

STATE OF THE FIELD REPORT

ADULT LITERACY

May 2006

B. Allan Quigley, Sue Folinsbee, & Wendy L. Kraglund-Gauthier
St Francis Xavier University

TABLE OF CONTENTS

Acknowledgments.....	4
I. Introduction.....	5
II. Literacy Experts and Organizations Consulted.....	6
III. Methodology	8
A. Parameters for the Study.....	8
B. Search Strategies	8
C. Analysis of the Gaps in the Literature	10
IV. Limitations	11
V. Definitions of literacy	11
A. Introduction to Definitions	11
B. General Literacy Definitions	11
C. Literacy Related to Different Contexts and Groups	12
VI. Generalizations, Gaps, & Profitable Lines Of Inquiry.....	16
A. Literacy Overview Comments.....	16
B. Concerning Canadian Research on Literacy	16
C. Concerning International Research on Literacy	16
D. Concerning History of Literacy.....	17
E. Concerning Theory and Literacy	17
F. Concerning Learning, Teaching, and Research-in-Practice.....	18
G. Concerning Literacy and Specific Groups.....	19
H. Concerning Health Literacy.....	21
I. Concerning Family Literacy.....	21
J. Concerning Literacy and Work.....	22
K. Concerning Corrections Literacy	22
L. Concerning Learning Disabilities.....	23
M. Concerning Literacy and Technology	23
N. Concerning Indicators of Change.....	23
O. Concerning Communities of Practice and Research	25
P. Concerning Changes in Public Attitudes and Perceptions.....	25
Q. CONCLUSION	26
VII. General Literacy: Literature	27
A. Overview of Literacy: Canada	27
B. Overview of Literacy: International	31
C. Government and Government-Related.....	35
VIII. History of Literacy	37
IX. Theory & Literacy	38
X. Learning, Teaching, & Research-In-Practice.....	40
XI. Literacy & Specific Groups	45
B. Francophone Literacy.....	47

C. Aboriginal Literacy	50
D. Women and Literacy	53
XII. Health Literacy.....	55
XIII. Family Literacy.....	62
XIV. Literacy & Work.....	65
XV. Corrections Literacy	70
XVI. Learning Disabilities & Literacy.....	72
XVII. Technologies & Literacy	76
XVIII. Indicators Of Change.....	79
A. Practice-Oriented.....	79
B. Policy & Program-Oriented.....	80
C. Government Reports	84
D. Longitudinal and Other Qualitative/Quantitative Studies/Reports Relevant to Change	85
E. Changes in Public Attitudes and Perceptions	86
XIX. Dissemination & Means For Sharing Knowledge	87
A. Journals in the Field of Adult Education.....	87
B. Adult Literacy Coalitions in Canada.....	88
C. Other Ways of Sharing Knowledge Across the Field of Literacy *	90
Additional References Used in This Report.....	94

ACKNOWLEDGMENTS

I would first like to thank Sue Folinsbee and Wendy Kraglund-Gauthier who were the research assistants on this study. Sue and Wendy not only did a masterful job and were a joy to work with, but they both went far beyond any expectation for a report of this nature. They worked countless hours – often far into the night – giving generously of their own time and knowledge in order to meet the extremely tight timelines of this study. It is hard to imagine a better team for an undertaking of this type.

We were supported and guided by a committee of 17 adult literacy experts from across Canada. They unhesitatingly shared their knowledge in each of the areas of literacy included in this report, and did so in the midst of extremely busy schedules. They also gave generous input to formatting, organization, and the very scope of the report. These colleagues reflect the remarkable level of knowledge and caring that makes literacy in Canada such a vital field.

Finally, more than twelve literacy experts who were not members of this particular Committee – some from outside Canada – also contributed to the content seen here. They brought other perspectives and valuable content to the project.

Thank you all for helping create the most comprehensive state of the field study we have had in many decades in Canada. This work was undertaken with support from the Canadian Council on Learning, which bears no responsibility for its content.

B. Allan Quigley,
November 21, 2005

I. INTRODUCTION

This study on the State of the Field focusing on adult literacy was conducted under the auspices of the Canadian Council on Learning. It is one of eight State of the Field reports on adult learning in Canada. The other reports include Gender & Learning, Culture & Learning, French as a Minority Language, E-Learning, Learning Communities, Social Movements, and Access & Barriers to Adult Learning. The full complement of reports, as compiled by the Steering Committee for this eight-report project, is intended to help advise the Canadian Council on Learning and to develop a knowledge baseline for the Adult Learning Knowledge Centre recently launched at the University of New Brunswick.

As seen in the opening of this report, seventeen literacy experts representing a wide range of Canadian literacy and educational organizations were invited to participate in the Advisory Committee. In addition, some twelve literacy individuals and organizations both in Canada and beyond were consulted. Two research assistants, Sue Folinsbee and Wendy Kraglund-Gauthier, were at the centre of the project throughout. They not only made valuable content contributions but made major contributions to the analysis, narrative, organization, and formatting of this report.

Timelines were tight for this study and guidelines were broad. This report should not be seen as an exhaustive or definitive study on adult literacy in Canada; rather, it is a fair representation of the knowledge base as of November, 2005.

It is recommended that this study be updated and expanded on a regular basis into the future.

II. LITERACY EXPERTS AND ORGANIZATIONS CONSULTED

Name	Organization /Location	Committee Member	Areas of Expertise/ Consultation
Eileen Antone	OISE, University of Toronto (ON)	✓	Indigenous peoples and their literacies
Suzanne Benoit	La Coalition francophone pour l'alphabétisation et la formation de base en Ontario (ON)		Francophone literacy
Mary J. Breen	Writer/Editor, Peterborough, ON		Literacy and health
Barbara Burnaby	Memorial University (NL)	✓	ESL and Indigenous literacies
Deborah Butler			Learning Disabilities
Kim Crockatt	Nunavut Literacy Council (Nunavut)		Indigenous and northern literacies
John Comings	National Centre for Study of Adult Learning & Literacy, Harvard University		US research
Wendy Desbrisay	Movement for Canadian Literacy (national)		Literacy policy
Guy Ewing	Toronto, ON	✓	Research-in-Practice, Communities of practice, literacy overview
Ann Marie Downie	Literacy Nova Scotia (NS)	✓	Practice in the Atlantic provinces
Christine Featherstone	ABC CANADA, Toronto		National literacy studies
Doris Gillis	St. Francis Xavier University (NS)	✓	Health literacy
Jenny Horsman	Toronto, ON	✓	Women and violence in literacy
Nancy Jackson	OISE, University of Toronto (ON)		Literacy and work, research in practice, and general literacy
Paul Jurmo	Brunswick, New Jersey (USA)		Literacy and work, and policy
Tamara Levine	Canadian Labour Congress (national)		Union-based literacy and clear language
Robin Millar	Centre for Literacy and Work (MN)	✓	Workplace literacy
Maria Moriarty	AlphaPlus Centre (ON)		Literacy overview, workplace literacy, research in practice, and francophone literacy
Scott Murray	UNESCO		Canadian and international research
Linda Phillips	University of Alberta	✓	Research and family literacy
Allan Quigley	St. Francis Xavier University (NS)	✓ Committee Chair	Research and international linkages
Rod Savoie	National Research Council of Canada		Research and e-Learning

Name	Organization /Location	Committee Member	Areas of Expertise/ Consultation
Linda Shohet	Centre for Literacy of Quebec (QC)	✓	Francophone literacy, health literacy, literacy and technology, policy
Cate Sills	NWT Literacy Council (NWT)		Indigenous and northern literacies
Yvette Souque	National Literacy Secretariat (national)	✓	Literacy policy
Suzanne Smythe	University of British Columbia (BC)	✓	Family literacy
Maurice Taylor	University of Ottawa (ON)	✓	Workplace literacy and informal learning
Audrey Thomas	Victoria, BC	✓	Policy and practice
Diane Wagner	Learning Disabilities of Ontario		Literacy and learning disabilities
Pierre Walter	University of British Columbia	✓	Literacy history
Brenda Wright	Saint. John Learning Exchange, Saint. John, NB	✓	Community-based literacy

III. METHODOLOGY

A. PARAMETERS FOR THE STUDY

The research team's primary goal was to provide a comprehensive picture of themes in adult literacy in the Canadian literature. At the same time, it was agreed that there was important literature particularly from the United States, Great Britain, and Australia that had had a significant influence on adult literacy in Canada and should also be included. It was also especially important to include practitioner-based research as well as academic literature and government reports. The team agreed that practitioner research, especially research-in-practice which reflected an important development in the literacy field, and was an important emerging trend in the Canadian literature.

The researchers began by developing an outline of the themes to include in the study based on their long history, experience and knowledge, and involvement in adult literacy. This set the parameters of the study. Over the course of the study, some changes were made to the outline based on the suggestions of advisory committee members. For example, literacy and technologies was added as a theme as there was ample literature to warrant a separate category. In addition, the English-as a-Second-Language focus was narrowed to only include works related to literacy. The researchers made this decision realizing that literature on English as a Second Language warrants a separate study on its own terms.

In general terms, the research content was selected based on the expertise and judgment of the expert committee members and the research team. Selection involved searching multiple databases, bibliographies, web sites, and publications, together with continuous consultation with the committee members and other advisors. The general criteria used by the committee included:

- a) major theoretical and/or research works with significance for the literacy field in Canada
- b) works that were recent and contemporary (the last 15-20 years), unless they were considered milestones in the knowledge base
- c) international studies from or conducted outside of Canada if they were considered to hold wide comparative or illustrative significance for adult literacy in Canada.

B. SEARCH STRATEGIES

The research team included one academic, and two practitioner-researchers. Each team member had worked in the field of adult literacy for many years; therefore, they embarked on the project with an in-depth knowledge of the adult literacy literature and where to search for it. The research team started the search of the literature using their own extensive knowledge in adult literacy. The search began with three extensive, well-established Canadian adult literacy databases. These databases were:

- National Adult Literacy Database (NALD)
- Directory of Canadian Adult Literacy Research in English
- Adult Research in Ontario and AlphaPlus (AlphaPlus prepared 4 reference lists)

At the same time, advisory committee members and researchers provided their own extensive bibliographies within their areas of expertise in literacy. The team also went outside the committee to contact key people who could provide additional Canadian references and sources to search, especially for francophone literacy. Further, the expertise of three scholars in major international organizations in the U.S.A. was solicited. In total, 31 experts in various areas of adult literacy provided references and/ or gave input into the report.

The introductory search methods provided a wealth of literature on all the contexts and groups that were a focus of the study. This led to further databases and websites to explore. Further web sites and databases searched included:

- ABC CANADA
- Adult Education Research Conference (AERC):
- Adult Literacy and Numeracy Research Consortium (ALNARC)
- Canadian Council on Learning
- Canadian Labour Congress
- Canadian Literacy and Language Network
- Canadian Periodicals Database
- Canadian Public Health Association
- Centre for Literacy of Quebec
- Centre for Education and Work
- Clearinghouse on Adult, Career, and Vocational Education
- Conference Board of Canada
- Community Partnerships for Adult Learning
- ERIC Database
- Family Literacy Directory
- Festival of Literacies
- Frontier College
- Literacy Assistance Centre
- metro-boston Community Wide Education and Information Service (mbCWEIS)
- Movement for Canadian Literacy and 12 provincial and territorial coalition web sites
- National Adult Literacy & Learning Disabilities Center
- National Centre for Early Development and Learning (Family literacy)
- National Centre for the Study of Adult Learning and Literacy
- National Center on Adult Literacy (NCAL)
- National Institute of Adult Continuing Education (NIACE)
- National Institute for Literacy:
- National Literacy and Health Program
- National Literacy Secretariat
- Research and Practice in Adult Literacy (RaPal)
- Répertoire canadien des recherches en alphabétisation des adultes en français
- Research in Practice in Adult Literacy (RiPal)

The researchers also searched the reference sections of the major works in the academic and grey literature as well as the many annotated bibliographies discovered. In addition, the team conducted further searches using Google, Google Scholar, Google Books, ProQuest, Medline, PubMed, SpringerLink and JSTOR using the following key word combinations:

- literacy and research-in-practice
- ESL literacy
- first language literacy
- Aboriginal literacy
- literacy and Aboriginal people
- women and literacy

- health literacy
- literacy and health
- family literacy
- corrections and literacy
- prison literacy
- literacy and justice
- workplace literacy
- literacy and work
- unions and literacy
- literacy and learning disabilities
- literacy and technology
- assessing adult learning
- assessing adult literacy
- measuring adult learning
- measuring change in literacy
- literacy and change
- literacy and measurement
- adult and literacy and assessment

The team stopped searching once the evident saturation-point had been attained—that is, once the same references kept re-appearing from the various experts, and no new relevant literature was being added—the team agreed it had attained most of the literature germane to its stated guidelines.

The research team did not focus on dissertations and theses on literacy because of the difficulty in gaining access to the in-house publications. However, there were particular dissertations and theses that were included due to their prominence and reoccurrence in the literature as identified by the experts on the and beyond the committee. In addition, there was a tendency to avoid conference proceedings because the researchers felt that the material presented at conferences was often duplicated in the published material. The researchers also excluded research that was identified as too location-specific, including most provincial and territorial reports.

The team used the organizational web sites listed on the previous pages to search for dissemination avenues and means for sharing knowledge. They also built dissemination avenues and means for sharing knowledge using their own knowledge and that of that of the 31 literacy experts consulted.

C. ANALYSIS OF THE GAPS IN THE LITERATURE

The gaps in the literature were analyzed by examining the titles, the content of the literature, and/or relied on the knowledge of its expert committee to decide on the content of each section. Key themes emerged from the literature itself and the literature was categorized by these key themes in each section. The team determined the key themes by examining the titles and/or content, and by counting the titles in each category for comparative analysis. The team also looked for trends by time period.

IV. LIMITATIONS

While every effort has been made to verify source references and locate updates on the Web site links, the research team and the Advisory Committee members were constrained by the limited time allocated for this project. Reliance on search engines, contributions from experts in the field, and existing bibliographies, Web sites and indexes were the primary sources and search approaches; however, this report should not be seen as the definitive study of all of the existing literature, materials, or networks in the field of Canadian adult literacy. Moreover, as noted earlier, the general criteria and guidelines for the study were broad, making the selection and decision-making processes less than exacting and less than perfectly systematic. It is hoped that future updates will overcome the limitations of this initial study.

V. DEFINITIONS OF LITERACY

A. INTRODUCTION TO DEFINITIONS

This section on definitions is not meant to be an exhaustive list of all the definitions that are in present use in the literacy field. Rather, the intention of this section is to provide an overview of some of the prevalent definitions that are presently in use in different spheres of literacy. This section provides the reader with some of the different ways of thinking about literacy and the tensions and different interests within these conceptualizations. The different meanings of literacy reflect some of the same patterns and tensions found in the review of the patterns of the research literature. They reflect the disconnect between policy, practice, research, and theory.

Similarly, with specific groups and specific literacies, there has been an attempt to provide some context for each group or particular literacy. The contexts provided do not pretend to include all the circumstances that might apply to each group or literacy. The description of the different contexts is uneven from one group of literacy to another. This unevenness, in part, represents the limitations involved in locating definitions and descriptions under tight timelines, and the degree to which each area has been researched. The differences reflected in these contexts provide insight with respect to potential gaps in the research and the importance of “one size doesn’t fit all.”

B. GENERAL LITERACY DEFINITIONS

“For everyone, everywhere, literacy is, along with education in general, a basic human right ... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

Kofi Annan, Secretary General of the United Nations
(Thinkquest.com, 2005)

The New Literacy Studies literature, as arising mainly out of the United Kingdom, discusses literacy and theory in a framework of tensions between literacy as a psychological concept as opposed to a social construct – an individual cognitive skill as opposed to embedding or situating literacy within a social context in which literacy is acquired and used (see Barton, 1994; Barton, Hamilton, & Ivanic, 2000; Lankshear et al., 1997; Lankshear & Knobel, 2003; Prinsloo & Brier, 1996). These theorists favour a socio-cultural or social practice approach over mechanical skills of reading and writing. Literacy as a social practice emphasizes notions of power, politics and influence of social relations. This socio-cultural approach to literacy is referred

to as the New Literacy Studies in the literature. Literacy is used in the plural to refer to multiple literacies rather than one autonomous view of literacy.

In practice, industrialized nations work with a variety of definitions. The various International Adult Literacy Surveys (IALS), and IALSS studies (OECD, HRDC, & Statistics Canada, 2000) have defined literacy as “the ability to understand and employ printed information in daily activities at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential.”

The IALS Backgrounder (National Literacy Secretariat, 1994) indicates that IALS addresses three categories of literacy on a five-point scale of complexity. These categories are:

1. **Prose literacy:** the ability to understand and use information from texts such as editorials, news stories, poems and fiction.
2. **Document literacy:** the ability to locate and use information from documents such as job applications, payroll forms, transportation schedules, maps, tables and graphs.
3. **Quantitative literacy:** the ability to perform arithmetic functions such as balancing a chequebook, calculating a tip, or completing an order form.

A random examination of the web sites and publications of some of the Canadian national literacy organizations and provincial literacy coalitions¹ offers some patterns in definitions of literacy. Some literacy organizations such as ABC CANADA, Literacy BC, Literacy Alberta, Literacy Nova Scotia, and the Saskatchewan Literacy Network use the IALS definition of literacy or a close version of it on their web sites.

The Saskatchewan Literacy Network and the Ontario Literacy Coalition (OLC), emphasize “reading the world”, not just reading the word. The OLC emphasizes literacy as a way to “understand our culture and the world we live in.” The NWT Literacy Council (2005) states in its vision that literacy is a right; it involves everyone, and is necessary for social, political, and economic participation in all aspects of life.

The Centre for Literacy in Quebec’s definition (2005) goes beyond definitions like IALS to stress the complexity of literacy as “culturally defined” and the fact that literacy varies from context to context. This definition includes phrases like “multiple literacies”, as well as emphasizes critical thinking in relation to information and literacy as a human right. Frontier College defines literacy as “learning for life” and also as a fundamental right. Frontier College acknowledges literacy as more than reading and writing. Frontier’s definition includes understanding, and using literacy, and focuses on literacy as a way of “strengthening culture” and “gaining knowledge”.

In summary, there are a variety of ways that literacy is defined in theory and practice. The theory stresses definitions that relate to literacy as a social practice. Large international literacy surveys like the IALS use a definition that focuses on skills in three categories of literacy. In a sampling of Canadian literacy organizations, there is a focus on literacy skills for all aspects of life but in some cases, an inclusion of the social. In addition, some of the definitions show evidence that literacy has expanded beyond traditional ideas of basic reading and writing. The idea of multiple literacies, while used by the theorists, is not reflected to any great extent in the definitions examined here.

C. LITERACY RELATED TO DIFFERENT CONTEXTS AND GROUPS

In order to provide a brief introduction in this section for the reader, the research team reviewed mostly major Canadian works in the literature that emerged from their searches. The aim was to capture the essence of each of the different contexts and groups of research. The team attempted to find multiples sources for

¹ Websites were retrieved on November 2, 2005.

these descriptions and to summarize the common themes. In some cases, it was difficult to find multiple sources for descriptions that would properly inform this section. This was especially the case for ESL and first language literacy, women and literacy, francophone literacy, corrections literacy, and learning disabilities and literacy.

1. Aboriginal Literacy

Aboriginal concepts of literacy (Antone, Gamlin, & Provost-Turchetti, 2003) are holistic and rooted in Aboriginal culture. Ningwakwe (n.d.) states that Aboriginal concepts and definitions of literacy use the Medicine Wheel model of learning. In this model, learning, including literacy learning, focuses on spirit, heart, mind and body, not just gaining knowledge. The National Indigenous Literacy Organization (2005) emphasizes the circle of culture, sharing, learning and survival as essential concepts in Aboriginal literacy development.

2. ESL and First Language Literacy

The Centre for Canadian Language Benchmarks (2005) refers to ESL literacy as having little or no literacy in one's first language. Florez and Terrill (2003) refer to ESL learners with literacy needs as literacy-level or literacy learners. These are learners with six or fewer years of education in their native country of origin.

The need to be literate (Geronimo, Folinsbee, & Goveas, 2001) is part of a larger tapestry in the daily life of newcomers. Literacy is embedded in a host of larger issues such as discrimination in housing and employment, low self esteem, and activities and paperwork in daily life. Often basic survival skills take over developing literacy skills.

Geronimo, Folinsbee, and Goveas (2001) also found in their literature review that ESL literacy was mostly equated with English literacy, and that in surveys, speaking English was equated with literacy in English. They discovered that there is little reference to literacy in one's first language, what is sometimes referred to as heritage languages. Recommendations from the authors include having bridging programs for newcomers who have low literacy in their first language.

3. Francophone Literacy

Benoit (personal communication, November 11, 2005) states that the needs of Francophones are diverse. Francophones include people born in Canada as well as those who come to Canada and have decided to live and learn in French.

Francophones can often feel isolated, especially in areas where the number of Francophones is low. Learning in French often brings them out of isolation. Literacy learning can help learners develop their sense of belonging to a community of French-speaking people. They can become reacquainted with their culture, or they may want to strengthen what skills and knowledge they have.

Many studies have concluded that it is better to learn in one's mother tongue first. Adults whose mother tongue is French – particularly those who attended a French language elementary school – will learn better because their reference models are French. It is important to ensure that Francophones have an opportunity to learn in French, wherever they live in Canada.

4. Women and Literacy

Lloyd (1991; 1994) as well as Horsman (1999) have found that women often experience literacy programs within a context of invisibility, violence, poverty, isolation, and discrimination. Lloyd states that the literacy programs that women participate in focus on fixing individuals rather than focusing on the larger systems that women are situated in. Lloyd notes that, for women, particular barriers such as program schedules, childcare, transportation and counselling, support services, and appropriate curriculum affect their ability to participate in literacy programs. Thus, if taken with mainstream adult education research on women's ways of knowing

and learning (Belenky, Clinchy, Goldberger, & Tarule, 1986), literacy for women in adult literacy programs needs to be understood from the context of their learning and their lived experiences.

5. Health Literacy

Health literacy is a relatively new term that means different things in various countries and contexts (Centre for Literacy, 2005; Institute for Medicine, 2004). The earliest definitions focused narrowly on competencies of individuals to read and understand information in the larger healthcare system such as medical information and instructions. Current definitions have expanded from earlier ones to focus more on access to information, making informed choices, and affecting larger systems.

6. Family Literacy

Family literacy definitions focus on more than the skills of reading and writing (Action for Family Literacy Ontario, 2004; Centre for Family Literacy, 2005; National Centre for Family Literacy, 2003). The focus is also on building strong relationships in the family and in the community. The emphasis is on both the learning of both children and adults. Moreover, the Movement for Canadian Literacy (MLC) (2005a) also emphasizes that undereducated families may have rich literacy practices and notes that early literacy skills are the foundation for future learning.

7. Corrections Literacy

The Movement for Canadian Literacy (2005b) states that offenders tend to have literacy skills at a rate 3 times lower than the general population. The MCL also notes that offenders are also more likely to have learning disabilities and more likely to have literacy challenges that contributed to their being imprisoned in the first place. Literacy challenges also contribute to offenders' chances of receiving fair treatment by the justice system throughout their lives.

8. Literacy and Work

Literacy and work presents itself as contested terrain in the literature. Moreover, the literature of the policy documents (Belfiore, Defoe, Folinsbee, Hunter, & Jackson, 2004; Castleton, 1999b) in the industrialized world tends to blame the worker for lack of skills. Castleton questions these unexamined assumptions and notes that they are often taken up by workplace partners who view these ideas as common sense. Castleton emphasizes that there are silences through the stories that are not being told about workers' skills, abilities and working conditions.

Although definitions (Belfiore, et al., 2004; Folinsbee, 2001; 2005) of workforce literacy vary, the literature illustrates that one thing in common is the expansion of conventional definitions beyond reading, writing, and math. The literature also shows that the broader definition is closely aligned with worker productivity and global competitiveness in industrialized countries. Folinsbee (2005) also found that workforce literacy is seen as including both the employed and the unemployed with workplace literacy being both site and sector specific.

Blunt (2001) discusses the different interests of employers and labour with respect to literacy. Whereas employers may focus on productivity and customer service, labour is concerned about broader participation and enhanced workplace democracy. Folinsbee's (2005) findings were similar. Employers were interested in literacy for changing job requirements and saw literacy upgrading as a way to improve productivity, safety, quality, etc. Labour saw literacy as an important part of protecting and empowering working people.

9. Learning Disabilities and Literacy

The Movement for Canadian Literacy (2005c) describes learning disabilities and their impact on literacy development. The MLC states that learning disabilities are a lifelong neurological disorder that can severely impact the learning process. Learning disabilities include problems related to visual memory and reversals in writing, poor auditory memory and speech, problems with hand-eye coordination, and poor organization of

time and space. Individuals with learning disabilities often have conceptual problems that which affect social interactions and peer relations (Movement for Canadian Literacy, n.d.). Similarly, behaviour disorders have also been recently included in the learning disabilities literature (Corley & Taymans, 2001).

10. Technologies and Literacy

The OECD (1997) argues that technology is a vehicle for improving literacy instruction and learning. Technology is seen as a tool to provide new opportunities and reach new people. As well, it is a way to encourage learners to be more creative. Technologies typically included in literacy work are television, radio, computers, interactive video and the Internet (UNESCO Institute for Education (1997). The International Reading Association (2001) also asserts that students must become proficient in the new literacies of information and communication technology (ICT) in order to become fully literate in today's world. The Association believes that it is the responsibility of literacy educators to prepare students for a future that will require these new literacies.

VI. GENERALIZATIONS, GAPS, & PROFITABLE LINES OF INQUIRY

A. LITERACY OVERVIEW COMMENTS

This first section, Literacy Overview, contains literature that either has a broad, national, or international focus or does not fit into any of the other more specific categories. It includes government reports and studies, divided by research originating in Canada and research originating outside of Canada.

B. CONCERNING CANADIAN RESEARCH ON LITERACY

The Canadian literature has recently become dominated by a focus on numbers and statistics related to people who have literacy challenges, especially studies and reports arising from or in connection with the various International Adult Literacy Survey (IALS) reports. Close to 40% of all the literature, including government reports, in the Canadian overview section focuses on numerical descriptions and analysis of the Canadian population with respect to literacy, together with implications of the statistics.

The clear majority of government reports from 1989 to the present show an increasing statistical focus on the topic of measuring the size and scope of literacy among Canadian adults. Such surveys include Thomas's (1983) Adult basic education and literacy activities, 1975-76, Calamai's (1987) Broken Words: Why 5 million Canadians are illiterate, the Survey of Literacy Skills used in Daily Activities (1989), the Reading the future: A portrait of literacy in Canada (1996), and Highlights from the 2003 International Adult Literacy and Lifeskills Survey (ALL) (2005). These, and other studies based on survey reports, are sometimes co-authored with an international agency such as the Organization for Economic Cooperation and Development (OECD).

There are also a number of associated federal government reports that provide an overview of the literacy issue in Canada. These reports come out of different federal government departments and span the last two decades. Still, additional government reports focus broadly on interpreting the results of adult education and training surveys in Canada over the last decade. Government reports make up about 30% of all Canadian citations in this category. There are also a few papers that respond to or challenge the IALS and a few that focus on comparisons between Canada and other countries.

A second major focus of the Canadian literature is on trends and developments in literacy. Approximately 30% of the references, including government reports, relate to literacy issues, overviews, participation in literacy programs, access to literacy programs, and literacy practice. Most of these works span the last decade but have been eclipsed in number by statistical reports.

In addition, almost 20% of the references relate to literacy policy. These policy documents are recent, with the majority of briefs, reports, and articles published in the last three years.

Approximately 10% of the references published over the last three decades refer to an overview of literacy and literacy work in Canada as meta-analyses.

There are also a number of important firsts in the overview reports, including the 2003 report on literacy by the federal government's Standing Committee on Human Resource Development and the Status of Persons with Disabilities. Also, a 2003 federal government report responds to the Standing Committee's report.

C. CONCERNING INTERNATIONAL RESEARCH ON LITERACY

Examining the wider, international literacy overview context, there are similarities and differences between Canada's literature and literature from the United States, the United Kingdom, and Australia. Similar to the Canadian literature, there are many overview survey works on literacy and literacy work from these countries as well as reports and articles on research directions for literacy, literacy policy, and practice. One difference is that in the literature from the United States, United Kingdom, and Australia, there is a stream of literature that focuses on the social nature of literacy and critical perspectives related to cultural identity as well as using and researching literacy in social contexts. Another evident difference is that since 2000, there is an emerging focus in the United States on standards for adult literacy education, outcomes, and the beginnings of evidenced-based research. By comparison, there are fewer governmental reports on the numbers of adults with low-literacy in every other country. This may not be because they do not exist, but it is possible they are not as easily accessible as the Canadian reports listed here.

The scant literature on adult literacy found from Latin America, Asia, and Africa places a much stronger focus on tensions, barriers, and critiques of policy and practice.

The analysis of the data suggests that what is significantly missing in the overview literature on literacy is a balance of perspectives from the lived reality of people with literacy challenges – both in and out of programs – including what their literacy practices are, how well programs serve their needs, and, if they are less than effective, why this is the case.

A further gap that appears is the evident absence of broad-based studies on learning itself. Entire areas of self-directed and informal, and non-formal and incidental learning seen in mainstream adult education research are largely absent in the literacy literature reported here. These are important gaps in the literacy research that need to be addressed in terms of social policy and educational pedagogy. However, the dominant focus on numbers and literacy surveys speaks to a comparative strength in gauging the size and scope – if not the complex nature – of the literacy issues facing this nation. The questions that emerge from these evident gaps and strengths in the overview literature lead the Committee to ask which literacy perspectives, what conceptual frameworks, and what types of issues will be selected as the focus for future policy?

D. CONCERNING HISTORY OF LITERACY

References in this section refer to the history of literacy or to literacy as part of adult education. There were only seven references identified on the history of adult literacy and/or adult education and literacy for Canada. These references are piecemeal at best. They focus on specific aspects of adult education such as the work of Frontier College or the Antigonish Movement. Adult literacy history references are mostly contained in works that focus on the larger field of adult education.

The lack of a coherent history of literacy in Canada is a significant gap in the literature. A comprehensive historical perspective and implications for the future would be helpful to inform present-day and future policy, practice, and research.

E. CONCERNING THEORY AND LITERACY

This section contains literature that theorizes about literacy and learning or is concerned with the theory that is associated with literacy. The majority of books and articles found on theory and literacy appear to view literacy as being socially constructed, whereby reading and writing are embedded in the social context rather than existing in standardized, monolithic, or autonomous constructs of literacy.

