

# NAALD Networks

Vol.4 N° 1

Winter 1999

## Websites

## Worth

## Remembering:

Learning Disabilities Association of Canada  
<http://edu-ss10.educ.queensu.ca/~lda/>

Phonological Awareness For Students  
With Learning Disabilities  
[http://www.kidsource.com/kidsource/  
content2/disability.phonological.html](http://www.kidsource.com/kidsource/content2/disability.phonological.html)

Phonological Awareness & Literacy  
Screening (PALS)  
[http://aace.virginia.edu/curry/centers/  
pals/home.html](http://aace.virginia.edu/curry/centers/pals/home.html)

Canadian Dyslexia Association  
<http://www.dyslexia.cyberus.ca/>

Ontario Institute for Studies in Education  
(OISE)  
<http://www.oise.on.ca/>

Language Training Canada  
<http://www.edu.psc-cfp.gc.ca/ltc/>

Dyslexia : The Gift  
<http://www.dyslexia.com/>

The International Dyslexia Association  
<http://www.interdys.org/>

National Center for Learning Disabilities  
<http://www.nclld.org/>

LD Online  
<http://www.ldonline.org/>

## Phonological Awareness Skills in the Reading Process:



## A Technology Based Incentive Project

Barbara E. Welsford, M. Ed., *Assistive Technology Centre*

Jane M. Whitten, M. Ed., *The Learning Trail*

Phonological awareness is the ability to identify and manipulate the sounds of language, ie. the ability to analyze and reconstruct words from their components, syllables and phonemes. Because phonemes are the units of sound that are represented by the letters of an alphabet, an awareness of phonemes is key to understanding the logic of the alphabetic principle and thus to the learnability of phonics and spelling. This ability, or the lack thereof, may be linked to the literacy levels of at risk young adults. A study of these skills in at risk young adults was therefore undertaken. This study assessed two groups of young adults, the "study group" and the "reference group", for their levels of phonemic awareness skills. The study group was made up of thirty young adults from Lunenburg County, Nova Scotia, between the ages of 16 and 24, identified through referral from a local correctional centre, alternate school setting and unemployed. The majority of participants from the traditional school setting had dropped out of school at some point and reentered the system through the alternate program.

For comparative purposes, five students who are high academic achievers (>80% av-

erage in all subjects in their grade level) were assessed for their phonemic awareness skills. These students were considered the *reference group*. The test results of these students were not included in the average results but were included in the statistical analysis carried out on the various subskill test results.

Phonemic awareness of each participant was assessed using the informal *Literacy Online Assessment* (Welsford and Whitten, 1997). Assessment was carried out in the home, correctional centre, support centre or alternate school using a laptop computer. An informal literacy history and personal interview was carried out prior to assessment. The participants were given the opportunity to use the computer prior to the testing, to familiarize themselves with the input process and to determine ability to access the regular keyboard and screen. No adaptive technology was necessary in this project. The results were grouped into 4 levels: **extreme weakness** - an average score of <75%; **noticeable weakness** - an average score between 75 & 85%; **scattered** - an average score between 85 & 95%; and **fluency** - an average score of >95%.

It was found that at risk youth between the ages of 16 and 24 who participated in this

...continued on page 2



# Networks

The NALD Newsletter  
Vol. 4 No. 1  
Winter 1999

*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.

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info@nald.ca  
http://www.nald.ca

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

study demonstrated deficits in phonemic awareness skills. The results of the **study group** indicated that 47% experienced *extreme weaknesses* with phonemic awareness activities and 30% displayed *noticeable weaknesses*. 20% obtained *scattered* profiles of phonemic awareness and 3% (1 individual) obtained fluency in phonemic awareness activities. The result of the **reference group** indicated that 60% (3/5) achieved *fluency* in phonemic awareness skills.

As predicted, success was displayed while reading and spelling '**predictable and unpredictable sight words seemingly due to greater familiarity with these words**'. 0% of the **study group** experienced *extreme weaknesses* in this category, 7% displayed *noticeable weaknesses* and 23% displayed *scattered* profiles. In this subtest category 70% showed *fluency*. 100% of the reference group displayed *fluent* skills in this category.

Less success was achieved with the reading and spelling of '**simple and complex multisyllables**'. 30% of the study group had *extreme weaknesses*, 7% had *noticeable weaknesses*, 37% displayed *scattered* profiles and 26% had *fluent* skills in this area. 100% of the reference group had *fluent* skills when reading and spelling simple multisyllable words. Furthermore, high numbers (64%) of at risk youth had *extreme difficulties* while reading and spelling complex multisyllable words, 23% had *noticeable difficulties* in this category, 10% displayed a *scattered* profile with only 3% having *fluent* skills.

The results of statistical analysis of this study suggest that Phonemic Awareness skills are a strong predictor of success with reading nonsense words. They are also positively related to success with reading and spelling simple and complex multisyllable words.

Barbara Welsford, B.Sc., M.Ed. is the coordinator of the Assistive Technology Centre in Lunenburg, Nova Scotia. Barbara has vast experience working with a wide variety of individuals with disabilities using technology to support educational or employment endeavours.

Jane Whitten, B. A., B. A (Ed), M.Ed is an educational consultant and owns The Learning Trail- Educational Services in Petite Rivière, N.S. Jane has been teaching since 1975 and has worked extensively in the public school system. She has worked intensely with individuals of all ages who experience difficulties learning.

There appears to be no noticeable relationship between Phonemic Awareness and success with reading and spelling sight words, both predictable and unpredictable. The skills needed to decode and encode these words are more likely related to repeated experiences with individual words and word families indicating a memory component involved with acquiring these reading skills.

