

**PRIMARY SCHOOL ENGLISH TEACHERS' EXPERIENCES OF IMPLEMENTING
CURRICULUM RECOVERY PLAN DURING COVID-19 IN WARMBATH CIRCUIT**

by

KGOTHATSO MARRY MAELE

Submitted in accordance with the requirements for
the degree of

MASTER OF CURRICULUM STUDIES

in

MED-DIDACTICS

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR:

DR M.X MAJOLA

14 DECEMBER 2023

DECLARATION

Name: Kgothatso Marry Maele

Student number: 55109829

Degree: MED Curriculum Studies

Exact wording of the title of the dissertation as appearing on the electronic copy submitted for examination:

PRIMARY SCHOOL ENGLISH TEACHERS' EXPERIENCES OF IMPLEMENTING CURRICULUM RECOVERY PLAN DURING COVID-19 IN WARBATH CIRCUIT.

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality-checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

(The dissertation will not be examined unless this statement has been submitted.)



SIGNATURE:

14 December 2023

DATE:

SUPERVISOR STATEMENT

This dissertation was submitted with my approval

A handwritten signature in black ink, appearing to read 'M. Xolani Moffat', with a horizontal line underneath.

Dr. Majola Xolani Moffat

DEDICATION

This dissertation is dedicated to my late mother Joyce Maele, my son Phenyo Magare and my fiancé Raymond Magare.

ACKNOWLEDGEMENTS

Firstly I would like to thank God for his grace and giving me the strength throughout my studies;

My sincere gratitude goes to my supervisor, Dr M.X Majola for supporting me and being patient with me. I am grateful for his commitment and encouragement throughout the study;

I appreciate primary school English teachers of Warmbath Circuit for participating in the study;

I extend my gratitude to Prof S.J Kubayi from Department of language and communication for editing and proofreading my dissertation;

Special thanks goes to my fiancé Raymond Magare for his support, persistence and guidance throughout my studies; and

Lastly I would like to thank everyone who supported me along the way either directly or indirectly.

ABSTRACT

The right to education is an important human right but the 2020 Coronavirus (COVID-19) pandemic has made an impact on how we live, teach, and how learners learn. Teachers experienced different challenges due to lockdown restrictions and they had to repeat the same lesson for different groups as not all learners could come to school. This research study aimed to explore primary school English teachers' experiences of implementing curriculum recovery plan during the coronavirus (COVID-19). The study employed an interpretivism paradigm to analyse how teachers implemented the curriculum recovery plan through thematic analysis. The study further employed a qualitative research approach where a semi-structured interviews schedule with open and close-ended questions were conducted. Non-probability sampling and purposeful sampling were employed for this study to select participants. Document analysis was also used to gather information from intermediate English teachers in primary schools. The researcher interviewed 10 teachers to identify their experiences based on the implementation of the curriculum recovery plan during COVID-19. The study documented the best strategies that teachers can adopt when implementing the curriculum recovery plan to fill in the existing gaps in the teaching strategies in the literature. The use of visual aids when teaching English positively contributed to their successful implementation of the curriculum recovery plan during the coronavirus pandemic (COVID-19). The research identified challenges that hindered the implementation of curriculum recovery plans in respective schools, such as not having enough time and rotational methods. There is a need for teachers to be allocated enough time to implement the curriculum recovery plan and be provided with the opportunity to attend ICT courses and workshops. Thus, suggests that teachers can opt to use ICT teaching aids during their teaching and learning process.

KEYWORDS: School, Teacher, Curriculum, Recovery plan, Implement, COVID-19, teacher experiences.

KAKARETŠO

Tokelo ya thuto ke tokelo ye bohlokwa ya motho, eupša leuba la Coronavirus (COVID 19) la 2020 le hueditše ka moo re phelago, re rutago, le ka moo barutwana ba ithutago. Barutiši ba itemogetše ditlhohlo tša go fapana ka lebaka la dikiletšo tša mesepelo gomme ba ile ba swanela ke go boeletša thutwana ya go swana ya dihlopha tša go fapana, ka ge e se barutwana ka moka bao ba bego ba kgona go tla sekolong. Thuto ye ya dinyakišišo e ikemišeditše go utolla maitemogelo a barutiši ba Seisemane ba sekolo sa praemari a go phethagatša maano a go mpshafatša lenaneothuto nakong ya leuba le. Mohlala wa hlathollo o dirišišitšwe go sekaseka, ka tshekatsheko ya thematiki, ka moo barutiši ba phethagaditšego leano la mpshafatšo ya lenaneothuto. Mokgwa wa dinyakišišo wa boleng o dirišitšwe, ka lenaneo la go botšiša dipotšišo leo le beakantšwego go ya ka tlhako leo le nago le dipotšišo tša botlalo le tšeo e sego tša botlalo. Mohlala wo o kgonagalogo le mohlala wa mohola e šomišitšwe go kgetha bakgathatema. Go kgatha tema go tshekatsheko ya tokumente go hwetša tshedimošo ka moo barutiši ba beakanyago dithutwana tša bona le go phethagatša leano la mpshafatšo ya lenaneothuto. Banyakišiši ba botšišiše barutiši ba 10 dipotšišo go kgonthiša maitemogelo a bona a phethagatšo ya leano la mpshafatšo ya lenaneothuto nakong ya COVID-19. Dinyakišišo di lemogile mekgwa ye mekaone go feta ka moka yeo barutiši ba ka e šomišago ge ba phethagatša leano la mpshafatšo ya lenaneothuto, go tswalela mašoba ao a lego gona mo mekgweng ya go ruta yeo e utollotšwego go dingwalwa. Go lemogilwe gore tšhomišo ya dithušathuto ge go rutwa Seisemane go kgathile tema gabotse go phethagatšo ya katlego ya leano la mpshafatšo ya lenaneothuto nakong ya leuba la coronavirus (COVID-19). Dinyakišišo di utollotše ditlhohlo tšeo di ditetšego phethagatšo ya maano a mpshafatšo ya lenaneothuto dikolong tša go fapana, go swana le go se be le nako ye e lekanego, le mekgwa ya go šielana go tla sekolong. Go na le nyakego ya gore barutiši ba fiwe nako ye e lekanego go phethagatša leano la mpshafatšo ya lenaneothuto le go fiwa sebaka sa go tsenela dithutwana tša ICT le ditlhahlo gore ba be le kgetho ya go šomiša dithušathuto tša ICT nakong ya tshepetšo ya go ruta le go ithuta.

MANTŠU A MOTHEO: sekolo, morutiši, lenaneothuto, leano la mpshafatšo, leuba, COVID-19, maitemogelo a morutiši

OKUCASHUNIWE

Ilungelo lemfundo liyilungelo lomuntu elibalulekile, kodwa ubhubhane luka-2020 lwe-Coronavirus (i-COVID-19) lube nomthelela endleleni esiphila ngayo, esifundisa ngayo, nendlela abafundi abafunda ngayo. Othisha bahlangabezane nezinselole ezahlukene ngenxa yemikhawulo yokungaphumi ezindlini kwaphinda kwadingeka ukuba baphindaphinde asebekufundisile kumaqoqoqo abafundi ahlukene, njengoba abafundi babengakwazi ukuza bonke esikoleni. Lolu cwaningo luhlose ukuhlola lokho abahlangabezane nakho othisha besiNgisi esikoleni samabanga aphantsi ekuqaliseni ukusebenza kohlelo lokuhlenga ikharikhulamu ngesikhathi kunalolu bhuhane. Lapha kusetshenziswe ucwaningo lokuqonda iqophelo, ngokuthi kuhlaziye isihloko, ukuthi

othisha baluqalise kanjani ukusebenza uhlelo lokuhlenga ikharikhulamu. Lolu cwangingo lusebenzise uhlelo lokuhlola iqophelo, kwasetshenziswa inhlolovo evulelekile equkethe imibuzo enezimpendulo okhetha kuzo. Ababambiqhaza bakhethwe ngokuthi kuthathwe amasampula alokho okuhlosiwe nokukhethwa kohlobo oluthile lwabantu. Kuphinde kwahlaziywa imibhalo ethile ukuze kuqoqwe imininingwane yokuthi othisha bazihlela kanjani izifundo zabo futhi baluqalise kanjani uhlelo lokuhlenga ikharikhulamu. Umcwangingi uxoxisane nothisha abayi-10 ukuze athole ulwazi lwabo mayelana nokuqaliswa kohlelo lokuhlenga ikharikhulamu ngesikhathi se-COVID-19. Ucwangingo luqhamuke namasu angcono kakhulu othisha abangawasebenzisa ukuqalisa uhlelo lokuhlenga ikharikhulamu, ukuze bavale izikhala ezikhona ngokwamasu okufundisa abalulwe ezincwadini. Kutholakale ukuthi kunomthelela omuhle kakhulu ukusetshenziswa kwezinsiza zevishwali lapho kufundiswa isiNgisi ngenhloso yokwenza kahle ekuqaliseni ukusebenza kohlelo lokuhlenga ikharikhulamu ngesikhathi sobhubhane i-coronavirus (i-COVID-19). Lolu cwangingo luhlonze izinselelo eziphazamisa ukuqaliswa kwezinhlelo zokuhlenga ikharikhulamu ezikoleni ezehlukene, njengokungabi nesikhathi esanele, kanjalo nezindlela zokusebenza ngokushintshana. Kunesidingo sokuthi othisha banikezwe isikhathi esanele sokuqalisa ukusebenza kohlelo lokuhlenga ikharikhulamu kanye nokuthi bahlinzekwe ngethuba lokufundiswa nokucobelelwa ngolwazi lwe-ICT ukuze bakwazi ukuzikhethela uma befisa ukusebenzisa izinsiza zokufundisa ze-ICT.

AMAGAMA ASEMQOKA: isikole, uthisha, ikharikhulamu, uhlelo lokuhlenga, ubhubhane, i-COVID-19, izimo abahlangabezane nazo othisha

TABLE OF CONTENTS

Declaration	i
Dedication	ii
Acknowledgement	iii
Abstract	iv
Table of contents	v
List of tables	xii
Appendices	xii

CHAPTER ONE
ORIENTATION OF THE STUDY

CONTENTS	PAGE NO
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE RESEARCH	4
1.3 PROBLEM STATEMENT	10
1.4 RESEARCH QUESTIONS	11
1.5 AIMS AND OBJECTIVES	12
1.6 THEORETICAL FRAMEWORK	12
1.6.1 Constructivism theory	13
1.6.2 Relationship between constructivism and teaching	13
1.6.3 Constructivism in a classroom	14
1.6.4 Descriptors of constructivism teaching behaviour	16
1.7 PRELIMINARY LITERATURE REVIEW	17

1.7.1 Methods of assessment in the intermediate phase	19
1.7.2 Teachers' resistance to curriculum change	20
1.7.3 Challenges of implementing curriculum recovery plan during COVID-19	21
1.7.4 The impacts of implementing curriculum recovery plan during COVID-19	22
1.7.5 The best strategies to be adopted when implementing curriculum recovery plan during COVID-19	23
1.8 RESEARCH METHODOLOGY	24
1.8.1 Research Approach	24
1.8.2 Research paradigm	25
1.8.3 Research design	26
1.8.3.1 Research type/strategy	26
1.8.4 Research methods	26
1.8.4.1 Introduction	26
1.8.4.2 Sample and sampling technique	27
1.8.4.3 Data collection	28
1.8.4.4 Data analysis	29
1.9 MEASURES FOR TRUSTWORTHINESS	30
1.10 ETHICAL CONSIDERATION	31
1.11 POSSIBLE LIMITATION AND DELIMITERS OF THE STUDY	32
1.12 KEY CONCEPTS'	33
1.13 CHAPTERS DIVISION	34
1.14 CONCLUSION	35

CHAPTER TWO

CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION	36
2.2 METHODS OF ASSESSMENTS IN THE INTERMEDIATE PHASE	46
2.3 TEACHERS' EXPERIENCES OF IMPLEMENTING CURRICULUM	48
2.4 CHALLENGES IN IMPLEMENTING CURRICULUM RECOVERY PLAN DURING COVID-19	48
2.5 THE IMPACT OF IMPLEMENTING CURRICULUM RECOVERY PLAN DURING COVID-19	54
2.6 THE BEST STRATEGIES TO BE ADOPTED WHEN IMPLEMENTING CURRICULUM RECOVERY PLAN DURING COVID-19	56
2.7 CONCLUSION	57

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION	60
3.2 BACKGROUND OF CONSTRUCTIVISM THEORY	61
3.2.1 Jean Piaget	62
3.2.2 Lev Vygotsky	62
3.2.3 John Dewey	63
3.3 CONTRIBUTIONS OF CONSTRUCTIVISM THEORY DURING THE PROCESS OF TEACHING AND LEARNING	64
3.4 PRINCIPLES OF CONSTRUCTIVISM	65
3.5 THE APPLICATION OF CONSTRUCTIVISM IN THE CLASSROOM	66
3.6 RELATIONSHIP BETWEEN CONSTRUCTIVISM THEORY AND	

TEACHING	69
3.7 CONSTRUCTIVISM APPROACH TO ASSESSMENT IN THE INTERMEDIATE PHASE	70
3.8 CONSTRUCTIVISM IN THE CLASSROOM	72
3.9 HOW DOES CONSTRUCTIVISM ENHANCE TEACHING?	74
3.10 TEACHING AND LEARNING RESOURCES FOR THE CONSTRUCTIVISM CLASSROOM	74
3.11 DESCRIPTORS OF CONSTRUCTIVIST TEACHING BEHAVIOUR	76
3.12 BENEFITS OF USING CONSTRUCTIVISM THEORY IN THE CLASSROOM	76
3.12.1 The role of learner	78
3.12.2 Role of a teacher	79
3.13 METHODS OF IMPLEMENTING CONSTRUCTIVISM THEORY IN THE CLASSROOM	79
3.14 CRITICISM AND LIMITATIONS OF CONSTRUCTIVISM	80
3.15 CONCLUSION	81

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION	82
4.2 RATIONALE FOR EMPIRICAL RESEARCH	82
4.3 RESEARCH METHODOLOGY	84
4.3.1 Outline of the research methodology	84
4.3.2 Research approach	85
4.3.2.1 How to conduct a qualitative study	86
4.3.2.2 How a qualitative research should collect and analyse data	86

4.3.3 Research paradigm	87
4.3.3.1 Interpretivism paradigm	88
4.3.3.2 The link between interpretivism and qualitative research methods	91
4.3.3.3 The influence of interpretivism on qualitative data analysis	92
4.3.4 Research design	94
4.3.4.2 The argument for and against the case study research	94
4.3.4.3 Contradicting views and solutions of case study	94
4.4 RESEARCH METHODS	95
4.4.1 Purposeful sampling and population	93
4.4.2 Types of purposeful sampling	94
4.4.3 Sample and sampling technique	97
4.4.4 Data collection tools	99
4.4.5 More benefits of conducting document analysis	101
4.4.6 Data presentation and analysis	103
4.5 TRUSTI WORTHINESS OF THE STUDY	106
4.5.1 Credibility	107
4.5.2 Transferability	107
4.5.3 Dependability	107
4.5.4 Confirmability	108
4.5.5 Triangulation	108
4.5.6 Inconsistency	109
4.5.7 Member check and audit trial	109
4.6 ETHICAL CONSIDERTATIONS	110
4.6.1 Informed consent	110
4.6.2 Voluntary participation	111
4.6.3 Ethical clearance	111
4.6.4 Permission from institutions	111

4.6.5 Anonymity	113
4.7 LIMITATIONS OF THE STUDY	114
4.7.1 Possible limitations for the study	114
4.8 CONCLUSION	114

CHAPTER FIVE

DATA PRESENTATIONS, ANALYSIS AND INTERPRETANS

5.1 INTRODUCTION	115
5.2 DESCRIPTION OF PARTICIPANTS	116
5.3 DOCUMENT ANALYSIS	117
5.3.1 Theme 1: Annual Teaching Plan	117
5.3.2 Theme 2: Planner & Tracker and teacher preparation files	118
5.3.3 Theme 3: Subject policy	118
5.4 SEMI-STRUCTURED INTERVIEWS	118
5.4.1 Participants' Biography	119
5.4.2 Themes and categories emerging from the interviews	121
5.4.2.1 Theme 1: Adapting to the new normal	123
5.4.2.1.1 Sub-theme 1: Subject workshops and extra lesson activities	123
5.4.2.2 Theme 2: Challenges of implementing the curriculum recovery plan	124
5.4.2.2.1 Sub-theme 1: Lack of knowledge	124
5.4.2.2.2 Sub-theme 2: Not enough time to cover the whole syllabus	125
5.4.2.3 Theme 3: Changes in curriculum and curriculum delivery	126
5.4.2.3.1 Sub-theme 1: Negative and positive impact on implementing curriculum recovery plan	126
5.4.2.4 Theme 4: Teaching strategies	128

5.4.2.4.1 Sub-theme 1: Visualisation strategy	128
5.4.2.4.2 Sub-theme 2: Question and answer strategy	129
5.4.2.4.3 Sub-them 3: Learner-centred strategy	129
5.4.2.5 Theme 5: Methods of assessing learners	130
5.4.2.5.1 Sub-theme 1: Informal assessments	130
5.4.2.5.2 Sub-theme 2: Formal assessments	131
5.5 DATA ANALYSIS AND INTERPRETATION	132
5.5.1 What are the challenges faced by primary school teachers when implementing the curriculum recovery plan during COVID-19?	132
5.5.2 How effective was the implementation of the curriculum recovery plan during COVID-19?	134
5.5.3 What strategies can be employed by teachers to implement the curriculum recovery plan successfully?	136
5.6 CONCLUSION	139

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION	140
6.2 RESEARCH QUESTIONS	141
6.3 SUMMARY OF CHAPTERS	141
6.4 CONCLUSIONS	143
6.5 RECOMMENDATIONS	144
6.5.1 Recommendations for the Department of Education	144
6.5.2 Recommendations for the teachers	144
6.6 SUGGESTIONS FOR FURTHER RESEARCH	146
6.7 LIMITATIONS	146
6.8 A FINAL WORD	146
References	148

LIST OF TABLES

Table 4.3.1: Outline of the research methodology	84
Table 5.4.1: Participants' biography	119
Table 5.4.2: Themes and categories emerging from the interviews	121

APPENDICES

Appendix A: Proof of Registration	167
Appendix B: Ethical Clearance Certificate	168
Appendix C: Approval Letter from District	170
Appendix D: Approval Letter from Circuit	171
Appendix E: Approval Letters from Schools	172
Appendix F: Consent Form	175
Appendix G: Request for Permission to Conduct Research at the Institution (District)	176
Appendix H: Request for Permission to Conduct Research at the Institution (Circuit)	178
Appendix I: Participant Information Sheet	180
Appendix J: Semi-structured Interview Schedule with an example of Transcribed Interview	184
Appendix K: Document Analysis Checklist	189
Appendix L: Editorial Letter	190
Appendix M: Turnitin Originality Report	191

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

COVID-19 is a coronavirus-based serious human disease that is usually characterized by fever and cough but that, in certain rare cases, can progress to serious symptoms and even death, particularly in older people and people with underlying medical conditions (WHO, 2019:5). The right to education is a fundamental human right but the 2020 Coronavirus (COVID-19) pandemic impacted how we live and teach, and learners learn. There was a national shutdown of the education system which forced the closure of schools, affecting the curriculum. It changed the curriculum in such a way that the Department of Education had to design new educational policies to catch up with the lost teaching and learning period (UNESCO, 2020:66). The term "curriculum" refers to the activities and material covered in each academic area in a school (DBE, 2020:16). For example, in English as a school subject within the South African curriculum, four skills (Listening & Speaking, Reading & Viewing, Writing & Presenting and Language Structure & Conventions) should be imparted, according to the Annual Teaching Plan (ATP).

The researcher explored experiences of primary school teachers in implementing recovery plan during COVID-19. This was because the researcher is one of the intermediate primary school teacher in Warmbath Circuit, who were left behind because of insufficient time to plan and prepare lessons. There were too many topics to finish in 1-2 weeks, especially in English. Many teachers struggled to cover the entire curriculum due to the rational and phased-in methods adopted by the Department of Education. Therefore, the implementation of a recovery plan became a big challenge to teachers as it requires enough time and thorough preparation for the teaching and learning process (DBE, 2020:5).

This research study argues that teachers used different teaching strategies with the aid of visual aids to implement the curriculum recovery plan. The use of visual aids helped many teachers to implement the curriculum recovery plan because they did not have enough time to plan their daily activities and teach English.

Rotational and phase-in methods were also identified as some of the contributing factors in the delay in implementing the curriculum recovery plan. The School Recovery Plan policy paper outlined a phased-in method that the DBE used to reopen schools. According to the Department of Education (DBE, 2020:9), the Curriculum Recovery Plan focuses more on curriculum and assessment recovery and additional aspects concerning post-COVID-19.

The programme will cover every subject taught in grades R through 12. The recovery plan may also be thought of as a collection of processes created to help an organisation react in the occurrence where system services are interrupted due to a normal disaster (Phelps, 2019:6). Primary and secondary school students in the most crucial grades/years were brought in first, while other learners stayed at home.

The curriculum recovery plan put emphasis on curriculum and assessment recovery together with other post-COVID-19 issues to make sure that every single school is a secure place to conduct instruction. The Department of Basic Education (DBE) and the nine provincial education departments, together with their districts and circuit offices, as well as the schools that fall under their purview are all addressed in this curriculum recovery plan. The programme will cover every subject taught in grades R through 12. The curriculum recovery plan will be set up in such a way that will give a system with a wide range of needs across the country a broad framework. Each provincial system will adhere to the guidelines of the National Strategy and has a recovery plan (DBE, 2020:30). After earlier groups had adapted to the COVID-19 environment, the latter was added gradually.

A phased-in strategy is intended to provide school administration time to test practices for managing learners and educators when fewer people are present at one time (DBE, 2020:10). Selected grades/years might be accepted to school one at a time thanks to the phased-in technique. The situation was carefully controlled and watched. Based on how the school is handling the supervision of the number of learners, additional grades/years were added afterward.

According to Mohale, Litshani, Mashau, Mudau, Moyo, and Sebopetsa (2020:9), a recovery plan is a plan that aids in reacting well if an incident or crisis disturbs your education system. It aimed to lessen the recovery time.

The recovery plan covers information concerning the planning for recovery as well as the recommencement of critical educational activities after a crisis has arisen. It also outlines the timeframe in which one can really expect to recommence usual educational operations (Mohale et.al, 2020:9).

When the phased-in method and rotational models were used, special schools were given devoted assistance and direction to make sure that these preparations accommodated learners with incapacities and were tailored to address the background actualities of special schools. These modalities were governed by the idea that no learner is left behind. Provisions must be made when employing these models to caregivers, therapeutic staff and other support personnel who are essential in the effective operation of special schools (DBE, 2020:11). Teachers were frequently expected to implement curricular innovations and revisions made by other parties.

These agents might or might not be conversant with the perspectives and ideologies of the teachers, let alone the particular classroom environment where the innovation would be used. It might become much more difficult to introduce something new if teachers' opinions are not given enough weight (Mathura, 2019:252).

One of the difficulties is that teachers are already under a lot of pressure, and they might also be incapable of providing this kind of assistance to others under the current conditions. Many educators have experienced increased time and psychosocial demands as a result of creating and implementing e-lessons. The study provided recommendations to implement the curriculum recovery plan and enhance teaching and learning. The study also highlighted the best strategies for how to implement the curriculum recovery plan effectively to regain the lost teaching and learning time (Mathura, 2019:253).

Teachers struggled with maintaining learner engagement when they were learning online and some of them could not control the learning environment well. It has become clear that teacher fatigue is a barrier to efficient and long-lasting e-learning. This is due to the fact that some teachers lack internet connectivity and others are not technologically competent enough to teach using computers (Mathura, 2019:254). The instructors faced a dual difficulty since many of them do not feel comfortable utilising digital gadgets and because they are also compelled to reconsider their teaching methods in this new environment.

The study added to the literature and knowledge about the experiences of English intermediate primary school teachers in the implementation of curriculum recovery plans during COVID-19. The findings will hopefully help the teachers in Warmbath Circuit, the province at large, and the officials of the Department of Education to take into consideration all the challenges faced by teachers when implementing the recovery plan during COVID-19.

The research findings highlighted what needs to be done to attain desired goals in education. Such strategies should be adopted to implement the curriculum recovery plan during COVID-19. The sharing of knowledge in the Department of Education is not the standard that has not been done for a long period. Therefore, the research findings will be used to support a culture where associated issues distressing teachers are well conferred. More importantly, the research findings will help in solving the curriculum recovery difficulties encountered by teachers in Warmbath Circuit and South Africa as a whole (Mafugu, 2021:517).

The first chapter of the research study provides a thorough background and discussion of the problem statement. It begins with the research question and objectives, followed by a preliminary review of the literature, a brief discussion of the theoretical framework, and a discussion of the research methodology that guided the study. These aspects are described and discussed in detail in the following chapters.

1.2 BACKGROUND TO THE RESEARCH

On the 11th of March 2020, the World Health Organization formally declared that the coronavirus, which had infected more than 118,000 individuals worldwide and spread to 114 nations in just three months, was a pandemic. On the 31st of December 2019, the Wuhan Municipal Health Commission in the Chinese province of Hubei announced the first COVID-19 case (WHO, 2020b:79). The coronavirus pandemic was spreading very fast and affecting 213 places and nations all over the world. Globally, there were about 30,086,319 cases, 21,833,645 recoveries, and 945,962 fatalities as of September 17, 2020 (Worldometer, 2020:66).

UNESCO (2020:54) reports that 87% of the world's school-aged residents were affected by the COVID-19 outbreak. A total of 195 countries and over 1.5 billion children were affected by the COVID-19 epidemic that forced school closures. Curriculum coverage and learning were significantly affected by the loss of teaching and assessment, and steps were taken to prevent this in the future and make up for the academic year 2020 (UNESCO, 2020:55).

Jansen (2020:71) proposed stages that can be used in the scrapping of the academic year even if the curriculum is reduced. He made a statement that implied the possibility of curtailing the core curriculum. The language employed in this suggestion suggests a mechanical lessening of the syllabus which can be taught in the lingering time once schools reopen for the academic year rather than an analysis of curriculum content. As a result, for some of the teachers in Warmbath Circuit, the above-mentioned statements were something that was very pleasant as they felt like their subjects' content was not manageable during COVID-19.

To some of the teachers, this was difficult since learners did not come to school every day and the new curriculum recovery plan affected their lessons negatively. Lessons were affected because during COVID-19, schools reduced their ability to educate, necessitating the use of additional resources to enable them to opt for remote learning activities (Nelson & Sharp, 2020:32). Teaching capacity was reduced in this sense: the Department of Education adopted the rotational attendance of learners and remote learning. Unfortunately, this led to ineffective teaching and learning process, as some of the schools did not have online teaching resources such as laptops, and learners did not have smartphones and good connectivity in their homes. This was difficult since most schools in Bela-Bela Township do not have laptops for learners in order to accommodate those who cannot afford smartphones for remote learning.

An essential component of planning and developing for education is the policy process, which governs how the educational system operates and includes the procedures used to analyse problems, develop, execute, evaluate and redefine policies (Haddad, 2019:18). The relevant policies for this research study are National Curriculum and Assessment Policy Statement and Annual Teaching Plan.

For all the subjects listed in the National Curriculum Statement for Grades R–12, a single, comprehensive, and concise policy document known as the National Curriculum and Assessment Policy Statement has occupied the position of the Subject and Learning Area Statements, Learning Programme Guidelines, and Subject Assessment Guidelines. This policy did not positively support the curriculum recovery plan as it consisted of many topics or content that needed to be taught within a short period. Some of the topics and teaching contents that will be used to set a formal task ended up being ignored.

The annual Teaching Plan is the curriculum policy document relevant to the study. Dr. Moses Simelane, the Chief Director for Curriculum, presented a Three-year Curriculum Recovery Plan (2021-2023) during the final meeting with the Free State Province on March 30, 2021. It is called the Annual Teaching Plan (ATP), and offers teachers guidelines on the implementation and the necessary knowledge and skills to be covered. Teachers in South Africa who were utilising the CAPS curriculum were given Annual Teaching Plans through the Department of Education for Basic Education (DBE, 2020:7). This policy supports the recovery plan positively because some of the topics from the CAPS policy document were reduced to recover the lost teaching and learning time because of COVID-19. A well-designed curriculum may be implemented throughout a centralised school system (Ornstein & Hunkins, 2018:7), to have an influence or help learners achieve their objectives.

Implementing a curriculum requires carrying out the officially prescribed curriculum, syllabuses and subjects. The learner implements what they have acquired as they attain the strongminded or intentional knowledge, information, skills, notions and attitudes that are destined to assist them in operating successfully in society (Ornstein & Hunkins, 2018:7). All the mentioned above can be achieved only if teachers are trained about the new curriculum recovery plan and how it should be implemented during COVID-19. Another possibility is that teachers should be part of the policymakers to make it easier for them during the implementation process in the classroom. The challenging part is that teachers need to be advanced with technology to implement the new curriculum recovery plan during COVID-19. According to the curriculum policy, implementation is a crucial part of the curriculum development process.

Teachers were more confused as a result of all the changes from the standard CAPS policy document to the ATP since they were unable to attend more workshops about the implementation of the new curriculum recovery plan during COVID-19. Warmbath Circuit is based in Bela-Bela Area, Limpopo province in South Africa. The researcher chose this circuit because most schools do not have enough online learning resources, especially those in the location, as they are still developing and focusing on English intermediate primary school teachers.

This resulted in various challenges in implementing the curriculum recovery plan, such as being more difficult for teachers as most of them are not advanced (not familiar with E-learning) and use laptops and tablets (UNICEF,2020:8). They cannot conduct teaching and learning processes online. According to a study on European virtual schools, professional teacher development is a key success element (UNICEF, 2020:8).

One of the priorities of the Sidoarjo Government in Indonesia is to carry out all conclusions made by the minister of culture and education. For online learning to function well during the COVID-19 pandemic, the necessary infrastructure must be in place. The learning and teaching processes that were previously carried out in schools must now be transferred to each learner's home, in addition to any online education offerings (Widagdo & Anshori, 2020:47). Parker and Alfaro (2021:31) state that because schools were compelled to use remote learning due to the prolonged shutdown, they did not want to leave any children behind in the Bahamas.

Jansen's (2020:73) recommendations also excluded material that had not yet been taught from testing, implying that curriculum development will be influenced by teaching to assessment. Without any thought given to the teachers' opinions on the subject or the effects of such plans on their lives outside of the classroom, it is expected that teachers would work longer hours than is normal. Therefore, the researcher was more interested in knowing primary teachers' experiences in implementing the curriculum recovery plan in order to discover and analyse how the teachers coped with the changes made in the amended curriculum policy document.

The key issue has been the learners' limited right to use the internet and digital gadgets in the household, especially from rural regions, according to the researcher, given the widespread usage of digital tactics for e-learning. Teachers effectively co-conduct radio/TV lessons in Argentina alongside journalists, artists, and scientists. The significance of a good teaching presence for learning attainment is also shown by studies of effective education programmes employing radio, television or internet media. Van der Graaf, Dunajeva, Siarova and Bankauskaite (2021:15) state that not even one of the countries was ready for a quick change in their educational and youth work systems, removing all arrangements that called for physical presence while keeping the programmes.

Regardless of numerous inspiring examples of swift fixes, the COVID-19 disaster mostly emphasised the need for country readiness regarding the infrastructure for digital education (European Commission, 2019a:18).

Additionally, just 58% of European individuals in 2019 held the fundamentals of digital literacy. Similar differences within nations exist, primarily due to geography (rural areas with less socioeconomic development are less linked) (European Commission, 2019a:18). As a result, the COVID-19 outbreak's use of ICT and the shift to distant learning widened the region's already-present digital divide.

The importance of teachers in curriculum recovery plan is to ensure that learners learn content that is set from curriculum to achieve good results. Teachers also need to support learners emotionally, socially and academically such as making sure that learners can read and write. Teachers should plan, track their daily activities, identify possible challenges, replan and then develop strategies to address challenges in order to plan the curriculum recovery plan effectively. Learners should take part during their learning process, participate fully during group work activities, and share ideas with their peers (Tanner & Tanner, 2017:13).

According to Tanner and Tanner, a curriculum is a prearranged and guided learning experiences and envisioned results created during the methodical reconstruction of knowledge and experience under the supervision of the school for learners' constant and deliberate growth in person-social competence (Tanner & Tanner, 2017:13).

The definition of curriculum provided by Smith and Lovat (2016:3) is as follows: "Arrangement of prospective knowledges is put up in the school to discipline students in collective ways of thinking and doing. A course of study is frequently interpreted as the term "curriculum," according to Connelly and Clandinin (2018:34). Broader, more profound ideas surface when we release our thoughts from the constricting idea that a course of research is a collection of schoolbooks or a precise blueprint of the subjects to be studied and the goals to be achieved.

The curriculum may be seen as a person's life experience in this broad sense (Connelly & Clandinin, 2018:34). In the researcher's understanding, curriculum is the content or topics included in the CAPS or Annual Teaching Plan documents for each subject, which guides a teacher on what is expected to teach learners. According to what the researcher has found from participants, English teachers in the primary schools selected are using visual aids and videos to implement curriculum recovery plan. This is because some of their learners are moving in a very slow pace (from full service school). It has been found in research results that primary school English teachers have adopted to different teaching strategies and are also expected to follow ATP. Some of English teachers found it very difficult to implement curriculum recovery plan during Covid-19 due to rotational methods adopted by department of education. This hindered their teaching progress, as they had to move with learners pace in order to successfully implement curriculum recovery plan.

As the researcher is also an English teacher in a different primary school, with more experience regarding the implementation of curriculum before and during COVID-19. English teachers from primary schools did not use gadgets such as tablets before COVID-19, there was no an adoption of remote teaching where the teacher is conducting a lesson through WhatsApp group. All learners were taught in the classroom, and after every lesson learners get an activity. Before COVID-19 English primary teachers dwelled more on CAPS documents and not the trimmed ATP. And most English teachers covered curriculum on time and effectively. During COVID-19 things were different as teachers were expected to use rotational methods, where learners were coming to school in groups and on different days. Trimmed ATP was adopted to guide teachers about the content they need to focus on. Although some of the topics were removed from the trimmed ATP, time was a big challenge as one

cannot teach one topic for one day, it has to be stretched to two to three days. This made it difficult for English teachers to cover the whole curriculum on time.

1.3 PROBLEM STATEMENT

The COVID-19 epidemic had a negative influence on the educational system, including the temporary closure of schools and major adjustments to the curriculum. For a period of three years (2021-2023), the Department of Education had to reduce the Annual Teaching Plans for several topics. The main aim of the curriculum recovery plan is to give the South African educational system a carefully thought-out strategy that will enable all learners who have experienced the negative impacts of COVID-19 to carry on with their education in secure and hygienic surroundings. Education is one of the necessities of humanity, but self-preservation is more important than education. Thus the minister of basic education must protect the security and well-being of every single kid under her care (DBE, 2020: 29).

The researcher observed and heard from teachers who were in the classroom during COVID-19, in the years 2020 and 2021, about the difficulties associated with putting the curriculum recovery plan into action. The Department of Basic Education (DBE) has created a document called an Annual Teaching Plan (ATP) that offers teachers guidelines on the implementation and the minimal core material and abilities that must be taught (DBE, 2020:7).

Teachers encountered numerous difficulties when the schools reopened, such as how to implement the Annual Teaching Plan (ATP), as they were unable to complete the entire curriculum in the allotted time due to the Department of Education's rotating and phased-in implementation strategies. The teachers were still attempting to get used to the newly implemented rotational learning methodologies, therefore they lacked the time to implement the curriculum recovery. The fact that they were not effectively organised and workshopped before the implementation of the new curriculum recovery plan during COVID-19 add more pressure..

The use of remote learning by teachers created further challenges because not all of them were computer literate and other learners could not afford tablets and data owing to their socioeconomic circumstances. Additionally, teachers and learners were not capacitated to adjust to the new era (De Klerk & Palmer, 2021:27).

In addition to this communication technology (ICT) knowledge gap, De Klerk and Palmer (2021:27) note that remote learning cannot be implemented successfully in rural schools due to a lack of equipment and resources.

Another issue affecting educators and learners in rural schools across the country is the high cost of data. This problem is made worse by irregular changes in connectivity and internet speed. It turns out to be challenging for teachers and learners to "familiarise themselves with a new and advanced form of teaching" because of the difficulties with online learning in rural schools and the digital divide that happens among urban and rural schools (Dube, 2020:144).

The researcher wanted to gain understanding as to whether teachers are coping or not, as other researchers did not focus on this topic or mention it anywhere in their research studies. This researcher argues for the use of innovative pedagogies and the use of visual aids when teaching English, without neglecting the importance of workshopping teachers for the successful implementation of the curriculum recovery plan. This study thus focused on how teachers implemented the curriculum recovery plan.

1.4 RESEARCH QUESTIONS

The main research question:

What are primary school English teachers' experiences of implementing curriculum recovery plan during COVID-19 in Warmbath Circuit?

In the light of the main question, the sub-questions posed below serve as key foci for the research study:

1. What were the challenges faced by English primary school teachers when implementing curriculum recovery plan during COVID-19?
2. How effective was the implementation of curriculum recovery plan during COVID-19?
3. What are strategies that can be employed by teachers to implement curriculum recovery plan successfully.

1.5 AIM AND OBJECTIVES

The main aim of this study was to explore how primary school English teachers implemented the curriculum recovery plan during COVID-19 in Warmbath Circuit.

The objectives of the study are to:

1. To identify and describe challenges faced by primary school English teachers when implementing the curriculum recovery plan during COVID-19.
2. To explore the effectiveness of implementing the curriculum recovery plan during COVID-19.
3. To identify strategies that can be employed by teachers to implement the curriculum recovery plan during COVID-19 successfully.

1.6 THEORETICAL FRAMEWORK

A theoretical framework is regarded as a structure that supports a theory of research inquiry, according to Camp (2018:10). It involves a discussion and introduction of the theory that was used to explain why it is necessary to investigate the research problem. It serves as the base from which you can build and support your research.

The researcher connected the body of current knowledge through the theoretical framework. This help the researcher's understanding of the relevance of the ideas and concepts related to the issue of the research study (Camp, 2018:11). The Constructivism theory by Piaget (1980) was employed in this research study. This theory helped the researcher in analysing teachers' experiences in implementing a curriculum recovery plan including how teachers taught English in primary schools using a trimmed teaching plan. The researcher used this theory to analyse teachers' activities in the classroom, comparing different perspectives of the constructivism theory concerning teaching plans and lessons. Therefore the researcher used combination of theoretical framework and conceptual framework as lenses of analysis.

If they are fulfilling what is expected of them during the learning and teaching process in the classroom setting (Crossland, 2016: 187), it is very important to clarify the word *Curriculum* before conferring the challenges and impacts of implementing a curriculum recovery plan during COVID-19.

A curriculum is a collection of lessons and assessments that will be taught in an educational institution (such as a school) by a teacher (Stauffer, 2020:19).

1.6.1 Constructivism theory

Constructivism theory was used as a leading theory for the purpose of this study, as it helped the researcher to analyse teachers' experiences when implementing the curriculum recovery plan during COVID-19. An educational concept known as constructivism holds that people actively develop their own knowledge and that the experiences of the learner shape reality (Elliott et al., 2017: 256). According to Arends (2018:151), constructivism supports the idea that meaning is produced by the learner through their knowledge, and is impacted by the interplay of past experiences and new circumstances. Teachers utilise constructivism as a learning idea to help learners in understanding the material.

