

Websites

Worth

Remembering:

Deaf Canada Web

<http://dww.deafworldweb.org/int/ca/>

The Signer's Network

<http://www.interlog.com/~signnet/>

The Canadian Association of the Deaf

<http://www.cad.ca/>

Deaf Canada Online

<http://www.deafcanada.com/>

Deaf Children's Society of BC

<http://www.uidaho.edu/~jblack/deafbc.html>

The Newfoundland School for the Deaf

<http://www.k12.nf.ca/nsd/>

Alberta Association of the Deaf

<http://www.connect.ab.ca/~aad/>

The Electronic Deaf Education Network

<http://www.bradingrao.com/>

The Canadian Hearing Society

<http://www.chs.ca/>

LITERACY



Literacy and Deafness: A Challenge for the Millenium

Jamie C. MacDougall

The volume of research that has been directed to the problem of reading and literacy in normally hearing individuals has increased significantly during the past decade. While the complex processes that underlie reading ability are not yet fully understood, some facts are now clear. In alphabetical languages such as English or French it appears that sound plays an extremely important role. We learn language first when we are very young through our ears and our first communication is through speech and hearing. It is only later, at ages 4 to 6, that we map visual symbols (the alphabet) to the complex string of sounds that we have been using constantly for 3 to 4 years.

The deaf child has no, or very limited, access to the speech of others and the speech of the deaf child is seriously impaired because of the lack of ability to hear sound. Deaf children learn their ABC's in a silent world. They see and recognize words but they have never heard them spoken. Also, and perhaps more importantly, they have not had the experience of hearing connected language so that grammar and syntax are also very difficult for them.

An important point to consider in the context of deafness and literacy is the impact of the educational system on the deaf child. Educators and other professionals are bitterly divided on whether or not to concentrate exclusively on oral (speech and hearing) means of communication or whether sign language has a

role to play. People who hold to the exclusive oral point of view maintain that it is imperative for deaf children to become as normal as possible through development of their speech and use of their residual hearing. Their claim is that it is a 'hearing world' and that if the deaf person is to progress he or she must learn to communicate in the way of the majority. Also they point to the intimate connection between speech and hearing in the process of reading itself.

Those who favour the addition of sign language feel that in most instances speech and hearing are woefully inadequate for unambiguous communication to take place. There is also a growing feeling in the deaf community that the Deaf form a culture in society with a distinct language (American Sign Language - ASL) that must be recognized by all those who are involved with deaf persons. Deaf Canadians have been very active in promoting this point of view recently and all indications are that their view will prevail. ASL has been intensively studied over the past twenty-five years and all evidence confirms that this is a legitimate human language system that follows the same general developmental patterns as spoken language. It has already gained widespread currency in post-secondary programs and in adult training programs especially in the context of the Bilingual/Bicultural (BI/BI) approach to education..

continued on page 2



Networks

The **NALD** Newsletter
Vol. 3, No. 2
Spring 1998

Networks, the newsletter of the National Adult Literacy Database Inc., provides the Canadian literacy community with current information on educational activities in adult literacy and basic adult education.

NALD keeps literacy practitioners, learners, administrators, policy makers and researchers informed on trends, recent publications, available resources, upcoming events and ongoing activities both nationally and in the regions.

For more information or to give your comments, please contact:

The Editor
Networks
c/o NALD Inc.
Scovil House
703 Brunswick Street
Fredericton, New Brunswick
Canada E3B 1H8

Toll Free:
1 800 720 NALD (6253)
Tel: 506 457 6900
Fax: 506 457 6910
info@nald.ca
http://www.nald.ca

* *NALD is funded by the National Literacy Secretariat, Human Resources Development Canada.*

The challenge now is twofold: to carry out needed pure and applied research on the determinants of reading ability in deaf children and adults, and to develop programs at all levels that implement the most modern approaches to literacy in deaf people.

The National Literacy Secretariat has identified two priority areas for literacy programs in Canada as a whole: family and workplace literacy. These are the very areas that are crucial for the field of deafness as well. It is well known that it is in the earliest years when the foundations for reading and writing are established. This is true for both deaf and hearing children. The family then becomes the incubator of reading skills in children and this is particularly the case with families who have deaf children.

Although the challenges are substantial, there are reasons for optimism in this situation. On the research front, researchers both in and outside the field of deafness are achieving new insights about all aspects of linguistic and cognitive development as it relates to literacy. Many of these studies are in the area of sign language and its connection to the spoken word. Other developments in the area of spoken language, and assistive devices, in the opinion of some researchers, hold equal promise.

In terms of practical hands on programs, again there are encouraging developments. Virtually every province has some form of adult literacy program available - some are just starting, and others such as project GOLD in Ontario are in an advanced state. Programs for Francophone deaf persons in Quebec have just been established and there is activity in Ontario in the Francophone sector as well. Programs are also developed in Nova Scotia, Manitoba and Alberta to mention but a few.

Another ray of hope is provided by the application of emerging communications technology. Well known assistive devices such as the TTY (telephone device for the deaf) and CC (closed captioning on television)

all contribute to literacy. Equally exciting for the future is the use of video-conferencing and distance education techniques for instruction as well as interpreting.

But many problems remain. Funding is always an issue. Lack of qualified teachers, interpreters and other support personnel is also a chronic problem in many areas of the country. There is a need for standardized curriculum and increased communication between service providers. Everyone also recognizes the importance of direct involvement of the deaf community in programs but often the resources are not available to ensure this important element. Finally, if real progress is to be achieved, creative partnerships will have to emerge. Deafness is by its nature an isolating condition and many professionals and others in the field have added to this problem through the professional bickering, and by not meeting their obligations to educate the public about the realities of deafness.

If we want to integrate deaf persons into the workplace meaningful, long-term partnerships with the private sector will have to be established. The issue of literacy will be central to this process. Modern methods of communication involving the internet and other new telecommunication technologies can be expected to play a large role in this process.