It was identified that Phonemic Awareness skills and the ability to read nonsense words are related to success with simple and complex multisyllable words. This implies that if nonsense words are a measure of word attack skills and if there is a close relationship between success with nonsense words and phonemic awareness skill level, then well developed phonemic awareness skills are important for decoding and encoding unfamiliar words or word parts. However, it is also speculated that success with simple and complex multisyllable words would also be related to repeated experience with either the whole word or word parts.

Noticeable and extreme weaknesses in phonemic awareness negatively impact the individual's success with reading and writing, especially when the level of information involves the use of simple and complex multisyllable words. As a result of their struggle with the reading and writing processes these individuals have a low level of participation with literacy based activities and so may be considered as reluctant readers or, even, non-readers. This has important implications when considering the possibilities of academic success for at risk students. In order to address the literacy needs of the majority of the at risk population, intensive remedial instruction in the development of efficient phonemic awareness skills must be targeted. Then, and only then, can these individuals participate more successfully with the literacy based activities which are crucial to academic and workplace success.

## NALD Networks Production Team:

**Editor:** Lorette Chiasson  
**Assistant Editor and Layout Manager:** Lorraine Nolan  
**Proofreader:** Florence Mills  
**Graphics Managers:** Earl Letts, Sandra Barry, Tracy Hine and Richard Hatch

*NALD would like to apologise for not thanking the Selkirk Family Resource Centre for pictures used in the fall edition of NETWORKS. Along with the Selkirk Family Resource Centre we would currently like to thank The Nakoda Oyate College, Connect NB Branché, Kingston Literacy, Movement for Canadian Literacy, and Communications New Brunswick for the opportunity to use photographs of them within this newsletter.*

## Team Literacy to convene in February for **Literacy Action Day 99**



Some participants from LAD 98. From left to right: Wendy Seys (LLC), Lilla Sinanan (LLC), Ken Mader (LLC), John Daniel O'Leary (Frontier), Lynda Magerl (MCL), Craig McNaughton (MCL), Senator Joyce Fairbairn, Hon. Pierre Pettigrew, Colleen Albiston (ABC Canada), Toni Tremblay ( FCAF), H el ene Tremblay (FCAF), Dan Haley (MCL), Charles Ramsey (NALD), Lark Gamey (LLC), Nayda Veeman (MCL), Luce Lapierre (FCAF).



Each February since 1993 representatives of Canada's literacy community have converged on Ottawa for Literacy Action Day (LAD).

LAD 99 will happen on *Thursday, February 18th*. The six Nationals are involved again: ABC CANADA, la F d ration canadienne pour l'alphab tisation en fran ais, Frontier College, Laubach Literacy of Canada, the Movement for Canadian Literacy and the National Adult Literacy Database.



During LAD, a combined total of about 50 literacy practitioners and adult learners descend on Parliament Hill to talk to Members of Parliament about Canada's literacy problems and solutions.

This year we will also meet with public officials in four areas of federal program and policy activity: health, employment, justice/corrections and aboriginal peoples.



As work by the Organisation for Economic Co-operation and Development (OECD) and other organizations has shown, literacy is clearly a major factor in public policy. Literacy practitioners and adult learners are in an excellent position to explain to policy-makers how literacy interacts with health care, poverty, employment, economic development, crime prevention, social justice, education, training, aboriginal rights and other contemporary concerns.



If you want to contribute to LAD 99, it would be very useful to receive any examples you have of which federal programs are working, or not working, in your community from a literacy point of view. Email [cmcnaughton@literacy.ca](mailto:cmcnaughton@literacy.ca), or you can call or fax Movement for Canadian Literacy (Tel: 613 563 2464, Fax: 613 563 2504) right up to February 18th!

Don't forget to let your MP know that you would appreciate their taking time to meet with literacy representatives during Literacy Action Day 99.

# Networks Datebook Your Literacy Events Calendar

*... with an international focus*

**February 7 - 12, 1999**

**Developments in Basic Education: Raising Literacy and Numeracy Standards** - London England

Org: British Council  
Contact: The British Council, 1 Beaumont Place, Oxford, OX12PJ, England, UK  
Tel: 011 44 1865 316 636 Fax: 11 44 1865 557 368  
international.seminars@britcoun.uk  
<http://www.britcoun.org/seminars/>

**February 11, 1999**

**Teaching Literacy to Adults with Learning Disabilities** - Television

ORG: Office of Voc. and Adult Education of USA, PBS/ALS and Literacy Link  
Contact: Noreen S. Lopez, Director, LiteracyLink  
nlopez@pbs.org  
<http://www.pbs.org/literacy/>

**April 21, 1999**

**Fifth Annual Meeting of the Adult Numeracy Network** - San Francisco, USA

ORG: Adult Numeracy Network  
Contact: Rose Steiner, Adult Numeracy Network, Billings Adult Ed. Center, 415 N. 30th Street, Billings, MT 59101, USA  
edl@world.std.com  
<http://www.std.com/anpn/>

*... with a national focus*

**Feb 10/ Mar.10/ Apr. 14 and May 12, 1999**

**KAMA 1999** - Toronto, ON

ORG: World Literacy of Canada  
Contact: World Literacy of Canada, 59 Front Street East, Toronto, ON M5E 1B3  
Tel: 416 863 6262 Fax: 416 601 6984  
worldlit@web.net

**February 16 - 19, 1999**

**Leadership Symposium on Aboriginal Education** - Banff, AB

ORG: The Banff Centre for Management  
Contact: The Banff Centre for Management, Box 1020, Station 45, Banff, AB T0L 0C0  
Tel: 1 800 590 9799 Fax: 403 762 6422  
cfm@banffcentre.ab.ca

**February 18 & 19**

**Exploring New Frontiers... In Recruitment and Career Education** - Winnipeg, MB

ORG: The Canadian Association of Career Educators and Employers  
Contact: Beverly Kovacs, CACEE Canada West Office  
Tel: 403 283 3560 Fax: 403 283 2652  
beverly@cacee.com

