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## NATURAL SCIENCES INSTRUCTION: INTERROGATING EASTERN CAPE TEACHERS' INSTRUCTIONAL METHODOLOGIES

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### ABSTRACT

The paper assesses the pedagogical methods used by teachers in the teaching and learning of Natural Science (NS). The study was informed by the social constructivism, located in the interpretivist paradigm. A qualitative approach and a case study design were utilised. A purposive sample of three principals, three teachers and eighteen learners participated in the study. Data were collected through interviews, focus group discussion and lesson observation. Data were analysed for content. The study found that teachers were not using the current pedagogies that promote the learning of NS. The paper concludes that the effective learning of NS is severely compromised if teachers have challenges in pedagogical methods. School staff exchange programmes should be encouraged.

**Keywords:** Natural Science; Curriculum interpretation; Professional development; Pedagogy; Support; Intervention strategies