Jamie C. MacDougall is President of the Canadian Deafness Research and Training Institute based in Montreal and is a faculty member of the Department of psychology at McGill University.

COOL URLS:

Deafness and Learning Video Series

http://www.islandnet.com/conted/d_l.html

Graduate Programs in Education of the Deaf and Hard of Hearing

<http://www.educ.ubc.ca/epse/sped/ed4dhh/index.htm>



Laubach Literacy of Canada

LAUBACH LITERACY OF CANADA has a VISION...

Laubach Literacy of Canada is a key part of a national effort to help all people reach their full literate potential.

LAUBACH LITERACY OF CANADA has a MISSION STATEMENT...

Laubach Literacy of Canada is a national non-profit volunteer organization. We are committed to raising the literacy level of Canadian society.

Laubach Literacy of Canada is a community-based volunteer literacy organization that follows in the tradition of world-recognized literacy pioneer, Frank C. Laubach. In 1930, he organized a method of teaching adults to read and write in their own language. This method is now used in more than 300 countries. Statistics show that in 1996-97 there were 8,982 trained tutors, 8,300 students and 165 community-based literacy councils in Canada.

Our trained tutors work with people to improve their basic and functional skills in reading, writing, speaking, listening, numeracy and other life skills. Our programs are adapted to the goals of the student. Materials and organizational support are available through local Laubach councils.

The first Laubach tutor training workshop in Canada was held in Lunenburg County, Nova Scotia in 1970. Laubach Literacy of Canada was incorporated as a non-profit, charitable organization in 1981. Youth and adults together are becoming readers through the "EACH ONE TEACH ONE" program.

"EACH ONE TEACH ONE" : A PRACTICAL SOLUTION

Students enter Laubach programs with different reading and writing skills, learning styles, life situations and experiences, and different motivations for improving their literacy skills.

Laubach Literacy of Canada's programming has evolved over the years to address the changing needs of literacy students. Laubach training is delivered through one of Laubach's 165 community-based literacy councils. This training includes the Laubach Basic Literacy Tutor Workshop as well as a mixture of other responsive approaches to the changing literacy landscape. Family Literacy, Peer Youth Tutor Clubs and Summer Reading for Fun are just a few examples of projects that have been embraced at the grass roots level as practical solutions to the literacy challenges.

To meet these needs, Laubach provides volunteer tutors with training programs that furnish them with a foundation in a variety of approaches, techniques and materials to teach literacy skills. Supplementary training is also available for tutors in areas such as math, spelling, life skills and writing.

EACH ONE TEACH ONE community-based tutoring continues to be the cornerstone of Laubach success.

Canadian Publications

Trained volunteers write controlled level reading materials for Canadian new readers. This meets the need for high interest material for Canadian adults.

Materials can be ordered from LLC's Distributorship: 70 Crown St., Suite 225, Saint John, NB E2L 2X6

Tel (506) 634-1980 Fax (506) 634-0944

New Brunswick Walk for Literacy

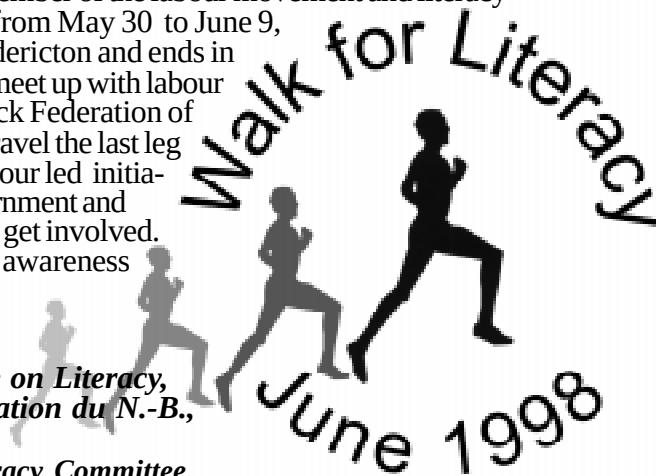


A 270 km. WALK FOR LITERACY is scheduled in New Brunswick. Dermot Kingston, long time member of the labour movement and literacy advocate, will make the trek from May 30 to June 9, 1998. The walk begins in Fredericton and ends in Bathurst where Kingston will meet up with labour delegates to the New Brunswick Federation of Labour convention who will travel the last leg of the walk with him. This labour led initiative challenges business, government and citizens of New Brunswick to get involved. The event is intended to raise awareness and funds for:

***Laubach Literacy NB,
New Brunswick Committee on Literacy,
La Fédération d'alphabétisation du N.-B.,
and***

Fredericton Community Literacy Committee.

For more information, please call, toll free: 1-800-720-6253.



Networks Datebook

YOUR LITERACY EVENTS CALENDAR

June 25 - July 1, 1998

ALA Annual Conference and International Literacy Fair- Washington, DC, USA

Org: American Library Association

Contact: ALA, 50 East Huron St., Chicago, IL 60611-2795, USA, Tel: 312 944 6780, Toll Free: 1 800 545 2433, Fax: 312 440 9374, TDD: 312 944 7298; ala@ala.org
<http://www.ala.org/>

July 1 - 3, 1998

The Adults Learning Math Conference:

Math as part of Lifelong Learning - Utrecht, Netherlands

Org: ALM

Contact: Mieke van Groenestijn, Utrecht Institute of Higher Education, PO Box 14007, 3508 SB Utrecht, Netherlands
Tel: ++31 30 25 47 305
Fax: ++ 31 30 25 18 186
Mieke.v.Groenestijn@feo.hvu.nl

July 6 - 31, 1998

Summer Literacy Training Program '98 - Philadelphia, PA, USA

Org: ILI, UNESCO

Contact: ILI at UPenn, 3910 Chestnut St., Philadelphia, PA 19104-3111, USA Tel: 215 898 9979, Fax: 215 898 9804
ILI@literacy.upenn.edu
<http://www.literacyonline.org>