The term “Literacies” has begun to appear in recent years in the titles of some of the references, as does the phenomenon of power. When comparing Canadian and international differences, most of the works on literacy theory come out of the United Kingdom and the United States, not Canada. One interesting and promising trend has emerged from the U.K. and, largely, school-based scholars with writing on the New Literacy Studies. Here, in particular, literacy at any age is seen as part of the social context and part of lived experience. To separate literacy as lived into a learning commodity is, for this new school of thought, to reduce literacy to an artificial language construct.

Turning to gaps in the research, one rapidly growing demographic area in Canadian society that did not emerge as a stand-alone area of study was “seniors’ literacy.” This would seem to be an unexpected gap in the knowledge base given the large numbers of seniors with low literacy skills found in so many of the surveys. However, one explanation may be that funding support for adult literacy education through the latter half of the 20th century has been explicitly and implicitly aimed at literacy for the workforce. With the baby boom beginning to enter retirement, governmental policy and funding may need to be reconsidered in this regard. Secondly, there is an obvious gap in literacy theory from Canadian context and experience. Conceivably, the New Literacy Studies could help bridge that gap but the fact this arises speaks to the high level of pragmatism that exists in policy and practice in adult literacy in Canada. Further missing in the research as found is a robust or even strong set of connections between literacy theory and policy, literacy theory and practice, and literacy theory and research. These connections should be seen as a two-way street where each aspect of literacy informs the others. Research in these vital connections would enable deeper developments of current theoretical perspectives and lead to better-informed policy, practice, and service to learners.

F. CONCERNING LEARNING, TEACHING, AND RESEARCH-IN-PRACTICE

This section focuses on all works that are related to the learning and teaching of literacy in community-based, tutor-based, and more formalized educational settings such as school boards settings and community colleges. It also includes literature on research in practice and connecting research to practice.

One trend in the Canadian literature since 2001 is the emerging presence of communities of practice, in particular the nascent literacy Research-in-Practice movement. Slightly more than 30% of the Canadian references in this section focus on Research-in-Practice. The Canadian articles and research reports on Research-in-Practice come mainly from Alberta, British Columbia, Ontario, and Nova Scotia. Connections between research and practice, and the Research-in-Practice movement are also in reports and articles from the United States, the United Kingdom, and Australia. The primary themes that appear in the Research-in-Practice literature focus on the learner and improving practice. These themes are reflected in topics such as teachers’ knowledge through research, effective practice, literacy as socially constructed, researcher-practitioner collaborations, and learner-determined outcomes.

Over 40% of the references in the Canadian literature research in this section focus on areas related to learners: learners’ lives, how they learn, learner outcomes, their perceptions of themselves and their literacy, and why they do not participate in programs.

Literature from Canada, the United States, the United Kingdom, and Australia reveals a trend towards a focus on participatory, inclusive and collaborative research and teaching approaches to adult literacy education practice. Over 30% of all of the references refer to this type of approach. Learner-determined outcomes and progress, learners’ voices, transformation, support for learning, impact of these approaches on learners’ literacy practices, literacy as a social construct, and the role of ethnography are examples. Significantly, this theme of learner-centred participatory approaches has been constant over the last two decades and may be seen as more than trend, but rather as a permanent track in the research and reported practice of Canadian literacy.

While Research-in-Practice is a recent and promising phenomenon in the Canadian literature which, we believe, deserves further attention and support, an evident gap in the research in this area is the absence of synthesis and analyses of the disparate and, at times, contradictory findings about teaching, learning, and how they relate to further areas of research and literacy policy. A second apparent gap is the clear lack of connection between literacy theory and literacy learning and practice. It would appear that theory – with a comparatively large presence in the knowledge base – has limited relation to policy, to practice, and to teaching and learning.

G. CONCERNING LITERACY AND SPECIFIC GROUPS

This section includes works that relate to specific groups such as ESL and First Language literacy, Francophone literacy, Aboriginal literacy, and women and literacy.

1. ESL and First Language Literacy²

While the focus of this study was not English or French and second language learning, nevertheless, the significant literature that the committee wanted to be included clearly indicates an absence of literature on second language speakers who have literacy challenges in their own language. Most of what has been written on ESL literacy as reported here appeared in the early and mid 1990s. Many of these works are from the United States, and the focus is largely on second language acquisition, not on first language literacy.

A more complete survey of the English and French as a Second Language literature is still needed and first language literacy is a serious gap in the Canadian knowledge base.

2. Francophone Literacy

There is very little literature on Francophone literacy. What does exist spans the last three decades and focuses nationally or provincially, mostly on Quebec and Ontario. There are a few overview reports that examine the issue of Francophones and literacy in Canada with respect to the scope of the issue, equity considerations, and action planning.

The Quebec literature began to emerge in the late 1970s through the 1990s but there is little recent literature. The literature that comes out of Quebec includes references on literacy and language as an issue, the impact of literacy challenges for Francophones, and a vision for literacy in the province. There are a number of reports that come out of Ontario. These works include the scope of the literacy issue, literacy training available, and the workplace literacy experience. The few recent works from the last five years have a practical focus.

3. Aboriginal Literacy

The majority of the references found and included in this section are of Canadian origin. Significantly, Aboriginal literacy literature has mainly appeared in the last eight years; over half of the references found are from the last five years. The literature focuses on the nature of Aboriginal literacy and language development, on approaches to literacy and learning, and most effective practices. These works take place within an explicit cultural framing of Aboriginal literacy. There are also several national and territorial policy papers on Aboriginal literacy and several government reports. However, the same observation can be made here as in the ESL and First Language section: the majority of the studies are not concerned with first language issues or the nature of first language

² This research focused only on ESL and first language literacy. The field of English as a Second Language is well established and is not dealt with in the literacy theme. The theme of ESL will require follow up through a separate focus and its own research study

acquisition. Given the threats to the future of indigenous languages in Canada, this should be considered a serious gap in the knowledge base.

It is also noteworthy that this reported literature is not typically published in traditional adult education journals. Rather, this literature tends to be in the form of unpublished manuscripts, or published by Aboriginal organizations, literacy associations, or smaller journals. A few reports are published by territorial literacy councils. Further study is needed to understand how effectively such research is being disseminated within the Aboriginal community, and it is recommended that much more focus and support should be given to this growing body of knowledge in the Canadian context.

It would seem advisable to build on the recent work in Aboriginal literacy through further research to understand better what works in practice, and how Aboriginal knowledge can better inform literacy policy at provincial, territorial, and federal levels of government.

4. Women and Literacy

The literature on women and literacy is sparse. In the Canadian context, there is a small cluster of work from the late 1980s to the mid-1990s that focuses on feminist perspectives, empowerment, and women-positive approaches. There is also a stream of Canadian work on women, education, and violence from this time period as well, with one more recent 2005 resource on the same topic. The Canadian publications on women and literacy appear to have declined in the last five years. The few citations in the recent international literature on women and literacy focus mainly on profiles and experiences of women in literacy and education, and on advocacy for support for women's learning.

The literature on women and literacy tends to be published in a mix of traditional adult education journals along with other journals focusing on women and education such as *Women's Studies Quarterly*, and through women's organizations and women's publishing companies.

Given the numbers of women who are learners in literacy programs and the vast majority of women practitioners in literacy, this should be seen as a serious gap in the research. Current understandings about women's learning and literacy and how this might relate to both practice and policy is not only sparse, but the trends seen here suggest this area is falling far behind research-based publications in other sectors of the mainstream field of adult education.

H. CONCERNING HEALTH LITERACY

There has been a growing body of literature on health and literacy in North America, starting in the late 1990s and building exponentially to the present. Almost twice as many references appear in the last five years as compared with the last five years of the nineties. The majority of the current literature tends to be published in an assortment of health care and health related journals and is being published by health-related and medical organizations, as opposed to adult education organizations and in adult education journals.

The bulk of the health literacy literature focuses on connections and intersections between health, health care, and literacy. However, based on what was found for this study, there is a tendency to use a deficit approach to talk about lower literacy skills and frame issues around “choices” and individualism. Secondly, with a number of notable exceptions, there tends to be a focus on low literacy skills and barriers to health, rather than the complexities of health as understood and lived by the population with lower literacy skills.

Examination of health care systemic issues is in the minority. There are only a few references to readability of health-related materials and effective communication with those receiving health care. It is noted that while the main body of literature research on literacy has moved away from a deficit approach, terms such as deficient knowledge, low literacy, poor literacy, treating literacy, illiteracy, shame, and inadequacy still appear with frequency in citations and research frameworks in the last two years. By contrast, the few adult education references found that focus on learning, participatory education, and integration of health and literacy show promise of addressing these evident gaps.

As a further observation, in the last few years the health literacy literature has begun to reflect more crossover research and increasing collaboration between the health care and adult education fields, particularly in the Canadian context. Overall, in this area of the literature there is also a move to focus on a broader approach to health literacy, on wider literacy and health outcomes, on new directions for a research agenda for health literacy, and on literacy as a social determinant of health, with implications for policy and practice. However, the focus and applications of this rapidly growing body of literature tend to be on the health field rather than on the literacy field of practice. The noted gap in this area is the need to strengthen literacy practice and policy through health literacy, not only to inform, but to possibly reform health practice and policy.

With several Canadian federal government reports published in the late 1990s that examine literacy and health, health literacy is a clear area of growth in the research landscape that shows promise, especially in view of the recent collaborations between health care and adult education research.

I. CONCERNING FAMILY LITERACY

The majority of the family literacy literature found in this study comes out of the United States. There are some overview references that focus on concepts of family literacy, family literacy practice, and directions and issues for research, but again they largely arise from an American context. Many of the research studies have concentrated on families and how they use literacy or on the results of participation in family literacy programs. There is also a stream of research that explicitly focuses on socio-cultural contexts for family literacy.

Conversely, there is very little research on family literacy in Canada. The few references found mirror some of the American focus on research on the outcomes of family literacy programs. There is one overview book on family literacy in Canada written in 2001. Cultural areas concerning, for instance, family literacy and Aboriginal people in Canada, family literacy and immigrant groups in Canada, or pedagogical issues of learning/teaching differences within families concerned with literacy are noticeably absent.

Family literacy is the single area within literacy studies that bridges child and adult literacy, school-based and adult based education, and offers opportunities for understanding the longitudinal effects of literacy across the lifespan and among generations. It warrants far more Canadian research, especially as it relates to benefits and outcomes for adults and children in the family.

By contrast, virtually every other educational system is based on the separation of families based on age levels. The literature that arises from child/adolescent or adult educational settings is to be found in separate research “silos”. This area of research is of great importance in promoting intergenerational literacy, sustaining cultural and heritage literacy, and ensuring that family literacy gains a significant place on the agenda of provincial and federal governments.

J. CONCERNING LITERACY AND WORK

There is a substantial amount of Canadian literature of literacy and work. The steady stream of literature in this area began to accelerate in the early nineties and now focuses on both incumbent workers and dislocated workers, and on preparation for employment for those not in the workplace. This literature has a tendency to reflect three different viewpoints: business, labour, and adult education perspectives.

There are a number of adult education publications over the last 15 years that lay out the landscape of workplace literacy in terms of initiatives of business, labour, and workplace education practitioners; some of which also focus on policy and practice. There are other recent works that examine the nature of workplace learning and worker learning. The adult education perspective found includes topics such as workplace and workforce literacy issues, welfare to work, critical perspectives on literacy and work, participation in literacy programs for employment, and outcomes.

From a labour perspective, there are a number of reports and articles that focus on literacy and learning as they relate to workers and the labour movement. This focus tends to be on labour approaches and perspectives, often with visions and advocacy for worker learning.

From a business perspective, there is a clear focus on the cost of literacy, economic benefits and returns on addressing literacy, overcoming barriers to the workforce, and on the benefits of enhanced literacy to small businesses.

In the international references cited from the United Kingdom, United States, Australia, and South Africa, there is a strong stream of literature that focuses on critical, socio-cultural perspectives and the nature of literacy and work as contested terrain. Some of the first examples of this literature came out of the United States in the early 1990s. This stream appears in the recent Canadian literature as well as issues of literacy and work as contested ground, but it is not the predominant theme. Other areas reflected in this international literature include welfare to work, state and federal government policy, trends, and literacy and employment.

What is obviously absent in the research on literacy and work is research that links literacy theory to the workforce and workplace education practice. Neither are workers’ literacy practices in the workplace nor in the labour movement well connected to literacy theory. This is particularly important given the strong government focus on workforce and workplace literacy in recent years.

K. CONCERNING CORRECTIONS LITERACY

Very little literature was found on corrections literacy, either in general or as originating in Canada. What is available is mainly from the last decade. There is only a total of seven Canadian references. This literature includes the status of prison educators, making transitions from prison to the community, and prison

education and its impact. The American literature also focuses on making a transition into the community and literacy learning behind bars. This entire area can be seen as a significant gap in the knowledge base – one that holds great importance for those who comprise this highly marginalized, often forgotten population.

L. CONCERNING LEARNING DISABILITIES

The literature on literacy and learning disabilities is remarkably limited. The majority of the literature is from the 1990s, with very little published in the last five years. There are only five Canadian references. Some of the literature focuses on learning disabilities in general; some references reflect the issues and trends with respect to literacy and learning disabilities. Other literature addresses the effect of learning disabilities on literacy skills, how to screen for learning disabilities, and how learning disabilities can be addressed in literacy programs. Dominated by “how-to-do publications”, this area is seriously under-researched if contrasted with the school-based literature. It would seem that learning disabilities and literacy is a particularly important area for future Canadian research.

M. CONCERNING LITERACY AND TECHNOLOGY

The literature on literacy and technology is current and it is growing. The literature found on this topic begins seven years ago, and is being produced in the United States, the United Kingdom, Canada, and Australia. There are approximately three times as many references in the literature for the last five years than for in the entire decade of the 1990s. However, there are only a comparative few for Canada, however recent.

The literature in this area reflects both the possibilities and challenges of technology in literacy learning. The possibilities are reflected in studies on “expanding access”, “empowering literacy learners”, “new conceptions”, “transformations”, and “harnessing technology to serve adult literacy”. Topics such as “online learning and social exclusion”, “challenge of information technology”, “e-learning and the challenges of adult literacy”, and “life at the margins” reflect the challenges being addressed in this area of research. The focus of the literature is on both learners and instructors. The major topics include the connections between literacy and technology, the use, integration and impact of technology in literacy programs, and practitioner and learner attitudes toward this use and integration.

It is clear that there is a need to build on this promising area of current research if we are to have a better understanding of the possibilities, challenges, and outcomes related to using technology in literacy into the 21st century.

N. CONCERNING INDICATORS OF CHANGE

This section includes any research related to tests, surveys, or measurement studies that might give some indication – or suggest the possibility of future indication – of change in learning, policy, or demographics, etc.

1. Practice-Oriented Research

The majority of the literature related to change in this practice-oriented section focuses on linking research to practice through research in practice, action research, reading-based research, theoretical reflections, and program evaluations. Approximately half of these references refer to, or arise from, the recent Research-in-Practice movement. The preponderance of this literature has been written in the just the last six years.

This section reflects current attempts to link research to practice and particularly to develop a Research-in-Practice movement across the field that will ultimately change practice based on practitioner research. The literature shows that there is a growing tendency to inform new ways of doing work in practice through situated practitioner research.

However, the literature illustrates that while there is an attempt to link research to practice, there is no explicit attempt to link literacy theory (such as the New Literacy Studies) in these research to practice connections. As noted earlier, theory often does not inform either research, policy, or practice; nor does it often inform research into the connections among these aspects of the literacy field.

2. Policy and Program-Oriented Research

As noted earlier, the emphasis here is on measuring and surveying; thus, “counts and amounts” dominate in this section. Over one-third of the citations focus on data, or on an analysis of numbers from large-scale literacy surveys or studies or discussions about these data. These references focus on describing literacy levels across different populations numerically. Topics in this area are concerned with implications of numbers, comparisons across countries, and research design and methods. The imbalance in this area raises questions of whether the complexities of literacy and literacy practice are becoming atomized into a field of numbers. Again, theory is not well represented here and connections among practice, theory, and policy are absent. Further, there is little on policy as it relates to specific groups, as named in this report. Policy research focused on women, Aboriginal people, people of colour, and adults with disabilities was not found.

Close to 20% of the references have to do with progress and outcomes in mainstream literacy programs. About half of these focus on progress and outcomes from the learner’s perspective. There are references to persistence, learners’ outcomes, and change. The other half focuses on outcomes in terms of accountability. In these citations there are references to evidenced-based, efficiency, and performance. Other references focus on testing, assessment, evaluations and research methods.

These findings could be seen as in several ways. One way is to interpret the dominant focus of describing the literacy problem through large-scale surveys as a welcome means to advocating that literacy education holds and increases its place on the political agenda. Conversely, the growing focus on numbers and percentages of people who have literacy challenges can be seen as a reification of abstract issues and unseen people who need to be fixed, remediated, or corrected. Defining or shaping an entire area of literacy and learning in statistical terms raises questions on how concepts of literacy, and hence, literacy policy, will be affected into the future. Another way of looking at these citations and the gaps versus strengths is to suggest that there is a need for more balance in literacy research; statistical analysis on one hand and the perspectives of learners and practitioners are both needed to build this field. And, once again, notably absent from this section is mention of literacy theory or connection of theory to policy.

3. Government reports

As with the last section, there is a great emphasis on large-scale surveys of populations’ literacy rates. The focus of almost all the government reports is on measuring and surveying. The citations focus on data or analysis of numbers from large-scale literacy surveys, discussions about these data, and methodology.

4. Longitudinal and Other Qualitative/Quantitative Studies/Reports

This section includes longitudinal, qualitative, and quantitative research related to literacy research. Two areas dominate this section. One is the focus on numbers and scope of the literacy issue through large-scale quantitative surveys and discussion about the design and results of those surveys.

This area of the literature shows continuous connections with the various IALS studies and the ALLS as was released in 2005. The other area that dominates is a focus on the outcomes of literacy programs. This outcomes area of the literature reflects two perspectives: the perspective of learner-related outcomes and the perspective on outcomes as related to the effectiveness of systems and accountability.

Although there is a comparatively solid body of work in this area, what is absent is an attempt to study learners and their learning and changes /outcomes on a longitudinal basis. Also, there is little comparative research, especially of a qualitative nature, that looks across programs and across sectors of the learner population. Further, there is almost no focus on practitioners in this section and almost nothing on adult literacy learning, with the exception of Livingston's (1999) study on informal learning that includes mention of literacy. There is very little on the literacy practices of adults with literacy learning challenges and little or now attention specifically on the groups named in this study, including women and Aboriginal people.

As in other sections, there is a notable absence in this literature to connect with literacy theory.

In summary, the literature as reported in this study provides a distance picture of the size and scope of the literacy problem from a perspective of numbers of people with lower reading, writing, and numeracy skills. There is little focus on learners and practitioners to help us understand what is working, what could work better, or how literacy theory informs any part of practice or learning. There is no connection with on-the-ground experience that leads back to literacy policy.

O. CONCERNING COMMUNITIES OF PRACTICE AND RESEARCH

The only well-defined community of practice found by the Committee was Research-in-Practice. There are 18 web sites from the United States, Canada, the United Kingdom, and Australia that focus entirely on, or include, research-in-practice findings and discussion. There is also an active Web forum as hosted by the Literacies journal that has given considerable space to Research-in-Practice (RiP).

If Research-in-Practice findings and discussions are being disseminated on websites, one has to ask if print dissemination is the one-best-way to link practitioners with research. It would be useful to know how practitioners learn about new approaches, where they turn to be informed, how they share knowledge beyond their own programs, and how they use – or do not use – these websites. Perhaps electronic communication is the most viable way to engage this field at this stage of RiP movement. Further study is need and it is suggested this would be a very promising line of study if practice-based findings are to be shared effectively.

P. CONCERNING CHANGES IN PUBLIC ATTITUDES AND PERCEPTIONS.

There is virtually nothing in this category. The two notable studies found were conducted by ABC CANADA; the latest was released in 1999. An important question that arises is what is the capacity and willingness of government, agencies and consortia to undertake such studies. Given the heavy investment from government on studies like IALS and ALLS, and the publicity around the results, it would be extremely useful to explore the degree to which the public has become more knowledgeable or supportive of literacy suggest Or, they may have developed contribution-fatigue with literacy having become but one more in a long line of national and international “causes.”

Q. CONCLUSION

Overall, the literature shows several trends. One dominant theme reflected in the literature is the “counts and amounts” surveys that help to measure and define the size of low literacy in Canada. They provide a high profile focus on literacy statistics as they relate to descriptions of the problems surrounding low literacy. The majority of this literature has been published or sponsored by the Canadian government and its partners. Some of this research allows for comparisons of current literacy rates (e.g., ALLS) and those of a decade ago (e.g., IALS), and they also allow for a common platform for comparisons among nations.

By contrast, there was minimal research of this magnitude found on the lived experiences of adults with literacy challenges, on their learning experiences in programs or tutorial situations, on practitioners’ experiences, or on the everyday literacy practices of people with literacy challenges. This imbalance has the potential for literacy policy, research, and practice to further focus on numbers rather than the lived experiences of learners and practitioners.

Another finding is that there is little connection between current literacy theory and research, policy, and practice. Even though there is a steady and growing number of studies and publications on literacy theory throughout the industrialized world, they remain, for the most part, isolated from the other literacy realities.

Based on a review of the literature, the profitable lines of inquiry include areas where:

- little has been done or where research seems to have entered a period of hiatus,
- areas are growing and developing, and require more research, and
- areas are strong and leading the way in the field.

It depends on one’s perspective and frame of reference to suggest which of these might be deemed the highest or lowest priority.

The areas that have recently received attention and show current strength and promise for the future include Research-in-Practice, literacy and health, Aboriginal literacy, literacy and technology, literacy and work, and literacy policy. Conversely, those areas that have received little or no attention, or no recent attention, but warrant far more consideration include the history of literacy, women and literacy, family literacy, corrections and literacy, ESL and first language literacy, francophone literacy, literacy and learning disabilities, and public perceptions about literacy. As discussed, the area of overview surveys and their attendant discussions are the strongest and are playing a very important role in supporting literacy.

In all cases, it can be agreed that the Canadian field of adult literacy is under-theorized and has had inadequate attention paid to its rich history. Similarly, there is an overlaying need to make stronger connections between literacy theory and research, policy, and practice. It is also critical to ensure that there is a fair balance and informed exchange between the findings of large quantitative, empirical research studies and qualitative, interpretive research. Each line of systematic inquiry has much to offer.

Overall, the literature shows several trends. One dominant theme reflected in the literature is the “counts and amounts” surveys that help to measure and define the size of low literacy in Canada. They provide a high profile focus on literacy statistics as they relate to descriptions of the problems surrounding low literacy. The majority of this literature has been published or sponsored by the Canadian government and its partners. Some of this research allows for comparisons of current literacy rates (e.g., ALLS) and those of a decade ago (e.g., IALS), and they also allow for a common platform for comparisons among nations.

VII. GENERAL LITERACY: LITERATURE

A. OVERVIEW OF LITERACY: CANADA

- ABC CANADA. (1997). *Are we meeting Canadian literacy needs? A demographic comparison of I.A.L.S. and L.E.A.R.N. research respondents*. Toronto, Ontario, Canada: ABC CANADA.
- Alden, H. (1982). *Illiteracy and poverty in Canada: Toward a critical perspective*. Unpublished master's thesis, University of Toronto, Toronto, Ontario, Canada.
- Bell, J. (1997). *Literacy, culture and identity*. New York: Peter Lang.
- Blunt, A. (2004). Literacy discourse analysis: Making space at the policy table. *Adult Basic Education*, 14(1), 3-17.
- Calamai, P. (1987). *Broken words: Why five million Canadians are illiterate. A special Southam survey*. Toronto, Ontario, Canada: Southam Newspaper Group. Retrieved October 23, 2005, from <http://www.nald.ca/fulltext/brokword/cover.htm>
- Calamai, P. (1999). *Literacy matters. Can we close our literacy gap?* Toronto, Ontario, Canada: ABC CANADA.
- Campbell, P. (2003). *From coast to coast: A thematic summary of Canadian adult literacy research*. Ottawa, Ontario, Canada: National Literacy Secretariat.
- Campbell, P., & Burnaby, B. (Eds.) (2001). *Participatory practices in adult education*. Mahwah, NJ: Lawrence Erlbaum.
- Canadian Education Association. (2004). *Policy brief: The promise and problem of literacy for Canada. An agenda for action*. Toronto, Ontario, Canada: Author. Retrieved October 23, 2005, from <http://www.literacy.ca/public/pbrief/cover.htm>
- The Centre for Literacy (2004). *Adult basic education. Impact of policy on practice: An annotated bibliography*. Montreal, Quebec, Canada: Author.
- Coulombe, S., & Tremblay, J. (2005). *Public investment in skills: Are Canadian governments doing enough?* Toronto, Ontario, Canada: C.D. Howe Institute.
- Creative Research Group. (1987). *Literacy in Canada: A research report*. Toronto, Ontario, Canada: Southam News.
- Darville, R. (1992). *Adult literacy work in Canada*. Toronto, Ontario, Canada: Canadian Association for Adult Education.
- Darville, R. (1999). Knowledges of adult literacy: Surveying for competitiveness. *International Journal of Education Development*, 19, 273-285.
- DesLauriers, R. (1990). *Adult literacy in Canada, the United States and Germany*. Ottawa, Ontario, Canada: The Conference Board of Canada.

- Donald, J. (1991). How illiteracy became a problem (and literacy stopped being one). In C. Mitchell, & K. Weiler, *Rewriting Literacy Culture and the Discourse of the Other* (pp. 211-227). Toronto, Ontario, Canada: OISE.
- Draper, J., & Taylor, M. (Eds.). (1992). *Voices from the literacy field*. Toronto, Ontario, Canada: Culture Concepts.
- Draper, J., Taylor, M., & Goldgrab, S. (1991). *Issues in adult literacy and basic education*. Toronto, Ontario, Canada: Department of Adult Education, OISE.
- Fenwick, T., & Spenser, B. (in press). *Learning for life* (2nd ed.). Toronto, Ontario, Canada: Thompson Publishing.
- Fingeret, A. (1983). Social network: A new perspective on independence and illiterate adults. *Adult Education Quarterly*, 33(3), 133-146.
- Graff, H. (1979). *The Literacy myth: Literacy and social structure in the nineteenth century city*. New York: Academic Press.
- Godin, J. (1996). *Working in concert: Federal, provincial, and territorial actions in support of literacy in Canada*. Ottawa, Ontario, Canada: National Literacy Secretariat.
- Hart, D., Long, E., Breslauer, H., & Slosser, C. (2002). *Nonparticipation in literacy and upgrading programs: A national study. Stage Two: Survey of attitudes, perceptions, and preferences regarding adult basic education programs*. Toronto, Ontario, Canada: ABC CANADA.
- Hamilton, M. E. (1988). *Developments in adult literacy in Canada and Britain*. Lancaster, UK: Institute for Research and Development in Post-Compulsory Education.
- Hoddinott, S. (1998). *Something to think about -Please think about this. Report on a National Study of Access to Adult Basic Education Programs and Services in Canada*. Ottawa, Ontario, Canada: Ottawa Board of Education.
- Horsman, J. (1994). The problem of illiteracy and the promise of literacy. In M. Hamilton, D. Barton, & R. Ivanic (Eds.). *Worlds of Literacy* (pp. 169-181). Clevedon, UK and Toronto, Ontario, Canada: Multilingual Matters /Ontario Institute for Studies in Education.
- Horsman, J. (1996). *Literacy and gender* [Electronic version]. Toronto, Ontario, Canada: Author. Retrieved November 6, 2005, from <http://www.nald.ca/fulltext/horsman/gender/ymca.pdf>
- Jackson, N. S. (2005). Adult literacy policy: Mind the gap. In N. Bascia, A. Cumming, A. Datnow, K. Leithwood, & D. Livingstone (Eds.) *International handbook of educational policy* (763-778). Dordrecht, The Netherlands: Springer.
- Kapsalis, C. (2001). *Catching up with the Swedes: Probing the Canada-Sweden literacy gap*. Hull, Quebec, Canada: National Literacy Secretariat / Human Resources Development Canada. Retrieved October 23, 2005, from <http://www.nald.ca/nls/inpub/sweden/cover.htm>
- Kozar, S. (2004). Folklore and literacy: A view from Nova Scotia. *Ethnologies*, 26(1), 185-.
- Krotz, L., Martin, E., & Fernandez, P. (1999). *Frontier College letters: One hundred years of teaching, learning and nation building*. Toronto, Ontario, Canada: Frontier College.

