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The Use of Audio-Visual Materials  
in an  
Adult Literacy Campaign

Lorette Noble

A Thesis Equivalent

in

The Department

of

Education

Presented in Partial Fulfilment of the Requirements  
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**Abstract****The Use of Audio-Visual Materials  
in an  
Adult Literacy Campaign**

Lorette Noble

The purpose of this study is to outline the process of producing audio-visual materials designed to attract illiterate adults to the remedial programmes available for them. Canada has a surprisingly high level of adult illiteracy, with Quebec in second place among the provinces. Reports from several developing countries dating over twenty years and a recent one from the United States show that audio-visual materials, especially television, have been very successfully employed in literacy campaigns. Yet there is little evidence of any concerted use of such media in Canada.

Literacy campaigns so far conducted in the South Shore area of Montreal have consistently attracted more tutors than students. This paper describes the process of the production, testing and utilization of various forms of audio-visual media, designed to attract students in need of improving their literacy skills, in co-operation with Montreal's South Shore Reading Council.

### Acknowledgements and Dedication

There are many people who have helped me complete this work and I would now like to thank them: the South Shore Reading Council and tutors, for their cheerful co-operation; the learners whom I met and who have already taken that "first step", for the inspiration they gave me; the Canadian Commission for Unesco, for providing up-to-date documentation on International Literacy Year, and Charley Kanas who set the ball rolling from my old and her present haunt at Unesco in Paris; Andrew, for introducing me to computers; Larry Brookwell, for his patience in saving part of my paper when I thought it was swallowed by the computer; Denise Donald, for her expertise in graphics for smartening up the storyboard; Shirley Macgregor, who did the graphics for the slide-tape presentation; and all my friends on both sides of the Atlantic who, when they knew what I was up to, cheered me on with large doses of encouragement, not to mention prayers!

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I would like to dedicate this to my family: to my mother who, though sometimes puzzled, is always proud; to Alice, Matthew, Andrew and Eleanor, who never seemed to doubt it, but who must be relieved that the work is done; and finally, most of all, to Christopher, for his encouragement, patience, love and understanding: without him, this would not have been possible.

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## CHAPTER 1

### Introduction

There is little dispute in this International Literacy Year that adult illiteracy is a problem which transcends all economic, social, racial and geographical boundaries (Delker & Yakowicz, 1988). Industrialised countries such as Canada, as well as developing countries, have unacceptably high levels of illiteracy among their adult populations. A survey conducted by Southam News Incorporated in 1987 identified 4.5 million adult Canadians, or 24% of the population, as being "functionally illiterate" (Calamai, 1987).

It is important to state at the outset of this paper that it has been increasingly difficult over the past forty years to attach a definition to literacy that would be acceptable across the board to all societies at all times or even at any specific time. The best that can be said is that an appreciation or evaluation of literacy is only relevant in a specific context. In other words, the literacy demands of today's society in Canada would differ from those twenty and again forty years ago, and from those of other countries today. Audrey Thomas who has done extensive research on literacy in Canada says that literacy is "a concept which is relative to particular social, economic, and political conditions. It can change over time and in relation to the changing tasks facing an individual in his societal milieu" (1979).

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) "after nearly forty years of reflection and action and four world conferences on adult education" finds it "curious that in a field like education, which claims to be scientific, there should be such a pre-occupation with the learning process and so little, if any, with its converse, the phenomenon of unlearning." (Morsy, 1987). In 1958, the definition adopted by Unesco described an illiterate as someone "who cannot, with understanding, both read and write a short, simple statement on his everyday life". Twenty years later this definition had evolved and become more complex, including the term "functionally illiterate", and described such a person as "one who cannot engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development." The word "functional" had been introduced by the French in 1981 at Brussels at the meeting of the Commission of the European Communities, in order to modify the pejorative connotation of the word "illiterate" which was, they claimed, "as hurtful as the word stupid". However, European specialists in literacy, at a meeting in Hamburg organised by Unesco in December 1986, admitted that "there are no criteria of functional literacy that are equally valid for the entire European region" (of which,

incidentally, Canada is a part), and felt that "rather than defining a fixed objective standard, literacy would be considered as a continuum, and that it is urgent that each government decide its own literacy demands and needs, taking into account the social, educational and cultural consequences of functional illiteracy" (p.6). This continuum could include cases where a literate person would be someone who read the alphabet to countries, like Canada, where advances in education and technology demand increasingly greater commands of interpretative and comprehension skills (Hamadache & Martin, 1986).