The foundation of constructivism is the idea that people actively build their knowledge through experiences relatively than merely receptively taking in information (Crossland, 2016: 187). People learn from their experiences and add to their prior knowledge as they go around the world and think back on them. Constructivist learning theory-aware teachers think that every pupil offers a distinctive perspective to the classroom (Sradevi, 2019:28).

1.6.2 Relationship between Constructivism theory and teaching

According to constructivism theory, teachers should create the learning environment, guides learners' learning, and serve as academic advisors for learners when implementing the curriculum recovery plan. This aids in doing away with the traditional teaching approach that places the teacher at the centre, simply concentrates on knowledge transmission, and sees learners as the subject of knowledge acquisition. Under the guidance of teachers, the new teaching paradigm places the learner at the centre, where educators can only plan and oversee the entire educational process (Folse, 2018:13).

Curriculum recovery plan aids the constructivism theory in such a way that it allowed teachers to set formal tasks which consists of low, middle and high order questions. In that case, all learners with different learning abilities will be accommodated. It also guides teachers to ask learners about what they already know in relation to the topic,

before the lesson starts (DBE, 2020:8). The recovery plan can work well with the theory of constructivism as it promotes team work among learners. Learners should prioritise cooperative learning and exploration learning based on prior knowledge and experiences through engaging activities (DBE, 2020:8).

According to this theory, learners are playing a major role in teaching as they are the subject in teaching. For example, learners can be allowed to work on certain projects alone and only be guided by the teacher throughout their process. Teachers ought to treat learners with greater humanity and create an environment that is conducive to learning. In this instance, the emphasis is on the initiatives and involvement in teaching, and the learners learn better as a result. As a result, learners' cognitive abilities will continuously increase. The entire constructivism teaching theory system is made up of all these creative concepts, which significantly improves modern education (Folse, 2018:19).

1.6.3 Constructivism in a classroom

The researcher used this theory for study as it helped teachers in acknowledging that the learner's prior knowledge and experience affect his/her capability to learn. Teachers should not make the assumption that students already know what is important to learn or in what manner to achieve it. They need to assist them during the process of finding (Swayer, 2019: 26). During the teaching and learning process, teachers should choose teaching methods that accommodate all learners with different abilities in the classroom; no child should be left out. Understanding how educators might implement constructivism in a classroom to create a special learning environment for learners is crucial. For instance, English primary school teachers can create a concussive learning environment that is aligned with the new curriculum recovery plan, especially during COVID-19, for the betterment of learners' education.

Teachers can create a cooperative environment where all learners actively participate in their education (Swayer, 2019: 26). According to this theory, an educator facilitates learning rather than serves as a teacher. In this case, primary school teachers in Warmbath Circuit should implement the new curriculum recovery plan in a way that all learners understand. For example, English teachers in the intermediate phase can make use of the visual aids such as pictures when teaching comprehension, as some

of the learners understand content in the form of pictures. Teachers should create a very conducive environment for learners, make sure the amended curriculum policy goes with what they will understand. The walls in the classrooms must always talk to learners. Should there be a need, the teachers can make use of videos and show learners to understand the topic of the day much better.

The term "scaffolding" refers to a teaching method where teachers give learners a specific kind of help while they learn and develop a brand-new concept or skill (Belland, 2018:505). Using the instructional scaffolding process, a teacher could impart new information or demonstrate to students how to solve a problem. The teachers then gradually back off and allows pupils to practice alone. Additionally, it may entail teamwork (Belland, 2018:505). A key aspect of operative teaching is scaffolding, in which the grown-up often alters the extent of succour in accordance with the kids' performance. In the classroom, scaffolding may consist of acting out a skill, giving clues or signals, and adapting an activity or piece of content (Cople & Bredekamp, 2019:22). For example, English teachers can encourage group guided reading in the grade 4 classroom and make use of texts with visuals. Learners are more interested in what they see than what they hear as language is a barrier in most schools at Bela-Bela.

This theory is very important is analysing experiences of teachers in implementing the new curriculum recovery plan during COVID-19 as it checked if all these strategies are applied or not. To better grasp the desired disciplinary learning goals and to encourage learners to become self-directed learners, all learners and teachers engage in formative assessment, a deliberate, continuing process, during learning and teaching (Heritage, 2017:42). Teachers can make use of formative assessment activities in order to determine learners' acquired knowledge regarding certain topic.

This kind of constructivist instruction enables the teacher to respond to the requirements of the learner (Derry, 2018:38). To embed learning in realistic contexts, teachers in Warmbath Circuit can make use of this type of assessment each week just to check if the way she/he implements the new curriculum recovery plan best suits all learners' ability in the classroom.

For instance, if the teacher is making use of pictures when teaching the grade 4 learners comprehension text during the week, then that strategy can also be used during formal assessment to see if they are all on the same pace.

To apply the new curriculum recovery plan, teachers may also modify their instruction based on the comprehension of their learners. This kind of teaching not only helps learners to comprehend the content in the curriculum, but it also serves as a platform for intellectual growth. Teachers can promote the use of various representational formats such as audio and video. The discussions and analysis advance human growth (Oliver, 2018:36). For instance, if English primary teachers are using technological teaching materials such as computers, learners will develop skills on how to use those teaching and learning resources on their own one day. This method of encouraging communication and critical thinking may be applied to many disciplines and grade levels. A learner is involved in the production of knowledge whether they are taking a language or a math lesson.

1.6.4 Descriptors of Constructivist teaching behaviour

This theory was appropriate for this research study as it also highlighted the strategies which should be adopted by teachers when implementing the curriculum recovery plan during COVID-19. Teachers should always encourage and accept learner independence and initiative. For example, a learner should be independent and sometimes be allowed to do tasks on his/her own, as they will be showing their creativity (Brooks & Brooks, 2017:103).

During the implementation of the curriculum recovery plan, teachers can make use of raw information and major sources, along with manipulative, cooperative and tactile tools such as showing learners living things outside during Natural Science practical tasks. To accommodate all learners in the classroom, the teacher should make use of cognitive terms such as classify, analyse, predict, mention, and create when setting a task. Sometimes the teacher should just alter the content by allowing the learner to drive the lesson (Brook & Brooks, 2017:105).

Before the teacher shares his or her grasp of the ideas, the learners should be questioned about their comprehension of those concepts (Brooks & Brooks, 2017:106).

The teacher should promote collaborative learning in which learners converse with one another, and they should be given a chance to clarify whatever they are unclear about. After asking questions, teachers should give learners some time to wait.

1.7 PRELIMINARY LITERATURE REVIEW

The conclusions, arguments and findings of different researchers on this topic are presented in this chapter. The preliminary literature study will be divided into sections with sub-headings that cover the fundamentals of the subject. Gaps in the current study have been found by the researcher. By reviewing previous researchers' work, the researcher was able to improve to the body of current knowledge.

- **Global implementation of the curriculum recovery plan**

It is important to apply the school curriculum throughout the COVID-19 pandemic as per Minister of Education and Culture Regulation, No. 33 of 2019 on the Implementation Programme for Disaster Safe Education Unit (UNESCO, 2020:26). A curriculum is defined as "a set of strategies and rules governing the objectives, content/syllabus, and materials of lessons and the technique applied as the instructions for the execution of learning activities to fulfil certain educational intentions" by Law No. 20 of 2003. One of the priorities of the Sidoarjo Government in Indonesia is to carry out all decisions made by the minister of culture and education. For online learning to function well throughout the COVID-19 pandemic, the necessary infrastructure must be in place. The learning and teaching processes that were previously carried out in schools must now be transferred to each learner's home, in addition to any online education offerings (Widagdo & Anshori, 2020:47).

As a result of the prolonged shutdown, schools in the Bahamas were obliged to employ e-learning to ensure durability of instruction for their pupils (Parker & Alfaro, 2021:31). The key issue has been the pupils' limited right to use the internet and digital gadgets at the household, especially in rural areas, according to the researcher, given the widespread usage of digital tactics for e-learning.

The education unit needs a regulated curriculum programme to achieve education during the COVID-19 epidemic since the curriculum plays an important role in the entire educational process and achieve established educational objectives.

To generate a well-organised and successful instruction throughout the COVID-19 epidemic, the curriculum needs to be established right now (UNESCO, 2020:27).

Governments must adopt unexpected and intrusive steps to stop the COVID-19 epidemic in the European Union in March 2020, including closing down educational organisations. The unexpected and quick onset and spread made comprehensive, detailed policy preparation impossible. Policies were enacted without first being evaluated or modelled for their positive and negative consequences due to the urgency of limiting the infection. To be well equipped to handle a related crisis in the future, officials have just lately begun looking into the effects of different types of school and university closures. Even though this "historic multidimensional issue necessitates cohesive policy solutions," it is true that not many nations have created such elaborate strategies (OECD, 2020a:15).

The majority of face-to-face educational methods have to be eliminated. The transition to distant learning has had an impact on the equality, quality and accessibility of education, and exposed gaps in both official and informal education providers' preparation. Some institutions were unable to adapt adequately or quick enough, which led to the complete exclusion of some kids from the educational system (Schleicher, 2020a:13).

Learners from underprivileged families were notably impacted, while others, those from advantaged and wealthy homes, maintained their education using alternative teaching strategies, mostly through distance and/or online learning (Schleicher, 2020a:16). It quickly became apparent that virtual learning opportunities frequently lacked consistent access and were of lower quality. These flaws led to learning gaps, the effects of which are still being determined.

- **National implementation of the curriculum recovery plan**

It has been difficult for teachers to have a common understanding of lesson preparation and how it is achieved (Bieda, Lane, Evert, Hu, Opperman & Ellefson, 2020:770). On this crucial component of teaching and learning, research is scarce (Waks, 2019:28). Given this intricacy, two viewpoints have dominated the study on this concept: the cognitive process of the individual instructor and an ecologically placed framework.

The first perspective's research primarily examines the mental activities teachers do when preparing lesson plans (Bieda et al., 2020:770). The focus is on understanding teachers' perspectives, learning objectives, subject-matter expertise, and roles in lesson planning. In this case, the emphasis is on a teacher-intended curriculum, often known as an official curriculum, which includes each teacher's interpretations and choices in relation to lesson planning. Here, the real curriculum's goals, objectives, content and evaluation are considered (Bieda et al., 2020:771).

The time allotted for each activity, educational activities and classroom routine are the outcomes of this approach. Many nations adopted online schooling because of the requirement to guarantee ongoing educational activities during the pandemic. Responding to the COVID-19 pandemic, South Africa adopted and promoted remote learning. However, this change presented a number of difficulties, particularly for educators and learners in rural schools. Urban residents have greater access to virtual learning than rural residents (Landa et al., 2021:35168). This is significant since a lot of learners continue to live and attend school in these locations.

As 90% of households lack internet connectivity, the issue of limited access to the internet has become more prominent (Monareng, Ramraj & Mashau, 2020:50). Due to inadequate or lack of training, many teachers in South African rural schools lack the abilities necessary to promote online learning and teaching (Monareng et al., 2020:51). This comes down to the main research question: "What are the experiences of primary school teachers when implementing the curriculum recovery plan?" The researcher wanted to gain a better understanding since the study is based in township schools and most of the teachers are old and cannot make use of laptops to conduct lessons during COVID-19. The other challenge is that some of the schools do not always have access to the internet and lack online resources.

1.7.1 Methods of assessment in the intermediate phase

The goal of assessment, according to DBE (2020:13), is to determine the learning needs of the learners, help the teacher in planning educational programmes for the students, and recognise which particular educational aim has been met. Before developing appropriate assessment tools to determine learners' learning needs, the teacher must analyse the curriculum and the style of instruction used to evaluate learners' performance in terms of precisely defined criteria.

The teacher is in a superior position to evaluate the learners' learning needs because they are the ones who know them best (DBE, 2020:14).

Some of the teachers managed to find useful resources of teaching four learning skills (Listening & Speaking, Reading & Viewing, Writing & Presenting and Language Structure & Conventions) in English subject for about ten weeks (DBE, 2020:15). Grade 4, 5 & 6 English teachers make use of visual aids during reading lessons so that learners can understand the comprehension text well.

The ATP guided teachers on which topics to cover and had to give learners at least six informal assessments every week (three class works and three homework). Teachers followed the Annual Teaching Plan during the curriculum recovery plan to teach all four skills in a period of ten weeks and to conduct formal assessments such as transactional writing, which should be written in week 3-4 before the test, and a test which should be written in week 9-10 of the term (DBE, 2020:16).

English FAL educators are required by the Curriculum and Assessment Policy Statement (CAPS) to plan for a two-week cycle. Teachers must incorporate language structures and conventions as well as the four language skills-listening and speaking, writing and presenting, reading and viewing into this plan (DBE, 2011:8). Additionally, they must make plans that span beyond 36 weeks. The programme focuses on gradually acquiring various grammar and language structures, consolidating vocabulary and constructing context (Mokoena, 2022:4).

1.7.2 Teachers' resistance to curriculum change

According to Nsibandé (2020:65), the achievement of the curriculum is dependent on the teachers' ability to understand the daily curriculum alterations which they come across. The teachers are mostly accountable for putting the curricular policy into practice ever since they have control over changing the meaning by using various teaching strategies. They must keep the knowledge, capabilities, upbeat attitude and love for teaching this. The introduction of reforms was demanding and exhausting for teachers due to the need for more time to adjust throughout the curriculum recovery plan due to the new teaching methods that were introduced.

1.7.3 Challenges of implementing the curriculum recovery plan during COVID-19

Unfortunately, as representatives from schools reported, the use of remote learning options has made teachers feel more and more overburdened. A district should be able to turn on and off remote learning as needed, but the effectiveness of doing so depends on infrastructure for supporting learners generally, as well as on readiness and technological resources (Mukuna & Aloka, 2020: 134). The teachers have met a dual difficulty since a lot of them do not feel at ease when utilising digital gadgets and because they are also being compelled to reconsider their teaching methods in this new environment (UNESCO, 2021:15).

As a result, it is essential to offer teachers the right kind of assistance, by putting "team teaching" into reality, teaming teachers to co-teach online classes, allocating tasks, and reciprocally growing their skills. As expressed by a schoolteacher from the Bahamas: "Some people have a fear of using the laptop, and some people thought they had to be forced to learn to do their jobs because of what we are going through now, but they are still not comfortable with it," (UNESCO, 2021:15). As a result, some of the primary schools in Bela-Bela Township in Warmbath Circuit have the same problem since some of them are not familiar with technology such as using a smartphone or even trained to use laptops. Therefore, this made it difficult for them to successfully implement the new curriculum recovery plan during COVID-19.

Some educational establishments are required to develop policies that will allow activities and learning processes to continue in spite of the constraints. But for educational establishments that are improvised and lack a virtual academic system, this will be a problem (Mokoena, 2022:479).

This is what is happening in most primary schools at Warmbath Circuit, which makes it difficult for teachers to successfully implement the curriculum recovery plan during COVID-19.

It should be noted that no severe disruption, such as COVID-19, was anticipated when the lessons were planned. Teachers are therefore obligated to arrange their lessons in accordance with the guidelines in the reduced Annual Teaching Plan policy document (Mokoena, 2022:479).

However, in light of the pandemic, this implementation calls for careful lesson planning and preparation. The current phased-in and rotational methodologies used in schools make it even more challenging to implement this crucial part of the teaching process. Teachers are not given the time they need for efficient lesson planning in this setting (Mokoena, 2022:479). Hence, the researcher wants to explore experiences of primary school teachers when implementing the curriculum recovery plan during COVID-19. This is to check whether or not they are coping with the implementation.

1.7.4 The impacts of implementing curriculum recovery plan during COVID-19

The trimmed/reorganised curriculum for Grades R–11 and Year 4 was incorporated into the Annual Teaching Plans (ATPs) for the teaching and learning process, and in the matter of Grade 12, the ATP may be rearranged to make sure that it focuses on the curriculum's essential elements. When learners return to class, a diagnostic test will be given. It will be a class-based test that the teacher will create and grade. The diagnostic test will be used to determine how the teaching programme should be organised for the remaining school terms, as well as the curriculum areas for Term 1 that need to be updated, how much more curriculum information was taught during the national COVID-19 lockout, and so on (DBE, 2020:7).

To guarantee that the new ATPs do not impair learning quality, teachers will receive support. As a result, the DBE is in charge of setting policies and offering a planned way for the planning, preparation and implementation of the recovery programme; offering support at the provincial, district, and educational levels; creating an effective and dependable method of endlessly monitoring and assessing the programme; and assessing the responsibility of all those accountable for the programme's implementation (DBE, 2020:7). As a result, English primary school teachers will be positively affected when implementing the curriculum recovery plan during COVID-19 for as long as they get all the support mentioned above.

Careful planning processes that address needs, modifications required, and resources needed for carrying out targeted actions lead to successful curriculum implementation. A perceived and vocalised need for an educational transformation must exist (Yaro, 2020:86).

According to research, the likelihood of implementation is higher when there is a greater felt or seen demand for the solution the innovation process suggests. All parties involved must articulate these needs (Yaro, 2020:86).

1.7.5 The best strategies to be adopted when implementing the curriculum recovery plan during COVID-19

Different strategies could be used in the curriculum recovery process, according to DBE (2020:16). The following is emphasised by the DBE: a) the restoration of instructional phase, which will address the span of the school year, the period of the school day, and the decrease of time allotted for tests and evaluations. In order to avoid substantially compromising the fundamental information, skills and values that must be addressed in the time allotted, curriculum interventions may involve reviewing the curriculum. The teaching and learning support that must be given to the instructor and the students will also be included in the curriculum interventions (DBE, 2020:17).

Learners who participate in accelerated education programmes are exposed to rigorous academic curriculum with emphasis on core knowledge, values and skills. The review of the exam and evaluation needs should be in line with the rearranged curriculum (DBE, 2020:17).

Self-directed learning initiatives encourage learners to take charge of their education. Given the clear exposition and illustrated presentation of the content, the learning material for self-directed learning was created in a way that learners can progress from the known to the unknown on their own (or with little supervision); such content must be well scaffolded and mediated through templates and compelling examples. It is crucial to provide opportunities for feedback to learners on a frequent basis if you want to maintain their motivation and meaningful self-directed learning (DBE, 2020:17). Coronavirus COVID-19 TV and radio curriculum support initiatives were launched by Basic Education and the SABC. Primary school teachers can adopt these strategies for successful implementation of curriculum recovery plan during COVID-19.

1.8 RESEARCH METHODOLOGY

The purpose of the study was to explore how primary school English teachers implemented the curriculum recovery plan. Research technique is the main premise that directed the study (Dawson, 2019:3). It established the general strategy for investigating a particular subject and choosing the research methodology. To make sure that reliable, real results fulfil their aims and objectives, a methodology describes the researcher's approach to the study (Dawson, 2019:3). The qualitative approach was the most appropriate choice because the study focused on narrating the experiences of the participants, not statistical data to describe how the teachers implemented the curriculum recovery plan. Interpretivism is the standpoint of the researcher, aiming to interpret how primary school teachers implemented the curriculum recovery plan.

The study employed a case study of Warmbath Circuit primary school English teachers who were teaching during COVID-19. This section provides a brief overview of the research methodology used in this study. The section starts with the research approach, and paradigm, then moves on to the research design and strategy, and finally to data collection and analysis methods.

The section concludes with methodological guidelines and ethical considerations. Each of these sections is thoroughly discussed in Chapter 4.

1.8.1 Research approach

A scientific method of observation to obtain non-numerical data is the qualitative research approach (Merriam, 2019:49). Instead of focusing on frequency, this research study explained why and how a particular phenomenon could occur (Merriam, 2019:50). The study used a qualitative research approach due to the fact that it focused on people's ideas, attitudes and knowledge and because it helped the researcher better understand the participants' emotions, personalities, experiences, and perspectives. It also permitted the participants to define their experiences and difficulties in implementing the new curriculum recovery plan during COVID-19.

The qualitative research approach was helpful in obtaining accurate information about the ideas and experiences of certain teachers as part of the sample size (Merriam, 2019:50).

This research approach is related to the interpretive paradigm and analysis of results in such a good way as it allowed the researcher to understand the world via insights and knowledge of the participants. Therefore, the researcher used English primary school teachers' experiences to build and predict an understanding of the gathered information.

1.8.2 Research paradigm

Willis (2017:22) defined a research paradigm as a set of guidelines about ontology, epistemology, methodology and procedures that defined the core theoretical framework and credence system. The researcher used the interpretivism paradigm.

- **Interpretivism paradigm**

Interpretivism, according to Grix (2018:82), is a response to positivism's excessive power. The idea that there is only one, verifiable authenticity that occurs outside our thoughts is rejected by interpretivism. Any stable, straightforward norms that can be used to identify universal reality are rejected by interpretivism (Guba & Lincoln, 2019: 166). Since it focuses on the viewpoints, perceptions and feelings of the participants about an event, the interpretative paradigm will be used. People's individual knowledge is taken earnestly as the core of what is true for them from an interpretive perspective.

In this situation, interacting with individuals was necessary to comprehend their knowledge of life and to pay close attention to exactly what has been said as part of epistemology (Terre Blanche, Durrheim & Painter, 2018:43). The study employed an interpretive paradigm because participants actively participated in each step of the investigation. Creswell (2019:20) contended that people must understand the environment in which they are living.

The interpretive paradigm enabled the researcher to comprehend the world from the perspectives, opinions, attitudes and life experiences of the participants. The researcher conducted interviews and employed document analysis with the aim of understanding how people interpreted the social phenomena they participated in (Creswell, 2019:21). This paradigm was used by the researcher to investigate how primary school teachers felt about using the curriculum recovery plan during COVID-19.

1.8.3 Research Design

The layout made it possible for researcher to concentrate on the research methods that are suitable for the topic at hand and to build their research for achievement. The researcher employed the interpretivism paradigm, and a qualitative research approach because the researcher wanted to acquire more knowledge about the participants' feelings, experiences and perspectives regarding the curriculum recovery plan during COVID-19. A case study research type was employed as it focused mostly on a group of individuals who, based on their life experiences, share the same qualities.

1.8.3.1 Research type/strategy

A case study is a sort of research that leads to an exhaustive, comprehensive grasp of a difficult subject in its real situation (Creswell, 2019:44). A case study research type was employed for the purpose of this research study because the researcher needed to gain a full understanding of primary school English teachers' experiences in implementing the new curriculum recovery plan during COVID-19.

It also helped the researcher to comprehend and enlighten the associations and pathways resulting from originality of a new policy. The researcher was able to know why certain teachers chose certain strategies to implement the curriculum recovery plan. A case study involves looking at one incident over an extensive period of time, according to Yin (2018:19). It is a study design that divided methodological paradigms and concrete data collection methods. This simply means that a case study gave the researcher a clear grasp of why a specific incident occurred in a particular way and the studies that might arise from information put together after analysing the data.

The above-mentioned statement was achieved as soon as the researcher had collected all the information from teachers regarding the implementation of the curriculum recovery plan during COVID-19 in Warmbath Circuit.

1.8.4 Research Methods

1.8.4.1 Introduction

Research methods refers to the tools that one uses to do research. It can either be qualitative or quantitative or mixed methods (Booth, 2018:4). Therefore, the study employed the qualitative research approach and non-probability sampling because of

its ability to offer a descriptive analysis of case study. It allowed the participants to define their experiences and problems in implementing the new curriculum recovery plan during COVID-19. The researcher used the purposeful sampling method. The study also gathered primary data from document analysis and used semi-structured interviews. Horne (2018:19) defines an interview as a one-on-one dialogue between an interviewer and an interviewee. During the process of interviews, the researcher made use of a tape recorder and semi-structured interviews to get the participants' opinions regarding the implementation of the curriculum recovery plan during COVID-19.

The semi-structured interview happened when the researcher asked the participants a sequence of close-ended and open-ended questions. Thematic analysis was used to analyse qualitative data. Thematic analysis has to do with checking through collected data in order to discover, examine and tell of the repeated patterns (Braun & Clarke, 2017:7).

1.8.4.2 Sample and Sampling technique

The sample size of this study was made up of three primary schools from Bela-Bela in Warmbath Circuit. The study's sample size was only ten participants, all of whom were English Intermediate Phase teachers. The researcher chose only Intermediate teachers and NOT foundation phase English teachers, because in foundation phase for schools in townships the language of learning and teaching (LoLT) is African language. In the foundation phase the medium of instruction is the learners' home language.

The researcher chose these three schools specifically because the first school are doing English as their additional language, the second school is a big school which has been declared a Full Service School, they are doing Setswana and the third school they are doing Tsonga as their first language. As the result, the researcher wanted to know how English teachers from different schools implement curriculum recovery plan during and what types of teaching methods/strategies are working for them in this case.

The 10 teachers were drawn from 3 primary schools in Warmbath Circuit and the researcher selected 3 English teachers from school A, another 3 from School B and 4 from school C.

The selection criteria were in this manner: the researcher visited each chosen school and asked grade 4, 5 and 6 English teachers who fulfilled the study's standards, especially those who were working during COVID-19. Non-probability sampling was employed as it is effective and quicker, and helped in concluding the entire population based on the outcomes of the study. Non-probability sampling, according to Decarlo (2018:6), is employed by the researcher to choose samples based on personal assessment.

In this regard, the study employed the purposeful sampling method to select participants. If an expert's judgment is needed throughout the selection process, then purposeful sampling might also choose instances with a particular objective in mind (McMillan & Schumacher, 2017:159).

1.8.4.3 Data collection

The study gathered primary data using semi-structured interviews and document analysis to get in-depth information about teachers' experiences of curriculum recovery plan during COVID-19. The researcher decided to conduct interviews to thoroughly explain and better understand the viewpoints, behaviour, experiences and phenomena of the research participants. Additionally, interviews are useful for learning in-depth details about one's own thoughts, feelings and perceptions (Horne, 2018:19). Ten teachers were interviewed, and the questions were semi-structured. The researcher wanted to acquire a better understanding of their experiences regarding the implementation of the curriculum recovery plan.

The researcher also did document analysis in the study. A technique for collecting data called "document analysis" involves probing the content of written documents so that conclusions about the study's limits can be drawn (Marshall & Rossman, 2018: 270). The researcher chose this tool for collecting data as it facilitated the collection of a huge amount of consistent data without really interviewing a lot of people.

In this research study, the researcher used documents such as curriculum policies (CAPS and ATPs), planner and tracker subject policies, teacher preparation files and minutes of meetings concerning the curriculum and curriculum management for a better understanding of how teachers can implement the new curriculum recovery plan during COVID-19.

1.8.4.4 Data analysis

Thematic analysis was used to analyse qualitative data collected through document analysis and semi-structured interviews. A technique for evaluating qualitative data called thematic analysis consists of looking through data collection to discover, examine and report frequent themes (Xu & Zammit, 2020:4).

It is a technique for summarising data, but when selecting codes and creating themes, it also consists of interpretation. All information gathered/research findings was/were well transcribed (Xu & Zammit, 2020:4).

The coding process of analysing data was when the researcher became familiar with data, created primary codes, examined themes among codes, and revised themes to look for information that kept up with the suggested theory. Thematic analysis was suitable for constructivism since it can show how a certain social construct emerged via the process of analysing a wide range of evidence. Constructivist thematic analysis did this to look for more underlying, latent patterns in the data (Kiger & Varpio, 2020: 7). Therefore, the researcher brought in some themes such as shared and common perceptions of participants from a theoretical framework that will significantly advance the study by determining the principles of themes, which are related to how specific themes will affect data (Xu & Zammit, 2020:5).

The interview process was entwined with data analysis from the start. The analysis facilitated the interview process, suggested fresh subject matter, and helped identify data saturation. Data saturation, which may be reached after ten interviews, is defined as no new codes emerging from the study, according to Bragaru et al. (2018: 5).

In qualitative research, the sample size was calculated and evaluated using the concept of data saturation (Guest, Namey & Chen 2020:2). Although it is a crucial aspect of rigour, this is typically given in the study by proclamation.

The big question in qualitative research was: how many qualitative interviews are enough? When newly received information offered slight or no new information to address the research topic, data saturation may have occurred throughout the process of gathering and analysing the data. Saturation is obtained if 55% of the participants in the wider study population have the same themes (Guest et al., 2020:2).

1.9 MEASURES FOR TRUSTWORTHINESS

The idea of authenticity focuses on how the participants were impacted while addressing the truth and quality of the research. Four standards were outlined by Lincoln and Guba (2018:164) to guarantee **authenticity**:

- **Credibility** of qualitative research was established, while the study was conducted. To ascertain whether there are any inconsistencies in the research findings, triangulation was used (Lincoln and Guba, 2018:16). Data triangulation combined information from several sources to increase the reliability of the study. Participants' responses were used to determine resemblances and dissimilarities.
- The concept of "**transferability**" relates to how generalisable and applicable the study's conclusions are in different contexts. When that occurred, the researcher employed comprehensive descriptive data and purposeful sampling to maximise the amount of data obtained, allowed for comparisons, and included each data collection site (Shenton, 2018:70). To enable detailed descriptions, data will be provided.
- For the purposes of this research, **dependability** was well-defined as whether the research technique is logical, well recorded, reviewed and dealt with reliability of related difficulties. The researcher was accountable for taking into consideration the continually shifting conditions during the field research that was done (Babbie & Mouton, 2018:54).

"Confirmability" refers to the standard that the researcher uses to back up the study's conclusions. The researcher provided supporting documentation such as recorded data and organised notes that validated the conclusions. To remove bias, the researcher employed the triangulation technique (Diehl, Guion & McDonald, 2019:47). The researcher did not conduct study at her respective school to minimize bias.

By allowing participants to review and confirm their interview responses, the researcher carried out a member check.

1.10 ETHICAL CONSIDERATIONS

The procedure of obtaining ethical clearance, established by a higher institution of learning and overseen by the research ethics committee, is used to comprehensively govern research projects to ensure that their conception and execution are morally sound and produce the desired outcomes (Haynes, 2019: 3). Informed consent, voluntary participation, permission from institutions, ethical clearance, anonymity and confidentiality was considered. Participants were assured by the researcher that their personal information would only be used for academic study. Therefore, the study safeguarded the privacy of participants.

- **Informed consent**

All 10 research participants got a briefing on the study's objectives and confidentiality issues prior to conducting interviews. The participants signed consent forms. This was a way of asking their permission of taking part in the study since no one can be forced to take part (Hosely, 2021:26). The researcher made sure that every participant signed the consent form as they have the right to know what the research is all about and what they are consenting to.

- **Voluntary participation**

Participants were assured that no one was forced to participate, and participation was entirely voluntary. Participants may stop taking part if they no longer feel comfortable doing so. It might happen that one of the participants does not feel comfortable answering some of the questions, therefore he/she was free to leave it out as the researcher respected their choices and do not have to provide any reason for discontinuing (Denizen & Lincoln, 2018:698).

- **Ethical clearance**

The researcher applied for approval from the Research Ethics Committee of the university, the Department of Education, as well as from the participants before conducting the research study. This was to guarantee that the study is carried out in a

morally and ethically responsible manner as data was collected from people (Bhandari, 2022:18).

- **Permission from institutions**

The researcher asked for permission from the institutions before conducting the research study. This was done by writing a letter to the University, the Department of Education, the Circuit Manager of Warmbath Circuit, and the participants. The letter stated all the research details, such as the title of the study, the purpose of the study, the rationale of the study, and how ethical considerations would be followed.

It was important to obtain permission first before researching because sensitive information might be asked, and participants should feel free to withdraw should they no longer feel comfortable.

Once more, this was to guarantee that the researcher carried out the study in a moral and responsible manner. The study needed to be performed in a way that respected the participants' safety, self-worth and rights (Sahin, 2020:64). Without their express consent, no one should be examined, and the study itself may have hazards or benefits for the participants.

- **Anonymity**

Participants were not urged to reveal their identities during the interviews. They felt more comfortable answering questions as a result. They shall not be identified because maintaining anonymity is a key operational expression of this principle. This was to make sure that the participants feel comfortable when answering questions because they will know that their information will be used for study purposes and their names will not be documented anywhere (Van Den Hoonaard, 2019:141).

1.11 POSSIBLE LIMITATIONS AND DELIMITERS OF THE STUDY

Limitations of the study:

- The study only dealt with primary school English teachers in one district. This makes it difficult to generalise for the entire district and province. The experiences of other teachers in other districts may be different.

Delimitation of the study:

- Distance and financial implications: the researcher had to focus on three primary schools because of the traveling cost since the schools are not next to each other. The only schools that were easily accessible in Warmbath Circuit were selected.

1.12 KEY CONCEPTS

- **School-** an educational facility created to offer classrooms and other learning settings where learners can be taught by teachers (Merriam-Webster Dictionary, 2020:45).
- **Teacher-** A person who helps learners in gaining knowledge, skill or virtue is known as a teacher, technically known as an educator (Merriam-Webster Dictionary, 2020:56).
- **Curriculum-** The literature describes curriculum in numerous ways. Hoare (2017:11) views curriculum as “a set of guidelines from the state or district on what has to be taught on a certain subject”.
- **Recovery Plan-** It is viewed as a temporary divergence from the original curriculum, which consists of trimming and reorganising the curriculum that accounts for the effects of COVID-19 (DBE, 2021:17).
- **Implement-** is defined as putting a decision or plan into effect (Cambridge English Dictionary, 2022, 7).
- **COVID-19-** is a coronavirus-based serious human disease that is usually characterised by fever and cough but that, in certain rare cases, can progress to serious symptoms and even death, particularly in older people and people with underlying medical conditions (WHO, 2019:5).
- **Experience-** It refers to conscious experiences in general, perceptions in particular, or the knowledge and familiarity brought about by these conscious processes (Cambridge English Dictionary, 2022:6).

1.13 CHAPTERS DIVISION

- **Chapter One: General Orientation**

The study's background and introduction were presented in Chapter 1. This chapter also included the study's aim, objectives, research problem and research question. It briefly introduced the topic of the study. This chapter also described the difficulties that primary school teachers encountered when putting the recovery plan into practice during COVID-19, which helped to clarify the research problem. It described the aim and objectives of the study in detail. By describing the research design, research type, sampling, data collection, data analysis, measures of trustworthiness, ethical considerations, and the significance of the study, the researcher attempted to illustrate how the methodology of the study was carried out.

- **Chapter Two: Conceptual framework**

This chapter discussed conceptual framework in detail. The conceptual framework was studied and provided a theoretical framework for the study. It discussed the curriculum recovery plan in detail and provided an overview of the international and national context of implementing the curriculum recovery plan. It also explained how the curriculum recovery plan was implemented globally and nationally during COVID-19. This chapter thoroughly discussed methods (formal and informal assessment) of assessing English intermediate phase learners during COVID-19. Teachers' experiences, challenges and impacts of implementing the curriculum recovery plan during COVID-19 were also discussed. The chapter concluded with the best strategies and models for managing curriculum changes.

- **Chapter three: Theoretical Framework**

Constructivism theory was employed in this study. Chapter 3 presented the theoretical framework of the study. This chapter discussed constructivism and the background in detail. It also discussed different views on Constructivism theory and outlined the principle of constructivism. The link between this theory and teaching, and the role of both learners and teachers was briefly discussed. The chapter further discussed the criticisms and limitations of Constructivism theory in the classroom.

- **Chapter Four: Research Methodology**

The research methodology, population sampling, data collection strategies and data collection methods were covered in this chapter. It employed the Interpretivism paradigm and a qualitative research approach of the study. The rationale for empirical research, trustworthiness and ethical considerations elements were discussed. This chapter concluded with the limitations of the study.

- **Chapter Five: Data Analysis and Interpretation**

Data was presented, analysed and interpreted in this chapter. The chapter entailed an analysis of research findings which were gathered from participants using document analysis and during face-to-face interviews. Thematic analysis was employed as a tool to analyse qualitative data. Furthermore, data was interpreted based on the findings, where themes and sub-themes emerged from the data collected. The researcher then discussed the themes and sub-themes that emerged from research findings and supported them with conceptual and theoretical framework sources.

- **Chapter Six : Summary, Conclusions, and Recommendations**

A summary of the research findings, conclusions and recommendations was discussed in this chapter. The chapter provided conclusions based on the research findings, and recommended the best strategies that teachers can adopt to implement the curriculum recovery plan successfully. It also suggested that further studies be conducted so that teachers can be well-trained to use gadgets when implementing the curriculum recovery plan in the classrooms. The limitations of the study were briefly discussed.

1.14 CONCLUSION

This chapter established the historical context for the research problems and questions addressed in the study. This enabled the researcher to situate the study's potential contributions to the current educational landscape. The potential impact of the study was explained through problem formulation. The researcher hoped that this work would contribute to the theoretical legacy of curriculum studies. It should guide and influence our understanding of current educational policies in some way.

This study aimed at exploring how Intermediate English primary school teachers in Warmbath Circuit implemented curriculum recovery plan during COVID-19. The researcher has discussed the following in this chapter: the introduction, background and research problem of the study.

The purpose of the study was also explained in detail, stating the objectives of the study. Research methodology was summarised and ethical considerations were briefly explained. The significance of the study was highlighted and the study was also delimited to only three primary schools at the Warmbath Circuit.

CHAPTER TWO

CONCEPTUAL FRAMEWORK

2.1. INTRODUCTION

The topic of "Primary school English teachers' experiences of implementing the curriculum recovery plan during COVID-19 in Warmbath Circuit" was briefly introduced in the previous chapter. The researcher provided readers with an introduction to the subject in that chapter. The background to the study was also briefly explained, and which concerned the curriculum recovery plan. The researcher also described the difficulties encountered by primary school teachers when putting the recovery plan into practice during COVID-19, which helped to clarify the research problem. Some of the study's topics were explained to provide the reader with a clear idea of what those terms meant. The researcher further described the aim and objectives of the study in detail.

By describing the research design, research type, sampling, data collection, data analysis, measures of trustworthiness, ethical considerations, and the significance of the study, the researcher attempted to illustrate how the methodology of the study was be carried out.

The national and international implementation of the curriculum recovery plan was covered in this chapter. The researcher also describes the curriculum recovery plan's implementation by English teachers in primary schools in this chapter.

This addressed the following topics: assessment techniques for the intermediate phase, difficulties of implementing the curriculum recovery plan, the impacts of implementing the curriculum recovery plan, and the most effective techniques to be adopted when implementing a curriculum recovery plan during COVID-19. The essential concepts of the topic was divided into subtopics before the literature study is presented.

The researcher determined any gaps in the available research. The researcher will have to be competent in expanding on the current body of information by considering what other researchers have produced. In this chapter, the results for further research on this topic are presented. The conceptual framework is divided into sections with subheadings that describe the subject's foundations.

- **Curriculum Recovery Plan**

The curriculum recovery plan is a process that focused on choosing what should be learned, why, and how to structure the process of teaching and learning, and considers the requirements of the existing curriculum and the availability of resources. It regularly leads to the formation of a comprehensive curriculum framework together with the syllabus for every subject that each school can utilise as a guide. This happens at its greatest basic level. It involves forming course and assessment strategies for numerous disciplines at the school level. It also involves making more exhaustive strategies for learning modules, lessons of individuals, and instructional sequences at a classroom level (DBE, 2020:28).

The primary goal of the recovery plan, according to the Department of Education (DBE, 2020:29), is to guarantee that the crucial competencies, skills, knowledge, values and attitudes described in the Curriculum and Assessment Policy Statement (CAPS) and those that are pertinent to the learner's current grade are done within a shorter period of time. The goal of curriculum reorganisation and trimming is to: identify essential knowledge and abilities that learners must master in order to succeed in the following grade. In order to give classrooms enough room for meaningful learning, it tries to condense the curriculum envisioned in Section 3 of the CAPS to digestible basic content, including skills.

