

https://dspace.org/

The role of the foundation phase educator in teaching thinking and reasoning to Grade 3 learners in literacy (First additional language)

Lukhele, Cecilia Ntloheleng

2015-05-08
http://hdl.handle.net/10539/17685

Downloaded from a DSpace repository. https://dspace.org/

Abstract

Teaching thinking and reasoning has been a component of literacy in the Foundation Phase since the introduction of the National Curriculum Statement. The Curriculum assessment Policy Statement has included it in its literacy programme. The curriculum stipulates that thinking and reasoning should be integrated when teaching the language components of listening and speaking, reading and phonics, writing and handwriting in home language and in the first additional language.

The study sought to examine what Foundation Phase educators perceived their role in teaching thinking and reasoning to be and whether teachers understood what is meant by teaching thinking and reasoning. The possibility of teachers using Philosophy for Children to teach thinking and reasoning in literacy in South African township schools was explored.

The study involved three primary schools in Soweto, Gauteng in South Africa. Six Grade 3 teachers were selected as participants for the study, two teachers per school. The study adopted a qualitative approach and used two interviews: one before lesson observation and the other after teachers had watched an unedited Philosophy for Children lesson on a DVD of year 2 learners of Gallion primary school class from the United Kingdom. The study revealed that teachers were not sure what teaching thinking and reasoning means and what their role was in teaching these skills. The Philosophy for Children lesson DVD gave teachers an idea of what teaching thinking and reasoning means. Overcrowding was identified as one of obstacles that could prevent the participants from adopting the approach fully and the participants themselves identified training as support they needed from the Department of Education.