**February 18, 1999:**

**Literacy Action Day** - Ottawa, ON

ORG: Movement for Canadian Literacy  
Contact: Movement for Canadian Literacy, Suite 300, 180 Metcalfe Street, Ottawa, ON, K2P 1P5  
Tel: 613 563 2464 Fax: 613 563 2504  
mcl@literacy.ca



**February 19 - 20, 1999**

**TEAL 99 : 32nd Annual Conference "Reading the signs - Systems Literacy in a Changing World"** - Vancouver, BC

ORG: English Language Institute/ BC TEAL

Contact: BC TEAL Office 106 - 3195 Granville Street, Vancouver, BC V6H 3K2  
Tel: 604 736 6330 Fax: 604 736 6306  
BC TEAL: bctéal@unixg.ubc.ca

**April 26 - 27, 1999**

**10<sup>th</sup> Anniversary Reading for Success: Business and Education Working Together** - Toronto, ON

ORG: Conference Board of Canada  
Contact: CB of C, 255 Smyth Road, Ottawa, ON K1H 8M7  
registrar@conferenceboard.ca  
Tel: 613 526 3280 Fax: 613 526 4857  
<http://www.conferenceboard.ca>

*... with a provincial focus*

**Feb 1 - 6, 1999**

**University College Symposium on Literacy** - Toronto, ON

ORG: Ontario Institute for Studies in Education (OISE)  
Contact: Pam Gravestock, OISE of the University of Toronto, 252 Bloor Street West, Toronto, ON, M5S 1V6  
Tel: 416 923 6641 Fax: 416 926 4725  
dolson@oise.utoronto.ca  
<http://lsn.oise.utoronto.ca/literacy.nsf/pages/>

**February 3, 6, and 10, 1999**

**Barrie Literacy Council Meetings** - Barrie ON

ORG: Barrie Literacy Council  
Contact: BLC, 80 Bradford Street, Unit #244, Barrie, ON L4N 6S7  
Tel: 705 728 7323 Fax: 705 728 7155  
barrie\_literacy@on.aibn.com

**February 4, 1999**

**Health and Literacy: Plain Language is not Enough** - Montreal QC

ORG: The Centre for Literacy of Quebec  
Contact: CLQ, 3040 Sherbrooke Street West, Room 4B.1-6, Montreal, QC H3Z 1A4,  
Tel: 514 931 8731, x1415, Fax: 514-931-5181  
literacycentr@dawsoncollege.qc.ca  
<http://www.nald.ca/litcent.htm>

**February 10, 1999**

**Poisonous Pedagogy** - Montreal QC

ORG: The Centre for Literacy of Quebec  
Contact: CLQ, 3040 Sherbrooke Street West, Room 4B.1-6, Montreal, QC H3Z 1A4,  
Tel: 514 931 8731, x1415, Fax: 514-931-5181  
literacycentr@dawsoncollege.qc.ca  
<http://www.nald.ca/litcent.htm>

**February 11, 1999**

**Learning Outcomes - Tips & Tools for Community-Based Agencies** - Barrie, ON

ORG: CLO  
Contact: CLO, 80 Bradford Street, Unit #244, Barrie, ON L4N 6S7  
Tel: 705 733 2312 Fax: 705 733 6197  
kaattari@bconnex.net

**February 12, 1999**

**Community Literacy Ontario's AGM** - Barrie ON

ORG: CLO  
Contact: CLO, 80 Bradford Street, Unit #244, Barrie, ON L4N 6S7  
Tel: 705 733 2312 Fax: 705 733 6197  
kaattari@bconnex.net



**February 17 - 19, 1999**

**Come Read With Me Training for Facilitators and Reading Groups** - Stony Rapids, SK

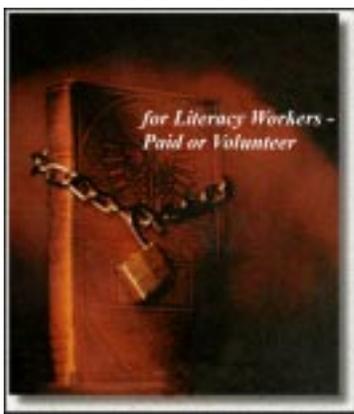
**ORG:** Saskatchewan Learning Network  
**Contact:** Saskatchewan Literacy Network, 206-220-3rd Ave. S, Saskatoon, SK, S7K 1M1

Tel: 306 653 7368 Fax: 306 653 1704  
sklit@sk.sympatico.ca  
<http://www.nald.ca/sklitnet.htm>

**February 20, 1999**

**Computer Resources for Literacy Within Reach** - Montreal QC

**ORG:** The Centre for Literacy of Quebec  
**Contact:** The Centre for Literacy of Quebec, Inc, 3040 Sherbrooke Street West, Room 4B.1-6, Montreal, QC H3Z 1A4, Tel: 514 931 8731, x1415, Fax: 514-931-5181.  
literacycntr@dawsoncollege.qc.ca  
<http://www.nald.ca/litcent.htm>



The **STAPLE** (*Supplemental Training for Practitioners in Literacy Education*) Project was launched in Alberta in 1993, the result of which has been the development of a training program for adult literacy coordinators and tutors available on CD-ROM. STAPLE Volume 1 contains five modules entitled: *Introduction to Assessment, Reading Assessment, Teaching Reading, Writing Assessment and Teaching Writing*. Through interactive exercises, photographs, audio clips, animation and text displays you will learn how to administer, score and interpret an informal reading inventory. The reading and writing assessment tools described in STAPLE help you to identify a student's learning strengths and weaknesses and the reading and writing strategies' modules show you teaching strategies that relate back to the

