



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER/DECEMBER**  
**SUPPLEMENTARY EXAMINATION 2014**

**PROGRAMME:** B Ed Foundation Phase  
**MODULE:** Methodology for Teaching the Foundation Phase 4000  
**CODE:** **MTF4000**  
**TIME:** 2 Hours  
**MARKS:** 100  
**EXAMINERS:** Dr G A Dampier  
**MODERATOR:** Ms G Petker

(This paper consists of 3 question and 4 pages)

**INSTRUCTIONS:**

1. Read the questions carefully.
2. Answer all the questions.
3. Use formal language and ensure each question conforms to length requirements that are stipulated for each.

**QUESTION 1: The Value of Action Research**

Action research has the potential to be a powerful agent of educational change. Action research helps to develop teachers and administrators with professional attitudes that embrace action, progress, and reform rather than stability and mediocrity. In addition, the action research process fosters a democratic approach to decision making while, at the same time it empowers individual teachers through participation in a collaborative, socially responsive research activity.

Mills (2000: v)

By taking this quotation into account, discuss in no more than **2000 words** how action research can contribute toward progress in education. In completing this discussion you are required to:

- Define the term “Action Research” by referring to those elements that make it a distinct approach to research.
- Discuss the Action Research Spiral and explain what the role of the teacher-researcher is.

(50)

### **QUESTION 2: Critical vs Practical Action Research**

In an **essay** of no more than **500 words**, discuss the difference between critical and practical action research. In the process, you are required to explain which of the two approaches is appropriate for educational research.

(25)

### **QUESTION 3: Action Plan**

Read the following hypothetical action research study and develop an action plan to address the study’s research question:

**Towards a better understanding of metaphorical language in the foundation phase: An action research study.**

#### **Background to the problem**

The curriculum and assessment policy statement, or CAPS document, places emphasis on facilitating literacy development through teaching skills to pupils, such as phonological awareness, phonemic awareness, morphological awareness and various comprehension strategies (DBE, 2010). By taking a componential view of literacy development various subtle skills are ignored. For instance, the skills-based approach emphasises lexical meaning by directing pupils to definitions of words as opposed to facilitating understanding of the way in which words function in a discourse (DBE, 2010).

The consequence of this is that while pupils will learn how to decode texts, they will not develop a deeper appreciation of narrative devices, textual genres, or figurative language. With regards to the latter, little explicit attention is given to developing an understanding of the way in which words can be used to convey both literal and

figurative meaning. The emphasis on concrete understanding is impeding lateral thinking and creativity (Geary, 2012). Facilitating an appreciation for metaphor, imagery, simile, and irony in the foundation phase classroom is not written into the curriculum. In fact, it is largely ignored and no topic in either the home language or first additional language focuses on these variants of figurative language (DBE, 2010).

What is more, our understanding of the effect that stories have on cognition is limited. Peter Stockwell explains that texts naturally establish gestalt-like schemas in the mind that orientate the way in which we read and understand stories and the world around us. Stockwell writes that our understanding of conceptual metaphors “tend to be grounded in everyday experience” and that “human psychological processes all derive at some fundamental level from the embodied human cognition” (Stockwell, 2002: 109). This means that by seeking to address the way in which children understand and use figurative language, I am developing their ability to experience their everyday reality with greater linguistic complexity.

Since no attention is given to developing an understanding of figurative language in the foundation phase, the problem that this study will seek to address entails the following: using stories and other literacy activities to develop an understanding of metaphor. The focus on metaphor, in particular, stems from my experience as a foundation phase teacher. I have noticed that many stories that I read with my pupils tend to contain morals and lessons that can only be understood if an understanding of how to interpret metaphors is already in place.

### **Statement of the problem**

This study will address the need for developing literacy lesson plans and literacy activities that can be used to facilitate an understanding of metaphor in the foundation phase. Particular attention will be given to figurative language that is used in the first additional language, since this is still be acquired by most of my pupils.

**Purpose statement**

The purpose of this study is to implement an action plan that utilises literacy lesson plans and literacy activities to facilitate understanding of the metaphorical language used in stories that are used in my first additional language class.

**Research question(s)**

How can lesson plans and literacy activities, which rely on stories, be used to facilitate understanding of metaphorical language?

This question assesses your ability to develop an action plan appropriately and not your knowledge of the area of interest.

(25)

**[100]**

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