July 20 - 22, 1998

The Advanced Family Literacy Institute - Louisville, Kentucky, USA

Org: National Centre for Family Literacy

Contact: NCFL, Waterfront Plaza, 325 Main St. Suite 200, Louisville, KY, 40202-4251, USA, Tel: 502 584 1133
<http://www.famlit.org/>

July 21 - 24, 1998

IRA World Congress - Ohio Rio, Jamaica

Org: International Reading Association

Contact: IRA, 800 Barksdale Road, PO Box 8139, Newark, DE, 19711-8139 USA, Tel: 302 731 1600 ext. 216, conferences@reading.org
<http://www.ira.org/congress.htm>

August 5-7, 1998

Third International Conference for Global Conversations on Language and Literacy - Bordeaux, France

Org: NCTE

Contact: NCTE, 1111 W. Kenyon Road, Urbana, IL 618801-1096, USA. Tel: 217 328 3870 ext. 203, Fax: 217 328 0977
<http://www.ncte.org/>

August 17 - 21, 1998

Implementing a Family Literacy

Program Training Session -

Louisville, Kentucky, USA

Org: NCFL

Contact: NCFL, Waterfront Plaza, 325 W Main St., Suite 200, Louisville, KY, 40202-4251, USA
Tel: 502 584 1133, Fax: 502 584 0172
ncfl@famlit.org
<http://www.famlit.org/>

... with a national focus

May 7-10, 1998

INKSHED XV Multiple Literacies: Ethics and Responsibilities - Oak Island Inn,

Western Shore, Nova Scotia

Org: Canadian Association for the Study of Language and Learning.

Contact: Susan Drain, Mt. St. Vincent U, Halifax, NS B3M 2J6.

Tel: 902 457 6220, Fax: 902 457 6455
Susan.Drain@msvu.ca

May 19 - 22, 1998

9th Annual PLA Conference:

Individualizing Assessment- Accepting Adult Learners as Partners in Education and Human Resource Planning - Belleville, Ontario

Org: Canadian Association for Prior Learning Assessment

Contact: CAPLA, York Road, Tyendinaga Mohawk Territory, ON K0K 1X0, Tel: 613 396 2122, Fax: 613 396 2761
paulz@fnti.tyendinaga.net

May 21, 1998

Sixth Annual Conference on Serving Adults with Learning Disabilities - Hartford Connecticut, USA

Org: Adult Training and Development Network

Contact: ATDN, Don Chao, Coordinator, Literacy Resource Center, 111 Charter Oak Avenue Hartford, CT 06103
Tel: 860 524 4046

June 9-10, 1998

1998 Technology in Adult Literacy

Conference - St. Paul, Minnesota, USA

Org: U St. Thomas, St. Paul, MN, USA

Contact: University of St. Thomas, Mail #DEV 2115 Summit Avenue St. Paul, MN 55105, USA,
Tel: 612 962-6950, Fax: 612 962-6974
development@stthomas.edu

June 11 - 14, 1998

Literacy Empowers - Columbus, Ohio, USA

Org: Laubach Literacy Action

Contact: Janet Hiemstra, LLA 1320 Jamesville Ave., Box 131, Syracuse, New York, 13210, USA Tel: 315 422 9121
Fax: 315 422 6369
jhiemstra@laubach.org

June 25 - 27, 1998

SUMMER INSTITUTE: Literacy and Technology: Maintaining a Human Face - Montreal, QC, Canada

Org: The Centre for Literacy

Contact: Dawson College, 3040 Sherbrooke St. West, Montreal, QC, H3Z 1A4, Canada.
Tel: 514 931 8731 Fax: 514 931 5181
literacycntr@dawsoncollege.qc.ca
<http://www.nald.ca/litcent.htm>

COOL URLS:

The John Howard Society of Canada :
<http://www.johnhoward.ca/>

The Calgary Learning Centre :
<http://www.nald.ca/clc.htm>



May 20 - 23, 1998

CACE Conference - Halifax, Nova Scotia

Org: CACE

Contact: Tricia Roberston, 6347 London St. Halifax, NS B3L 1X2 Tel: 902 454 2427, Fax: 902 454 2437
trcontact@aol.com

MAY 24-26, 1998

1998 ACCC Annual Conference: Imagine – Technology, Education & You - Winnipeg, Manitoba

Org: ACCC and the Red River Community College

Contact: Gail Mulhall, ACCC, 1223 Michael St. North, Ottawa ON K1J 7T2, Tel: 613 746 5916 Fax: 613 746 6721
webmaster@acccdns.accc.ca
<http://www.accc.ca/eng/forum/cs/accc98/Call.htm>

May 28-30, 1998

Third National Forum on Education - St. John's, Newfoundland
Org: The Council of Ministers of Education of Canada
Contact: CMEC, 252 Bloor St. West, Suite 5-200, Toronto, ON M5S 1V5
 Tel: 416 964 2551 Fax: 416 964 2296
 cmec@cmec.ca
<http://www.cmec.ca/NaForEd/index.htm>

June 11 - 14, 1998

Laubach Literacy of Canada's Annual Meeting - Sydney, Nova Scotia
Org: Laubach Literacy of Canada
Contact: LLC PO Box 298, Bedford QC J0J 1A0
 Tel: 514 248 2898, Fax: 514 248 7054
 laubach@acces-cible.net
<http://www.nald.ca/llc.htm>

June 11 - 14, 1998

Families & Children: Our Priority - Biennial National Conference of the Canadian Association of Family Resource Programs (FRP) - Montreal, Quebec
Org: FRP Canada
Contact: FRP Canada, 101-30 Rosemount Avenue Ottawa, ON K1Y 1P4.
 Tel: 613 728 3307, Fax: 613 729 5421
<http://www.cfc-efc.ca/frpc/index.html>