Such a view seems also to challenge the approach of determining literacy by the completion of a particular grade level, still used by Statistics Canada and incorporated in Unesco's Statistical Yearbooks. However, it should be noted here that in the 1988 Unesco Statistical Yearbook, the latest available at this point, there are no statistics recorded for Canada, and no reasons are given for this omission. All the same, in Canada completion of grade 9 is the arbitrary line that distinguishes an illiterate from a literate person, even though the literacy levels of grade 9 education in 1960 would have shrunk in value in today's world. The Southam survey also indicated that research has revealed that "reading skills evaporate if unused for lengthy periods" and that the numbers of such "aliterates" (another coined phrase) would be left out of official

statistics, a worrisome and poignant situation as this is probably a large and growing group (Harman, 1987; Oxenham, 1980; Thimmesch, 1984). A true estimation, therefore, of the size of the population of adult illiterates is difficult to attain since we are dealing with a hidden population, unlikely to reveal itself under normal census-gathering methods. This is especially true in the industrialised countries, which after anything from fifty to over a hundred years of free and compulsory schooling, have until recently been unwilling to admit they were not immune from the problem.

Aware no doubt of these difficulties, and in an attempt to situate their findings in a relevant context, the Southam survey had a jury of twenty-five representative Canadians, drawn from across the country and from all walks of Canadian life, choose ten items out of a list of 38, which they agreed "every Canadian should be able to answer correctly just to get by in to-day's society" (p.13). Face-to-face interviews were conducted with 2,398 adults and the following ten items were part of the literacy skills tests administered (the figure in brackets represents the percentage of those who answered these items incorrectly):

- Circle the expiry date on a driver's licence (6%);
- read and understand the right dosage from an ordinary bottle of cough syrup (10%);
- sign your name in the correct spot on a social

- insurance card (11%);
- from six road signs, pick out which one warns of a traffic light ahead (13%);
- answer four questions about a meeting arrangement, including the date, time and people involved (between 15 and 17%);
- circle the long distance charges on a telephone bill (29%);
- figure out the change from \$3 if you ordered a soup and sandwich (33%).

Norvell Northcutt's "Adult Performance Level" study conducted in 1977 in the United States used similar examples to test survival and life-management skills and revealed that thirteen percent were unable to address an envelope correctly, fourteen percent to fill in a cheque to guarantee it clearing the bank, and twenty-eight percent correctly to calculate the change from a twenty dollar bill after a purchase. The results of this study lead the United States Office of Education to conclude that thirty-five percent of the adult population were "unequipped to carry out most basic tasks." (Kozol, 1980).

It may also be pointed out that today in Quebec the "written" part of the test to obtain a driver's licence is given on a computer and competency in reading is desirable if one is to understand the instructions and the questions. The Automobile Board of Quebec will, if asked, administer

the test orally, but does not consider it part of its mandate to direct such applicants to centres offering remedial help. It should come as no surprise that in Canada as many as two-thirds of the long-term unemployed are functionally illiterate (Darville, 1988). My own research at a local Canada Manpower Centre revealed that the educational requirements for acceptance in any of the government's training programmes was completion of grade 9. Indeed the whole procedure facing someone unemployed is fairly daunting and must be even more so if he or she lacks confidence in the first place due to inadequate literacy skills: the very first thing a person is asked to do is fill out a form which, given the results of the surveys already mentioned, is probably as far as many will get.

In these circumstances it is not surprising to read of the sense of embarrassment, shame and stigma experienced by those who have literacy problems (Smith-Burke, 1987). Twenty years ago Neri of Italy (1970) spoke of the "moral and psychological isolation" of adult illiterates, and Cass of the United States (1970) referred to their feeling "handicapped". Earlier, in 1967, Frank Laubach, inventor of the method widely used to teach literacy, found that "an illiterate does everything he can to hide his illiteracy from others. The very word illiterate is taboo." David Hargreaves (1977) of the British Broadcasting Corporation (BBC) realised in preparing their literacy promotional

series for television that their main aim was to try to reduce the sense of anxiety, shame and isolation felt by the non-reader." Hamadache and Martin (1986) claim that the situation of illiterates in industrialised societies, where written communication is the rule, is such that those unable to decipher written signals are "automatically placed in a position of inferiority" when faced with "essential routine tasks".