Repetitive information should be eliminated, and the content and concepts should be presented in a logical order, according to the recovery plan. It outlines the fundamental concepts and abilities that must be taught and evaluated in order to give teachers clear guidance and support. Additionally, it helps to preserve the configuration in the learning route for learners without sacrificing their alteration among grades by aligning curricular content and assessment to the availability of teaching contact (DBE, 2020:29).

The main aim of the curriculum recovery plan is to give the South African educational system a carefully thought-out strategy that will enable all learners who have experienced the negative impacts of COVID-19 to carry on with their education in a secure and hygienic surroundings. Education is one of the most basic necessities of the human race, but self-preservation is more important than education. Thus, the duty of the minister of basic education is to protect the security and wellbeing of every single kid under her care (DBE, 2020: 29).

The curriculum recovery plan will then put emphasis on curriculum and assessment recovery together with other post-COVID-19 issues just to make sure that every single school is a secure place to conduct instruction. The Department of Basic Education (DBE), the nine provincial education departments, together with their districts and circuit offices, as well as schools that fall under their purview are all addressed in this curriculum recovery plan. The programme will cover every subject taught in grades R through 12. The curriculum recovery plan will be set up in such a way that will give a system with a wide range of needs across the country a broad framework. Each provincial system will adhere to the guidelines of the National Strategy and has a recovery plan (DBE, 2020:30).

- **Brief discussion of the Curriculum Recovery Plan**

Unquestionably, the core of curriculum changes throughout these periods is also teaching, learning and assessment. Whoever makes these important curriculum verdicts and for what reason clearly matters (Shay, 2019:315). Due to the political and outcome-based nature of predicament verdicts, improvements and the implementation of curriculum frequently take on ambiguous and distorted forms. We contend that educators must choose the curriculum wisely and compassionately, especially during times of crisis.

They risk creating a curriculum that is compromised and misleading if they undermine the three main areas of curriculum reform (planning, implementing, and attaining). Curriculum trimming entails making room for improved learning so that it better meets the desires and capabilities of learners. For the sake of our context, curriculum trimming will entail eliminating irrelevant and out-of-date content, defining core and extended curriculum components, adopting flexible organisational techniques for study material, and utilising the open curriculum's outline of learning objectives. This is consistent with the discussions going on right now over the curriculum. Literature contends that times of overwork have turned the education system into one of superficiality with curriculum, textbooks, exams, and teacher expectations (DBE, 2020a:15).

For example, many teachers are aware, or however assume that their learners are learning and understanding very little, but they are unsure of how to change the system. Curriculum trimming will therefore involve determining what topics to maintain and what to drop in order to lighten the load and make the curriculum workable in the allocated time (DBE, 2020a: 15).

To make the content more manageable, the curriculum must be reorganised and refocused. Repackaging and merging themes or topics, anchoring specific knowledge and skill foci, and striking a balance between depth and breadth will all be used in this intervention to lessen the overload. This suggests that curriculum reorganisation in this setting will focus on integrating disparate and compartmentalised discipline-based knowledge from related subtopics. This strategy will promote the hybridisation of content and information in knowledge-building and teaching, aiding learners to connect concepts from other disciplines and related subjects (DBE, 2020a:15). Repackaging and combining subjects to lessen content overwork is the goal of curriculum rearrangement. "Reducing content overload" is a hypothetical concept in this case. When curriculum designers mix content, depth and breadth inevitably converge, which paradoxically leads to complexity (DBE, 2020a:16).

- **Arguments regarding the Curriculum Recovery Plan**

This study, which addressed curriculum recovery plan options, makes obvious the inconsistencies and paradoxes in the suggestions made to lessen the forfeiture of a significant portion of the academic year. The purposes are compromised due to the

fact that they are divided between trying to make up for lost time and trying to complete the curriculum at the same time, which creates an impossible situation. The latter cannot be achieved while the former is being attempted, and vice versa. Moving the deleted components to the following year makes the issue worse instead of better (Garrison, 2019:19).

The government must play a crucial part in making sure that the prolongation of educational plans are even and well-supported when considering curriculum adjustments to save the academic year for schools. It is evident that the sudden development of COVID-19 has prompted reactive, fragmented and hasty responses as a result of political constraints and other factors (Garrison, 2019:20). Although the state is required to issue declarations and offer suggestions, they may not be acceptable to the different areas with specialised wellbeing of teachers, parents, administrators, political parties, teacher associations, as well as union. There are no examples to guide policymaking in the face of the ambiguity and loss connected with COVID-19. It is possible that the government's reaction will be one of panic. However, there is also evidence of the government's failure to see the bigger picture during crises and its lack of boldness in using those crises to remove structural barriers built into curricula that hinder effective teaching and learning (Garrison, 2019:20).

DBE (2020:18) contends that in order to resolve complicated problems and allay public worries, crises need imaginative leadership. The uncertainty surrounding the disease's potential course of development with COVID-19 obscures our ability to predict the future. What form would visionary leadership therefore take? Projecting many scenarios and concentrating on what is doable, such as improving quintiles 1-3 school conditions would be necessary.

It entails giving access to water and sanitation, suitable classrooms, and better-quality learning facilities, as well as upgrading teachers' skills so that they can handle curriculum trimming in an informed manner, for example.

The recovery plan does not include any audacious initiatives that would give lower quintile school confidence. Some of the suggestions, such as lengthening the school day, disregard how poor people may plan for tourism and security as the winter season approaches as well as the length of the day shortens (DBE, 2020:18).

The curriculum recovery plan highlights some of the challenges to well-organised and effective education delivery, which would necessitate taking brave steps like lowering teacher truancy and eradicating unsuccessful school administrators, two significant issues that Spaul (2018:16) linked to a bimodal education system.

It is really distressing that governments make vicissitudes to education without thoughtful consideration of long-term effects, which could lead to reversing significant curriculum advancements (Buckner, 2019:6; McDonald & Van Der Horst, 2007). Undoubtedly, the pernicious practices of the apartheid government and the post-apartheid state's neglectful rectification of such rules are to blame for the inequalities in South Africa.

Policy modifications instead turn out to be surrounded by conflict, inconsistencies and contestations as well as socioeconomic and political challenges, both inside and outside the policy itself (Jansen et al., 2017:21). Therefore, there is a pressing need to return to the principles in order to present efficient and workable curriculum and educational modifications that are in line with recent societal developments and desires (Buckner, 2019:6; McDonald & Van Der Horst, 2007). The need for education policy to improve lives and save the futures of the most susceptible members of our society is necessitated by the 30 million South Africans who live in poverty.

- **Global implementation of the curriculum recovery plan**

According to Minister of Education and Culture Regulation, No. 33 of 2019 on the Implementation Programme for Disaster Safe Education Unit, it is crucial to continue teaching the curriculum throughout the COVID-19 pandemic (UNESCO, 2020:26). According to Law No. 20 of 2003, the curriculum is "a set of strategies and guidelines guiding the objectives, syllabus, and materials of teachings as well as the technique utilised as the instructions for the execution of learning activities to satisfy particular educational intentions."

The implementation of all decisions made by the minister of culture and education is one of the top goals of the Widodo Government in Indonesia. The required infrastructure must be in place for online learning to continue to run smoothly throughout the COVID-19 pandemic.

Additionally, to any online education options, the learning and teaching processes that were previously conducted in schools must now be extended to each learner's home (Widagdo & Anshori, 2020:47).

According to Parker and Alfaro, because of the protracted closure, Bahamas schools were forced to use e-learning to guarantee the students' access to instruction for a long time (2021:31). According to the researcher, the main problem has been the learners' restricted right to use the internet and digital devices at home (such as laptops), particularly those from rural areas, given the widespread use of digital approaches for e-learning. Since the curriculum is crucial to the success of the overall educational development and the achievement of the set educational objectives, the education unit needs a regulated curriculum programme in order to provide instruction in the middle of the COVID-19 epidemic. The curriculum needs to be developed immediately so that it can produce a well-organised and operative education throughout the COVID-19 outbreak (UNESCO, 2020:27).

To end the COVID-19 pandemic in the European Union by March 2020, governments will need to take drastic measures, including closing educational institutions. It was impossible to prepare a comprehensive, in-depth policy due to the sudden and rapid commencement and spread. Because of the urgency of comprising the illness, policies were then implemented without previously being analysed or simulated for their favourable and unfavourable effects.

Officials have recently started examining the effects of a number of forms of school and university closures in order to be well arranged to address a corresponding crisis yet to come (UNESCO, 2020:28). Although it is true that not many countries have developed such complex policies, this "historic multidimensional issue needs cohesive policy measures" (OECD, 2020a:15). It is necessary to abandon the majority of face-to-face educational techniques. The shift to distance learning has affected equality, quality and accessibility of education, and has led to the discovery of inadequacies in the training of formal and informal education suppliers.

Some institutions were not able to appropriately or rapidly alter, which resulted in some children being completely excluded from the educational system. While students from advantaged and rich houses maintained their education using alternate teaching methodologies, usually through distance and/or online learning, students from

disadvantaged families were particularly affected (Schleicher, 2020a:16). Virtual learning possibilities were immediately found to commonly lack constant access and be of poorer quality. Learning gaps resulted from these faults, the ramifications of which are still being studied.

On the 13th of March 2020, UNESCO reported 61 countries announcing school closure and 421,388,462 pupils were prevented by right to use the elementary to higher education. This is the influence of the COVID 19 Pandemic on Education in Indonesia. However, UNESCO is also collaborating with the nation to make sure that all pupils receive a continuous education. The Indonesian education industry is also feeling the effects of the 2019 COVID Pandemic. Government policy prohibits engaging in activities away from the house (UNESCO, 2020:27).

All tasks, including teaching and learning, are completed from home. Policies for quarantines were also implemented to limit human contact and lower the number of COVID 2019 patients (UNESCO, 2020:27). Therefore, some additional policies of the Minister of Education and Culture include: cancelling UN 2020, which includes the 2020 Skills Competency Test for Professional High School, Learning from Home (BDR) Procedure, Implementation for the School Examination, and Transitory Class Process, which does not consider PAS in the method of tests, assignments, online assessments of portfolios and attained goals (Widgodo & Anshori, 2020:48).

To lessen crowding, all schools and student centres were shut down. During home learning activities, the Indonesian government and other relevant organisations are required to offer their students an educational process. Several policies have been established by the Ministry of Education and Culture to facilitate online learning activities. A distance learning application created by the Ministry of Education and Culture was integrated with the "Learning House" initiative (Schleicher, 2020a:20). Learning tools, online classes and virtual labs are a few things that both learners and educators can utilise.

The Ministry has also partnered with seven (7) Android-based learning systems, including Smart Classes, Zenius, Your School, Quipper, Google Indonesia and Microsoft. The website offers educational materials that both educators and learners can use for free to enhance the learning process. In case learners and teachers are

unable to fully access the online learning platform, the Home Learning Programme was also available. Starting on Monday the 13th of April 2020 at 08:00, WIB, Televisi Republik Indonesia (TVRI) aired this cooperation (Schleicher, 2020a:20).

Some educational institutions must develop policies to enable activities and the learning process to continue in the face of constraints. For educational organisations that are not ready and still lack an online academic system, this will be an issue. Additionally, there are teacher resources available that are still learning about the internet applications for learning. A weak internet connection that lacks both range and signal also contributes to the issue. However, since 75% of learners engaged in concurrent E-learning throughout the COVID 19 epidemic, online learning and E-learning are taking along new paths and novelties to Indonesia (Widgado & Anshori, 2020:49).

For teachers, this phenomenon offers both difficulties and chances to design engaging, innovative and enjoyable teaching strategies. This innovative learning education makes use of web media as a teaching tool. This education is not location- or time-bound. The references that students find also differ. Teachers, alternatively, observe the change of old learning replicas into presentations built on an interactive programme. Additionally, the 2013 curriculum mandated that teachers conduct information and communiqué technology-based learning procedures. World-wide issues have therefore compelled educators to change quickly (UNESCO, 2020:23).

Widagdo and Anshori (2020:50) assert that teachers must be capable of mastering the material due to the fact that it is primarily the teacher who imparts knowledge to learners, naturally with expectation that this can convey the predictable character by imparting mentalities and attitudes that demonstrate the worth of maturity. Teachers are obliged to be adept at keeping up with societal advances in science and technology.

Distance learning has substituted traditional and routine instruction that results in interactions between teachers and learners both within and outside of the classroom. But eventually, this results in education that lacks a humanistic element. One aspect of humanism that cannot be substituted by tools but can be supplied by the presence

of teachers is the education of social and religious norms. According to Isa Anshori's claim, there are numerous drawbacks to online learning, including the need for infrastructure and facilities for learning, which affects learners who are not prepared for it because not all learners have access to these resources (Widagdo & Anshori, 2020:50).

- **National implementation of the curriculum recovery plan**

It has been challenging for learners to share a knowledge of lesson planning and how it is accomplished (Bieda, Lane, Evert, Hu, Opperman & Ellefson, 2020:770). There is little investigation on this vital facet of teaching and learning (Waks, 2019:28). Due to this difficulty, two perspectives have predominated research on this idea: the instructor's particular cognitive process and an ecologically based framework.

The research for the first perspective focuses mostly on the mental processes teachers go through when creating lesson plans (Bieda et al., 2020:770).

The results of this strategy are the amount of time allowed for each activity, educational doings and the monotonous classroom. Other researchers concentrate their work on being considerate teachers' views, learning objectives, subject-matter knowledge and roles in lesson planning. The main focus here is on a teacher-intended curriculum, also referred to as an official curriculum, which takes into account each teacher's interpretations and decisions on lesson design. Here, the aims, objectives, content and evaluation of the real curriculum are taken into consideration (Bieda et al., 2020:771).

Due to continued educational activities during the epidemic, several countries implemented online education. South Africa approved and encouraged remote learning as a reaction to the COVID-19 outbreak. On the other hand, this transformation brought about a lot of difficulties, especially for teachers and learners in rural schools. Virtual learning is more accessible to urban individuals than to rural ones (Landa et al., 2021:68). This is crucial since many learners still reside in these areas and go to school there.

The issue of poor internet access has gained increasing attention as 90% of homes lack internet connectivity (Monareng et al., 2020:50). Many South African rural school teachers lack the abilities necessary to encourage online learning and teaching as a result of insufficient or no preparation (Monareng et al., 2020:51). This leads to the central issue of the study, "What are primary school teachers' experiences when adopting curriculum recovery plan?" Since the study is based in township schools and the majority of the teachers are older and unable to use laptops to deliver lessons during COVID-19, the researcher wishes to better understand the situation.

Another issue is that some schools do not always have access to the internet, and they also lack online resources. Since both natural and man-made disasters disrupt both the delivery of education and learner attendance, the loss of teaching time is not a recent occurrence on a global scale. Local service delivery complaints and slowdown action frequently cause disruptions to education when schools are burned down or transportation to school is difficult to get (Monareng,et.al., 2020:52).

The state has not created any measures to lessen the loss of teaching and learning time because of the intermittent and specific character of protest actions. However, COVID-19 has prompted the government to take action: the virus' appearance prompted the national lockdown announcement, which has had an impact on all educational institutions, their staff, and their student populations. In this case, everyone has had to miss out on school time (DBE, 2020a:19). To manage school reopening and the ensuing curriculum needs, the Department of Basic Education (DBE) published the document Draft Framework for Curriculum Recovery: Post COVID-19 (DBE, 2020a:19).

2.2 METHODS OF ASSESSMENT IN THE INTERMEDIATE PHASE

According to the Department of Education (2020:14), the aim of assessment is to find the learning requirements of the students, assist the teacher in creating educational programmes for the learners, and establish if a particular educational aim has been achieved. The teacher must review the curriculum and the method of teaching utilised to assess learners' performance in terms of clearly defined criteria before establishing suitable assessment tools to find the learners' learning requirements.

Because they are the ones who know the learners best, the teacher is in a good place of assessing the learners' learning requirements (DBE, 2020:14). Some of the teachers managed to find useful resources of teaching four learning skills (Listening & Speaking, Reading & Viewing, Writing & Presenting and Language Structure & Conventions) in English for about ten weeks (DBE, 2020:15). Grade 4, 5 and 6 English teachers make use of visual aids during reading lessons so that learners can understand the comprehension text well.

The Annual Teaching Plan (ATP) guided teachers on which topics to cover and they had to give learners at least six informal assessments every week (three class works and three pieces of homework). Teachers followed the Annual Teaching Plan during the curriculum recovery plan to teach all four skills in a period of ten weeks, and to conduct formal assessments such as transactional writing, which should be written in week 3-4 before the test, and a test which should be written in week 9-10 of the term (DBE, 2020:16).

English FAL educators are required by the Curriculum and Assessment Policy Statement (CAPS) to plan for a two-week cycle. Teachers must incorporate language structures and conventions as well as the four language skills: listening and speaking, writing and presenting, reading and viewing into this plan (DBE, 2011:8). Additionally, they must make plans that span beyond 36 weeks. The programme focuses on gradually acquiring various grammar and language structures, consolidating vocabulary, and constructing context (Mokoena, 2022:4).

- **Teachers' resistance to curriculum change**

According to Nsibandé (2020:65), the achievement of the curriculum is dependent on the teachers' capability to comprehend the daily curriculum alterations which they come across. The teachers are mostly accountable for putting the curricular policy into practice ever since they have control over changing the meaning by using a variety of teaching strategies. They must keep the knowledge, capabilities, upbeat attitude and love for teaching for this. The introduction of reforms was demanding and exhausting for teachers due to the need for more time to adjust throughout the curriculum recovery plan due to the new teaching methods that were introduced (Nsibandé, 2020:65).

2.3 TEACHERS' EXPERIENCES OF IMPLEMENTING THE CURRICULUM

Change needs to be handled as a process since it does not just occur. The success or failure of a school when implementing change is mostly determined by the school administration, which serves as the central figure around which the majority of the school's operations rotate. An educational leader should be the one to drive change rather than just follow it (Buckner, 2019:6; Van Der Horst & McDonald 2007).

In the discipline of teacher education, a curriculum defined as the organised collaboration of learners with curriculum content, materials, resources and systems for assessing the accomplishment of educational objective plays a significant part. Therefore, the goal of a better educational programme and, by extension, the construction of a curriculum have to be in a position which suits the desires and current demands of the culture, society and people being worked for (Buckner, 2019:6; Van Der Horst & McDonald, 2007). The process of developing curricula and implementing educational reform are continually evaluated, revised and modified (Johnson, 2018:33).

These variables cause curriculum development, an active process that adapts to the needs of society and educational stakeholders, to alter. There are various stages involved in constructing a curriculum, including planning, organising, designing, creating, implementing, reviewing, amending, and enhancing (Johnson, 2018: 33).

Carl (2019:45) agrees that teachers have to take part in the creation of curricula. For example, the curricula have to be developed with the opinions and notions of teachers. However, the curriculum development team should also consider teachers as a component of the environment which has influence on the implementation of the curriculum. Transformation is a phenomenon that impacts all facets of a person's life and results in adjustments in both their personal and professional lives.

2.4 CHALLENGES IN IMPLEMENTING CURRICULUM RECOVERY PLAN DURING COVID-19

A curriculum has to be created and modified based on the current learning environment and anticipated future demands. In order to address the major issues in education, such as the need for teachers and schools to be qualified and skilled, the Indonesian government implemented the idea of a school-based curriculum in a

cautious manner (Tadesse, 2018:63). The action, among other things, allowed schools the power to organise, improve or expand their curricula while considering local, regional, national and international potentials together with societal requirements.

The results and other aspects that have an influence on the educational development in the institution or region where the curriculum was used were also taken into account. The school-based curriculum faces the following obstacles, according to Tadesse (2018:63): inadequate supervision, a scheduling conflict with the academic calendar, a lack of financial and material support, and unfavourable teacher attitudes towards the new curriculum. Issues highlighted by Tadesse (2018:64) are comparable to those in Limpopo Province (Vhembe District), where the processes for emerging a learning programme were difficult. As a result, there was a need for well-trained educators, as many of those in the historically disadvantaged groups, in particular, lacked the necessary training for even the most fundamental teaching tasks. The NCS implementation favours schools with sufficient resources and experienced teachers. The appropriate amendments required to make the NCS effective in South Africa were not taken into account when the policy was adopted.

Teachers still had trouble implementing the curriculum recovery plan successfully due to a shortage of resources even in COVID-19. This demonstrates that it is a persistent issue that requires attention as soon as feasible in order to increase their productivity. There were difficulties obtaining the research funding required for the execution of the programme (Ginsburg et.al, 2017:6). Insufficient supplies of instructional supplies, technological resources and supplies were also made, according to Ginsburg et al. (2017:6). Teaching and learning are rigorously hampered by the lack of such important supplies during the pandemic. The COVID-19 pandemic prepared new resources for online teaching and learning even more obligatory. Since new educational techniques were to be used, the deployment of a new curriculum throughout the COVID-19 pandemic may have made the lack of resources even worse.

The teacher-to-learner ratio was also excessively low. According to Ginsburg et al. (2017:6), low- and middle-income countries find it difficult to implement curricula because of a lack of finance. According to Shiel and Jones (2019:45), thorough project preparation is important for ensuring the successful implementation of the curriculum.

This includes meticulous planning for purchasing resources like instructional materials.

Unfortunately, as representatives from South African schools in rural areas reported, the use of remote learning options has made teachers feel more and more overburdened. A district should be able to turn on and off remote learning as needed, but the effectiveness of doing so depends on infrastructure for supporting learners generally, as well as on readiness and technological resources (Mukuna & Aloka, 2020: 134).

The teachers have met a dual difficulty since a lot of them do not feel at ease when utilising digital gadgets, and because they are also being compelled to reconsider their teaching methods in this new environment (UNESCO, 2021:15). Based on the above statements, it is important to offer teachers the right kind of assistance, such as putting "team teaching" into reality, teaming teachers to co-teach online classes, allocating tasks, and reciprocally growing their skills. As expressed by a schoolteacher from the Bahamas: "Some people have a fear of using the laptop, and some people thought they had to be forced to learn to do their jobs because of what we are going through now, but they are still not comfortable with it," (UNESCO, 2021:15). As a result, some of the primary schools in Bela-Bela Township in Warmbath Circuit have the same problem since some of them are not familiar with technology such as smartphones or laptops. Therefore, this will make it difficult for them to successfully implement the new curriculum recovery plan during COVID-19.

Some educational establishments are required to develop policies that will allow activities and learning processes to continue in spite of the constraints (Mokoena, 2022:478). But for educational establishments that are improvised and lack a virtual academic system, this will be a problem. This is what is happening in most primary schools at Warmbath Circuit, which does not make it easy for teachers to effectively implement the curriculum recovery plan during COVID-19.

It should be noted that no severe disruption, such as COVID-19, was anticipated when the lessons were planned. Teachers are, therefore, obligated to arrange their lessons in accordance with the guidelines in the reduced Annual Teaching Plan policy document (Mokoena, 2022:479).

However, in light of the pandemic, this implementation calls for careful lesson planning and preparation. The current phased-in and rotational methodologies used in schools make it even more challenging to implement this crucial part of the teaching process.

Teachers are not given the time they need for efficient lesson planning in this setting (Mokoena, 2022:479). Hence, the researcher wants to explore the experiences of primary school teachers when implementing the curriculum recovery plan during COVID-19. This is to check if they are coping with the implementation.

The curriculum recovery plan is clear about the time and subject covered that must be made up. The discourse of what to do and how to do it, in particular, degrades the learners and teachers. Generic in nature, policy statements include a wide range of operational characteristics. The curriculum recovery plan in this instance is a mere provisional set of steps to address the impacts of the schools' more than two-month closure and the ensuing loss of interaction time (Marsh, 2019:47). The proposals, however, do not provide much, if any, guidance for lowering inequities.

In fact, the revised curriculum lustres in excess of educational methods (how to teach a packed down and difficult curriculum), oversees learner variety (how to cater all differentiated requirements), pay no attention to the background differences among schools (willingness to provide technology-based education), and is ambiguous regarding the regulatory principles for teachers on how to implement the commendations.

Under typical circumstances, curriculum modification begins as a deliberate goal that is supported by extensive discussion and the gathering of evidence; knowledgeable through value systems; and lastly implemented in the classroom setting (Marsh, 2019:47). Only then can the fatalities of curricular reform be determined, with those impacted by educational system disparities at the top of the list.

- **The Challenges Associated with Online Learning**

The primary issues that teachers and schools face while implementing the curriculum online, according to Parker and Alfaro (2021: 27), are as follows: access to remote learning was challenging since some schools lacked digital equipment and internet connectivity. The bad thing is that these distribution methods are less likely to be

available to individuals who are most at risk and frequently most in need of support, making online learning itself a barrier to assisting marginalised and at-risk learners. Without the required technology and connectivity, these learners risk disappearing. In the setting of distant learning, a different strategy is required because the teaching time formerly accessible to educators to conduct remarks concerning learners' personalities, attitudes and levels of involvement has been significantly reduced. Constraints on human resources and successful curriculum-based technology deployment call for a large time commitment. Teachers may be unable to give learners the necessary help since they are at present under a lot of stress and pressure under the current conditions (Parker & Alfaro, 2021:27).

The researcher decided to write about online learning since it also highlights some of the challenges that teachers and learners have when using technology. Based on the aforementioned assertions, the researcher determined that it was vital to talk about online learning since teachers require additional training in order to successfully implement the curriculum recovery plan.

The preparation of e-lessons, the use of e-learning pedagogical approaches, self- or peer-to-peer learning, and capacity building training have increased the time and psychosocial demands on many educators (UNESCO, 2021:32). The epidemic has had an especially negative impact on systems that have staffing issues.

Introducing learning in the house, the idea of learning from home through e-learning calls for parents or caregivers to deliver teaching directives or offer enhanced academic management, in addition to psychosocial support. Teachers receive extensive training in educational methods, subject-matter expertise, and learner-management strategies across several years, with the possibility of subject-area specialisation. In contrast, parents must support their children in all subject areas because they have not received this type of capacity-building training and preparation (UNESCO, 2021: 32).

To deliver e-learning, teachers must improve their capacity and overcome a steep learning curve. The explicit teaching of e-learning has not been a part of the educational culture. It divides educators from the classroom where they may give their pupils their undivided attention, and where their interaction with learners serves as the

very setting in which remarks are made or relationships are developed. This is done to make behavioural and cognitive remarks and start the obligatory interferences for that learner (UNESCO, 2021:33).

- **Interactive forms of remote learning support were significantly more likely to be offered by secondary than primary teachers**

The remote learning strategies employed by teachers in primary and secondary schools differed noticeably from one another. In contrast, secondary teachers were more likely to use the more active learning strategies and those that our earlier study (Lucas et al., 2020:19) revealed to be positively associated with increased learner involvement. These included cooperating with teachers and other learners, reviewing what was learned, or listening to or watching a live session. It should come as no surprise that secondary teachers were far more likely than primary teachers to ask students to complete schoolwork.

These patterns appear to be related to the varying ages of learners being helped, according to Lucas et al (2020: 20). Secondary-aged learners are more likely to be technically proficient and mature enough to participate in live or pre-recorded learning sessions without parental help, at least in theory. Additionally, secondary-aged learners are far more likely than primary-aged learners to have already possessed their own digital device for regular (pre-COVID-19) learning and homework, given that they reside in a household with the financial resources to supply them with a laptop or computer. This has implications for how schools plan for remote learning. Primary schools may elect to offer a mixed diet of online sessions and offline learning activities so that they can involve parents in remote learning. Additionally, secondary schools have given their teachers more training on how to approach distance learning than primary schools, suggesting that elementary teachers require this training more than secondary teachers (Lucas, et., al, 2020:20).

Secondary teachers were more likely than elementary teachers to receive training from their schools on how to assist learners' remote learning, according to Lucas et al (2020:20). Teachers in primary grades were far more likely to experience this than those in secondary grades. Additionally, 15% of instructors said they did not require any training, and once more, elementary teachers were much more likely to feel this

way than secondary teachers. This may be a result of the different kinds of distance learning offered by primary and secondary schools.

In March 2020, remote teaching became a part of the working lives of teachers, but they had little training or preparation for it. We should not presume that all teachers can do this on their own without the required tools, training or assistance. It is crucial that schools and those who support them to make sure that teachers are adequately prepared to provide their learners with high-quality remote learning as part of future preparation for periods of complete or partial school closure (Lucas et. al, 2020:41).

- **Resources**

Resources are seen to be the most crucial support structure since they are crucial to curriculum management in schools (Department of Education, 2020:19). Lacking the essential tools to teach and implementing a curriculum transformation would be stressful, have serious repercussions and a negative impact on the teachers' motivation to carry out the intended curriculum modifications (Singh, 2020:595). Effective curriculum implementation may be hampered by the lack of resources required for teaching and learning. Teachers may concentrate on educating their learners, rather than searching for resources which they do not have, for as long as they are provided with the necessary resources (Singh, 2020:598).

2.5 THE IMPACTS OF IMPLEMENTING CURRICULUM RECOVERY PLAN DURING COVID-19

The trimmed/reorganised curriculum for Grades R–11 and Year 4 will be incorporated into the Annual Teaching Plans (ATPs) for the teaching and learning process, and in the matter of Grade 12, the ATP may be rearranged to make sure it focuses on the curriculum's essential elements. When learners return to class, a diagnostic test will be given. It will be a class-based test that the teacher will create and grade. The diagnostic test will be used to determine how the teaching programme should be organised for the remaining school terms, as well as the curriculum areas for Term 1 that need to be updated, how much more curriculum information was taught during the national COVID-19 lockout, and so on (DBE, 2020:7).

To guarantee that the new ATPs don't impair learning quality, teachers will receive support. As a result, the DBE is in charge of setting policies and offering planned way for the planning, preparation, and implementation of the recovery programme; offering support at the provincial, district, and educational levels; creating an effective and dependable method of endlessly monitoring and assessing the programme; and assessing the responsibility of all those accountable for the programme's implementation (DBE, 2020:7). As a result, primary school teachers will be positively affected when implementing the curriculum recovery plan during COVID-19 for as long as they get all the support as mentioned above.

Successful curriculum implementation results from careful planning procedures that address needs, and revisions and resources needed for carrying out specific tasks. There must be a recognised and expressed need for educational change. Studies indicate that there is a larger chance of implementation when the need for the solution suggested by the innovation process is felt or considered to be stronger. These requirements must be stated by all parties concerned (Yaro, 2020:86).

- **Recovery of Lost Time**

It is necessary to calculate the amount of time lost for each grade based on when learners return to class. The number of school days will increase, and the number of school holidays will be reduced. The second quarter will be extended by two weeks in order to make up for the lost time, which will result in a five-day vacation for June/July, a one-day holiday for September, and the cancellation of the June exams. Other options include extending the fourth-quarter school closure to obtain the extra days. The changes to the school calendar and tests will recuperate the following number of days. Provision for additional time to cope with the repercussions of COVID-19 must be provided in the recovery of lost time. The additional time will help to stabilise the school by orienting learners to the new normal. This extra time will also allow teachers to offer a problem-solving test to learners in the first few days of school resumption (DBE, 2020:7).

2.6 THE BEST STRATEGIES TO BE ADOPTED WHEN IMPLEMENTING CURRICULUM RECOVERY PLAN DURING COVID-19

Different strategies could be used in the curriculum recovery process, according to DBE (2020:16). The following is emphasised by the DBE: a) the restoration of instructional phase, which will address the span of the school year, the period of the school day, and the decrease of time allotted for tests and evaluations. In order to avoid substantially compromising the fundamental information, skills and values that must be addressed in the time allotted, curriculum interventions may involve reviewing the curriculum.

The teaching and learning support that must be given to the instructor and the students will also be included in the curriculum interventions (DBE, 2020:17). Learners who participate in accelerated education programmes are exposed to rigorous academic curriculum with emphasis on core knowledge, values and skills. Review of the exam and evaluation is necessitated in light of the updated or rearranged curriculum. Self-directed learning initiatives encourage learners to be responsible of their education.

The learning material for self-directed learning was created in such a way that learners can advance from the known to the unknown on their own (with little administration) given the clear explanation and demonstrated presentation of the content (DBE, 2020:18).

Such content has to be well scaffolded and arbitrated through templates and compelling examples. It is critical to provide frequent opportunities for feedback to students if you want to retain their motivation and meaningful self-directed learning. Basic Education and the SABC have established Coronavirus COVID-19 TV and radio curriculum support programmes. These tactics can be used by primary school teachers to successfully implement the curriculum recovery plan during COVID-19 (DBE, 2020:18).

The DBE will assess all pilot projects in addition to the aforementioned and make sure that projects that might further interfere with teaching time are rescheduled without affecting the project's primary goals. The DBE will also examine the extracurricular activities offered by schools to make sure that none of them clash with the COVID-19 guideline. The review will also cover topics with workshop needs that the demand for

social/physical distance may have an influence on. The same strategy used in the other grades and years will be used for the recovery tool for the grades and years that will be phased in and those that restart school on a rotational basis. In order to make up for lost time, the first step will be to lengthen the lingering school terms or the school day. The school curriculum will subsequently be condensed and rearranged after that (DBE, 2020:15).

English teachers from primary schools did not use gadgets such as tablets before COVID-19, there was no an adoption of remote teaching where the teacher is conducting a lesson through WhatsApp group. All learners were taught in the classroom, and after every lesson learners get an activity. Before COVID-19 English primary teachers dwelled more on CAPS documents and not the trimmed ATP. And most English teachers covered curriculum on time and effectively. During COVID-19 things were different as teachers were expected to use rotational methods, where learners were coming to school in groups and on different days. Trimmed ATP was adopted to guide teachers about the content they need to focus on. Although some of the topics were removed from the trimmed ATP, time was a big challenge as one cannot teach one topic for one day, it has to be stretched to two to three days. This made it difficult for English teachers to cover the whole curriculum on time.

English teachers from the selected schools have adopted different teaching strategies for specific reasons and the situations at their respective schools also played a role. Most of the teachers opted for visualisation as their effective teaching strategy, although some saw question-and-answer and learner-centred teaching strategies as important. English teachers opted for the use of pictures and playing videos to make sure that learners understood the content very well.

- **Models of Managing Curriculum Change**

Models are just patterns that operate as directives for behaviour. Increased productivity and efficiency might come from using a model in an activity (Oliva & Gordon, 2018:104). Since teachers constitute the study's focus group, it is important to persuade those who will be impacted by change that their preceding knowledge, values and beliefs matter and that transformation is required to improve educational quality (Oliva & Gordon, 2018:104). According to Carl (2019:9), teachers also need to

understand that the implementation of new curriculum is a continuous process; there will all the time be new approaches and techniques. Positive behaviour is necessary for the successful implementation of any programme.

Teachers should perceive the change as pertinent to their careers and essential to raising the calibre of their instruction in order for teachers to feel respected and their concerns taken into account, considered and resolved. The following section goes over the four models (Carl, 2019:9).

A principal must be clear about his or her goals for curriculum management to be effective. His or her goals for the school should be obvious. This implies that he or she ought to have a well-thought-out strategy in place. This is supported by Carl (2019:10), who claims that the standard of empowerment and the standard of leadership are inextricably linked. All individuals involved in making the change must be committed. It is crucial that the change be perceived as actively supported by the principal and other school stakeholders. If not, there is a slim possibility that the adjustment will be successful. Giving school administrators and teachers equal power is one way to get beyond resistance to change. Giving school administrators and teachers equal power is one way to get beyond resistance to change. Participants in the programme should be included in discussions and decision-making.

- **Systems Model**

A system is made up of a number of connected yet distinct components that cooperate to achieve a single goal. This approach views a system, such as a school, as an organisation. System states include closed and open. An open system involves in input, throughput and output connections with its settings (Ornstein & Hunkins, 2018:261). People work in district offices and schools, and their tasks overlap. Lower level professional teams and higher level administrative teams must collaborate. The school is a structure made up of units like departments, classrooms and people. The link between these components is loosely defined rather than rigorous. Although central administration is specified, there is minimal centralised management in most schools, particularly with regard to what happens in the classroom. This makes it challenging for a central office directive to change the curriculum (Ornstein & Hunkins, 2018:262).

The Systems Model demonstrates that all relevant structures must assist one another for curriculum implementation to be successful. Regardless of having a well-defined administration, the Department of Education cannot be able to manage the curriculum reform entirely on its own without the help and support of principals (Ornstein & Hunkins, 2018:262). Teachers must work together to make sure that the curriculum reform is well implemented in their classrooms if principals and SMTs are to successfully implement it (Ornstein & Hunkins, 2018:262).

2.7 CONCLUSION

This chapter discussed the implementation of the curriculum recovery plan nationally and internationally. The curriculum recovery plan focuses on choosing what should be learned, why, and how to structure the process of teaching and learning. It also considers the requirements of the existing curriculum and the availability of resources. A brief discussion of what is curriculum recovery plan is done and the study also discussed the challenges, impacts of implementing the curriculum recovery plan, and methods of assessments in the intermediate phase. The curriculum recovery involved different types of assessment, resources and teaching strategies as well as adopted online teaching approaches. Curriculum change can be managed by different models such as the systems model. Furthermore, the literature revealed that teachers had different challenges in implementing the curriculum recovery plan during COVID-19 and tried to opt for different teaching strategies. The next chapter will discuss the theoretical framework in detail. The chosen theory of the study is the Constructivism theory.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The previous chapter (chapter 2) discussed in detail the curriculum recovery plan. The researcher discussed how primary school teachers are expected to implement the recovery plan. The researcher also explained how the plan was implemented nationally and globally during COVID-19. The previous chapter further discussed methods (formal and informal assessment) of assessing English intermediate phase learners during COVID-19. The researcher discussed teachers' experiences, challenges and impacts of implementing a curriculum recovery plan during COVID-19. Strategies and models for managing curriculum changes were also discussed. According to Camp (2018:10), the theoretical framework is regarded as a structure that supports a theory of research inquiry. It serves as the base for building and supporting research by connecting it to the body of current knowledge. This is done to help researchers understand the relevance of the ideas and concepts related to the issue of the research study (Camp, 2018:11).

The Constructivism theory by Piaget (1980) was employed as a leading theory in this research. Constructivism theory will help the researcher analyse teachers' experiences of implementing a curriculum recovery plan, that is, if they are fulfilling what is expected of them during the process of teaching and learning in the classroom environment (Crossland, 2016: 187). It is very important to clarify the word *Curriculum*, before conferring the challenges and impacts of implementing a curriculum recovery plan during COVID-19. A curriculum is a collection of lessons and assessments that will be taught in an educational institution (such as a school) by a teacher (Stauffer, 2020:19).

This chapter discussed constructivism and the background of the Constructivism theory in detail. The researcher will discuss different views on the Constructivism theory. It also outlined the principle of constructivism and the link between this theory and teaching, whereby the role of both learners and teachers was discussed.

The researcher discussed the criticisms and limitations of Constructivism theory in the classroom. Constructivism theory is chosen because it will help the researcher to analyse teachers' experiences in implementing a curriculum recovery plan. The researcher also chose this theory in order to know if English intermediate phase teachers are fulfilling what is expected of them during teaching and learning process in the classroom during COVID-19.

3.2 BACKGROUND OF CONSTRUCTIVISM THEORY

Constructivism theory was used as a leading theory, as it assisted the researcher to analyse the teachers' experiences when implementing a curriculum recovery plan during COVID-19. An educational theory known as constructivism indicates that people enthusiastically develop their own knowledge and that the learners' experiences contour reality (Elliott, Kratochwill, Littlefield & Travers, 2017:43).

According to Arends (2018:151), constructivism supports the notion that meaning is produced by the learner through their knowledge, and is impacted by the interplay of past experiences and new circumstances. Teachers utilise constructivism as a learning idea to help learners in understanding the material.

The foundation of constructivism is the idea which allows people to build their knowledge actively through experiences relatively than merely receptively taking in information (Crossland, 2016: 187). People learn from their experiences and add to their prior knowledge as they go around the world and think back on them. Constructivist learning theory-aware teachers think that every pupil offers a distinctive perspective to the classroom.

