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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

Reggie, Cousheela Valoo

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APPENDIX 6

THEME DESCRIPTION : **Transport – different types.**

THEME INITIATION : **Reading books on transport/discussion/visual aids.**

TIME : **2 weeks.**

Lesson	Description of steps of CATLI	Needs / Outcomes & Strengths Accommodated
Shared reading.	Reading different books on transport land, sea and rail. Discussing books and questions to activate schema.	Reading for enjoyment. Answering questions. Predicting. Increasing vocabulary.
CLE Activity based task – a wagon.	Making a wagon. Building vocabulary e.g. scissors, cardboard, wheels, straw etc. Writing out story and sequencing.	Connecting words to sign. Increasing vocabulary, schema and concepts. Able to sequence.
Publishing.	Teacher writes out big book. Learners write sentences in their own books.	Taking books home. Reading own books for an audience.
Literacy based practices.	Sentence construction, word matching games, sentence matching, handwriting practices, sound families, literacy conventions and comprehension.	Increase vocabulary. Writing legibly and grammatically correct sentences.

ASSESSMENT

Learner	Outcomes Achieved
1.	Able to read and recognize all vocabulary related to themes as well as sequence story on a wagon. Give a sentence with a verb/noun. Ideas evident in complex sentences but very mixed up. Enjoyed word games. Aware of literacy convention.
2.	Enjoyed word games thoroughly. Able to read and recognize all vocabulary related to 'wagon' and types of transport. Made sentences with verbs and nouns. Ideas evident in complex sentence sentences but grammatically incorrect. Found difficulty in answering questions.
3.	Enjoyed word games, recognized words he found difficulty with previously. Was able to read his book on wagons. Enjoyed the activity. Ideas evident in sentences but grammar mixed up. Found difficulty in answering questions. Copied and wrote sentences neatly.
4.	Enjoyed games recognized some of the words, which she had difficulty with. Difficulty in reading. Able to match words and read. Enjoyed activity. Difficulty with sentences construction and understanding content. Struggles to answer questions. Able to copy sentences.
5.	Enjoys games and activities. Able to recognize all words. Constructs sentences, ideas evident, grammar incorrect. Able to answer questions and sequence a story. Difficulty in copying sentences.

THEME DESCRIPTION : **The circus.**
THEME INITIATION : **Reading & discussions of pictures about the circus.**
TIME : **2 Weeks.**

Lesson	Description of steps of CATLI	Needs / Outcomes & Strengths Accommodated
Shared reading Discussion	Reading a story to learners. Discussing story. Asking open-ended questions about content. Literacy conventions. Interacting with sign and vocabulary. Activating schema.	Reading and viewing for enjoyment. Predicting. Answering questions. Increasing vocabulary so as to making meaning of the text.
CLE activity/ based on a clown.	Making a clown, using biscuits, sweets, raisins, icing sugar. Educator starts and learners following the steps. Discussing what they are doing. Writing what was done in sequence.	Increasing vocabulary. Linking it to sign. Making activities meaningful. Uses the activities as pre-writing skills.
Publishing	The educator writes out the big book. Learners write sentences in their own books.	To teach them "title". Sharing books with extended audience. Reading aloud and displaying books in the classroom. Reading a t home.
Literacy based practices.	Repeated reading, word games, sentence matching, writing languages exercises from activities, sound families and handwriting practices.	Repeated reading. Increasing knowledge and building schema. Vocabulary building through word games. Improving formation of writing.

ASSESSMENT

Learner	Outcomes Achieved
1.	Thoroughly enjoyed activities. Was able to read books with confidence. Able to construct sentences with verbs writing improving. Able to recognize all words through word games. Recognized sound families. Aware of literacy conventions.
2.	Thoroughly enjoyed activities. Recognized and used new vocabulary. Sentences were still mixed up. Used verbs and nouns. Found difficulty in answering questions.
3.	Recognized vocabulary through word games. Was able to read his books. Was able to construct sentences with verbs. Found difficulty with questions and answers. Copied sentences correctly and neatly.
4.	Enjoyed word games. Was able to read by matching. Found difficulty in sequencing. Found difficulty with sentence construction and copying sentences.
5.	Recognized words in word games and reader. Constructed sentences with verbs. Read confidently.