Chisman (1989) found that ordinary working-class people, who somehow manage to disguise their lack of basic skills, remain in dead-end jobs with little prospect of improving their lot. However, such routine low-skilled jobs are, in Darville's dramatic language, "melting away like snow in the sun because of new technology" (1988), even though, historically, breakthroughs in technology have always led to increases in the demand for labour (Chisman, 1989). The demand in the future will be for an increasingly flexible, adaptable work force able to keep up with the exigencies of new technology and not to be held back by a lack of basic literacy skills.

This is why it is important to focus on the adults already in the work force and prepare them for change or help them to adapt to change where it has already occurred. Yet studies conducted in the United States and Canada show that, on average, only 2-4% of the functionally illiterate adult population is being adequately helped (Belz, 1984;

Kozol, 1980; Nickerson, 1985).

The reasons for this discrepancy between the numbers of those needing and those receiving help may in large measure be attributed to the methods used to reach this population. It goes without saying that conventional advertising which relies on print is not going to be effective with an important percentage of the target audience, used to blocking out this kind of communication from their everyday lives.

A report published by Unesco in 1971 on research studies conducted in various countries during the 1960s, on behalf of Unesco, showed that radio and television were very successfully used in literacy campaigns, not only as media for instruction, but also as tools to arouse public awareness, to promote literacy projects and to motivate the target audiences to seek the help they needed (Madison, 1971). It is true that the countries in these studies were mainly developing countries, but the project carried out in 1977 by the BBC in Great Britain confirmed the effectiveness of television in reaching out and attracting adult illiterates to the programmes available for them (Hargreaves, 1977).

In spite of this evidence, until recently television in Canada has been used as a method of arousing public awareness only sporadically. In 1978 the Canadian Broadcasting Corporation (CBC)'s "Can't You Read" segment of



its television documentary programme The Fifth Estate apparently did much to raise public consciousness about the issue, but that was all. Thomas (1983) mentions a project to use television in a literacy campaign in Ontario, but it did not materialise. In Quebec, television has been used occasionally to enlist public support and encouragement for literacy projects, but once more, until recently, the message has not been addressed to the illiterate adults themselves.

The advent of International Literacy Year modified the media's approach somewhat because it began to focus more on the adult illiterates, addressing the problem by giving their point of view. For example last September 8, which is International Literacy Day, on Peter Gzowski's nationally broadcast radio programme Morningside, we heard four former adult illiterates tell their stories. Their testimony was moving and confirmed what many studies have indicated about the attitudes and state of mind of people in their predicament, which are those of feeling trapped, of "not having what it takes", of "being less than a human being", of having constantly to rely on others for help, of being scared, frustrated and lost at school, and later on at work in case they were found out. All four speakers admitted to having very low levels of self-esteem and yet they all felt they were not stupid or retarded. One of them said, for example, that he listened to every possible news bulletin on

the radio and on television and knew everything that was going on in the world. The testimonies all ended on a note of hope and achievement: they were all in literacy classes or working with tutors and, having broken through the barrier of fear, they described their new feelings of independence and self-sufficiency. Such excellent first-hand information would, one would have thought, move others in a similar situation to take action, but there was no information on the programme as to what a person might do who was so moved!

The Montreal Gazette carried Peter Calamai's articles on the findings of the Southam survey before its publication in book form, which was highly commendable, and since then they have occasionally run full-page or smaller box advertisements with a "Literacy Help Line" telephone number. But often these advertisements appear in the Classified section of the newspaper and are in fact aimed at friends of adult illiterates.

In Britain, the overwhelming response resulting from the BBC's television programmes On the Move and Your Move was due to the fact that a telephone number was given for each different region of the country which people could call for help (about 40,000 telephoned the special referral number after the first series) (Hargreaves, 1977).