June 25-27, 1998

3rd Canadian Conference on Computer-Assisted Language Learning - Church Point, Nova Scotia
Org: Université Saint-Anne
Contact: Université Sainte-Anne, Church Point, NS B0W 1M0
 Tel: 902 769 2114 Fax: 902 769 3120
 richmond@ustanne.ednet.ns.ca
<http://ustanne-59.ednet.ns.ca>

July 15-19, 1998

3rd Biennial Canadian Deaf Festival '98 - Mississauga, Ontario
Orgs: AAD, OAD, OCSD AND ODSA
Contact: Jim Cripps, TTY: 519 658 8296
 Fax: 519 651 0834
 jcripps@easynet.on.ca

... with a provincial focus

May 10 - 13, 1998

CONNECTIONS '98: Bridging the Gap - Vancouver, B.C.
Org: Centre for Curriculum, Transfer and Technology
Contact: CCTT, 5th Floor, 1483 Douglas St., Victoria, BC V8W 3K4 Tel: 250 413 4402
 Fax: 250 413 4403
 gbauslaugh@ctt.bc.ca

May 19 & 23, 1998

TNT for Dynamite Learning - 1998 Young Adult Study Skills Program - Calgary, Alberta
Org: Calgary Learning Centre
Contact: 3930 20 St. S. Calgary, AB T2T 4Z9
 Tel: 403 686 9300, Fax: 403 686 0627
 calearnc@cadvision.com
<http://www.nald.ca/clc.htm>

May 22-24, 1998

Literacy Northwest Annual Conference - Fort Frances, Ontario
Org: Literacy Northwest
Contact: Barbara-Ann Eldridge, 428 Victoria Ave., Fort Frances, ON P9A 2C3,
 Tel: 807 274 3553 Fax: 807 274 5456
 vala@ff.lakeheadu.ca

May 25, 1998

Golf Day for Literacy - CedarBrook Golf Club, Ste. Sophie, Quebec
Org: Literacy Partners of Quebec
Contact: LPQ, 3040 Sherbrooke St. W Room 4B1, Montreal, QC H3Z 1A4
 Tel: 514 931 8731 Fax: 514 931 5181
 jbrandeis@nald.ca

May 30, 1998

Spread the Word - Collingwood Literacy Festival - Collingwood Central Park, Collingwood, Ontario
Org: Georgian Literacy
Contact: Georgian Literacy 180 Ontario St., Collingwood ON L9Y 1M6,
 Tel: 705 444-2250, Fax: 705 445 6362
 geolit@georgian.net
<http://www.georgian.net/gtl/sword.htm>

June 3, 1998

PGI Pine Ridge Golf - Pine Ridge, Manitoba
Org: Literacy Partners of Manitoba
Contact: LPM, Grain Exchange Building, Rm 998-167, Lombard Ave. Winnipeg, MN R3B 0V3
 Tel: 204 947 5757 Fax: 204 944 9918
 literacy@magic.mb.ca
<http://www.nald.ca/litpman.htm>

**June 5 - 6, 1998**

Family Literacy Symposium - Saskatoon, Saskatchewan
Org: Saskatchewan Literacy Network
Contact: SLN, 206-220 3rd Ave. SK, S7K 1M1
 Tel: 306 653 7368 Fax: 306 653 1704
 sklitt@sk.sympatico.ca
<http://www.nald.ca/sklitnet.htm>

June 6, 1998

Ontario Literacy Coalition's Annual General Meeting - Toronto, Ontario
Org: Ontario Literacy Coalition
Contact: OLC, 365 Bloor St. East, Suite 1003, Toronto, ON M4W 3L4
 Tel: 416 963 5787 Fax: 416 963 8102

June 11 - 13, 1998

Atlantic Regional Conference - Lighting the Way - Sydney, Nova Scotia
Org: Laubach Literacy of Canada
Contact: Kathy MacCuish, c/o Town House, 14 Commercial St. Glace Bay, NS B1A 3C1 Tel: 902 849 2449

June 19, 1998

1998 PGI Golf Tournament - Brudenell, PEI
Org: PEI Literacy Alliance
Contact: Catherine O'Bryan, Box 400, 3 Brighton Road, Charlottetown, PE, C1A 7K7, Tel: 902 368 3620, Fax: 902 368 3620
 peiliteracy.alliance@pei.sympatico.ca

July 12 - 25, 1998

Summer Literacy Institute 1998 - Vancouver, British Columbia
Org: Literacy BC
Contact: Jean Rassmussen, Literacy BC 622-510 West Hastings St. Vancouver, BC V6B 1L8 Tel: 1 800 663 1293 (in BC) or 604 684 0624, Fax: 604 684 8520
 literacy_bc@douglas.bc.ca

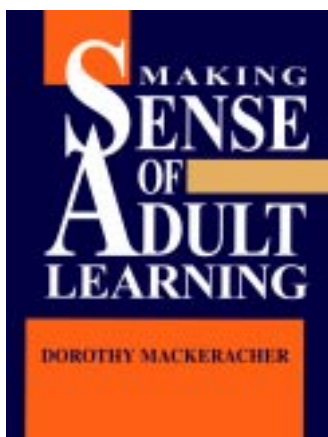
August 6, 1998

Golf Tournament for Literacy - Wascana Country Club, Regina, Saskatchewan
Org: Saskatchewan Literacy Foundation
Contact: SLF, PO Box 8661 Station Main, Saskatoon, SK S7K 6K8 Tel: 653 7378
 Fax: 653 7380
 silburt.skfoundation@nald.ca

August 11 - 12, 1998

Stop the Violence - Calgary, Alberta
Org: Calgary Learning Centre
Contact: CLC, 3930 20 St. South, Calgary, AB T2T 4Z9,
 Tel: 403 686 9300 Fax: 403 686 0627
 calearnc@cadvision.com
<http://www.nald.ca/clc.htm>

By
Dorothy MacKeracher
University of New
Brunswick
Fredericton, NB



When working with individual learners, however, I attempt to develop strategies which best suit their individual needs and preferred learning styles. In ideal teaching-learning interactions, learning originates from within the learner as a natural evolving process which emerges from the learner's need or desire to interact with the environment. One of the most fundamental things we do as human beings is to

organize our life experiences by making sense of them and giving them meaning. Learning activities are designed to help us:

- . make sense of the chaos and confusion of raw, uninterpreted experience;
- . reduce the unknown aspects of life to a manageable level;
- . develop ways to predict how to respond to experiences and interact with others;
- . influence our own particular space in life; and
- . have some control over the conditions under which we live.