**Feb. 24 - March 6, 1999**

**Tutor Training Sessions** - Edmonton, AB  
**ORG:** Prospects Literacy Association  
**Contact:** PLA, 9913-108 Ave, Edmonton, AB T5H 1A5, Tel. 403 421 7323, Fax: 403 421 7324, prospects@aal.ab.ca

**April, 1999**

**Barrie Literacy Council's Spring Workshop Series** - Barrie ON  
**ORG:** Barrie Literacy Council  
**Contact:** BLC, 80 Bradford Street, Unit #244, Barrie, ON L4N 6S7  
Tel: 705 728 7323 Fax: 705 728 7155  
barrie\_literacy@on.aibn.com

**April 15 - 16, 1999**

**Teaching and Learning in the Clinical Setting** - Hamilton, ON  
**ORG:** McMaster University  
**Contact:** Annette Sciarra, Tel: 905 525 9140 x 22714, Fax: 905 528 6552  
sciarra@fhs.McMaster.ca

**April 22 - 24, 1999**

**Family Literacy Conference** - Saskatoon, SK  
**ORG:** Sask. Reading Council at Saskatoon  
**Contact:** Bev Hanson, SRC at Saskatoon, 51 Dragon Cres., Saskatoon, SK S7K 1X3, (B) 306 668 7051, (H) 306 373 3413; bhanson@stpaulrcssd.saskatoon.sk.ca

**April 30, 1999**

**Making Connections: A Literacy and EAL/Curriculum from a Feminist Perspective** - Brandon, MB  
**ORG:** Common Ground Consulting  
**Contact:** Janet Smith, Common Ground Consulting, #200-107 Seventh Street Brandon, MB R7A 3S5  
Tel: 729 0492 Fax: (204) 729-0492  
commonground@mb.sympatico.ca

**April 30 - May 2, 1999**

**Sustaining Communities through Learning and Development: The Challenge for English Speaking Quebec** - Concordia University, Montreal QC  
**ORG:** The Quebec Ass. for Adult Learning  
**Contact:** QAAL, 1455 de Maisonneuve Blvd. West, Room LB 614-3, Montreal, QC H3G 1M8, Tel: 514 848 2036, Fax: 514 848 4520  
qaal@alcor.concordia.ca

## STAPLE - An Update by - Flo Brokop

assessment you have completed. The teaching strategies are described, demonstrated and then you are given the opportunity to practice. Delivering this training on multimedia CD allows you to learn at your own rate and the flexible navigation within the program, allows you to pick and choose among topics.

Certificates of completion are available for each STAPLE module. Upon completing a module in STAPLE, contact Literacy Services of Canada 780 413-6491 to order the corresponding certificate of completion test for \$20.00 + GST. Your test will be marked and a certificate of completion mailed to you. Beginning September 1996, the University of Alberta Faculty of Extension includes STAPLE Volume 1 as a full credit elective in CACE (Certificate in Continuing Adult and Career Education). Students who are enrolled in CACE in any of the Western provinces, may complete STAPLE Volume 1 and the five certificate of completion exams and receive credit for one elective course.

**STAPLE Volume 2** was released in 1998. It contains three new modules: *Let's Talk About Literacy, Building a Foundation for Literacy and Math, and Lesson Planning*. *Let's Talk About Literacy* introduces you to a variety of definitions of literacy, explores

some of the myths of literacy and shows you how to deal with the media. It also includes a section on the support available to literacy practitioners and an in-depth segment on literacy statistics based on the **International Adult Literacy Survey (IALS)**. *Assessment and teaching strategies* introduced in STAPLE Volume 1 are aimed at learners who have some reading and writing skills. In the module, *Building a Foundation for Literacy and Math* in STAPLE Volume 2, you will learn how to assess students who are at very basic levels and learn about strategies that are most effective with this group of students. The *Lesson Planning* module introduces you to the Progress Profile, a wonderful tool that can help a student/tutor pair set goals, plan instruction and evaluate progress during their lessons. You will also learn about selecting resources with students and explore some of the ethical dilemmas that confront student/tutor pairs.

For information and to order STAPLE CDs in Canada, contact:  
Literacy Services of Canada Ltd., P.O. Box 52192 Garneau, Edmonton, Alberta, Canada T6G 2T5  
Phone: 780 413 6491  
Fax: 780 413 6582  
E-mail: brokop@telusplanet.net  
<http://www.literacyservices.com>



Millions of public and private sector dollars later, literacy has a different face as we move out of the 90s. The private sector-both on the management side and the labour side-has become more involved in literacy and basic skills training. Canadians are more aware of the issue and of where to go if they need help, and the IALS report has encouraged a spate of research.

We have had a significant impact in creating awareness within the business community, principally at the level of larger companies, which are for the most part more able to deal with the issue. The challenge for the literacy movement is to get to the smaller and medium-sized organizations which are badly in need of literacy upgrading and literacy assessment. Nonetheless, overall significant strides have been made.

We are particularly excited about new projects for the coming years, under the leadership of a new Executive Director, Chris Featherstone. Our plans include an increased involvement in research and continuing efforts in the area of workplace education. The most exciting new area of focus is family literacy. In partnership with Honda Canada, ABC CANADA presents a one-hour drama about literacy called *Penny's Odyssey*, broadcast on CTV on January 27, 1999 at 8 p.m. The program will be the marquee event of the inaugural Family Literacy Day, which will, we hope, be celebrated across the country.