THEME DESCRIPTION : **The Circus – traveling to Durban.**

THEME INITIATION : **Reading books on the station. Pictures on rail transport.**

TIME : **2 Weeks.**

Lesson	Description of steps of CATLI	Needs / Outcomes & Strengths Accommodated
Shared reading. Discussions.	Reading books on different types of trains e.g. goods train and passenger trains.	Reading books to build and activate schema. Predicting. Answering questions.
CLE activity – making a train.	Cutting out different shapes. Front, middle and end of the train. Different parts of the train have different shapes.	Linking signs to vocabulary and shapes in the environment.
Publishing.	Writing own sentences under the pictures in their own books.	Reading books as shared reading. Reading to a wider audience.
Literacy based practices.	Word matching, word games, handwriting practices, sentence construction, drama and sound families.	Increasing vocabulary. Writing for legibility, as well as grammatically correct sentences.

ASSESSMENT

Learner	Outcomes Achieved
1.	Read and recognized vocabulary related to the station. Constructed sentences with vocabulary related to the theme. Enjoyed word games. Used literacy conventions.
2.	Enjoyed word games. Read and recognized vocabulary related to the story. Recognized additional words through word games. Sentences construction was incorrect but ideas were evident.
3.	Recognized additional words through word games. Improvement in sentence construction was noticeable wrote legibly and neatly. Used literacy conventions.
4.	Recognized additional words through word games. Struggled with reading and sentence construction. Poor concentration did not seem to understand instructions given to her.
5.	Enjoyed games and activities. Recognized words while reading. Sentences were mixed up but ideas were evident. Was able to read and sign all words.

THEME DESCRIPTION : **The circus : transport – making a passport.**

THEME INITIATION : **Performing in the circus.**

TIME : **2 weeks.**

Lesson	Description of steps of CATLI	Needs / Outcomes & Strengths Accommodated
Shared reading. Discussion.	Reading on the circus. Building reading on the circus acts. Learners performed the circus acts and pretended to be the animals of the circus.	Reading for enjoyment.
CLE activity- making their own passports.	Taking photos of learners. Making a passport. Writing in learners won names and passport numbers.	Building schema and vocabulary.
Publishing	Learners will write out the activity in their own reading books.	Reading own books for a wider audience. Recognizing and understanding what they read.
Literacy based practices.	Word matching, sentence construction, literacy conventions and writing their own story in their books.	Increasing vocabulary. Writing neatly and legible.

ASSESSMENT

Learner	Outcomes Achieved
1.	Was able to read and recognize all vocabulary related to themes. Enjoyed acting out part of a clown. Answered questions on activities. Predicted what would happen if clown falls.
2.	Read and recognized all vocabulary related to the themes. Answered questions on activity. Predicted what would happen if the clown fell.
3.	Recognized additional words. Was able to read and recognize vocabulary related to a clown and passport. Constructed sentences on above activities. Ideas were evident in sentences but sentences were mixed up.
4.	Understood the story and recognized words related to the theme. Found difficulty in sentence construction.
5.	Was able to act out story. Recognized words related to the theme. Ideas were evident in sentence construction but grammar very mixed up.

THEME DESCRPTION : **The Circus – an accident.**

THEME INITIATION : **Reading books on an ambulance.**

TIME : **2 weeks.**

Lesson	Description of steps of CATLI	Needs / Outcomes & Strengths Accommodated
Shared reading. Discussion.	Developing own books on the circus. Writing up a big book on 'an accident at the circus'. Discussing the need for an ambulance.	Planning. Writing in sequence. Linking words to sign.
CLE activity – making an ambulance.	Making an ambulance and building vocabulary e.g. wheels, lights, fast, a van etc.	Increasing vocabulary related to an ambulance. Building schema – filling in gaps in general knowledge.
Publishing	Learners write activities in sequence in their own readers.	Reading own books for an audience.
Literacy based practices.	Sequencing activities, sentence construction, pre-writing activities, planning story on an accident and dictionary work.	Planning. Writing a story in sequence. Linking words to sign.

ASSESSMENT

Learner	Outcomes Achieved
1.	Was able to act out an accident. Understood what was happening in an accident. Read and recognized vocabulary related to an ambulance. Answered questions on an accident. Planned and wrote a story on an accident.
2.	Was able to acted out an accident. Recognized understood and read vocabulary related to an accident. Planned and wrote about an accident.
3.	Was able to act out an accident. Recognized, understood and read vocabulary related to an accident. Planned and wrote about an accident. Able to answer questions about an accident.
4.	Was able to act out an accident. Found difficulty with sequencing the story. Tends to forget vocabulary.
5.	Acted out an accident. Recognized, understood and read the vocabulary related to an accident. Planned and was able to write a story. Able to answer questions about an accident.