Closer to home, on the South Shore of Montreal, a Reading Council was set up in the autumn of 1981, whose aim

was to train and provide tutors to help adults to learn to read and write, either on a one-to-one basis or in small groups. The Reading Council used to conduct literacy promotion campaigns to arouse public awareness as well as to recruit tutors and students. These campaigns generally took the form of a stand set up at community fairs and in shopping malls; of posters hung in shopping centres and other general meeting places, such as churches and community halls; and of flyers and announcements in the South Shore Community Network's newsletters. The results of such endeavours were relatively successful in reaching people interested in training to become tutors, but less so in attracting even as many students as there were tutors able to help them. Five years after the programme began a total of 61 students had applied for training in literacy skills, of whom 39 were then still on the "active" list, while there were 60 trained tutors available to help them, a ratio of three tutors to two students.

At that time I attended a meeting of the Reading Council in my capacity as Co-ordinator of the South Shore Community Network, a network which was set up under the auspices of the South Shore Protestant Regional School Board's Adult Education services and which comprised about forty-four community groups. During the meeting the tutors were shown an unfinished slide-tape presentation designed to attract both students and tutors. The sound had yet to be

recorded and integrated into the presentation and the script was, therefore, read by the presenter of the material. The presentation had been made by a professional advertising agency who had been given background information and material on the literacy question. The dominant reaction of the tutors to the presentation was one of disappointment, on the one hand with the actual tape for various technical reasons, and on the other (and this was strongly stated) because they had not been consulted and they felt they knew more about the problem than those not as closely involved.

This experience highlighted the validity of one of the basic principles that should govern any attempt to produce an acceptable media production: consultation between the technologist and the educationalist (Baggaley, 1982; Cass, 1970; Coldevin, 1981; Esposito, 1983; Hargreaves, 1977; Sjudy & Pritchard, 1988; The International Institute for Adult Literacy Methods, 1970; Thomas, 1983; Weston, 1987). In this instance, pre-production consultation would have eliminated some unacceptable material and arranged other material differently. The absence of consultation was costly in terms of time and money since the presentation was ultimately not used.

However, the idea of appealing directly to the target audience of adult illiterates using a verbal and visual message that could easily be understood, was certainly a good one. Care had to be taken in any subsequent effort to

work in close collaboration with the Reading Council tutors and to consult the students currently in programmes, in order to reflect their particular needs and concerns. I approached the South Shore Reading Council with an offer to try again and they were agreeable.

The main problems then facing the literacy project on the South Shore were, on the one hand, the lack of students compared with the number of tutors already trained to service their needs, and in relation to the numbers that must exist in the community needing such help, and on the other, choosing effective means of reaching such potential students and informing them that help was available.

Having decided to use an audio-visual approach, it was important to collect as much information as possible in the circumstances about the target audience of adult illiterates in the territory covered by the Reading Council. Some of this information could be extrapolated from the data available on students who had been helped in the past, and from interviewing current students. The tutors who had first-hand experience of both the students and the programmes available were another valuable source of information. This research would be useful in revealing the target audience's "conceptual frame of reference" (Combes & Tiffin, 1978); their vocabulary and language levels; their concerns and needs; and the reasons that had motivated them to take that first step to get help. This

background would provide material for the programme's content and ensure its relevance to the context of the target audience.

The presentation would have to be tested with the students and tutors to ascertain their views on the strength of its appeal and to elicit suggestions for its improvement.

The following chapters will trace the process of developing and evaluating a product carrying an audio-visual message addressed directly to adult illiterates.

Chapter 2 will cover the first phase which was to set up the procedure for defining the problem, and designing and developing both the product and the instruments to evaluate it.

In Chapter 3, still part of phase one, the testing of the programme and the collecting and analysing of the data will be described.

An elapse of time occurs between the events of Chapters 3 and 4, which led to the second phase of the project and the choice of a new medium to carry the message.

The final chapter reviews the project with regard to the larger context of the literacy problem and puts forward some further practical recommendations.

