Barry, A. L. (2002). Reading strategies teachers say they use.
Journal of Adolescent & Adult Literacy 46(2), 132-141.

The article describes a survey undertaken from primary to high school teachers to determine reading strategies used and why teachers use them. The article includes a list of 24 strategies each strategy with its own bibliography. The results from the survey show that the greatest number of strategies used was 22; the modal number was 11 and the mean 12. The most popular strategies used were visual aids, analogies, graphic organisers, vocabulary activities and anticipation guide. Visual aids are popular as they requires the use of all senses, analogies help relate the content concepts to student lives, graphic organisers are a good way to organise work and to review for tests and anticipation guides enable students to see how well they do after reading.

The article is useful as an introduction for considering how to teach reading with references to different reading strategies and providing a list of those strategies. It fails however to describe these strategies and provides only limited information on the reasons given for particular strategies utilised. Another positive contribution of the article is that it provides some key points about teaching reading such as reading comprehension can be taught and that if strategies are to be implemented the teachers need to fully understand the interventions and strategies. It notes that the main barrier to implementing strategies is time.
(NM)

Beddie, F. M. (2004). Community Literacy.
Adult Learning Australia (ALA): Australia
Retrieved 29 September, 2004 from the Australian Government Department of Education, Science and Training website:
http://www.detya.gov.au/literacynet/

Australia has achieved significant results in its literacy programmes in the workplace and schools. This paper is a discussion about whether Australia can extend to meeting literacy and numeracy needs in its communities which remain beyond the reach of formal education programmes. The definition it uses is coined by John Cross as 'a set of tools that allows people to participate in society.' It discusses the need for pathways between institutions and the need for a learner-centred approach. It highlights the responsibility of informal education and education for those who are marginalised from learning environments. It identifies key principles of best practice literacy such as the importance of contextualisation of content for adult learners, the need for duration and the need for human motivation.

This is a useful contribution in that it stimulates ideas in thinking about what literacy is, how it can be applied, and lists some key principles. In terms of definitions it expands the narrow definition of literacy from basic reading and writing to including other types of literacy 'which enable citizens to analyse the flood of information they receive in the letterbox, on the television, via the Internet and so forth'. (NM).

Carrell, P.L., Gajdusek, L., & Wise, T. (1998). Metacognition and EFL/ESL reading.
Instructional Science 26, 97-112.

This article describes research in metacognition, in reading strategies and the training of reading strategies impacting adult non- English speakers for academic purposes. It lists reading strategies as skimming and scanning, rereading, contextual guessing or skipping unknown words, tolerating ambiguity, making predictions, confirming or disconfirming

inferences, using cognates to comprehend, activating background knowledge or schemata and recognising text structure. Metacognitive knowledge is discussed in terms of declarative knowledge with components of what the strategy is and why it should be used, procedural knowledge with a component of how to use the strategy and conditional knowledge with components of where and when to use the strategy and how to evaluate its effectiveness. A summarised sample of six studies is included showing as many as all five components used to only one component. The study undertaken to find to what extent explicit instruction of the components is necessary to achieve reading success was on-going at the time of this publication however the data collected showed that metacognitive strategy presentation within the classroom at advanced EFL/ESL levels was both complex and challenging.

Although the study on metacognitive strategy presentation is not completed the article still provides a useful contribution in that it describes reading strategies and a recommendation from the researcher Raymond, P. (1993) for how to apply all five components of metacognition. The article focuses on EFL/ESL advanced learners which is also useful in that it shows that research streams are converging to provide further insight into the teaching and learning of reading. (NM)

Chapman, J., Tunmer, W., & Allen, R. (2003). Findings from the international adult literacy survey on the incidence and correlates of learning disabilities in New Zealand: Is something rotten in the state of New Zealand?
Dyslexia 9(2), 75-98.

This paper analyses New Zealand data from the International Adult Literacy Survey, 1996, to examine the incidence and correlates of self-reported Specific Reading Learning Disability (SRLD). The results show that 7.7% of New Zealand adults reported having had a learning disability. For adults with SRLD, around 80% performed below the minimum level, and the literacy proficiency of adults with SRLD in younger age bands appears to have declined since the early 1960s.

This research has significant implications for adult literacy and workplace literacy in that reading is seen as a fundamental step in acquiring literacy skills. If at an early age reading difficulties are experienced it is very difficult to reverse the process with current remedial reading programmes. The research highlights the fact that reading skills are essential in a workplace literacy curriculum and requires a balanced approach including development of phonetic and word level decoding skills. (NM)

Hales, B. (2004). Workplace learning.
New Zealand Management 51(7), 22-23.

Hales suggests that the definition of workplace learning given by Skill New Zealand as, 'on or off the job education and training that counts towards a qualification' is flawed. The reasons given are that firstly workplace learning occurs on the job, secondly education and training are teaching and not learning and finally that workplace learning should not count for a qualification. Hales further states that such a definition has a dumbing down effect on workplace learning in that 'defining learning as meeting external requirements, the learner is literally being made dumb.'

This article provides a significant critique of current workplace learning programmes with two key points criticising New Zealand government's current adult literacy policy. The first point is that it criticises qualifications for workplace learning which is contrary to current practice in New Zealand with New Zealand Qualifications Framework (NZQF) unit standards in demand from employers and the Tertiary Education Commission (TEC). The second point is that it highlights the need for transferable skills from formal courses to be built on within the company environment and through company policies instead of relying on external providers. (NM).

Light, E. (2002). Return on investment.
New Zealand Business 16(10), 18-20.

The article discusses how on-site literacy and numeracy training can improve a company's performance and profitability. This is a case study of Rotaform Plastics, a company in Auckland. The training was a pilot study by Workbase for 17 workers and assessed on NZQF unit standards in plastic manufacturing. From losing NZ$50,000 per annum, the company was able to increase its profitability by 20%.

The most useful aspect of this article is that in illustrating the benefits of the company's return on investment it provides details of finances and performance benefits. From a cost of NZ$18,000 in training the company profitability increased in 20%. The benefits in improved performance are described as better communication and understanding resulting in less supervision required, improved understanding of instructions, improved safety in the workplace, lower absenteeism, fewer reject products, savings in maintenance and improved customer service. This article proves valuable reading for a company requiring information on return on investment for literacy and numeracy training. (NM).