The constructivist psychology is founded on three psychologists. The fundamental constructivism related to school of opinions went to Jean Piaget. However, Lev Vygotsky concentrated more on the components which are social of empirical learning. John Dewey links the two viewpoints and has various ideas that are well-matched with both (Brau, 2018:2). Their belief about learning theories such as behaviourism and humanism sufficiently failed to capture the learning process at the same time, and is a common thing that they had (Brau, 2018:2). Additionally, their theories did not concentrate on laboratory investigations but were based on classroom experiences (Vitthal, 2021: 54).

3.2.1 Jean Piaget

Jean Piaget is credited with developing this hypothesis. Constructivism theory was founded by Jean Piaget. People create knowledge by interacting with their personal experiences and opinions, this is according to his theory. His theory of constructivism offers the inspiration for radical constructivism, as he believes that one is at the core of creating knowledge and the process of acquisition (Mascolo & Fischer, 2019:51). His beliefs came from his work with younger persons, and it is where he tested the perception that adults are superior thinkers as compared to children. Piaget's theory included cognitive stages in order to prove that children are developing in a different way (Mascolo & Fischer, 2019: 51).

Piaget recognised the processes of accommodating, taking one's mental into consideration representation of the outer world in order to fit experiences that are new, and alteration. This is the process where individuals learn about the social and psychological characteristics of a group. Therefore, these are very important during the interaction of experiences and thoughts. These two processes are concerned with how learning happens rather than what is driving learning (Vitthal, 2021:56).

3.2.2 Lev Vygotsky

Lev Vygotsky's work focused on the social dimensions of acquiring knowledge. He believed that one can learn best when engaging with others. Learners learn best when sharing ideas with their classmates during a collaborative process. The learner can change personal thoughts so that he/she can become socially accepted by being engaged in a new environment (Brau, 2018:7). He considered culture as a very important component, especially during cognitive development. He felt that infants were brought to this world having cognitive abilities. In this case, English teachers in Warmbath Circuit can allow learners to always work in groups and share ideas, especially when writing transactional writing such as narrative essays.

Therefore, the Constructivism theory linked properly with this study, because it researched how teachers were teaching learners in the intermediate phase English classroom. Interacting with other individuals and eventually developing into difficult processes of brain can improve fundamental skills. For instance, a child is born with the basic ability to memorise (Brau, 2018:7).

The mechanisms of recalling modification as the learners interact with its environment and classmates. If learners are using flashcards to learn, he or she uses the same strategies of replication in order to make stronger memory (Brau, 2018:7). Teachers from Warmbath can help learners with a simple strategy of memorising words such as letting them sing those words when implementing the new curriculum.

Vygotsky relies on his own theory of social development, which is comparable to Piaget's adaptation of radical constructivism from his theory of cognitive development. He believed that learners might reach a far higher degree of learning, for as long as teachers with more knowledge are assisting (Brownstein, 2019:21). For example, teachers in Warmbath Circuit can offer a visual learning of where pictures are used just to give the most support and improve the learning process.

The Zone of Proximal Development does not only limit a learner and the teacher to certain methods (Martinez, 2020:3). This simply means that teachers and learners are not limited to only certain teaching and learning assessments. It also gives them an opportunity to explore other methods of teaching and learning.

Vygotsky promotes group formation among learners (Slavin, 2020:18). The establishment of groups helps children who are not well skilled to learn from those who mastered a given skill set. The researcher supported this statement because it was always the case that learners working in groups produce better results than those who work alone due to language barriers in many schools at Warmbath Circuit.

3.2.3 John Dewey

John Dewey's viewpoint combines Piaget's emphasis on the cognitive side of constructivism with Vygotsky's emphasis on social learning. Mayer (2018:6) summarises Dewey's role in constructivism: Dewey had broader issues with Vygotsky, contrary to the expectations of individuals who connect Dewey and Piaget regarding the progress of the current past. Dewey and Vygotsky focused on the purpose of ethnic forms and meanings so that they can sustain higher forms of the individual's mind, although Piaget outlined the role of logical reasoning.

Dewey's method states that learners' engagement in real world activities will enable them to present higher levels of knowledge through innovative thinking and teamwork (Behling & Hart, 2019:109). Dewey focused on inquiry-based of best learning fuelled

through by assuring an environmental synthesis. At some point, a lot of teachers felt adamant about separating children's lives from school. Dewey, according to Reese (2018:320), did not give way with the strain of segregation. According to Dewey's research, learners should put together their real life experiences with classroom activities in order to be able to learn. For example, in this case, learners from Warmbath Circuit schools can be given an opportunity to show their creativity or what they know about the English subject.

3.3 CONTRIBUTIONS OF CONSTRUCTIVISM THEORY DURING THE PROCESS OF TEACHING AND LEARNING

Constructivism is an essential learning philosophy that teachers use to help learners in learning. The theory originated from experiences of learners which shape reality and mostly on the principle that people build their knowledge in an active way (Corden, 2019:432). Learners can make use of their prior knowledge as a foundation, thereafter expand it with the new information they have acquired, because their personal experiences shape their learning (Sradevi, 2017:28). However, teachers should understand constructivism as it has an emotional impact on how most learners learn. Teachers that understand the constructivist learning theory can identify learners who bring their own distinctive experiences to the classroom on a daily basis. Learners' background and prior knowledge influence how they learn. Teachers can utilise the constructivist learning theory to assist learners to comprehend prior information.

Constructivism is a learning paradigm that grasps individuals from acquiring knowledge and understanding by passively experiencing it through a straight way of transferring knowledge (Vannak, 2019:21). It cannot be accomplished solely by the construction of new understandings and knowledge through experience and social dialogue.

This can be accomplished by combining new data with what they currently know. For example, this consists of knowledge acquired by learners before entering the school environment. Based on the above given information, primary school English teachers in Warmbath Circuit can then make use of the strategies of using prior knowledge of certain topics from learners to check what learners actually know about the topic before the teaching and learning process can commence.

The origin of the theory can also be traced back to Swiss developmental psychologist Jean Piaget's theory of cognitive development (Mayer, 2018:21).

3.4 PRINCIPLES OF CONSTRUCTIVISM

Many specific constructivist aspects and concepts impact how the theory functions and applies to learners. This involves how learners can learn about the dissimilar principles of constructivism and how well to use them to make up the whole theory.

Important foundations of learners' ongoing learning consist of their previous knowledge, experiences, beliefs and insights (Tam, 2020:3). Knowledge that is constructed alongside with other knowledge is regarded as a major principle. Learners take components and put them together in their own way to make something that is distinct from what other learners will make. For example, Intermediate English teachers from primary school in Warmbath Circuit could make use of the above-mentioned principle of guiding learners when doing their work based on their knowledge of the topic. This could also help them in implementing the new curriculum recovery plan effectively.

Individuals learn how to learn during the learning process. Learning involves the building of meaning and meaning systems (Novak, 2018:549). For example, learners can learn definitions of chronology while studying its dates of past events in an orderly manner. This could be very helpful to teachers when implementing curriculum lost during COVID-19. For example, learning how to put words in an alphabetical order, teachers can simply give the meaning of those words first. When learners write English papers, they are also studying grammatical concepts and the writing process. Every new thing we learn improves our understanding regarding other things for someday (Tam, 2020:3). Rummel (2018:9) defines learning as a dynamic process that integrates sensual input to generate meaning.

Knowledge tends to be a personal matter, since constructivism is founded on individual experiences and opinions (Kurt, 2021:5). Everyone presents their prior knowledge and experiences. Therefore, there will be a great difference regarding how and what people learn and gain from learning, because learning usually occurs in the mind. Hands-on experiences and physical activities are very important in learning, but they are not enough.

During the learning process, assessments should accommodate both our minds and our hands such as doing practical activities. Knowledge retention can be acquired from individuals' mental experiences. It is important to motivate learners to learn during the learning process so that they do not lose interest. Teachers can encourage learners to be engaged in their learning process by finding best teaching strategies. Learners need to be motivated in order to reach their previous experiences and to create a connection for acquiring new information (Tam, 2020:3). For example, English teachers in Warmbath Circuit can encourage learners to learn by positively rewarding them

3.5 THE APPLICATION OF CONSTRUCTIVISM IN THE CLASSROOM

It is important to understand the way teachers might make use of constructivism to create a conducive learning environment for their learners. The teacher should make sure the constructivist classroom is created in such a way that it encourages learners to work as team and participate fully during the learning process (Brownstein, 2019:198).

Teachers are regarded as facilitators of learning than just being teachers. This simply means that teachers should guide learners throughout their learning process unlike just teaching. For example, learners can be given a task of writing a transactional assessment as an assignment. The teacher should then guide learners on how to do that assignment by telling them what is needed and how to follow the writing process. Teachers should first understand learners' previous ideas and understandings before knowledge within those areas can be integrated (Kurt, 2021:16).

Teachers are required to amend their teaching in order to accommodate learners' level of understanding (Kurt, 2021:16). This can be done when implementing the new curriculum. For example, intermediate English teachers could set tasks with low and medium-order questions for learners with barriers to language or rather learning process.

Teachers should encourage learners to share their ideas when teaching topics such as comprehension or story writing. This will be a way of enhancing their knowledge and gaining more about that particular topic. Shared authority between teachers and learners (Kurt, 2021:16). English teachers in Warmbath Circuit should at least allow learners to teach/help each other, and mark their classmates' classwork books.

Learners can also be granted an opportunity to take control of lessons in the classroom. For example, being given a chance to explain certain topics to the entire class and provide examples, especially if those particular learners seem to be having a clear understanding of that topic. This will also help them in implementing the curriculum.

Teachers act as a guide or facilitators. They cannot just teach learners certain topics; they need to guide learners on how to write informal or formal assessments based on that topic. This will help them in understanding the purpose of that assessment. Learning groups requires a small numbers of learners. In this case, the teacher will have to encourage group work, especially if learners are given English formal assessments (Western Governors University, 2020:6).

According to Western Governors University (2020:27), constructivist classrooms should differ from traditional classrooms in different ways. Constructivist classrooms centre on learners' questions and interests, and build on their prior knowledge. Teachers should encourage group work activities in a constructivist classroom so that learners can participate collaboratively (Sharma & Pooja, 2019:277). They also emphasise interactive learning among learners, with teachers engaging in discourse with them in order to help in developing their knowledge.

The learning environment of a constructivist classroom must be designed to support and test learners' thinking (Merrill, 2019:46). For example, primary school English teachers in Warmbath Circuit can teach learners visual text before writing a formal assessment to check if they can relate the pictures to the text/content. The most important goal is to assist them to become great thinkers. For example, the teacher can give learners a very tricky task to complete within few minutes and see who finishes earlier than others.

Reciprocal questioning, in which learners work as a group to answer questions, is one strategy for cooperative learning. Jigsaw is a technique/method of structuring classroom activities that requires learners to rely on one another to succeed (Bratt, 2018: 404). Jigsaw in the classroom can also be considered where learners turn out to have more knowledge regarding group projects and share the knowledge with their group members. Lastly, organised controversies can also be helpful as it allows

learners to work together in researching a particular controversy (Western Governors University, 2020:28).

The constructivism theory has a great influence on the learning curriculum because teachers are supposed to construct a curriculum plan that enhances their learners' logical and intellectual growth (Sharma & Rani, 2019: 44). Teachers should highlight the importance of experiences or linkage with the close environment in learner education (Brau, 2018:2). Teachers, for example, must consider the significance that foundational notions such as object permanence have in establishing cognitive frameworks.

The constructivism theory contends that individuals should construct knowledge and create meaning built on their experiences. Piaget's theory included theories of learning, instructional methods, as well as learning improvement. Accommodation and incorporation are crucial components in the formation of an individual's new knowledge (Mayer, 2018:23).

Assimilation is the process which integrates new experience into the current ones. People build new perceptions, think again about the misconceptions which were held before, evaluate what is important and finally transform their beliefs during the process of assimilation (Mayer, 2018: 24). Conversely, accommodation is regarded as the process of reframing the world and new experiences within the mental capacity that is existing at the moment. People have a different view of the way the world operates. As soon as objects are not operating in those conditions, then they need to change and reframe the expected outcomes.

Aside from learning theories, Piaget's constructivism theory emphasises the way learning happens instead of what impacts it. Teachers play a very important role of helping learners to come about with their own understanding. Therefore, the focus is no longer on teachers but shifts to the learning process of learners (Smith, 2018:36). Since well lesson plans designed for this paradigm are way too different from old-fashioned learning, the teacher should then opt for asking questions instead of telling. The teacher should make sure that learners come to their own conclusions instead of being taught.

Therefore, the facilitator will not just answer questions that are relating to their curriculum (Bhattacharjee, 2019:67). When adopting the new curriculum, English teachers might find this to be a very useful method.

Teachers are continuously talking to learners, producing an open learning experience to many routes regarding their wants because learning is an ongoing process. Teachers who are following Piaget's constructivism theory need to sometimes test learners by developing competent critical thinkers who become more than a teacher (Ruggies, 2018:856). Other methods of teaching consists of learners who collaborate and help each other to solve questions. Another option is to designate who master certain subjects and give them an opportunity to teach their mates.

Finally, assign learners to work in groups or pairs to investigate and present difficult subjects to the class (Madhavaiah, Nagaraju & Peter, 2018:144). In this regard, English teachers in Warmbath Circuit should encourage group work at all the times, allow learners to share ideas. This method helped in implementing the new curriculum.

3.6 RELATIONSHIP BETWEEN CONSTRUCTIVISM THEORY AND TEACHING

Constructivism shifts the learner from just acquiring knowledge to take part during the process of learning. This means that learners actively develop their knowledge instead of passively swallowing it from a textbook or a teacher. It also promotes problem solving through hands-on experience. Teachers use the constructivism theory to focus on building connections between facts and promoting new understanding in learners. As a result, teachers adapt their teaching approaches to learners' answers in order to motivate them to analyse, understand and forecast information (Yager, 2018:56).

The teacher directs the lesson to address and then expands on learners' preconceived notions, making sure that he or she is aware of them (Ashton & Gregoire-Gill, 2018; 102). Under the guidance of teachers, the new teaching paradigm places the learner at the centre, where teachers can only plan and oversee the entire educational process (Folse, 2018:13).

According to the constructivism theory, teachers should create the learning environment, guide learners in learning, and serve as academic advisors for them when implementing the curriculum recovery plan (Folse, 2018:13).

This aids in doing away with the traditional teaching approach that places the teacher at the centre, simply concentrates on knowledge transmission, and sees learners as the subject of knowledge acquisition. The curriculum recovery plan is the process which focused on choosing what have to be learned, why, and how to structure the process of teaching and learning while considering the requirements of the existing curriculum and the availability of resources (DBE, 2020:9).

Curriculum recovery plan aids the constructivism theory in such a way that it allows teachers to set formal tasks which consist of low, middle and high order questions. In that case, all learners with different learning abilities will be accommodated. It also guides teachers to ask learners about what they already know in relation to the topic before the lesson starts. The recovery plan can work well with this theory of constructivism as it promotes team work among learners. Learners should prioritise cooperative learning and exploration learning based on prior knowledge and experiences through engaging activities (DBE, 2020:8).

According to this theory, learners are playing a major role in teaching as they are the subject of teaching. For example, learners can be allowed to work on certain projects alone and only be guided by the teacher throughout their process. Teachers ought to treat learners with greater humanity, and make an environment that is conducive to learning. In this instance, the emphasis is on the initiatives and involvement in teaching, and learners learn better as a result, and their cognitive abilities will continuously increase (Folse, 2018:19).

3.7 CONSTRUCTIVISM APPROACH TO ASSESSMENT IN THE INTERMEDIATE PHASE

Constructivism encourages the use of curriculum modified to learners' prior knowledge. This suggests the elimination of a standardised curriculum. According to Zahorik (2020:18), assessments are tailored to specific subjects and teaching situations aligned with the new curriculum recovery plan, whereby teachers are now having a range of techniques to use when assessing learners. Assessments should include the application of knowledge and comprehension.

The constructivist understanding of learning in the classroom is able to indicate a variety of alternative teaching practices. In the broadest sense, it commonly refers to motivating learners to apply active strategies like real-world problem-solving in order to generate additional information and then remark on it (Zahorik, 2020:18). For example, this can be done by English teachers at Warmbath Circuit by giving learners a story with pictures and let them predict how it could story end.

Teachers usually rely significantly on open-ended questions and encourage substantial discourse among learners (Brook & Brooks, 2017:14). This will encourage learners to share ideas and hear others' opinions about certain topics. Assessment should become part of the learning process in order for learners to take part in arbitrating their own improvement (Walia, 2018: 25). For example, teachers can allow learners to mark each other's work and exchange books. In that way they will recognise their mistakes.

To better grasp learning goals of the desired discipline and to encourage learners to become self-directed, all learners and teachers engage in formative assessment, a deliberate, continuing process during learning and teaching (Heritage, 2019:42). To determine where the learners are in their learning, the teachers can employ real-world formative assessment activities.

This kind of constructivist instruction enables the teacher to respond to the requirements of the learner (Derry, 2018:38). The teacher acts as a professional leader, directing and supporting learners to learn in their knowledge creation. As explained by Cope and Kalantzis, this contributes to the changing and shaping such as replicating and modifying knowledge and social relations (Cope & Kalantzis, 2020:62). Constructivism and formative assessments are closely related in such a way that this theory states that a teacher should not be just a teacher to learners when writing their formal assessment but act as their facilitator. Teachers can use formative assessment by allowing learners to be part of transactional writing lesson.

Formative assessment can facilitate constructivism in such a way that it allows the teacher to have a discussion with learners, assisting them to make their own knowledge. As stated by the above scholars such as Cope and Kalantzis, constructivism indicates that a teacher should be a guide or facilitator to learning, allowing them to work primarily in groups to share notions (Corden, 2019:360).

The constructivist teacher can use assessments such as lesson observation (debate between learners in groups), assignments and tests (Cope & Kalantzis, 2020:62). This could be a way of enabling teachers to implement the curriculum recovery plan effectively, especially during COVID-19.

It is crucial for teachers to examine what their learners already know; for instance, a quiz might be used to find the gaps. To embed learning in realistic contexts, teachers in Warmbath Circuit can make use of this type of assessment each week just to check if the way she/he implements the new curriculum recovery plan best suits all learners' ability in the classroom. For example, if the teacher is making use of pictures when teaching the grade 4 learners comprehension text during the week, then this strategy can also be used during formal assessment to see if they are all on the same pace. To apply the new curriculum recovery plan, teachers may also adjust their teaching based on the understanding of their learners (Oliver, 2018:36).

This type of teaching not only assists each learner in comprehending the subject matter of the curriculum, but it additionally works as a foundation for intellectual growth. Teachers can promote the use of various representational formats, such as audio and video. The discussions and analysis advance human growth (Oliver, 2018:36).

3.8 CONSTRUCTIVISM IN THE CLASSROOM

The researcher will use constructivism in this study to analyse how it helps teachers in acknowledging that learners' prior knowledge and experience affect his/her capability to learn. Teachers should not make the assumption that learners already know what is important to learn or in what manner to achieve it. Teachers need to assist them during the process of mental development and during knowledge construction (Swayer, 2019: 26). During the teaching and learning process, teachers should choose teaching methods that accommodate all learners with different abilities in the classroom. No child should be left out.

Understanding how teachers could use constructivism in the classroom in order to develop a unique learning environment for learners is critical. For instance, English primary school teachers can create a learning environment that is aligned with the new curriculum recovery plan, especially during COVID-19, for the betterment of learners'

education. Widagdo and Anshori (2020:50) assert that teachers must be capable of mastering the material because it is primarily the teacher who imparts knowledge to learners, naturally in the hope that this can transmit the expected character by imparting mindsets and attitudes that demonstrate the value of maturity.

According to Carl (2019:9), teachers also need to understand that the implementation of the new curriculum is a continuous process; there will always be new methods and techniques to try out. Positive behaviour is necessary for any programme's successful implementation. Teachers should perceive the change as pertinent to their careers and essential to raising the calibre of their instruction. Teachers can create a cooperative environment where all learners actively participate in their education (Swayer, 2019: 26). According to this theory, a teacher facilitates learning rather than serve as a teacher.

In this case, primary school teachers in Warmbath Circuit should implement the new curriculum recovery plan in a way that all learners understand. For instance, English teachers in the intermediate phase can make use of visual aids such as pictures when teaching comprehension as some of the learners understand content in a form of pictures. Teachers should create a very conducive environment for learners, and make sure the amended curriculum policy goes with what learners will understand. Research has indicated that a suitable learning environment boosts learners' focus and concentration, promotes meaningful learning experiences, and fosters greater levels of learner performance (Stanton, 2022:7). It also encourages learners to use more advanced critical thinking abilities.

The term "scaffolding" refers to a teaching method where teachers give learners a specific kind of help while they learn and develop a brand-new concept or skill (Belland, 2018:505). Using the instructional scaffolding process, a teacher could impart new information or demonstrate to learners how to deal with a problem. The teachers then progressively backs off and allows pupils to practice alone. Constructivism supports the fact that teachers should not just be teachers to learners but also be facilitators who guide and support learners during their learning process. Additionally, during the implementation of the curriculum recovery plan, teachers could entail teamwork (Belland, 2018:505).

A key aspect of operative teaching is scaffolding, in which the grown-up often alters the extent of succour in accordance with the kids' performance. In the classroom, scaffolding may consist of acting out a skill, giving clues or signals, and adapting an activity or piece of content (Copple & Bredekamp, 2019:22). For example, English teachers can encourage group guided reading in the grade 4 classroom and make use of texts with visuals when implementing the curriculum recovery plan. Learners are more interested in what they see than what they hear as language is a barrier in most schools in Bela-Bela.

3.9 HOW DOES CONSTRUCTIVISM ENHANCE TEACHING?

This theory is important in analysing the experiences of teachers in implementing the new curriculum recovery plan during COVID-19 as it will check if all these strategies are applied or not. The researcher used the constructivism theory to analyse the research findings, as it helped her to identify various strategies used by English primary school teachers when implementing the curriculum recovery plan during COVID-19. It also helped the researcher to better understand the best strategy which seems to have worked for majority of teachers. The researcher chose this theory because it gave a clear view of whether teachers are implementing the curriculum recovery plan to achieve learners' learning goals or only for the teaching process (Heritage, 2019:42). Constructivism enabled the process of teaching and learning during COVID-19 to be more effective, as it concentrates more on the needs of both learners and teachers (Reznitskaya, Anderson & Kuo, 2017:449).

3.10 TEACHING AND LEARNING RESOURCES FOR THE CONSTRUCTIVISM CLASSROOM

The walls in the classrooms must always talk to learners (Stanton, 2022:7). The teachers should make sure that their classrooms have enough teaching aids such as pictures related to the English subject pasted everywhere in the classroom, as learners better understand what is being taught when they see it on pictures. Some of the learners at Warmbath Circuit are visual rather than auditory learners. They better understand what they see than what they are told. This is according to some of the participants' responses and what the researcher has observed when teaching English at her respective work station.

Hence, it is important to teach using pictures. Should there be a need, the teachers can make use of videos and show learners to understand the topic of the day much better. If teachers are using technological teaching materials such as computers, learners will develop skills on how to use those teaching and learning resources on their own one day (Pittman, Rutz & Elkins, 2018:32). Technology tools can also be used to facilitate the teaching process to create objects of learning and to enhance learning by delivering "practical learning" and "visual learning" experiences (Pittman, Rutz & Elkins, 2018:32).

According to Taylor and Hsueh (2019: 130), these technology tools can be used to encourage communication, and critical thinking may be applied to many disciplines and grade levels. Video and audio recordings will be used as technological tools in this study to establish a constructivist environment to shape, model, lengthen, scaffold, and shed light on learning. For example, primary school English teachers could make use of videos from YouTube for learners to understand the content with ease. Teachers can then consider the use of technology when implementing the curriculum recovery plan during COVID-19. This is because the use of technology tools (such as computers and cell phones) is the new normal since COVID-19 Pandemic has hit the world. Now our means of communicating is through technology tools.

Teachers in the intermediate phase can make use of PowerPoint to present the lessons in the classroom during English lessons. Learners understand what they see than what they hear. Teachers can also make use of tablets as one of the teaching resources, where learners will get an opportunity to be the centre of the learning process and take part in the lesson fully. For example, learners can use those tablets to search key words or difficult words from the comprehension text read. However, since social practices are created in the constructivist classroom, teachers and learners must negotiate how technology tools will be utilised and how their usage will be supervised (Taylor and Hsueh, 2019:131). A learner is involved in the production of knowledge whether they are taking a language lesson or not. Preservice teachers engage with information to build links to pre-existing knowledge, examine content from many viewpoints and to add to a current schema, which supports knowledge construction (Pittman, Rutz & Elkins, 2018:33).

3.11 DESCRIPTORS OF CONSTRUCTIVIST TEACHING BEHAVIOUR

This theory is appropriate in this research study as it also highlights the strategies which could be adopted by teachers when implementing the curriculum recovery plan during COVID-19. A learner should be independent and sometimes be allowed to do tasks on his/her own, as they will be showing their creativity (Brooks & Brooks, 2017:103). Therefore, teachers should always encourage and accept learner independence and initiative.

During the implementation of the curriculum recovery plan, teachers can make use of raw information and major sources, along with manipulative, cooperative and tactile tools such as showing learners living things outside during Natural Science practical tasks. For some of the learners not to be left out, the teacher should make use of cognitive terms such as categorise, analyse, predict, mention and create when setting assessment. Sometimes the teacher should just alter the content by allowing learners to drive the lesson (Slavin, 2020:18). Before the teacher shares his or her grasp of the ideas, the learners should be questioned about their comprehension of those concepts (Brooks and Brooks, 2017:106). The teacher should promote collaborative learning in which learners' converse with one another, and they should be given a chance to clarify whatever they are unclear about. After asking questions, teachers should give learners some time to wait.

Constructivism theory claims that knowledge can be acquired during the introspection process and active mental building (Mascolo & Fischer, 2019:45). Therefore, knowledge is an interconnected clarification. The learner needs to analyse the facts that are taught and come up with a clarification by using previous experiences, individual views and racial background.

3.12 BENEFITS OF USING CONSTRUCTIVISM THEORY IN THE CLASSROOM

Constructivism theory can be a very rewarding investment in the teaching and education process. Instead of textbook learning, this practical approach can also be used. It entails a significant amount of debate and inquiry-based learning (Throu & Shridhar, 2018:13). Learners are encouraged to use their critical thinking, reasoning and analytical abilities. Instead of taking in knowledge, education becomes more about applying concepts and making connections.

The teaching and instruction process for teachers becomes more focused on the actual application of principles. Learners benefit from a hands-on approach to things and evaluate the results based on their own perspectives. The assessment procedure also changes, as teachers are no longer required to assess learners using traditional tests (Walia, 2018:27). Learners analyse their own experiences, hence assessment is also part of the learning process.

a) Trivial Constructivism

Trivial constructivism is a straightforward version and very important. It serves as the foundation of other constructivism theories. In this case, the learner builds knowledge through the process of interpreting personal experiences regarding his or her cognitive and mental abilities (Brownstein, 2019:200).

b) Social Constructivism

According to Vygotsky (1978:50), Social Constructivism is the kind of cognitive constructivism that stresses the collective aspect of learning following the guidance of a facilitator or in interaction with other learners. He went on to say that in social constructivism, learners' comprehension is changed not only by means of adaptive interactions with the physical world, but also by interactions among individuals in reference to the environment.

Peers and members of society have a significant impact on an individual's experience and learning process (Lohman & Hurst, 2021:6). The constructivist evaluation technique promotes formative, rather than summative, assessment. It aims at increasing the quality of learners' learning, not to offer proof for assessing them (Lohman & Hurst, 2021: 6). Teachers, family, friends, administrators and peers have a direct impact on learners through a variety of lessons.

Intermediate English teachers could make use of formative assessments as a way of encouraging learners to share their learning experiences, where learners gain exposure to different views of other learners and develop deeper understanding of the particular assessment given (Lohman & Hurst, 2021:6). During the learning process, learners will be encouraged to ask questions for clarity and draw inferences from information and experiences.

For example, they could be given an informal assessment where they relate the story read in the classroom with their life experiences. This influence is felt well beyond the walls of the school (Kapur, 2018:93).

A fundamental grasp of constructivism necessitates a clear perspective regarding what it requires for a learner to be able to link their personal experiences to new information (Brownstein, 2019:201). The role of the teacher and the learner is briefly discussed in the section that follows, with the aim of showing the manner in which constructivism can be used in the classroom.

3.12.1 The role of Learner

It is the learner's responsibility to check information that will be taught and make sure that he/she makes use of that information to create meaning in the process of learning (Walia, 2018:17) because interpretation is constructed on previous experiences, personal beliefs and racial background. The learner needs to reflect on what they have learned after the interpretation. The primary job of a learner is to look back on the previous experiences and be mindful of factors influencing the retention of knowledge that is new. Social constructivism requires the learner to reflect similarly. On the other hand, it also considers the social components of learning.

Social constructivism does not only recognise the learner's individuality as well as intricacy, but also fosters, employs and honours this difficulty as an intrinsic element of the learning process (Martinez, 2020:5). It motivates the learner to think on their distinctive skills, and recognises how well they can encourage other learners in the classroom.

Vygotsky (1978:86) defines the Zone of Proximal Development (ZPD) as the distance among the actual developmental level established by distinct problem-solving and the level of possible growth as established by problem-solving according to adult guidance or working together with more capable peers. Mcleod claimed that the Zone Proximal Development (ZPD) refers to the gap between what a learner can do on his or her own as well as what he or she can achieve with supervision and help from a qualified partner (Mcleod, 2023:6).

The ZPD's ongoing interchange of ideas helps every learner to get new insights from other learners in the classroom. Whereas learners hold the key to learning knowledge under the constructivist framework, the teacher's role remains important (Mayer, 2018:9).

3.12.2 Role of a teacher

The teacher should utilise hands-on methods instead of the normal lecturing method due to the nature of constructivism. The classroom setting must accommodate every learner's thinking while also encourage ongoing challenges (Gamoran, Secada & Marrett, 2020:60). English teachers in Warmbath Circuit should do this especially when implementing the new curriculum.

According to the social constructivist approach, teachers must adapt to the position of helping than just being teachers (Brownstein, 2019: 26). The facilitator should help learners to develop their own comprehension of the subject rather than just describe a principle. The aim is to move away the focus from instructor to the learner (Gamoran, Secada & Marrett, 2020: 60). The facilitator should act in a different way of just being a teacher because his or her attention is to change to a more active teaching process.

This supports the view that the learner should be more involved in their learning process and participate in every activity. English teachers in Warmbath Circuit should teach, give answers based on the set curriculum and mostly provide a soliloquy. Although the teacher will support learners from the back, be responsible for the guiding principles and make the environment so that learners can arrive at their own inferences. However, the teacher should give learners an opportunity to express themselves academically, and allow them to show their creativity (Rhodes and Bellamy, 2019:17).

3.13 METHODS OF IMPLEMENTING CONSTRUCTIVISM THEORY IN THE CLASSROOM

The realm of education has many examples of constructivism implementation strategies. Constructivism can be used in the form of constructionism, cooperative learning and large-scale lessons in the classroom. A teacher teaching learners about engineering, where they will be asked to build a bridge can be considered as an example of constructionism (Hackatharn, 2021: 26).

Learners will know of all the difficulties regarding the notions of engineering through the process of learning how to build a bridge. The majority of learning will occur through the trial and error method as the learners will be applying their previous knowledge to the current activity (Hackatharn, 2021: 26).

Cooperative learning, according to Hoy and Woolfolk (2021:356), is a successful method of incorporating constructivism in the classroom. Reciprocal questioning, jigsaw classrooms, as well as organised controversies are three kinds of shared learning. Reciprocal questioning is when learners collaborate in order to pose and respond to questions. This strategy is frequently used during group work activities. Jigsaw classroom is the practice of allocating learners so that they turn to know more about certain aspects and then teach other members of the group. This is to share ideas with their peers. Organised debates are situations in where learners collaborate in order to explore a certain issue (Hoy & Woolfolk, 2021: 357).

Teaching is another great application of constructivism in the classroom, which consists of important topics (such as writing and presenting, as one of the skills in English subject) and giving each learner an opportunity to find pieces which are more related to them the most. For example, teacher teaching development does not really select an exact point in development to concentrate on but somewhat provides the most important clarification. Therefore, a learner who narrates to normal selection is more fascinated by the topic and can be able to share a written paper with the whole class (Hackathorna et al., 2021: 27). In this case, teachers can give learners tasks to write a prepared speech based of a certain topic (such as Nelson Mandela our hero) and present it to their classmates.

3.14 CRITICISM AND LIMITATIONS OF CONSTRUCTIVISM

According to Jonassen (2019:138), learners need to have more structures because Bloom's Taxonomy also suggests that the process of learning starts by recalling as well as comprehending. These two are necessary for structures as it enables learners to recall the subject and to know why the acquired information is important. A learner might fail to get to the level of application without the first structure. If there is no structure, the learner will not have a foundation to begin with. However, Piaget and Vygotsky believe in instinctive abilities which help as a starting point for learning (Jonassen, 2019:138).

Learners tend to be engaged in collaborative learning the minute they participate in group work activities and share ideas (McKinley, 2019:187). Nevertheless, this is a criticism of execution rather than the idea itself. It is very difficult to say whether the learning results which are observable have taken everything into consideration because constructivism is beneficial in nature and more conceptual. Results can be measured naturally by using some kind of rote test, and as a result, they do not regularly join in extension of learning. If the method of measurement is not suitable to contemplation, this might result in a downside of constructivism.

Additional potential restriction of constructivism is the time that is required for the implementation process (Ruggie, 2018:37). Teachers who are making use of the constructivist paradigm are required to make use of additional time to engage learners. Teachers should come up with new activities that could take place outside the classroom in order to fascinate learners. In this case, the teacher should plan on how to implement the curriculum that will accommodate all learners with different learning abilities in the classroom. The teacher should also carry the responsibility of agreeing to give learners time to reflect on their work. For example, English teachers in Warmbath Circuit should allow learners to mark/control their informal assessments just to see where they went wrong.

3.15 CONCLUSION

Constructivism is a learning theory that best grasps information that is acquired through activities, consideration and building. Piaget's focus is on how a combination of experiences and thoughts can build new knowledge. On the other hand, Vygotsky studies the importance of learning with peers, and knowledge adaptation and integration can be influenced by culture (Martinez, 2020:9). Dewey considers the integration of both inside and outside classroom activities as important.

The constructivist paradigm put learners in a position of their own knowledge acquirement and motivate teachers to work as facilitators. Based on the given information, English teachers in Warmbath Circuit can consider this framework when implementing the new curriculum for effective teaching and learning process. This chapter discussed in detail constructivism as the theoretical framework of the study. The next chapter will outline the research methodologies.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Chapter 3 focused on the theoretical framework of the study and discussed in detail the constructivism theory. Constructivism approach to assessment in the intermediate phase, how Constructivism is improving teaching and learning resources for constructivist classrooms, descriptors of the constructivist teaching behaviour, and the benefits of using the above-mentioned theory were also discussed. The researcher further discussed the methods of implementing the Constructivism theory in the classroom, the criticisms and limitations of this theory.

Concurrently, this chapter argues research methodological options, where the researcher discussed the chosen methods which were employed in this study. The researcher employed the Interpretivism paradigm, and a qualitative research method of this research study. To address the research problem statement described in Chapter 1, the main research question was framed as follows: *What are primary school English teachers' experiences of implementing the curriculum recovery plan during COVID-19 in Warmbath Circuit?*

Considering the main question, the sub-questions mentioned below serve as the important foci of the research study:

1. What were the challenges faced by primary school teachers when implementing the curriculum recovery plan during COVID-19?
2. How effective was the implementation of the curriculum recovery plan during COVID-19?
3. What are strategies that can be employed by teachers to implement the curriculum recovery plan successfully?

4.2 RATIONALE FOR EMPIRICAL RESEARCH

Bouchrika (2023:3) describes empirical research as a study where strict conclusions from concretely empirical evidence are drawn and verifiable. The researcher used thematic analysis to present and narrate English teachers' experiences of

implementing curriculum recovery plan. Qualitative research approaches was be used to collect this empirical evidence. Recovery plan is regarded as an impermanent deviation from the original curriculum and is the trimming and reorganising of the curriculum intended to account for the effects of COVID-19 (DBE, 2021:17).

The researcher used document analysis and semi-structured interview tools to collect data of the study. For document analysis, the researcher decided on the types of documents suitable for the study purpose, organised the information collected from documents and asked for permission to make copies for evidence to ensure that there is no damage to the original documents. Qualitative researchers rely on a variety of data collection methods because they create data in certain circumstances, but they also consume pre-existing data in others. Rapley (2018:65) distinguished between these two types by comparing newspaper data with data from a study interview. Document analysis has been neglected as a method of conducting qualitative research.

The researcher used a face-to-face semi-structured interview schedule, which consisted of open and close-ended questions to collect data from the English teachers. The interviews allowed the researcher to read participants' body language in order to match the responses (Doyle, 2022:5). During the interview process, the interviewee and interviewer were allowed to ask relevant questions for an in-depth discussion of themes (Doyle, 2022:5). A tape recorder was used as a data gathering instrument to record the participants while they are being interviewed through their permission. The study added to the conceptual framework and comprehension about the experiences of primary school teachers on the implementation of the curriculum recovery plan during COVID-19. The findings will hopefully help the teachers within Warmbath Circuit, the province at large, and the officials of the Department of Education to take into consideration all the challenges faced by English teachers when implementing the recovery plan during COVID-19. One of the difficulties is that teachers are already under a lot of stress and pressure, and they might also be emotionally incapable of providing this kind of assistance to others under the current conditions.

Many teachers have experienced increased time and psychosocial demands because of creating and implementing e-lessons. The study provided an analysis of how the implementation of the recovery plan facilitated and enhanced teaching and learning

during COVID-19. The study further highlighted the best strategies for implementing the curriculum recovery plan effectively, to regain the lost teaching and learning time.

The research findings are advantageous to academic officials, as they highlighted what is needed to be done in order to attain the desired goals. The findings of the study documented best strategies that teachers can adopt in order to implement the curriculum recovery plan during COVID-19. The sharing of knowledge in the Department of Education is not the norm, and has not been done for a long time. Therefore, the research findings will be used to support a culture where associated issues distressing teachers are well conferred. More importantly, the research findings will help in solving the curriculum recovery difficulties encountered by teachers in Warmbath Circuit and South Africa as a whole (Mafugu, 2021:517).

4.3 RESEARCH METHODOLOGY

Researchers employ the research methodology with the intention of conducting their research. The methodological approach is used in order to solve research problems (Khotari, 2019:31). According to Murthy and Bhojanna (2019:32), a research methodology is a plan of research, and is precisely a technique employed to identify, choose, process and analyse data about a topic. A research technique is the main premise that will direct the study (Dawson, 2019:3).

It establishes the general strategy for investigating a particular subject, and chooses the research methodology. Research methodology is used to describe the researcher's approach to the study by ensuring reliable, and satisfactory results of the goals and objectives (Dawson, 2019:3). Thus, the study employed a qualitative study, case study and interpretivism research paradigm. To help guide the reader, Table 4.3.1 presents an outline of the research methodology followed in this research study.