THEME DESCRIPTION : **The circus – sailing to Cape Town.**

THEME INITIATION : **Sea transport – at the harbor.**

TIME : **2 weeks.**

Lesson	Description of steps of CATLI	Needs / Outcomes & Strengths Accommodated
Shared reading. Discussion.	Floating objects. Ships at the harbor. Reading and discussion on different types of ships. Writing out the big book on the harbor.	Reading for enjoyment. Answer questions. Building schema. Predicting. Transferring concepts.
CLE - floating and sinking.	Dish with water and heavy and light objects. Discovering what floats and what sinks. Predicting what is about to happen to object.	Linking words to sign. Increasing vocabulary and schema related to activity. Filling gaps in knowledge.
Publishing.	Writing sentences in own books. Reading own personal readers.	Able to read their own books for a wider audience.
Literacy based practices.	Sequencing, word matching, comprehension, sentence construction, comprehension and dictionary work.	Vocabulary building and increased recognition of words. Planning, literacy conventions improved.

ASSESSMENT

Learner	Outcomes Achieved
1.	Signed and read about sailing to Cape Town. Recognized vocabulary. Could construct sentences and answer questions on comprehension based on the harbor. Wrote a story after planning. Transferred concepts and made predictions.
2.	Difficulty in answering questions on floating and sinking. Signed to herself before she wrote sentences. Self-monitoring evident.
3.	Recognized all vocabulary related to the harbor and could read the story. Signed out sentences to himself and then would write it. Was able to answer sentences on what floats and what sinks.
4.	Found difficulty in remembering and recognizing words. Not able to focus for a long time. The theme was very abstract for her; it had to be reinforced continuously with her.
5.	Could answer questions and could tell the story about Cape Town. Sentences construction improved when more detail was in front of learner.

THEME DESCRIPTION : **Cape Town- Table Mountain – a cable car.**

THEME INITIATION : **Reading about Table mountain and a cable car**

TIME : **2 weeks.**

Lesson	Description of steps of CATLI	Needs / Outcomes & Strengths Accommodated
Shared reading. Discussion.	Discussion on Table Mountain and pictures of cable cars.	Filled gaps in knowledge. Increased vocabulary. Increased understanding of concepts.
CLE activity.	Making a cable car. Using a wire frame, folding cardboard to make a cable car.	Linking words to sign. Sequencing events. Increasing understanding of concepts.
Publishing.	Write a big book of a cable car. Learners will write sentences in their own books. Writing their own title of their books.	Reading for enjoyment. Taking books home and reading for an audience.
Literacy based practices.	Matching words, word games, writing sentences, comprehension and dictionary work.	Linking signs to words. Building concepts.

ASSESSMENT

Learner	Outcomes Achieved
1.	Reads and recognized all vocabulary. Sentence construction improved. Comprehended text and answered questions. Was able to read more commercially printed readers. Self monitored.
2.	Read and recognized vocabulary. Was unable to answer questions related to text. Found this theme very abstract. She had to be reminded to think carefully before she answered questions. Ideas evident in complex sentences but sentence still very mixed up.
3.	Read and recognized words but forgot words learnt previously. Learner needed constant reinforcement. Difficulty in answering questions. Had to remind him to think carefully before answering. Ideas evident in sentences but very mixed up.
4.	Unable to construct sentences. Read and recognized some of the words forgot lots of the words. Found this theme very abstract.
5.	Read and recognized vocabulary. Found difficulty in answering questions not related to text. Sentence construction very mixed up although, ideas evident.

THEME DESCRIPTION : **Circus – A trainer.**

THEME INITIATION : **Reading about a trainer. A video about the circus.**

TIME : **2 WEEKS.**

Lesson	Description of steps of CATLI	Needs / Outcomes & Strengths Accommodated
Shared reading. Discussion.	Reading about a trainer training animals in the circus.	Reading for enjoyment and building vocabulary. Building schema. Predicting.
CLE activity- making a top hat and a whip.	Cutting out cardboard into different shapes and using a glue gun to put the hat together. Learners follow steps of the teacher.	Increasing vocabulary and increasing schema.
Publishing	Reading own personal books. Writing their own titles for their books.	Reading for enjoyment and to a wider audience.
Literacy based practices.	Sentence construction, dictionary word, and writing words according to alphabet, comprehension and story writing.	Vocabulary building. Sentence construction.