## CHAPTER 2

### Phase 1. Methods: Instructional Development

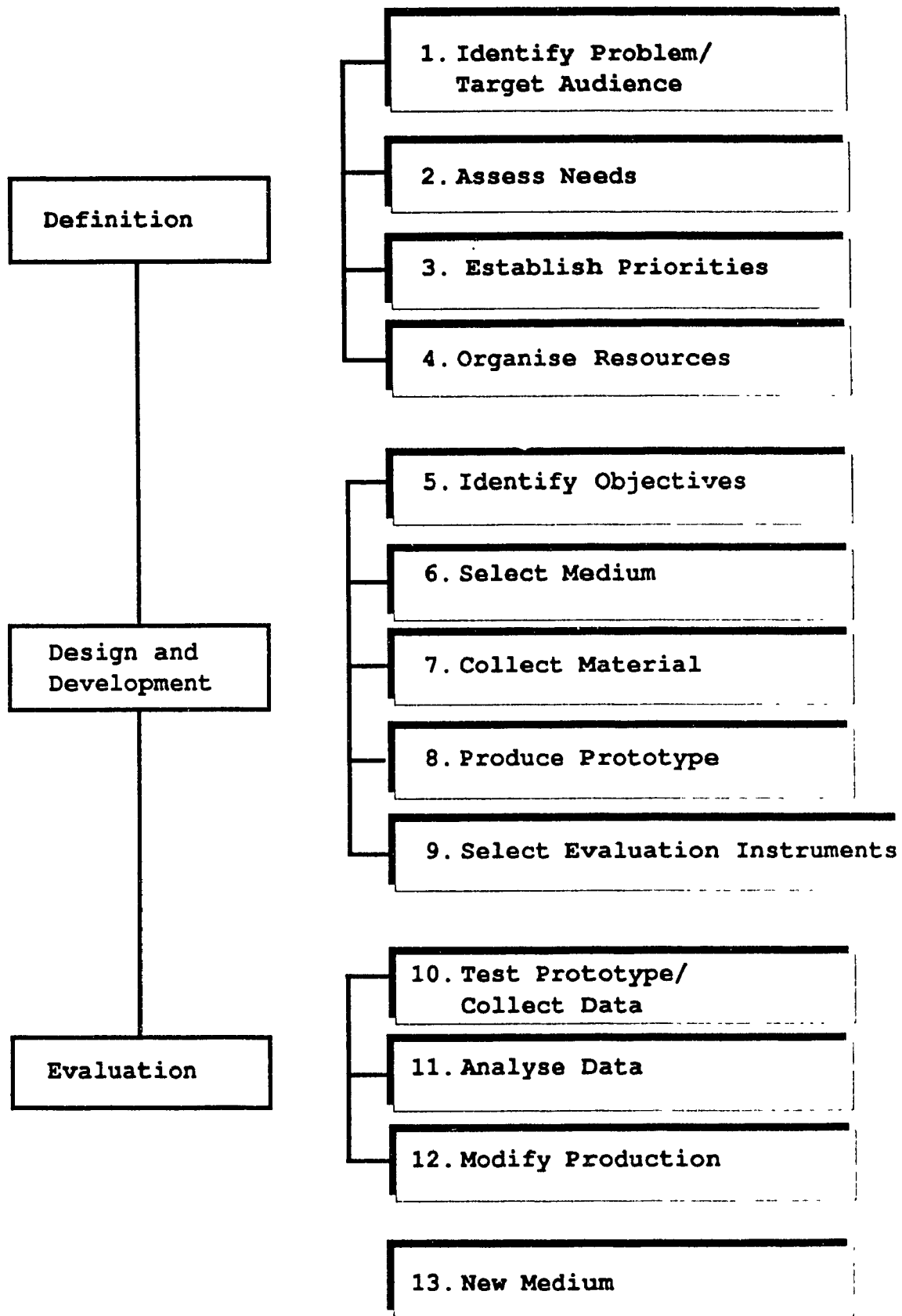
The model followed in the process of developing this project is illustrated in Figure 1. It includes the three main stages of instructional design: definition, development and evaluation as recommended by Dick & Carey (1978), Kemp (1977), Romiszowski (1981), Rowntree (1982), and Weston (1982). It also incorporates suggestions from Baggaley's model on the development and formative evaluation of media materials (1986).

Each step of the process has been numbered to facilitate reference between the model and text.

#### Definition

1. The first part of this stage relates to identifying the problem and the target audience. In this instance there are two sides to the problem, both of which would influence the form of action taken to remedy the problem and the content of the product. On the one hand it was necessary to recognise that there is an adult literacy problem, and on the other, there was the difficulty right from the beginning of reaching that segment of the adult population, living in the local communities served by the South Shore Reading Council, who needed help to improve their literacy skills, in order to inform them of what was available for them so that they would come forward to ask for this help.