Table 4.3.1: Outline of the research methodology

Research Paradigm	Research Approach	Research Design	Data Collection	Data Analysis
Interpretivism	Qualitative	Case Study	Document analysis	Thematic analysis

			Semi-structured interviews	
--	--	--	----------------------------	--

(Source: Created by Researcher 2023)

4.3.2 Research approach

This study used a qualitative research approach as it focused more on people's ideas, attitudes and knowledge. It also helped the researcher to better understand the participants' emotions, personalities, actions, experiences and perspectives. Qualitative research approach is regarded as a scientific method of observation to obtain data which is not in the form of numbers (Merriam, 2019:49). Instead of focusing on frequency, this research explains why and how a particular phenomenon occurred. It also gave the participants a chance to define their experiences and difficulties in implementing the new curriculum recovery plan during COVID-19. Qualitative research is defined as the study of the nature of a phenomenon, which considers different manifestations, quality and the perspectives from which they can be observed as well as the context in which they appear. But their range, frequency and positions in an objectively determined chain cause and effect are excluded (Busetto, Wick & Gumbinger, 2020:2).

The qualitative researcher concentrates more on actual facts to provide a detailed understanding. Experiences, actions and perspectives of participants are collected. Qualitative research addresses the how and why part instead of how many and how much (Tenny, Brannan & Brannan, 2022:3). Employing the qualitative research approach made it easier to gather precise data on the opinions and experiences of specific teachers who make up the sample (Merriam, 2019:50). This research methodology is linked to the interpretivism paradigm and results analysis in a way that it enabled the researcher to clearly understand the world through the participants' insights and expertise. As a result, the researcher used the experiences of the teachers to construct and describe an understanding of the implementation of the curriculum recovery plan as a subject matter acquired.

4.3.2.1 How to conduct a qualitative study

The researcher's view has a great impact on the activity of the whole study. The qualitative researcher should in most cases start their work by acknowledging this (Aspers, 2019:142). However, the way research questions are presented, outlined, and how techniques are selected, and how data is collected, analysed and the publication of research findings is affected by this worldview (Bhandari, 2023:15). To find approaches and methods suitable for problems and demands beyond those outlined here, researchers are advised to continue the study of this subject (Bhandari, 2023: 15). For this study, the researcher conducted qualitative research to explore how teachers implemented the curriculum recovery plan during COVID-19. This was done to understand the opinions and experiences of participants. For participants to be able to express their feelings freely, the researcher needs to use the qualitative method (George, 2022:3). In this regard, the researcher employed document analysis and conducted semi-structured interviews, which consisted of open and close-ended questions. The selected data collection tools helped the researcher to conduct the research and to gather data for the research questions.

4.3.2.2 How a qualitative researcher should collect and analyse data

The researcher should employ a structured or unstructured interview strategy to get detailed responses on people's experiences, opinions, sentiments and little of their knowledge (Flick, 2019:20). The interviewer can be directed by semi-structured interview questions that have been designed to gather data. This method is beneficial when coming to promoting reliability between participants (Flick, 2019:20). These questions can be modified to promote discussions between the interviewer and the interviewee, although semi-structured interviews could begin with questions that are predetermined (Flick, 2019:20).

Making the best selection possible when choosing the most appropriate and practical approach is crucial. It is very crucial to understand that the quality of data collected through the use of qualitative methods reveals the researcher's skills and capabilities (Flick, 2019:22). Those inexperienced with qualitative research may believe that "anyone" could be interviewed or observed. Sitting back and listening to interviewees is the toughest thing to do (Flick, 2019:22). Since the researcher was aiming to learn how participants see their surroundings, they should be doing most of the talking.

The capacity to effectively perceive and react to participants' complex behaviour in varied circumstances is a skill that should be possessed by researchers (Miles, 2019:44). Interview, focus group and observation data should be stored in a way that can be simply recouped. With the participants' consent, audio recording was regarded as the perfect way of accomplishing this. Recordings should be accurately and verbatim transcribed, and the transcript should be scrubbed of all personally identifiable information. When verbal data is reproduced verbatim, it means that every word is typed down exactly as it was heard in the audio file (Ibanez, 2022:7). In qualitative research, verbatim transcription is crucial to maintaining the record. It is fairly simple to get them generated as well, with a variety of audio and verbatim transcription providers at the researcher's disposal. It aids the researcher in remembering every detail of what the participant said and in preparing quotes from the interview encounter (Rajagopal, 2023:4). The researcher was prepared to begin the data analysis procedure at that point.

Whatever research strategy is employed, the researcher must make an effort to interpret or analyse the participant narratives. This analysis can be carried out through categorisation of text passages, separating notes about the data collection, or adding notes in the margins of transcripts (Braun, Clarke, Hayfield & Terry, 2019:3). Data transcripts were gradually transformed into data that can be used, and this can be done through the process of identifying themes and ideas of themes that are somewhat connected. Words or phrases normally used by different participants in order to focus more on findings in a relevant way were grouped together by the researcher, who will give words and text passages that best represent meaningful titles. The term "theming" refers to this procedure. It is not an easy task to create themes that have sense, especially if they come from transcripts (Braun et al., 2019:3).

4.3.3 Research paradigm

The researcher used the Interpretivism paradigm in this research study. Research paradigms are regarded as the presuppositions that support the framework for the study (Ulz, 2023:35). A research paradigm is an outline where ideas and practices of the profession are suitable for constructing the research plan (Merriam-Webster Dictionary, 2023:19).

The goal of the study, the research question, the tools, or measurements employed, and the analysis techniques are all based on this fundamental idea.

Research paradigms are important because they serve as a philosophical foundation of a project (Ulz, 2023:36). The research paradigm influences many academic disciplines such as the manner in which the sciences versus humanities carry out their research. Therefore, once a suitable approach has been chosen, a research philosophy can also be well-known. The research philosophy of this study is a curriculum recovery necessitated by COVID-19 lockdown restrictions. Data was collected through the use of semi-structured interviews and document analysis, and was presented through thematic analysis.

4.3.3.1 Interpretivism paradigm

Interpretivism, according to Grix (2018:82), is a response to positivism's excessive power. The idea that there is only one, verifiable authenticity that occurs outside of our thoughts is rejected by interpretivism. Any stable, straightforward norms that can be used to identify universal reality are rejected by interpretivism (Guba & Lincoln, 2019:166). Since it focuses on the viewpoints, perceptions and feelings of the participants about an event, the interpretative paradigm was used narrate how teachers implemented the curriculum recovery plan. People's individual knowledges are taken earnestly as the core of what is true for them in an interpretivist perspective. In this situation, interacting with individuals is necessary to comprehend their knowledge of life and pay close attention to exactly what is being said as per part of epistemology (Terre Blanche, Durrheim & Painter, 2018:43).

The researcher interacted with Intermediate English teachers in Warmbath Circuit in Bela-Bela through semi-structured interviews. The aim was to understand how teachers implemented the curriculum recovery plan during COVID-19. Creswell (2019:20) contends that people must understand the environment which they are living in. The researcher is a teacher who was interested in finding out how other teachers, especially who are teaching English implemented curriculum recovery plan. The interpretative paradigm gave the researcher the ability to view the world according to participants' perspectives, beliefs, attitudes and experiences. The researcher explored experiences and the challenges faced by Intermediate English teachers when

implementing the curriculum recovery plan during COVID-19, the methods of assessments employed and the impacts of implementing the curriculum recovery plan.

The study identified teaching strategies adopted by teachers to effectively implement the curriculum recovery plan during COVID-19. The interpretive paradigm enabled the researcher to comprehend the world from participants' perspectives, opinions, attitudes and life experiences. The researcher conducted interviews and employed document analysis to understand the way people interpreted the social phenomena they participated in (Creswell, 2019:21). This paradigm was used by the researcher to analyse how primary school teachers felt about using the curriculum recovery plan during COVID-19. Social constructions such as consciousness, shared meanings, tools and language are regarded as a way of gaining access to reality, according to interpretivists (Myers, 2018:19).

The researcher can better understand social interactions and interpretivism by using qualitative research techniques which do not focus on quantitative data but rather on people's views, motivations and their reasoning. As a result, reality as it is presented to us by the study is likewise socially constructed (Alharahshel & Pius, 2020:7).

The interpretive research paradigm and the qualitative approach facilitate the analysis by the researcher to connect participants' actions with the theory (Abdulkareem, 2018:20). Every qualitative study, according to the researcher, is analytically steered through an interpretative research paradigm. The qualitative methodology used by researchers employing interpretative research paradigms must be used (Musa, 2019:31). As a result, an interpretative research paradigm typically uses qualitative methods.

The significance and connections among the interpretative research paradigm and the qualitative technique to research queries are then emphasised for researchers to understand (Musa, 2019:31).

- **Interpretative**

The term "interpretative" refers to a "response to the over-dominance of positivism" (Willis, 2017:22). The purpose of interpretive research is to attempt to comprehend how people see the social phenomena with which they interact rather than to find a universal knowledge and truth that is unconstrained by context or value. A research

paradigm refers to the ways in which a scientist responds to the ontology, epistemology and methodology questions.

a. Ontology

Due to the fact that truth and reality are formed rather than discovered, interpretivists hold that there are several realities that are socially manufactured. To give names and definitions to various social phenomena, there is a need for the interaction between people and society (Willis, 2017: 22). The worldviews, ideas and backgrounds of observers corrupt their ability to access the external reality. The researcher learned and understood how teachers implemented the curriculum recovery plan differently using the interpretive analysis.

b. Epistemology

The subjective interpretive epistemology is used because it is a collaborative, integrative viewpoint that is firmly anchored in humanistic and person-centred ideals, where pluralism plays a significant role. Its core tenet is that because every person is different, they may require various things. It is based on actual events where various individuals construct meaning in various ways (Willis, 2017:22). In this case, primary school English teachers in Warmbath Circuit can also use different teaching aids to implement the curriculum recovery plan, as they all have their own preferences (what works for me might not for someone else).

c. The role of the researcher and research purpose

Social researchers may gather data by conducting 'observations' via the formed lenses and tinted by the researcher's language, culture, subject-specific knowledge, and prior experiences of both professionals and inexperienced persons. The goal of the interpretative technique is to understand the social phenomena through the eyes of the participants and not of the researcher's (Willis, 2017:22). Interpretive methodology needs to understand the social phenomena in their past and cultural backgrounds.

4.3.3.2 The link between Interpretivism and qualitative research methods

Qualitative research and interpretative research terms are different, but yet they are often used interchangeably (Alharahsheh & Pius, 2020:39). Interpretivism sees social reality as entrenched inside and it is not able to isolate from its social conditions. It strives to make sense of reality instead of testing hypotheses.

Ethnography, focus groups, case studies, grounded theory and descriptive research are all used by interpretivists (Aspers, 2019: 139). They also accept reflective debates about how researchers conduct research, which they regard as valuable sources of knowledge and insight. The interpretive paradigm is more concerned with getting a clear understanding of the world as it is through individuals' personal experiences. This is in contrast to post-positivists, who often regard their comments and personal stories of researchers to be too scientific and objective (Nickerson, 2023:5).

Any kind of information that may be observed, noted and documented but is not numerical in nature is considered qualitative data (Myers, 2018:20). Qualitative data can also take the form of written or vocal communication. Numerous methods can be used by interpretivists to gather qualitative data (Myers, 2018:20). The most frequent of these interviews may take place in person, on the phone, or in focus groups, among other formats. Interpretative data can also be collected through the practice of observation. Direct observation can be employed in case studies where the researcher is acting as an outsider who is not even part of the phenomenon that is being studied (Nickerson, 2023:5).

Interpretivists can collect data through the use of documentation, for as long as they want to understand a particular phenomenon of interest or to support other kinds of evidence. Internal and external documents such as memos, emails, newspaper articles, annual reports and financial statements can also be collected (Nickerson, 2023:6). In this case, the researcher can make use of documents such as subject policies, teachers' preparation files, and annual teaching plans, to know how Intermediate English teachers are implementing the curriculum recovery plan effectively.

4.3.3.3 The Influence of Interpretivism on qualitative data analysis

Abdulkareem (2018:21) defines qualitative data analysis as a systematic procedure of searching, arranging, organising interview transcripts and observation notes to understand the phenomenon better. The procedure is also known as "open coding." The goal is to compress data to a manageable size by recognising key patterns, then drawing the meaning of data and constructing logic and proof (Abdulkareem, 2018:22). Inductive reasoning methods are used in qualitative data analysis to understand and structure the meanings acquired from data (Domegan & Fleming, 2019:18).

The interpretative paradigm underpins qualitative data analysis, with the goal of assessing the meaning of content.

4.3.4 Research Design

A research design is regarded as a strategy that drives a research effort from the start to the final stage of analysing data (Jansen, 2023:2). It is an approach that uses empirical data to solve a research issue. Making judgments on the researcher's general research aims and strategy is part of creating a research design (McCombes, 2023:4). The layout makes it possible for researchers to concentrate on the research methods that are suitable for the topic at hand and to build their research for achievement. The qualitative research was conducted to explore how teachers implemented the curriculum recovery plan during COVID-19. In this regard, the researcher used the interpretive paradigm in the research findings.

4.3.4.1 Research type/strategy

A research strategy is defined as an action plan which guides the intellectual process of the researcher. This strategy helps the researcher in carrying out the research carefully on time (Waila & Chetty, 2020:1). This is a case study of primary school English teachers' experiences of implementing a curriculum recovery plan during COVID-19 in Warmbath Circuit. A case study is a sort of research which led to a detailed, comprehensive grasp of a challenging subject in its real situation (Creswell, 2019:44). It is a research type employed for this research study because the researcher wanted to gain a full understanding and present primary school English teachers' experiences of implementing the new curriculum recovery plan during

COVID-19. The researcher was able to know why certain teachers chose certain strategies to implement the curriculum recovery plan.

According to Yin (2018:19), a case study involves looking at one incident over an extensive period. It is a study design that divides methodological paradigms and concrete data collection methods. The researcher chose a case study with the aim of getting a clear grasp of why a specific incident occurred in a particular way and the studies that might arise from reports put together after analysing the data gathered. The above-mentioned statement was achieved as soon as the researcher had collected the information from teachers regarding the implementation of the curriculum recovery plan during COVID-19 in Warmbath Circuit.

There are different types of case studies, namely: descriptive case studies, explanatory case studies, exploratory case studies, intrinsic case studies, instrumental case studies. **Descriptive case studies** are used when the researcher wants to find connections between the participant of the study and a theory after observing the participants (Mohan, 2021:8). **Explanatory case studies** are employed when an incident occurs in a field and the researcher wants to find out about the root cause of the event, and explanation is required (Cherry, 2022:7). **Exploratory case studies** act as the beginning of the study and are normally conducted to gather information from a large population. It is the basis for a detailed study (Cherry, 2022:7).

Intrinsic case studies are used when the researcher has interest in a specific individual with the purpose of understanding the participant better. The researcher learns participants' history and how they interact with their environment (Mohan, 2021:9). **Instrumental case studies** are a type of case study that happens when the researcher is given an opportunity to create instrumental reports in order to examine more than just the primary subject. Instrumental case studies are conducted to provide the base for a larger phenomenon (Mohan, 2021: 9). Exploratory case study was chosen for the purpose of this study because the researcher wanted to gain more knowledge about the experiences of English teachers when implementing the curriculum recovery plan.

4.3.4.2 The argument for and against the case study research

McCombes (2023:7) contends that since case studies are regarded as a limited topic, therefore their outcomes cannot be generalised to fit the whole question. A case study does not produce a strict statistical survey; but instead produces responses which are real (Shuttleworth, 2018:8). Case studies should be connected to more general statistical processes, even though the former are valid.

Case studies can disclose the reason why people spend time on the phone, whereas a statistical survey concentrates on how much time people spend chatting on their phones (McCombes, 2023:8). There is a debate which seems to be down to scale because of the argument between a case study and a statistical approach.

There are important tools for the fields such as psychology, anthropology and ecology, whereas many 'physical' scientists do not consider case studies. The researcher should be aware and mindful that a case study cannot be generalised to the whole population. Little appeal for the general audience is held by pages of statistical calculations. On the other hand, an important impression can be made through few strategically case studies which are in place (Shuttleworth, 2018:8).

4.3.4.3 Contradicting views and solutions of case study

A case study is regarded as one of the most simplest types of research to conduct since it only needs full understanding of data collection tools, although some see it as difficult to conduct (McCombes, 2023:9). It has progressed into the main qualitative research method. Education and social sciences use this method in most cases. Its advantage is that it allows the researcher to put more attention on different and interesting circumstances (McCombes, 2023:10). For this to happen, a thorough research is required, as is precise and methodical note-taking (Shuttleworth, 2018:11). A case study is designed to separate a small study group, one individual or one population.

Results analysis for case studies frequently involves more subjective procedures than statistical ones (Shuttleworth, 2018:10). The aim of a case study is to collect data into an understandable manner and to create a great story around it. It is usually a good idea to write as though the reader of your research may not be very knowledgeable about the issue. Additionally, a case study focuses more on the views and is predicted

to actuate the rational debate, not like a scientific study which deals with facts. There is no right or incorrect response in a case study (Shuttleworth, 2018:11).

4.4 RESEARCH METHODS

Research methods are defined as the tools that are employed for the purpose of research. It can either be qualitative, quantitative or mixed methods (Booth, 2018: 4). Therefore, the study employed a qualitative research approach and purposive sampling due to its ability to provide a clear analysis of the case study. It allowed the participants to explain their experiences and problems in implementing the new curriculum recovery plan during COVID-19. The technique of purposive sampling is employed to select a sample from a larger population. By examining only the things that are part of the sample, the researcher can draw conclusions about the features of the population (Berndt, 2020: 224).

4.4.1 Purposeful Sampling and Population

Purposeful sampling was employed for the purpose of this study because the aim was to select sources of information that would be helpful and respond to the research questions (Suri, 2021:68). The idea that information-rich samples must be selected to offer a detailed understanding of the phenomena is considered as the root of purposeful sampling (Frost, 2023:4). For as long as samples of purposeful sampling are small, then their reliability is called into question. The aim was to gather data from people with experience of the phenomena studied, which was the curriculum recovery. The logic and power of purposeful sampling are dependent on picking information-rich examples for thorough investigation since information-rich cases cover topics relevant to the study (Suri, 2021:69).

The researcher chose and interviewed English teachers that were involved during the implementation of the curriculum recovery plan in order to explore their experiences. Data was collected from primary school English teachers in Warmbath Circuit. Researchers can narrow down the study location by using experience and functional role of the organisation as the starting point (Suri, 2021:68). The population of this study was primary school English teachers from Bela-Bela area.

It is important for the study because the researcher was more interested in knowing how teachers in that area implemented the curriculum recovery plan during COVID-19.

4.4.2 Types of Purposeful Sampling

Extreme or deviant case sampling focuses on the election of 'illuminative cases' that explain a framework with regard to the remaining achievements or failures. It is a method which concentrates more on the cases that have detailed information. This strategy would be best specifically for 'realist syntheses' (Suri, 2021:69). The method analyses the effectiveness and success of the implementation of the programme by looking at how a programme can operate under certain circumstances. Critical case sampling focuses on precise cases that are very important (Nikolopoulou, 2022:6).

Maximum variation or heterogeneity sampling is regarded as an important aspect because it relates to the selection of cases that are different from one another along with the identification of variations (Suri, 2021:70).

This sampling method produces in depth explanations for every useful case for apprehending individuality, and common patterns differentiating cases from one another. Central themes spanning across a sample that is large, are captured by purposeful sampling. Heterogeneity give the impression of being an issue samples that are small because individual cases differ from one another. Therefore, maximum variation sampling come up with the solution for this problem by considering mutual patterns that are emerging from variation in a programme. Small samples can be maximised during the identification process of varied characteristics to construct the sample (Suri, 2021:70).

Theoretical sampling is special type of purposeful sampling and focuses more on an inductive method of Grounded Theory (Vijayamohan, 2023:16). The researcher used this type of purposive sampling because she wanted to know the experiences of the intermediate English teachers when implementing the curriculum recovery plan during COVID-19.

These are important cases in a particular context. There should be a clear understanding of the events of a critical case before data can be collected. It can be assumed that each group has similar difficulties, especially if a particular group is also experiencing difficulties. When the research is restrained because of lack of resources, the first preference could be critical case sampling (Nikolopoulou, 2022: 6). It is best to choose the place that would produce best data and have an impact on the results.

4.4.3 Sample and Sampling technique

Qualitative research should have approaches which are standardised and where participants can be chosen at random to remove possible influence of the outside variables and to make sure the research findings are generalised (Indrayadi, 2020:11). The selection of participants in qualitative research is done purposefully, where participants are selected based on who can best give clarity of research and make a clear understanding based on the phenomenon of the study (Indrayadi, 2020:11). The identification of adequate participants is one of the most critical activities process of study design. The research questions, theoretical viewpoints and evidence based on the study were employed to make decisions about the participants.

The sampled participants should be able to offer key aspects and perspectives on the topic being studied (Indrayadi, 2020:11). This is regarded as a case study of primary schools in Warmbath Circuit, Bela-Bela. The researcher sampled a minimum of 10 English teachers in the intermediate phase. Their selection was based on the fact that they were working during COVID-19, and they also implemented curriculum recovery plan designed by the Department of Education in South Africa.

The selection criteria were in this manner: The researcher visited each chosen school and asked grade 4, 5 & 6 English teachers who fulfil the study's standards, relevant curriculum content especially those who were working during COVID-19. The 10 teachers were drawn from 3 primary schools in Warmbath Circuit and the researcher selected 3 English teachers from school A, another 3 from School B and 4 from school C. The researcher chose these three schools specifically because the first school are doing English as their additional language, the second school is a big school which has been declared a Full Service School, they are doing Setswana and the third school they are doing Tsonga as their first language. As the result, the researcher wanted to know how English teachers from different schools implement curriculum recovery plan

during and what types of teaching methods/strategies are working for them in this case.

Non-probability sampling was employed in the study as it is effective and quicker, and helped in concluding the entire population based on the outcomes of the research study. Non-probability sampling is a method which the researcher uses to choose samples based on a personal assessment (Decarlo, 2018:6). The study employed purposeful sampling and used the handpicking method to select participants. If an expert's judgment is needed throughout the selection process, then purposeful sampling and handpick criteria might also choose instances with a particular objective in mind (McMillan & Schumacher, 2017:159).

This study sampled homogenous and typical case sampling. **Homogenous sampling** concentrates on one smaller group where all sampled individuals are comparable (Vijayamohan, 2023, 15). The researcher interviewed only primary school English teachers who were involved in the implementation of the curriculum recovery plan during COVID-19. **Typical case sampling**: Important informants such as participants who are more knowledgeable about what is typical and offer help during the process of typical case selection (Frost, 2023:6). The researcher asked the principal to help in identifying all Intermediate English teachers who were on duty during COVID-19. They were suitable for this study and helped in responding to research questions.

The researcher designed qualitative sampling designs more related to the objectives of the study. In the later stage of research, samples might be added. The sample profile might be decided and changed only if data emerging shows a change. During the process of analysing qualitative data, a sample design emerges and makes it to be flexible. For example, if the research objective is to analyse the experiences of Intermediate English teachers when implementing a curriculum recovery plan, the researcher could go for a detailed analysis to get views and be able to choose Annual Teaching Plans, Teachers' files, Subject policies, and their lesson plan/preparation carefully from different schools.

Description of sample size

The study sampled 3 schools from Warmbath Circuit, 3 teachers from school A, 4 from school B and 3 from school C. All 10 teachers have been teaching English First Additional Language for over 5 years. All 10 teachers were based in Bela-Bela, and all agreed to participate in the study as they were teaching English from grades 4-6.

4.4.4 Data collection tools

Data collection is defined as a systematic process of collecting information and evidence relevant to the study. Data collection gives the researcher an opportunity to get direct information, and insights that are original to the research problem. This happens whether research is performed for business, governmental or academic purposes (Bhandari, 2022:2).

In addition, the study gathered primary data through the use of document analysis and semi-structured interviews. For document analysis, the researcher first decided on the types of documents that were suitable for the study purpose. Then she organised the information from documents and asked for permission to make copies, so that she highlights important information without making any damage to the original documents. Qualitative researchers depend on numerous types of collecting data. In some cases, they create the data, but sometimes they use pre-existing data. Rapley (2018:65) wanted to check the difference between data collected from newspapers and research interviews.

Document analysis has been an underused approach to qualitative research. This technique involved analyses of many sorts of documents, including books, newspaper articles, academic journal articles and institutional reports (Flick, 2019:32). The researcher used a face-to-face semi-structured interview schedule to collect data from English teachers. This consisted of open and close ended questions. Face-to-face interviews allowed the researcher to see how participants expressed themselves (Doyle, 2022:5). During the interview process, the researcher and the participants were allowed discuss the topic of the study.

The researcher first booked an appointment with English teachers of the selected schools. On the day of data collection process, the researcher asked each teacher their preparation files, planner and tracker, subject policies and ATP and ask to make

copies of the needed pages with relevant content. As soon as that process was done, the interview process started, the researchers asked permission from English teachers regarding the recording part. Permission was given and the interview commenced. All these processes lasted for two to three days.

Document Analysis

A technique for gathering data called "document analysis" entails examining the content of written documents to conclude the study's limits (Marshall & Rossman, 2018:270). The researcher chose this tool to collect data as it enabled the collection of a huge amount of consistent and uninterpreted data. Ethical concerns linked to other qualitative methods can be reduced by employing document analysis. The researcher made copies of all the required documents for data collection purposes. She got information of written documents and not asking participants any sensitive questions in this case.

Document analysis is a qualitative research technique employed by the researcher to evaluate physical documents (such as teachers' preparation files, ATPs, and subject policy documents) and to interpret them. The purpose of this process was to get a clear understanding of their meaning and to develop evidence based on the information gathered.

Document analysis is regarded as a tool that is not being used more often by qualitative researchers. A document is a term used to refer to a wide variety of material, including visual sources such as photographs, videos and films (Merriam & Tisdell, 2019:28). In this study, documents consisted of annual teaching plans, teacher preparation files and planner & tracker, CAPS and subject policies. The researcher can also use qualitative document analysis, which relates to the analysis of texts and visual material such as pictures to analyse data (Flick, 2019:32).

In this study, the researcher explored documents such as curriculum policies (CAPS and ATPs), subject policies, teacher preparation files, and planner & tracker concerning the curriculum and curriculum management for a better understanding of how teachers can implement the new curriculum recovery plan during COVID-19.

This method can be valued for many reasons. If it is employed for the purpose of analysing pre-existing texts, the researcher was allowed to conduct studies which might be difficult to complete (Patton, 2020:17). It might happen that other researchers lack resources and do not get enough time to conduct field research. To reduce possible obstacles which qualitative researchers may face, the use of videoconferencing and other types of software can be utilised (Patton, 2020:17). It might happen that participants lack skills of using technology or even because of its affordability (Patton, 2020:17).

4.4.5 More benefits of conducting document analysis

Document analysis may have limitations, but that does not make this method a less important approach to research. The advantage of document analysis is that it allows the researcher to get information that would take so much time and efforts to be collected (Merriam & Tisdell, 2019:29). Document analysis can be conducted due to fact that it relates to the needs of completing studies designed to focus completely on how text can portray different groups of individuals (Sayer & Crowford, 2019:181). Field research cannot be replaced, although researchers are now and again being helped through the use of technology so that one can tackle obstacles in various cases.

Semi-structured Interviews

Horne (2018:19) defines an interview as a one-on-one dialogue between an interviewer and an interviewee. During the process of interviews, the researcher made use of a tape recorder. This study used semi-structured interviews to get the participants' opinions regarding the implementation of the curriculum recovery plan during COVID-19. The researcher asked participants permission to be recorded before the interviews commenced. Interviews happened when the researcher asks the participant a sequence of close-ended and open-ended questions. In this view, the researcher decided to conduct semi-structured interviews to allow participants to thoroughly explain their actions and better understand the viewpoints, behaviour, experiences and phenomena of the research participants.

Additionally, interviews are useful for learning in-depth details about one's thoughts, feelings and perceptions (Horne, 2018: 19). Ten English teachers were interviewed, using semi-structured questions. The researcher wanted to get a clear understanding of their experiences regarding the implementation of the curriculum recovery plan.

The researcher conducted face to face semi-structured interview schedule with open and close ended questions. An interview schedule is a list of structured and unstructured questions which can guide an interviewer to gather data about a specific topic (George, 2022:4). The interview schedule consisted of 17 close and open-ended questions with 5 categories.

The researcher developed an interview schedule and a tape recorder was used through the participants' permission. . When a one-on-one interview was conducted face-to-face, it allowed the researcher to read the body language of the respondents and to match the responses (Radu, 2023:8). Thus, the researcher conducted face-to-face interview with selected participants because she wanted to observe the facial expressions of the participants as it says a lot. The interviewer and interviewee were in one room where the interviewer asked participants close and open-ended questions while recording the responses. The social sciences department employs semi-structured interviews in most cases (Smith, 2019:5).

During semi-structured interviews, the interviewer usually has themes that need to be explored. The qualitative researcher can make use of semi-structured interviews in order to get the participants' insight regarding a particular topic. The advantage of one-on-one interviews is that it gives the researcher an opportunity to bring together data that is specifically about people' motivations and how they think (Radu, 2023:8). Interviews normally take an hour and a half to two hours long and it can either be performed on the phone or face-to-face.

Additionally, semi-structured interviews have an advantage of having a combination of both unstructured interview and structured interview questions. During interviews, the interviewees can express their thoughts by asking the interviewer questions so that they can provide more advantageous information such as their sentiments towards sensitive matters to qualitative research (Smith, 2019:7). The interviewers can get more reliable and comparable qualitative data collected from semi-structured interviews (DeJonckheere & Vaughn, 2019:6).

Interviewers have to make sure that confidentiality is maintained during interviews (Smith, 2019:7). Although a semi-structured interview has many advantages, the interviewer still need to get enough time to prepare and do thorough research prior to the actual interview. Similarly, interviewers need to meet suitable candidates in order to obtain reliable results when conducting the interview (George, 2022:6). Questions must be carefully planned in such a way that it allows people to freely express their thoughts, and provide answers which interviewers with good communication skills are looking for.

The researcher tested the questions by conducting a pilot study from where she was working, just to check the quality of questions. Semi-structured interviews were relevant to the study because it allowed a discussion between the interviewer and interviewees. Ten purposely sampled English teachers were interviewed using the semi-structured interview and a tape recorder. Generally, the researcher should keep interviewing participants until there is nothing new. Saturation is the best established guiding criterion which can tell if purposive samples are suitable in qualitative research (Hennink, 2021:14).

The researcher stopped collecting data when there was no new information from the participants. This happened because the researcher was no longer finding any new data from interviews.

4.4.6 Data presentation and analysis

Data presentation

The researcher used illustrative quotes and tables to present qualitative data. Tables were used to analyse raw data because the researchers wanted to arrange complicated data properly. The tables helped the researcher to simplify complex data, and allowed readers to clearly and quickly see the research findings. Quotes are raw data which should not only be listed, but should also be compiled and analysed (Ningi, 2022:9). The researcher explained how quotes were chosen and how they were labelled.

During data presentation, the researcher quoted exactly what the participants said using verbatim quotations so that there will not be any omission of information. Verbatim quotation is a direct quotation that reproduces words (Thorne, 2020:5), and

is important because it allowed the researcher to better explain analytic claims or human stories in qualitative research, and added creativity in writing (Thorne, 2020:5). The fortunate part is that participants' names were not revealed, instead, the researcher used pseudonyms for them to feel free and comfortable during interviews and to protect their privacy. This approach is in line with research ethics whereby the researcher should protect the participants from being harmed in the process.

Data analysis

The amount of raw data is minimised, key patterns are detected and the framework for presenting the core data is developed. When analysing qualitative data, the most used methods are content analysis, narrative analysis, discourse analysis, grounded theory and thematic analysis (Abdulkareem, 2018:23). The researcher used thematic analysis because it has to do with checking through collected data to discover, examine and tell repeated patterns. Thematic analysis serves as a tool to summarise data and consists of the interpretation process during the selection of codes and the development of themes (Xu & Zammit, 2020:4).

Researchers are thus instructed and encouraged to learn and use methodologies appropriate for their research. In this case, the researcher employed thematic analysis in this study to bring in themes such as shared and common perceptions of participants from a theoretical framework that will significantly advance the study by determining the principles of themes.

The coding process of analysing data was when the researcher had to be familiar with data by creating primary codes, examining themes among codes, and revising themes to look for information that kept up with the suggested theory (Kiger & Varpio, 2020:7). Thematic analysis was especially suited to constructivism ever since it showed how a specific social construct emerges through the process of analysing a wide range of evidence.

The researcher analysed qualitative data by making sure that information gathered and research findings were transcribed. According to Xu and Zammit (2020:4), literature should be used to confirm and compare examined evidence in reporting the results. The researcher followed the six steps of phases in thematic analysis. Step 1:

becoming familiar with collected data, step 2: generate initial codes, step 3: search for themes, step 4: review themes, step 5: define themes and step 6: write-up.

Different types of thematic analysis

The researcher can employ **the inductive** approach when one needs to build a theory from the scratch and when one lacks information. Although it is hard to prove that observation made from this approach is correct, it still needs to be validated (Nicolas, 2021:5). This approach is made up of three stages: observation, where patterns are considered and a theory is developed. **The deductive** approach tests an existing theory. It completely depends on the Inductive approach as you start from working on an already existing theory. The authenticity of the deductive theory depends on how much true the inductive theory is.

Semantics concentrates more on the details of data. Data is researched on the field that has a purpose to it. This helped to construct insights and information regarding how the data was being used. **Latent** focuses away from the semantics of the data and works on the core meanings, concepts and assumptions that we made earlier together with the semantic approach (Nicolas, 2021:5).

The researcher needs to go through what is required and check which method or a combination of methods can best line up with the collected data, so that one can choose a method that fits well with the study (Nicolas, 2021:5).

Therefore, the researcher chose the semantic method in this study. The research started during the document analysis stage where themes emerged. This analysis facilitated the interview process, suggested fresh subject matter, and helped identify data saturation. Data saturation is defined as no new codes emerging from a study (Bragaru, van Wilgen, Geertzen, Ruijs & Dijkstra. 2018:843).

The researcher analysed data collected from both document analysis and semi-structured interviews by following the steps below: the coding process of analysing data was when the researcher had to be familiar with data (she read data repeatedly to get used to it). The researcher further created primary codes where she followed this step with the purpose of arranging and knowing parts of information that are more due to the fact that they link with the research question. Examined for themes among codes was also one of the processes of analysing data, where the researcher

searched for themes, and considered what seem to work and what really does not work within the themes.

This step enabled the researcher to commence with the process of analysing possible codes. The researcher then revised themes to look for information that kept up with the suggested theory. The researcher was required to search for data that supported the proposed theory in this phase. Lastly, the researcher described, named themes, and produced the final report (Xu & Zammit, 2020:4). Therefore, the researcher stopped collecting data after interviewing teacher number 10, because there was no new information to answer research questions.

In qualitative research, the sample size is calculated and evaluated using the concept of data saturation (Guest, Namey & Chen 2020:2). The big question in qualitative research was: How many qualitative interviews are enough? When newly received information offers slight or no new information to address the research topic, data saturation occurred throughout the process of gathering and analysing the data (Guest et.al, 2020:2). Saturation is obtained if 55% of the participants in the wider study population have the same themes (Guest et al., 2020:2).

4.5 TRUSTWORTHINESS OF THE STUDY

Trustworthiness is defined as a degree of assurance in data, interpretation and techniques employed to ensure that the study has quality. Trustworthy findings are those that score highly in being credible, transferable, dependable and confirmable (Cloutier & Ravasi, 2021:113). An interpretative study considers trustworthiness as an essential aspect as it offers the basis for applying research findings, and allows for external judgments to be made about the reliability of its procedures and the neutrality of its findings (Cloutier & Ravasi, 2021:113). The idea of authenticity focused more on how the participants were impacted while addressing the truth and quality of the research study. The four standards outlined by Lincoln and Cuba are important to this study because they helped the researcher to ensure the reliability of the study and to generalise the research findings. Four standards were outlined by Lincoln and Cuba (2018:164) to guarantee **authenticity**.

4.5.1 Credibility of qualitative research was established, while the study was conducted. Triangulation was used in order to determine whether there were any inconsistencies in the research findings (Lincoln and Cuba, 2018:164). Data triangulation helps in combining information from numerous sources so that it can increase the reliability of the study. The researcher used the responses of the participants to determine similarities and dissimilarities. For as long as data comes together, the research findings becomes credible. A combination of various methods, theories and data sources helped in enhancing the research's credibility. The researcher trusted that data reflect real life more closely after the data was gathered using multiple techniques (Noble & Heale, 2019:5).

4.5.2 The concept of **transferability** relates to how generalizable and applicable the study's conclusions are in different contexts. "Are the findings applicable in another context?" The researcher employed purposeful sampling to maximise the amount of data collected to allow for comparisons, and included each data collection site (Shenton, 2018:70). The research findings of data collected can be transferred to a large population or other groups.

4.5.3 In this research study, **dependability** will be well-defined as whether the research technique is logical, well-recorded, reviewed and deals with the reliability of related difficulties (Babbie & Mouton, 2018:54). The aim is to ensure and confirm the accuracy of the data collected to support the findings. The researcher aimed at verifying that the research findings are consistent with the raw collected data, and ensuring that if other scholars were to research about the same topic, they will still get the same results. The researcher ensured that during the data collection process, nothing was missed out, as long it was relevant to the research study.

The researcher was accountable for taking into consideration the constantly shifting circumstances during the field research that was done (Babbie & Mouton, 2018:54). Should it happen that during the data collection process something or someone disturbs the process, such as background noise, the researcher had to take care of such situations by closing the door to avoid disturbance. If it happens that the participant is not ready to answer all the

questions or does not understand some of them, the researcher was responsible for explaining them for clarity.

4.5.4 "Confirmability" refers to the standard used by the researcher to back up the study's conclusions. In that situation, the researcher had to provide supporting documentation such as recorded data that validates the conclusions. To remove bias, the researcher employed the triangulation technique (Diehl, Guion & McDonald, 2019:47).

4.5.5 Triangulation simply referred to various datasets, approaches and theories that investigators can be employed to address a research question. In this study, the researcher opted document analysis and semi-structured interviews to collect data and to enforce triangulation, which is a type of research strategy that can assist improve the trustworthiness of the results and to alleviate the occurrence of any research bias in the work of the researcher (Bhandari, 2023:1). Triangulation is mostly used by researchers for the purpose of a more holistic perception on a specific research question.

The researcher can improve the credibility of the study by employing triangulation. In this case the researcher did not conduct study at her respective school to minimize bias. It is crucial to collect information that has high quality for rigorous research.

It might be very difficult to tell if data is reliable or not, for as long as the researcher has collected information from one source. The researcher can be more confident of their credibility if collected data is from multiple sources or investigators (Bhandari, 2023:2). Triangulation aids in obtaining a thorough understanding of the research problem (Noble & Heale, 2019:5). The researcher may be risking bias in the research if she/he only relied on one data source, methodology or investigator. It might be a disadvantage to use one methodology because of the limitations of that method (Bhandari, 2023:2). The researcher can gain views into the research problem by using many perspectives and levels in order to vary data sources, methodologies and theories (Bhandari, 2023: 2). The research bias that arises with using one perspective in the research can be avoided by making use of triangulation, methods and theories (Noble & Heale, 2019:5). Therefore, the researcher had

to analyse results collaboratively to eliminate any sub-conscious bias through reflection in the interpretation of results.

4.5.6 Inconsistency

It is not always the case that information from various sources, investigators and methods are lined up to provide the researcher with a clear picture. Data collected from participants might be unreliable, and this does not mean that the study is unclear. It gives the researcher an opportunity to somewhat dig deeper in order to make sense of the contradictory data. Although these contradictions can be difficult, it might lead to new opportunities for more studies (Rothbauer, 2023: 893).

