will be highly appreciated.

Yours faithfully

M. C. Ntshangase (Miss)

### **DECLARATION OF INFORMED CONSENT FOR THE PARTICIPANTS**

I..... voluntarily agree to participate in this research study titled **Exploring Teachers' Understanding of Outcomes-Based Forms of Pedagogy Used in the Foundation Phase.**

1. I understand that I can withdraw at any time or refuse to answer any question without any consequences of any kind.
2. I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
3. I understand that participation involves classroom observation as well as interviews which will be 20-25 minutes long.
4. I understand that all information that I provide for this study will be treated confidentially and I understand that in any report on the findings of this study my identity will remain anonymous.
5. I understand that the discussed extracts from my interview may be quoted in the dissertation, conference and published papers.
6. I understand that signed consent forms, original audio and video recording will be retained in the supervisor's locked cupboard and in an encrypted file.
7. I understand that a transcript of my interview in which all identifying information has been removed will be retained for 5 years and then it will be destroyed.

Signature of research participant

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

# APPENDIX G

## TURNITIN REPORT

The screenshot displays the Turnitin Feedback Studio interface. The browser address bar shows the URL: [https://ev.turnitin.com/app/carta/en\\_us/?o=2288667611&lang=en\\_us&u=14340435&s=3](https://ev.turnitin.com/app/carta/en_us/?o=2288667611&lang=en_us&u=14340435&s=3). The page title is "Mpumelelo Carol Ntshangase" and the document is "Mpumelelo Thesis". The score is shown as "-- /100" and the page number is "5 of 13".

The main content area shows the following text from the thesis:

**CHAPTER ONE**

**INTRODUCTION AND ORIENTATION OF THE STUDY**

**1.1 Introduction**

Chapter one is the introduction of the research study. It aims to orientate the reader of what to expect throughout the study. Chapter one also presents background and context of the study. It also outlines the purpose of research such as the problem statement, research objective and main research questions. This chapter also provides a clear outline of the study. It also presents how the study will be structured from the first to the last chapter. Lastly, this chapter describes the structure of the thesis.

The bottom of the page shows "Page: 20 of 342" and "Word Count: 114684". The report type is "Text-Only Report" and "High Resolution" is turned "On".

The right-hand sidebar shows a "Match Overview" with a large red "9%" match rate. Below this, it lists matches:

- 1 Submitted to University... Student Paper
- 2 researchspace.ukzn.ac... Internet Source
- 3 Submitted to Mancosa Student Paper
- 4 pure.ulster.ac.uk Internet Source
- 5 ukzn-dspace.ukzn.ac.za

The Windows taskbar at the bottom shows various application icons including Microsoft Edge, File Explorer, Teams, Outlook, Zoom, and Word.