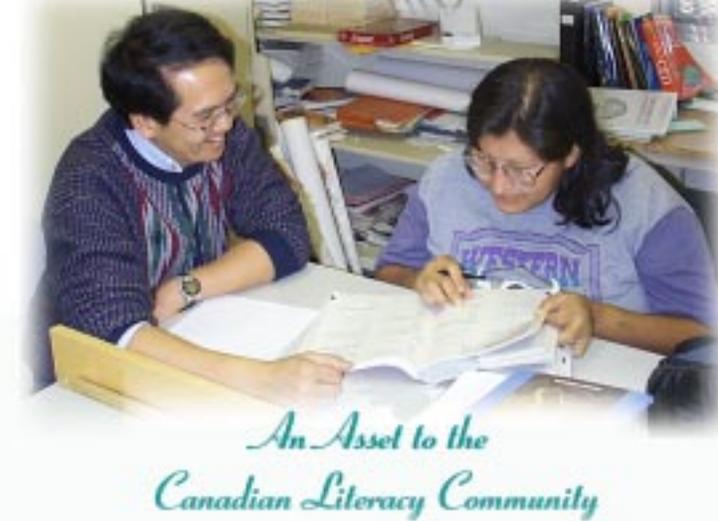
ABC CANADA has played a part in "moving the needle" on literacy through its Workplace Education Centre, fundraising efforts

You can visit ABC CANADA's website at [www.abc-canada.org](http://www.abc-canada.org) for a list of our activities and publications and access to our public awareness materials.

**Contact ABC CANADA at  
1-800-303-1004.**

such as the PGI Golf Tournaments for Literacy and the Canada Post stamp project, and the LEARN campaign, which connects learners with literacy programs. Recent projects include the LIVE & LEARN campaign and the Literacy Public Awareness Kit. We would not have been able to accomplish all that we have without the unstinting support of corporate Canada.

Dozens of companies, both large and small, have provided us with financial help, services, and goods, as well as investing in their own workforces and communities.



*An Asset to the  
Canadian Literacy Community*

by Susan Brekelmans

Editor of 'Literacy at Work' - ABC's Newsletter

ABC CANADA was created in 1990 by a group of concerned people from business, labour, and education with the twin purposes of raising awareness about literacy and getting the private sector actively involved in supporting the cause. Our goal is a fully literate Canadian population. Our activities are designed to foster a lifelong learning culture and support the development of an educated and adaptable workforce.

## Teaching suggestions for adults with suspected learning disabilities / differences

- Break tasks down into a logical sequence of discrete steps.
- Pre-test, teach, reteach as needed, and review.
- Be sure mastery has been achieved before moving on to the next step in the sequence of learning tasks.
- Provide frequent feedback that describes what was done well, how well, and how it might be improved.
- Use colour, highlighter, enlargement of print, and underlining to strengthen the visual input and enhance visual memory.
- Slow down the rate of your speech, emphasizing important points. Maintain eye contact in order to assess level of comprehension, encourage participation, give and get feedback, and maintain attention.
- Teach word processing skills, use of spelling and grammar checkers, and other software.

[This article is part of a list of pointers prepared by Dr. Susan A. Vogel as a contribution to **Literacy Volunteers of America's Training Guide for Tutors** (revised 1993). For more information, contact LVA at 1-800-LVA-8812.]



# Response to WWW.NALD.CA Gratifying

By Charles Ramsey

By the time that you read this, we will have celebrated the third anniversary of the official launching of the NALD site ([www.nald.ca](http://www.nald.ca)) on the World Wide Web (WWW) on February 1st, 1996. The idea that we had back then "to provide information and resources to the literacy community in Canada" was exciting to us, but, I must admit, not universally seen to be the good idea that we thought that it was. The World Wide Web, then in its infancy, was generally viewed with some skepticism, and this emerging technology was perhaps even more greatly suspect in the literacy world where even traditional resources could be hard to come by.

Now, some three years later, that suspicion has not totally dissipated as people in the literacy community are still under-represented among those who have access to communication technology. However, usage statistics for the NALD web site show that the concept of using the WWW is gaining wider acceptance with the passing months. At NALD we use software on a monthly basis to analyze our log files (files which record in great detail activity on the NALD site) for such things as number of users, number of "pages" that they have "viewed" or downloaded and the average time per visit for each user.

In the fiscal year April 1, 1997 to March 31, 1998, there were 172,047 users of the NALD site for an average of 14,237 per month. Users "viewed" or downloaded 718,281 "pages" of information and resources for an average of 59,856 per

month. The average time spent per visit to the NALD site by each user was 9 minutes and 27 seconds.



So far this fiscal year, i.e. from April 1, 1998 to December 31, 1998, the figures are as follows. There have been **237,095** users of NALD for an average of **26,344** per month, compared to the 14,237 monthly average for last year. **1,102,855** "pages" of information and resources have been "viewed" or downloaded so far this year, for a monthly average of **122,539** per month compared to the 59,856 monthly average for last year. Finally, the average time per user visit is **11 minutes and 57 seconds** for the 9 month period compared to the 9 minute and 27 seconds average for last year.

Needless to say, we are extremely gratified that this concept of using the Internet for the distribution of information and resources has been gaining acceptance. These figures far outstrip the wildest predictions that we dared to make three years ago. As Executive Director of NALD, I have stood on the front line promoting what we have been doing and encouraging people to join us in making this "our" resource, a resource that will enhance the learning experience in the lit-

eracy environment; hence I have been the most visible proponent of NALD. I would like to say that without the vision embraced by NALD's Board of Directors, the commitment, determination and creativity of NALD staff and the support provided by our many partners in the literacy community, this growing compendium of resources would never have been possible. The direct contribution to NALD's success made by the National Literacy Secretariat through advice, support and funding as well as the in-kind support provided by the Government of the Province of New Brunswick have been the conditions without which we would not exist. Thank you very much for all the support that all of you have given us.

At our most recent Board meeting in December, and in staff workshops for "fine tuning" our efforts, all of us have renewed again our commitment to work with all of you in further developing through NALD a quality resource that will help make a difference in the educational experience for the literacy community.