ASSESSMENT

Learner	Outcomes Achieved
1.	Was able to sign about what was seen on TV. Very confident with spelling and reading. Able to write creatively on own. Very responsive during planning sessions, contributed lots of ideas.
2.	Sentence in sign language structure was good. Struggled with English sentences. Self-monitored sentences then wrote it. Able to answer questions about the trainer
3.	Struggled with English sentences, sentences were still in sign structure. Able to self-monitored sentences then wrote it. Able to answer questions about the trainer. Enjoyed acting out being a trainer.
4.	Ideas were evident but sentences were very mixed up. Difficulty in remembering words and recognizing vocabulary.
5.	Recognized vocabulary and was able to read about a trainer. Enjoyed acting out and being a trainer.

THEME DESCRIPTION : **Traveling by plane – at the airport.**

THEME INITIATION : **Reading books about the airport and planes.**

TIME : **2 weeks.**

Lesson	Description of steps of CATLI	Needs / Outcomes & Strengths Accommodated
Shared reading. Discussion.	Discussion about traveling by plane, different types of planes at the airport.	Increased vocabulary. General knowledge improved. Reading for enjoyment. Making meaning of the text.
CLE activity – making jets.	Folding a jet. Which jet can fly the furthest?	Linking words to sign. Sequencing events. Predicting distance.
Publishing	Writing up the big book. Publishing own books. Writing the title of the book.	Reading for enjoyment and for a wider audience.
Literacy based practices.	Matching words, word games, writing sentences, literacy conventions, dictionary work and writing words according to alphabet.	Linking sign to words. Sentence construction. Increased vocabulary.

ASSESSMENT

Learner	Outcomes Achieved
1.	Was able to read fluently and recognized vocabulary related to airport. Improved sentence construction. Used literacy conventions. Very confident when reading.
2.	Written work was in sign structure. Recognized vocabulary and read fluently. Understood what was being read. Was able to predict distance.
3.	Written work was in sign structure. Recognized vocabulary and read fluently. Understood what was being read. Was able to predict distance.
4.	Found difficulty in signing and writing sentences. Found it difficult to concentrate, learner was very easily distracted. Unable to answer questions. Forgot work very easily.
5.	Written word was in sign structure. Understood and could answer questions related to the airport. Able to link sign to words.

APPENDIX 7

For Official Use	
Ref. No.	

GAUTENG DEPARTMENT OF EDUCATION

RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher
Surname and Initials:	Reggie
First Name/s:	Cousheela Valoo
Title (Prof / Dr / Mr / Mrs / Ms):	Mrs
Student Number (if relevant):	95 12 45 N.
ID Number:	5603 29 0066 089

1.2	Private Contact Details
Home Address	*Postal Address (if different)*
215 - Hummingbird Ave	
Lenasia Ext	
Postal Code 1827	*Postal Code*
Tel: (011) 854-7265	
Cell: 083 456 7445	
Fax: (011) 854-8443	
E-mail:	

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	Purpose of the Research (Place cross where appropriate)
Undergraduate Study - Self	
Postgraduate Study - Self	✓
Private Company – Commissioned by Provincial Government or Department	
Private Research by Independent Researcher	
Non-Governmental Organisation	
National Department of Education	
Commissions and Committees	
Independent Research Agencies	
Statutory Research Agencies	
Higher Education Institutions	

2.2	Full title of Thesis / Dissertation / Research Project
A Case study of the Cognitive Approach to Teaching literacy instruction in a grade 5 class at a school for the deaf.	