- Literacy Working Group & The St. Christopher House, (with Pratt, S., Nomez, N., & Urzua, P.). (1997). *Literacy: Charitable enterprise or political right*. Retrieved October 23, 2005, from <http://www.nald.ca/fulltext/lce/lce.htm>
- Long, E. (1996). *Impact of ABC CANADA's LEARN campaign: Results of a national research study*. Toronto, Ontario, Canada: ABC CANADA.
- Long, E. (1997). *The impact of basic skills programs on Canadian workplaces*. Toronto, Ontario, Canada: ABC CANADA
- Long, E., & Middleton, S. (2001). *Patterns of participation in Canadian literacy and upgrading programs: Results of a national follow-up study*. Toronto, Ontario, Canada: ABC CANADA.
- Long, E., & Taylor, L. (2002). *Nonparticipation in literacy and upgrading programs: A national study. Stage One: Interviews from across Canada*. Toronto, Ontario, Canada: ABC CANADA.
- Luke, A., Lingard, B., Green, B., & Comber, B. (1999). The abuses of literacy: Educational policy and the construction of crisis. In J. Marshall, & M. Peters (Eds.), *Education Policy* (pp. 763-787). Cheltenham, United Kingdom: Edward Elgar Publishing.
- Miller, L. (1990). *Illiteracy and human rights*. Ottawa, Ontario, Canada: National Literacy Secretariat.
- Morris, S., & Phillips, L. M. (1990). *Foundations of literacy policy in Canada*. Calgary, Alberta, Canada: Detselig Enterprises.
- Movement for Canadian Literacy. (2002a). *Building a Pan-Canadian strategy on literacy and essential skills: Recommendations for the federal government*. Retrieved October 23, 2005, from <http://www.literacy.ca/govrel/building/cover.htm>
- Movement for Canadian Literacy. (2002b). *Literacy matters: Why Canada should make adult literacy and essential skills a policy and funding priority*. Ottawa, Ontario, Canada: Author.
- Movement for Canadian Literacy. (2003a). *Advancing literacy in Canada: An urgent call to action*. Ottawa, Ontario, Canada: Author.
- Movement for Canadian Literacy. (2003b). *MCL's initial analysis of government response to the report of the Standing Committee on Human Resources Development and the status of Persons with Disabilities*. Retrieved October 23, 2005, from <http://www.literacy.ca/govrel/response.htm>
- Phillips, L. M. (2003). *Issues and challenges in adult literacy research in Canada*. Ottawa, Ontario, Canada: National Literacy Secretariat.
- Quigley, A. (1996). *Rethinking literacy education: The critical need for practice-based change*. San Francisco: Jossey-Bass.
- Quigley, A., & Kuhne, G. (Eds.). (1997). *Creating practical knowledge: Posing problems, solving problems, and improving daily practice*. San Francisco: Jossey-Bass.
- Quigley, A. (2001). Living in the feudalism of adult basic and literacy education: Can we negotiate a literacy democracy? In C. Hansman, & P. Sissel (Eds.), *Understanding and negotiating the political landscape of adult education* (pp. 55-62). San Francisco: Jossey-Bass.
- Quigley, B. A., & Holsinger, E. (1993). Happy consciousness: Ideology and hidden curricula in

- literacy education. *Adult Education Quarterly*, 44(1), 17-33.
- Rockhill, K. (1990). Literacy as threat/desire: Longing to be SOMEBODY. *TESL Talk*, 20, 89-110.
- Rootman, I., Gordon-El-Bihberty, D., Frankish, J., Hemming, H., Kaszap, M., Langille, L., Quantz, D., & Ronson, B. (2004). Toward an agenda for literacy and health research in Canada. *Literacies*, Fall(4), 38-40.
- Rootman, I., & Ronson, B. (2005). Literacy and health research in Canada: Where have we been and where should we go [Electronic version]? *Canadian Journal of Public Health: Reducing Health Disparities in Canada*, 96, S62-S77. Retrieved October 13, 2005, from Canadian Periodicals database.
- Scott, K. (2003). *Funding matters: The impact of Canada's new funding regime on nonprofit and voluntary organizations: Summary report* [Electronic version]. Retrieved October 23, 2005, from <http://www.ccsd.ca/pubs/2003/fm/index.htm>
- Shohet, L. (2002). Adult learning and literacy in Canada. In J. Comings, B. Garner, & C. Smith (Eds.), *Annual review of adult learning and literacy* (Vol. 2, pp. 189-241). San Francisco: Jossey-Bass.
- St. Clair, R. (2004). *Promoting critical practice in adult education*. San Francisco: Jossey-Bass.
- Stein, S. (2000). *Equipped for the future standards: What adults need to know and be able to do in the 21st century*. Washington, DC: National Institute for Literacy.
- Street, B. (1997). Literacy, economy, and society: A review. *Working Papers on Literacy*, 1(7), 16-26. Montreal, Quebec, Canada: Centre for Literacy.
- Sussman, S. (2003). *Moving the markers: New perspectives on adult literacy rates in Canada* [Electronic version]. Ottawa, Ontario, Canada: Movement for Canadian Literacy. Retrieved October 23, 2005, from <http://www.literacy.ca/public/moving/moving.pdf>
- Taylor, M. (2004). *A media analysis report of literacy*. Ottawa, Ontario, Canada: Partnerships in Learning.
- Taylor, M. (Ed.). (2000). *Adult literacy now*. Toronto, Ontario, Canada: Culture Concepts.
- Taylor, M. & Draper, J. (Eds.). (1989). *Adult literacy perspectives*. Toronto, Ontario, Canada: Culture Concepts.
- Thomas, A., (1990). *Encouraging adults to acquire literacy skills*. Ottawa, Ontario, Canada: National Literacy Secretariat.
- Thomas, A. M. (1976). *Adult basic education and literacy activities in Canada 1975-1976*. Toronto, Ontario, Canada: World Literacy of Canada.
- Thomas, A. M. (1983). *Adult illiteracy in Canada: A challenge*. (Occasional Paper No. 42). Ottawa, Ontario, Canada: Canadian Commission for UNESCO.
- Thomas, A. M. (1989). *Exemplary adult literacy programs and innovative practices in Canada*. Victoria, British Columbia, Canada: Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat. (ERIC No. ED 374261 CE 067184)

- Thomas, A. M. (1990). *The Reluctant Learner: A research report on the reasons for nonparticipation and dropout in literacy programs in British Columbia*. Victoria, British Columbia, Canada: Ministry of Advanced Education, Training and Technology, National Literacy Secretariat.
- Thomas, A. M. (1990). The social and economic costs of illiteracy, *Prospects* No. 4. (UNESCO), 537-547.
- University College of the Fraser Valley (2005). *Encyclopedia of Canadian adult education*. Retrieved October 2, 2005, from <http://www.ucfv.ca/aded/encyclopedia>
- Veeman, N. (2002). *Improving adult literacy levels: A critical look at government strategies and public awareness campaigns* [Electronic version]. Retrieved October 23, 2005, from the University of Saskatchewan, College of Education, Adult Literacy in Canada and Sweden Web site: <http://www.usask.ca/education/alcs/papers/veeman1.pdf>
- Veeman, N. (2004). *Adult learning in Canada and Sweden: A comparative study of four sites*. Unpublished doctoral dissertation. University of Saskatchewan, Saskatoon, Canada.
- Walter, P. (2003). Adult literacy education on the Canadian frontier. *Adult Basic Education*, 13(1), 3-18.
- White, J., & Hoddinott, S. (1991). *Organizing adult literacy and basic education in Canada: A policy and practice discussion document*. Ottawa, Ontario, Canada: Movement for Canadian Literacy.
- Wynne, K. (2005). *Ontario learns: Strengthening our adult education system*. Toronto, Ontario, Canada: Queen's Printer for Ontario.

B. OVERVIEW OF LITERACY: INTERNATIONAL

- Archer, D. (2004). NGO perspectives on adult literacy. *Convergence*, 37(3), 65.
- Archer, D., & Costello, P. (1990). *Literacy and power: The Latin American battleground*. London: Earthscan Publications.
- Barton, D. (2001). Directions for literacy research: Analyzing language and social practices in a textually mediated world. *Language and Education*, 15(2-3).
- Barton, D., & Hamilton, M. E. (1990). *Researching literacy in industrialised countries: Trends and prospects*. Hamburg, Germany: UNESCO Institute for Education.
- Beder, H. (1999). *The outcomes and impacts of adult literacy education in the United States* (NCSALL Report No. 6). Cambridge, MA: National Centre for the Study of Adult Literacy, Harvard Graduate School of Education.
- Beder, H. W., & Valentine, T. (1990). Motivational profiles of adult basic education students. *Adult Education Quarterly*, 40(2), 78-94.
- Belanger, P., & Tujinman, A. (1997). *New patterns of adult learning: A six-country comparative study*. New York: Elsevier Science.
- Belzer, A. (2003). *Living with it: Federal policy implementation in adult basic education* (NCSALL Report No. 24). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate

- School of Education. Retrieved October 12, 2005, from <http://www.ncsall.net/fileadmin/resources/research/report24.pdf>
- Benseman, J., Findsen, B., & Scott, M. (1996). *The fourth sector: Adult and community education in Aotearoa/New Zealand*. Palmerston North, NZ: The Dunsmore Press.
- Bhalalusesa, E. P. (2005). Education for all in Tanzania: Rhetoric or reality [Electronic version]? *Adult Basic Education*, 15(2), 67-83. Retrieved October 13, 2005, from ProQuest database.
- Bingman, B., (with Ebert, O., & Bell, B.). (2000) *Outcomes of participation in adult basic education: The importance of learners' perspectives* (NCSALL Occasional paper). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Binkley, M., Matheson, N., & Williams, T. (1997). *Working paper: Adult literacy: An international perspective*. Retrieved October 7, 2005, from <http://nces.ed.gov/pubs97/9733.pdf>
- Brandt, D. (2001). *Literacy in American lives*. Cambridge, England: Cambridge UP.
- Brooks, G., Davies, R., Duckett, L., Hutchinson, D., Kendall, S., & Wilkin, A. (2000). *Progress in adult literacy: Do learners learn?* London: The Basic Skills Agency.
- Burke, G., & Long, M. (2000). *Reducing the risk of under-investment in adults: Background paper*. Retrieved October 9, 2005, from <http://www.oecd.org/dataoecd/2/18/1917560.pdf>
- Clair, R. S., & Sandlin, J. A. (2004). Incompetence and intrusion: On the metaphorical use of illiteracy in U.S. political discourse. *Adult Basic Education*, 14(1), 45.
- Comings, J. P. (2003). *Establishing an evidence-based adult education system* (NCSALL Occasional paper). USA: National Center for the Study of Adult Learning and Literacy.
- Comings, J. P., Garner, B., & Smith, C. (1999, 2001, 2002). *Annual review of adult literacy and learning* (vols. 1-3). San Francisco, CA: Jossey-Bass.
- Comings, J. P., Garner, B., & Smith, C. (2003, 2004, 2005). *Review of adult literacy and learning* (vols. 4-6). Mahwah, NJ: Lawrence Erlbaum.
- Comings, J. P., Parrella, A., & Soricone, L. (1999). *Persistence among adult basic education students in pre-GED classes* (NSCALL Report No. 12) [Electronic version]. Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education. Retrieved October 7, 2005, from <http://www.ncsall.net/fileadmin/resources/research/report12.pdf>
- Comings, J. P., Reder, S., & Sum, A. (2002). *Building a level playing field: The need to improve the national and state adult education system*. Cambridge, MA: National Centre for the Study of Adult Learning and Literacy.
- Council for the Advancement of Adult Literacy. (2002). *Making the case: Adult education & literacy: Key to America's future*. New York: Author.
- Feuglesang, A., & Chandler, D. (1987). The leap to literacy. *Adult Education and Development*, 29, 89-94.
- Freire, P. (1973). *Pedagogy of the oppressed*. New York: Seabury Press.

- Gayfer, M. (Ed.) (1987). *Literacy in industrialized countries: A focus on practice*. *Convergence*, 20(3-4). Toronto, Ontario, Canada: International Council for Adult Education.
- Hamilton, M. E. (1989). *Research and practice in adult literacy*. Sheffield, UK: Sheffield City Polytechnic, Centre for Education Management and Administration.
- Hamilton, M. E., Barton, D., & Ivanic, R. (Eds.) (1994). *Worlds of literacy*. Clevedon, UK and Toronto, Ontario, Canada: Multilingual Matters /Ontario Institute for Studies in Education.
- Hildebrand, H., & Hinzen, H. (2004). EFA includes education and literacy for all adults everywhere. *Convergence*, 37(3), 51- .
- Hunter, C., & Harman, D. (1979). *Adult illiteracy in America*. New York: McGraw-Hill.
- Jurmo, P. (2002a). Equipped for the future: Rethinking the whys, whats, and hows of adult education. In *Literacy Update, March-April*. New York: Literacy Assistance Center.
- Jurmo, P. (2002b). Wanted: Leadership for adult literacy. In *Making the case: Adult education & literacy: Key to America's future* (pp. 19-20). New York: Council for the Advancement of Adult Literacy.
- Kazemek, F. E. (2003). "Now is the time to evaluate our lives": The elderly as a touchstone for adult literacy education. *Adult Basic Education*, 13(2), 67-80.
- Kumari, P. V. (1999). People's empowerment and adult literacy programs. *Australian Journal of Adult and Community Education*, 39(2), 100-104.
- Luke, A., Lingard, B., & Green, B. (1999). The abuses of literacy: Educational policy and construction of crisis. In J. Marshall, & M. Peters, *Education Policy*. London: Edward Elgar.
- Lytle, S. L. (2001). Living literacy: Rethinking development in adulthood. In E. Cushman, E. R. Kintgen, B. M. Kroll, & M. Rose (Eds.), *Literacy: A critical sourcebook* (pp. 376-401). Boston, MA: Bedford/St. Martin's.
- Maruatona, T. (2002). A critical analysis of literacy practice in Botswana. *Adult Basic Education*, 12(2), 82-99.
- Maruatona, T. L. (2002). A critique of centralized curricula in literacy programs: The case of Botswana. *Journal of Adolescent & Adult Literacy*, 45(8), 736-745.
- Mazumdar, K. (2005). Socio-economic factors determining adult literacy in developing countries. *International Journal of Social Economics*, 32(1/2), 98-120.
- Merriam, S. B. (in press). *Global issues and adult education: Perspectives from Latin America, Southern Africa and the United States*. San Francisco, CA: Jossey-Bass.
- Moser, Sir C. (1999). *Improving literacy and numeracy: A fresh start – The report of the working group in the United Kingdom*. London: Department for Education and Employment.
- Muiru, J., & Mukuria, G. (2005). Barriers to participation in adult literacy programs in Kenya [Electronic version]. *Adult Basic Education*, 15(2), 85-102. Retrieved October 11, 2005, from Research Library database.

- National Center for the Study of Adult Learning and Literacy (2002). *The first five years: National Center for The Study of Adult Learning and Literacy 1996–2001* (NCSALL Reports No. 23). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- National Centre for Research and Development for Adult Literacy and Numeracy. (2003a). *Connecting research and practice*. Cambridge, MA: Author.
- National Centre for Research and Development for Adult Literacy and Numeracy. (2003b). *Strategy 2003-2007: Generating knowledge and transforming it into practice*. London: Author.
- Organization for Economic Cooperation and Development. (2001). *Promoting adult learning*. Paris: Author.
- Organization for Economic Cooperation and Development. (2003). *Beyond rhetoric: Adult learning policies and practices*. Paris: Author.
- Oxenham, J. (2004). Rights, obligations, priorities: Where does adult literacy rank? *Convergence*, 37(3), 41.
- Peers, R. (1972). *Adult education: A comparative study*. New York: Humanities Press.
- Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy*. Cambridge, MA: Harvard University Press.
- Purcell-Gates, V., Degener, S., Jacobson, E., & Soler, M. (1998). *U.S. adult literacy program practice* (NCSALL Reports No. 2). Cambridge, MA: The National Centre for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Quigley, A. (1989). Literacy as social policy: Issue for America in the 21st century. *Thresholds in Adult Education*, 15(4), 11-15.
- Rasmussen, J. B. (2003). Reading literacy performance in Norway: Current practice and critical factors. *European Journal of Education*, 38(4), 427-444.
- Roy, M. (2004). Adult learning in the Asia Pacific region: It's time to walk the walk. *Convergence*, 37(3), 115-132.
- Rudd, R., Zahner, L., & Banh, M. (1999) *Findings from a National Survey of State Directors of Adult Education* (NCSALL Report No. 9). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Schugurensky, D. (2002). Literacy and adult basic education in southern Africa countries: The Pietermaritzburg Declaration. *Convergence*, 35(4), 5-10.
- Smith, C., & Hofer, C. (2003). *The characteristics and concerns of adult basic education teachers* (NCSALL Report No. 26) [Electronic version]. Retrieved October 13, 2005, from <http://www.ncsall.net/fileadmin/resources/research/report26.pdf>
- Sticht, T. G. (2000). *The Adult Education and Literacy System (AELS) in the United States: Moving from the margins to the mainstream of education*. Ottawa, Ontario, Canada: Canadian Commission for UNESCO.
- Strawn, C. (2003). *The influences of social capital on lifelong learning among adults who did not finish high school* (NCSALL Occasional paper). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Street, B. (1993). *Cross cultural approaches to literacy*. Cambridge: Cambridge University Press.

- Street, B. (1990). Putting literacies on the political agenda. *Open Letter*, 1(1), 5-16.
- Tujinman, A. (2001). *Benchmarking adult literacy in America: An international comparative study* [Electronic version]. Retrieved October 23, 2005, from <http://www.nald.ca/fulltext/benchmrk/benchmrk.pdf>
- Wagner, D. A. (1993). *Literacy and development: Rationales, assessment, and innovation* (NCAL International Paper IP93-1). Philadelphia: University of Pennsylvania /National Center on Education and the Economy.
- Weinstein-Shr, G. (1990). From problem-solving to celebration: Discovering and creating meanings through literacy. *TESL Talk*, 20, 68-88.
- Wickert, R. (1993). Constructing adult literacy: Mythologies and identities. In A. Luke, & Gilbert, P. *Literacy in contexts: Australian perspectives and issues* (pp. 29-38). New South Wales, Australia: Allen & Unwin.

C. GOVERNMENT AND GOVERNMENT-RELATED

- Adams, R. J., Draper, P. M., & Ducharme, C. (1979). *Education and working Canadians: Report of the Commission of Inquiry on Educational Leave and Productivity*. Ottawa, Ontario, Canada: Labour Canada.
- Barker, K. C. (1992). *Adult literacy in Canada in 1992: Initiatives, issues, and imperatives*. Ottawa, Ontario, Canada: The Prosperity Secretariat.
- Boothby, B. (2002). *International Adult Literacy Survey. Literacy skills, occupational assignment and the returns to over- and under- education* [Electronic version]. Ottawa, Ontario, Canada: Statistics Canada, Human Resources Development Canada. Retrieved October 23, 2005, from <http://www.statcan.ca/english/research/89-552-MIE/89-552-MIE2001009.pdf>
- Cairns, J. C. (1988). *Adult illiteracy in Canada*. Toronto, Ontario, Canada: Council of Ministers of Education of Canada.
- Canada Information Office. (2000). *Issues and challenges in communicating with less literate Canadians*. Ottawa, Ontario, Canada: Author.
- Desjardins, R., Murray, S., Clermont, Y., & Werquin, P. (Eds.) (2005). *Learning a living: First results of the adult literacy and life skills survey*. Ottawa, Ontario, Canada: Statistics Canada and Organization for Economic Cooperation and Development.
- Government of Canada. (2003). *Response to: "Raising adult literacy skills: The need for a Pan-Canadian response"*. Ottawa, Ontario, Canada: Author.
- Green, D. A., & Riddell, W. C. (2001). *Literacy, numeracy, and labour market outcomes in Canada* (Catalogue No. 89-552-MPE, No. 8). Ottawa, Ontario, Canada: Statistics Canada, Human Resources Development Canada.
- Human Resource Development Canada. (2000). *Adult Literacy: Policies, programs and practices: Lessons learned - Final report*. Ottawa, Ontario, Canada: Human Resources Development Canada.
- Human Resource Development Canada. (2002) *Skills and knowledge for Canadians*. Ottawa, Ontario, Canada: Government of Canada.

- Jones, S. (1993). *Reading, but not reading well: Reading skills at Level 3*. Ottawa, Ontario, Canada: National Literacy Secretariat.
- Krahn, H. & Lowe, G. (1998). *Literacy utilization in Canadian workplaces*. Ottawa, Ontario, Canada: Statistics Canada.
- Literacy Task Team. (2000). *Literacy in Nova Scotia: A strategic policy framework*. Canada-Nova Scotia Agreement on a Framework for Strategic Partnerships: Halifax, Nova Scotia, Canada: Author.
- Livingstone, D., Raykov, M., & Stowe, S. (2001). *Interest in relation to participation in adult education and informal learning* (Catalogue No. MP32-29/01-9-3E-1N). Ottawa, Ontario, Canada: Applied Research Branch Strategic Policy, Human Resources Development Canada.
- Longfield, J. (2003). *Raising adult literacy skills: The need for a pan-Canadian response. Report of the Standing Committee on Human Resources Development and the Status of Persons with Disabilities*. Ottawa, Ontario, Canada: Government of Canada.
- Murray, S., Clermont, Y., & Binkley, M. (2005). *International Adult Literacy Survey. Measuring adult literacy and life skills: New framework for assessment*. Ottawa, Ontario, Canada: Statistics Canada.
- Nova Scotia Department of Education (2000). *Background Information on Literacy*. Halifax, Nova Scotia, Canada: Training and Financial Assistance Branch, Department of Education.
- Osberg, L. (2000). *Schooling, literacy and individual earnings*. Ottawa, Ontario, Canada: Statistics Canada, Human Resources Development Canada.
- Organization for Economic Cooperation and Development. (1997). *Labour market policies: New challenges, lifelong learning to maintain employability*. Paris: Author.
- Organization for Economic Cooperation and Development. (2003). *Beyond rhetoric: Adult learning policies and practices*. Paris: Author.
- Organization for Economic Cooperation and Development, & Statistics Canada. (1995). *Literacy, economy and society: Results of the first international literacy survey*. Paris and Ottawa, Ontario, Canada: Organization for Economic Cooperation and Development and Statistics Canada.
- Organization for Economic Cooperation and Development & Statistics Canada. (2000). *Literacy in the information age: Final report of the International Adult Literacy Survey*. Paris and Ottawa, Ontario, Canada: Authors.
- Peters, V. (2004). *Working and training: First results of the 2003 Adult Education and Training Survey* (Catalogue No. 81-595-MIE2004015). Ottawa, Ontario, Canada: Statistics Canada and Human Resources and Skills Development Canada.
- Statistics Canada. (1989). *Survey of literacy skills used in daily activities*. Ottawa, Ontario, Canada: Author.
- Statistics Canada. (1991). *Adult Literacy in Canada: Results of a national study* (Catalogue No. 89-525-XPE). Ottawa, Ontario, Canada: Statistics Canada and Human Resources Development Canada, National Literacy Secretariat.
- Statistics Canada. (1992). *Adult education and training survey*. Ottawa, Ontario, Canada: Author.

- Statistics Canada. (1996). *Reading the future: A portrait of literacy in Canada*. Ottawa, Ontario, Canada: Ministry of Industry.
- Statistics Canada. (2001). *Learning a living: A report on adult education and training in Canada*. Ottawa, Ontario, Canada: Statistics Canada.
- Tuijnman, A. (2001). *Benchmarking adult literacy in North America: An international comparative study*. Ottawa, Ontario, Canada: Minister of Industry.
- UNESCO Institute for Education. (1997). *Literacy in the world – Literacy in the world and its major regions*. Hamburg, Germany: Author.
- U.S. Department of Education - Office of Educational Research and Improvement. (1997). *Adult literacy in OECD countries: Technical report on the First International Adult Literacy Survey* (NCES No. 98053) [Electronic version]. Retrieved October 7, 2005, from <http://nces.ed.gov/pub98/98053.pdf>

VIII. HISTORY OF LITERACY

- Alexander, A. (1997). *The Antigonish Movement: Moses Coady and adult education today*. Toronto, Ontario, Canada: Thompson Educational Publishing.
- Arnové, R. F., & Graff, H. J. (1987). *National literacy campaigns: Historical and comparative perspectives*. New York: Plenum Press.
- Draper, J. A., & Carere, J. (1989). Selected chronology of adult education in Canada. *Canadian Journal of the Study of Adult Education*, 12(2), 44-76.
- Graff, H. J. (1995). *The labyrinths of literacy: Reflections on literacy past and present* (Rev. ed.). Pittsburgh, PA: Pittsburgh UP.
- Morrison, J. H. (1989). *Camps & classrooms: A pictorial history of Frontier College*. Toronto, Ontario, Canada: The Frontier College Press.
- Selman, G., Selman, M., Cooke, M., & Dampier, P. (1998). *The foundations of adult education in Canada* (2nd ed.). Toronto, Ontario, Canada: Thompson Educational Publishing.
- Selman, G. (1995). *Adult education in Canada: Historical essays*. Toronto, Ontario, Canada: Thompson Educational Publishing.
- Terry, M. (2001). Philosophies of adult education movements in 20th century Canada: Implications for current literacy educators. *The Canadian Journal for the Study of Adult Education*, 15(2), 61-78.
- Thomas, A. M. (2000). How adult literacy became of age in Canada. In M. C. Taylor (Ed.). *Adult literacy NOW!* (pp. xvii-xxv). Toronto, Ontario, Canada: Culture Concepts Inc./ Irwin.
- Thomas, A. M., Taylor, M. C., & Gaskin, C. (1989). Federal legislation and adult basic education in Canada. In M. Taylor, & J. Draper (Eds.) *Adult literacy perspectives* (pp. 41-56). Toronto, Ontario, Canada: Culture Concepts.

IX. THEORY & LITERACY

- Albright, J. (2001). The logic of our failures in literacy practices and teaching. *Journal of Adolescent & Adult Literacy*, 44(7), 644-658.
- Ames, N. (2003). To truly educate. *Principal Leadership: Middle Level Education*, 3(7), 35-38.
- Askov, N. E. (2001). What's in a definition? The implications of being defined and strategies for change. *The Canadian Journal for the Study of Adult Education*, 15(2), 7-18.
- Barton, D. (1992). *New views of literacy: A bibliography*. Lancaster, UK: Rapal.
- Barton, D. (1994a). *Literacy practices: Investigating literacy in social contexts*. London: Longman.
- Barton, D. (1994b). *Sustaining local literacies*. Philadelphia: Multilingual Matters.
- Barton, D., Hamilton, M. E., & Ivanic, R. (2000). *Situated literacies: Reading and writing in context*. London: Routledge.
- Barton, D. & Tusting, K. (Eds.), (in press). *Beyond communities of practice: Language power and social context*. Cambridge, United Kingdom: Cambridge University Press.
- Bennett, A. T. (1983). *Discourses of power, the dialectics of understanding, the power of literacy*. New York: Longman.
- Bennett, A. T. (1991). Discourses of power, the dialectics of understanding, the power of literacy. In C. Mitchell, & K. Weiler (Eds.), *Rewriting Literacy Culture and the Discourse of the Other* (pp. 13-33). Toronto, Ontario, Canada: OISE Press.
- Blunt, A. (2004). Literacy discourse analysis: Making space at the policy table. *Adult Basic Education*, 14(1), 3-17.
- Bourdieu, P. (1977). *Outline of a theory of practice*. Cambridge, United Kingdom: Cambridge University Press.
- Cook-Gumperz, J., (Ed.) (1986). *The social construction of literacy*. Cambridge, United Kingdom: Cambridge University Press.
- Cope, B., & Kalantzis, M. (Eds.) (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.
- Crowther, J. (2001). *Powerful literacies*. Leicester, United Kingdom: The National Institute of Adult Continuing Education.
- Demetron, G. (2001). Discerning the contexts of adult literacy education: Theoretical reflections and practical applications. *The Canadian Journal for the Study of Adult Education*, 15(2), 104-128.
- Demetron, G. (2005). *Conflicting paradigms in adult literacy education: In quest of a U.S. democratic politics of literacy*. Mahwah, NJ: Lawrence Erlbaum.
- Flecha, R. (2000). *Sharing words: Theory and practice of dialogic learning*. New York: Rowman & Littlefield.

- Freire, P. (1985). Adult literacy: The ingenuous and the critical visions. In *The politics of education* (7-18). Massachusetts: Bergin & Garvey.
- Freire, P., & Macedo, D. (1987). *Literacy reading the word and the world*. London, England: Bergin & Garvey.
- Freire, P. (1998). *Pedagogy of the oppressed* (3rd ed) (M. B. Ramos, Trans.). New York: Continuum. (Original work published 1970).
- Gee, J. (1990). Literacy: From Plato to Freire. In *Social linguistics and literacies: Ideology in discourses* (pp. 27-70). London: Falmer Press.
- Gee, J. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd ed.). London: Taylor & Francis.
- Gee, J., Hull, G., & Lankshear, C. (1996). *The new work order: Behind the language of the new capitalism*. Boulder, CO: Westview Press.
- Hamilton, M. E. (1998). *Keeping alive alternative visions: A contribution to the ALPHA97 Action Research Project*. London: Rapal.
- Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge, United Kingdom: Cambridge University Press.
- Hull, G., & Schultz, K. (2001). Literacy and learning out of school: A review of theory and research. *Review of Educational Research*, 71(4), 575-611.
- Lankshear, C., & McLaren, P. (Eds.). *Critical literacy: Politics, praxis and the postmodern*. Albany, NY: State University of New York Press.
- Lave, J., & Wenger, E. (1990). *Situated learning: Legitimate peripheral participation*. Cambridge, United Kingdom: Cambridge University Press.
- Pérez, B. (Ed.). (1998). *Sociocultural contexts of language and literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Prinsloo, M., & Breier, M. (Eds.) (1996). *The social uses of literacy: Theory and practice in contemporary South Africa*. Amsterdam, The Netherlands: John Benjamins.
- Quigley, A. (1990). Hidden logic: Reproduction and resistance in adult literacy and adult basic education. *Adult Education Quarterly*, 40(2), 103-115.
- Quigley, B. A., & Holsinger, E. (1993). Happy consciousness: Ideology and hidden curricula in literacy education. *Adult Education Quarterly*, 44(1), 17-33.
- Reder, S. (1994). Practice-engagement theory: A sociocultural approach to literacy across languages and cultures. In B. Ferdman, R. M. Weber, & A. G. Ramírez (Eds.), *Literacy across languages and cultures* (pp. 33-74). New York: State University of New York Press.
- Taylor, M., & Blunt, A. (2001). A situated cognition perspective on literacy discourses: Seeing more clearly through a new lens. *The Canadian Journal for the Study of Adult Education*, 15(2), 79-103.
- Scribner, S., & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard University Press.
- Street, B. (1984). *Literacy in theory and practice*. London: Cambridge University Press.

- Street, B. (1995). *Social literacies: Critical approaches to literacy in development, ethnography and education*. London: Longman.
- Stromquist, P. N. (1992). Conceptual and empirical advances in adult literacy. *Canadian and International Education*, 21(2), 40.
- Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge, United Kingdom: Cambridge University Press.

X. LEARNING, TEACHING, & RESEARCH-IN-PRACTICE

- Amstutz, D. D., Sheared, V. (2000). The crisis in adult basic education. *Education and Urban Society*, 32(2), 155-161.
- Auerbach, E. (Ed.) (n.d.). *Community partnerships: Case studies in TESOL practice series*. New York: TESOL.
- Auerbach, E. (1992). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. Washington, DC: Center for Applied Linguistics.
- Battell, E. (2001). *Naming the magic: Non-academic outcomes in basic literacy*. Victoria, British Columbia, Canada: Ministry of Advanced Education.
- Battell, E., Gesser, L., Rose, J., Sawyer, J., & Twiss, J. (2004). *Hardwired for hope: Effective ABE/literacy instructors* [Electronic version]. Nanaimo, British Columbia, Canada: Malaspina University College. Retrieved October 23, 2005, from <http://www.nald.ca/fulltext/hwired/hwired.pdf>
- Beder, H. (1990). Reasons for nonparticipation in adult basic education. *Adult Education Quarterly*, 40, 207-218.
- Beder, H., & Medina, P. (2001). *Classroom dynamics in adult literacy education* (NCSALL Reports No. 18). Cambridge MA: The Centre for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Bingman, M. B. (1999). *Changes in learners' lives one year after enrolment in literacy programs: An analysis*. Cambridge, MA: National Center for the Study of Adult Learning and Literacy.
- Bingman, M. B. (2002). *Documenting outcomes for learners and their communities: A report on a NCSALL action research project*. Cambridge, MA: National Center of Adult Learning and Literacy.
- Bingman, M. B., & Ebert, O. (2000). *I've come a long way: Learner identified outcomes of participation in adult literacy programs*, [NCSALL Reports, World Education]. Center for Literacy Studies, The University of Tennessee. Retrieved October 14, 2005 from <http://gseweb.harvard.edu/~ncsall/research/report13.htm>
- Bossort, P., Cottingham, B., & Gardner, L. (1994). *Learning to learn: Impacts of the adult basic education experience on the lives of participants* [Electronic version]. West Vancouver, British Columbia, Canada: Province of British Columbia, Ministry of Skills, Training and Labour. Retrieved October 23, 2005, from <http://www.nald.ca/fulltext/pat/L2L/cover.htm>
- Brooks, G. (2001). Progress in adult literacy: Putting the record straight. *Adults Learning*, 12(10), 15-16.