Charles Ramsey is the Executive Director of NALD

# The Literacy Bookshelf

**How Does Literacy Affect the Health of Canadians? A Profile Paper** (1998)  
Burt Perrin Associates for Health Canada

A paper which discusses the significant health impacts of literacy. Identifies why literacy is a health issue and thus is relevant to Health Canada and to its mandate. Touches upon some of the mechanisms by which literacy affects health, and suggests some of the ways in which the health field can respond.

**Contact:** Health Canada Publications, Ottawa, ON K1A 0K9,

Tel: 613 954 5995, Fax: 613 941 5366.

<http://www.hc-sc.gc.ca/hppb/healthpromotiondevelopment/pub/literacy-health/literacy.htm>

**Technology: Practical Applications in Manitoba Literacy** (1998)

Pat Newman, Pembina Valley Learning Centre

The result of a survey of provincial adult literacy programs in Manitoba. Purpose was to assess present access to technology by adult learners and practitioners, identify barriers to usage, and identify needs of programs regarding use of technology in literacy.

**Contact:** Pembina Valley Learning Centre, #2-571 Main St., Winkler, MB R6W 1G3, Tel: 204 325 4997, Fax: 204 325 5945, pemvalrn@mts.net <http://www.mts.net/~pemvalla/home7.html>

**Reaching the Rainbow** (1998)  
Parkland Regional College

An information kit which contains multimedia components on setting up an Aboriginal literacy program, or when adding Aboriginal literacy as a component to compliment existing programs.

**Cost:** \$55

**Contact:** Parkland Regional College, 72 Melrose Avenue, Yorkton SK S3N 1Z2, Tel: 306 786 2589, Fax: 306 786 7866.

**Literacy Handbook for Young Offenders** (1998)

NWT Literacy Council

Contains a selection of low-level literacy stories and exercises which has the students of the Isumaqsungittut Youth Centre, in Ikaluit, Northwest Territories, as its target audience. However, the stories and exercises can be adapted and used in a variety of settings. Also contains a complete story for more advanced readers.

**Cost:** \$12

**Contact:** NWT Literacy Council, Box 761, Yellowknife, NT X1A 2N6, Tel. 867 873 9262, Fax 867 873 2176, [kimcr@polarnet.ca](mailto:kimcr@polarnet.ca)

**Learners Talking to Learners : Adult Literacy Learner Events in British Columbia** (1998)

Selkirk College

A collection of reports written by learners from across BC. The reports are about the *Learners' Events* that they planned and held in their area. A *Learner's Event* can be many different things : a workshop, a writing circle, conference, play, etc. Each event is planned and put on by a group of learners with support from their instructors.

**Contact:** Literacy BC, 622 - 510 West Hastings Street, Vancouver, BC V6B 1L8, Tel: 1-800-663-1293 (BC) OR 604 684 0624, Fax: 604 684 8520

[literacy\\_bc@douglas.bc.ca](mailto:literacy_bc@douglas.bc.ca)

<http://www.nald.ca/lbc.htm>

**A Guide to Literacy Services in Ontario** (1998)

Alpha Ontario

Provides a listing of organizations involved in the adult literacy field in Ontario. Enables information-seekers to make use of two powerful media : print and Internet technology. The Alpha Ontario Website, now part of AlphaPlus Centre, will be updated to provide electronic access to the information in this guide.

**Contact:** AlphaPlus Centre, 21 Park Road, Toronto, ON M4W 2N1, Tel: 1-800-363-0007 or 416 397 5900, Fax: 416 397 5915, [info@alphaont.ca](mailto:info@alphaont.ca) <http://www.alphaplus.ca>

**Partners in the Transfer of Learning** (1998)  
Maurice Taylor, Partnerships in Learning

A resource manual for workplace education instructors, with information which was gathered through field interviews, document reviews and interviews with experts.

**Contact:** Maurice Taylor, University of Ottawa, Faculty of Education, 145 Jean Jacques Lussier, Ottawa, ON K1N 6N5, Tel: 613 562 5800 ext. 4037, Fax: 613 562 5146, [MTAYLOR@uottawa.ca](mailto:MTAYLOR@uottawa.ca)

**Working with Low-Literacy Seniors: Practical Strategies for Health Providers** (1998)

National Literacy and Health Program, Canadian Public Health Association (CPHA)

An easy-to-use guide designed to highlight the special needs of low-literacy seniors within the health system. Practical strategies intended to help health providers serve this important group of clients more sensitively and effectively. Includes sections on *Low Literacy and Seniors' Health*; *Using Plain Language Writing* and *Clear Verbal Communication*; *Links Between Literacy and Health*, etc.

**Cost:** \$15 (plus shipping & handling & GST)

**Contact:** CPHA's Health Resources Centre, 400-1565 Carling Ave., Ottawa, ON K1Z 8R1, Tel: 613 725 3769, Fax: 613 725 9826, [info@cpha.ca](mailto:info@cpha.ca)

<http://www.nald.ca/nlhp.htm>



**Promoting Family Literacy in PEI** (1998)  
PEI Literacy Alliance

Strategic plan for family literacy in PEI, which includes : definitions used in Family Literacy; Information on Strategic Planning; Relationship of this project to other projects and initiatives in PEI, etc.

**Contact:** PEI Literacy Alliance, 3 Brighton Road, PO Box 400, Charlottetown, PE C1A 7K7, Tel/Fax: 902 368 3620 [peiliteracy.alliance@pei.sympatico.ca](mailto:peiliteracy.alliance@pei.sympatico.ca) <http://www.nald.ca/PROVINCE/PEI/LITALL/promlit/cover.htm>

**Youth Literacy Resource Kit : Resources to help Literacy Programs serve out of school youth aged 16-24** (1998)

by Margaret Oldfield, Ontario Literacy Coalition

A kit that was produced by the OLC in answer to requests for information about literacy programs for out-of-school youth between the ages of 16 and 24. Aim is to share information among groups who already serve youth and groups who want to start serving youth, or want to serve youth better.