4.5.7 Member check and audit trail

The researcher needs to carry out a member check so that participants can get a chance to review and confirm their responses. Member check in qualitative research is also well-known as validation of participants, which is a method of exploring the trustworthiness of the research findings. To check precision and quality with the participants' experience, data or results should be returned to them (Delve, Ho & Limpaecher, 2023c:12).

Member check is important because it states the degree of trust in which one has in telling the tale, which is more concerned in the amount of trust ascribed to the telling (Stahl & King, 2020:26). That is a great way that researchers can use to validate and assess the credibility of participants. It further enhances credibility, establishes rapport, and builds relationships with respondents and improves accuracy and completeness. Additionally, member checks reflect a partaking, collaborative approach, gives opportunities to clarify and elaborates the research findings in order to increase the transparency of the study (Delve, Ho & Limpaecher, 2023c:12).

The audit trail is regarded as a clear description of the steps of the research which is taken at the beginning of the study towards the progress and reporting of results. These records are saved based on what was actually done during an investigation (Carcary, 2020:18). The audit trail offers clear documentation related to the decisions and activities of the research study. To determine the study's trustworthiness depends of the availability of an external auditor who should review the study.

4.6 ETHICAL CONSIDERATIONS

Ethical considerations is defined as cliques of ideologies that help in guiding the researcher's research design and practices (Bhandari, 2022:2). Because of the dignity, human rights and scientific integrity as well as cooperation among the society and science, ethical considerations plays an important role in the study. These principles has an impact in ensuring that participation in research is well informed, safe for participants and also on a voluntary basis (Bhandari, 2022:2). The procedure of obtaining ethical clearance, established by a higher institution, and overseen by the committee of research ethics, was used in a comprehensive manner to make sure that the researchers' ideas and the implementation of research are morally sound and produced the preferred results (Haynes, 2019: 3). Informed consent, voluntary participation, permission from institutions, ethical clearance, anonymity and confidentiality were considered in this study.

The researcher applied for permission to conduct the study from the University of South Africa and the Limpopo Department of Education. Participants were asked to consent and permit the data collection through a formal letter inviting them to participate. Participants were assured by the researcher that the information provided will be used for academic purposes. Therefore, the study safeguarded the privacy of participants.

4.6.1 Informed consent

All 10 research participants got a briefing on the study's objectives and confidentiality issues before conducting interviews. The participants signed the consent forms. This was a way of asking their permission to take part in the study since no one can be forced to do so (Hosely, 2021:26).

The researcher made sure that every participant got consent form to sign as they have all the rights to understand the intention of the research and what they are consenting. This consent form gave details about the nature and objectives of the study.

The study was conducted in a way that respected the participants' safety, self-worth and rights (Sahin, 2020:64). Without their express consent, no one would be examined, and the study itself had benefits for the participants.

4.6.2 Voluntary participation

Voluntary participation is defined as a process where research participants are free to either participate or not participate without being forced (Bhandari, 2022:5). Not even a single individual was forced to participate because it was entirely voluntary. Participants may stop taking part if they no longer feel comfortable to do so. It might happen that one of the participants does not feel at ease when answering some of the questions, therefore he/she was free to leave it out as the researcher respected their choices, and they did not have to provide any reason for discontinuing with the study (Denzin & Lincoln, 2018:698).

4.6.3 Ethical clearance

Ethical clearance is a process which is developed by higher institutions and overseen by committee from the research ethics, with the aim of generally regulating the research projects and making their design ethically sound (Shange, 2021: 2).

The researcher applied for approval from the Research Ethics Committee of the university, the Limpopo Department of Education, and from the participants before conducting the research. This was to guarantee that the research study was carried out in a morally and ethically responsible manner as data is collected from people (Bhandari, 2022:18).

4.6.4 Permission from Institutions

Rules of the University regarding research and ethics

- The UNISA Policy on Research Ethics makes sure that: a) an ethical and scientific intellectual culture win through the university's employees and students, and research practice is also followed. b) Protection of the participants' rights and interests (UNISA, 2016:8). c) All research activities are conducted with scholarly integrity, excellence, social responsibility and ethical behaviour. d) The ethical and scientific reliability of research is not negotiated in this regard (UNISA, 2016:8).
- The researchers must follow the requirements of the POPI Act (4 of 2013), especially if the study is about human beings. Personal information provided

will be used for academic purpose and will not be used unlawfully. The community must benefit from the study.

Participants and other relevant stakeholders should get feedback (UNISA, 2016:9). The researcher must inform participants before the data collection process commences so that information that they will be providing will be safeguarded. Participants can respond anonymously whenever it is methodologically feasible to protect their identity and privacy (UNISA, 2016:13).

- The researcher should first get approval from the Ethics Review Committee of all collaborating institutions before the research study can commence, especially if it involves human participants (UNISA, 2016:20).

Rules of the Department of Education regarding research and ethics

- **The Process of Conducting Research within the DBE**
 - a. Directorates must complete the information form: “Research to be conducted by DBE officials” and submit it to the Director: Research Coordination, Monitoring and Evaluation (RCME) at least one month (or more) in advance so that enough time is allocated for the discussions with relevant directorates (DBE,2021:4).
 - b. The RCME Directorate is able to provide support in the development of Terms of Reference, research proposals and data collection instruments.
 - c. The final data collection tools must be shared with the RCME Directorate. The RCME Directorate will place the tools on the Department’s intranet.
 - d. Directorates must obtain approval from the Director-General to conduct research.

Ethical Considerations for Research

- a. In order to make sure that the participants’ rights and welfare are well protected, the researcher must be responsible in an ethical and legal way towards participants at times (DBE, 2021:4).
- b. For the good maintenance of the privacy and records’ confidentiality, it is the responsibility of the researchers to abide by the relevant legislation.

The researcher asked for permission from the institutions before conducting the research study. This was done by writing a letter to the University, the Department of Education, the Circuit Manager of Warmbath Circuit, the principals and participants of the chosen schools. The letter stated all the research details, such as the title of the study, and what the research aimed to achieve, the rationale of the study, and how ethical considerations would be followed. It was important to obtain permission first before commencing with the research because sensitive information might be asked, and participants should feel free to withdraw should they no longer feel comfortable to do so. Once more, this was to guarantee that the researcher carried out the study in a morally and responsibly appropriate manner.

4.6.5 Anonymity

This was to make sure that the participants feel comfortable when answering the questions because they knew that their information will be used for study purposes and their names would not be documented anywhere (Van Den Hoonaard, 2019:141).

The participants felt more comfortable when answering questions. They were not identified because maintaining anonymity was a key operational expression of this principle. To ensure anonymity, the researcher conducted one-on-one interviews in order to make participants feel free to speak about everything that was asked. A pseudonym is a false or fictitious name used by a person or group for a specific purpose (Merriam-Webster Dictionary, 2023:8).

In this regard, pseudonyms were used by the researcher because she did not want to reveal the participants' actual names. Instead, she protected their privacy so that they could feel comfortable during interviews. Again, the researcher did not record their names anywhere; instead, they were recorded as "participant 1-10."

The researcher's positionality

The researcher introduced herself first before data collection process could commence. The participants were well informed about the researcher's positionality as she is one of English teacher under the same circuit, just different school. This was done so that participants can have a clear picture of the person interviewing them.

4.7 LIMITATIONS OF THE STUDY

Qualitative research has its own unique disadvantages (Radu, 2023:10). Information can be altered in subtle ways by the techniques of the data collector and their unique observations. When conducting qualitative research, the researcher can take more time (such as a week to months) processing results, which can also limit the interpretation of data (Radu, 2023:10). Due to the fact that participants are in control of the findings, it then becomes very difficult to verify the qualitative research results.

Therefore, the researcher ended up facing challenges of verifying the results. Qualitative research requires a lot of proper way of analysing data such as categorising themes (Radu, 2023: 11).

In order to get necessary the information from the participants, qualitative research must have researchers who are well-experienced. Qualitative research is difficult to find out about the root cause, and needs a thorough planning in order to make sure correct outcomes are found. Qualitative research is a type of research which focuses more on the views than on judgements. Due to its uniqueness, it is not easy to repeat it (Christiansen, 2021:9).

4.7.1 Possible limitations for this study.

- The study only dealt with primary school teachers in one district. The experiences of other teachers in other districts may be different. Therefore, the research findings might not be generalised from the sample to the entire population.

4.8 CONCLUSION

This chapter discussed the research methodology of the study and the researcher clearly explained how and which methodology was employed. It illustrated the process that was employed to choose participants, the technique of collecting data as well as the method that was employed for the purpose of analysing data. Data was collected through document analysis and semi-structured interviews, and analysed using thematic analysis. The aim of this study was to identify primary school English teachers' experiences of implementing the curriculum recovery plan during COVID-

19. The chapter that follows concentrates on the process of presenting and analysing the research findings.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

5.1 INTRODUCTION

This study aimed to explore primary school English teachers' experiences of implementing the curriculum recovery plan during COVID-19 in Warmbath Circuit. The researcher wanted to know how English teachers implemented the curriculum recovery plan and to find out about any challenges they might have come across. The findings will hopefully help the teachers within Warmbath Circuit, the Province at large, and the officials of the Department of Education to take into consideration all the challenges faced by teachers when implementing the curriculum recovery plan during COVID-19. The study will add to the conceptual framework by highlighting some of the best teaching strategies that teachers can adopt to implement the curriculum recovery plan effectively.

Chapter 4 focused on the research methodology of the study, where the researcher discussed the chosen methods that were employed in the study. The researcher employed the interpretivism paradigm and the qualitative research approach. The objective of this case study was to get a clear grasp of how teachers implemented the curriculum recovery plan and what could have been the possible challenges. It was also to check if the adopted teaching strategies were effective when implementing the curriculum recovery play during COVID-19. Thus, this chapter presents data collected through document analysis and semi-structured interviews. Findings are presented through themes and sub-themes to direct the reader.

The themes are categorised by data collection tools which are document analysis and semi-structured interviews. The research was limited to Warmbath Circuit (Bela-Bela Area). . The researcher interviewed 10 participants from 3 primary schools in Warmbath Circuit to get information about their experiences of implementing the curriculum recovery plan during COVID-19.

5.2 DESCRIPTION OF PARTICIPANTS

The researcher employed purposive sampling to identify participants who had experience in implementing the curriculum recovery plan during COVID-19. The sample size of the research involved only 10 participants who are English Intermediate Phase teachers. The researcher chose 3 primary schools in Warmbath Circuit after getting approval from the University of South Africa, Limpopo Department of Education, and Warmbath Circuit. The researcher visited three schools and obtained permission from the principals to interview English teachers from grades 4-6 who were working during COVID-19. All 10 teachers were based in Bela-Bela. They all agreed to participate in the study as they were teaching English from grades 4-6. During the visit to schools, the researcher informed the participants about the objectives of the study and appointments made in advance about the interviews (the researcher made appointments with them first). The study had 10 participants, with teaching experiences that range from 5-8 years, and they were all teaching English FAL. The trimmed Annual Teaching Plan was shared with them through school circulars, staff meetings and subject WhatsApp groups. They all attended workshops which guided them on how to implement the curriculum recovery plan.

Document analysis and semi-structured interviews were used to collect data from 10 participants. The researcher asked teachers to provide documents, such as preparation files, subject policy, annual teaching, and planner & tracker, and made copies of pages that were suitable for the study. The responses were not the same because some of the teachers are teaching full-service schools. The researcher also used semi-structured interviews to collect data. All 10 teachers were well-informed about the interviews and the reasons for conducting the study. They were asked to provide suitable days and times when they would be available so that the process does not disturb their teaching times.

The researcher conducted one-on-one interviews with each participant. This process happened in a quiet staffroom because she wanted to record the responses. The interviews were recorded using a tape recorder through the participants' permission. Their responses were different although some of the answers were the same manner.

DATA PRESENTATION

The research findings addressed the objectives of the study based on the results of both document analysis and semi-structured interviews. Data will be presented using tables and themes below.

5.3 DOCUMENT ANALYSIS

The researcher used document analysis in this study. The researcher chose this tool to collect data as it facilitates the collection of a huge amount of consistent data without really interviewing a lot of people.

Document analysis is a qualitative research technique used by researchers to evaluate electronic and physical documents (such as teachers' preparation files, ATPs, and subject policy documents) in order to interpret them (Merriam & Tisdell, 2019:28) . This has to do with how participants implemented the curriculum recovery plan by focusing on the annual teaching plan, subject policy, planner, and tracker as well as preparation files (Merriam & Tisdell, 2019:28).

5.3.1 Theme 1: Annual Teaching Plan

All the schools visited by the researcher had the annual teaching plan delivered by the Department of Education. There was a variation in the implementation of the annual teaching plan. The study found that in school A, there were annual teaching plans (ATPs), but grade 4 and 5 teachers were not planning their daily teaching plans based on them. All three schools and teachers received the Annual Teaching Plan. According to the reviewed lesson plans of the teachers, some follow the guidelines in the ATPs. They plan according to the ATP. Teachers in school B have an Annual Teaching Plan which is being followed by all intermediate English teachers. Their daily activity plans are guided by the ATPs. This is according to the researcher's review in the lesson plans of all teachers in school B. The Annual Teaching Plan guided teachers on which topics to cover and they had to give learners at least six informal assessments every week at least three classwork/s and three homework/s (DBE, 2020:16).

The study showed that teachers from school C had Annual Teaching Plans and used them to implement the curriculum recovery plan effectively. The reviewed lesson plans by the researcher confirmed that all teachers are teaching all four skills (Listening and

speaking, Reading and viewing, Writing and presenting, and Language Structure and conventions) as required by the ATP.

5.3.2 Theme 2: Planner & tracker and teacher Preparation Files

The study found that in schools A, B and C, all English teachers received planners & trackers and had preparation files. Teachers in school A had a few challenges in terms of using the planners and trackers. A planner & tracker were used to track teachers' teaching pace with the trimmed ATPs to help them implement the new curriculum recovery plan effectively. For the sake of our context, curriculum trimming entailed eliminating irrelevant and out-of-date content, defining core and extended curriculum components, adopting flexible organisational techniques for study material, and utilising the open curriculum's outline of learning objectives (DBE,2020a:15).

5.3.3 Theme 3: Subject Policy

In school A, teachers do not have subject policies that guide them on how to set tasks, how much the tasks weigh, and how many tasks should be written per term. On the other hand, teachers from schools B and C had subject policies and were implementing them properly according to the formal tasks set in the teacher portfolio files. According to the subject policy reviewed by the researcher at the two schools, teachers were expected to assess learners at the end of every term through formal tasks. The researcher has been told that English teachers together with their departmental head sat down and designed this subject policy. This was according to the researcher's review. Some educational establishments are required to develop policies that will allow activities and learning processes to continue in spite of the constraints (Mokoena, 2022:478).

5.4 SEMI-STRUCTURED INTERVIEWS

During the process of interviews, the researcher made use of a tape recorder. A semi-structured interview was conducted to gather information about the experiences of primary school English teachers in Warmbath Circuit, regarding how they implement the curriculum recovery plan during COVID-19. The interview schedule comprised closed and open-ended questions. Ten teachers were interviewed for plus minus 8 minutes each for two days.

Participants' views of the curriculum recovery plan are that a trimmed document is a policy adopted by the Department of Education and must be used by every teacher. "Curriculum recovery plan it's a policy, what can we say, we have to implement it." (Participant 9). The following section presents the themes and sub-themes emerging from the analysis of semi-structured interviews conducted with teachers.

Table 5.4.1: Participants' biography

Pseudonym	Number of years teaching English	The role description an English teacher	Teaching aids used before COVID-19	Effectiveness of teaching aids Yes/No
Participant 1	5 Years	Translating English to Setswana so that learners can understand the content of the subject.	YouTube videos and textbooks.	Yes
Participant 2	6 Years	To help learners master the language very well.	Textbooks & DBE Workbooks	Yes
Participant 3	6 Years	To help learners understand English and be more fluent	Posters and Readers	Yes

Participant 4	5 Years	To help learners have more opportunities in life (career-wise) as English is a medium language	Newspaper articles and posters	Yes
Participant 5	5 Years	Teaching and shaping learners' future	Charts, posters, and textbooks	Yes
Participant 6	5 Years	Mentoring and guiding learners through the process of teaching & learning.	Textbooks	Yes
Participant 7	5 Years	To facilitate the lessons in the classroom.	Charts, Textbooks, and Teacher's Guide	Yes
Participant 8	8 Years	To teach learners how to read comprehensions fluently.	Posters, DBE Workbooks and Textbooks	Yes
Participant 9	7 Years	To develop learners to be better speakers, when coming to	Magazines and Posters	Yes

		the English language.		
Participant 10	6 Years	To ensure that learners learn proper grammar and be able to construct sentences.	Textbooks and DBE Workbooks	Yes

(Source: Created by researcher 2023)

Most teachers have been teaching English for over five years now, thus suggesting that they were teaching during COVID-19. With this knowledgeable attitude, they can teach learners what is required for English subject content. The study found that every English teacher had described his/her role differently. Some spoke about how to teach learners how to construct sentences and how to read comprehension fluently because English is their medium language. Other teachers saw their roles as mentoring and shaping learners' futures. Their other role was to make sure that learners understood the content of the subject.

Additionally, English teachers must make teaching plans that span beyond 36 weeks. According to the research findings, most English teachers from grades 4-6 used DBE workbooks, textbooks, charts, magazines and posters as their teaching aids before COVID-19. All participants declared that the teaching aids they used to teach English before COVID-19 and the process of teaching and learning were very effective.

Table 5.4.2: Themes and categories emerging from the interview

Main Research Question	Theme	Sub-theme
What are primary school English teachers' experiences of implementing the curriculum recovery plan	5.4.2.1 Theme 1: Adapting to the new normal.	5.4.2.1.1 Sub-theme 1: Subject Workshops and Extra Lessons activities.

during COVID-19 in Warmbath Circuit?		
Sub-research questions	Themes	Sub-themes
What were the challenges faced by primary school teachers when implementing a curriculum recovery plan during COVID-19?	5.4.2.2 Theme 2: Challenges of implementing the curriculum recovery plan.	5.4.2.2.1 Sub-theme 1: Lack of knowledge 5.4.2.2.2 Sub-theme 2: Not enough time to cover the whole syllabus
How effective was the implementation of the curriculum recovery plan during COVID-19?	5.4.2.3 Theme 3: Changes in curriculum and curriculum delivery.	5.4.2.3.1 Sub-theme 1: Negative and Positive Impacts.
What are strategies that can be employed by teachers to implement the curriculum recovery plan successfully?	5.4.2.4 Theme 4: Various teaching strategies.	5.4.2.4.1 Sub-theme 1: Visualisation. 5.4.2.4.2 Sub-theme 2: Question and answer. 5.4.2.4.3 Sub-theme 3: Learner-centred.
	5.4.2.5 Theme 5: Methods of assessing learners	5.4.2.4.1 Sub-theme 1: Informal tasks. 5.4.2.4.2 Sub-theme 2: Formal tasks.

(Source: created by researcher 2023)

The researcher presents findings using the themes and sub-themes that have emerged from the semi-structured interviews in details below. It was one-on-one interviews between the researcher and primary school English teachers in Warmbath Circuit. The researcher wanted to know their experiences of implementing the curriculum recovery plan during COVID-19.

It has been shown in the research findings that teachers had different experiences when it came to the implementation of the curriculum recovery plan during COVID-19.

The researcher explained the themes and sub-themes that emerged from the main research question; “What are the primary school English teachers’ experiences on implementing a curriculum recovery plan during COVID-19?”

5.4.2.1 Theme 1: Adapting to the new normal

It has been reported to the researcher by teachers from schools B and C that they were confused at first, but eventually, they adapted. This is supported by participants’ verbatim quotes: “*At first we were not coping but as time goes by, we adapted.*” (Participant 6). Another teacher from the same school shared the same sentiment with Participant 6, saying that they ended up being familiar with the new curriculum recovery plan and able to implement it effectively. Teachers use the constructivism theory to focus on building connections between facts and promoting new understanding in learners. As a result, teachers adapt their teaching approaches to learners’ answers to motivate them to analyse, understand and forecast information (Yager, 2018:56).

5.4.2.1.1 Sub-theme 1: Subject Workshop and extra lesson activities.

The research findings indicated that all 10 participants attended a subject workshop to guide them on how to implement the curriculum recovery plan. Some of the teachers mentioned that even after they had attended the workshop, they still faced certain challenges as their learners had never been exposed to remote learning before. The teachers met a dual difficulty since a lot of them did not feel at ease when utilising digital gadgets and because they are also being compelled to reconsider their teaching methods in this new environment (UNESCO, 2021:15).

Some of the teachers mentioned how they overcame such challenges. Participants 3, 4 and 5 from schools A & B said that they gave their learners extra lessons, and some conducted morning lessons so that they could catch up easily. This is what Participant 5 said: *“I gave them extra activities to do at home.” After all, the workshop gave us light on what is expected of us when teaching English and assessing formal and informal assessments.*” (Participant 9). English workshops somewhat had a positive impact on some of the teachers during their teaching process. According to DBE (2020:16), different strategies could be used in the curriculum recovery process.

Participant 4: *“I planned properly and offered extra lessons to learners.”*

5.4.2.2 Theme 2: Challenges of implementing the curriculum recovery plan

The findings revealed that teachers were faced with different challenges when implementing the new curriculum recovery plan. Many South African rural schoolteachers lack the ability necessary to encourage online learning and teaching because of insufficient or lack of preparation (Monareng et al., 2020:51). Teachers' challenges of implementing the curriculum recovery plan will be discussed under the sub-themes which emanated from theme 2.

Teachers expressed themselves on how different challenges were hindering their curriculum coverage. One of the teachers from school A mentioned that they were unable to implement the curriculum recovery plan effectively because of the language barrier. *“I sometimes had to code-switch so that my learners could understand the subject content very well.”* (Participant 2). According to Nsibande (2020:65), the achievement of the curriculum is dependent on teachers' capability to comprehend the daily curriculum alterations that they come across.

5.4.2.2.1 Sub-theme 1: Lack of knowledge

Teachers mentioned that they could not cope during the implementation of the curriculum recovery plan during COVID-19 due to a lack of knowledge. The subject matter required a lot of research even though sometimes it did not work. According to Participant 10, old teachers are struggling to adapt to new changes such as the curriculum recovery plan due to their level of education and how they studied teaching during the olden days. They did not have access to technology gadgets.

The teachers met a dual difficulty since a lot of them did not feel at ease when utilising digital gadgets and because they are also being compelled to reconsider their teaching methods in this new environment (UNESCO, 2021:15).

Participant 1: *“Sometimes not being fully knowledge in subject content and you still need to research first and still not sure about the subject matter.”*

5.4.2.2.2 Sub-theme 2: Not enough time to cover the whole syllabus.

Participants struggled to finish the subject content due to insufficient time and learners taking longer to complete their assessment activities. Concerning Participant 2, there is a challenge of not having enough time to cover the whole syllabus or implement the new curriculum recovery plan. Learners were still adapting to the new curriculum recovery plan. This affected the finishing of the syllabus. According to Participant 5, teachers could not finish the syllabus due to small groups of learners who were coming to school. They had to repeat the same lesson to different groups and came to school on different days. The tracking process of the ATP affected the completion of the syllabus. Teachers are obligated to arrange their lessons according to the guidelines in the reduced Annual Teaching Plan policy document (Mokoena, 2022:479).

Participant 8 alluded that the teaching pace must meet those learners who cannot learn without pictures, as learners are not the same. The teacher was forced to accommodate every learner, with that little time allocated, and teach according to their pace, even if it took me three days to teach one topic. The 2013 curriculum mandated that teachers conduct information and communiqué technology-based learning procedures. World-wide issues have therefore compelled educators to change quickly (UNESCO, 2020:23).

Participant 3: *“The learners were not finishing up their work in time which led to the delay in covering the syllabus.”*

Participant 6: *“Is just that learners were coming to school in groups, they were rotating...you find that this group comes today and the other ones tomorrow. Therefore, you need to repeat the same thing repeatedly while time was not on our side.”*

Participant 7: *“The challenges that I came across is that of tracking the ATP and PSRIP planner & tracker at the same time.”*

5.4.2.3 Theme 3: Changes in Curriculum and Curriculum Delivery

Participants mentioned that they have received the changes for the curriculum recovery plan due to COVID-19 positively while others said that they were negatively affected. The findings of the study established that 5 out of 10 teachers found it challenging to deal with the changes made in the new curriculum recovery plan and some of the things have changed in terms of the way they used to teach English. Participant 1 from school A mentioned that *“most of the time I used to do road learning but when COVID-19 came I started to rely more on visual aids because my learners were not familiar with the new content.”* During interviews, teachers mentioned changes that occurred during the implementation of the curriculum recovery plan.

Some mentioned that their teaching pace and teaching strategies had to change because of these changes brought by the Department of Education, and were expected to accommodate all learners. The curriculum recovery plan required teachers to make some changes to their teaching (planning thoroughly). The changes involved adapting themes to the shortened annual plan of teaching. Teaching methods and tools changed as they were expected to use videos a lot. This innovative learning education makes use of web media as a teaching tool. Education is not location- or time-bound. The references that students find also differ. Teachers, alternatively, observe the change of old learning replicas into presentations built on interactive programmes (UNESCO, 2020:22).

5.4.2.3.1 Sub-Theme 1: Negative and positive impact on implementing CRP.

- **Negative Impact**

Teachers were not coping with the changes to the curriculum and the integration of grades as well as the use of videos. According to Participant 3, changes to the curriculum affected some of the grade 4 learners, especially those with learning barriers since they were used to being taught in the vernacular. Learners were no

longer participating fully as they were still confused, and some did not have a background in using gadgets. *“It required a lot of time to adjust and get used to the new trimmed annual teaching plan”* (Participant 5).

Participant 4: *“It took us longer to get used because some of our learners are having learning barriers.”*

Participant 8 lamented that the changes had a negative effect because there were not enough workshops and because the one they attended did not help in clarifying some of the activities needed to be done in the classroom.

Participant 1: *“Truly speaking I was not coping at first because I had to change my teaching themes, I had to take themes from another grade and integrate them with what I will be teaching during that term. Learners who are from poor backgrounds did not find it very interesting to be taught with videos”*. This innovative learning education makes use of web media as a teaching tool. Education is not location- or time-bound. The references that students find also differ (UNESCO: 2020:20)

- **Positive Impact**

The changes to the curriculum also had positive impacts on curriculum delivery because of the shortened curriculum. According to Participant 7, the changes to the curriculum had an impact because they reduced the number of activities that were needed to be done per term. **Participant 10** shared the same sentiment with **participant 7** because they found it very easy to implement the curriculum recovery plan as it did not have too many topics. The curriculum trimming will therefore involve determining what topics to maintain and what to drop to lighten the load and make the curriculum workable in the allocated time (DBE, 2020a: 15). It should be noted that no severe disruption such as COVID-19, was anticipated when the lessons were planned.

Participant 2: *“Erhh, it was a positive impact for me because if you can check before COVID-19 we were having too many topics but now they have been reduced and it’s a good thing.”*

5.4.2.4 Theme 4: Teaching Strategies

Teachers had different ways of teaching to implement the curriculum recovery plan. *“I have to teach learners according to their pace because we are teaching learners with learning barriers as our school is a full service”* (Participant 2 from School A).

Participant 1 from the same school added to what her colleague said: *“At some point, I was forced to change from using rote learning to using visual aids when teaching grade 4 learners so that they can be with me on the same page. The reason I changed my teaching strategy is that they take time to understand the content, so them seeing pictures made the teaching and learning process easier and more productive.”*

Teachers opted for the use of pictures and playing videos to make sure that learners understood the content very well. The walls in the classrooms must always talk to learners (Stanton, 2022:7).

5.4.2.4.1 Sub-theme 1: Visualisation strategy

Participants used multimedia for visualisation purposes during the lessons and facilitated assessments. **Participant 1:** *“I usually start by teaching them and after I play a video so that learners can understand what I was talking about since we are a full-service school. Thereafter, I ask learners questions and I open for discussion to hear their views on that video.”* Teachers can promote the use of various representational formats such as audio and video. The discussions and analysis advance human growth (Oliver, 2018:36).

The chosen teaching strategy involved the use of videos and pictures to make the lesson easier for the learners. **Participant 4:** *“I teach using a lot of pictures and videos since my learners enjoy seeing pictures more than listening to what I’m saying due to the language barrier.”*

The use of visual aids made the lessons more effective and productive because learners seemed to enjoy them, and their participation increased.

Participant 9: *“Pictures are making my learners' learning process productive; they are fully participating immediately when they see pictures in a story. They even take over the lesson and start helping each other to understand the content.”*

Participant 3 mentioned that in most cases, learners were encouraged to watch more cartoons since they are still new in the intermediate phase, and most of them do not understand English to enable them to understand the content. Teachers can promote the use of various representational formats such as audio and video. The discussions and analysis advance human growth (Oliver, 2018:36).

5.4.2.4.2 Sub-theme 2: Question and answer strategy

Participants opted for and used the question-and-answer method because they realised that their learners were exposed to online activities. According to Participant 10, the question-and-answer strategy worked for her in teaching English during COVID-19 because in most cases, learners in grade 6 were always participating and enjoyed working as a group. This method was used to encourage learners to take part in their learning process and be able to read on their own. *“I used to give my grade 6 learners notes to read at home and the following day I will ask them questions based on the notes and other researched information related to the subject topic”* (Participant 5). This strategy was used to save time and encourage interaction between the learners and the teacher. According to Taylor and Hsueh (2019:130), this teaching strategy can be used to encourage communication and critical thinking, and may be applied to many disciplines and grade levels.

Participant 8: *“I wanted to save time so I gave my learners textbooks to study at home and during my English period learners will present to the whole class what they have been reading at home. I will then ask them questions such as: What is the title of the story? Who are the main characters, the setting of the story, and the plot? In that way, I will know if they understood the story or not. This strategy worked because learners were participating fully.”*

5.4.2.4.3 Sub-theme 3: Learner-centred strategy

Only one teacher from school B adopted a learner-centred approach to the teaching of English during COVID-19. It was regarded as the best teaching approach, and allowed learners to be responsible for their learning process, and promoted cooperative learning among them as they worked in groups.

“It helps all learners to participate in the classroom and also share ideas” (Participant 6). Teachers in constructivist classrooms frequently engage in small group work, collaborative and interactive activities, and open debates about what learners require to succeed (Sharma & Pooja, 2019:277). Reciprocal questioning, in which learners work together to ask and answer questions, is one strategy for cooperative learning (Bratt, 2018:404).

5.4.2.5 Theme 5: Methods of assessing learners

Participants used different types of assessment and assessment activities to implement the curriculum recovery plan. They used informal and formal assessments to test learners’ understanding. The following assessment activities such as classwork/s and homework/s were used to assess learners. Participant 2 from School A and Participant 8 from School C mentioned that they normally assessed their learners using diagnostic tests. This was meant to check what learners already know. To better grasp the desired discipline learning goals and to encourage learners to become self-directed, all learners and teachers engage in formative assessment, a deliberate, continuing process during learning and teaching (Heritage, 2019:42).

5.4.2.5.1 Sub-theme 1: Informal assessments

- **Classwork/s and Homework/s**

Participants used the classwork and homework for various reasons such as to assist all the learners in the classroom. They also used them to test their understanding of what has been taught.

Participant 1: *“I would say writing classwork in the classroom, and I have included a lot of pictures since we are teaching full-service school. I did not like giving them homework because some did not even bother to write, and their parents were also not helping them at home. I chose to use this assessment activity because our school is having learners with barriers to learning, so I make sure every question has a picture so that learners can understand what is needed.”*

According to Participant 3, learners were given class activities after every lesson to check their level of understanding of the topic. This assessment was chosen to also check whether or not the teaching strategy was working for all learners in the classroom. Participant 4 chose an oral and written assessment because some of the learners were good in talking and others good in writing. Concerning Participant 6, homework/s was given to assess learners' level of understanding about the topic taught for that day and to encourage learners to work on their own. The Annual Teaching Plan guided teachers on which topics to cover and they had to give learners at least six informal assessments every week at least three classwork/s and three homework/s (DBE, 2020:16)

- **Diagnostic test**

Participants used this type of assessment to check their knowledge of the subject topic before the lesson. Participant 8 from School C agreed with Participant 2 from School A that it is very important to test what learners already know rather than to just repeat one topic. This assessment helps the teacher to know his/her learner's level of knowledge regarding certain topics. Assessments should include the application of knowledge and comprehension. In support of this statement, Oliver (2018:36) stated that teachers must examine what their learners already know; for instance, a quiz might be used to find the gaps.

Participant 2: *"I used a diagnostic test first to check what learners already know and after that's when we can go to baseline."*

5.4.2.5.2 Sub-theme 2: Formal assessments

Each teacher has indicated which type of assessment worked for him/her when assessing their learners. Participants indicated that learners should be assessed formally to see if the teaching strategy chosen was effective. This helped in encouraging them to work as a group. Most of them used assignments and projects, tests and examinations. The study found that it is part of a curriculum recovery plan for teachers to assess learners formally at the end of each term using either tests or examinations. This was to make sure that learners understood the content of the whole term well. If the teacher needed to change his/her teaching strategy it was determined by the learners' performance. Participants also indicated that assignments and

projects promoted teamwork among learners, who were fully engaged. In a constructivist classroom, the teacher can use assessments such as lesson observation (debate between learners in groups), assignments, and as well as tests (Cope & Kalantzis, 2020:62).

- **Assignments, projects, tests, and examinations.**

These types of assessment activities were used for formal assessment and evaluation. Assessment activities done at home allow the learner to get better marks.

Participant 5: *“Well we were using assignments; we were using projects. I chose this type of assessment because they are very much better as learners go home with them and get helped at home so that they can acquire better marks.”*

Participant 7: *“I used test and examination as a method of assessing learners to determine learners’ level of understanding based on what I have taught them throughout the term.”*

Participant 9: *“I preferred giving my learners assignments because they get assisted at home. I chose this type of assessment so that ultimately all the learners can be developed.”*

5.5 DATA ANALYSIS AND INTERPRETATION

In this section, the analysis and interpretation of the findings are presented according to each research question, culminating in a discussion of the findings that answer the main research question. The use of current literature assisted in validating the data generated, presented and analysed.

5.5.1 What were the challenges faced by primary school teachers when implementing the curriculum recovery plan during COVID-19?

Teachers received the trimmed teaching plan to cover the syllabus missed due to COVID-19 and lockdown restrictions (*cf*, 5.3.1). They could not finish the trimmed syllabus due to numerous reasons ranging from challenges of teaching the same topic every two days because learners were grouped and came to school on different days to avoid crowding. Their daily teaching activities were not in line with the trimmed

annual teaching plan. Teachers struggled to use the planner and tracker during the trimmed curriculum delivery because they were not familiar with it and added more administrative work on top of the teaching duties (*cf*, 5.3.2). The teachers met a dual difficulty since a lot of them did not feel at ease when utilising digital gadgets and because they are also being compelled to reconsider their teaching methods in this new environment (UNESCO, 2021:15). Teachers had no plans of recovering the work missed for various reasons, such as sick leave. They did not have subject policies that guide them on how to set tasks, how much the tasks weigh, and how many tasks should be written per term (*cf*, 5.3.3.).

Some of the teachers still had challenges implementing the curriculum recovery plan during COVID-19 due to a lack of knowledge (*cf*, 5.4.2.2.1). Widagdo and Anshori (2020:50) assert that teachers must be capable of mastering the material since it is primarily the teacher who imparts knowledge to learners. Some of the teachers mentioned that they had difficulty using technology gadgets, hence implementing the curriculum recovery plan was not an easy task to do. Many South African rural schoolteachers lack the ability necessary to encourage online learning and teaching because of insufficient or lack of preparation (Monareng et al., 2020:51). This led to the central issue of the study, "What are primary school teachers' experiences when adopting a curriculum recovery plan?"

Since the study was based in township and town schools, where most of the teachers are older and unable to use laptops to deliver lessons during COVID-19, the researcher wished to better understand the situation (*cf*, 5.4.2.2.1).

Time was a serious issue for teachers regarding the implementation of curriculum recovery plan. The rotational methods were some of the challenges that led to lack of enough time to cover the curriculum (*cf*, 5.4.2.2.2). The current phased-in and rotational methodologies used in schools make it even more challenging to implement this crucial part of the teaching process. Teachers are not given the time they need for efficient lesson planning in this setting (Mokoena, 2022:479).

According to Nsibande (2020:65), the achievement of the curriculum is dependent on teachers' capability to comprehend the daily curriculum alterations that they come across. The teachers are mostly accountable for putting the curricular policy into

practice ever since they have control over changing the meaning by using a variety of teaching strategies.

They must keep the knowledge, capabilities upbeat attitude and love for teaching. The introduction of improvements was demanding and exhausting for teachers due to the need for more time to adjust throughout the curriculum recovery plan due to the new teaching methods that were introduced (*cf*, 5.4.2.1 & 5.4.2.2).

5.5.2 How effective was the implementation of the curriculum recovery plan during COVID-19?

All teachers had annual teaching plans at their various schools and they used them to plan for their daily activities and to guide them on the four skills (Listening and speaking, reading, and viewing, writing, and presenting, and Language Structure and convention) to be taught during each term (*cf*, 5.3.1). The Annual Teaching Plan (ATP) guided teachers on which topics to cover and they had to give learners at least six informal assessments every week (three class works and three homework).

Teachers followed the Annual Teaching Plan during the curriculum recovery plan to teach all four skills in ten weeks and to conduct formal assessments such as transactional writing, which should be written in week 3-4 before the test and a test which should be written in week 9-10 of the term (DBE, 2020:16).

Other teachers had planners and trackers that were in line with what was written in their daily preparation files (in the lesson plans), and they had dates as to when certain topics should be taught and for how many hours (*cf*, 5.3.2). Their planner and trackers also had strategies that were used to conduct a lesson. Teachers' preparation files were frequently moderated by their subject departmental head. They all had lesson plans some of which were in line with ATP but not in line with planner & and tracker. Some of the teachers had subject policies that were up to standard and everything that should be in that document was there. Some educational establishments are required to develop policies that will allow activities and learning processes to continue in spite of the constraints (Mokoena, 2022:478). Their tasks were set according to their subject policies, and they knew when to assess learners. They designed their subject policies with the help of the subject departmental head (*cf*, 5.3.3). Change needs to be handled as a process since it does not just occur.

The success or failure of a school when implementing change is mostly determined by the school administration, which serves as the central figure around which most of the school's operations rotate. An educational leader should be the one to drive change rather than just follow it (UNESCO, 2020:22). For teachers, this phenomenon offers both difficulties and chances to design engaging, innovative, and enjoyable teaching strategies. This innovative learning education makes use of web media as a teaching tool. Education is not location- or time-bound. The references that students find also differ. Teachers, alternatively, observe the change of old learning replicas into presentations built on interactive programmes. Additionally, the 2013 curriculum mandated that teachers conduct information and communiqué technology-based learning procedures. World-wide issues have therefore compelled educators to change quickly (UNESCO, 2020:23).

Other teachers took the changes of implementing the curriculum recovery plan positively and they adapted very fast, as the trimmed curriculum made things easier for them. Their daily teaching plan has been boosted and gave them a chance to plan their work thoroughly. During these changes, teachers realised that learners were taking part in the lessons (*cf*, 5.4.2.3.1).

For the sake of our context, curriculum trimming entailed eliminating irrelevant and out-of-date content, defining core and extended curriculum components, adopting flexible organisational techniques for study material, and utilising the open curriculum's outline of learning objectives (DBE,2020a:15). The curriculum trimming will therefore involve determining what topics to maintain and what to drop to lighten the load and make the curriculum workable in the allocated time (DBE, 2020a: 15). It should be noted that no severe disruption such as COVID-19, was anticipated when the lessons were planned. Teachers are therefore obligated to arrange their lessons according to the guidelines in the reduced Annual Teaching Plan policy document (Mokoena, 2022:479).