- Brooks, G., Davies, R., Duckett, L., Hutchison, D., Kendall, S., & Wilkin, A. (2001). *Progress in adult literacy: Do learners learn?* London: Basic Skills Agency.
- Brooks, G., Giles, K., Harman, J., Kendall, S., Rees, F., & Whittaker, S. (2001). *Assembling the fragments: A review of research on adult basic skills* (Report No. 220). London: Department for Education and Employment Research.
- Brooks, G., Heath, K., & Pollard, A. (2005). *Assessing adult literacy and numeracy: A review of research instruments (research report)*. London: National Research and Development Centre for Adult Literacy and Numeracy.
- Campbell, P. (1994). *Participatory literacy practices: Having a voice, having a vote*. Unpublished doctoral dissertation. University of Toronto, Ontario, Canada.
- Campbell, P. (1996). Participatory literacy practices: Exploring social identity and relations. *Adult Basic Education*, 6(3), 127-142.
- Campbell, P. (1998). Personal transformation in adult literacy education: The hidden spaces. *Literacy and Numeracy Studies*, 8(2), 41-61.
- Campbell, P., & Malicky, G. (2002). The reading strategies of adult basic education students. *Adult Basic Education*, 12(1), 3-19.
- Comings, J., Parella, A., & Soricone, L. (1999). *Persistence among adult education basic education students in pre-GED classes*. Cambridge, MA: National Centre for the Study of Adult Learning and Literacy.
- Cranton, P. (1994). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: Jossey-Bass.
- Devins, S. (1992). Perceptions of the roles of literacy tutors. *Reflections on Canadian Literacy*, 10(4), 198-202.
- Ewing, G. (1999). Living in a dangerous time: Adult literacy work in Ontario, Canada. *Fine Print (Australia)*, 23(1), 25-26.
- Ewing, G. (2003). The new literacy studies: A point of contact between literacy research and literacy work. *Literacies*, 1(Spring), 15-21.
- Fagan, W. (1988). Concepts of reading and writing among low-literate adults. *Reading Research and Instruction*, 27(4), 47-60.
- Fingeret, H. A., & Jurmo, P. (Eds.) (1989). *Participatory literacy education*. New Directions for Continuing Education. San Francisco: Jossey-Bass.
- Fingeret, A., & Drennon, C. (1997). *Literacy for life: Adult learners, new practices*. New York: Teachers College Press.
- Flood, J., Heath, S. B., & Lapp, D. (Eds.) (2005). *Handbook of research on teaching literacy through the communicative and visual arts: Sponsored by the International Reading Association*. Mahwah, NJ: Lawrence Earlbaum Associates.
- Gaber-Katz, E. & Watson, G. M. (1991). *The land that we dream of... A participatory study of community-based literacy*. Toronto, Ontario, Canada: OISE Press.

- Greenberg, D., Fredrick, L. D., Hughes, T. A., & Bunting, C. J. (2002). Implementation issues in a reading program for low reading adults. *Journal of Adolescent & Adult Literacy*, 45(7), 626-632.
- Grieve, K. (2003). *Supporting learning, supporting change. A research project on self-management & self-direction*. Toronto, Ontario, Canada: Ontario Literacy Coalition.
- Hagedorn, L. (2004). *An exploration of collaborative materials development in adult numeracy teaching*. Ottawa, Ontario, Canada: Carleton District School Board.
- Hamilton, M., & Literacy Research Group (1998). *Becoming expert: Using ethnographies of everyday learning to inform the education of adults*. Department of Educational Research Lancaster University UK. (Education-Line). Retrieved October 14, 2005, from <http://www.leeds.ac.uk/educol/documents/000000719.htm>
- Hannon, P. (2000). *How to evaluate a literacy initiative* [Electronic version]. University of Sheffield School of Education. Retrieved October 23, 2005, from <http://www.shef.ac.uk/education/research/topics/rtp/hannon2.html>
- Hannon, P., Pahl, K., Bird, V., Taylor, C., & Birch, C. (2003). *Community-focused provision in adult literacy, numeracy and language: An exploratory study*. London: NRDC Publications.
- Harris, K. A. (2005). Same activity, different learning. *Focus on Basics: Connecting Research and Practice*. Boston, MA: NCSALL.
- Hoddinott, S. (1998). *Something to think about; please think about this: Report on a national study of access to ABE programs and services in Canada*. Ottawa, Ontario, Canada: Ottawa Board of Education.
- Horsman, J., & Norton, M. (1999). *A framework to encourage and support practitioner involvement in adult literacy research in practice in Canada*. Edmonton, Alberta, Canada: The RiPAL Network.
- Jackson, N. (2004). *Coming of age: A report on research-in-practice*. Toronto: Ontario Institute for Studies in Education, University of Toronto.
- Jurmo, P. (2003). Out of the ivory tower: College students get involved in adult literacy [Electronic version]. *Literacy Update*, 13(1) 1, 9. Retrieved October 23, 2005, from <http://www.lacnyc.org/resources/publications/update/Update2003-04/Update03Sept.pdf>
- Kallenbach, S., & Viens, J. (Eds.) (2001). Multiple intelligences in practice: Teacher research reports from the Adult Multiple Intelligences Study (NSCALL Occasional paper). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Kezar, A. (2000). Understanding the research-to-practice gap: A national study of researchers' and practitioners' perspectives. In A. Kezar, & P. Eckel (Eds.), *Moving beyond the gap between research and practice in higher education* (pp. 9-19). San Francisco: Jossey-Bass.
- Lytle, S. L., & Cochran-Smith, M. (1992). Teacher research as a way of knowing. *Harvard Educational Review*, 62(4, Winter), 447-474.
- Malicky, G., Katz, C., Norton, M., & Norman, C. (1997). Literacy learning in a community-based program. *Adult Basic Education*, 7(2), 84-103.

- Malicky, G., & Norman, C. A. (1994). Participation patterns in adult literacy programs. *Adult Basic Education*, 4(3), 144-156.
- Malicky, G. & Norman, C. A. (1996). Perceptions of adult literacy learners about themselves and their lives. *Adult Basic Education*, 6(1), 3-20.
- Malicky, G., & Norton, M. (2004). *Learning about participatory approaches in adult education*. Edmonton, Alberta, Canada: Grassroots Press.
- Massengill, D. (2004). The impact of using guided reading to teach low-literate adults. *Journal of Adolescent & Adult Literacy*, 47(7), 588-602.
- McCaleb, S. (1994). *Building communities of learners: A collaboration among teachers, students, families and community*. New York: St. Martin's Press.
- Mezirow, J. (1990). How critical reflection triggers learning. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood* (pp. 1-20). San Francisco: Jossey-Bass.
- Millar, R. (1998). *Ambivalent learning: Adult learners confronting the emancipation myth of literacy*. Unpublished doctoral dissertation. St. Paul, MN: University of St. Thomas.
- Newman, A. P. (1980). *Adult basic education*. Boston: Allyn and Bacon.
- Niks, M., Allen, D., Davies, P., McRae, D., & Nonesuch, K. (2003) *Dancing in the dark. How do adults with little formal education learn? How do practitioners do collaborative research* [Electronic version]? Nanaimo, British Columbia, Canada: Malaspina University College. Retrieved October 23, 2005, from <http://www.nald.ca/ripal/Resources/dark/dark.pdf>
- Niks, M. (2004). *The more we get together: The politics of collaborative research between university-based and non university-based researchers*. Unpublished doctoral dissertation. Vancouver, British Columbia, Canada: University of British Columbia.
- Norton, M. (1997). *Getting our own education: Peer tutoring and participatory education in an adult literacy centre*. Edmonton, Alberta, Canada: The Learning Centre Literacy Association.
- Norton, M. (2000). Participating, learning, changing: Literacy research in practice in Alberta. *Adult Learning*, 11(3), 12-14.
- Norton, M., & Malicky, G. (Eds.) (2000). *Learning about participatory approaches in adult literacy education: Six research in practice studies*. Edmonton, Alberta, Canada: Learning at the Centre Press
- Norton, M. (Ed.) (2004). *Violence and learning: Taking action*. Calgary, Alberta, Canada: Literacy Alberta.
- Pheasey, A. (2002). *What do literacy students think being literate is?* Edmonton, Alberta, Canada: Learning at the Centre Press.
- Purcell-Gates, V., Degener, S., & Jacobson, E. (1998). *Adult literacy program practice: A typology across dimensions of life – contextualized / decontextualized and dialogic / monologic* (NSCALL Report No. 2). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Purcell-Gates, V., Degener, S. C., Jacobson, E., & Soler, M. (2002). Impact of authentic adult literacy instruction on adult literacy practices. *Reading Research Quarterly*, 37(1), 70-93.

- Quigley, A. (1992). Opposing views: An analysis of resistance to adult literacy and basic education. *International Journal of Lifelong Education*, 11(1), 41-49.
- Quigley, A. (1993). Seeking a voice: Resistance to schooling and literacy. *Adult Basic Education*, 3(2), 91-105.
- Quigley, A. (1999). Lions at the gate: Adult education research, research-in-practice, and speculative audacity. *PAACE Journal of Lifelong Learning*, 8, 1-20.
- Quigley, B. A. (1999). Naming our world, claiming our knowledge: Research-in-practice in adult literacy programs. *Alberta Journal of Educational Research*, 45(3), 253-262.
- Quigley, A. (2001). Defining reality: The struggle for voice in adult literacy education. In M. Taylor (Ed.), *Literacy now* (pp. 81-86). Toronto, Ontario, Canada: Irwin.
- Quigley, A., & Norton, M. (2002). *It simply makes us better. Learning from literacy research in practice networks. A resource for literacy research in practice in Canada*. Edmonton, Alberta, Canada: The RiPAL Network (NALD Database).
- Quigley, A., & Norton, M. (2003). Where have we come from? Recent developments in literacy research in practice in Canada. *Literacies*, (Spring), 7-8.
- Shore, S. (1991). *A teacher's question in an adult literacy classroom: Possibilities for dialogue*. Australia: Centre for Research in Adult Education for Human Development, University of South Australia.
- Shore, S. (1993). *Positively different: Guidance for developing inclusive adult literacy, language, and numeracy curricula*. Canberra, Australia: Australian Government, Department of Employment, Education and Training.
- Shore, S. (1998). *What's Whiteness got to do with it? Exploring assumptions about cultural difference and everyday literacy practices*. Paper presented at the Australian Council for Adult Literacy 21st National Conference: Literacy on the Line, Adelaide, Australia.
- Still, R. (2002). *Exploring tutors' and students' beliefs about reading and reading strategies*. Edmonton, Alberta, Canada: Learning at the Centre Press.
- Shore, S. (2001). *Doing literacy, doing literacy research: Researching practice in adult literacy settings*. Melbourne, Australia: ALNARC and Language Australia.
- Smith, C. (2002). *Connecting practitioners and researchers: An evaluation of NCSALL's practitioner dissemination and research*. Cambridge, MA: National Center for the Study of Adult Learning and Literacy.
- Smith, C., Harris, K., & Reder, S. (2005, September). *Applying research findings to instruction for adult English language students*. National Center for the Study of Adult Learning and Literacy (NCSALL). Retrieved October 11, 2005, from http://www.cal.org/caela/esl_resources/briefs/research.html
- Smith, C., Hofer, J., Gillespie, M., Solomon, M., & Rowe, K. (2003). *How teachers change: A study of professional development in adult education* (NSCALL Report No. 25). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Soroke, B. (2004). *Doing freedom: An ethnology of an adult literacy centre* [Electronic version]. Unpublished master's thesis, University of British Columbia, Canada. Retrieved October 23, 2005, from <http://www.nald.ca/fulltext/soroke/freedom.pdf>

- St. Clair, R., Chen, C., & Taylor, L. (2003). *How adult literacy practitioners use research*. Texas Center for the Advancement of Literacy and Learning at Texas A&M. Retrieved October 10, 2005, from <http://www-tcall.tamu.edu/orp/orp2.htm>
- Steeves, P. (2002). *From practice to theory and back again*. Edmonton, Alberta, Canada: Learning at the Centre Press.
- Taylor, M. (1995). What makes a successful education program? *Adult Basic Education*, 5(1), 37-52.
- Taylor, M. (2004a). *The learning lives of adults with low literacy skills. A close-up look at ten Canadians*. Ottawa, Ontario, Canada: Partnerships in Learning.
- Taylor, M. (2004b). *Informal learning practices of adults with limited literacy skills*. Ottawa, Ontario, Canada: Partnerships in Learning.
- Taylor, M., King, J., Pinsent-Johnson, C., & Lothian, T. (2003). Collaborative practices in adult literacy programs. *Adult Education: An Interdisciplinary Journal for Literacy Educators*, 13(2), 81-99.
- Taylor, M., & Pound, G. (2004). Connecting research with policy: Informal learning and media perceptions of adults with low literacy skills [Electronic version]. Ottawa, Ontario, Canada: Partnerships in Learning. Retrieved October 23, 2005, from <http://www.nald.ca/fulltext/mtaylor/policy/policy.pdf>
- Thomas, A. M., et al. (2000, June). From the bottom up: Developing a literacy practitioner research network in British Columbia. In *AERC 2000: An international conference* (pp. 589-590). Proceedings of the 41st Annual Adult Education Research Conference, The University of British Columbia, Vancouver, British Columbia, Canada.
- Torgerson, C., Brooks, G., Porthouse, J., Burton, M., Wright, K., & Watt, I. (2004). *Adult literacy and numeracy interventions and outcomes: A review of controlled trials*. London: National Research and Development Centre for Adult Literacy and Numeracy.
- Torgerson, C. J., Porthouse, J., & Brooks, G. (2003). A systematic review and meta-analysis of randomised controlled trials evaluating interventions in adult literacy and numeracy. *Journal of Research in Reading*, 26(3), 234-255.
- Weirauch, D., & Kuhne, G. W. (2000). Satisfying the itch: Addressing problems in adult literacy programs with action research. *Adult Learning*, 11(3), 9-11.
- Zimmerman, S. (2004). *What goes on here? Practitioners study the practitioner-student relationship*. Peterborough, Ontario, Canada: Trent Valley Literacy Association.

XI. LITERACY & SPECIFIC GROUPS

A. ESL & First Language Literacy

- Adams, R., Burt, M., (2002, July). Research on reading development of adult English language learners: An annotated bibliography. Retrieved October 7, 2005, from http://www.cal.org/caela/esl_resources/bibliographies/readingbib.html

- Auerbach, E. (Ed.) (n.d.). *Community partnerships: Case studies in TESOL practice series*. New York: TESOL.
- Auerbach, E. (1992). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. Washington, DC: Center for Applied Linguistics and Delta Systems.
- Bell, J. (Ed.) (1990). *ESL Literacy: Special Issue. TESL Talk*, 20(1).
- Burnaby, B., & Cumming, A. (Eds.) (1992). *Socio-political aspects of ESL education in Canada*. Toronto, Ontario, Canada: OISE Press.
- Centre for Applied Linguistics (1998). Research agenda for adult ESL [Electronic version]. Retrieved October 11, 2005, from http://www.cal.org/caela/esl_resources/agenda.pdf
- Cumming, A. (1994). Recent trends in research on biliteracy. In A. Cumming (Ed.), *Bilingual performance in reading and writing* (pp. 1-21). Amsterdam: John Benjamins.
- Cumming, A., & Gill, J. (1991). Learning ESL literacy among Indo-Canadian women. *Language, Culture and Curriculum*, 4, 181-200.
- Cummins, J. (1989). Language and literacy acquisition in bilingual contexts. *Journal of Multilingual and Multicultural Development*, 10, 17-32.
- Delgado-Gaitan, C. (1987). Mexican adult literacy: New directions for immigrants. In S. Goldman, & H. Trueba (Eds.), *Becoming literate in English as a second language* (pp. 9-32). Norwood, NJ: Ablex.
- Ferdman, B. (1990). Literacy and cultural identity. *Harvard Educational Review*, 60, 181-204.
- Geronimo, J., Folinsbee, S., & Goveas, J. (2001). *A research project into the settlement needs of adult immigrants with limited literacy skills in their first language who have settled in the greater Toronto area*. Toronto, Ontario, Canada: The Canadian Multilingual Literacy Centre.
- Goldman, S., & Trueba, H. (Eds.). *Becoming literate in English as a second language*. Norwood, NJ: Ablex.
- Hinkel, E. (2005). *Handbook of research in second language teaching and learning*. Mahwah, NJ: Lawrence Earlbaum Associates.
- Hornberger, N. (1989). Continua of biliteracy. *Review of Educational Research*, 59, 271-296.
- Jones, S. (1992). Literacy in a second language: Results from a Canadian survey of everyday life. In B. Burnaby & A. Cumming (Eds.) *Socio-political aspects of ESL in Canada* (pp. 203-220). Toronto, Ontario, Canada: OISE Press.
- Klassen, C. (1992). Obstacles to learning: The account of low-education Latin American adults. In B. Burnaby & A. Cumming (Eds.) *Socio-political aspects of ESL education in Canada* (pp. 253-264). Toronto: OISE Press.
- Mackay, S. (1993). *Agendas for second language literacy*. Cambridge: Cambridge University Press.
- Mackay, S., & Hornberger, N. H. (Eds.) (1996). *Sociolinguistics and language teaching*. Cambridge: Cambridge University Press.
- Mackay, S., & Weinstein-Shr, G. (1993). English literacy in the U.S.: National policies, personal consequences. *TESOL Quarterly*, 27, 399-420.

- Mackey, A. (1999). Input, interaction, and second language development: An empirical study of question formation in ESL. *Studies in Second Language Acquisition*, 21(4), 557-587.
- McLaughlin, B. (1987). Reading in a second language: Studies with adult and child learners. In S. Goldman, & H. Trueba (Eds.), *Becoming literate in English as a second language* (pp. 57-70). Norwood, NJ: Ablex.
- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning: A Journal of Applied Linguistics*, 44(3), 493-527.
- Rodby, J. (1992). *Appropriating literacy: Writing and reading in English as a second language*. Portsmouth, NH: Boynton/Cook.
- Saxena, M. (1994). Literacies among Panjabis in Southall. In M. Hamilton, D. Barton, & R. Ivanic (Eds.). *Worlds of literacy* (pp. 195-214). Clevedon /Toronto, Ontario, Canada: Multilingual Matters/Ontario Institute for Studies in Education.
- Spencer, D. (Ed.) (1994). *Adult biliteracy in the United States*. Washington, DC: Center for Applied Linguistics.
- Teachers of English to Speakers of Other Languages (2000). *Adult ESL language and literacy instruction: A vision and action agenda for the 21st century* [Electronic version]. Retrieved October 11, 2005, from http://www.cal.org/caela/esl_resources/vision.pdf
- Wrigley, H., & Guth, G. (1991). *Adult ESL literacy: State of the art*. San Mateo, CA: Aguirre International.
- Wrigley, H., & Guth, G. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International.
- Wrigley, H. S., Chisman, F. P., & Ewen, D. T. (1993). *Sparks of excellence: Program realities and promising practices in adult ESL*. Washington, DC: The Southport Institute for Policy Analysis.

B. FRANCOPHONE LITERACY

- (1992). *Prenons la parole: Des femmes francophones parlent d'elles. Réseau national d'action éducation femmes (RNAEF)*. Ottawa, Ontario, Canada: Le Réseau.
- D'Anglejan, A. (2000). Language and literacy in Quebec: Exploring the issues. In B. M. Ferdman, R. M. Weber, & A. G. Ramirez (Eds.), *Literacy across languages and cultures* (pp. 273-292). Albany, NY: SUNY Press
- Arsenault, S., & Marchildon, D. (2001). *Le travail et la formation: Une relation à maintenir... Recherche sur la mise sur pied et le maintien de programmes francophones d'alphabétisation et de formation de base en milieu de travail*. Vanier, Ontario, Canada: Coalition francophone pour l'alphabétisation et la formation de base en Ontario.
- Aubin, J.-F., et al. (2003). *Une force en mouvement: 20 ans d'histoire et d'engagement*. Montréal, Quebec, Canada: Le Regroupement des groupes populaires en alphabétisation du Québec.
- Blais, H. (1995). *Analphabetisme ou allographe? Pour une vision renouvelée de l'analphabetisme et de l'alphabétisation*. Montréal, Quebec, Canada: LOGIQUES.
- Bloom, M., Burrows, M., LaFleur, B., & Squires, R. (1997). *Avantages économiques du renforcement de l'alphabétisation en milieu de travail*, Ottawa, Ontario, Canada: Conference Board du Canada.

- Chartier, J. (2004). Family literacy in the francophone community [Electronic version]. *Literacies*, 3(2004), 29-31. Retrieved October 23, 2005, from <http://www.literacyjournal.ca/literacies/3-2004/pdf/chartier.pdf>
- Comeau, Y. (1996). *Alpha en milieu de travail: Étude de l'expérience du Centre d'alphabétisation de Prescott (CAP) avec des travailleurs Franco-Ontariens*. Prescott, Ontario, Canada: Centre d'apprentissage et de perfectionnement CAP, en collaboration avec l'Université Laval.
- Confédération des syndicats nationaux (CSN). (2001). *Réussir le virage de la formation continue, une urgence pour le Québec: Commentaires présentés dans le cadre de la consultation sur le projet de politique de l'éducation des adultes dans une perspective de formation continue*. Montréal, Québec, Canada: Author.
- Corbeil, J. P. (2001). *Literacy in Canada: Disparity between francophones and anglophones*. Ottawa, Ontario, Canada: Statistics Canada, Demography Division.
- Couture, R. (1997). *La signification que des personnes dites analphabètes accordent à leur vécu*. Rimouski, Québec, Canada: Université du Québec à Rimouski (UQAR).
- D'Entremont, C. (1990). *The first step: Adult literacy, basic education and academic upgrading for Acadians in Nova Scotia*. Halifax, Nova Scotia, Canada: Ministère de l'Enseignement supérieur et de la Formation.
- Dubuc, L. (1994). *L'estime de soi*. Montréal, Québec, Canada: Fédération canadienne pour l'alphabétisation en français.
- Garceau, M.-L. (1998). *Alphabétisme des adultes en Ontario français: Résultats de l'enquête internationale sur l'alphabétisation*. Sudbury, Ontario, Canada: Centre franco-ontarien de ressources en alphabétisation.
- Fédération Canadienne pour l'alphabétisation en français (1994). *Alphabétisation des aînés franco-phones au Canada: Inventaire des ressources*. Ottawa, Ontario, Canada: Author.
- Garnier, C.-M. (2004). *Systèmes de représentations sociales de l'alphabétisme d'adultes analphabètes et d'adultes en démarche d'alphabétisation*. Montréal, Québec, Canada: Fondation pour l'alphabétisation.
- Gérome, M.-H. (2002). *Misons sur une participation active! Stratégies pour assurer une participation active des personnes*. Ottawa, Ontario, Canada: Coalition francophone pour l'alphabétisation et la formation de base en Ontario.
- Hautecoeur, J.-P. (1978). *Analphabétisme et alphabétisation au Québec*. Quebec City, Quebec, Canada: Ministère de l'Éducation.
- Hautecoeur, J.-P. (1979). *ALPHA 78: Un recueil de textes*. Quebec City, Quebec, Canada: Ministère de l'Éducation.
- Hautecoeur, J.-P. (1989). *Expérimentations du traitement de texte en alphabétisation*. Québec City, Québec, Canada: Ministère de l'Éducation.
- Hautecoeur, J.-P. (Ed.). (1992). *Alpha 92. Research in elimination of illiteracy*. Québec City, Québec, Canada: UNESCO Institute for Education.

- Hautecoeur, J.-P., David, F., Delfosse, F., & Georis, P. (1992). *Stratégies d'alphabétisation dans le mouvement associatif: Rapport du séminaire de Namur, 11-13 octobre 1991*. Hamburg, Germany: UNESCO Institute for Education.
- Hautecoeur, J.-P. (1994). Opening Reflections: Literacy in rural areas. Orientations for action research. In J.-P. Hautecoeur (Ed.), *ALPHA 94 – Literacy and Cultural Development in Rural Areas*. Hamburg-Québec: UIE and Culture Concepts.
- Patry, J., Désilets, M., & Levasseur, D. (2001). *Guide de formation sur mesure en alphabétisation: Situations fonctionnelles sur les compétences parentales liées à la lecture et à l'écriture*. Québec City, Québec, Canada: Direction de la formation générale des adultes (DFGA).
- Regroupement des groupes populaires en alphabétisation du Québec. (1996). *Plan national d'action en alphabétisation*. Montréal, Quebec, Canada: Author.
- Roy, S. (1997). *L'alphabétisme et l'alphabétisation des groupes francophones minoritaires au Canada*. Ottawa, Ontario, Canada: Secrétariat national à l'alphabétisation.
- Sherwood, D. (2001a). *Comment faire une campagne de marketing social pour promouvoir l'alphabétisme et la formation de base*. Vanier, Ontario, Canada: Coalition francophone pour l'alphabétisation et la formation de base en Ontario.
- Sherwood, D. (2001b). *Comment utiliser les statistiques à son avantage*. Vanier, Ontario, Canada: Coalition francophone pour l'alphabétisation et la formation de base en Ontario.
- Sherwood, D. (2004a). *Préparation pour l'intervention en milieu de travail: Guide d'autoformation pour les formatrices*. Ottawa, Ontario, Canada: Coalition francophone pour l'alphabétisation et la formation de base en Ontario.
- St-Germain, M. (1996). *Enquête internationale sur l'alphabétisation des adultes: Rapport sur la composante francophone de l'Ontario*. Ottawa, Ontario, Canada: Statistics Canada.
- Tardif, S. (2004). *Les personnes analphabètes et l'emploi, utopie ou réalité? Trois-Rivières, Québec, Canada: Université du Québec à Montréal*.
- Tremblay, O. (1994). *L'analphabétisme chez les aînés franco-ontariens: Rapport d'une recherche effectuée auprès des aînés franco-ontariens et de divers intervenants*. Sudbury, Ontario, Canada: Centre franco-ontarien de ressources en alphabétisation (FORA).
- Wagner, D. A. (1990). *Alphabétisation et recherche: Passé, présent et avenir*. Genève, Suisse: UNESCO, Bureau international d'éducation (BIE).
- Wagner, S. (1990). Literacy and the assimilation of minorities: The case of francophones in Canada. In J. P. Hautecoeur (Ed.), *Alpha 90-Current research in literacy* (pp. 55-80). Hamburg, Germany: UNESCO Institute for Education.
- Wagner, S (1991). *Alphabétisme et alphabétisation des adultes en français en Ontario: Quelques enjeux pour une politique d'alphabétisation en français*. Document de travail.
- Wagner, S. (1998). *La scolarisation de l'éducation des adultes au sein du réseau scolaire du Québec et son impact*. Montréal, Québec, Canada: Université du Québec à Montréal. Laboratoire de recherche en éducation et alphabétisation des adultes.

Wagner, S., Corbeil, J. P., Doray, P., & Fortin, E. (2002). *Literacy and literacy training of francophones in Canada. The results of the International Adult Literacy Survey (IALS)*. Ottawa, Ontario, Canada: Statistics Canada.

C. ABORIGINAL LITERACY

Antone, E. (1997). *In search of voice: A collaborative investigation on learning experiences of all Onyota'a:ka*. Unpublished thesis, University of Toronto, Toronto, Ontario, Canada.

Antone, E., et al. (2002). *What is native literacy?* Unpublished manuscript.

Antone, E., et al. (2002) *Best practices, native literacy and learning: Symposium on literacy and Aboriginal Peoples*, Toronto, Ontario, Canada: OISE.

Antone, E. (2003a). Aboriginal peoples: Literacy and learning. *Literacies*, 1(Spring), 9-12.

Antone, E. (2003b). Culturally framing Aboriginal literacy and learning. *Canadian Journal of Native Education*, 27(1), 7-15.

Antone, E., Gamlin, P., & Provost-Turchetti, L. (2003). *Literacy and learning: Acknowledging Aboriginal holistic approaches to learning in relation to 'best practices' literacy training programs. Final report*. Toronto, Ontario, Canada: Ontario Institute for Studies in Education, University of Toronto.

Antone, E., Provost-Turchetti, L., & Sinclair, M. (2002). *Aboriginal literacy and learning: Annotated bibliography and native language reference materials*. Toronto, Ontario, Canada: Ontario Institute for Studies in Education, University of Toronto.

Anderson, K. (1989). Native women and literacy. *Canadian Women's Studies-Les Cahiers de la Femme*, 10(2&3), 79-80.

Assembly of First Nations. (2000). *A time to listen and the time to act: National First Nations language strategy*. Ottawa, Ontario, Canada: Author.

Beaton, R., & Cooper, N. (1997). *A culture-based approach to learning: Addressing the needs of First Nations adult learners in Toronto*. Manuscript in preparation.

Bell, M. (2002). *Nunavut literacy development in the context of Inuit Qaujimagatuqanginnut (Inuit traditional knowledge): A discussion paper*. Iqaluit, Nunavut, Canada: Nunavut Literacy Council.

Bennett, J., & Berry, J. (1991). Cree literacy in the syllabic script. In D. Olsen, & N. Torrance, (Eds.), *Literacy and orality* (pp. 90-104). Cambridge: Cambridge University Press.

Burnaby, B. (1998, Spring). Literacy in Dene languages in the Northwest Territories, Canada: For what purpose? *Written Language and Literacy*, 1(1), 63-102.

Burnaby, B. (1999). Policy on Aboriginal languages in Canada: Notes on status planning. In L. Valentine, & R. Darnell (Eds.), *Theorizing the Americanist tradition* (pp. 299-314). Toronto, Ontario, Canada: The University of Toronto Press.