**Cost:** \$15 (plus shipping & GST)

**Contact:** OLC, 365 Bloor Street East, Suite 1003, Toronto, ON M4W 3L4,  
Tel: 416 963 5787, Fax: 416 963 8102,  
ontlitco@interlog.com

**Literacy Works II - Newfoundland and Labrador** (1997)  
Newfoundland and Labrador Literacy Development Council

A listing of the federal and provincial literacy projects in Newfoundland and Labrador from 1994 to the end of January 1997. Projects sponsored by volunteer organizations, colleges, school boards, unions, community centres and others dedicated to promoting literacy and making services more accessible.

**Contact:** Don McDonald, Director of Programs and Services, NLLDC, Arts and Culture Centre, 3 Cromer Avenue, Grand Falls-Windsor, NF A2A 1W9,  
Tel: 709 489 7723 OR 800-563-1111, Fax: 709 489 7421,  
dmcDonald@nf.sympatico.ca  
<http://www.nald.ca/fulltext/fulltext.htm>

**Adult Basic Education Resource Packages** (1998)  
Open Learning Agency (OLA)

Packages include : English Intermediate and Advanced levels; Biology, Chemistry, Mathematics and Physics.

**Contact:** OLA, 4355 Mathissi Place, Burnaby, BC.V5G 4S8,  
Tel: 800-663-1663 (BC), 604 431 3000 Fax: 604 431 3385,  
olainfo@ola.bc.ca  
<http://www.ola.bc.ca>

**Family Connections : 1998 Directory of Family Literacy Projects Across Canada** (1998)

Editors : Adele Thomas, Sharon Skage and Ronna Jackson

A Directory that presents an extensive overview of on-going family literacy initiatives across the country. Summaries of individual projects, listed by province, include details on resources for practitioners and learners. Project descriptions also contain contact information to facilitate practitioner networking.

**Contact:** Shelley Watson, Brock University Bookstore, 500 Glenridge Ave., St. Catharines, ON L2S 3A1,  
Fax: 905 685 1472.  
<http://www.nald.ca/fulltext/title.htm>



**Nova Scotia Community Learning Initiative**

by  
**Barbara Parker,**  
CLI Administrator

The Nova Scotia **Community Learning Initiative** (CLI) was created in 1994 as a response to a province-wide need for literacy and upgrading programs. Through this Initiative, the Adult Education Section of the Department of Education and Culture provides grants, resources and supports to 27 community-based Learning Networks for the delivery of literacy and upgrading programs.

CLI Learning Networks are an example of community partnerships at work. These Networks collaborate on identifying the learning needs of adults in their communities and on developing programs to meet those needs. They are composed of volunteers from many sectors, including cultural groups, school boards, literacy councils, community college campuses, libraries, businesses, unions, visible minorities, government agencies, and community groups.

Many Learning Networks are regionally-based and develop programs which reflect the needs of their geographic areas. Others develop programs which are based on the needs of specific groups of people: the Acadian, the African-Canadian, the Mi'kmaq, the ESL, and the Deaf communities.

The CLI program models are innovative and varied. They include classroom instruction, one-to-one tutoring, distance learning, as well as programs specifically designed for single mothers, for ex-offenders and persons in correctional institutions, and for people living with disabilities. Since it began in 1994, the CLI has offered almost 6,000 adult learners opportunities for improving their literacy and numeracy skills, for increasing their self-confidence, for acquiring new skills, and for personal growth.

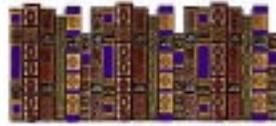
The CLI Learning Networks have become very active in supporting their programs with such activities as curriculum development, the creation of promotional materials and professional development activities. Through the National Literacy Secretariat and the PGI grant structures, Nova Scotians have benefited through such projects as *The Sea and Me Manual*, developed by the Shelburne County Learning Network and *Développer la confiance par Équipe de travail en alphabétisation*. Networks have used PGI grant dollars to reduce such barriers to program participation as transportation and child care costs.

In its Final Report last year, one Network stated that the CLI "has been a positive experience for our community because it has brought a wide range of people and organizations together to provide a service which might otherwise not be available." In a true partnership, everyone must benefit and the Community Learning Initiative allows this to happen.

Cool URLs

The Write Place Literacy Services Centre  
<http://www.island.net/~writeplc/>

# Learner's Corner



## RESOURCES FOR LEARNERS

### **Over the Mountain III : The Circle of Life** (1998) Nova Scotia Education and Culture

A collection of stories and poems created by adult learners enrolled in *Community Learning Initiative* (CLI) literacy programs throughout Nova Scotia.

**Contact:** Victoria Bruce, Adult Education Section, Dept. of Education and Culture, P.O. Box 578, Halifax, NS B3J 2S9,  
Tel: 902 424 5165, Fax: 902 424 0666,  
bruceva@gov.ns.ca

### **To Dream A Different Dream** (1998) by Robert Grimminck

The inspiring story of a factory worker, Robert Grimminck, a father of five children, who at age 34, received a serious spinal injury from an industrial accident. Worse than his back injury, was facing the reality of being a functional illiterate. He went back to school to get his high school diploma. But that was only the beginning of a fantastic and unbelievable journey.

**Cost:** \$17.00

**Contact:** Folker Press, RR 1, Arva ON NOM 1CO  
<http://www.lonet.ca/res/grimminck/tour.htm>

### **Faces of Literacy** (1998)

Rabbittown Learners Program

A collection of stories by learners at the Rabbittown Learners Program, that not only tell of their interests, but their life experiences and their struggles with trying to cope with little or no education.