Current theories on brain function suggest that the human brain needs and is designed to learn throughout life. The brain's need for activity can be reduced, and the learner can be demotivated from learning, through such conditions as: poor health, poor nutrition, substance abuse, emotional abuse, information overload, to name but a few.

Learning occurs when the brain extracts sets of meaningful patterns from the buzzing, blooming confusion of daily life. These patterns are then organized into meaning perspectives and strategies for doing more learning. In this view of learning, four conditions are necessary:

1. Enough raw data or experiences must be provided, with enough repetitions and variations on themes, to allow differences in patterns to emerge in the learner's meaning perspectives.
2. Enough time and freedom from threat

must be provided to allow the patterns to emerge naturally.

3. Sufficient prior meaning perspectives and learning strategies must exist in the learner's mind to handle new experiences productively. If adult learners do not already possess such perspectives and strategies, then the learning activities must provide opportunities to learn them.

4. Enough information must be provided to the learners about how their learning is progressing toward meeting needs, satisfying desires and achieving learning objectives. Without such feedback, the learner may be doomed to constantly repeating ineffective learning strategies and never experiencing the elation of success.

The book, ***Making Sense of Adult Learning***, discusses adult learning from emotional, cognitive (mental), social, physical and spiritual perspectives; describes selected characteristics of adult learners, and considers various learning and facilitating styles.



Dr. Dorothy MacKeracher
UNB

To Order, please contact:
Culture Concepts, Inc.,
69 Ashmount Crescent, Toronto,
ON, M9R 1C9.
1-800-478-4300.

My understanding of learning is based on a learner-centered approach to teaching and learning rather than a teacher-centered approach. The more we know about the process of learning and the unique strategies used by individual learners to carry out their learning activities, the more effectively we can design appropriate activities and resources to facilitate that learning.

The teacher-centered approach assumes that learning follows and adapts to whatever teaching strategies are used. Learning is assumed to respond to teaching. If teaching is based on talking or on directing and controlling activities, then learning is based on listening, following directions and being controlled. The learner-centered approach I espouse begins with a dialogue in which the teacher listens to the learners to gain an understanding of their preferred learning strategies and very quickly adapts teaching strategies to accommodate those preferences. Teaching responds to learning rather than controlling and directing it.

This approach to teaching is difficult. It requires a complex understanding of likely preferences in learning activities or learning styles, a knowledge of different teaching techniques and their application, and a willingness to use a wide range of different teaching activities. In group settings I have found that, while I cannot tailor my teaching to the unique learning styles of every individual in the group, I can use many different approaches so that individuals will get some time doing what they like best.

How to Incorporate Adult Learning Principles

Adults want learning to be meaningful.
Adults prefer to be self-directed in their learning.
Adults bring a rich background of knowledge and experience to a learning situation.
Every adult has a preferred learning style.
Adults want to apply new knowledge to present situations.
Adults have their own personal goals and objectives in any learning situation.
Adults want to be actively involved in the learning process.
Adults are more receptive in learning situations that are physically and psychologically comfortable.
Adults have busy lives where they play many roles (worker, parent, friend, spouse...) and any learning situation must be respectful of this.

Reference: Caffarella, R.S., *Planning Programs for Adult Learners*. San Francisco: Jossey-Bass, 1994.



The Literacy Bookshelf

Cathy's Cards: Instant Conversation in the Classroom (1998)

by Cathy Seitchik Diaz

An adult learner edition especially created for upper beginning to advanced language learners in either multi-level or single-level adult learner classes. Teacher's Guide/Idea Book included with the 270 cue cards. **Cost** : Adult Learner Edition : \$44.95 (plus shipping and taxes)

Contact : Guidance Centre, University of Toronto, 712 Gordon Baker Road, Toronto ON M2H 3R7, Tel. (416) 502-1262 or 1-800-668-6247, Fax (416) 502-1101 or 1-888-223-8882.

The Use of Educational Software in Adult Literacy Programs : A Comparison of Integrated Learning Systems and Stand-alone Software (1996)

by Diane Millar

Examines the results of three Integrated Learning Systems used in Manitoba, and compared them with those received for students in other literacy programs who were using only stand-alone software. A teacher's questionnaire examines the other presumed advantages and disadvantages of using computer-assisted instruction in adult literacy classrooms.

Contact : Literacy Partners of Manitoba, Grain Exchange Building, 998-167 Lombard Avenue, Winnipeg, MB R3B 0V3, Tel. (204) 947-5757, Fax (204) 944-9918, literacy@magic.mb.ca
<http://www.nald.ca/litpman.htm>

Cloze the Gap (1997)

by Valerie Whiteson

Uses the cloze procedure to teach reading comprehension, grammar, and writing. Material designed to develop and integrate language skills. **Cost** : \$23.25 (plus shipping and taxes)

Contact : Guidance Centre, U. of Toronto, 712 Gordon Baker Road, Toronto ON M2H 3R7, Tel. (416) 502-1262 or 1-800-668-6247, Fax (416) 502-1101 or 1-888- 223-8882.

The Janus Project: Promises and Prospects of Technology and Women's Learning (1997)

Canadian Congress on Learning Opportunities for Women (CCLOW)

Examines new communications technologies as they relate to women's learning.