Burnaby, B., & MacKenzie, M. (1985). Reading and writing in Rupert House. In B. Burnaby (Ed.), *Promoting Native writing systems in Canada* (pp. 57-81). Toronto, Ontario, Canada: OISE Press.

- Burnaby, B., & MacKenzie, M. (2001). Cree decision making concerning language: A case study. *Journal of Multilingual and Multicultural Development*, 22(3), 191-209.
- Canada-Parliament House of Commons-Standing Committee on Aboriginal Affairs. (1990). *You took my talk: Aboriginal literacy and empowerment: Fourth Report of the Standing Committee on Aboriginal Affairs* (Report No. 43, LAW). Ottawa, Ontario, Canada: Queen's Printer for Canada.
- Balanoff, H., Chambers, C., Kudlak, E., & Kaodloak, A. (2004). *The Ulukhaktok literacy research project*. Yellowknife, NT, Canada: Northwest Territories Literacy Council & University of Lethbridge.
- Cowan, C. (n.d). *Rediscovering the traditional art of Sanikiluaq basket-making: A case study of the development of a community-based college curriculum with Inuit women of the Belcher Islands*. Iqaluit, Nunavut, Canada: Nunavut Artic College.
- Crockatt, K., & Smythe, S. (2002). Building culture & community: Family and community literacy partnerships in Canada's North. *Community partnerships. TESOL*, 91-105
- Cruikshank, J. (1998). *The social life of stories: Narrative and knowledge in the Yukon Territory*. Lincoln: University of Nebraska Press.
- Demetrian, G. (2004). *Review essay: Family literacy from the eyes of an empathetic ethnographer: An Appalachian case study* [Electronic version]. Retrieved October 23, 2005, from <http://www.nald.ca/fulltext/George/others/cover.htm>
- Dickinson, P. (1994). Orality in literacy: Listening to indigenous writing. *Canadian Journal of Native Studies*, 14(2), 319-340.
- Doehler, F. (2003). Adult literacy resources for First Nations literacy programs in Ontario. *Feliciter*, 49(5), 250-252.
- Francis, N., & Reyhner, J. (2002). *Language and literacy teaching for indigenous education: A bilingual approach*. Clevedon, England: Multilingual Matters.
- George, P. (Ningwakwe). (n.d.). *The Holistic/rainbow approach to Aboriginal literacy: Work in progress*. Retrieved October 14, 2005, from <http://www.nald.ca/fulltext/abo-hol/p17.htm#17>
- George, P. (Ningwakwe). (1997). *Vision guiding native literacy*. Owen Sound, Ontario, Canada: Ningwakwe Clearinghouse.
- George, P. (Ningwakwe). (2003). *Developing national aboriginal literacy goals and strategies. Aboriginal literacy*. Toronto, Ontario, Canada: National Indigenous Literacy Association.
- Gillespie, M. (1994). *Native language literacy instruction for adults: Patterns, issues, and promises*. Washington, DC: National Clearinghouse for ESL Literacy Education.
- Government of Canada. (1990). *Fourth report of the Standing Committee on Aboriginal Affairs: You took my talk: Aboriginal literacy and empowerment*. Ottawa, Ontario, Canada: Author.
- Government of Canada. (1996). *Report of the Royal Commission on Aboriginal Peoples*. Ottawa, Ontario, Canada: Royal Commission on Aboriginal Peoples.

- Gray, E. G., & Fiering, N. (Eds.) *The language encounter in the Americas, 1492-1800: A collection of essays*. New York: Berghahn Books.
- Greenall, D. & Loizides, S. (2001). *Aboriginal digital opportunities: Addressing Aboriginal learning needs through the use of learning technologies*. Ottawa, Ontario, Canada: Conference Board of Canada.
- Haig-Brown, C. (1995). *Taking control: Power and contradiction in First Nations adult education*. Vancouver, British Columbia, Canada: University of British Columbia Press.
- Hare, J. (1995). *Meaning attached to literacy in a First Nation community*. Unpublished master's thesis, University of Western Ontario, London, Ontario, Canada.
- Hornberger, N. (Ed.). (1997). *Indigenous literacies in the Americas: Language planning from the bottom up*. Berlin, Germany: Mouton de Gruyter.
- Hughes, K. (1990). "You took my talk": *Aboriginal literacy and empowerment*. Fourth Report of the Standing Committee on Aboriginal Affairs. Ottawa, Ontario, Canada: House of Commons.
- Lutra Associates Ltd. (2000). *Making a case for literacy: The state of adult literacy and adult basic education in the NWT*. Yellowknife, Northwest Territories, Canada: NWT Literacy Council.
- Masiokas, J. (2000). *Loss through literacy: Differences between Aboriginal and Eurocentric ways of knowing*. Unpublished manuscript.
- May, S. (Ed.) (1999). *Indigenous community-based education*. Toronto, Ontario, Canada: Multilingual Matters.
- McGrath, R. (1991-92). The history of Inuit literacy in Labrador. *The Newfoundland Quarterly* 89, 35-40.
- Murray, L. J. & Rice, K. (Eds.). *Talking on the page: Editing Aboriginal oral texts*. Toronto, Ontario, Canada: University of Toronto Press.
- National Aboriginal Design Committee. (2002). *Position paper on Aboriginal literacy* [Electronic version]. Toronto, Ontario, Canada: Author. Retrieved October 23, 2005, from <http://www.nald.ca/fulltext/position/position.pdf>
- Northwest Territories Education, Culture & Employment. (1993). *Dene Kede: Education: A Dene perspective*. Yellowknife, Northwest Territories, Canada: Author.
- Northwest Territories Education, Culture & Employment. (2001). *Towards literacy: A strategy framework-2001-2005*. Yellowknife, Northwest Territories, Canada: Author.
- Nunavut Literacy Council, Labrador Literacy Information & Action Network & Frontier College (2001). *Literacy & Inuit women: Workshop report to Pauktuutit* [Electronic version]. Retrieved November 5, 2005, from <http://www.nunavutliteracy.ca/english/resource/reports/women/Women.pdf>
- NWT Literacy Council. (2002). *Multiple literacies: Improving our support for Aboriginal literacy in the NWT*. Yellowknife, Northwest Territories, Canada: Author.
- Parkland Regional College. (1998). *Reaching the rainbow: Aboriginal literacy in Canada*. Melville, Saskatchewan, Canada: Author.

- Rappaport, J. (1994). Object and alphabet: Andean Indians and documents in the colonial period. In E. Boone & W. Mignolo (Eds.), *Writing without words: Alternative literacies in Mesoamerica and the Andes* (pp. 271-292). Durham, NC: Duke University Press.
- Roburn, S. (n. d.). *Literacy and the underdevelopment of knowledge*, Retrieved October 23, 2005, from http://epe.lac-bac.gc.ca/100/202/300/mediatribe/mtribe94/native_knowledge.html
- Saskatchewan Aboriginal Literacy Network (2002). *Aboriginal literacy strategic plan report* [Electronic version]. Retrieved October 13, 2005, from <http://www.aboriginal.sk.literacy.ca/download/strategy/strategy.pdf>
- Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples*. London: Zed Books.
- Stiffarm, L. (Ed.) (1998). *As we see... Aboriginal pedagogy*. Saskatoon, Saskatchewan, Canada: University of Saskatchewan Press.
- Swanson, S. (2003). Motivating learners in northern communities. *Canadian Journal of Native Education*, 27(1), 61-73.
- Tremblay, P. C., & Taylor, M. C. (1998). Native learners' perceptions of educational climate in a Native employment preparation program. *Adult Basic Education*, 8(1), 30-46.
- Valentine, L. P. (1995). *Making it their own: Severn Ojibwe communicative practices*. Toronto, Ontario, Canada: University of Toronto Press.

D. WOMEN AND LITERACY

- Alderson, L., & Twiss, D. (2003). *Literacy for women on the streets*. Vancouver, British Columbia, Canada: Capilano College.
- Alshi, S. D. (1994). Women, literacy and development: Challenges for the 21st century. *Convergence*, 27(2/3).
- Atkinson, T., Ennis F., & Lloyd, B. (1994) *Listen to women in literacy. The Power of Woman-Positive literacy work*. Halifax, Nova Scotia, Canada: Fernwood Publishing.
- Athreya, V. & Chunkath, S. R. (1996). Women on wheels. In *Literacy and empowerment* (pp. 219-238). New Delhi, India: Sage Publications.
- Canadian Congress for Learning Opportunities for Women. (1996). *Making connections: Literacy and EAL curriculum from a feminist perspective*. Toronto, Ontario, Canada: Canadian Congress for Learning Opportunities for Women.
- Dechman, M. (2000). *The family mosaic: Educational profiles of mothers. A longitudinal study of lone-parent and two parent families*. Halifax, Nova Scotia, Canada: Nova Scotia Department of Community Services.
- Gowen, S. G. (1993). Beliefs about literacy: Measuring women into silence/hearing women into speech. *Critical Forum*, 2(3), 15-25.
- Horne, T., & Well Quest Consulting (1999). *Learning for our health: Outcomes for women in a participatory literacy and health education program*. Edmonton, Alberta: The Leaning Centre Literacy Association.
- Horsman, J. (1988). Discourses of illiteracy: A literature review. *Canadian Woman Studies*, 9(3 & 4), 123-127.

- Horsman, J. (1990). *Something in my mind besides the everyday*. Toronto, Ontario, Canada: Women's Press.
- Horsman, J. (1994). Working on memories of abuse. *Australian Journal of Adult and Community Education*, 34(1), 56-61.
- Horsman, J. (1996). *Literacy and gender* [Electronic version]. Toronto, Ontario, Canada: Author. Retrieved November 6, 2005, from <http://www.nald.ca/fulltext/horsman/gender/ymca.pdf>
- Horsman, J. (1997). "But I'm not a therapist": *Literacy work with survivors of abuse*. Retrieved October 22, 2005, from <http://www.nald.ca/fulltext/pat/SoNmar97/page1.htm>
- Horsman, J. (1999). *Too scared to learn: Women, violence and education*. Toronto, Ontario, Canada: McGilligan Books.
- Horsman, J. (2000). *Moving forward: Approaches and activities to support women's learning*. Toronto, Ontario, Canada: Parkdale Project Read.
- Kagiticbasi, C., Goksen, F., & Gulgoz, S. (2005). Functional adult literacy and empowerment of women: Impact of a functional literacy program in Turkey. *Journal of Adolescent & Adult Literacy*, 48(6), 472- .
- Kennen, E. M, Martin, L., & Davis, T. C. (2004). Stories of women, words, and well-being: The effect of literacy on women's health [Electronic version]. *Women's Studies Quarterly*, 32(1/2), 90-109. Retrieved November 11, 2005, from ProQuest database.
- Kerka, S., & Imel, S. (2004). Annotated bibliography: Women and literacy. *Women's Studies Quarterly*, 32(1/2), 258-271.
- Lloyd, B. (1989). *Discovering the strength of our voices*. Toronto, Ontario, Canada: Canadian Congress for Learning Opportunities for Women.
- Lloyd, B., Ennis F., & Atkinson, T. (Eds). (1994a). *The power of woman-positive literacy work: Program-based action research*. Halifax, Nova Scotia, Canada: Fernwood Publishing.
- Lloyd, B., Ennis F., & Atkinson, T. (Eds). (1994b). *Women in literacy speak: The power of woman-positive literacy work*. Halifax, Nova Scotia, Canada: Fernwood Publishing.
- Luttrell, W. (1989). Working-class women's ways of knowing: Effects of gender, race and class. *Sociology of Education*, 62(1), 33-46.
- Luttrell, W. (1996). Taking care of literacy: One feminist's critique. *Educational Policy*, 10(3), 342-365.
- Luttrell, W. (2000). Good enough methods for ethnographic research. *Harvard Educational Review*, 70(4), 499-523.
- Lytle, S. L., & Cantafio, E. J. (with Allen, K. & Milagros Chabran, O.) (draft). *On the borders: Women's literacies in contrasting communities*. Manuscript in preparation.
- Mace, J. (1998). *Playing with time: Mothers and the meaning of literacy*. London: Routledge.
- Mayer, J. (2004). "My way out of this life is an education" [Electronic version]. *Women's Studies Quarterly*, 32(1/2), 100-114. Retrieved November 11, 2005, from ProQuest database.

- Morrish, E., Horsman, J., & Hofer, J. (2002). *Take on the challenge*. Boston: World Education.
- Rumann, S. M., & Chavez, R. C. (2001). Myth and misguided faith? Women's experiences in a literacy program. *The Canadian Journal for the Study of Adult Education*, 15(2), 168-188.
- Sato, C. (2004). Rethinking adult literacy training: An analysis through a third world feminist perspective. *Women's Studies Quarterly*, 32(1/2), 73-89.
- Silver-Pacuilla, H. V. (2004). The meanings of literacy: A participatory action research project involving women with disabilities. *Women's Studies Quarterly*, 32(1/2), 43-58.

XII. HEALTH LITERACY

- . (2002). *Resources on the 5 C's: Areas to consider for making your health messages accessible to a wider population*. Ontario Health Promotion E-Mail Bulletin #258.2 Toronto, Ontario, Canada: Ontario Health.
- Ad Hoc Committee on Health Literacy (1999) Health literacy: Report of the Council on Scientific Affairs, *Journal of the American Medical Association*, 281(6), 552-557.
- Allen, C. E. (2000). Literacy essential to health. *The Nation's Health*, 30(4), 3- .
- Anderson, M. R., Friedman, A. L., Gilchrist, G. S., Goodman, D.C., et al. (2004). Ensuring culturally effective pediatric care: Implications for education and health policy. Policy Statement of the American Academy of Pediatrics. *Pediatrics*, 114(6), 1677-1685.
- Anderson, P., & Leppert, J. (2001). Men of low socio-economic and educational level possess pronounced deficient knowledge about the risk factors related to coronary heart disease. *Journal of Cardiovascular Risk*, 8(6), 371-377.
- Baker, D. W., Gazmararian, J. A., Sudano, J., & Patterson, M. (2000). The association between age and the health literacy among elderly persons. *The Journals of Gerontology*, 55B(6), S368-S374.
- Baker, D. W., Parker, R. M., Williams, M. V., Clark, W. S., & Nurss, J. (1997). The relationship of patient reading ability to self-reported health and use of health services. *American Journal of Public Health*, 87(6), 1027-1030.
- Baker, D. W., Parker, R. M., Williams, M. V., Pitkin, K., Parikh, N. S., Coate, W., & Imara, M. (1996). The health care experience of patients with low literacy. *Archives of Family Medicine*, 5(6), 329-334.
- Bass, P. F., Wilson, J. F., Griffith, C. H., Barnett, D. R. (2002). Residents' ability to identify patients with poor literacy skills. *Academic Medicine*, 77(10), 1039-1041.
- Bennett, I. M., Robbins, S., Haecker, T. (2003). Screening for low literacy among adult caregivers of pediatric patients. *Family Medicine*, 35(8), 585-590.
- Berkman, N. D., DeWalt, D. A., Pignone, M. P., Sheridan, S. L., Lohr, K. N., Lux, L., Sutton, S. F., Swinson, T., & Bonito, A. J. (2004). *Literacy and health outcomes. Evidence Report / Technology Assessment* (No 87, Publication No. 04-E007-2). US Dept Health and Human Services. Rockville, MD: Agency for Healthcare Research and Quality.

- Black, M. (2002). *The 5 C's: Areas to consider for making your health messages accessible to a wider population*. Ontario Health Promotion E-Mail Bulletin #258.1. Toronto, Ontario, Canada: Ontario Health.
- Boswell, C., Hawkins, M., & Lieck, L. (2002). ROAR (Reach Out and Read): Immunizing against illiteracy. *Texas Journal of Rural Health, 20*(1), 12-16.
- Breen, M. J. (1992). *Partners in practice: Literacy and health project phase two*. Toronto, Ontario, Canada: Public Health Association.
- Breen, M. J. (1994). Literacy and privilege: Reading the writings of the women's health movement. *Canadian Woman Studies, 14*(3), pp. 92-93.
- Breen, M. J. (1998) *Promoting literacy, improving health. Canada health action: Building on the legacy*. (vol. 2: *Adults and Seniors*). Ottawa, Ontario, Canada: National Forum on Health.
- Breen, M. J. (1998) Literacy – An Overlooked Health Issue for Women. *Women's Health Journal. April-June*. 4-9.
- Brownson, K. (1998). Literacy: A challenge for the health care supervisor. *The Health Care Supervisor, 17*(2), 45-54.
- Burnham, E., & Peterson, E. B. (2005). Health information literacy: A library case study. *Library Trends, 53*(3), 422-433.
- The Centre for Literacy (1998). *Health, communication and literacy. An annotated bibliography*. Montreal, Quebec, Canada: Author.
- Conlin, K. K., & Schuman, L. (2002). Literacy in the health care system: A study open heart patients. *Journal of the American Academy of Nurse Practitioners, 14*(1), 38-43.
- Davidhizar, R. E., & Brownson, K. (2000). Literacy, cultural diversity, and client education. *Home Health Care Management Practice, 12*(2), 38-44.
- Davis, T. C., Michielutte, R., Askov, E. N., Williams, M. V., & Weiss, B. D. (1998). Practical assessment of adult literacy in health care. *Health Education and Behaviour, 25*(5), 613-624.
- Dewalt, D. A., Berkam, N. D., Sheridan, S., Lohr, K. N., & Pignone, M. P. (2004). Literacy and health outcomes: A systematic review of the literature. *Journal of General Internal Medicine, 19*(12), 1228-1239.
- Dewalt, D. A., & Pignone, M. P. (2005). The role of literacy in health and health care. *American Family Physician, 72*(3), 387-388.
- Dollahite, J., Thompson, C., & McNew, R. (1996). Readability of printed sources of diet and health information. *Patient Education and Counseling, 27*(2), 123-134.
- Dreger, V., & Tremback, T. (2002). Optimize patient health by treating literacy and language barriers. *Association of Operating Room Nurses. AORN Journal, 75*(2), 280-293.
- Eaton, J. A. (2004). Low health literacy seen impacting costs, compliance, outcomes. *Physicians Financial News, 22*(1), 1.
- Fisher, E. (1999). Low literacy levels in adults: implications for patient education. *The Journal of Continuing Education in Nursing, 30*(2), 56-62.

- Fisher Wilson, J. (2003). The crucial link between literacy and health. *Annals of Internal Medicine*, 139(10), 875-878.
- Foulk, D., Carroll, P., & Nelson Wood, S. (2001). Addressing health literacy: A description of the intersection of functional literacy and health care. *American Journal of Health Studies*, 17(1), 7-14.
- French, K. S., & Larrabee, J. H. (1999). Relationships among educational material readability, client literacy, perceived beneficence, and perceived quality. *Journal of Nursing Care Quality*, 13(6), 68-72.
- Gannon, G., & Hildebrandt, E. (2002). A winning combination: Women, literacy and participation in health care. *Health Care for Women International*, 23(6-7), 754-760.
- Gazmararian, J. A., Baker, D. W., Williams, M. V., & Parker, R. (1999). Health literacy among Medicare enrollees in a managed care organisation. *Journal of the American Medical Association*, 281(6), 545-551.
- Gillis, D. E., MacIsaac, A., & Quigley, A. (2004). Health literacy: Expanding practitioners' horizons through collaborative research. *Journal of Interprofessional Care*, 18(4), 449-453.
- Gillis, D. E. (2005). *Beyond words: The health literacy connection* [Electronic version]. Retrieved November 17, 2005, from <http://www.canadian-health-network.ca/servlet/ContentServer?cid=1059684393879&pagename=CHN-RCS/CHNResource/CHNResourcePageTemplate&c=CHNResource>
- Gillis, D. E., Quigley, B. A., & MacIsaac, A. (2005). "If you were me, how could you make it better?": Responding to the challenge of literacy and health. *Literacies*, 5, 28-31.
- Greenberg, D. (2001). A critical look at health literacy. *Adult Basic Education*, 11(2), 67-79.
- Haldeman, L., Perez-Escamilla, R., Ferris, A. M., Drake, L., et al. (2000). Development of a color-coded bilingual food label for low-literacy Latino caretakers. *Journal of Nutrition Education*, 32(3), 152-160.
- Hammond, G., Rootman, I., Frankish, J., Niks, M., Middleton, S., & Monro, M. (2005). *Working Together on Literacy and Health Research. Report on the 2005 National Summer Institute on Literacy and Health Research*, Toronto, Ontario, Canada: Centre for Health Promotion, University of Toronto.
- Harvard School of Public Health & National Center for the Study of Adult Learning and Literacy. (n.d.). *In plain language: The need for effective communication in medicine and public health* [Video]. Cambridge, MA: Pfizer United States.
- Health Canada. (1997). *Report of the August 1997 roundtable on literacy and health*. Ottawa, Ontario, Canada: Policy Development and Coordination Division Health Promotion and Programs Branch.
- Health Canada. (1998). *How does literacy affect the health of Canadians? A profile paper* (Cat. H39-444/1998E). Ottawa, Ontario, Canada: Health Promotion and Programs Branch, Health Canada. Retrieved October 22, 2005, from <http://www.phac-aspc.gc.ca/ph-sp/phdd/literacy/literacy.html>
- Hixon, A. L. (2004). Functional Health Literacy: Improving Health Outcomes. *American Family Physician*, 69(9), 2077-2078.
- Hohn, M. D. (1998). *Empowerment health education in adult literacy: A guide for public health and adult literacy practitioners, policy makers and funders*. Washington, DC: National Institute for Literacy.

- Institute of Medicine of the National Academies. (2004). *Health Literacy: A Prescription to End Confusion*. Washington: The National Academic Press. Retrieved October 24, 2005, from <http://www.iom.edu/project.asp?id=3827>
- Kearsey, K. (2002, Sept-Oct). Nurses lift the lid on illiteracy. *Registered Nurse Journal*, 14(5), 14-16.
- Kickbusch, I. S. (2001). Health literacy: Addressing the health and education divide. *Health Promotion International*, 16(3), 289-297.
- Kickbusch, I. (2002). Health literacy: a search for new categories. *Health Promotion International*, 17(1), 1-2.
- Kickbusch, I., & Nutbeam, D. (1998). Health promotion glossary. *Health Promotion International* 13, 349-364.
- Landro, L. (2003). Health & family- the informed patient: Doctor's orders are useless if they're befuddling. (2003, July 3). *Wall Street Journal*, p. D2.
- Lee, S. D., Arozullah, A. M., & Cho, Y. I. (2004). Health literacy, social support, and health: A research agenda. *Social Science & Medicine*, 58, 1309-1321.
- LeVine, R. A., LeVine, S. E., Rowe, M. L., & Schnell-Anzola, B. (2003). Maternal literacy and health behavior: A Nepalese case study. *Social Science & Medicine*, 58(4), 863-877.
- Literacy Partners of Manitoba. (2004). *Defining links and developing partnerships between literacy and health*. Retrieved October 22, 2005, from www.health.mb.literacy.ca/
- Longo, P. J., & Donahue, V. (1997). *Amplifying the health literacy of migrant farm workers*. Dayton, VA: Virginia Adult Educators Research Network. (ERIC Document Reproduction Service No. ED419429)
- Macario, E., Emmons, K. M., Sorensen, G., Hunt, M. K., & Rudd, R. E. (1998). Factors influencing nutrition education for patients with low literacy skills. *Journal of the American Dietetic Association*, 98(5), 559-564.
- McKinney, J., & Kurtz-Rossi, S. (2000). *Culture, health, and literacy: A guide to health education materials for adults with limited English literacy skills*. Boston: World Education. Retrieved October 11, 2005, from <http://www.worlded.org/us/health/docs/culture/> (ERIC Document Reproduction Service No. ED465311)
- Michielutte, R., Alciati, M. A., & Arculli, R. E. (1999). Cancer control research and literacy. *Journal of Health Care for the Poor and Underserved*, 10(3), 281-297.
- Moore, A. S. (1999). Literacy has a bearing on hospital admission. *RN*, 62(3), 22.
- Murphy, P. W., Davis, T. C., Mayeaux, E. J., Sentell, T., Arnold, D., & Rebouche, C. (1996). Teaching nutrition education in adult learning centers: Linking literacy, health care, and the community. *Journal of Community Health Nursing*, 13(3), 149-158.
- Muller, A. (2002). Education, income inequality, and mortality: A multiple regression analysis. *British Medical Journal*, 324(7328), 1-2.
- Norton, M., & Campbell, P. (1998). *Learning for our health: A resource for participatory literacy and health education*. Edmonton, Alberta, Canada: The Learning Centre Literacy Association.

- Norton, M., & Horne, T. (1998). The wholeness of the individual: Linking literacy and health through participatory education. *Alberta Journal of Educational Research*, 44(2), 245-247.
- Nutbeam, D. (2000). Health literacy as a public health goal: A challenge for contemporary health education and communication strategies into the 21st Century. *Health Promotion International*, 15, 359-367.
- Ontario Public Health Association. (1990). *Literacy and Health Project: Phase One. Making the world healthier and safer for people who can't read*. Toronto, Ontario, Canada: Author.
- Osborne, H. (2002). *In other words...Health-literacy partnerships...Working together can make a difference*. Retrieved October 22, 2005, from www.healthliteracy.com/oncalloct2002.html
- Parikh, N. S., Parker, R. M., Nurss, J. R., Baker, D. W., & Williams, M. V. (1996). Shame and health literacy: The unspoken connection. *Patient Education and Counseling*, 27, 33-39.
- Parker, R. M., Ratzan, S. C., & Lurie, N. (2003). Health literacy: A policy challenge for advancing high-quality health care. *Health Affairs*, 22(4), 147-153.
- Pawlak, R. (2005). Economic considerations of health literacy. *Nursing Economics*, 23(4), 173-180.
- Pleasant, A., & Sabrina Kurtz-Rossi, S. (2005). *Bringing health literacy research to practice* [Electronic version]. Retrieved October 23, 2004, from http://www.worlded.org/us/health/lincs/pdf/bringing_healthlit_r2p
- Perdue, B. J., Degazon, C., & Lunney, M. (1999). Diagnoses and interventions with low literacy: Submitters' analysis/ commentary. *Nursing Diagnosis*, 10(1), 36-39.
- Roberts, P., & Fawcett, G. (1998). *At risk: A socioeconomic analysis of health and literacy among seniors*. Ottawa, Ontario, Canada: Statistics Canada.
- Ronson, B., & Rootman, B. (2004). Literacy: One of the most important determinants of health today. In D. Raphael (Ed.) *Social determinants of health: Canadian perspectives* (pp. 155-170). Toronto: Ontario, Canada: Canadian Scholars' Press.
- Rootman, I. (2003). Literacy and health in Canada: Is it really a problem? *Canadian Journal of Public Health*, 94(6), 405-406.
- Rootman, I. (2004). Literacy, health, education, nursing, research and development. *Canadian Journal of Nursing Research*, 36(1), 3-21.
- Rootman, I. (2004, May). Health literacy: a prescription to end confusion. *Literacy at Work*, 41, 10-11.
- Rootman, I., Gordon-El-Bihberty, D., Frankish, J., Hemming, H., Kaszap, M., Langille, L., Quantz, D., & Ronson, B. (2004). Toward an agenda for literacy and health research in Canada. *Literacies*, Fall(4), 38-40.
- Rootman, I., & Ronson, B. (2005). Literacy and health research in Canada: Where have we been and where should we go [Electronic version]? *Canadian Journal of Public Health: Reducing Health Disparities in Canada*, 96, S62-S77. Retrieved October 13, 2005, from Canadian Periodicals database.
- Rossof, A. H. (1988, Feb.). Non compliant or illiterate? *The Lancet*, 1(8581), 362.

- Roter D. L., Rudd, R. E., & Comings, J. (1998). Patient literacy: A barrier to quality of care. *Journal of General Internal Medicine*, 13(12), 850-851.
- Rudd, R. E. (2002). A maturing partnership. *Focus on Basics*, 5(C), 1-8.
- Rudd, R., Colton, T., & Schacht, R. (2000). *An overview of medical and public health literature addressing literacy issues: An annotated bibliography* (NCSALL Report No. 14). Retrieved October 13, 2005, from <http://www.ncsall.net/fileadmin/resources/research/report14.pdf>
- Rudd, R. E., & Moeykens, B. A. (1999). *Adult educators' perceptions of health issues and topics in adult basic education programs*. Cambridge, MA: The National Center for the Study of Adult Learning and Literacy.
- Rudd, R. E., Moeykens, B. A., & Colton, T. C. (2000). Annual review of adult learning and literacy. In *NCSALL Health and literacy: A review of medical and public health literature* (pp. 158-199). San Francisco: Jossey-Bass.
- Rudd, R., Zacharia, C., & Daube, K. (1998). *Integrating health and literacy: Adult educators' experiences* (NCSALL Report No. 17). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Sarginson, R. J. (1997). *Literacy and health: A Manitoba perspective*. Winnipeg, Manitoba, Canada: Literacy Partners of Manitoba.
- Saskatchewan Literacy Network. (n.d.). *Health and Literacy: How do they relate?* Saskatoon, Saskatchewan, Canada: Author.
- Schultz, M. (2002). Low literacy skills needn't hinder care. *RN*, 65(4), 45-48.
- Schumann, L. (2002). Literacy in the health care system: A study of open heart surgery patients. *Journal of the American Academy of Nurse Practitioners*, 14(1), 38-42.
- Schwartzberg, J. G. (2002). Low health literacy: What do your patients really understand? *Nursing Economics*, 20(3), 145-148.
- Schwartzberg, J. G., VanGeest, J. B., & Wang, C. G. (2005). *Understanding health literacy: Implications for medicine and public health*. Chicago: American Medical Association Press.
- Shalowitz, D., & Wolf, M. S. (2004). Shared decision-making and the lower literate patient. *The Journal of Law, Medicine & Ethics*, 32(4), 759-765.
- Shohet, L. (2002). Health and literacy: Perspectives in 2002. The Centre for Literacy in Quebec. Retrieved October 6, 2005, from http://www.staff.vu.edu.au/alnarc/onlineforum/AL_pap_shohet.htm
- Shohet, L. (2004). Health and literacy: Perspectives. *Literacy and Numeracy Studies*, 13(1), 65-83.
- Singh, J. (2000). The readability of HIV/AIDS education materials. *AIDS Education and Prevention*, 12(3), 214-224.
- Singleton, K. (2002). ESOL teachers: Helpers in health care. *Focus on Basics*, 5(C), 26-30.
- Sissel, P. A., & Hohn, M. D. (1996). Literacy and healthy communities: Potential partners in practice. *New Directions for Adult and Continuing Education*, 70, 59-71.