5.5.3 What strategies can be employed by teachers to implement the curriculum recovery plan successfully?

According to DBE (2020:16), different strategies could be used in the curriculum recovery process. The following is emphasised by the DBE: a) the restoration of the instructional phase, which will address the span of the school year, the period of the school day, and the decrease of time allotted for tests and evaluations. To avoid substantially compromising the fundamental information, skills, and values that must be addressed in the time allotted, curriculum interventions may involve reviewing the curriculum. The teaching and learning support that must be given to the teacher and the learners will also be included in the curriculum interventions (DBE, 2020:17). English teachers from the selected schools have adopted different teaching strategies for specific reasons and the situations at their respective schools also played a role. Most of the teachers opted for visualisation as their effective teaching strategy, although some saw question-and-answer and learner-centred teaching strategies as important (*cf*, 5.4.2.4).

Teachers opted for the use of pictures and playing videos to make sure that learners understood the content very well. The walls in the classrooms must always talk to learners (Stanton, 2022:7). The teachers should make sure that their classrooms have enough teaching aids such as pictures related to the English subject pasted everywhere in the classroom. Learners will understand what is being taught better when they see it is pictures. Resources are seen to be the most crucial support structure since they are crucial to curriculum management in schools (DBE, 2020:19). This strategy helped to accommodate all learners with different learning abilities in their classrooms. Learners who participate in accelerated education programmes are exposed to the rigorous academic curriculum with emphasis on core knowledge, values and skills. The review of the exam and evaluation necessities considering the updated or rearranged curriculum. Self-directed learning initiatives encourage learners to be responsible for their education (DBE, 2020:17).

Teachers used videos to teach English lessons, and played a major role in making it easier for learners to understand the content that was presented to them (*cf*, 5.4.2.4.1). This visualisation strategy encouraged learners to participate in the process of learning.

The strategy also assisted teachers and positively contributed to accommodating all learners. Participants alluded that video and audio recordings were used as technological tools to establish a constructivist setting to shape, model, extend, scaffold and clarify learning. This type of teaching strategy not only assists each learner in comprehending the subject matter of the curriculum, but additionally works as a foundation for intellectual growth. Teachers can promote the use of various representational formats such as audio and video. The discussions and analysis advance human growth (Oliver, 2018:36).

Teachers chose to use a question-and-answer teaching strategy to motivate and promote their learners' ability to think critically and to be creative. According to Taylor and Hsueh (2019:130), this teaching strategy can be used to encourage communication and critical thinking, and may be applied to many disciplines and grade levels. The strategy also assisted teachers in grabbing learners' full attention and promoted teamwork (*cf*, 5.4.2.4.2.) With this strategy, learners got an opportunity to ask for clarity should it happen that they missed some of the points during the lesson. Yager (2018:56) mentioned that the constructivism theory shifts the learner from being a passive receiver of knowledge to an active participant in the learning process. This means that learners actively develop their knowledge instead of passively swallowing it from a textbook or a teacher. It also promotes problem-solving through hands-on experience.

Teachers use the constructivism theory to focus on building connections between facts and promoting new understanding in learners. As a result, teachers adapt their teaching approaches to learners' answers to motivate them to analyse, understand and forecast information (Yager, 2018:56). Teachers in constructivist classrooms frequently engage in small group work, collaborative and interactive activities, and open debates about what learners require to succeed (Sharma & Pooja, 2019:277; *cf*, 5.4.2.4.2). They also emphasise interactive learning and are learner-centred, with teachers engaging in discourse with learners to assist them in developing their knowledge (*cf*, chapter 3, sub-heading 3.5). The learner-centred teaching strategy was chosen to promote teamwork among learners (*Cf*, 5.4.2.4.3).

Learners collaborated and helped each other to solve questions. Another option is to designate one learner as the "expert" on a particular subject and have them teach the class. This strategy played a role in accommodating and allowing learners to participate fully in the classroom (*cf*, 5.4.2.4.3). Reciprocal questioning, in which learners work together to ask and answer questions, is one strategy for cooperative learning (Bratt, 2018:404). According to the constructivism, teachers should create the learning environment, guides learners' learning, and serve as academic advisors for learners when implementing the curriculum recovery plan (Folse, 2018:13). This aids in doing away with the traditional teaching approach that places the teacher at the centre, but simply concentrates on knowledge transmission, and sees learners as the subject of knowledge acquisition.

Teachers employed formal and informal assessment activities to assess learners' level of understanding (*cf*, 5.4.2.5). This was done to check if they had been engaged or not. Classwork/s and homework/s formed part of informal assessments and were written after every lesson (*cf*, 5.4.2.5.1).

To better grasp the desired discipline learning goals and to encourage learners to become self-directed, all learners and teachers engage in formative assessment, a deliberate, continuing process during learning and teaching (Heritage, 2019:42). To determine where the learners are in their learning, the teachers can employ real-world formative assessment activities.

According to the Department of Education (2020:14), assessment aims to find the learning requirements of the students, assist the teacher in creating educational programmes for the learners, and establish if a particular educational aim has been achieved or not. The teacher must review the curriculum and the method of teaching utilised to assess learners' performance in terms of clearly defined criteria before establishing suitable assessment tools to obtain learners' learning requirements. Because they are the ones who know the learners best, the teacher is in a good place to assess the learners' learning requirements (DBE, 2020:14).

The Annual Teaching Plan guided teachers on which topics to cover and they had to give learners at least six informal assessments every week at least three classwork/s and three homework/s (DBE, 2020:16) (*cf*, 5.4.2.5.1).

According to Zahorik (2020:18), assessments are tailored to specific subjects and teaching situation aligned with the new curriculum recovery plan, whereby teachers now have a range of techniques to use when assessing learners (*cf*, 5.4.2.5). Assessments should include the application of knowledge and comprehension. In support of this statement, Oliver (2018:36) stated that teachers must examine what their learners already know; for instance, a quiz might be used to find the gaps (*cf*, 5.4.2.5.1).

Teachers regarded collaborative learning as important during the process of learning, as it promoted group work when learners were given projects and assignments. Learners shared some ideas and learned from one another (*cf*, 5.4.2.5.2). Formal assessments such as tests and examinations were written at the end of every term to measure the amount of knowledge the learner could have acquired during the term. In a constructivist classroom, the teacher can use assessments such as lesson observation (debate between learners in groups), assignments, and as well as tests (Cope & Kalantzis, 2020:62).

5.6 CONCLUSION

In this chapter, themes were identified and discussed during semi-structured interviews with the participants (English teachers) from primary schools in Warmbath Circuit. An analysis of the factors discussed above indicates that primary school English teachers in Warmbath Circuit did not get enough time to teach all the topics in the trimmed ATP document due to rotation and phased-in methods employed by the Department of Education. Another contributing factor is that other English teachers are in teaching full-service schools, where some of the learners are having learning barriers. Lesson plans were not correctly dated and there was no thorough preparation made. No curriculum coverage in their files stated how they would cover the lost teaching times in case of long sick leaves.

English teachers had come across different challenges due to time, yet they still managed to deal positively with the challenges. They mentioned that they gave learners extra activities to do at home and conducted morning and afternoon lessons to cover the lost teaching and learning time. English teachers also had to sit down

again and plan their daily lesson thoroughly according to the guidelines in the trimmed Annual Teaching Plan policy document.

This led to the failure to effectively implement the curriculum recovery plan. The data presented support what other researchers have found in the literature. The following chapter presents a summary of the study, outlines the major research findings, makes recommendations and presents a conclusion.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

Chapter five dealt with data presentation, analysis and interpretation of the research findings. It discussed the themes that have emerged from document analysis and interviews. Changes and challenges faced by primary school teachers when implementing the curriculum recovery plan were also discussed. The findings are discussed through the research questions presented in Chapter 1 and presented and categorised according to themes and sub-themes using literature reviewed in Chapters 2 and 3 to support the claims and the discussion. The study aimed to explore how primary school English teachers implemented the curriculum recovery plan during COVID-19 in Warmbath Circuit. The research was conducted at Bela-Bela, Waterberg District in Warmbath Circuit. A qualitative research method was employed in this study. Data was collected through document analysis and face-to-face interviews. The latter were conducted at the three primary schools, where 10 English teachers were selected through purposive sampling. The researcher visited the chosen schools and used handpick criteria, where she only identified 10 intermediate English teachers who were working in classrooms during COVID-19.

The researcher found them to be suitable candidates for the study, which employed thematic analysis for data analysis and interpretation. However, the researcher discussed the research findings with the support of a literature review and theoretical framework sources.

This study employed the constructivism theory because this theory places learners in charge of their own knowledge acquisition, and motivates teachers to work as facilitators. Learners should be the centre of teachers' lessons. Chapter two of this study has highlighted the best strategies to be employed when implementing a curriculum recovery plan. Teachers opted for visual aids (pictures) when teaching English in their classrooms in order for them to implement the curriculum recovery plan successfully. This chapter presents a conclusion drawn from the research results, makes some recommendations, and summarises all chapters.

Recommendations are based on the participants' responses when answering research questions. The researcher proposes the need for further research on the implementation of a curriculum recovery plan. The limitations of the study will also be discussed based on the findings.

6.2 RESEARCH QUESTIONS

Main Question

1. The main research question of this study was: *What are primary school English teachers' experiences of implementing the curriculum recovery plan during COVID-19 in Warmbath Circuit?*

The main research question was supported by **sub-questions**:

1. What were the challenges faced by primary school teachers when implementing the curriculum recovery plan during COVID-19?
2. How effective was the implementation of the curriculum recovery plan during COVID-19?
3. What are strategies that can be employed by teachers to implement the curriculum recovery plan successfully?

6.3 SUMMARY OF CHAPTERS

Chapter One briefly introduced the topic of the study. The readers were provided with an introduction to the subject in that chapter. The background of the study was explained, and concerned the curriculum recovery plan. This chapter also described the difficulties encountered by primary school teachers when putting the recovery plan into practice during COVID-19, which helped to clarify the research problem. Some of

the study's topics were explained to provide the reader with a clear idea of what those terms meant. It described the aim and objectives of the study in detail. By describing the research design, research type, sampling, data collection, data analysis, measures of trustworthiness, ethical considerations, and the significance of the study, the researcher attempted to illustrate how the methodology of the study will be carried out.

Chapter Two discussed the curriculum recovery plan in detail and provided an overview of the international and national context of implementing the curriculum recovery plan.

It also explained how the curriculum recovery plan was implemented nationally and globally during COVID-19. This chapter discussed methods (formal and informal assessment) of assessing English intermediate phase learners during COVID-19. Teachers' experiences, challenges and impacts of implementing the curriculum recovery plan during COVID-19 were also discussed. The chapter concluded with the best strategies and models for managing curriculum changes.

Chapter three presented the theoretical framework of the study, and discussed constructivism and its background in detail. It also discussed different views on constructivism theory and outlined the principle of constructivism. The link between this theory and teaching and the role of both learners and teachers were briefly discussed. The chapter further discussed the criticisms and limitations of the constructivism theory in the classroom.

The research methodology was presented in chapter four. It employed the Interpretivism paradigm and a qualitative research approach of the study. The rationale for empirical research, trustworthiness and ethical considerations elements were discussed. The chapter concluded with the limitations of the study.

Chapter Five provided data presentation, analysis and interpretation. The chapter makes an analysis of research findings which were gathered from participants using document analysis and face-to-face interviews. Thematic analysis was employed as a tool for analysing data. Furthermore, data was also interpreted based on the findings, where themes and sub-themes emerged from the data collected. The researcher then discussed the themes and sub-themes that emerged from research findings and supported them with literature and theoretical framework sources.

Chapter Six presented a summary of the study, and provided conclusions based on the research findings. The chapter also recommended the best strategies that teachers can adopt to implement the curriculum recovery plan successfully. It also suggested that further studies be conducted so that teachers can be well-trained to use gadgets when implementing the curriculum recovery plan in the classrooms. The limitations of the study will be briefly discussed.

6.4 CONCLUSIONS

Primary school English teachers' experiences of implementing the curriculum recovery plan during COVID-19 in Warmbath Circuit.

Conclusion 1: Adhering and using the trimmed annual teaching plan, subject policies, and planners and trackers facilitated the implementation of the curriculum recovery plan.

Conclusion 2: The use of visual aids such as pictures and videos enhanced the teaching and learning of English in the intermediate phase and accommodated different learning styles.

Conclusion 3: Teachers acquired more knowledge about how to implement the curriculum recovery plan effectively during the workshops organised for the purpose.

Conclusion 4: Group discussion and questions and answers increased learner participation during English lessons, and also facilitated the curriculum recovery plan.

Conclusion 5: Teachers used informal assessments (classwork/s and homework/s) and formal assessments (assignments, projects, tests, and examinations) to test learners' understanding and for evaluation.

Conclusion 6: Teachers experienced challenges when implementing the curriculum recovery plan such as adapting to the new normal caused by COVID-19, learner rotation and teaching the same topic twice, lack of knowledge, and not having enough time to cover the trimmed syllabus.

Looking at the research findings in Chapter 5, it came to the researcher's attention that the usage of document analysis regarding the implementation of the curriculum

recovery plan by English teachers in Warmbath Circuit was 70% satisfying. Most of the teachers complied with the documents and policies from the Department of Education. Therefore, the curriculum recovery plan was somewhat implemented positively during COVID-19. Curriculum trimming entails making room for improved learning so that it better meets the desires and capabilities of learners.

Conclusion 7: The changes to the curriculum had an effective impact because it reduced the number of activities that needed to be done per term.

6.5 RECOMMENDATIONS

Based on the findings, every teacher should opt for the strategy which works for him/her and the learners in the classroom during English lessons. When it comes to assessing learners, teachers should be guided by their subject policies and ATPs on what kind of tasks to set, how much it should weigh, and the types of questions to be asked in the question paper and know when to assess learners.

The study employed the qualitative approach and a case study method. They both added value to the collection of data, as important information was produced. Data collected from teachers addressed the research questions. It was clear that teachers believe that the use of pictures and videos when teaching English is constructive and encourages learner participation.

The study further indicated the need for curriculum support, especially for teachers teaching full-service schools. District officials such as subject/curriculum advisors should visit these schools more often to check if they are coping.

This study identified and highlighted strategies for implementing the curriculum recovery plan in primary schools.

Based on the research findings, the following recommendations have been outlined:

6.5.1 Recommendations for the Department of Education

- The Department of Education must send subject advisors to provide teachers in full-service schools with the necessary resources, and do regular visits as a form of support.

- The Department of Education still needs to train teachers, as many historically disadvantaged groups lack the necessary training for even the most fundamental teaching tasks.
- The Department of Education should develop programmes of continuous training to support teachers who lack knowledge about the use of gadgets when implementing a curriculum recovery plan.
- Unfortunately, as representatives from South African schools in rural areas reported, the use of remote learning options has made teachers feel more and more overburdened. The Department of Education district officials must be able to take control of remote learning as needed. This can be effective if they provide schools with infrastructures for supporting learners. They should first check schools' readiness and the necessary technological resources (Mukuna & Aloka, 2020:134).

6.5.2 Recommendations for teachers

- Teachers should always plan their daily activities so that they are able to implement the curriculum recovery plan successfully. They should continue with the use of visual aids during English lessons.
- In light of the pandemic, the implementation of the curriculum recovery plan calls for careful lesson planning and preparation. The current phased-in and rotational methodologies used in schools made it even more challenging to implement this crucial part of the teaching process. Teachers are not given the time they need for efficient lesson planning in this setting (Mokoena, 2022:479). Therefore, the researcher recommends that teachers should be allocated enough time to prepare their lessons.
- Teachers need to adapt to the new curriculum recovery plan, attend more subject workshops and offer extra lessons.
- Teachers must take part in the creation of curricula, which must be developed with the opinions and notions of the teachers. However, the curriculum development team should also consider teachers as a component of the environment that influences the implementation of the curriculum.

- Departmental heads should support their teachers during the process of implementing the curriculum recovery plan. This can be done by calling subject meetings at least twice a month, where they will discuss the challenges faced by teachers and other departmental document policies.
- ICT training courses for teachers will be advantageous to the implementation of the curriculum recovery plan.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

According to the research findings, there is a need for further research studies on the challenges faced by teachers when implementing the curriculum recovery plan. The study should focus on how these challenges can be addressed so that further occurrences can be prevented. The study should be about the introduction of ICT training short courses relevant to the implementation of the curriculum recovery plan and explore other teaching strategies. The Annual Teaching Plan and subject policy should form part of further research to improve proper implementation.

6.7 LIMITATIONS

The researcher encountered a few limitations while conducting research. Firstly, the research findings might not be generalised from the sample to the entire population. Secondly, due to time constraints, the researcher was only allowed to interview teachers during their break time because the circuit and district in Limpopo Department of Education have stated in their approvals that the interview process should not interfere with the teaching time. Therefore, the researcher did not have enough time for follow-up questions as only 30 minutes were allocated. The study dealt with primary school English teachers from one circuit. So, teachers from other circuits could have different views.

6.8 A FINAL WORD

The purpose of the study was to explore how primary school English teachers implemented the curriculum recovery plan during COVID-19 in Warmbath Circuit. The main conclusion is that time was the contributing factor to the challenges mentioned by teachers, which hindered the process of implementing the curriculum recovery plan effectively on time. Therefore, looking at the results, the researcher recommends that

there should be enough time allocated to teachers so that they can finish the syllabus in time and be able to accommodate all learners in the classroom. The Department of Education should invite teachers to attend ICT workshops for better implementation of the curriculum recovery plan.

LIST OF REFERENCES

Abdulkareem, A. (2018). *Understanding the interconnection between interpretive research paradigm and qualitative methodology in library and information science research: A guide for qualitative data collection, data analysis, and data interpretation*. Kaduna State University Library.

Alharahsheh, H. H., & Pius, A. (2020). A review of key paradigms: Positivism VS interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2 (3): 39-43.

Arends, R. I. (2018). *Resource handbook. Learning to teach* (4th ed.). Boston, MA: McGraw-Hill.

Ashton, P., & Gregoire-Gill, M. (2018). "At the Heart of Teaching: The Role of Emotion in Changing Teachers' Beliefs." In J. Raths & A.C. McAninch (eds.), *Teacher Beliefs and Classroom Performance: The Impact of Teacher Education*, (99-123). Greenwich: Information Age Publishing.

Aspers, P. (2019). What is qualitative in qualitative research? *Qualitative Sociology*, 42: 139-160.

Babbie, E., & Mouton, J. (2018). *The practice of social research*. Cape Town: Oxford University Press.

Behling, K., & Hart, D. (2019). Universal design: A model for professional development. In *Universal design in higher education: From principles to practice* (pp. 109–125). Cambridge, MA: Harvard Education Press.

Belland, B. R. (2018). Scaffolding: Definition, current debates, and future directions. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), *Handbook of research on educational communications and technology* (4th ed., pp. 505–518). New York: Springer.

Berndt, A.E. (2020). Sampling methods. *Journal of Human Lactation*, 36(2): 224-226.

Bhandari, P. (2022). *Ethical considerations in research / types & examples*. Scribbr. Retrieved May 27, 2023, from <https://www.scribbr.com/methodology/research-ethics>.

Bhandari, P. (2023). *Triangulation in research | guide, types, examples*. Scribbr. Retrieved May 4, 2023, from <https://www.scribbr.com/methodology/triangulation/>

Bhattacharjee, J. (2019). Constructivist approach to learning – an effective approach of teaching learning. *International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS)*, 1(VI): 65-74.

Bhojanna, U., & Murthy, S, N. (2019). *Business research methods* (2nd ed). New Delhi, India: Excel Books India.

Bieda, K.N., Lane, J., Evert, K., Hu, S., Opperman, A., & Ellefson, N. (2020). A large-scale study of how districts' curriculum policies and practices shape teachers' mathematics lesson planning. *Journal of Curriculum Studies*, 52(6): 770-799.

Booth, D. (2018). *Research guides*. University of Newcastle Library Guides. <https://libguides.newcastle.edu.au/researchmethods>

Bouchrika, I. (2023). *What is empirical research? Definition, types & samples*. Research.com

Bragaru, M., C. P. van Wilgen, J. H. B. Geertzen, S. G. J. B. Ruijs, P. U., & Dijkstra, K. (2018). "Barriers and facilitators of participation in sports: A qualitative study on Dutch individuals with lower limb amputation." *PLoS ONE*, 8 (3).

Brau, B. (2018). Constructivism. In R. Kimmons, *The learners' guide to learning design and research. The edtech books*. Retrieved April, 20 2023 from <https://edtechbooks.org/studentsguide/constructivism>.

Braun, V., Clarke, V., Hayfield, N., & Terry. G. (2019). Thematic analysis. In P. Liamputtong (Ed.), *Handbook of research methods in health social sciences* (843-860). Springer.

Braun, V., & Clarke, V. (2017). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2): 83.

Bratt, C. (2018). "The Jigsaw classroom under test: No effect on intergroup relations evident." *Journal of Community & Applied Social Psychology*, 18(5):403-419.

Brownstein, B. (2019). Collaboration: The foundation of learning in the future. *Education*, 122(2): 240.

Brooks, J., & Brooks, M. (2017). *In search of understanding: The case for constructivist classrooms*. ASCD. NDT Resource Centre database.

Buckner, C. (2019). McDonald R, & Van Der Horst H. (2007). Curriculum alignment, globalization, and quality assurance in South African higher education. *Journal of Curriculum Studies*, 39(1),1–9.

Buckner, E. (2019). Van der Horst, H., & McDonald, R. (2007). *Curriculum decision-makers on decolonising the teacher education curriculum*. Pretoria: University of South Africa.

Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*.

Camp, W.G. (2018) Formulating and evaluating theoretical frameworks for career and technical education research. *Journal of Vocational Education Research*, 26, 1-17.

Carcary, M. (2020). *The research audit trail: Methodological guidance for application in practice*.18 (2)

Carl, A.E. (2019). *Teacher empowerment through curriculum development*. Juta & Company Ltd.

Cherry, K. (2022). *What is a case study? An in-depth study of one person group, or event*. Student resources: Verywellmind. Retrieved September 29, 2023 from www.verywellmind.com

Christiansen, L. (2021). *5 Strengths and 5 limitations of qualitative research. Limitations of qualitative research*. Retrieved May 8, 2023, from

<https://zipreporting.com/qualitative-research/limitations-of-qualitative-research.html>

Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, 19(1),113–133.

- Connelly, F. M., & Clandinin, D. J. (2018). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Cope, B., & Kalantzis, M. (2020). *Multiliteracies: Literacy learning and the design of social futures*. (Eds.). New York: Routledge.
- Copple, C., & Bredekamp, S. (2019). *Developmentally appropriate practice in early childhood programmes*. Washington, DC: National Association for the Education of Young Children.
- Corden, R.E. (2019). Group discussion and the importance of a shared perspective: Learning from collaborative research. *Qualitative Research*, 1(3), 347-367.
- Creswell, J. W. (2019). *Research design* (3rd ed.) London, England: Sage.
- Crossland, J. (2016). Optimal learning in schools-theoretical evidence: Part 1 Piaget's Theoretical background. *School Science Review*, 18, 187-213.
- Dawson, C. (2019). *Introduction to research methods*. (TIFFIN MAIN Q180.55.M4 D36 2019; Fifth edition). Robinson.
- Decarlo, M. (2018). *Scientific Inquiry in Social Work*. Open Social Work Education. www.opensocialworkeducation.com
- DeJonckheere, M., & Vaughn, L.M. (2019). *Semi structured interviewing in primary care research: A balance of relationship and rigour*. Family Medicine and Community Health.
- De Klerk, E.D., & Palmer, J.M. (2021). Resetting Education priorities during COVID-19: Towards Equitable learning opportunities through Inclusion and Equity. *Perspectives in Education*, 39(1), 12-28.
- Delve, Ho, L., & Limpaecher, A. (2023c). *Member check and respondent validation in qualitative research*. <https://delvetool.com/blog/member-check-respondent-validation>.
- Denzin, N.K., & Lincoln, Y.S. (2018). *The Sage handbook of qualitative research*. (3rd edition). Thousand Oaks, CA: Sage.

Department of Basic Education (DBE). (2011). *National Curriculum Statement: Curriculum and Assessment Policy Statement (CAPS)*. Government Printing Works.

Department of Education. (2020). *Guidelines for development of the school timetables: Reopening of schools COVID-19*. Pretoria: Government Printer; 2020. [Google Scholar](#)

Department of Basic Education. (2020). *Guidance: School funding: Exceptional costs associated with coronavirus (COVID-19)*.

<https://www.gov.uk/government/publications/coronavirus-COVID-19>

Department of Education. (2020a). *Circular No S2 of 2020: Release of the revised annual teaching plans for Grade 7 and Grade 12 respectively*. Pretoria: Government Printer; 2020a.

Department of Basic Education. (2021). *School recovery plan in response to COVID-19*. <https://www.education.gov.za/>

Derry, J. (2018). "Abstract Rationality in Education: From Vygotsky to Brandon." In M. Young and J. Muller (eds.), *Knowledge, Expertise and the Professions*, (33-47). London: Routledge.

Diehl C., Guion, L.D., & D. McDonald, D. (2019). "Conducting an In-Depth Interview: FCS6012/FY393, Rev. 8/2019". *EDIS* 2019 (8). <https://doi.org/10.32473/edis-fy393-2019>.

Domegan, C., & Fleming, D. (2019). *Marketing research in Ireland* (3rd ed.). Dublin: Gill MacMillan.

Doyle, A. (2022). *What is a semi-structured interview?* Definition & examples of a semi-structured interview. The Balance. Retrieved May, 4 2023 from

<https://www.thebalancemoney.com/what-is-a-semi-structured-interview-2061632>.

Dube, B. (2020). Rural Online Learning in the context of COVID-19 in South Africa: Evoking an Inclusive Education Approach. *Multidisciplinary Journal of Educational Research*, 10(2), 135-157.

Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J., & Travers, J. (2017). *Educational psychology: Effective teaching, effective learning (3rd ed.)*. Boston, MA: McGraw-Hill College.

European Commission. (2019a). *Human capital: Digital inclusion and skills*. Digital Economy and Society Index Report 2019. Retrieved November 09, 2022 from <https://ec.europa.eu/digital-single-market/en/human-capital>.

Experience. (2022). *Cambridge English Dictionary*. Cambridge University Press. Retrieved September 20, 2022, from <https://dictionary.cambridge.org/dictionary/english/experience>.

Flick, U. (2019). *An introduction to qualitative research*. Thousand Oaks (CA): Sage Publications Ltd.

Folse, K. S. (2018). Six vocabulary activities for the English language classroom. *English Teaching Forum*, 46(3),12-21.

Frost, J. (2023). *Purposive sampling: Definition & examples*. Statistics by Jim. Retrieved May 8, 2023, from <https://statisticsbyjim.com/basics/purposive-sampling/>

Garrison, A.H. (2019). The Influence of research on criminal justice policy-making. *Professional Issues in Criminal Justice*, 24(1), 9–21.

Gamoran, A., Secada, W. G., & Marrett, C. B. (2020). The organizational context of teaching and learning. In *Handbook of the Sociology of Education (37-63)*. Heidelberg, NY: Springer US.

George, T. (2022). *Semi-structured Interviews / definition, guide & examples*. Scribbr. Retrieved May 15, 2023, from <https://www.scribbr.com/methodology/semi-structured-interview/>.

Ginsburg, L. R., Dhingra-Kumar, N., & Donaldson, L. J. (2017). What stage are low-income and middle-income countries (LMICs) at with patient safety curriculum implementation and what are the barriers to implementation? A two-stage cross-sectional study. *BMJ Open*, 7(6), 1–10.

- Grix, J. (2018). *The foundations of research*. New York, NY: Palgrave Macmillan.
- Guba, E. G., & Lincoln, Y. S. (2019). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, 2:163–194). Thousand Oaks, CA: Sage.
- Guest., G, Namey, E., & Chen. M. (2020). A simple method to assess and report thematic saturation in qualitative research. *PLoS ONE*, 15(5): e0232076.
- Hackathorna, J., Solomon, E. D., Blankmeyer, K.L., Tennial, R.E., & Garczynski, A. M. (2021). Learning by doing: An empirical study of active teaching techniques. *The Journal of Effective Teaching*, 11(2), 20-54.
- Haddad, W.D., & Demsky, T. (2019). *The dynamics of education policy making*. Washington D.C.: The World Bank.
- Haynes, K. (2019). *Ethical considerations in research*. Walden University: ResearchGate.[https://www.researchgate.net/publication/337318380 Ethical Considerations in Research](https://www.researchgate.net/publication/337318380_Ethical_Considerations_in_Research)
- Hennink, M. (2021). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science & Medicine*, 292: 1145243.
- Heritage, M. (2019). *Learning Progressions: Supporting instruction and formative assessment*. Washington, D.C: CCSSO.
- Hoare, R. (2017). *Psychology for music teachers Part 1*. England: Southampton.
- Horne, C.S. (2018). *A quick, free, somewhat easy-to-read introduction to empirical social science research methods*. Open educational resources.
- Hosely, M. (2021). *Informed consent: When, why, and how it's obtained*. Resource Library. ADVARRA. [Informed Consent: When, Why, and How It's Obtained - Advarra](#)
- Hoy, W. K., & Woolfolk, A. E. (2021). Teachers' sense of efficacy and the organizational health of schools. *The School Journal*, 93(3), 355-372.
- Ibanez, F. (2022). *What is verbatim transcription?* Optiwords: Alpatrad France.

Implement. (2022). *Cambridge English dictionary*. (Online). Cambridge University Press. Retrieved September 27, 2022 from: <https://dictionary.cambridge.org/dictionary/english/implement>

Indrayadi, T. (2020). How to select participants in my research study?: Sampling in quasi-experiment research. *iJournals: International Journal of Social Relevance & Concern*, 8.

Jansen, J. D., Herman, C., Matentjie, T., Morake, R., Pillay, V., Sehoole, C., & Weber, E. (2017). Tracing and explaining change in higher education: The South African case. In *Review of higher education in South Africa: Selected themes*. Pretoria: Council on Higher Education.

Jansen, J. (2020). *Let's face facts, the 2020 school year is lost. So what to do?* TimesLive. <https://www.timeslive.co.za/ideas/2020-04-09-lets-face-facts-the-2020-school-year-is-lost-so-what-to-do/>.

Jansen, D. (2023). *Research design 101. Everything you need to get started (with examples)*. Retrieved, 2 May 2023 from <https://gradcoach.com/research-design/>

Johnson, J. A. (2018). *Curriculum revision that works: Principles of effective change*. New Jersey: Allyn and Bacon.

Jonassen, D. H. (2019). *Evaluating constructivistic learning. Constructivism and the technology of instruction: A conversation (137-148)*. Hillsdale, NJ: Lawrence Earlbaum Associates.

Khotari, C, R. (2019). *Research methodology: Methods and techniques*. New Delhi, India: New Age International.

Kiger, M.E., & Varpio, L. (2020). *Thematic analysis of qualitative data*. AMEE Guide No. 131, Medical Teacher.

Kurt, S. (2021). Constructivist Learning Theory. Frameworks & Theories. *Educational Technology*. Retrieved 27, April 2023 from <https://educationaltechnology.net/constructivist-learning-theory/>

Kapur, R. (2018). *The significance of social constructivism in education*.

<https://www.researchgate.net/publication/323825342>

Landa, N., Zhou, S., & Marongwe, N. (2021). Education in emergencies: Lessons from COVID-19 in South Africa. *International Review of Education*, (67), 167-183.

Lincoln, Y. S., & Guba, E. G. (2018). Paradigmatic controversies, contradictions and emerging influences. In N. K. Denzin & Y. S. Lincoln. (Eds.). *Handbook of qualitative research*. (4th ed). (163-168). Thousand Oaks, CA: Sage.

Lohman, L., & Hurst, M. (2021). *Social constructivism: Theory, benefits, techniques & examples*.

Lucas, M., Nelson, J., & Sims, D. (2020). *Schools' responses to COVID-19: Pupil engagement in remote learning* [online]. Available: https://www.nfer.ac.uk/media/4073/schools_responses_to_covid_19_pupil_engagement_in_remote_learning.pdf [7 August 2020].

Madhavaiah, G., Nagaraju Ch., & Peter, S. (2018). Innovative Methods in Teaching English Language and Communication Skills. *International Journal of Scientific Research and Reviews (IJSRR)*, 2(3), 141-145.

Mafugu, T. (2021). The impact of peer-peer learning and student-lecturer interaction on Biology pre-service teachers' achievements. *Cypriot Journal of Educational Sciences*, 16(2), 511–521.

Marsh, C.J. (2019). *Key concepts for understanding curriculum*. 4. London: Routledge.

Marshall, C., & Rossman, G.B. (2018). *Designing qualitative research*. California: SAGE Publications, Inc.

Martinez. M. (2020). Cognitive development through the life span. In (Eds). *Learning and cognition: The design of the mind*. (1-31). Pearson.

Mascolo, M. F., & Fischer, K. W. (2019). *Constructivist theories*. *Cambridge Encyclopedia of child development* (49-63). Cambridge, England: Cambridge University Press.

Mathura, P. (2019). *Teachers' perspectives on a curriculum change: A Trinidad and Tobago Case Study*. University of the West Indies, St. Augustine. <https://www.researchgate.net/publication/338226266>

Mayer, S. J. (2018). Dewey's dynamic integration of Vygotsky and Piaget. *Education and Culture*, 24(2): 6-24.

McCombes, S. (2023). *What is a research design | types, guide & examples*. Scribbr. Retrieved May 2, 2023, from <https://www.scribbr.com/methodology/research-design/>

McKinley, J. (2019). Critical argument and writer identity: Social constructivism as a theoretical framework for EFL academic writing. *Critical Inquiry in Language Studies*, 12 (3), 184-207.

Mcleod, S. (2023). *Vygotsky's zone of proximal development and scaffolding*. Theories: Child Psychology and Development. Retrieved 28 April, 2023 from <https://www.simplypsychology.org/zone-of-proximal-development.html>

McMillian, J.H., & Schumacher, S. (2017). *Research in education: Evidence-based inquiry* (7th ed.). Boston: Pearson.

Merrill, M. D. (2019). Constructivism and instructional design. *Educational Technology*, 45-53). [9]

Merriam, S. B. (2019). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Merriam, S. B., & Tisdell, E. J. (2019). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey Bass.

Merriam-Webster Dictionary. (2023). *What are research paradigm-explanation and examples*. Peachy Essay. Retrieved May 2, 2023 from <https://peachyessay.com/blogs/what-is-research-paradigm>.

Miles B, H. (2019). *AM. Qualitative data analysis*. Thousand Oaks (CA): Sage Publications Ltd.

Mohale, A.B., Litshani, N.F., Mashau, T.S., Mudau, T.J., Moyo, H., & Sebopetsa, N.S. (2020). The impact of COVID-19 pandemic on the implementation of curriculum recovery plan in mopani district, Limpopo Province. *Gender & Behaviour*, 18(4): 16602-16617.

Mohan, R. (2021). *What is a case study? Types of case studies*. Graphic Design: Venngage. Retrieved September 29, 2023 from www.venngage.com

Mokoena, M. (2022). Exploring the impact of the COVID-19 pandemic on rural English FAL teachers' lesson planning. *Arab World English Journal* 2nd Special Issue on COVID-19 Challenges January 2022.479- 491.

Monareng, J., Ramraj, A.B., & Mashau, P. (2020). The rise in online learning in South African schools due to the coronavirus pandemic. *Gender & Behaviour*, 18 (4): 16753-16762.

Mukuna, K.R., & Aloka, P.J.O. (2020). Exploring educators' challenges of online learning in COVID-19 at a rural school, South Africa. *International Journal of Learning, Teaching and Educational Research*, 19(10): 134-149.

Musa. A.I. (2019) Understanding the intersections of paradigm, meta-theory, and theory in library and information science research: A social constructionist perspective. *Samaru Journal of Information Studies*, 13 (1 & 2): 201.

Myers, M. D. (2018). *Qualitative research in business & management*. SAGE Publications.

Nelson, J., & Sharp, C. (2020). *Schools' responses to COVID-19: Key findings from the wave 1 survey* [online]. Available: https://www.nfer.ac.uk/media/4097/schools_responses_to_covid_19_key_findings_from_the_wave_1_survey.pdf [7 August, 2020].

Nickerson, C. (2023). *Interpretative paradigm and research philosophy. Research methods*. Retrieved 7 May 2023 from <https://simplysociology.com/interpretivism-paradigm.html>. Scribbr.

Nicolas, A. (2021). *Thematic analysis- a guide with examples*. Research Prospect.

Nikolopoulou, K. (2022). *What is purposive sampling? Definition & examples*. Retrieved May 8, 2023, from <https://www.scribbr.com/methodology/purposive-sampling/>

Ningi, A.I. (2022). Data presentation in qualitative research: The outcomes of the pattern of ideas with the raw data. *International Journal of Qualitative Research*. 1 (3).

Noble, N., & Heale, R. (2019). Triangulation in research, with examples. *BMJ Journals*, 22(3).

Novak, J. (2018). Meaningful Learning: The essential factor for conceptual change in limited or inappropriate propositional hierarchies leading to empowerment of learners. *Science Education*, 86(4): 548-571.

Nsiband, N. (2020). *Curriculum transformation in South African schools*. Braamfontein: Centre for Education Policy Development.

OECD. (2020a). *Building a coherent response for a sustainable post-COVID-19*. Paris: OECD.

Oliva, P.F., & Gordon, W. (2018). *Developing the curriculum*. Boston: Pearson Publishers.

Oliver, K. M. (2018). Methods for developing constructivism learning on the web. *Educational Technology*, 40 (6).

Ornestein, A., & Hunkins, F. (2018). *Curriculum design in curriculum: Foundations, principles and issues* (5th ed.) .Pearson/Allyn and Bacon. Boston, MA.

Parker, M., & Alfaro, P. (2021). *Education during the COVID-19 pandemic: access, inclusion and psychosocial support*. COVID-19 Response: United Nations.

- Patton, M. (2020). *Qualitative research and evaluation methods*. Thousand Oaks (CA): Sage Publications Ltd.
- Phelps, N.L. (2019). Setting up a crisis recovery plan. *Journal of Business Strategy*, 6 (4): 5-10.
- Piaget, J. (1980). Part I: Cognitive development in children: Piaget development and learning. *Journal Research in Science Teaching*, 2(3):176-186.
- Pittman, J., Rutz, E., & Elkins, V. (2018). Technology-enabled content in engineering technology and applied science curriculum: Implications for online content development in teacher education. *Journal of Interactive Online Learning*, 5(1): 32-56.
- Radu, V. (2023). *Qualitative research: Definition, methodology, limitation, examples. Gathering data*. The Ultimate CRO Guide. Conversation Rate Optimization.
- Rapley, T. (2018). *Doing conversation, discourse and document analysis*. Sage.
- Rajagopal, R. (2023). *Interview transcription-verbatim vs. non-verbatim*. MOS Transcription Company. www.transcriptionservices.com.
- Reese, W.J. (2018). In search of American progressives and teachers. *History of Education: Journal of History of Education Society*, 42(3): 320-334.
- Reznitskaya, A., Anderson, R, C., & Kuo, L.J. (2017). Teaching and Learning Argumentation. *Elementary School Journal*, 1017:449-472.
- Rhodes, L. K., & Bellamy, G. T. (2019). Choices and consequences in the renewal of teacher education. *Journal of Teacher Education*, 50(1): 17-18.
- Rothbauer, P. (2023). Triangulation. In Given, Lisa (Ed). *The SAGE Encyclopedia of qualitative research methods*. Sage Publications. 892-894.
- Ruggie, J. G. (2018). What makes the world hang together? Neo-utilitarianism and the social constructivist challenge. *International Organization*, 52(4): 855-885.
- Rummel, E. (2018). Constructing cognition. *American Scientist*, 96(1): 80-82.