Contact : CCLOW, 47 Main Street, Toronto, ON M4E 2V6, Tel. (416) 699-1909 or Toll free : 1-800-858-1558, Fax (416) 699-2145, cclow@web.net

Inclusion : Recent Research (1997)

by Gary Bunch and Angela Valeo

For anyone interested in Inclusive Education, a book which is free of jargon and is thought provoking, challenging and based on real data.

Contact : Inclusion Press International, 24 Thome Crescent, Toronto, ON M6H 2S5, Tel. (416) 658-5363, Fax (416) 658-5067, includer@idirect.com

Suzy Harris Upgrading Workshop Manual (1997)

Laubach Literacy Ontario (LLO)

A manual intended for tutor trainers, containing eight different upgrading workshop segments. **Cost** : \$40.00

Contact : Lana Faessler, Training & Development Coordinator, LLO, 100 Highland Road West, Unit 10, Kitchener, ON N2M 3B5, Tel. (519) 743-3309, Fax : (519) 743-7520, llo@golden.net

Reader's Helper (1997)

Literacy BC

Focuses on a different aspect of literature - such as narration, plot, character, setting, subject and theme, style and tone. Learning activities suggested for each topic.

Contact : Literacy B.C., 622 - 510 West Hastings Street, Vancouver, BC V6B1L8, Tel. (604) 684-0624, Fax (604) 684-8520, literacy_bc@douglas.bc.ca
<http://www.nald.ca/lbc.htm>

Doing it for Ourselves: A Collection of Resource Tools for Volunteer Tutor Program Coordination (1997)

A manual whose purpose is to assist the coordination of volunteer tutor programs and the training of new volunteer tutors.

Contact : Literacy BC, 622 - 510 West Hastings Street, Vancouver, BC V6B 1L8, Tel. 1-800-663-1293 (in B.C.) or (604) 684-8520, Fax (604) 684-8520, literacy_bc@douglas.bc.ca.

Adult Learning Computer Based Training (1998)

Silver Fox Developments

Teaches the characteristics and needs of the adult learner and introduces methods of teaching adults using major adult learning theories.

Contact : Mark Etheridge, Silver Fox Developments, Tel. (506) 778-2482, Fax (506) 778-6708, etheridg@nbnet.nb.ca
<http://www.cybersmith.net/silverfox>

Literacy and the Courts : Protecting the Right to Understand (1996)

John Howard Society of Canada

To improve awareness and understanding of the needs of justice system users, particularly those with limited literacy skills; to improve the effectiveness of justice system communications with users.

Contact : John Howard Society of Canada, 771 Montreal Street, Kingston, ON K7K 3J6, Tel. (613) 542-7547, Fax (613) 542-6824, national@johnhoward.ca
<http://www.johnhoward.ca>

Rural Literacy Promotion Kit(1997)

NB Committee on Literacy (NBCL)

Contains background information, examples of letters to send to community leaders to promote literacy awareness, a community profile questionnaire, an executive summary of the project, literacy and literacy levels definitions, as well as New Brunswick statistics on literacy.

Contact : NBCL, 88 Prospect Street West, Fredericton, NB E3B 2T8, Tel. (506) 457-1227, Fax (506) 458-1352, nbcomlit@BrunNet.net
<http://www.nald.ca/nbclhom.htm>

Label-free Learning : Supporting Learners with Disabilities (1996)

by Charlotte Hendrick Keefe

A book that uses the principles of whole language to view learners with disabilities and their learning needs from a positive perspective, and with a focus on literacy development. A valuable resource of hands-on, practical knowledge.

Contact : National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573, USA
Tel. 1-800-453-7461, Fax (914) 937-9327.

Learner Resource Handbook (1997)

Dartmouth Literacy Network (DLN)

A step by step plain language approach that will help learners review or add to their skills. **Cost :** \$12.00

Contact : Sandra Hawrylak, DLN, Box 1004, Dartmouth, NS, B2Y 3Z9, Tel. (902) 464-3444, as495@chebucto.ns.ca

The International Literacy Explorer, CD-ROM (1997)

International Literacy Institute (ILI)

Intended to help train literacy professionals in innovative approaches to learning and instruction. Case studies in six topic areas included : Rethinking Literacy, Language and Culture, Gender and Development, Teaching and Learning, Quality and Innovation, and Educational Technology.

Contact : ILI, 3910 Chestnut Street, Philadelphia, PA 19104, USA
Tel. (215) 898-2100, Fax (215) 898-9804, editor@literacy.upenn.edu



Marketing Workplace Basic Skills (1997)

Peel Adult Learning Network

A manual designed to provide a clear and practical guide to what literacy service providers need to know and do to market workplace basic skills programs and services effectively. Topics include: Demystifying Marketing and Sales; How to Plan and Implement a Marketing Strategy, Administrative Support to Marketing and Sales.

Contact : PALN, 5940 Wallace Street, Mississauga ON, L4Z 1Z9, Tel. (905) 507-8457, Fax (905) 507-9834, paln@idirect.com

Learner's Corner

The World of Science (1997)

by Cal Coish

A general science reader aimed mainly at adult learners, intended for use by learners, with help from facilitators where necessary. Includes hands-on activities and pieces of information that readers will find helpful, as well as a glossary and index.

Contact : College of the North Atlantic, P.O. Box 745, Grand Falls-Windsor, NF A2A 2M4, Tel. (709) 489-4844, Fax (709) 489-2277.

The Basic Hitch-Hiker Series (1997)

by Calvin Coish

A series of six readers written mainly to help learners improve their reading skills. Each book begins with a Vocabulary, listing the new words that learners might have difficulty pronouncing and ends with a series of Questions to test comprehension and then Topics For Discussion and Study.

Contact : Literacy Outreach Centre, College of the North Atlantic, Grand-Falls Windsor Campus, P. O. Box 413, Grand Falls-Windsor, NF A2A 2J8, (709) 489-4484, Fax (709) 489-2277.