Figure 1. Instructional Design Model.





In the first instance, studies conducted by Unesco (Morzy, 1987) support the findings of Thomas (1983) and the more recent Southam survey. They all indicate that industrialised countries have found it difficult to admit to the reality of illiteracy in their societies and "all the harder to take in that those affected are no longer exclusively the ethnic minorities, immigrant groups or the handicapped; the majority of them are young people of native stock generally brought up in the same culture and mother tongue" (Morzy, 1987). The assumption is that in such advanced societies free and compulsory education over many decades produces literate persons. However, as already pointed out, this is not so in all cases. There are sufficiently high numbers of people who manage to pass through an educational system and still be "functionally illiterate" or become so through lack of using perhaps already inadequate skills. In other words they exist, but they do not necessarily stand out from the crowd.

Thomas (1983), commenting on the Canadian scene, distinguishes four categories of adult illiterates: those "secure in themselves", the "less secure in economic and personal terms", those "who have for the most part been only sporadically employed" and lastly, the "stationary poor". The first two categories have either developed sufficient compensating skills to survive at their own level of comfort or would eventually be self-motivated enough to decided to

seek help themselves, but she goes on to say that "if the people in the last two groups are to be reached (with literacy instruction), entirely new strategies have to be planned and implemented".

This remark highlights the second side of the problem, which is how to attract adults to the available literacy instruction. The methods used so far had produced unsatisfactory results, attracting a larger number of tutors compared with that of students, and small proportions of both relative to the probable numbers in the community.

2. The need then was for a new method of reaching the target audience. The emphasis was to be placed on using audio-visual messages rather than continuing to rely on the more conventional methods. It was important to contact such members of the target audience as were already available in order to establish that it would be worthwhile and viable to pursue such an approach. At the same time this contact would reveal the particularly typical needs and concerns of the population we were trying to reach.

3. In terms of establishing priorities, therefore, it followed that setting up interviews with the tutors and current students was high on the list. The other priority was to conduct research on the problem of literacy itself in order to be better prepared to meet and interact with the students, given the sensitive nature of the subject matter. Indeed, the research indicated that creating a climate of

empathy was the first necessity if one was to begin to probe the areas that really concerned this target audience.

Amoroso (1984), Belz (1984), Fingeret (1983), Hargreaves (1977), Hough (1984) and Madison (1971) all agree that empathy will lead to understanding the anxieties and expectations of this very special target audience, and such insights should inform and influence the kind of message that will be used in any approach.

4. The South Shore Reading Council were willing to cooperate by providing information on the backgrounds of past students. This information would be given without violating the confidentiality of any student. In some instances, however, the information available from this source was sketchy and did not quite provide all the answers to the questions asked. The tutors were willing to participate by furnishing additional information which filled in some of the gaps and by taking part in administering tests to the students and also by giving their opinions on the product during the evaluation stages.

#### Design and Development

5. This stage of the process involved identifying the objectives of the medium chosen. The terminal objective was that members of the target audience telephone and ask for help to overcome their literacy disabilities or improve their literacy skills. The enabling objectives would be

that the viewer

- recognise that literacy is a problem affecting a significant proportion of the population of the province of Quebec and Canada (cognitive);
- identify the problem as applying to him or her (cognitive);
- decide to seek help (affective);
- read and memorize a telephone number (cognitive); and
- call the Reading Council and ask for help (psychomotor and affective).

6. The medium selected to convey the message was a promotional slide-tape presentation, which would be no longer than ten minutes. Such a non-interactive presentation, for use for example on a stand in a shopping mall, would be non-threatening and non-judgmental. The "user" need not be observed in a way that would make him or her stand out in a crowd (Nickerson, 1985).

7. The first step in collecting further background and other material for the production was to meet with students then receiving help. The teacher of one of the two night classes being held in a local high school arranged with her seven students that I should go and meet and interview them. The aim at that point was to conduct informal interviews with the students and collect data on their own experiences. I told them that I was making a slide-tape presentation to attract other adults like themselves and that I needed their

help in order to do this effectively. I asked and obtained their permission to tape-record their contributions.