**Contact :** Rabbittown Learners Program, P.O. Box 8660, St. John's, NF A1B 3T7,  
Tel: 709 579 6033, Fax: 709 579 8738.

# Learner's Story

## Learner's Story

### Learner's Story

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##### Learner's Story

###### Learner's Story

We have a poem written by Marlon O'Brien, from Whitehorse, Yukon. Marlon is quite an avid reader. He also uses computers on a regular basis at Yukon College in Whitehorse.

### **Sadness too** by Marlon O'Brien

I am in the middle of darkness, surrounded by fear everyday.  
Evil and pain in which I inherit, takes my loney soul from day to night.  
How can I look towards tomorrow, when tomorrow may never come.  
I am just alone in fear and darkness, with darkness trying its hardest to point the way. So what do I say to someone, who says tomorrow is anther day. When I can't even remember what happen yesterday or is it today?

I'm sick in tired of living in your way, for I was brought up differently, now I'm looking for day for me to live a better way.  
Now I sit alone in vast amount of space, I long for the lonely light of day to come my way. With emptiness along my side every step of this play. Emphasizing my next move towards the darkness. I still long for the day light to come this way. As I sit and watch the sunset hoping for a better day. I sit here waiting for my moment of death. Suffering slowly and painlessly as time passes on. and now I watch the sunrise and a new day starts to dawn. As each day that passes a little piece of me goes with it. Not fearing what lies ahead and who cares what happens tomorrow. It will be here soon then you think, and it will crash down two times more. And so the peoples hearts will be blackend even more. I'm sick and tired of living in your way. For I was brought up differently. Now I'm waiting for a new day, for me to live a better way but I still have this sadness buried deep in my soul.

**In Other Words** (1998)  
Laubach Literacy of Canada  
(LLC)

A beginning to intermediate level workbook that features meaningful activities that reinforce and enhance vocabulary used in survival English settings. Ten units identify vocabulary for lifeskills topics common to adult ESL classrooms.

**Cost** : \$17.50 for the student book

**Contact** : LLC, Head Office and Distributorship, 70 Crown St., Suite 225, Saint John, NB E2L 2X6, Tel: 506 634 1980, Fax: 506 634 0944, laubach@nbnet.nb.ca  
<http://www.nald.ca/llc.htm>

**Stories from the Island** (1998)  
by Rod Russell, Marvin Payne and Tony Stanley

This book has a reading level 2 - ABE, and it was written by three persons with disabilities. Each author wrote a story about something he enjoys doing. The titles of the stories are : *My Special Trips*; *Volunteering*; and *Memories*.

**Contact** : Ability Employment Corporation, P.O. Box 182, Shoal Harbour, NF A0C 2L0, Tel: 709 466 1670, Fax: 709 466 1684, ability@thezone.net

**150 Ways to Keep Your Job** (1998)  
Laubach Literacy of Canada

This activity text teaches students - especially those entering jobs right out of school - the basic work ethics, habits and attitudes that increase one's chances of staying employed. It includes 150 tips on topics such as handling the first day on the job, dealing with customers, and getting a promotion.

**Cost** : \$17.75

**Contact** : LLC, Head Office and Distributorship, 70 Crown St. Suite 225, Saint John NB E2L 2X6, Tel: 506-634-1980, Fax: 506-634-0944, laubach@nbnet.nb.ca  
<http://www.nald.ca/llc.htm>

Cool URLs

First Book

<http://www.firstbook.org/>



## 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

*1998 Recipient of the Learner Achievement Award for the Assembly of First Nations :*

Jennifer Murdock, from Six Nations Reserve

### Provincial

*The Co-operators 1998 Learner Achievement Award Recipients :*

*AB* - Tom Prevost, Calgary

*BC* - Kate Nesbitt, Telkwa

*MB* - April Young, a graduate of Beat the Street

*NB* - Robert Kirkpatrick and Louis Morris

*NF* - Ivy Bennett

*NS* - Edna Martin

*ON* - Melissa Crowther, George Mole and Bruce Dawson

*PEI* - Eva Manning

*SK* - Linda Schwitzer

*YK* - Darryl Haberland

### *New Brunswick*

*Minister of State for Literacy's Annual Alpha Awards - 1998 Recipients*

*Corporate Alpha Award* : Bank of Montreal

*Voluntary-Service Organization Awards* : Fédération d'alphabétisation du N.-B., Literacy Council of Fredericton and Partenariat Saint-André

*Volunteer Awards* : Rita Cormier of Bathurst, Dorothy Dearborn of Hampton, Heather Harris of Riverview and Guy E. Rossignol of Saint-André

*Alpha Award for Facilitator Excellence* : Monique Bouchard of Saint-Jean-Baptiste

*Student Award for Outstanding Individual Achievement* : Francis Arsenault, Galagher Ridge; Jacques Arseneau, Beresford; Johanne Chiasson, Menneval; Euclide Leger, St. Phillips; Marcel Levesque, Saint-Léonard, Donald McLean, Saint John; Allain Michaud, Saint John; Louis Morris, Bellefond; Mike Ogden, Moncton; Françoise Robichaud, Campbellton; François Roy, Edmundston; and Erika Salazar, Saint John.

*Lieutenant-Governor's Award for Early Childhood Literacy* : Ann F. Roussel of Robertville

### *Northwest Territories*

*1998 PGI Learner Achievement Award Recipients* : Alvina Lepine (sponsored by NWT Power Corp.) and Edwin Morin (sponsored by The Co-operators)

### *Quebec*

*Literacy Partners of Quebec Literacy Award 1998 Recipient* : Frances Ackerman, Director of The Fraser-Hickson Library in Montreal