Setting Up A Self-Help Group - A Guide for Adult Learners (1997)

PEI Literacy Alliance

For those interested in starting literacy and learning self-help/support groups. Provides ideas and guidelines for organizing groups run by learners for learners.

Contact : PEI Literacy Alliance, P.O. Box 400, 179 Queen Street, Charlottetown, PE C1A 7K7, Tel. (902) 368-3620.

COOL URLS:

By the Numbers - Math for Consumers and Investors :
<http://kindermagic.com/BTN/BTNindex.html>

Ontario Curriculum Clearinghouse :
<http://www.curclear.org/>

Resources for Teachers of English for Science and Technology :
<http://www.wfi.fr/est/est1.html>

Newfoundland & Labrador Association for Adult Education :
<http://www.nald.ca/nlaae.htm>

RESOURCES FOR LEARNERS

First Class Reader! An Integrated Skills Approach to Literacy (1996) by Sharron Bassano

An illustrated, easily understood text for beginning ESL adult and high school students, with a lively approach to literacy. Gives students the opportunity to hear, read, speak, and finally write in English.
Cost : \$13.50 (plus shipping and applicable taxes)

Contact : Guidance Centre, University of Toronto, 712 Gordon Baker Road, Toronto, ON M2H 3R7, Tel. (416) 502-1262 or 1-800-668-6247, Fax (416) 502-1101 or 1-888-223-8882.

On the Write Track: Beginning Literacy for Secondary Students (1994)

A versatile textbook designed for beginning literacy students at the middle, junior, senior high school and adult level. Easy to use and well suited to multilevel classrooms where student needs are diverse.
Cost : \$26.25 (plus shipping & taxes)

Contact : Guidance Centre, University of Toronto, 712 Gordon Baker Road, Toronto ON M2H 3R7, Tel. (416) 502-1262 or 1-800-668-6247, Fax: (416) 502-1101 or 1- 888-223-8882.

The Unknown - A Tall Tale (1997) by Bob Croxford

A book written by a student from the Ontario Basic Skills Program at Lambton College, Sarnia, Ontario. In his book, Bob recalls an "action-packed" tale that was shared with him by his grandfather. Includes a workbook with exercises.
Cost : \$10

Contact : Organization for Literacy in Lambton, 180 N. College Avenue, #106, Sarnia ON N7T 7X2, Tel. (519) 332-0916.

Learner's Story

Our story comes to us from Saint John, New Brunswick. The author, Bea McKenna, decided to enroll in upgrading classes at the Community Aca-demic Services Program (CASP) to complete her grade 12.

She wanted to see if she could do it. And so far, it's going very well. Bea's pastimes are: bowling, fishing, hunting and camping. She is an avid outdoors person.

The Advantages and Disadvantages of Living by Yourself by Bea McKenna

The advantages of living by yourself is that you don't have to answer to anyone except yourself. If you feel like cooking a meal, you can or you can get what ever you want. You can make a mess and don't have to listen to anyone else telling you to clean it right up. When you come home at night you don't have to argue about what channel to watch on television. There is no one to answer to but yourself.

The disadvantages of living by yourself is there is no one home when you get there. If you are going to cook up something you have to eat alone. When you are sick there is no one there to look after you. There is no one to talk to, no one to cook for, no one to look after you, you are all alone the biggest part of the time. Some people don't care if they are alone or not. Being all alone can be very lonely at times and can be very expensive as well.

[This story was taken with permission, from the *The Learning Times*, published by the **New Brunswick Committee on Literacy**, June 1996.]



The Traveling Book (1996) produced by The Learners of the North of Manitoba

Produced by learners from five different groups of northern Manitoba and is intended for learners.
Contact : Literacy Partners of Manitoba, Grain Exchange Building, 998-167 Lombard Avenue, Winnipeg MB R3B 0V3, Tel. (204) 947- 5757, Fax (204) 944-9918.
literacy@magic.mb.ca
<http://www.nald.ca/litpman.htm>

Cross Roads (1997) by Donald W. McGlinchey

An illustrated book of poems written by a learner in a literacy program. The author describes the rhythm and rhyme in poetry as "an art that can calm the soul of mankind". Throughout his poems he has managed to convey his great love of music, nature and friends and the peace of mind they inspire within him.

Contact : New Brunswick Committee on Literacy (NBCL), 88 Prospect Street West, Fredericton NB E3B 2T8, Tel. (506) 457-1227, Fax (506) 458-1352.
nbcomlit@brunswickmicro.nb.ca
<http://www.nald.ca/nbclhom.htm>

SO FAR - Words from Learners (1997)

Editors : Jean Bennett, Richard Jaccoma and Lee Weinstein

A beautifully-illustrated book about struggle and triumph. Faced with cerebral palsy, epilepsy, Down's Syndrome, alcoholism, poverty, substance abuse, indifference, broken families, and loneliness, each of the eight storytellers profiled in this book has fought back, searching for meaningful relationships, for love, for connection to family, friends and community - and all the components of a rewarding life.

Contact : Fitzhenry & Whiteside, 195 Allstate Parkway, Markham ON L3R4T8.

Collections & Recollections of Cumberland County (1997)

Cumberland Adult Network for Upgrading (CANU)

A reader which was developed for adult learners, and contains enjoyable anecdotes, tall yarns, maritime superstitions, former lifestyles, noted figures and old methods passed on from generation to generation, based upon folklore and folk history of Cumberland County, Nova Scotia.

Cost : \$12

Contact : CANU, RR 2, Amherst, NS B4H 3X9,
Tel. (902) 661-1374.
jean.tanguay@ns.sympatico.ca

Reflections of the Heart - An Adult Learner's Perspective (1997)

by Sandy Squibb

An illustrated book of poems written by an adult learner of Newfoundland. In the Foreward of the book, Sandy, who is a thirty-year-old single mother of one, introduces each of her poems and provides the reader with an insight into her past and present and the events which greatly impacted her life.