When asked to share how they had heard about the classes, only one of the seven had seen an announcement herself, on a church bulletin board, and had called the telephone number to find about the kind of help she might receive. She had not finished high school, was in her thirties and had children of her own. Her father still laughed at her for "going to school again, just like a little kid", but she was determined to continue attending classes because she wanted to be able to help with her children's homework.

The others heard of the literacy programme through a friend, a boss, Canada Manpower, while two had been told of it by their wives. The reasons they gave for deciding to seek help were to be able to fill out forms for themselves, to read labels, to be able to get promotion and more responsibility at work, to be able to be accepted in government training programmes, to be able to help and keep up with their children, and for reasons of "personal satisfaction".

One case in particular is worthy of attention as it revealed the kinds of self-management and survival techniques that some people will develop in order to compensate for their lack of literacy skills. "Len" was at the time of our interview a young man in his thirties with a

very pleasant personality, whose first job had been that of a janitor in a printing shop. He had been promoted over the years and even as a messenger had overcome his reading deficiency because he knew everyone in the office and made certain they told him verbally to whom he was to deliver messages. Then one day, three years before this interview, the company wanted to promote him to become a type-setter. He had to admit to them at that point that his reading skills were not up to the task, and left the company. He was frustrated and down-hearted but not beaten. Janitoring was what he knew and did well and so he went into business for himself. He soon had several cleaning contracts among the stores and businesses on the South Shore. His wife had always known about his reading disability and one way around it, in his new business, was to get a telephone answering machine to record all messages during the day and have his wife interpret them for him in the evening after her work. This way his clients would not realise he was unable to take down their requests and instructions in writing. His wife also did all the paper work for the business. He was comfortably successful, financially speaking, and might have continued longer without taking any action to improve his literacy skills, except that one day his daughter came home from school and asked him to help her with her homework. She was in grade 3 and he could not do it, nor could he bring himself to admit to her the reason why. A friend,

whose husband worked at the School Board, told him about the literacy programme of tutors and classes and he called. He had chosen to be in a class because knowing there were others in the same situation as he helped him. He now wanted to learn enough to handle all the paper work for his business as well as help his children. Incidentally, "Len" was still in the class when I returned with the first version of the slide-tape presentation and insisted the telephone number to call be given more prominence. He claimed, and the others present agreed, that memorising telephone numbers was one of the things they could do very well.

At the end of this interview session, these students allowed me to take photographs of them in the class-room setting to use in the slide-tape programme. Because the programme was intended primarily for use on the South Shore, and in order to protect their identities, the photographs showed only their back views.

I also conducted a number of telephone interviews with about five of the current tutors on such matters as the entry levels of vocabulary and language of the present students, and the details of the class and tutorial options.

These initial interviews with the tutors and the students enabled me to ascertain that the students' main areas of concern were the difficulties of coping or advancing in their jobs, of being accepted in job-training

or re-training programmes, of filling in forms, of reading labels on food packages or medicine bottles, of helping their own children, and of being able generally to rely on themselves for the information they needed at different points in their daily lives. It was necessary now to try and portray images of these concerns in the programme.

8. The next step was actually to produce the slides and the sound for the programme. I visited, and was allowed to take a variety of photographs in locations which I felt mirrored the situations mentioned. These included a centrally-located, easily recognisable Canada Manpower Centre where I was also able to interview an officer in charge of monitoring job-training courses and applicants, as well as to witness the process which an unemployed person must follow who goes to such a centre. I was allowed to photograph the sequence of events using Manpower personnel in their normal roles.

Further live-situation photographs were taken of a garage mechanic, a machine shop operator, a supermarket cashier, an office secretary, a consulting physician, a pharmacist, all performing their usual tasks, as well as a student working at a computer, a tutor tutoring a student on a one-to-one basis and finally the students in their literacy class. All the individuals willingly participated and I used members of my own family in the two situations where a real protagonist might have been too inhibited (as



the unemployed person in the Manpower Centre and as the individual student). The rest of the slides depicted sequences done using graphics, magazine pictures and brochures.

As for the sound, the main text is read by a narrator, with inserts from various sources such as the statistics regarding illiteracy in Canada and the woman reading her poem, both of which are from a CBC radio programme on literacy; the different voices in the dramatised sequences at the Manpower Centre, between the mother and daughter over the homework assignment; and the voices of some of the students taped during the interview session.