- Smith, J. L., & Haggerty, J. (2003). Literacy in primary care populations: Is it a problem? *Canadian Journal of Public Health, 94*(6), 408-412.
- Spero, C. (2005). Health literacy: Concept analysis. *Journal of Advanced Nursing, 50*(6), 633-640.
- TenHave, T. R., Van Horn, B., Kumanyika, S., Askov, E., Matthews, Y., & Adams-Campbell, L. L. (1997). Literacy assessment in a cardiovascular nutrition education setting. *Patient Education and Counseling, 31*(2), 139-150.
- Tresserras, R., Canela, J., Alvarez, J., Sentis, J., & Salleras, L. (1992). Infant mortality, per capita income and adult illiteracy: An ecological approach. *American Journal of Public Health, 82*(3), 435-438.
- Tooth, L., Clark, M., & McKenna, K. (2000). Poor functional health literacy: The silent disability for older people. *Australasian Journal on Aging, 19*(1), 14-22.
- Walker, E. (1999). Characteristics of the Adult Learner. *Supplement to the Diabetes Educator, 25*(6), 16-24.
- Weiss, B. D. (2001). Health literacy: An important issue for communicating health information to patients. *Chinese Medical Journal, 64*, 603-608.
- Weiss, B. D., & Coyne, C. (1997). Communicating with patients who cannot read. *The New England Journal of Medicine, 337*(4), 272-274.
- Weiss, B. D., & Palmer, R. (2004). Relationship between health care costs and very low literacy skills in a medically needy and indigent Medicaid population. *Journal of American Board of Family Practitioners, 17*(1), 44-47.
- Williams, M. V., Baker, D. W., Honig, E. G., Lee, T. M., & Nowlan, A. (1998). Inadequate literacy is a barrier to asthma knowledge and self-care. *Chest, 114*(4), 1008-1013.
- Wilson, F. L., Baker, L. M., Brown-Syed, C., & Gollop, D. (2000). An analysis of the readability and cultural sensitivity of information on the National Cancer Institute's web site: CancerNet. *Oncology Nursing Forum, 27*(9), 1403-1409.
- Winkleby, M. A., Howard-Pitney, B., Albright, C. A., Bruce, B., Kraemer, H. C., & Fortmann, S. P. (1997). Predicting achievement of a low-fat diet: A nutrition intervention for adults with low literacy skills. *Preventive Medicine, 26*, 874-882.
- Zarcadoolas, C., Pleasant, A., & Greer, D. S. (2005). Understanding health literacy: An expanded model. *Health Promotion International, 20*(2), 195-203. Retrieved November 5, 2005, from http://envstudies.brown.edu/courses/es126/2004/Restricted/finalzarcadoolas_pleas_greer.pdf
- Zaslow, M. J., Hair, E. C., Dion, M. R., Ahluwalia, S. K., & Sargent, J. (2001). Maternal depressive symptoms and low literacy as potential barriers to employment in a sample of families receiving welfare: Are there two-generational implications? *Women & Health, 32*(3), 211-251.
- Zorn, M. A., Allan, M. P., & Horowitz, A. M. (2004). *Understanding health literacy and its barriers: Current Bibliographies in Medicine 2004-1*, National Library of Medicine. Retrieved November 5, 2005, from <http://www.nlm.nih.gov/pubs/cbm/healthliteracybarriers.html#10>

XIII. FAMILY LITERACY

- Adult Literacy and Basic Skills Unit. (1993). Family literacy. *Viewpoints: A Series of Occasional Papers on Basic Education*, 15. (ERIC Document Reproduction Service No. ED 362 766).
- Anderson, J., Kendrick, M., Rogers, T., & Smythe, S. (Eds.). (2005). *Portraits of literacy across families, schools and communities: Intersections and tensions*. New York: Lawrence Erlbaum Associates.
- Askov, E. N., Bechtold, J. M., Willson Toso, B., Movit, M., Saenz, E. L., Jones, R., Grinder, E. L., Kinney, S., & Marvin, M. (2003). *Goodling Institute for Research in Family Literacy: Annotated Bibliography* [Electronic version]. University Park, PA: Goodling Institute for Research on Family Literacy, Pennsylvania State University. Retrieved November 6, 2005, from http://www.ed.psu.edu/goodlinginstitute/pdf/annotated_bibliography10_2005.pdf
- Auerbach, E. R. (1989). Towards a socio-contextual approach to family literacy. *Harvard Educational Review*, 59, 165-181.
- Auerbach, E. R. (1995). Which way for family literacy: Intervention or empowerment. In L. Morrow (Ed.), *Family literacy connection in schools and communities* (pp. 11-28). Newark, DE: International Reading Association.
- Benjamin, L. A., & Lord, J. (Eds.). (1996). *Family literacy: Directions in research and implications for practice*. Washington, DC: U.S. Department of Education-Office of Educational Research and Improvement, Office of Vocational and Adult Education, Office of Elementary and Secondary Education's Even Start Program.
- Brizius, J., & Foster, S. (1993). *Generation to generation: Realizing the promise of family literacy*. Ypsilanti, MI: High/Scope Press.
- Brooks, G., Gorman, T., Harman, J., Hutchinson, D., & Wilkin, A. (1996). *Family literacy works*. London, England: The Basic Skills Agency.
- Brooks-Gunn, J., Berlin, L. J., & Fuligni, A. S. (2000). Early childhood intervention programs: What about the family? In J. P. Shonkoff, & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (2nd ed.). New York: Cambridge University Press.
- Brown, B. L. (1998). *Family literacy: Respecting family ways*. ERIC Digest No. 203. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education. (ERIC Document Reproduction Service No. ED423429)
- Brown, C., Whitty, P., & Crawford, S. (2002). Family literacy in New Brunswick: A glimpse into selected initiatives. *English Quarterly*, 34(3/4).
- Darling, S., & Paul, S. (1994). Implications for family literacy programs. In D. K. Dickenson (Ed.). *Bridges to literacy: Children, families, and schools*. Cambridge, MA: Blackwell.
- Debruin-Parecki, A., Paris, S. G., & Siedenburg, J. (1997). Family literacy: Examining practice and issues of effectiveness. *Journal of Adolescent and Adult Literacy*, 40, 596-605.
- Delgado-Gaitan, C. (1990). *Literacy for empowerment: The role of parents in children's education*. London: Falmer Press.

- Delgado-Gaitan, C. (1994). Sociocultural change through literacy: Toward the empowerment of families. In B. M. Ferdman, R. M. Weber, & A. G. Ramírez (Eds.), *Literacy across languages and cultures*. Albany, NY: SUNY Press
- Dickenson, D. K. (Ed.). *Bridges to literacy: Children, families, and schools*. Cambridge, MA: Blackwell.
- Elish-Piper, L. (1997). Literacy and their lives: Four low-income families enrolled in a summer family literacy program. *Journal of Adolescent and Adult Literacy*, 40, 256-268.
- Fagan, W. T., (2001). *Transfer of learning in parent-focused family literacy programs*. St. John's, Newfoundland, Canada: Faculty of Education, Memorial University.
- Fagan, W. T. (2003). *The identification and description of literacy events in which children engage during and after parental involvement in a family literacy program*. St. John's, Newfoundland, Canada: Faculty of Education, Memorial University
- Gadsden, V. L. (1994). Understanding family literacy: Conceptual issues. *Teachers College Record*, 96, 58-86.
- Gadsden, V. L. (2000). Intergenerational literacy within families. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (vol. 3) (pp. 871-887). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gadsden, V. L., Scheffer, L. C. P., & Hardman, J. (1994). *Children, parents, and families: An annotated bibliography on literacy development in and out of program settings* (Tech. Rep. TR94204). Philadelphia: University of Pennsylvania, National Center on Adult Literacy.
- Greatheart, G. (1997). *The Reading and Parenting Program: Strengthening literacy skills through parent involvement*. Victoria, British Columbia, Canada: Project Literacy Victoria.
- Handel, R. D. (1999). *Building family literacy in an urban community*. New York Teachers College Press.
- Jay, C. (2001). *Family literacy literature review*. Toronto, Ontario, Canada: Ontario Literacy Coalition.
- Jay, C. (2003). *Making the connections: Family literacy, adult literacy and early childhood development*. Toronto, Ontario, Canada: Ontario Literacy Coalition and Kingston Literacy.
- Kerka, S. (1991). *Family and intergenerational literacy* (ED334467). ERIC Digest No. 111. Retrieved November 5, 2005, from <http://www.thememoryhole.org/edu/eric/ed334467.html>
- Kiapitis, P. (1997). *Family literacy survey report*. Toronto, Ontario, Canada: Ontario Literacy Coalition.
- Mackin, K. J. (1995). *Resources for Adult and Family Literacy*. Portsmouth, NH: RMC Research Corporation.
- McCaleb, S. P. (1995). *Building communities of learners: A collaboration among students, teachers, families and the community*. New York: Palgrave Macmillan.
- Morrow, L. M. (Ed.). (1995). *Family literacy: Connections in schools and communities*. New Brunswick, NJ: Rutgers University.
- Morrow, L., Tracey, D., & Maxwell, C. (1993). *A survey of family literacy in the United States*. Newark, NJ: International Reading Association.

- Morrow, L. M., & Paratore, J. (1993). Family literacy: Perspective and practices. *Reading Teacher*, 47, 194-200.
- Morrow, L. M., & Young, J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology*, 89, 736-742.
- National Center for Family Literacy. (1991). *The effects of participating in family literacy programs*. Louisville, KY: National Center for Family Literacy.
- National Center for Family Literacy. (1996). *Outcomes and measures in family literacy programs*. Louisville, KY: Author.
- Philliber, W. W., Spillman, R. E., & King, R. (1996). Consequences of family literacy for adults and children: Some preliminary findings. *Journal of Adolescent & Adult Literacy*, 39, 558-565.
- Phillips, L. M., Norris, S. P., & Mason, J. M. (1996). Longitudinal effects of early literacy concepts on reading achievement: A kindergarten intervention and five-year follow-up. *Journal of Literacy Research*, 28(1), 173-195.
- Phillips, L. M., & Hayden, R. (2005). *Learning together: Read and write with your child: A longitudinal study on family literacy*. Edmonton, Alberta, Canada: University of Alberta, Centre for Research on Literacy.
- Pross, P., and Berry, S. (2005). *Reaching across the barriers: Increasing outreach and participation in family and adult literacy programs*. Kingston, Ontario, Canada: Kingston Literacy.
- Puchner, L. D. (1997). *Family literacy in cultural contexts: Lessons from two case studies* (Technical Report TR97-01). Philadelphia, PA: National Center on Adult Literacy. (ERIC Document Reproduction Service No. ED 412 376)
- Purcell-Gates, V. (1993). Issues for family literacy research: Voices from the trenches. *Language Arts*, 70, 670-677.
- Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy*. Cambridge, MA: Harvard University Press.
- Purcell-Gates, V. (2000). Family literacy. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (vol. 30) (pp. 853-870). Mahwah, NJ: Lawrence Erlbaum Associates.
- Richardson, M. V., Sacks, K., & Ayers, M. N. (1995). Intergenerational literacy leads to empowerment of families and schools. *Reading Improvement*, 32, 85-91.
- Rodriguez-Brown, F.V. (2003). Essay book review: Reflections on family literacy from a sociocultural perspective. *Reading Research Quarterly*, 38(1), 146-153.
- Rodriguez-Brown, F. V., & Meehan, M. A. (1998). Family literacy and adult education: Project FLAME. In M. C. Smith (Ed). *Literacy for the twenty-first century: Research, policy, practices, and the national adult literacy survey* (pp. 175-193). Westport, CT: Praeger.
- Rodriguez-Brown, F. V., & Mulhern, M. M. (1993). Fostering critical literacy through family literacy: A study of families in a Mexican-immigrant community. *Bilingual Research Journal*, 17, 1-16.
- Smythe, S. (in press). *Learning from the Weaving Literacy Project: Insights and issues in literacy and community building in Canada*. Ottawa, Ontario, Canada: Canadian Association of Family Resource Programs.

- Taylor, D. (Ed.). (1997). *Many families, many literacies: An international declaration of principles*. Portsmouth, NH: Heinemann.
- Thomas, A. (2001). *Family literacy in Canada. Profiles of effective practice*. Welland, Ontario, Canada: Éditions Soleil publishing.
- Tao, F., Gamse, B., & Tarr, H. (1998). *National Evaluation of the Even Start Family Literacy Program, 1994-1997 Final Report*. Washington, DC: U.S. Department of Education, Planning and Evaluation Service.
- Van Duzer, C., & Holt, D. (2000). *Assessing success in family literacy and adult ESL* (revised ed.). Washington, DC: Delta Systems.
- Wasik, B. H. (2000). *Family literacy: An annotated bibliography*. Chapel Hill, NC: University of North Carolina.
- Wasik, B. H., Dobbins, D. R., & Herrmann, S. (2001). Intergenerational family literacy: Concepts, research, and practice. In S. B. Neuman, & D. K. Dickinson, (Eds.), *Handbook of early literacy research* (pp. 444-458). New York: The Guilford Press.
- Weinstein-Shr, & Quintero, E. (1995). *Immigrant learners and their families*. Washington, DC: Center for Applied Linguistics and Delta Systems.

XIV. LITERACY & WORK

- ABC CANADA. (1999). *Success stories in workplace basic education for small business*. Toronto, Ontario, Canada. ABC CANADA Literacy Foundation.
- D'Amico, D. (2003). *Embedded literacy: Strengthening the connection between work and learning*. Washington, DC: US Department of education and Office of Vocational and Adult Education.
- Barndt, D., Belfiore, M. & Hanscombe, J. (1991). *English at work: A tool kit for teachers*. Syracuse, NY: New Readers Press.
- Belfiore, M., & Folinsbee, S. (2002). Close up: Job training, language, and literacies. *Contact: Special Symposium Research Issue*, 28(2), 103-115.
- Belfiore, M. E., Defoe, T. A., Folinsbee, S., Hunter, J., & Jackson, N. S. (2004). *Reading work: Literacies in the new workplace*. Mahwah, NJ: Lawrence Earlbaum Associates.
- Bloom, M., Burrows, M., Lafleur, B., & Squires, R. (1991). *The economic benefits of improving literacy skills in the workplace*. Ottawa, Ontario, Canada: Conference Board of Canada.
- Bloom, M., & Lefleur, B. (1999). *Turning skills into profits: Economic benefits of workplace education programs*. New York: The Conference Board Inc.
- Blunt, A. (2001). Workplace literacy: The contested terrains of policy and practice. In M. C. Taylor (Ed.), *Adult literacy now*. (pp. 89-108). Toronto: Culture Concepts.
- Blunt, A., & Richards, G. (1998). The work values of marginalized adult learners. *Adult Basic Education*, 8(3), 157-175.

- Bratton, J., Mills, J., Pyrch, T., & Sawchuck, P. (2004). *Workplace learning: A critical introduction*. Aurora, Ontario, Canada: Garamond Press.
- Burnaby, B., & Belfiore, M. E. (Eds.). (1995) *Teaching English in the workplace* (Rev. ed.). Toronto, Ontario, Canada: Pippin Publishing and OISE Press.
- Burnaby, B., & Hart, D. (2001). Workplace literacy problems: Triangulating on potential hot spots. *Canadian Journal of Administrative Sciences*, 18(3), 204-220.
- Bynner, J., & Parsons, S. (2000). *Use it or lose it? The impact of time out of work on literacy and numeracy skills*. London: The Basic Skills Agency.
- Campbell, A. (2003). *Strength from within: Overcoming the barriers to workplace literacy development*. Ottawa, Ontario, Canada: Conference Board of Canada.
- Canadian Business Task Force on Literacy. (1987). *The cost of illiteracy to business in Canada*. Toronto, Ontario, Canada: Author.
- Canadian Labour and Business Centre. (2005). *A union passport to learning: Literature review*. Ottawa, Ontario, Canada: Author.
- Canadian Labour Congress. (2005). *Essential skills and the labour movement: A research report*. Ottawa, Ontario, Canada: Author.
- Castaldi, T. (1991). *Ethnography and Adult Workplace Literacy Design*. Washington, DC: National Clearinghouse on Literacy Education. (ERIC Document Reproduction Service No. ED334867)
- Castleton, G. (1999a). Inspecting the consequences of virtual and virtuous realities of workplace literacy. *Research and Practice in Adult Literacy*, 39(3), 13-17.
- Castleton, G. (1999b). *Understanding Work and Literacy: (E)merging discourses at work*. Melbourne, Australia: Language Australia.
- Castleton, G. (2000a). Workplace literacy: (E)merging discourses at work. *Discourse: Studies in the cultural politics of education*, (21)1, 91-104.
- Castleton, G. (2000b). Workplace literacy: Examining the virtual and virtuous realities in emerging discourses on work. *Discourse*, (21)1, 91-104.
- Castleton, G. (2002). Workplace literacy as a contested site of educational activity. *Journal of Adolescent & Adult Literacy*, 45(7), 556-566.
- Collins, S. (1989). Workplace literacy: Corporate tool or worker empowerment? *Social Policy*, 20, 26-30.
- Conference Board of Canada. (2001). *Breaching the barriers to workplace literacy. Phase 1 report*. Ottawa, Ontario, Canada: Author.
- Connon Unda, J. (2001). Reading the world: Labour's vision of literacy. *Our Times*, 20(4), 14-16.
- Connon Unda, J., & Clifford, S. (1996). *Instructor empowerment in the Ontario Federation of Labour's BEST program*. Unpublished manuscript.

- Curry, A. (2001). *Essential workplace skills: Solutions for the small workplace*. Saskatoon, Saskatchewan, Canada: Saskatchewan Labour Force Development Board.
- D'Amico, D. (1997). *Adult education and welfare to work initiatives: A review of research, practice and policy*. Washington, DC: National Institute for Literacy.
- Folinsbee, S. (1995). Workplace basics in the 1990s: Critical issues and promising practices. In W.F. Spikes (Ed.), *Workplace learning* (pp.63-73). New Directions for Adult and Continuing Education. San Francisco: Jossey Bass.
- Folinsbee, S. (2001). *Briefing paper: Literacy and the Canadian workforce* [Electronic version]. Ottawa, Ontario, Canada: Movement for Canadian Literacy. Retrieved November 6, 2005, from <http://www.literacy.ca/public/brief/brief.PDF>
- Folinsbee, S. (2005). *The Ontario Literacy Coalition's workplace/workforce literacy symposium: Reflections paper*. Toronto, Ontario, Canada: Ontario Literacy Coalition.
- Folinsbee, S. & Hunter, J. (2002). *In Sites annotated bibliography for workplace literacies*. Toronto, Ontario, Canada: In Sites Research Group.
- Gee, J., Hull, G., & Lankshear, C. (1996). *The new work order: Behind the language of the new capitalism*. Boulder, CO: Westview Press.
- Goldstein, T. (1997). *Two languages at work: Bilingual life on the production floor*. Berlin, Germany: Mouton de Gruyter.
- Gowen, S. G. (1992). *The politics of workplace literacy*. New York: Teachers College Press.
- Hautecour, J. (Ed.) (1996). *Alpha 96: Basic education and work*. Hamburg, Germany: Unesco Institute for Education & Toronto, Ontario, Canada: Culture Concepts.
- Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge, England: Cambridge University Press.
- Holland, C., Frank, F., & Cooke, T. (1998). *Literacy and the new work order: An international literature review*. Leicester, UK: National Institute of Adult and Continuing Education.
- Hull, G. (1991). *Hearing other voices. A critical assessment of popular views on literacy and work*. Berkley, CA: National Centre for Research in Vocational Education.
- Hull, G. (1995). Controlling literacy: The place of skills in "high performance" work. *Critical Forum*, 3(2-3), 3-26.
- Hull, G. (Ed.). (1997). *Changing work, changing workers: Critical perspectives on language, literacy and skills*. Albany, NY: State University of New York Press.
- Hull, G. (1999). Literacy and labelling. *Journal of Adolescent & Adult Literacy*, 42(7), 540-544.
- Hull, G. (2000). Critical literacy at work. *Journal of Adolescent & Adult Literacy*, 43(7), 648-652.
- Hull, G., & Grubb, W. N. (1999). Literacy, skills and work. In D. Wagner, R. Venezky, & B. Street (Eds). *Literacy: An international handbook*. Boulder, CO: Westview Press.

- Hong, O. S. (2001). Limited English proficiency workers. *AAOHN Journal*, 49(1), 21-26.
- Hunter, J., Belfiore, M., & Folinsbee, S. (2001). In-Sites research: Literacy and language threads in the workplace tapestry. *Contact: Special symposium Research Issue*, 27(2), 20-31.
- Imel, S. (1995). *Workplace literacy: Trends in the literature*. Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education. (ERIC Document Reproduction Service No. ED382823)
- Jackson, N. (1998). Reframing the discourse of skill: In *Vocational education pathways: Centre for Education and Change* (pp. 121-128). Geelong, Australia: Deakin University Press.
- Jackson, N. (2000a). Learning for work: Contested terrain? *Studies in the Education of Adults*, 32(2), 195-211.
- Jackson N. (2000b). *Writing-up people at work: Investigations of workplace literacy*. Paper presented at the Working Knowledge Conference. Sydney, Australia: University of Technology. Retrieved November 5, 2005, from http://www.oval.uts.edu.au/working_papers/wkpapers/worknow34.pdf
- Jackson, N. S. (2005). Essential skills: Essential confusion? *Literacies*, 6(fall), 38-43.
- Jackson, N. S. (2005). Essential Skills: Essential lessons learned? In T. Wallace, N. Murphy, G. Lepine, & D. Brown (Eds). *Exploring new directions in essential skills* (pp. 13-21). Ottawa, Ontario, Canada: Human Resources Skills Development Canada.
- Jurmo, P. (1994). Workplace education: Stakeholders' expectations, practitioners' responses, and the role evaluation might play. East Brunswick, NJ: Literacy Partnerships. (ERIC Document Reproduction Service No. ED 372 282)
- Jurmo, P., et al. (1994). *Reinventing the NWLP: Recommendations for the National Workplace Literacy Program*. Brief submitted to the U.S. Department of Education.
- Jurmo, P. (1996). *State-level policy for workplace basic education: What advocates are saying*. Washington, DC: National Institute for Literacy.
- Jurmo, P. (1998). *Integrating adult basic education with workforce development and workplace change: How national-level policy makers can help*. Washington, DC: Office of Vocational and Adult Education, U.S. Department of Education.
- Jurmo, P. (2002). The new (and ongoing) job crisis for adult learners: How adult educators can respond. In *Literacy Harvest*. New York: Literacy Assistance Center.
- Jurmo, P. (2003). *Don't forget the ones left behind: How career centers can better serve job-seekers lacking in basic skills and high school credentials*. Washington, DC: Office of Vocational and Adult Education, U.S. Department of Education.
- Jurmo, P. (2004). Workplace literacy education: Definitions, purposes, and approaches [Electronic version]. *Focus on Basics*, 7(B), 22-26. Retrieved November 5, 2005, from http://www.ncsall.net/fileadmin/resources/fob/2004/fob_7b.pdf
- Krahn, H. (1998). Workplace literacy issues in Canada [Electronic version]. In *Breakfast on the Hill Seminar Series*. Ottawa, Ontario, Canada: Canadian Federation for the Humanities and Social Sciences. Retrieved November 5, 2005, from <http://www.fedcan.ca/english/fromold/breakfast-krahn0298.cfm>

- Kirsch, I. S., Jungeblut, A., & Campbell, A. (1992). *Beyond the school doors: The literacy needs of job seekers served by the U.S. Department of Labor*. Princeton, NJ: Educational Testing Service.
- Levine, T. (1997). *A discussion paper on unions and literacy*. Ottawa, Ontario, Canada: Canadian Labour Congress.
- Levine, T. (2002). Learning in solidarity: A union approach to worker-centred literacy. *Just Labour*, 1, 86-93.
- Levine, T. (2004). *Getting on board: Moving literacy from the caboose to the train*. Unpublished manuscript.
- Long, E. (1997). *The impact of basic skills programs on Canadian workplaces*. Toronto, Ontario, Canada: ABC CANADA.
- Lowe, G., & McMullen, K. (1999). *Barriers and incentives to training*. Ottawa, Ontario, Canada: Canadian Policy Research Networks.
- Levine, T. (2001). *Learning in solidarity: A union approach to worker-centred literacy*. Ottawa, Ontario, Canada: Canadian Labour Congress.
- Livingstone, D., & Sawchuck, P. (2004). *Hidden knowledge: Organized labour in the information age*. Aurora, Ontario, Canada: Garamond Press.
- Malicky, G., & Norman, C. (1994). Participation in adult literacy programs and employment. *Journal of Reading*, 38(2), 122-127.
- Mawer, G. (1999). *Language and learning in workplace education: Learning at work*. New York: Addison Wesley Longman.
- Nesbitt, T. (n.d.). *Workplace literacy: A labour perspective*. Vancouver, British Columbia, Canada: Simon Fraser University.
- Nesbitt, T. (2001). *Workplace literacy: An annotated bibliography*. Vancouver, British Columbia, Canada: Simon Fraser University.
- O'Brien, M. (2000). *Workforce literacy in Canadian municipalities: A status report in the year 2000*. Ottawa, Ontario, Canada: Canadian Association of Municipal Administrators.
- Ontario Literacy Coalition. (2003). *Workplace literacy: National and international perspectives on research and practice*. Toronto, Ontario, Canada: Author.
- Ottersten, E. K. (2004). Lifelong learning and challenges posed to European labour markets. *European Journal of Education*, 39(2), 151-160.
- Payne, J. (2002). *Basic skills in the workplace: A research review*. London: Learning Skills and Development Agency.
- Sarmiento, A. (1991). Do workplace literacy programs promote high skills or low wages? Suggestions for future evaluations of workplace literacy programs. In *Labor Notes*. Washington, DC: Center for Policy Research of the National Governors Association.
- Scholtz, S., & Prinsloo, M. (2001). New workplaces, new literacies, new identities. *Journal of Adolescent and Adult Literacy*, 44(8), 710-713.

- St. Clair, R. (2001). More equal than others: The travails of literacy education in an employment preparation program. *The Canadian Journal for the Study of Adult Education*, 15(2), 128-148.
- Smith, J. (1997). *Literacy, welfare, and work: Preliminary study*. Brandon, MN: Coalition for Brandon Literacy Services.
- Smith, J. (1998). *Literacy, welfare, and work: Year II*. Brandon, MN: Coalition for Brandon Literacy Services.
- Taylor, M., Lewe, G., & Draper, J. (Eds.). (1991). *Basic skills for the workplace*. Toronto, Ontario, Canada: Culture Concepts.
- Taylor, M., (1995). *Workplace basic skills: A study of 10 Canadian programs*. Ottawa, Ontario, Canada: University of Ottawa.
- Taylor, M. (Ed.) (1997). *Workplace education: The changing landscape*. Toronto, Ontario, Canada: Culture Concepts.
- Taylor, M. (2000). Transfer of learning in workplace literacy programs. *Adult Basic Education*, 10(1), 3-20.
- Wickert, R., & Baynham, M. (1994). 'Just like farmland and goldmines': Workplace literacies in an era of long term unemployment. In M. Brown (Ed). *Literacies and the workplace: A collection of original essays*. Geelong, Australia: Deakin University.
- Worker Arts and Heritage Centre. (2001). *A quest for learning: The Canadian labour movement and worker literacy education*. Hamilton, Ontario, Canada: Author.

XV. CORRECTIONS LITERACY

- Askins, B., & Young, T. (1994). An action research project to assist incarcerated females to become more effective adult learners. *Journal of Correctional Education*, 45(1), 12-16.
- Baird, I. C. (2001). Education, incarceration and the marginalization of women. In P. Sissel & V. Sheared (Eds.). *Making space: Reframing practice in adult education* (pp. 168-182). Westport, CT: Greenwood Publishing Group, Inc.
- Baird, I. C. (1997). *Unlocking the cell: A humanities model for marginalized women*. Washington, DC: AAACE Publishers.
- Boudin, K. (1993). Teaching and practice: Participatory literacy education behind bars: AIDS opens the door. *Harvard Educational Review*, 63(2), 207-232.
- Chesney-Lind, M. (1997). *The female offender*. Thousand Oaks, London: Sage Publications.
- Correctional Service of Canada. (1998). *A two-year follow-up of federal offenders who participated in the ABE program*. Ottawa, Ontario, Canada: Research Branch, Correctional Service of Canada.
- Davidson, H. S. (1995). *Schooling in a "Total Institution": Critical perspectives on prison education*. Westport, CT: Bergin & Garvey.