2.3	Value of the Research to Education (Attach Research Proposal)

2.5	Student and Postgraduate Enrolment Particulars (if applicable)
Name of institution where enrolled:	Wits
Degree / Qualification:	Med
Faculty and Discipline / Area of Study:	Educational Psychology
Name of Supervisor / Promoter:	Dr Claudine Sterbeck

Co Supervisor Elaine Harcombe

2.6	Employer (where applicable)
Name of Organisation:	[illegible]
Position in Organisation:	[illegible]
Head of Organisation:	[illegible]
Street Address:	[illegible]
	[illegible]
Postal Code:	[illegible]
Telephone Number (Code + Ext):	[illegible]
Fax Number:	[illegible]
E-mail:	

2.7	PERSAL Number (where applicable)

1	0	9	3	5	3	2	1

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 *Questionnaire/s (If Yes, supply copies of each to be used)*

YES		NO	X

3.2 *Interview/s (If Yes, provide copies of each schedule)*

YES		NO	X

3.3 *Use of official documents*

YES	X	NO	
If Yes, please specify the document/s:			
Learners Assessments + [illegible]			
Samples of learners work			

3.4 *Workshop/s / Group Discussions (If Yes, Supply details)*

YES		NO	

3.5 *Standardised Tests (e.g. Psychometric Tests)*

YES		NO	
If Yes, please specify the test/s to be used and provide a copy/ies			

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1 *Type of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)*

Primary Schools	
Secondary Schools	
ABET Centres	
ECD Sites	X
LSEN Schools	X
Further Education & Training Institutions	
Other	

4.2 *Number of institution/s involved in the study (Kindly place a sum and the total in the spaces provided)*

Type of Institution	Total
Primary Schools	
Secondary Schools	
ABET Centres	
ECD Sites	
LSEN Schools	1
Further Education & Training Institutions	
Other	
GRAND TOTAL	1

4.3 *Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)*

Name/s of Institution/s
M.C. Kharhar School for the deaf

4.4 District/s and other GDE Offices where the study is to be conducted. *(Please indicate by placing a cross alongside on all districts to be canvassed)*

District	
Johannesburg East	
Johannesburg South	
Johannesburg West	
Johannesburg North	
Gauteng North	
Gauteng West	
Tshwane North	
Tshwane South	
Ekhuruleni East	
Ekhuruleni West	
Sedibeng East	
Sedibeng West	

Office/s (Please indicate)

NOTE:

If you have not as yet identified your sample/s, a list of the names and addresses of all the institutions and districts under the jurisdiction of the GDE is available from the department at a small fee.

4.5 Number of pupils to be involved per school

Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number					2	1						

Grade	7		8		9		10		11		12	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

4.6 Number of educators/officials involved in the study

Type of staff	Teachers	HODs	Deputy Principals	Principal	Lecturers	Office Based Officials
Number		1			2	

4.7 *Are the participants to be involved in groups or individually?*

Participation	
Groups	X
Individually	X

4.8 *Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)*

Participant/s	Activity	Time
All	interview	1hr

4.9 *Time of day that you propose to conduct your test/research.*

School Hours	During Break	After School Hours

4.10 *School term during which the research would be undertaken*

First Term	Second Term	Third Term

DECLARATION BY THE RESEARCHER	
1. *I declare that all statements made by myself in this application are true and accurate.*	
2. *I have taken note of all the conditions associated with the granting of approval to conduct research and undertake to abide by them.*	
Signature:	
Date:	25/06/07

DECLARATION BY SUPERVISOR / PROMOTER / LECTURER	
I declare that: -	
1. *The applicant is enrolled at the institution / employed by the organisation to which the undersigned is attached.*	
2. *The questionnaires / structured interviews / tests meet the criteria of:* • *Educational Accountability* • *Proper Research Design* • *Sensitivity towards Participants* • *Correct Content and Terminology* • *Acceptable Grammar* • *Absence of Non-essential / Superfluous items*	
Surname:	Reggie
First Name/s:	Coushelda Valoo.
Institution / Organisation:	M.C.Khanbai
Faculty / Department (where relevant):	Education
Telephone:	Division of Specialised Education University of the Witwatersrand Private Bag 3 Wits 2050, Johannesburg
Fax:	
E-mail:	
Signature:	
Date:	

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to either Ntombi Maswanganyi (violetm@gpg.gov.za) or Nomvula Ubisi (nomvulau@gpg.gov.za). The last 2 pages of this document must however contain the original signatures of both the researcher and his/her supervisor or promoter. These pages may therefore be faxed or hand delivered. Please mark fax - For Attention: Ntombi Maswanganyi at 011 355 0512 (fax) or hand deliver (in closed envelope) to Ntombi Maswanganyi (Room 910) or Nomvula Ubisi (Room 914), 111 Commissioner Street, Johannesburg.