Sahin, I. (2020). Case of obtaining permission for data collection in turkey within the context of academic freedom and ethics. *New Waves Educational Research & Development*, (23): 64-83.

Sayer, P., & Crawford, T. (2019). Developing a collaborative qualitative research project across borders: Issues and dilemmas. *The Qualitative Report*, 22(6): 1580-1588.

Schleicher, A. (2020a). *The impact of COVID-19 on education - Insights from Education at a Glance 2020*. Paris: OECD.

School. (2022). Merriam-Webster.com Dictionary, Merriam-Webster. Retrieved September 11, 2022 from <https://www.merriam-webster.com/dictionary/SCHOOL>

Sharma, H., & Pooja, L. (2019). Enhancing Students interest in English language via Multimedia Presentation. *International Journal of Applied Research*. 2(1): 275-281.

Shange, X.M. (2021). *The ambit of ethics in the South African academic institutions: Experience of coloniality. Ethical Research Approaches to Indigenous Knowledge of Education*. University of South Africa: South Africa.

Sharma, H. L., & Rani, K. (2019). Tracing the conceptual framework of multimedia-based instructional package for enhancing English language skills. *International Journal of Science and Research (IJSR)*, 5(2).

Shay, S. (2019). Curriculum formation: A case study from history. *Studies in Higher Education*. 2011; 36(3):315–329.

Shenton, A.K. (2018). Strategies for ensuring trustworthiness in qualitative research projects. *Division of Information and Communication Studies, School of Informatics, Lipman Building*. Northumbria University, Newcastle upon Tyne, NE1 8ST, UK.

Shiel, C., & Jones, D. (2019). *Sustainability and social justice: Leadership challenges Assembling and Governing the Higher Education Institution* (pp. 11–34). Palgrave Macmillan.

Singh, P. (2020). Tobephobia: Teachers Ineptitude to manage curriculum change. *World Academy of Science, Engineering and Technology*, 72(2): 595-602.

Shuttleworth, M. (2018). *Case study research design*. Retrieved May 06, 2023, from Explorable.com: <https://explorable.com/case-study-research-design>

Smith, D.L & Lovat, T. (2016). *Curriculum: Action on reflection*. Ligare Book Printers.

Smith, K. (2018). Becoming the "guide" on the side. *Educational Leadership*, 51(2): 35- 37.

Smith, A. (2019). "Interview differences between structured, unstructured and semi-structured interviews".

Slavin, R. (2020). *Cooperative learning: Theory, research and practice*. Englewood Cliffs, NJ: Prentice.

Spaull, N. (2018). *Poverty and privilege: Primary school inequality in South Africa*. Stellenbosch University, Department of Economics.

<https://www.ekon.sun.ac.za/wpapers/2018/wp132012/wp-13-2018.pdf>.

Stahl, N & King,J. (2020). *Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research*. 44.6-28

Stanton, R. (2022). *The importance of an engaged learning environment*. *The School in Rose Valley*, 20 School Lane, Rose Valley, PA 19063.

Sradevi, K.V. (2019). *Constructivism in science education*. New Delhi: Discovery Publishing House Pvt Ltd.

Stauffer, B. (2020). *What is a curriculum and how do you make one?* Career & Technical Education Blog: Applied education systems. Retrieved November 09, 2022 from <https://www.aeseducation.com>

Suri, H. (2021). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal*, 11(2): 63–75.

Swayer, R.K. (2019). *The Cambridge handbook of the learning sciences*. New York: Cambridge University Press

Tadesse, M. (2018). Assessment on problems of the new pre-service teachers training programme in Jimma University Ethiopian. *Journal of Education and Sciences*, 2(2): 63-72.

Tam, M. (2020). Constructivism, instructional design and technology: Implications for transforming distance learning. *Educational Technology and Society*, 3(2).

Tanner, D., & Tanner L. (2017). *Curriculum development: Theory into practice*. New York: Macmillan.

Taylor, S., & Hsueh, Y. (2019). Implementing a constructivist approach in higher education through technology. *Journal of Early Childhood Teacher Education*, 26, 127-132.

Teacher. (2020). *Merriam-webster.com dictionary*. Merriam-Webster. Retrieved September 11, 2022 from <https://www.merriam-webster.com/dictionary/TEACHER>

Tenny, S., Brannan, J.M., & Brannan, G.D. (2023). Qualitative Study. In: StatPearls [Internet]. *Treasure Island (FL)*: StatPearls Publishing: 2023.

Terre Blanche, M., Durrheim, K., & Panter, D. (2018). *Research in practice: Applied methods for the social sciences*. 2nd (ed.). University of Cape Town Press.

Thorne, S. (2020). On the use and abuse of verbatim quotations in qualitative research reports. Wiley Online Library. *Nurse Author & Editor*, 30 (3):4-6.

Throu, V. K., & Shridhar, B. G. (2018). *Unlock their future: A skills based approach to teaching and learning English*. Sterling Paperbacks, 13.

Ulz, J. (2023). *What is a research paradigm?* Types of research paradigms with examples. Educational resources and simple solutions for your research journey. Retrieved 2 May 2023 from <https://researcher.life/blog/article/what-is-a-research-paradigm-types-examples/>

UNESCO. (2021). "*National education responses to COVID-19: The situation of Latin America and the Caribbean*". Santiago.

UNESCO Chair Global Health and Education. (2020). "Preliminary results of the survey on school reopening" [online], Paris [date of reference: 18 December 2020] <https://unescochairghe.org/resources/themes-COVID-19/preview-survey-school-reopening/>.

UNESCO. (2020b). "Learning through radio and television in the time of COVID", [online], Paris [date of reference: 29 October 2020] <https://en.unesco.org/news/learning-through-radio-and-televisiontime-COVID-19/>

UNICEF. (2020). *Key messages and actions for COVID-19 prevention and control in schools*.

UNISA. (2016). *Unisa research ethics document*. Pretoria: University of South Africa.

Van Den Hoonaard, W. (2019). Is Anonymity an artefact in ethnographic research? *Journal of Academic Ethics*, 1 (2): 141-151.

Van der Graaf, L., Dunajeva, J., Siarova, H., & Bankauskaite, R. (2021). *Research for CULT committee education and youth in Post-COVID-19 Europe*. Crisis effects and policy recommendations. European Parliament, Policy Department for Structural and Cohesion Policies, Brussels.

Vannak, H. (2019). *The application of constructivism approach in the English language classroom*. BELTEI International University.

Vijayamohan, P. (2023). *Purposive sampling 101: Definition, types, and examples*. *Survey sparrow*. Retrieved May 9, 2023, from <https://surveysparrow.com/blog/purposive-sampling/>

Vitthal, V. P. (2021). Innovative techniques, methods & Trends in English Language teaching. *IOSR Journal of Humanities & Social Science (IOSR-JHSS)*, 20 (6): 1, 40-44.

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Walia, J. S. (2018). *Learner, learning and cognition*. Jalandhar: Ahompaul Publishers.

Waila, A., & Chetty, P. (2020). *How to formulate a research strategy?* Project Guru Retrieved, 5 May 2023 from www.projectguru.in

Waks, L.J. (2019). Guiding intuitions in education: Lesson planning as consummatory experience. *Education and Culture*, 35 (2): 27-46.

Western Governors University (WGU). (2020). *What is constructivism?* teaching and education. Retrieved March 17, 2023 from <https://www.wgu.edu/blog/what-constructivism2005.html#close>

WHO. (2019). Coronavirus disease (COVID-19). *World Health Organisation*. Retrieved October 3, 2022 from https://www.who.int/health-topics/coronavirus#tab=tab_1

WHO. (2020b). *Archived: WHO Timeline—COVID-19*. World Health Organization. <https://www.who.int/news-room/detail/27-04-2020-who-timeline---COVID-19>

Widagdo, W., & Anshori, I. (2020). Curriculum implementation during COVID-19 pandemic in sociological perspective. *NidhomulHaq: Jurnal Manajemen Pendidikan Islam*. DOI: <https://doi.org/10.31538/ndh.v5i3.1085>

Willis, J.W. (2017). *Foundations of qualitative research: Integrative and critical approaches*. World Views, Paradigms and the Practice of Social Science Research.

Worldometer. (2020). *Coronavirus*. Worldometers. Info.

<https://www.worldometers.info/coronavirus/>

Xu, W. & Zammit, K. (2020). Applying Thematic Analysis to Education: A Hybrid Approach to Interpreting Data in Practitioner Research. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/169406920918810>

Yager, R. E. (2018). The constructivist learning model: Toward real reform in science education. *The Science Teacher*, 58(6):52-57.

Yaro, L. (2020). A conceptual framework analysis for implementing curriculum policy change in the Cameroon education system. *American Research Journal of Humanities & Social Science*. 03 (06): 86-107.

Yin, R. K. (2018). *Case Study research: Designs and methods* (4th Ed). Thousand Oaks, CA: Sage.

Zahorik, J. A. (2020). *Constructivist teaching*. Bloomington: Phi Delta Kappa Educational Foundations. (390).

APPENDICES

APPENDIX A: PROOF OF REGISTRATION



1124 M1RST

MAELE K M MISS
P O BOX 887
GROOTHOEK HOSPITAL
0628

STUDENT NUMBER : 5510-982-9

ENQUIRIES NAME : G MADHOSA
ENQUIRIES TEL : (012) 441-5702

DATE : 2023-05-09

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources.

DEGREE : MED (CURRICULUM STUDIES) (98434)
TITLE : Primary school english teachers' experiences of implementing the Curriculum Recovery Plan during Covid-19 in Warmbath Circuit

SUPERVISOR : Mr NX MAJOLA (majolmx@unisa.ac.za)

ACADEMIC YEAR : 2023

TYPE: DISSERTATION

SUBJECTS REGISTERED: DFDID95 MSD - Didactics

A statement of account will be sent to you shortly.

You must re-register online and pay every academic year until such time that you can submit your dissertation/thesis for examination.

Students registering for the first time for a dissertation or thesis must complete a research proposal in their first year of study. Guidelines will be provided by your supervisor/contact person.

If you intend submitting your dissertation/thesis for examination you have to submit an Intention to submit form (available on the website www.unisa.ac.za) at least two months before the date of submission. If submission takes place after 15 November, but before the end of January of the following year, you do need not to re-register and pay registration fees for the next academic year. Should you submit after the end of January, you must formally reregister online and pay the full fees.

Please access the information with regard to your personal librarian on the following link:
<https://bit.ly/3hxNgVr>

Yours faithfully,

Prof M S Mothata
Registrar



University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: ETHICAL CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2023/06/07

Ref: **2023/06/07/55109829/34/AM**

Name: Ms KM Maele

Student No.: 55109829

Dear Ms KM Maele

Decision: Ethics Approval from
2023/06/07 to 2026/06/07

Researcher(s): Name: Ms KM Maele
E-mail address: 55109829@mylife.unisa.ac.za
Telephone: 066 274 0572

Supervisor(s): Name: Dr. M.X. Majola
E-mail address: majolmx@unisa.ac.za
Telephone: 012 429 2516

Title of research:

Primary School English Teachers' Experiences of Implementing the Curriculum Recovery Plan During Covid-19 In Warmbath Circuit.

Qualification: MEd Curriculum Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2023/06/07 to 2026/06/07.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2023/06/07 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2026/06/07**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2023/06/07/55109829/34/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof Mpine Makoe
ACTING EXECUTIVE DEAN
qakisme@unisa.ac.za

APPENDIX C: DISTRICT APPROVAL LETTER



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
WATERBERG

Private Bag X 1040
Modimolle
0510

Ref : 84548932
Enq : Makhananisa MC
Tel : 014 718 1500

TO : Mr. / Mrs. / Ms. Maele KM (Khabela)
Private Bag X1625
Bela Bela
0480

FROM: HR CONDITIONS OF SERVICE

RE: REQUEST TO CONDUCT RESEARCH: YOURSELF

1. Receipt of your letter on the above subject is hereby acknowledged.
- 1.1 In response thereto, please be advised that permission to conduct a Research study for proposed research: **Primary School English Teachers' experiences of Implementing the Curriculum Recovery Plan during Covid-19 in Warmbaths Circuit** is hereby granted subject to the following conditions:
 - ❖ That the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools.
 - ❖ The research will not have any financial implications for the Limpopo Department of Education.
 - ❖ Upon completion of research study, the researcher shall share the final product of the research with the Department.
2. The District appreciates the contribution that you wish to make and wishes you success on your research.

3. Regards

.....
DISTRICT DIRECTOR

2023/07/06
.....
DATE

84 Cnr Limpopo & Thabo Mbeki Street NTK building, Modimolle, 0510, Private Bag X 1040,
Modimolle, 0510
Tel: 014 718 1500/ Fax 014 717 2785

The heartland of Southern Africa-development is about people

APPENDIX D: CIRCUIT APPROVAL LETTER



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF EDUCATION
WATERBERG DISTRICT
Warmbaths Circuit**

REFERENCE : 84548932
ENQUIRIES : Oosthuizen Z.

19 July 2023

The Principal
Jinnah Park Primary
Mmamakwa Full Service School
Hleketani Primary

Sir/Madam

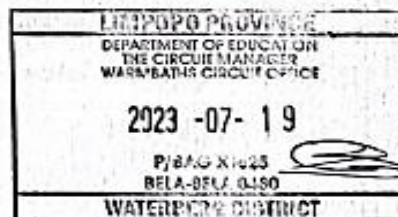
CONDUCTING RESEARCH: MAELE K.M.

The matter above refers

1. Ms Maele received approval from the District Office to conduct research at your school.
2. Kindly allow Ms Maele to conduct her research. Please ensure that teaching and learning are not compromised during the research. Arrangements should be done in advance on the time and date on which your school will be visited.
3. Your assistance in this regard is always appreciated

Regards

**CIRCUIT MANAGER:
Thabethe M.S.**



DEPARTMENT OF EDUCATION,
Warmbaths Circuit Office, Private Bag X 1025, Bela-Bela, 0450
Tel 014 7362235

The heartland of Southern Africa – development is about people

APPENDIX E: APPROVAL LETTERS FROM SCHOOLS

JINNAH PARK PRIMARY SCHOOL

POSTAL ADDRESS:

P.O. Box: 296,
Warmbaths,
Bela-Bela,
0480

TEL/FAX:

014 000 4548



STREET ADDRESS:

12 Mia Street,
Warmbaths,
Bela-Bela,
0480

E-MAIL:

jinnahpark@belanet.co.za

To whom it may concern

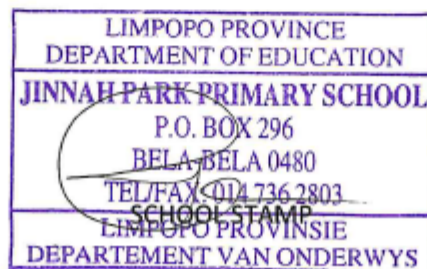
This is to confirm that Ms Maele K.M has been granted permission to conduct her research in the above mentioned school.

Permission to conduct research titled: **Primary School English Teachers Experiences of implementing the curriculum Recovery plan during Covid-19 in Warmbaths Circuit.**

Educators were humbly requested to assist Ms. Maele K.M in this regard.

Yours Faithfully

Chaba L.M



Mmamakwa Full Service Primary School



PHYSICAL ADDRESS

207 KHOTA STREET
BELA-BELA
0480

ENQ: TAIT S.R. (PRINCIPAL)

076 4336659 / 072 621 9894

EMAIL: mmamakwafullserviceprimary@gmail.com

EMIS NO: 910130901

POSTAL ADDRESS

F.O. BOX 179
BELA-BELA
0480

LIMPOPO



PROFESORALE DIENST EN VERBOD
OP TOEGANG TOT TOEGANG
Department of Education

MOTTO: "MENSAMAINCORPORSANG"

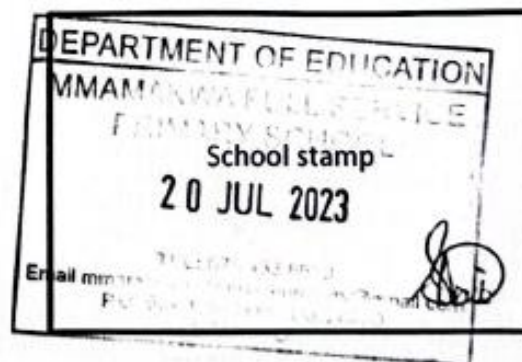
To whom it may concern

This is to confirm that Maela K.M has been granted permission to conduct her research at our school.

Permission is to conduct research titled: Primary school English Teachers' Experiences of Implementing the Curriculum Recovery Plan during the Covid-19 in Warmbaths Circuit.

Teachers are requested to assist her.

Principal



HLEKETANI PRIMARY SCHOOL

Email: hleketaniprimaryschool@gmail.com

EMIS NO: 910130314



Physical Address:
Stand No 2277
Hector Peterson Street
Bela-Bela
0480

Enq: TSHWAANE T.M

Postal Address:
PO Box 1607
Bela-Bela
0480



Tel: 014 737 7394

TO WHOM IT MAY CONCERN

This is to confirm that Ms Maele K.M has been granted permission to conduct her research in above mentioned school.

Permission to conduct research titled: **Primary School Teachers' Experiences of Implementing the Curriculum Recovery Plan during Covid-19 in Warmbaths Circuit.**

Educators are humbly requested to assist her in this regard.

Yours Faithfully

Tshwaane T.M

APPENDIX F: CONSENT FORM



LETTER TO REQUEST CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY

I, Teacher 1 (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the semi-structured interviews.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)

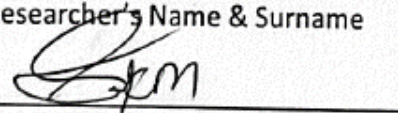
Teacher 1


Participant Signature

21/07/2023
Date

Researcher's Name & Surname

Maele Kgothatso Marry


Researcher's signature

21/7/2023
Date



APPENDIX G: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT AN INSTITUTION

Request for permission to conduct research in Waterberg District at Warmbath Circuit, Limpopo Department of Education.

Title of your research: **Primary school English Teachers' Experiences of Implementing the Curriculum Recovery Plan during COVID-19 in Warmbath Circuit.**

Date: **14 June 2023**

UNISA College of Education. Department of Curriculum and Instructional Studies

**House 10043
Matome Village
0628**

**The District Senior Manager
Waterberg District**

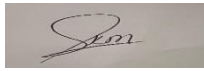
Dear Sir/Madam

I, Maele Kgothatso Marry am doing research under the supervision of Dr. Xolani Moffat Majola a lecturer in the Department of Curriculum and Instructional Studies towards a Doctor of Education at the University of South Africa. The researcher has funding from the Division of Student Funding (DSF) (UNISA Postgrad Bursary) for conducting a Dissertation and helping in purchasing all the necessary resources required. The study is entitled **Primary School English Teachers' Experiences of Implementing the Curriculum Recovery Plan during COVID-19 in Warmbath Circuit.** We are requesting permission to conduct research at Waterberg District under the Limpopo Department of Education in Warmbath Circuit. The aim of the study is to explore how primary school English teachers implemented the curriculum recovery plan during COVID-19 in the Warmbath circuit. Your institution has been selected because it has teachers who were working during the COVID-19 pandemic.

The study will gather primary data, using semi-structured interviews and document analysis. The benefits of this study are that it will add to the literature and knowledge about the experiences of primary school teachers on the implementation of curriculum recovery plans during COVID-19. The findings will hopefully help the teachers within Warmbath Circuit, the Province at large, and the officials of the Department of Education to take into consideration all the challenges faced by teachers when implementing the recovery plan during COVID-19. The study will provide the framework for how to implement the recovery plan and enhance teaching and learning.

The study will also highlight the best strategies for how implementing curriculum recovery plans effectively, to regain the lost teaching and learning time. Since the study will be conducted at the schools which is the workplace of the participants, therefore there won't be potential risks involved in this research. There will be no reimbursement or any incentives for participation in the research. The findings of the study will be shared with the participants through a presentation during circuits meetings with the permission of the subject advisory.

Yours sincerely

A small, rectangular image showing a handwritten signature in black ink on a light-colored background. The signature is cursive and appears to read 'K. Maele'.

Kgothatso Maele
(Master's Student)



APPENDIX H: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT AN INSTITUTION

Request for permission to conduct research in Warmbath Circuit, at the following three Primary Schools: (Jinnah Park, Mmamakwa Full Service & Hleketani Primary Schools), Limpopo Department of Education.

Title of your research: **Primary school English Teachers' Experiences of Implementing the Curriculum Recovery Plan during COVID-19 in Warmbath Circuit.**

Date: **19 July 2023**

UNISA College of Education. Department of Curriculum and Instructional Studies

**House 10043
Matome Village
0628**

**The Circuit Manager
Warmbath Circuit
0480**

Dear Sir/Madam

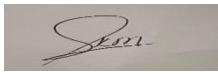
I, Maele Kgothatso Marry am doing research under the supervision of Dr. Xolani Moffat Majola a lecturer in the Department of Curriculum and Instructional Studies towards a Doctor of Education at the University of South Africa. The researcher has funding from the Division of Student Funding (DSF) (UNISA Postgrad Bursary) for conducting a Dissertation and helping in purchasing all the necessary resources required. The study is entitled **Primary School English Teachers' Experiences of Implementing the Curriculum Recovery Plan during COVID-19 in Warmbath Circuit.** We are requesting permission to conduct research at Waterberg District under the Limpopo Department of Education in Warmbath Circuit. The aim of the study is to explore how primary school English teachers implemented the curriculum recovery plan during COVID-19 in the Warmbath circuit. Your institution has been selected because it has teachers who were working during the COVID-19 pandemic.

The study will gather primary data, using semi-structured interviews and document analysis. The benefits of this study are that it will add to the literature and knowledge about the experiences of primary school teachers on the implementation of curriculum recovery plans during COVID-19.

The findings will hopefully help the teachers within Warmbath Circuit, the Province at large, and the officials of the Department of Education to take into consideration all the challenges faced by teachers when implementing the recovery plan during COVID-19. The study will provide the framework for how to implement the recovery plan and enhance teaching and learning.

The study will also highlight the best strategies for how implementing curriculum recovery plans effectively, to regain the lost teaching and learning time. Since the study will be conducted at the schools which is the workplace of the participants, therefore there won't be potential risks involved in this research. There will be no reimbursement or any incentives for participation in the research. The findings of the study will be shared with the participants through a presentation during circuits meetings with the permission of the subject advisory.

Yours sincerely

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read 'Kgothatso Maele'.

Kgothatso Maele
(Master's Student)

APPENDIX I: PARTICIPANT INFORMATION SHEET

Date: 12 May 2023

Title: Primary School English Teachers' Experiences of Implementing the Curriculum Recovery Plan during COVID-19 in Warmbath Circuit.

DEAR PROSPECTIVE PARTICIPANT

My name is Maele Kgothatso Marry, am doing research under the supervision of Dr. Xolani Moffat Majola a lecturer in the Department of Curriculum and Instructional Studies towards a Doctor of Education at the University of South Africa. The researcher has funding from the Division of Student Funding (DSF) (UNISA Postgrad Bursary) for conducting a Dissertation and helping in purchasing all the necessary resources required. We are inviting you to participate in the study entitled **Primary School English Teachers' Experiences of Implementing the Curriculum Recovery Plan during COVID-19 in Warmbath Circuit.**

The aim of the study is to explore how primary school English teachers implemented the curriculum recovery plan during COVID-19 in the Warmbath circuit. Data will be collected using document analysis and semi-structured interviews. This study is expected to collect important information that could highlight the best strategies for how implementing curriculum recovery plans effectively, to regain the lost teaching and learning time. The benefit of this study is that it will add to literature and knowledge about the experiences of primary school teachers on the implementation of curriculum recovery plans during COVID-19. The findings will hopefully help the teachers within Warmbath Circuit, the Province at large, and the officials of the Department of Education to take into consideration all the challenges faced by teachers when implementing the recovery plan during COVID-19. The study will provide the framework for how to implement the recovery plan and enhance teaching and learning.

You are invited because you are one of the teachers who were working during COVID-19 in Warmbath Circuit. The researcher obtained the contact details from the Limpopo Department of Education in the Waterberg District, Warmbath Circuit Human Resource officials. The participants will be selected using purposeful sampling because the researcher wanted to use handpick criteria.

Only 10 Intermediate English teachers from Warmbath Circuit schools will form part of the sample size, especially those who were working during COVID-19. The selected group of participants will be able to explain their experiences when implementing the Curriculum Recovery Plan during COVID-19. All participants are expected to at least be over the age of 18 years.

The study involves semi-structured interviews which will be recorded and the use of documents to collect data regarding how teachers are implementing the Curriculum Recovery Plan during COVID-19. During semi-structured interviews, the researcher will ask closed and open-ended questions, which will allow the participants to give their experiences. The process of conducting research will take up to 2 hours for both data-collecting methods. Time allocation for conducting interviews will be 45 minutes, therefore participants can get enough time to express their views about implementing Curriculum Recovery Plan during COVID-19. Participants are expected to provide the researcher with the relevant documents needed for the purpose of the study, documents such as Curriculum policies and Annual Teaching Plans.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent. You are free to withdraw at any time and without giving a reason, but only before the recordings of the interviews are saved. You cannot withdraw from the interview process for as long as all the necessary information has been recorded, since the researcher won't be asking for your identities, you will remain anonymous.

The study aims at exploring how primary school English teachers implemented the curriculum recovery plan during COVID-19 in the Warmbath circuit. The benefit of this study is that it will add to the literature and knowledge about the experiences of primary school teachers on the implementation of curriculum recovery plans during COVID-19. The findings will hopefully help the teachers within Warmbath Circuit, the Province at large, and the officials of the Department of Education to take into consideration all the challenges faced by teachers when implementing the recovery plan during COVID-19. The study will provide the framework for how to implement the recovery plan and enhance teaching and learning.

There won't be any potential level of harm or risk to participants as they will be participating voluntarily, and they have a right to withdraw should they not feel comfortable during the process of interviews. The researcher will issue consent forms to participants just before the process of conducting the interview commences.

The interviews won't be conducted in dangerous places which might pose risk to participants, instead, they will be done at their workplaces (schools) Anonymity will be ensured by the researcher, therefore participants won't be urged to reveal their identities during the interviews. The participants will feel more comfortable answering questions as a result.

Your name will not be recorded anywhere, and no one will be able to know you and the information you gave. The participants will have the right to transparency and openness. Therefore, the study will guarantee the participant's privacy and respect. Participants' answers will be given a code number and you will be referred to in this way in the data and any publications, or other research reporting methods.

Your information will only be accessed by the researcher and people who are for making sure that the research is done properly which includes the transcriber, the supervisor, and members of the Research Ethics Review Committee. All these individuals will make sure that they sign a confidentiality agreement form. Other than that, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. No information will be disclosed without your permission.

The participants will be assured that their information will not be revealed in any form and will only be used for academic purposes. Although the research project may be submitted for publication, participants will not be identifiable in such articles/journals.

The researcher will store electronic recordings in a laptop password-protected laptop and look up in a cupboard at home for a period of five years. Hard copies will also be locked up in a cupboard at home for safety reasons. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Copies of documents used, and the recordings will be permanently deleted from the recorder and laptop.

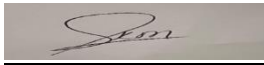
There won't be any incentives or gifts received by participants. This research is done for academic purposes and no payment will be made for participation. This study has received written approval from the Research Ethics Review Committee of the College of Education, Unisa. A copy of the approval letter can be obtained from the researcher if you wish.

If you would like to be informed of the final research findings, please contact Ms. Kgothatso Marry Maele at 066 274 0572 or mahlamaele@gmail.com. The research findings are accessible only for three months. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Ms. Kgothatso Marry Maele at mahlakomaele@gmail.com or 066 274 0572.

Should you have concerns about the way in which the research has been conducted, you may contact Dr. Majola Moffat Xolani at 0632232342, majolmx@unisa.ac.za, and 0124292516/0632232342. Should you have ethical concerns please contact CEDU ERC.

Thank you for taking the time to read this information sheet and for participating in this study.

Thank you.

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read 'Marry Maele'.

Maele Kgothatso Marry

APPENDIX J: SEMI-STRUCTURED INTERVIEW SCHEDULE

Introduction

Thank you for agreeing to participate in the interview. We are interviewing you to better understand your experiences of implementing the Curriculum Recovery Plan during COVID-19. So just know that there are no right or wrong answers to any of our questions, we are interested in your own experiences. Participation in this study is voluntary and your decision to participate, or not participate, will not affect your teaching profession. The interview should take approximately one hour depending on how much information you would like to share. With your permission, I would like to audio record the interview because I don't want to miss any of your comments. All responses will be kept confidential. This means that your interview responses will only be shared with research team members, and we will ensure that any information we include in our report does not identify you as the respondent. You may decline to answer any question or stop the interview at any time and for any reason.

May I turn on the digital recorder? Are there any questions about what I have just explained?

1. Teaching Experience

- How long have you been teaching English in this phase?
- How would you describe your role as an English teacher?
- Can you mention some of the teaching aids you used to teach before COVID-19?
- Were they effective?

2. Changes in Curriculum

- How did you receive the changes to the curriculum annual teaching plan due to COVID-19?
- What has most changed in terms of the way you used to teach English?
- How did these changes affect your daily teaching plans?
- Were you able to implement changes?

3. Teachers' experiences of implementing the curriculum recovery plan

- Did you get any training or workshop on how to implement a new curriculum recovery plan?
- What challenges did come across when implementing the new curriculum recovery plan?
- How did you deal with/mitigate the challenges to ensure that you do not lose teaching and learning times?

4. Teaching strategies.

- Name the teaching strategies you used to implement the curriculum recovery plan.
- Why did you choose this/these strategies?
- How would you explain learner participation?

5. Methods of Assessing Learners.

- What type of assessment and assessment activities did you use during the implementation of the curriculum recovery plan?
- Why did you use these types of assessments?
- How would you explain learners 'engagement with the activities?

Conclusion

- Is there anything else that you would like to comment on that I haven't already asked you about?

Thank you very much for your time and the information you shared today.

TRANSCRIBED INTERVIEWS

PARTICIPANT 5

Interviewer: Firstly, I would like to thank you for agreeing to have this interview with me. I am conducting this research for academic purposes and I'm currently doing masters in Curriculum studies at University of South Africa and I am not going to ask so many questions but just few. I will also respect your break time. This conversation is recorded for academic use.

Interviewee: Uhmm okay no problem.

Interviewer: Can we start are you ready?

Interviewee: Yes.

Interviewer: How long have you been teaching English in this phase?

Interviewee: In this?

Interviewer: Phase, like in intermediate phase.

Interviewee: Erhhh, let me say five years.

Interviewer: Five years.

Interviewer: And then how would you describe your role as an English teacher?

Interviewee: My role?

Interviewer: Yes as an English teacher. What role are you playing to learners?

Interviewee: Teaching and shaping learners' future.

Interviewer: Okay, thank you.

Interviewer: Can you mention some of the teaching aids you used to teach before COVID-19, which is 2018, 2019?

Interviewee: The teaching aids?

Interviewer: Yes that you used.

Interviewee: We are using charts, we are using posters, we are using the textbooks.

Interviewer: Alright... Erhhh were they effective?

Interviewee: Yes they were effective.

Interviewer: Okay thank you, then we go to the next question.

Interviewer: erhhh changes in curriculum. How did you receive changes to the curriculum annual teaching plan due to COVID-19, like from you moving CAPS to the trimmed ATP, how did that affected you?

Interviewee: It was, it was difficult to adapt, it was difficult because eish so many changes. It required a lot of time to adjust and get used to the other trimmed ATP.

Interviewer: And then what has most changed in terms of the way you used to teach, is there any difference from the way you used to teach before COVID-19 and during COVID-19?

Interviewee: Yes there is a difference because this time we have to follow ATP and not go with the whole CAPS document.

Interviewer: And then how did this changes affect your daily teaching plan?

Interviewee: No as soon as you get used to the ATP then it's fine, as it is starting to be easier because you get used to it and the workload as well is a little bit reduced.

Interviewer: Okay, were you able to implement changes from CAPS to ATP, were you able to implement them?

Interviewee: Yes.

Interviewer: Alright, Thank you, then we go to teachers' experiences in implementing curriculum recovery plan. Did you get any training or workshop on how to implement this new curriculum recovery plan?

Interviewee: Yes.

Interviewer: Okay then what challenges did you come across when implementing the new curriculum recovery plan?

Interviewee: The problem that we encountered is time, we didn't have time because we had erhhh small groups of learners coming to school and then the other one is you

have to repeat yourself every time when another group is coming. And we couldn't finish syllabus.

Interviewer: Alright okay I understand. Erhh, how did you deal with these challenges to make sure that you do not lose teaching and learning times?

Interviewee: That is where now the recovery plan will come, some of the teachers who are not done we were coming early and doing extra lessons afterschool.

Interviewer: Okay, and then the... erhhh name the teaching strategy you used to implement the curriculum recovery plan. Any teaching strategy that you thought it was useful for you and learners were adapting very well to what you were teaching.

Interviewee: Yoh! Erhh...We were giving them notes to study, because we were not getting enough time to teach, they were reading on their own and when you come you just polish up. I used to give my Grade 6 learners notes to read at home and the following day I will ask them questions based on the notes and other researched information related to the subject topic.

Interviewer: Alright, it is okay. Why did you choose this strategy?

Interviewee: Because it will save you time, when you come back as much as they read at home some will remember some of the points and it helps and make the lesson easier.

Interviewer: How will you explain learner participation? Were they participating throughout that lesson after you giving those notes or they were just looking confused?

Interviewee: I think it was good because it was a small group, so it's easy for them to participate and even the shy ones they are not so shy because it's a small group.

Interviewer: Okay, I understand. Then we go to methods of assessing learners. What type of assessment or assessment activities did you use during the implementation of the curriculum recovery plan?

Interviewee: Well we were using assignments, we were using tests, we were using projects.

Interviewer: Okay then why did you choose these types of assessments?

Interviewee: These assessments are much better because they go home with it and then they get helped at home, so that they acquire better marks.

Interviewer: Alright, and then how would you explain learners' engagement with these activities? Were they fully engaged or some of them were just looking at you?

Interviewee: Yes some were engaged and some they needed more clarity and help here and there.

Interviewer: Okay, not a problem. Thank you very much for your time and the information you shared with me.

APPENDIX K: DOCUMENT ANALYSIS CHECK LIST

DOCUMENTS	YES	NO
1. Annual Teaching Plan	✓	
2. Planner & Tracker	✓	
3. Teacher Preparation Files	✓	
4. Subject Policy	✓	✓

APPENDIX L: EDITORIAL LETTER



507 Caledon Village, Cell +27794848449, Email: kubayjoe@gmail.com

13 October 2023

Dear Sir/Madam

SUBJECT: EDITING OF DISSERTATION

This is to certify that the dissertation entitled 'Primary school English teachers' experiences of implementing the curriculum recovery plan during Covid-19 in Warmbath Circuit' by Kgothatso Marry Maele has been edited and proofread, and that unless further tampered with, I am content with the quality of the dissertation in terms of its adherence to editorial principles of consistency, cohesion, clarity of thought and precision.

Kind regards



Prof SJ Kubayi (DLitt et Phil)

APPENDIX M: TURNITIN ORIGINALITY REPORT

- Processed on: 18-Oct-2023 20:00 SAST
- ID: 2199888537
- Word Count: 52612
- Submitted: 1

PRIMARY SCHOOL ENGLISH TEACHERS' EXPERIENCES OF IMPLEMENTING THE CURRICULUM RECOVERY PLAN DURING COVID-19 IN WARMBATH CIRCUIT BY KGO THATSO MARRY MAELE

Similarity Index

24%

Similarity by Source

Internet Sources:

20%

Publications:

12%

Student Papers:

11%

1% match (Internet from 30-May-2023)

<https://files.eric.ed.gov/fulltext/EJ1363403.pdf>

1% match (Internet from 18-Oct-2022)

<https://e-journal.ikhac.ac.id/index.php/nidhomulhaq/article/download/1085/607/>

1% match (Internet from 24-Feb-2023)

https://edtechbooks.org/pdfs/mobile/education_research/education_research.pdf

< 1% match ()

[Nkwanyana-Sithole, Monica Mantombi. "Curriculum changes and implementation in Eswatini : the pedagogy of Geography teaching in secondary schools", 2023](#)

< 1% match ()

[Tshehla, Makgopa Freddy. "An academic support framework to improve teacher, social and cognitive presence in online classes", 2022](#)

< 1% match ()

[Dama, Nkhangweleni Gloria. "An assessment study of the role of life orientation teachers in promoting career guidance and counselling of secondary school learners in the Vhembe district of Limpopo province, South Africa", Faculty of Education, 2018](#)

< 1% match ()

[Rubela, Thanduxolo. "Exploring the effectiveness of alternative strategies to learner discipline in secondary schools of Kokstad, KwaZulu-Natal", 2022](#)

< 1% match ()

[Malema, Pinny Wisani. "The educators' perceptions on curriculum implementation : a case study of Nkowankowa circuit secondary schools, Limpopo province", 2023](#)

< 1% match ()

[Mosima, Kgomotso Lydia. "Exploring the use of culturally responsive leadership for conflict management in secondary schools to enhance teaching and learning", 2022](#)

< 1% match ()

[Stuurman, Celestine Joanie. "Experiences of grade 9 educators regarding the implementation of the curriculum and assessment policy statement : a case study in the Sarah Baartman District", 2020](#)

< 1% match ()

[Zotorvie, Justice Stephen Tetteh. "Striving for innovation: a quadruple helix intervention for accounting education in Ghana", 2022](#)

< 1% match ()

[Mlangeni, Phephile Hlengiwe. "Learners' perceptions of the Eswatini general certificate of secondary education \(EGCSE\) with particular reference to English literacy in the Hlathikhulu cluster schools", 2022](#)

< 1% match ()

[Maphosa, Ziboneleni. "The impact of online skills on teaching and learning during COVID-19 at a selected school in Kempton Park, Johannesburg", 2022](#)

< 1% match ()

[Baloyi, Ouma Patricia. "Professional development of teachers for effective curriculum implementation in selected primary schools in the Johannesburg North district in Gauteng province", 2023](#)

< 1% match ()

[Mabokachaba, Mafuna Aaron. "The management of inclusive education in mainstream pilot inclusive schools : experiences of stakeholders in the Dimamo Circuit of Limpopo", 2022](#)

< 1% match ()

[Mokuoane, Matsie Cassandra Ntsana. "Sesotho riddles in the fourth industrial revolution : dynamism, development and digitisation", 2023](#)

< 1% match ()

[Msipha, Zenzile. "Fostering self-regulation through positive discipline during free play in early childhood education", 2021](#)

< 1% match ()

["Strengthening comprehensive sexuality education within the curriculum in the early grades", 'University of Pretoria - Department of Philosophy', 2018](#)

< 1% match ()

[Mengestie Mulugeta Belay. "An exploration of culture dependent modifiable risk factors for low back pain in Addis Ababa, Ethiopia: - developing an integrated preventative model", 2023](#)

< 1% match ()

[Mkandla, Justice. "Teachers' perceptions and enactment of inquiry- based teaching to stimulate learner interest in science", 2021](#)

< 1% match ()

[Mandivengerei, Aplonia. "The relevance of agricultural education curriculum in poverty alleviation : a case of Masvingo rural district in Zimbabwe", 2022](#)

< 1% match ()

[Mathevula, Mumsy. "Factors influencing the success rate for financial management students at a selected technical vocational education and training college in Mpumalanga", 2022](#)

< 1% match ()