Contact : Central-Eastern Literacy Outreach Office, P.O. Box 306, Gander NF A1V 1W7, Tel. (709) 651-3849, or Toll Free: 1-800-575-8228.



And, Among The Winners Were...



The battle for world literacy is too often a story of unsung heroes. That's one reason the NALD newsletter will bring to you on a regular basis a list of those individuals, programs and organizations honoured with international, national and provincial recognition for outstanding work in the global literacy initiative.



National

The Annual Honourable Joyce Fairbairn, P.C. Literacy Public Awareness Award

This award, developed by ABC CANADA Literacy Foundation, honours media organizations who have shown a commitment towards the cause of literacy.

Recipient : **Baton Broadcast System**

Provincial

Alberta

Germain Desaulniers Literacy Award

Honours one or two francophone persons in the area served by le Centre éducatif communautaire de l'Alberta (CECA), North-East Centre. The person can be either a learner, an instructor, a literacy project coordinator, a member of a committee in charge of a literacy project, or simply a person who contributed to the advancement of literacy in French in their community.

Recipients : **Adèle Héту-Dallaire and Angelina Pelchat**

Newfoundland

John Howard Society Certificates of Appreciation

The award recognizes the outstanding volunteer contributions that agencies make to the rehabilitation of ex-offenders in this province, through cooperative efforts with the John Howard Literacy Society.

Recipients: **The Congregation of the Sisters of Mercy of Newfoundland** and **Laubach Literacy of Newfoundland and Labrador**

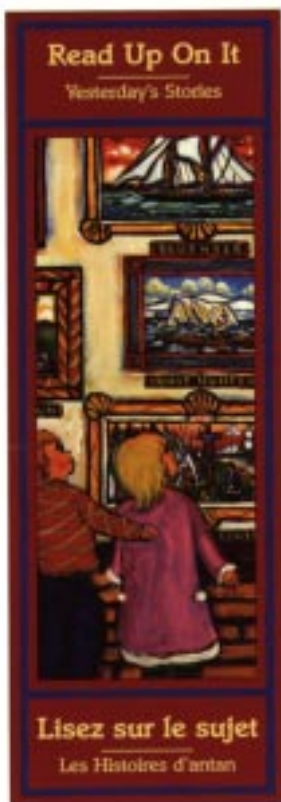
Saskatchewan

Training for Excellence Awards

Awarded annually to recognize the growing efforts to create workplace training programs and services that meet the needs of the individual and of industry in Saskatchewan. The Saskatchewan Labour Force Development Board (SLFDB) is the sponsor of this award.

Recipient : **Saskatchewan Federation of Labour** wins Award for Worker's Education for Skills Training (WEST) Program, in the category of Basic Skills Development.

Read Up On It



Each year, the National Library of Canada publishes both a print and electronic version of its **Read Up On It kit**, compiled by the Children's Literature Service. The kit, produced to promote Canadian children's literature and reading, covers notable books for children of all ages.

The Print Version

An invaluable resource tool for Librarians, teachers, parents and group leaders, the kit contains: annotated reading lists of award-winning Canadian children's books in English and French; annotated reading lists centered around a chosen theme; a poster and a class set of 32 bookmarks; a request card to help you order additional free kits and bookmarks; tips and suggestions on ways to encourage reading and learning among children and adolescents.

This year's theme is ***The Sports Pages***.

To order your free kit, please contact:

Marketing and Publishing
National Library of Canada

395 Wellington Street

Ottawa ON K1A 0N4

Telephone: (613) 995-7969

Fax: (613) 991-9871

TTY: (613) 992-6969

E-mail: publications@nlc-bnc.ca



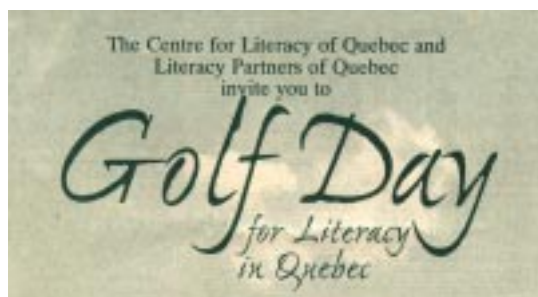
Did you know?

- Literacy is now more broadly defined as a person's ability to understand and use information. It is not just the ability to read, write or calculate.

- Literacy begins at home. Parents are the first teachers, and early intervention in families can prevent literacy problems later in life.

- Literacy affects health and health-care provision. People with low levels of literacy have difficulty reading medicine labels and following instructions.

We can continue to reinforce the message that literacy is more than an education or employment issue - it is a health issue, a justice issue and a citizenship issue.



You can make a difference by helping us raise funds for literacy projects in Quebec at Golf Day for Literacy 1998.

The Club



Join Dennis Trudeau and the rest of our friends at CBC for brunch, a wonderful day of golf, a fine dinner and top-notch entertainment. We are returning to the elegant Cedarbrook Golf Club, situated only 45 minutes from Montreal in the Laurentians. The course is always in top championship condition and the clubhouse and pro shop are eager to provide a level of service you will long remember.

The Organizations

Established in 1992, **Literacy Partners of Quebec (LPQ)** is a provincial English-language literacy coalition whose members represent the diverse providers and supporters of literacy across Quebec.

Founded in 1989, **The Centre for Literacy** is a resource, research and training centre for teachers, tutors, parents, researchers, policy-makers, and interested members of the public. It publishes an international newsletter, runs workshops, seminars and institutes and has the second largest borrowing collection of literacy materials in Canada.

Please Contact:

Golf Day for Literacy in Quebec
3040 Sherbrooke St. West, Rm 4B-1, Montreal, PQ, H3Z 1A4
Tel: 514 931 7434
Fax: 514 931 5181