APPENDIX 8

UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Date:	05 August 2004
Name of Researcher:	Reggie Cousheela
Address of Researcher:	215 Hummingbird Avenue
	Lenasia Ext 1
	1827
Telephone Number:	(011) 8547265
Fax Number:	(011) 8548443
Research Topic:	A Case Study of the Cognitive Approach to Teaching Literacy Instruction in a Grade 3 Class at a School for the Deaf
Number and type of schools:	1 LSEN School
District/s/HO	Johannesburg South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

pp. Nomvula Ubisi

ALBERT CHANEE
ACTING DIVISIONAL MANAGER: OFSTED

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	20/08/2011

APPENDIX 9

Principal Information and Permission Form:

Dear Sir,
In partial fulfillment of the requirements for the completion of my Masters degree in Educational Psychology I am required to do a research project. I intend conducting my research on the "THE COGNITIVE APPROACH TO LITERACY INSTRUCTION (CATLI)" and implementing it with my class. The CATLI use both bottom up (phonics) and top down methods (whole language approaches) to teaching reading. These methods have been proven to make literacy instruction easier for learners, as it involves learners in talking (signing), listening and understanding (watching and experiencing), reading and writing tasks. The CATLI is also based on OBE and constructivists principles, which involves learners in experiential learning.

Research in this area has potential implications for improving our methods of teaching as well as increasing the Deaf learners ability to acquire language, reading and writing skills and in due course fulfill the educational needs of the Deaf learner in the future Inclusive Educational system.

The Inclusive Education Policy stipulates that schools and Educators are expected to create an able and supportive environment for learners to achieve. Educators are expected to be creative and innovative and flexible when developing learning programs, this research is envisaged to benefit learners in improving language, reading and writing skills, as well as Educators in their teaching methods.

I am requesting your permission to implement the programme in my class as part of my teaching. The CATLI will be implemented as part of the LLC learning programme and will be integrated with the Numeracy and Life Orientation programme.

Participation in the research would be voluntary if at any time the parents wishes to withdraw, the learner would not be disadvantaged in any way as teaching and learning for these learners would continue in the traditional manner.

Confidentiality of the learners as well as the school will be ensured in that pseudonyms are used and distinctive aspects of learner's history that could identify parties will not be used in the report writing. The results of the research will be discussed with the parents and yourself and a copy of the research report will be made available to you the school and the parents.

Your co-operation in this study would be greatly appreciated.

Yours Sincerely,

COUSHEELA REGGIE

(Researcher and Divisional Head)

Permission is hereby granted for Cousheela Reggie to do her research in her class.

Principal:

Signature: _____ Date: _____

Researcher:

Signature: _____ Date: _____

APPENDIX 10

Parent Permission Form:

Dear Parent;

My name is Cousheela Reggie your child/wards Educator. I am currently completing my Masters Degree in Education Psychology at the University of the Witwatersrand. Part of the requirements for the degree is the completion of a research project, which I have selected as "THE COGNITIVE APPROACH TO LITERACY INSTRUCTION (CATLI) IN A GRADE 3 CLASS AT A SCHOOL FOR THE DEAF". The CATLI use both top-down (whole language approaches) and bottom-up (phonics) methods. These methods have been proven to make literacy instructions easier for learners as it involves learners in talking (signing) listening and understanding (watching and experiencing), reading and writing tasks. The CATLI is also based on OBE and constructivists principles, which involves learners in experiential learning.

Deaf learners often experience difficulty in acquiring language, reading and writing. The particular method chosen is envisaged to enable us to improve learner's language, knowledge, reading and writing skills rapidly and effectively. By providing permission for your child to participate in this study a contribution will be made towards yours child's ability of improve their skills in the area of language, reading and writing.

I request your permission to allow your child to take part in this research. The research will be implemented as part of the Language programme for a period of six months. Participation in this study is voluntary and you are under no obligation. If you choose not to participate or wish to withdraw at anytime, your child will not be disadvantaged in any way, as teaching and learning will continue in the normal way for your child.

Confidentiality of the learners will be ensured in that pseudonyms will be used and distinctive aspects of learner's history that could identify parties will not be included in the report writing. The results will be discussed with you on completion of the research and a copy of the report will be made available to you.

Should you have any queries please do no hesitate to contact me at school.

Thank you for your co-operation.

Yours sincerely,

Cousheela Reggie
(Researcher and Educator)

Permission Slip:

I _____ give permission / do not give permission, for my Child _____, to participate in this study.

Signature: _____ Date: _____

Contact Number/s _____