- Davidson, H. S. (1997). Political process in prison education: A history. *Journal of Correctional Education*, 48(3), 136-141.
- Davidson, H. S. (2001). Possibilities for participatory education through prisoners' own practices. In P. Campbell, & B. Burnaby (Eds.) *Participatory practices in adult education* (pp. 237-266). Mahwah, NJ: Lawrence Erlbaum Associates.
- Fox, A. (1994). *Education rituals and the marginal status of prison educators in a Canadian federal prison: A study for advancing adult education in prisons*. Unpublished doctoral dissertation. Winnipeg, Manitoba, Canada: University of Manitoba.
- Gaines, P. (1955). *Laughing in the dark: From colored girl to woman of color - a journey from prison to power*. New York: Anchor Books.
- Garner, B. (2005). What are the economic effects of earning a GED in prison [Electronic version]? *Focus on Basics*, 7(D), 11-12. Retrieved October 12, 2005, from http://www.ncsall.net/fileadmin/resources/fob/2005/fob_7d.pdf
- Goebel, K. (2005). Re-entry and corrections [Electronic version]. *Focus on Basics*, 7(D), 9-10.
- Haigler, K., Harlow, C., O'Connor, P., & Campbell, A. (1994). *Literacy behind prison walls*. Washington, DC: US Government Printing Office.
- Harlow, C. (2003). *Education and correctional populations* [Electronic version] (NCJ 195670). Washington, DC: US Department of Justice, Bureau of Justice Statistics. Retrieved October 12, 2005, from <http://www.ojp.usdoj.gov/bjs/pub/pdf/ecp.pdf>
- Hobley, L. (2002). *Incarceration to inclusion: Looking at the transition from correctional facility programs to community-based adult education*. Smithers, British Columbia, Canada: Smithers Literacy Services.
- Loewen, R. J. (1997). *Transition to the community: Prison literacy programs and factors which lead to success in the community*. Brandon, Manitoba, Canada: John Howard Society.
- Saylor, W. G., & Gaes, G. G. (1997). *PREP: Training inmates through industrial work participation and vocational and apprenticeship instruction* [Electronic version]. Washington, DC: Federal Bureau of Prisons Office of Research and Evaluation. Retrieved October 12, 2005, from http://www.bop.gov/news/research_projects/published_reports/edu_training/oreprprep_cmq.pdf
- Saylor, W. G., & Gaes, G. G. (1999). *The differential effect of industries and vocational training on post release outcome for ethnic and racial groups* [Electronic version]. Washington, DC: Federal Bureau of Prisons Office of Research and Evaluation. Retrieved October 12, 2005, from http://www.bop.gov/news/research_projects/published_reports/edu_training/oreprprep_s1.pdf
- Stino, Z. H., & Palmer, B. C. (1999). Motivating women offenders through process-based writing in a literacy learning circle. *Journal of Adolescent & Adult Literacy*, 43(3), 282-291.
- National Adult Literacy and Learning Disabilities Center (1996). Correctional education programs for adults with learning disabilities. *Linkages*, 3(2). Retrieved November 11, 2005, from http://www.ldonline.org/ld_indepth/adult/correctional_education_programs.html

- Thomas, A. M. (1992). *Opening minds behind closed doors: Literacy in B.C. Corrections* [Electronic version]. Victoria, British Columbia, Canada: John Howard Society of BC. Retrieved November 5, 2005, from <http://www.nald.ca/fulltext/athomas/opemin/opemin.pdf>
- Watterson, K. (1996). *Women in prison: Inside the concrete tomb* (Rev. ed.). Boston: Northeastern University Press.
- Weinstein, L., & Jaccoma, R. (2005). *Prison Voices*. Kingston, Ontario, Canada: John Howard Society of Canada.
- Weisel, L., Toops, A., & Schwarz, R. (2005). Understanding the complexities of offenders' special learning needs [Electronic version]. *Focus on Basics*, 7(D), 31-34. Retrieved October 13, 2004, from http://www.ncsall.net/fileadmin/resources/fob/2005/fob_7d.pdf

XVI. LEARNING DISABILITIES & LITERACY

- Adelman, P. B., & Vogel, S. A. (1991). The learning disabled adult. In B. Y. I. Wong (Ed.), *Learning about learning disabilities* (pp. 563-594). San Diego, CA: Academic Press.
- Alderson-Gill & Associates. (1989). *Study of literature and learning disabilities*. Ottawa, Ontario, Canada: Learning Disabilities Association of Canada.
- Anderson, C. (1994). Adult literacy and learning disabilities. In P. J. Gerber & H. B. Reiff (Eds.), *Learning disabilities in adulthood: Persisting problems and evolving issues* (pp. 121-129). Austin, TX: PRO-ED.
- Bach, M. (1990). *Literacy and labels: A look at literacy policy and people with mental handicap*. Ottawa, Ontario, Canada: Roeher Institute.
- Bach, M. (1999). *Literacy, disability and communication: Making the connection*. Ottawa, Ontario, Canada: Roeher Institute.
- Blackorby, J., & Wagner, M. (1997). The employment outcomes of youth with learning disabilities: A review of findings from the National Longitudinal Transition Study of Special Education Students. In P. J. Gerber & D. S. Brown (Eds.), *Learning disabilities and employment* (pp. 57-74). Austin, TX: PRO-ED.
- Bowren, W. F. (1981). Teaching the learning disabled to read. *Adult Literacy and Basic Education*, 5(3), 179-194.
- Brooks, G., Green, D., Heathcote, V., Hines, M., Lewis, M., & Ritchie, L. (2003). *Literacy and numeracy for adults with disabilities and learning difficulties: A review and exploration (research summary)*. London: National Research and Development Centre for Adult Literacy and Numeracy.
- Brown, D. S. (1997). The new economy in the twenty-first century: Implications for individuals with learning disabilities. In D. S. Brown & P. J. Gerber (Eds.), *Learning disabilities and employment* (pp. 19-37). Austin, TX: PRO-ED.
- Brown, D. S., & Gerber, P. J. (1994). Employing people with learning disabilities. In P. J. Gerber, & H. B. Reiff (Eds.), *Learning disabilities in adulthood: Persisting problems and evolving issues* (pp. 194-203). Austin, TX: PRO-ED.

- Bulgrens, J. A., Gilbert, M. P., Hall, J., Hortin, B. T., Mellard, D., & Parker, K. (1998). *Accommodating adults with disabilities in adult education programs*. Lawrence, KS: University of Kansas Institute for Adult Studies.
- Butler, D. L. (1992). Promoting strategic learning by adults with learning disabilities: An alternative approach. *Exceptionality Education Canada*, 2(3/4), 109-128.
- Butler, D. L. (2003). Structuring instruction to promote self-regulated learning by adolescents and adults with learning disabilities. *Exceptionality*, 11(1), 39-60.
- Butler, D. L. (2004). Adults with learning disabilities. In B. Y. L. Wong (Ed.), *Learning about learning disabilities* (3rd ed.) (pp. 565-598). Toronto, Ontario, Canada: Academic Press.
- Corley, A. M., & Taymans, M. J. (2001). Adults with learning disabilities and the role of self-determination: Implications for literacy programs. *The Canadian Journal for the Study of Adult Education*, 15(2), 149-167.
- Corley, M., & Taymans, J. (2002). Adults with learning disabilities: A review of the literature In J. Comings, B. Garner, & C. Smith (Eds.), *Annual Review of Adult Learning and Literacy*, 3. Retrieved November 5, 2005, from <http://www.ncsall.net/?id=575>
- Elkind, J., Black, M. S., & Murray, C. (1996). Computer-based compensation of adult reading disabilities. *Annals of Dyslexia*, 46, 159-186.
- Fowler, A. E., & Scarborough, H. S. (1993). *Should reading-disabled adults be distinguished from other adults seeking literacy instruction? A review of theory and research*. (NCAL Technical Report No. TR93-07). Philadelphia: University of Pennsylvania. (ERIC Document Reproduction Service No. ED 363 732)
- Gerber, P. J., & Reiff, H. B. (1994). *Learning disabilities in adulthood: Persisting problems and evolving issues*. Stoneham, MA: Butterworth-Heinemann.
- Gerber, P. J., Reiff, H. B., & Ginsberg, R. (1996). Reframing the learning disabled experience. *Journal of Learning Disabilities*, 29(1), 98-101.
- Giovengo, M., Moore, E., & Young, G. (1998). Screening and assessment results of the learning disabilities initiative: Identification of individuals with learning disabilities in the job opportunities and basic skills program. In S. Vogel & S. Reder (Eds.), *Learning disabilities, literacy, and adult education* (pp. 133-154). Baltimore, MD: Paul H. Brooks.
- Gold, P. C. (1981). The DL-LEA: A remedial approach for non-readers with a language deficiency handicap. *Adult Literacy and Basic Education*, 5(3), 185-192.
- Gregg, N., & Phillips, C. (1996). Adults with learning disabilities: Empowering networks of inclusion, collaboration, and self-acceptance. In N. Gregg, S. Hoy, & A. F. Gay (Eds.), *Adults with learning disabilities: Theoretical and practical perspectives* (pp. 1-20). New York: Guilford Press.
- Hebert, K. (1994). *Improving access to literacy for adults with cognitive and physical challenges: 1994 research project*. Saskatoon, Saskatchewan, Canada: READ Saskatoon/ SAIST Kelsey Institute.
- Hoy, C., & Manglitz, E. (1996). Social and affective adjustment of adults with learning disabilities: A life-span perspective. In N. Gregg, C. Hoy, & A. F. Gay (Eds.). *Adults with learning disabilities: Theoretical and practical perspectives* (pp. 208-231). New York: Guilford Press.

- Hughes, C. (1998). Effective instruction for adults with learning disabilities. In B. K. Lenz, N. A. Sturomski, & M. A. Corley (Eds.), *Serving adults with learning disabilities: Implications for effective practice* (pp. 34-50). Washington, DC: National Adult Literacy and Learning Disabilities Center, Academy for Educational Development. (ERIC Document Reproduction Service No. 430 078)
- Kapsalis, C. (1999). *The effect of disability on literacy skills*. Napean, Ontario, Canada: Data Probe Economic Consulting.
- Learning Disabilities Association of Canada. (1991). *Bringing literacy within reach: Identifying and teaching adults with learning disabilities*. Ottawa, Ontario, Canada: Author.
- Learning Disabilities Association of Canada. (1999). *Destination literacy: Identifying and teaching adults with learning disabilities*. Ottawa, Ontario, Canada: Author.
- Mellard, D. F. (1998). Screening for learning disabilities in adult literacy programs. In B. K. Lenz, N. A. Sturomski, & M. A. Corley (Eds.), *Serving adults with learning disabilities: Implications for effective practice* (pp. 13-28). Washington, DC: National Adult Literacy and Learning Disabilities Center, Academy for Educational Development. (ERIC Document Reproduction Service No. 430 078)
- Mikulecky, L. (1995). Literacy practices in today's workplace. *Linkages*, 2(1), 1-2.
- National Adult Literacy and Learning Disabilities Center. (1996). The adult ESL literacy student and learning disabilities. Retrieved October 14, 2005, from <http://www.nifl.gov/nifl/ld/archive/ESLLD7.HTM>
- National Adult Literacy and Learning Disabilities Center (1996). *Correctional education programs for adults with learning disabilities: Linkages*, 3(2). Retrieved November 11, 2005, from http://www.ldonline.org/ld_indepth/adult/correctional_education_programs.html
- National Adult Literacy and Learning Disabilities Center. (1999). *Bridges to practise: A research-based guide for literacy practitioners serving people with learning disabilities*. Washington, DC: National Institute for Literacy.
- National Institute for Literacy. (1997). *Disability & literacy: How disability issues are addressed in adult basic education programs. Findings of a National focus group*. Washington, DC: Author.
- National Institute for Literacy. (1999). *Bridges to practise: A research-based guide for literacy practitioners serving adults with learning disabilities: Guidebook 1: Preparing to serve adults with learning disabilities*. Washington, DC: The Academy for Educational Development and The University of Kansas Institute for Research in Learning Disabilities.
- National Institute for Literacy. (2005). *Literacy and learning disabilities special collection*. Retrieved October 15, 2005, from <http://ldlink.coe.utk.edu/index.htm>
- National Joint Committee on Learning Disabilities. (1994). Learning disabilities issue on definition. In *Collective perspectives on issues affecting learning disabilities: Position papers and statements* (pp. 61-66). Austin, TX: PRO-ED.
- Neil Squire Foundation (2005). *The Neil Squire Society*. Retrieved October 15, 2005, from <http://www.neilsquire.ca/prod/sarawsam.htm>
- Panitch, M., & Ticoll, M. (1995). *Speaking of equality: Making literacy programs accessible to people with an intellectual disability*. Ottawa, Ontario, Canada: Roeher Institute.

- Payne, N. (1998). The rationale, components, and usefulness of informal assessment of adults with learning disabilities. In S. A. Vogel & S. Reder (Eds.), *Learning disabilities, literacy, and adult education* (pp. 107-131). Baltimore, MD: Brookes.
- Raskind, M. H. (1998). Literacy for adults with learning disabilities through assistive technology. In S. A. Vogel & S. Reder (Eds.), *Learning disabilities, literacy and adult education*. Baltimore: Brookes.
- Raskind, M., Goldberg, R., Higgins, E., & Herman, K. (1999). Patterns of change and predictors of success in individuals with learning disabilities: Results from a twenty-year longitudinal study. *Learning Disabilities: Research & Practice, 14*, 35-49.
- Reder, S. (1995). *Literacy, education, and learning disabilities*. Portland, OR: Northwest Regional Educational Laboratory.
- Riviere, A. (1998). *Screening for adults with learning disabilities: The role of the practitioner in the process*. Washington, DC: National Adult Literacy and Learning Disabilities Center, Academy for Educational Development.
- Ross-Gordon, J. M. (1989). *Adults with learning disabilities: An overview for the adult educator* (Information Series No. 337). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 315 664)
- Ross-Gordon, J. M. (1996). Sociocultural issues affecting identification and service delivery models for adults with learning disabilities. In N. Gregg, C. Hoy, & A. F. Gay (Eds.), *Adults with learning disabilities: Theoretical and practical perspectives* (pp. 85-126). New York: Guilford Press.
- Ross-Gordon, J. M. (1998). Literacy education for adults with learning disabilities. In S. A. Vogel & S. Reder (Eds.), *Learning disabilities, literacy, and adult education* (pp. 69-87). Baltimore: Brookes.
- Ryan, A. G., & Price, L. (1993). Learning disabilities in adult basic education: A survey of current practices. *Journal of Postsecondary Education and Disability, 10*(3), 31-40.
- Scanlon, D., & Mellard, D. F., (with Garrison, S., Lancaster, S., Mellard, J., & Rausch, T.) (1997, August). *What we know about literacy practices for adults with learning disabilities: A review of published research*. Washington, DC: The National Adult Literacy and Learning Disabilities Center, Academy for Educational Development.
- Schwarz, R. & Burt, M. (1995). *ESL instruction for learning disabled adults*. Washington, DC: Center for Applied Linguistics.
- Sturomski, N. (1996). Literacy needs for adults who have learning disabilities. In N. Gregg, C. Hoy, & A. F. Gay (Eds.), *Adults with learning disabilities: Theoretical and practical perspectives* (pp. 261-276). New York: Guilford Press.
- Sturomski, N., Lenz, K., Scanlon, D., & Catts, H. (1998). The National Adult Literacy and Learning Disabilities Center: Standards, criteria, procedures, and strategies for screening and teaching adults with learning disabilities. In S. A. Vogel & S. Reder (Eds.), *Learning disabilities, literacy, and adult education* (pp. 93-105). Baltimore: Brookes.
- United States Department of Education Office of Vocational and Adult Education. (1999). *How states are improving literacy services for adults with disabilities*. Washington, DC: National Institute for Literacy.

Vogel, S. A. (1998). Adults with learning disabilities: What learning disabilities specialists, adult literacy educators, and other service providers want and need to know. In S. A. Vogel & S. Reder (Eds.), *Learning disabilities, literacy, and adult education* (pp. 5-28). Baltimore: Brookes.

Vogel, S. A., & Reder, S. (1998). Educational attainment of adults with learning disabilities. In S. A. Vogel & S. Reder (Eds.), *Learning disabilities, literacy and adult education* (pp. 43-68). Baltimore, MD: Brookes.

XVII. TECHNOLOGIES & LITERACY

Abbott, C. (1998). Literacy and information and communication technology (ICT): A discussion paper. *Working Papers on Literacy No. 4*. Montreal, Quebec, Canada: The Centre for Literacy of Quebec. Retrieved June 19, 2005 from <http://www.centreforliteracy.qc.ca/publications/Wp4/cover.htm>.

Askov, E. (1998). Transforming adult literacy instruction through computer-assisted instruction. In D. Reinking, M. C. McKenna, L. D. Labbo, & R. D. Kieffer (Eds.) *Handbook of literacy and technology: Transformations in a post-typographic world* (pp. 167-184). Mahwah, NJ: Lawrence Erlbaum Associates.

Askov, E. N. (1994). An international survey and case studies of technology in adult literacy programs. In A. B. Littlefair (Ed.), *Literacy for Life* (pp. 189-194). Cheshire, England: United Kingdom Reading Association.

Askov, E. N., Johnston, J., Petty, L. I. & Young, S. J. (2003). *Expanding access to adult literacy with online distance education* [Electronic version]. Cambridge, MA: National Center for the Study of Adult Learning and Literacy. Retrieved June 6, 2005 from http://www.ncsall.net/fileadmin/resources/research/op_askov.pdf.

Artiss, P., Fitzpatrick, L., Hammett, R. F., Kong, X. & Nofle, E. A. (2001). *Friendly neighborhood computers: Action research in adult literacy. A presentation to Conference on College Composition and Communication, Denver, Colorado, March 14-17, 2001*. St. John's, NF: Memorial University of Newfoundland. Retrieved June 6, 2005 from the ERIC database: <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED455399>

Berger, J. I. (2001). Effectiveness of computers in ALBE classrooms: An analytical review of the literature. *Adult Basic Education, 11*(3), 162-183.

Carter, J. & Tizel, J. (2003). *Technology in today's ABE classroom: A look at the technology practices and preferences of adult basic education teachers* [Electronic version]. Boston, MA: World Education. Retrieved June 15, 2005 from <http://hub1.worlded.org/weitechreport.pdf>

Chang Barker, K. (2005). *Linking adult literacy and elearning: Summary of findings from an ABC CANADA research study on the use of elearning tools in adult literacy programs*. Toronto, Ontario, Canada: ABC CANADA Literacy Foundation.

Clarke, A. (2002). *Online learning and social exclusion*. Leicester, UK: National Institute of Adult and Continuing Education.

Dillon-Marable, E. (2004). *Conceptualization, measurement, and prediction of computer technology integration in adult basic skills education*. Unpublished doctoral dissertation, University of Georgia. Retrieved November 5, 2005 from <http://graduate.gradsch.uga.edu/etdarchive/spring2004/>

dillon-marable_elizabeth_200405_phd.pdf

- Farrell, G. (Ed.). (2004). *ICT and literacy: Who benefits? Experience from Zambia and India* [Electronic version]. Vancouver, British Columbia, Canada: The Commonwealth of Learning. Retrieved November 18, 2005, from http://www.col.org/Consultancies/04Literacy_pdfs/ICT&Literacy.pdf
- Frank, F. (2001). Empowering literacy learners and teachers: The challenge of information and communication technology (ICT). In J. Crowther, M. Hamilton & L. Tett (Eds.), *Powerful literacies* (pp. 144-54). Leicester, UK: National Institute of Adult and Continuing Education.
- Ginsburg, L. (2004). *Adult literacy practitioners' readiness to use technology in the classroom: A five state survey in 2002-2003. NCAL Policy Report* [Electronic version]. Philadelphia, PA: National Center on Adult Literacy. Retrieved November 6, 2005, 2005 from <http://www.literacy.org/products/T21SurveyRpt-jcs14-feb13.pdf>
- Greenall, D. & Loizides, S. (2001). *Aboriginal digital opportunities: Addressing Aboriginal learning needs through the use of learning technologies*. Ottawa, Ontario, Canada: Conference Board of Canada.
- Hagstorn, J. (2004). *A real i opener: Use of the Internet by adults with low levels of literacy*. Melbourne, Australia: CAE Press.
- Hancock, J. (Ed.). (1999). *Teaching literacy using information technology: A collection of articles from the Australian Literacy Educators' Association*. Newark, DE: International Reading Association. (ERIC Document Reproduction Service No. ED426415)
- Herod, L. (2000). *Integrating technology into Canadian adult literacy programs: The need for a curriculum deliberation process* [Electronic version]. Retrieved November 5, 2005 from <http://www.nald.ca/fulltext/herod/march/march.pdf>
- Karsenti, T. (2001). Literacy and information technologies at the dawn of the new millennium: New conception, new perspectives. *Canadian Journal for the Study of Adult Education* 15(2), 37-60.
- Lock-Kunz, J. & Tsoukalas, S. (2000). *Riding the technology wave: Experiences of literacy students and teachers in Ontario*. Ottawa, Ontario, Canada: Canadian Council on Social Development.
- Long, E., Kennell, T., Moriarty, M., & Sturm, M. (2003). *What difference does it make? Literacy learner perspectives on web-based learning with AlphaRoute*. Toronto, Ontario, Canada: AlphaPlus Centre.
- Luke, C. (1997). *Technological literacy. Research into Practice Series No. 4*. Melbourne, Australia: National Literacy and Languages Institute. (ERIC Document Reproduction Service No. ED430087)
- Millar, P., & Falk, I. (2000). *Seniors online: Online literacy and learning by senior citizens in rural centres*. Launceston, Australia: Adult Literacy and Numeracy Australian Research Consortium. (ERIC Documentation Reproduction Service No. ED457399) Retrieved November 6, 2005 from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED457399>
- McCain, M. (2002). *Leapfrogging over the status quo: E-learning and the challenge of adult literacy*. Boston, MA: Jobs for the Future. (ERIC Documentation Reproduction Service No. ED475697) Retrieved November 5, 2005, from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED475697>
- McRae, D., Manahan, D., & Dewar, J. (1998). *Community computer literacy: Three different approaches to increasing computer literacy in the community* [Electronic version]. Houston, British Columbia, Canada: Houston

- Link to Learning. Retrieved November 6, 2005 from <http://www.nald.ca/fulltext/comlit/comclit.pdf>
- Mellar, H. , Kambouri, M., Sanderson, M. & Pavlou, V. (2004). *ICT and adult literacy, numeracy and ESOL* [Electronic version]. London: National Research and Development Centre for Adult Literacy and Numeracy. Retrieved November 6, 2005 from http://www.nrdc.org.uk/uploads/documents/doc_258.pdf
- Merrifield, J., Bingman, M. B., Hemphill, D., & deMarrais, K. P. B. (1997). *Life at the margins: Literacy, language, and technology in everyday life*. New York: Teachers College Press.
- Ogle, M. T. P. (1990). The outcomes of using e-learning contracts with adult beginning readers in a one-to-one literacy program. *Dissertation Abstracts International*, 51, 1875- .
- Osei, M. A. (2001). Can you do what I do? A case study of computer-assisted instruction for adults participating in an adult education program. *Adult Basic Education*, 11(3), 150-161.
- Parke, M. & Tracy-Mumford, F. (2000). *How states are implementing distance education for adult learners. State Policy Update* [Electronic version]. Washington, DC: National Institute for Literacy. (ERIC Documentation Reproduction Service No. ED438398). Retrieved November 6, 2005 from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED438398>
- Reinking, D., McKenna, M. C., Labbo, L. D. & Kieffer, R. D. (Eds.). (1998). *Handbook of literacy and technology: Transformations in a post-typographic world*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Rosen, D. (1999). *Voices from the field: Using technology in literacy education*. USA: National Literacy Advocacy Electronic List. Available from <http://www2.wgbh.org/mbcweis/lrc/alri/21c.html>
- Rosen, D. (2000). *Harnessing technology to serve adult literacy: Integrating technology in adult literacy*. Retrieved October 23, 2005, from <http://www.alri.org/harness.html>
- Sabatini, J. P. (2001). *Designing multimedia learning systems for adult learners: Basic skills with a workforce emphasis* (NCAL Working Paper No. WP00-01) [Electronic version]. Philadelphia, PA: National Center on Adult Literacy. Retrieved November 6, 2005 from <http://literacy.org/products/ncal/pdf/WP0001.pdf>
- Shore, S. (Ed.). (1998). *Literacy on the line. Proceedings of the Australian Council for Adult Literacy conference proceedings, 21st, Adelaide, Australia* [Electronic version]. Underdale, South Australia: University of South Australia. (ERIC Documentation Reproduction Service No. 430143) Retrieved November 6, 2005 from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED430143>
- Stites, R., Hopey, C. E., & Ginsburg, L. (1998). *Assessing lifelong learning technology (ALL-Tech): A guide for choosing and using technology for adult learning* [Electronic version] (NCAL Report No. PG98-01). Philadelphia, PA: National Center on Adult Literacy. Retrieved November 5, 2005 from <http://www.literacy.org/products/ncal/pdf/PG9801.pdf>
- Tessier, A. (2000). *The Computer Learning Evaluation Project (C.L.E.P.): Aspects and attitudes of adult literacy learners when learning on computer*. Winnipeg, Manitoba, Canada: Prior Learning Assessment Centre.
- Wagner, D. A., & Kozma, R. (2003). *New technologies for literacy and adult education: A global perspective* [Electronic version]. Philadelphia, PA: International Literacy Institute, National Center on Adult Literacy. Retrieved November 5, 2005 from http://www.literacy.org/products/wagner_kozma.pdf

UNESCO Institute for Education (1997). *3f: Literacy and technology* [Electronic version]. Hamburg, Germany: Author. Retrieved November 2, 2005, from <http://www.unesco.org/education/uie/confintea/pdf/3f.pdf>

Wilson, J., & Syed, J. (1998). *Going on-line: A research report on the use of on-line technologies by adult literacy teachers and learners* [Electronic version] Brisbane, Australia: Australian National Training Authority. (ERIC Documentation Reproduction Service No. ED426187) Retrieved November 6, 2005 from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED426187>

Woloshyn, E. V., & Bankay, D. (1998). The future of computer-based literacy instruction for adult learners: Putting new technologies to good use. *Brock Education*, 8(1), 29- .

XVIII. INDICATORS OF CHANGE

A. PRACTICE-ORIENTED

Bell, S. M., Ziegler, M., & McCallum, R. S. (2004). What adult educators know compared with what they say they know about providing research-based reading instruction. *Journal of Adolescent & Adult Literacy*, 47(7), 542-563.

Belzer, A., & Clair, R. S. (2005). Back to the future: Implications of the neopositivist research agenda for adult basic education. *Teachers College Record*, 107(6), 1393-1411.

Blunt, A. (1994). The future of adult education research. In R. Garrison (Ed.), *Research perspectives in adult education* (pp. 167-210). Malabar, FL: Kreiger.

Comings, J., Garner, B., & Smith, C. (Eds.). (2005). *Review of adult learning and literacy, Volume 6: Connecting research, policy, and practice: A project of the National Center for the Study of Adult Learning and Literacy*. Mahwah, NJ: Lawrence Earlbaum Associates.

Fahy, P. J., & Morgan, D. (1999). Current writing attitudes and practices in selected adult literacy programs in western Canada. *Alberta Journal of Educational Research*, 45(2), 209- .

Garner, B., Bingman, B., Comings, J., Rowe, K., & Smith, C. (2001). Connecting research and practice. *Focus on Basics*, 4(D). National Center for the Study of Adult Learning and Literacy. Retrieved October 11, 2005, from <http://www.ncsall.net/?id=771&pid=290>

Hautecoeur, J. (Ed.). (1994). *Alpha 94: Literacy and cultural development strategies in rural areas*. Toronto, Ontario, Canada: Culture Concepts.

Heap, J. L. (1990). Effective functioning in daily life: A critique of concepts and surveys of functional literacy. In L. M. Phillips, & S. P. Norris, (Eds.), *Foundations of literacy policy in Canada* (pp. 37-52). Calgary, Alberta, Canada: Detselig.

Helsing, D., Drago-Severson, E., Kegan, R., Portnow, K., Popp, N., & Broderick, M., (2001). Three different types of change [Electronic version]. *Focus on Basics: Connecting Research & Practise*, 5(B), 10-14. Retrieved October 13, 2005, from http://www.ncsall.net/fileadmin/resources/fob/2001/fob_5b.pdf

- Kuhne, G., & Quigley, A. (1997). Understanding and using action research in practice settings. In A. Quigley & G. Kuhne (Eds.), *Creating practical knowledge: Posing problems, solving problems and improving daily practice* (pp. 23-40). New Directions for Adult and Continuing Education, No. 73. San Francisco, CA: Jossey-Bass.
- Lazar, M. K., Bean, R. M., & Horn, B. V. (1998). Linking the success of a basic skills program to workplace practices and productivity: An evaluation. *Journal of Adolescent & Adult Literacy*, 41(5), 352-362.
- Manzo, K. K. (2005). Study urges adult, remedial-ed. programs to join forces. *Black Issues in Higher Education*, 21(26), 7.
- Quigley, B. A. (2000). The practitioner-researcher: A research revolution in literacy. *Adult Learning*, 11(3), 6-8.
- Smith, C., Bingman, M. B., Hofer, J., Medina, P., & Practitioner Leaders. (2002). *Connecting practitioners and researchers: An evaluation of NCSALL's practitioner dissemination and research network* (NCSALL Report No. 22). Retrieved October 7, 2005, from <http://www.ncsall.net/fileadmin/resources/research/report22.pdf>
- St. Clair, R. (2004). A beautiful friendship? The relationship of research to practice in adult education. *Adult Education Quarterly*, 54(3), 224-241.

B. POLICY & PROGRAM-ORIENTED

- Barro, R. J., & Lee, J. (2001). International data on educational attainment: Updates and implications. *Oxford Economic Papers*, 53(3), 541- .
- Bingman, B., & Ebert, O. (2000) *"I've come a long way": Learner-identified outcomes of participation in adult literacy programs* (NCSALL Report No. 13). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Bishop, J. H. (1995). *Improving education: How large are the benefits? How can it be done efficiently?* (Working Paper No. 95). Ithaca, NY: Center on the Educational Quality of the Workforce, Cornell University.
- Blum, A., Goldstein, H., & Guerin-Pace, F. (2001). International adult literacy survey (IALS): An analysis of international comparisons of adult literacy. *Assessment in Education*, 8(2), 225- .
- Bos, J., Comings, J. T., Cuban, S., & Porter, K., (with Doolittle, F. C.). (2003). *"As long as it takes" – Responding to the challenges of adult student persistence in library literacy programs* [Electronic version]. New York: MDRC. Retrieved October 13, 2005, from http://www.mdrc.org/Reports2003/lilaa/lilaa_full.pdf
- Centre for Educational Research and Innovation (2004). *OECD handbook for internationally comparative education statistics: Concepts, standards, definitions and classifications*. Paris: OECD Publishing.
- Comings, J. P., Cuban, S., Bos, J., & Taylor, C. J. (2001). *"I did it for myself": Studying efforts to increase adult learner persistence in library literacy programs* [Electronic version]. New York: MDRC. Retrieved October 13, 2005, from <http://www.mdrc.org/Reports2001/LibraryLiteracy/IDiditforMyself.pdf>
- Comings, J. P., Soricone, L., & Santos, M. (2005). *An evidence-based adult education program model appropriate for research*. Retrieved October 7, 2005, from http://www.ncsall.net/fileadmin/resources/research/ebaep_model_monograph.pdf

- Comings, J., Reder, S. & Sum, A. (2001). *Building a level playing field: The need to expand and improve the national and state adult education and literacy systems* (NSCALL Occasional paper) [Electronic version]. Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education. Retrieved November 6, 2005, from http://www.ncsall.net/fileadmin/resources/research/op_comings2.pdf
- Drago-Severson, E. (2004). *Research methods for studying ABE/ESOL populations* (NSCALL Occasional paper). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Drago-Severson, E., Helsing, D., Kegan, R., Broderick, M., Popp, N., & Portnow, K., (2001). Three developmentally different types of learners [Electronic version]. *Focus on Basics: Connecting Research & Practise*, 5(B), 7-10. Retrieved October 13, 2005, from http://www.ncsall.net/fileadmin/resources/fob/2001/fob_5b.pdf
- Drago-Severson, E., Helsing, D., Kegan, R., Broderick, M., Portnow, K., & Popp, N. (2001). Describing the NCSALL adult development research [Electronic version]. *Focus on Basics: Connecting Research & Practise*, 5(B), 3-5. Retrieved October 13, 2005, from http://www.ncsall.net/fileadmin/resources/fob/2001/fob_5b.pdf
- Drago-Severson, E., Helsing, D., Kegan, R., Popp, N., Broderick, M., & Portnow, K., (2001). The power of a cohort and of collaborative groups [Electronic version]. *Focus on Basics: Connecting Research & Practise*, 5(B), 15-22. Retrieved October 13, 2005, from http://www.ncsall.net/fileadmin/resources/fob/2001/fob_5b.pdf
- Eakle, A. J., & Garber, A. M. (2004). International reports on literacy research: United Kingdom. *Reading Research Quarterly*, 39(2), 231- .
- Fisher, D. (1981). Functional literacy tests: A model of question-answering and an analysis of errors. *Reading Research Quarterly*, 16, 18-28.
- Garner, B. (2000). *Evaluation of the impact of Focus on Basics on its readers* (NSCALL Occasional paper). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Gustafsson, J. E. (1995). *Alternative hierarchical models of reading achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Harer, M. D. (1995). *Prison education program participation and recidivism: A test of the normalization hypothesis* [Electronic version]. Washington, DC: Federal Bureau of Prisons Office of Research and Evaluation. Retrieved October 12, 2005, from http://www.bop.gov/news/research_projects/published_reports/edu_training/orepredprg.pdf
- Kagitcibasi, C., Goksen, F., & Gulgoz, S. (2005). Functional adult literacy and empowerment of women: Impact of a functional literacy program in Turkey. *Journal of Adolescent & Adult Literacy*, 48(6), 472-489.
- Kegan, R., Broderick, M, Drago-Severson, E., Helsing, D., Popp, N, & Portnow, K. (2001). *Toward a "New Pluralism" in the ABE/ESL classroom: Teaching to multiple "cultures of mind"- A constructive developmental approach*. Boston, MA: National Center for the Study of Adult Literacy and Learning.

