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A case study of the Cognitive Approach to Literacy Instruction (CATLI) in a Grade 3 class at a school for the Deaf

A research report submitted to

THE DEPARTMENT OF HUMANITIES
FACULTY OF ARTS
UNIVERSITY OF THE WITWATERSRAND
JOHANNESBURG

In partial fulfillment of the requirements for the degree of
Masters of Education by coursework

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Abstract

It is a well documented fact that Deaf learners generally show very poor literacy skills. Researchers and practitioners suggest the reason for the inadequacy is due primarily to early language deprivation, which results in deficiencies in linguistic development. Cognitive theorists suggest, in addition, that insufficient schema building due to lack of experience as well as under-developed cognitive strategies could also contribute to lowered literacy skills.

The purpose of this research was to study the effects of implementing the Cognitive Approach to Literacy Instruction (CATLI) to determine if, as a method of instruction, it would improve literacy levels, language levels, and promote schema development etc in Deaf learners. This in-depth case study of five deaf learners found that vocabulary, reading comprehension, written language, linking Sign Language to vocabulary, improvement of general knowledge, motivation and so forth improved for the greater majority of the learners.

These findings suggest that the CATLI shows great promise as a literacy instructional method for deaf learners in inclusive classroom settings. It is considered there is enough evidence to support the trial of the CATLI with much larger numbers of Deaf learners.

DECLARATION

I declare that this research report is my own, unaided work. It is being submitted for the degree of Masters in Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other university.

C V REGGIE



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