- Kirsch, I. S., and Jungeblut, A. (1986). *Literacy: Profiles of America's young adults* (NAEP Report No. 16-PL-01). Princeton, NJ: Educational Testing Service.
- Kirsch, I. S., & Mosenthal, P. B. (1990). Exploring document literacy: Variables underlying the performance of young adults. *Reading Research Quarterly*, 25, 5-30.
- Kirsch, I. S., & Jungeblut, A. (1992). *Profiling the literacy proficiencies of JTPA and ES/UI populations: Final report to the Department of Labor*. Princeton, NJ: Educational Testing Service.
- Livingstone, D. (1999). Exploring the icebergs of adult learning: Findings of the first Canadian survey of informal learning practices. *The Canadian Journal for the Study of Adult Education*, 13(2), 49-72.
- Long, E., & Middleton, S. (2001). *Patterns of participation in Canadian literacy and upgrading programs: Results of a national follow-up study*. Don Mills, Ontario, Canada: ABC CANADA Literacy Foundation.
- Manning, M., & Patterson, J. (2004). The twin challenges of mediocrity and inequality: Literacy in the U.S. from an international perspective. *Childhood Education*, 80(4), 223- .
- Merrifield, J. (1998). *Contested ground: Performance and accountability in adult education* (NCSALL Report No. 1). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Mislevy, R. J., Beaton, A., Kaplan, B. A., & Sheehan, K. (1992). Estimating population characteristics from sparse matrix samples of item responses. *Journal of Educational Measurement*, 29(2). 133-161.
- Mohadjer, L., Berlin, M., Reiger, S., Waksberg, J., Rock, D., Yamamoto, K., et al. (1994). *The role of incentives in literacy survey research: National adult literacy survey final report*. Washington, DC: National Center for Education Statistics.
- Muth, B. (2005). Two ways to assess literacy learners in prison. *Focus on Basics*, 7(D), 35-39. Retrieved October 13, 2005, from http://www.ncsall.net/fileadmin/resources/fob/2005/fob_7d.pdf
- Petersen, N. S., Kolen, M. J., & Hoover, H. D. (1989). Scaling, norming, and equating. In R. L. Linn (Ed.), *Educational measurement* (3rd ed.). New York: Macmillan.
- Pont, B. (2004). Improving access to and participation in adult learning in OECD in countries. *European Journal of Education*, 39(1), 31-46.
- Porter, K. E., Cuban, S., & Comings, J. T., (with Chase, V.). (2005). "One day I will make it": A study of adult student persistence in library literacy programs [Electronic version]. New York: MDRC. Retrieved October 13, 2005, from <http://www.mdrc.org/publications/401/full.pdf>
- Purcell-Gates, V., Degener, S., Jacobsen, E., & Soler, M. (2000). *Affecting change in the practices of adult learners: Impact of two dimensions of instruction* (NCSALL Reports No. 17). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Purcell-Gates, V., Degener, S., Jacobson, E., & Soler, M. (2002). Impact of authentic adult literacy instruction on adult literacy practices. *Reading Research Quarterly*, 37, 70-92.
- Quigley, A. (1993). To shape the future: Towards a framework for adult education social policy research and action. *International Journal of Lifelong Education*, 12(2), 117-127.

- Quigley, A., & Arrowsmith, S. (1997). The non-participation of undereducated adults. In P. Belanger & A. Tujinman (Eds.), *New patterns of adult learning: A six-country comparative study* (pp. 101-130). New York: Elsevier Science.
- Reder, S., & Green, K. R. (1985). *Giving literacy away: An alternative strategy for increasing adult literacy development*. Portland, OR: Northwest Regional Educational Laboratory.
- Rosén, M. (2001). Gender differences in performance on documents as a function of cultural factors. *Reading and Writing, 14*(1-2), 1-38.
- Shillington, R. (1996). *Estimating literacy scores using least-squares regression and logistic regression analysis*. Unpublished manuscript.
- Sloat, E., & Willms, J. D. (2000). The international adult literacy survey: Implications for Canadian social policy. *Canadian Journal of Education, 25*(3), 218-233.
- Steedman, H., & McIntosh, S. (2001). Measuring low skills in Europe: How useful is the ISCED framework? *Oxford Economic Papers, 53*(3), 564- .
- Sticht, T. G. (2001). The International Adult Literacy Survey: How well does it represent the literacy abilities of adults? *The Canadian Journal for the Study of Adult Education, 15*(2), 19-36.
- Strucker, J. (1997). What silent reading tests alone can't tell you: Two case studies in adult reading differences. *Focus on Basics, 1*(B), 13-17.
- Strucker, J., & Davidson, R. (2003). *The Adult Reading Components Study: A NCSALL Research Brief* [Electronic version]. Boston, MA: National Center for the Study of Adult Learning and Literacy. November 6, 2005, from http://www.ncsall.net/fileadmin/resources/research/brief_strucker2.pdf
- Strucker, J. (with Davidson, R., & Hilferty, A.) (2000) *How the ARCS was done* (NSCALL Occasional paper). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Torgerson, C., Porthouse, J., & Brooks, G. (2005). A systematic review of controlled trials evaluating interventions in adult literacy and numeracy. *Journal of Research in Reading, 28*(2), 87-107. (Eric Document Reproduction Service No. EJ718454)
- Tyler, J., Murnane, R., & Willett, J. (2000). *The devil is in the details: Evidence from the GED on the role of examination system details in determining who passes* (NSCALL Report No. 16). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Weisel, L. (1998). PowerPath to adult basic learning: A diagnostic screening system for adults who are at high risk of being diagnosed as having learning disabilities. In S. Vogel, & S. Reder (Eds.). *Learning disabilities, literacy, and adult education* (pp. 133-154). Baltimore, MD: Paul H. Brooks.
- Wilson, B., & Corbett, D. (2000) *NCSALL Interim Evaluation #2: The prospects for disseminating research to a hungry field* (NCSALL Occasional paper). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Wickert, R. (1989). *No single measure: A survey of Australian adult literacy*. Canberra City, Australia: The Commonwealth Department of Employment, Education, and Training, Government of Australia.

Windborne, J. (2004). Literacy groups in Ghana: Liberation with limitation. *Women's Studies Quarterly*, 32(1/2), 59-72.

C. GOVERNMENT REPORTS

Kirsch, I. S., Jungeblut, A., Jenkins, L., & Kolstad, A. (1993). *Adult literacy in America: A first look at results from the National Adult Literacy Survey*. U.S. Department of Education: National Center for Education Statistics.

National Center for Educational Statistics. (2000). *Using telephone and mail surveys as a supplement or alternative to door-to-door surveys in the assessment of adult literacy* (NCES No. 200006) [Electronic version]. Retrieved October 7, 2005, from <http://nces.ed.gov/pubs2000/200006.pdf>

National Center for Educational Statistics. (2005a). *Highlights from the 2003 International Adult Literacy and Lifeskills Survey (ALL)* [Electronic version]. Retrieved October 7, 2005, from <http://nces.ed.gov/pubs2005/2005117.pdf>

National Centre for Educational Statistics. (2005b). *Highlights from the 2003 International Adult Literacy and Lifeskills Survey (ALL) - (Revised)* (NCES No. 2005117) [Electronic version]. Retrieved October 4, 2005, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005117>

Organization for Economic Cooperation and Development. (1992). *Adult illiteracy and economic performance*. Paris: Author.

Organization for Economic Cooperation and Development. (1997). *Literacy skills for the knowledge society - Further results from the international adult literacy survey*. Paris: Author.

Organization for Economic Cooperation and Development (2005). *Promoting adult learning*. Paris: Author.

Organization for Economic Cooperation and Development Publishing / Statistics Canada (2000). *Literacy in the information age: Final report of the international adult literacy survey*. Paris: Author.

Statistics Canada (1991). *Adult literacy in Canada: Results of a national study*. Ottawa, Ontario, Canada: Author.

Statistics Canada, Human Resources Development Canada, & National Literacy Secretariat (1996). *Reading the future: A portrait of literacy in Canada* (Catalogue No. 89-551-XPE). Ottawa, Ontario, Canada: Minister of Industry, Statistics Canada.

Statistics Canada, & Organization for Economic Cooperation and Development. (1996). *Literacy, economy and society: First results from the International Adult Literacy Survey*. Ottawa, Ontario, Canada: Authors.

Statistics Canada & Organization for Economic Cooperation and Development. (2005). *Learning a living: First results of the adult literacy and life skills survey*. Ottawa, Ontario, Canada and Paris: Authors. Retrieved October 6, 2005, from <http://www.oecd.org/dataoecd/44/7/34867438.pdf>

UNESCO-UIS / OECD / EUROSTAT. (2004). *2004 data collection on education statistics* (Doc. Ref.: UOE (04)1). Retrieved October 6, 2005, from <http://www.oecd.org/dataoecd/32/53/33712760.pdf>

D. LONGITUDINAL AND OTHER QUALITATIVE/QUANTITATIVE STUDIES/REPORTS RELEVANT TO CHANGE

- Adkins, M. A., Birman, D., Sample, B., Brod, S., & Silver, M. (1998). *Cultural adjustment and mental health: The role of the ESL teacher*. Wheat Ridge, CO: Spring Institute for International Studies. (Eric Document Reproduction Service No. ED427550)
- Baldi, S., Khalaf, G., Perie, M., Sherman, J. D., (with Snyder, T. D.) (2000). *International Education Indicators: A Time Series Perspective, 1985-1995* [Electronic version]. Washington, DC: National Center for Educational Statistics. Retrieved October 7, 2005, from <http://nces.ed.gov/pubs2000/2000021.pdf>
- Beder, H. (1999). *The outcomes and impacts of adult literacy education in the United States* (NSCALL Report No. 6). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Bingman, B., Ebert, O., & Smith, M. (1999). *Changes in learners' lives one year after enrolment in literacy programs: An analysis from the longitudinal study of adult literacy participants in Tennessee* (NSCALL Report No. 11). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Bingman, M. B., Ebert, O., & Bell, B. (2000). *Outcomes of participation in adult basic education: The importance of learners' perspectives* (NCSALL Occasional Paper). Cambridge, MA: The National Center for the Study of Adult Learning and Literacy.
- Bingman, B., (with Ebert, O., & Bell, B.) (2002). *Documenting outcomes for learners and their communities: A report on a NCSALL Action Research Project* (NSCALL Report No. 20). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Calamai, P. (1987). *Broken words: Why five million Canadians are illiterate*. Toronto, Ontario, Canada: Southam Newspaper Group.
- Chlup, D. T. (2005). The pendulum swings: 65 years of corrections education. *Focus on Basics*, 7(D), 21-24. Retrieved October 13, 2005, from http://www.ncsall.net/fileadmin/resources/fob/2005/fob_7d.pdf
- Comings, J. P. (2003). *Establishing an evidence-based adult education system*. Retrieved October 7, 2005, from http://www.ncsall.net/fileadmin/resources/research/op_comings3.pdf
- Guthrie, J. T., Seifert, M., & Kirsch, I. S. (1986). Effects of education, occupation, and setting on reading practices. *American Educational Research Journal*, 79, 220-27.
- Statistics Canada (1996). *Reading the future: International Adult Literacy Survey. A portrait of literacy in Canada*. Ottawa, Ontario, Canada: Author.
- Kagitcibasi, C., Goksen, F., & Gulgoz, S. (2005). Functional adult literacy and empowerment of women: Impact of a functional literacy program in Turkey [Electronic version]. *Journal of Adolescent & Adult Literacy*, 48(6), 472-489. Retrieved October 13, 2005, from Research Library database.
- Livingstone, W. D. (1999). Exploring the icebergs of adult learning: Findings of the first Canadian survey of informal learning practices. *The Canadian Journal for the Study of Adult Education*, 13(2), 49-72.

- Lomax, R. G. (2004). Whither the future of quantitative literacy research? *Reading Research Quarterly*, 39(1), 107- .
- McIntosh, S., & Vignoles, A. (2001). Measuring and assessing the impact of basic skills on labour market outcomes. *Oxford Economic Papers*, 53(3), 453- .
- Movement for Canadian Literacy. (2005). *A 10-year, results-based national literacy action plan: 2006-2016* [Electronic version]. Ottawa, ON, Canada: Author. Retrieved October 23, 2005, from <http://www.literacy.ca/govrel/10year/tenyear.pdf>
- National Center for Educational Statistics (1997). *Measuring participation in adult education: 1991 to 1999* (NCES Report No. 97-341) [Electronic version]. Retrieved October 14, 2005, from <http://nces.ed.gov/pubs97/97341.pdf>
- National Center for Educational Statistics (2002). *Participation trends and patterns in adult education: 1991 to 1999* (NCES Report No. 200-119) [Electronic version]. Retrieved October 14, 2005, from <http://nces.ed.gov/pubs2002/2002119.pdf>
- National Center for Educational Statistics (2004). *Participation in Adult Education and Lifelong Learning: 2000-2001* (NCES Report No. 2004050) [Electronic version]. Retrieved October 14, 2005, from <http://nces.ed.gov/pubs2004/2004050.pdf>
- National Center for the Study of Adult Learning and Literacy (NCSALL). (2005). *Longitudinal study of adult learning*. Retrieved October 7, 2005, from <http://www.lsal.pdx.edu/index.php>
- Nova Scotia Department of Education. (n.d.). *Background information on literacy*. Halifax, NS, Canada: Author.
- Quigley, A. (1987). Learning to work with them: Analyzing non-participation in adult basic education. *Adult Literacy and Basic Education*, 11(2), 63-71.
- Quigley, A. (1994). The cycles of literacy: Predicting the future by analyzing the past. *PAACE Journal of Lifelong Learning*, 3, 26-33.
- Quigley, A. (2001). Literacy rising: When numbers don't tell the whole story. *The Canadian Journal for the Study of Adult Education*, 15(2), 1-3.
- Royce, S., & Gacka, R. (2001). *Learning for life: A longitudinal study of Pennsylvania's Adult Education Success Stories recipients*. Harrisburg, PA: Pennsylvania Department of Education.
- Sparks, B. (1999). Critical issues and dilemmas for adult literacy programs under welfare reform. *New Directions for Adult and Continuing Education*, 1999(83), 15-28.
- Thomas, A. (1976). *Adult basic education and literacy activities, 1975-76*. Toronto, Ontario, Canada: World Literacy of Canada.

E. CHANGES IN PUBLIC ATTITUDES AND PERCEPTIONS

- ABC CANADA & Decima Research (1990). *Attitudes of Canadians toward the issue of literacy*. Toronto, Ontario, Canada: Author.

- ABC CANADA & Decima Research (1999): *Attitudes of Canadians towards literacy: A decade in review*. Toronto, Ontario, Canada: Author.
- Bingman, B., Smith, C., & Stewart, K. (1998). *Practitioners speak: Contributing to a research agenda for adult basic education* (NSCALL Report No. 4). Cambridge, MA: National Center for the Study of Adult Learning and Literacy, Harvard Graduate School of Education.
- Malicky, V. G., & Norman, A. C. (1995). Perceptions of literacy and adult literacy programs. *Alberta Journal of Educational Research*, 41(1), 63- .

XIX. DISSEMINATION & MEANS FOR SHARING KNOWLEDGE

A. JOURNALS IN THE FIELD OF ADULT EDUCATION

(*denotes journals primarily dedicated to adult literacy)

Academy of Management Review
 *Adult Basic Education (U.S.A. publication)
 Adult Education and Development
 Adult Education Quarterly
 Adult Learning
 Adults Learning
 Alberta Journal of Educational Research
 American Educational Research Journal
 American Journal of Distance Education
 American Sociological Review
 Australian Journal of Adult Learning
 British Journal of Educational Psychology
 Canadian Journal for the Study of Adult Education
 Canadian Journal of Development Studies
 Canadian Journal of Education
 Canadian Journal of Higher Education
 Canadian Journal of Sociology
 Canadian Journal of Native Education
 Canadian Journal of University Continuing Ed
 Canadian Woman Studies
 Community Development Journal
 Community Literacy Journal
 Convergence
 Development Dialogue
 Economic Development and Cultural Change
 Education Canada
 Educational Research
 Educational Technology
 Educational Technology Research & Development Evaluation Review
 *Focus on Basics (U.S.A publication)
 Gender and Education
 Harvard Educational Review
 Innovations in Education and Teaching International
 International Journal of Inclusive Education

International Journal of Lifelong Education
 Journal of Adolescent & Adult Literacy
 Journal of Counseling and Development
 Journal of Curriculum Studies
 Journal of Distance Education
 Journal of Educational Thought
 Journal of Environmental Education
 Journal of Experimental Education
 Journal of Extension
 Journal of Management Education
 Journal of The Community Development Society
 Journal of Transformative Education
 Just labour: A Canadian Journal on Work and Society
 *Literacies (Canadian publication)
 McGill Journal of Education
 Media and Methods
 New Horizons in Adult Education
 Open Learning
 PAACE Journal of Lifelong Learning
 Perspectives: The New York Journal of Adult Learning
 Prospects
 Reflective Practice
 Review of Educational Research
 Signs: Journal of Women in Culture and Society
 Studies in Continuing Education
 Studies in the Education of Adults
 T &D (Training and Development)
 Teachers College Record
 Theory Into Practice
 Third World Quarterly

B. ADULT LITERACY COALITIONS IN CANADA

(each coalition hosts or facilitates annual or infrequent conferences and/or gatherings)

Adult Literacy Coalitions in Canada

Alberta Coalition
 Literacy Alberta
 302, 1300-8 Street SW
 Calgary, AB T2R 1B2
 403-410-6990
office@literacyalberta.ca
www.literacy-alberta.ca/

Executive Director: Janet Lane
 403-410-6994
jlane@literacyalberta.ca

British Columbia Coalition
 Literacy BC
 601-510 West Hastings Street
 Vancouver, BC V6B 1L8
 604-684-0624
info@literacy.bc.ca
www.literacy.bc.ca/

Executive Director: Linda Mitchell
 604-684-0624
lmitchell@literacy.bc.ca

Adult Literacy Coalitions in Canada

Manitoba Coalition
Literacy Partners of Manitoba
401-321 McDermot Avenue
Winnipeg, MB R3A 0A3
204-947-5757
literacy@mts.net
www.mb.literacy.ca/

Executive Director: Lorri Apps
204-954-3855
apps@mts.ca

Newfoundland & Labrador Coalitions
Literacy Network Ad-hoc Group
11 Austin Street
PO Box 8174, Stn. A
St. John's, NL A1B 3M9
1-800-563-1111
www.envision.ca/webs/lmag

Administrative Coordinator: Kim Gillard
709-738-7323
kgillard@literacynl.com

Labrador Literacy Information & Action
Network (LLIAN)
PO Box 2516 Station B
Happy Valley, Goose Bay, NL
A0P 1E0
709-896-6212/9088

Executive Director (LLIAN):
Janet Skinner, 709-738-7323
jskinner@nf.aibn.com

New Brunswick Coalition
Literacy Coalition of New Brunswick
944 Prospect Street
Fredericton, NB E3B 9M6
506-457-1227
nbcl@nbnet.nb.ca
www.nb.literacy.ca/

Executive Director: Jan Greer Langley
506-457-1227
jangreer@nb.aibn.com

Northwest Territories Coalition
NWT Literacy Council
PO Box 761
Yellowknife, NT X1A 2N6
867-873-9262
www.nwt.literacy.ca/

Executive Director: Cate Sills
867-873-9262
csills@nwtliteracy.ca

Nova Scotia Coalition
Literacy Nova Scotia
PO Box 1516
Truro, NS B2N 5V2
902-897-2444
literacyns@nscc.ca
www.ns.literacy.ca/

Executive Director: Ann Marie Downie
902-897-2444
annmarie.downie@ns.sympatico.ca

Nunavut Coalition
Nunavut Literacy Council
PO Box 1049
Cambridge Bay, NU X0B 0C0
867-983-2678/2263
www.nunavutliteracy.ca/

Executive Director: Kim Crockatt
867-983-2678/2263
kimcr@polarnet.ca

Prince Edward Island Coalition
PEI Literacy Alliance
11 Queen Street, 1st Floor
PO Box 400
Charlottetown, PEI C1A 7K7
902-368-3620
peiliteracy.alliance@pei.sympatico.ca
www.pei.literacy.ca/

Executive Director: Catherine O'Bryan
902-368-3620
peiliteracy.alliance@pei.sympatico.ca

Saskatchewan Coalition
Saskatchewan Literacy Network
206 220-3rd Avenue S
Saskatoon, SK S7K 1M1
306-653-7368
saskliteracy@sasktel.net
www.sk.literacy.ca/

Executive Director: Debbie Griffith
306-783-2731
debbi.griffith@sasktel.net

Ontario Coalition
Ontario Literacy Coalition
65 Wellesley Street, East
Suite 503, Toronto, ON M4Y 1G7
416-963-5787
olc@on.literacy.ca
www.on.literacy.ca/

Executive Director: Anette Chawla
416-963-5787
anette@on.literacy.ca

Quebec Coalition
Literacy Partners of Quebec
4855 Kensington Avenue
Montreal, QC H3X 3S6
514-369-7962
www.nald.ca/lpq.htm

Executive Director: Judy Brandeis
514-369-7962
jbrandeis@nald.ca

Yukon Coalition
Yukon Literacy Coalition
Box 21253
Whitehorse, YT Y1A 6R2
867-668-6535
www.yukonliteracy.ca

Executive Director: Beth Mulloy
867-668-6535
bmulloy.literacy@northwestel.net

C. OTHER WAYS OF SHARING KNOWLEDGE ACROSS THE FIELD OF LITERACY *

(*Please note: This is not an exhaustive listing)

1. Research-in-Practice and Other Literacy-Based Websites

Australia:

Adult Literacy and Numeracy Research Consortium (ALNARC):
www.staff.vu.edu.au/alnarc

National Center for English Language Teaching & Research (NCELTR):
www.nceltr.mq.edu.au/amep/index.html

Canada:

Adult Literacy Research in Ontario:
www.research.alphaplus.ca

La Base de données en alphabétisation des adultes inc. (BDAA)
<http://www.bdaa.ca/indexf.htm>

Espace Alpha
<http://www.alpha.cdeacf.ca>

Fédération Canadienne pour l'alphabétisation en français
<http://www.fcac.net>

Festival of Literacies, Ontario:
www.literaciesoise.ca

Fondation pour l'alphabétisation, Quebec:
<http://fqa.qc.ca/>

Literacies: Researching Practise and Practising Research:
<http://www.literacyjournal.ca>

National Adult Literacy Database:
www.nald.ca

National Indigenous Literacy Association:
<http://www.nila.ca>

Research-in-Practice in Adult Literacy:
www.nald.ca/ripal

The Directory of Canadian Adult Literacy Research in English:
www.nald.ca/crd

England:

Research & Practice in Adult Literacy:
www.literacy.lancs.ac.uk/rapal

Lancaster Literacy Research Centre:
<http://www.literacy.lancaster.ac.uk/what/teachers.htm>

University of Sheffield School of Education:
<http://www.shef.ac.uk/literacy/>

USA

Kentucky Practitioner Inquiry Projects:
www.workforce.ky.gov/

National Centre for the Study of Adult Learning and Literacy:

gseweb.harvard.edu/~ncsall/index.html

Pennsylvania Adult Literacy Practitioner Inquiry Network (PALPIN):
www.learningfrompractice.org/palpin/default.htm

Pennsylvania Action Research Network (PAARN):
www.learningfrompractice.org/paarn/default.htm

Project Idea, Texas:
<http://slincs.coe.utk.edu/research.htm>

Virginia Adult Education Research Network (VAERN):
www.aelweb.vcu.edu/resguide/resguide1

Women Expanding / Literacy Education Action Resource Network:
<http://www.litwomen.org/welearn.html>

2. Listservs and Web Forums

Commission of Professors of Adult Education Listserv
For announcements and open discussion
casaeaceea-ml@listserv.oise.utoronto.ca

Literacies journal Web Forum
For discussion on literacy articles and topics as published in the journal
http://www.literacyjournal.ca/Forumpages/forum5_f05.htm

3. Newsletters *

(*Please note: This is not an exhaustive listing)

Organization	Title of Publication
ABC CANADA	Literacy at Work
Canadian Labour Congress	Learning Together: Solidarity at Work
Canadian Union of Public Employees	Literacy News
Centre for Literacy of Quebec	News from the Centre
Frontier College	Living Literacy

Organization	Title of Publication
Laubach Literacy of Canada	Literacy Connections
Literacy Alberta	Literacy in Action bulletins (two versions: for students or for practitioners/tutors) http://www.literacy-alberta.ca/member.htm#benefits
Literacy BC	LitBC e-bulletins http://www2.literacy.bc.ca/pubs.htm
Literacy Coalition of New Brunswick	Literacy News Bulletin http://www.nb.literacy.ca/pubs/bulletin.htm
Literacy Nova Scotia	Literacy NS News and Literacy NS e-News http://www.ns.literacy.ca/newslet.htm
Literacy Partners of Quebec	Literacy Clips http://www.nald.ca/PROVINCE/QUE/LPQ/NEWSLET/lpqarch.htm
Manitoba	Write On http://www.mb.literacy.ca/newslets.htm
Movement for Canadian Literacy (MCL)	Literacy.ca
Northwest Territories Literacy Council	Literacy Matters http://www.nwt.literacy.ca/resource/newslet/archive.htm
Nunavut Literacy Council	Taiguat newsletter in print only (Inuktitut/English)
Ontario Literacy Coalition	Literacy on the Move http://www.on.literacy.ca/newslet/archive.htm
PEI Literacy Alliance	Live and Learn http://www.pei.literacy.ca/newslet/archive.htm
Saskatchewan Literacy Network	Literacy Matters http://www.sk.literacy.ca/resource/news/archive.htm
Yukon Literacy Coalition	Literacy This Week (email bulletins only / newsletters to begin production in 2006) http://www.yukonliteracy.ca/resources/IALSS.html

ADDITIONAL REFERENCES USED IN THIS REPORT

- Action for Family Literacy Ontario (2004). *Defining family literacy*. Retrieved November 2, 2005, from <http://www.aflo.on.literacy.ca/famlit/dfi.htm>
- Belenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1986) *Women's ways of knowing*. New York: Basic Books.
- The Centre for Canadian Language Benchmarks (2005). CLB 2000: ESL for literacy learners. Retrieved November 2, 2005, from http://www.language.ca/display_page.asp?pageid=251
- Centre for Family Literacy (2005). *History*. Retrieved November 2, 2005, from <http://famlit.ca/about/history.html>
- Cunningham Florez, M., & Terrill, L. (2003). *Working with literacy-level adult English language learners*. Retrieved November 2, 2005, from <http://www.cal.org/caela/esl%5Fresources/digests/litQA.html>
- Imel, S. (1999). *Work Force Education: Beyond technical skills*. (Trends and Alerts: Eric Digest). Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education. (ERIC document reproduction service ED426295)
- International Reading Association (2001). *Integrating literacy and technology into the curriculum*. Retrieved November 2, 2005, from http://www.reading.org/resources/issues/positions_technology.html
- Lankshear, C., & Kobel, M. (2003). *New literacies: Changing knowledge and classroom learning*. Buckingham, United Kingdom: Open University Press.
- Lloyd, B.-A. (1991). *Discovering the strength of our voices* [Electronic version]. Toronto, Ontario, Canada: Jaguar Printing. Retrieved November 2, 2005, from http://www.nald.ca/canorg/cclow/doc/Discover/Cover_1.PDF
- Movement for Canadian Literacy (2005a). *Literacy and families fact sheet* [Electronic version]. Ottawa, Ontario, Canada: Author. Retrieved November 2, 2005, from <http://www.literacy.ca/litand/5.htm>
- Movement for Canadian Literacy (2005b). *Literacy and justice fact sheet* [Electronic version]. Ottawa, Ontario, Canada: Author. Retrieved November 2, 2005, from <http://www.literacy.ca/litand/4.htm>
- Movement for Canadian Literacy (2005c). *Literacy fact sheet #7: Literacy and learning disabilities* [Electronic version]. Ottawa, Ontario, Canada: Author. Retrieved November 2, 2005, from <http://www.literacy.ca/litand/7.htm>
- National Centre for Family Literacy. (2003). *What is family literacy?* Retrieved November 2, 2005, from <http://www.famlit.org/FAQ/About/whatisfamlit.cfm>
- National Indigenous Literacy Organization (2005). *Mission Statement*. Retrieved October 21, 2005, from <http://www.nila.ca/aboutus.html>
- Prinsloo, M., & Brier, M. (1996) *The social uses of literacy: Theory and practice in contemporary South Africa*. Cape Town/Amsterdam: Sached/John Benjamins.
- Thinkexist.com (2005). Kofi Annan quotes. Retrieved October 25, 2005, from http://www.thinkexist.com/English/Author/x/Author_4732_1.htm