The mix between the narrator's and the other voices was deliberate in order both to avoid monotony and to give a feeling of immediacy to the pictures they accompany. Also, in line with these aims, other special sound and musical effects were added at appropriate moments. Overall, in keeping with some of the main principles of message design, the programme would attempt "to present a logically developing sequence of information" with "careful attention (paid) to the edited structure of the presentation" (Baggaley & Duck, 1976).

The resulting slide-tape presentation was just over seven minutes long, and consisted of fifty-one slides, including the opening titles and closing credits. (See Appendix A). The programme opens with the logo of the

South Shore Reading Council and its telephone number, followed by the titles "Take That First Step" and "It's Never Too Late To Learn". A recorded voice quotes statistics on Canadian illiteracy over a scene of a crowd of shoppers.

The sounds and images which follow focus on three main topics: the importance of literacy in looking or training for jobs; at home; and in the course of everyday life. They show a variety of areas such as garages, machine shops, stores and offices, where literacy skills are required or useful, and an example of the procedure at Canada Manpower Centres, when one is looking for work, is given.

Next, the situation of a young child wanting her mother to help her with her homework is depicted in cartoons, followed by scenes in a doctor's office and at a pharmacy, all showing the importance of being able to read and write. A short transition conveying the message that reading need not be a chore, re-introduces the Reading Council logo and telephone number. The audience then sees and hears that if they call for help they can choose either private tutorials or to join others in small classes (voice-overs from current students are included). The logo and number re-appear and the audience is urged to call so that they might enjoy an important facet of their children's development, apply for various jobs and feel comfortable in coping with different aspects of everyday life, with re-inforcing images

accompanying this message. The programme ends with a slide of birds in flight while the recorded voice of a formerly illiterate woman is heard reciting a poem she wrote, and the logo and telephone number are shown a final time.

The objectives of the slide-tape presentation have already been described in step 5.

9. It was decided, in consultation with the class teachers that the most practical instrument for testing and evaluating the proto-type would be a questionnaire. The teachers agreed to assist in administering the test as it was felt the students would be more comfortable and feel less threatened than if this were done by a stranger.

The questionnaires used were designed specifically for this slide-tape presentation, using guidelines suggested by various sources. The questionnaires would try and determine ways in which the programme could be improved and be more effective by asking questions relating to the message's interest and relevance, the clarity of the language, the order of the sequences, the appropriateness of the pictures and the sound levels (Morris & Fitz-Gibbon, 1978).

Krathwohl's (1969) taxonomy of learner characteristics in the affective domain, specially that of valuing, was helpful in preparing the pre-test questionnaire where the students' attitudes towards literacy were being explored. The realisation of a personal value would normally lead to

commitment, so responses to questions on the importance they attached to knowing how to read and write adequately would indicate to themselves and to others the level of their commitment to acquiring such skills.

On a practical note, in order to simplify things, the students would be asked to circle one of the numbers provided under each question to indicate their most appropriate response. Also, in all the questionnaires the positive responses were all on one side of the continuum or scale, and in this case the number 1 represented the highest or most positive and the number 5 the lowest and most negative response. This was important in two ways. First, the questionnaire was less confusing for the students, and most of them soon realised that if they were in agreement with the question asked they should circle the numbers 1 or 2 and so forth. Second, as Henerson, Morris and Fitz-Gibbon (1978) point out, in calculating the results and judging the tendency of the responses it was necessary to avoid polarising the positive responses as doing so would deprive the mean scores of any meaning.

### CHAPTER 3

#### Phase 1 Methods and Results: Formative Evaluation

Evaluation represents the third main stage of the design model and in this chapter the testing of the first product will be explained as will the collection and analysis of the data.

10. In view of the nature of the target population, the testing for formative evaluation cannot easily assume the habitual evaluation designs, since at this formative stage it is virtually impossible to test the effectiveness of the programme over time, nor test a control group against an experimental one. The population for whom the slide-tape programme was intended is by its very nature "invisible" and the presentation can be tested only with whatever proportion of it is currently at hand in private tutorials or in a class-room context, and this is what was done. Moreover, it must be borne in mind that it is impossible ever to administer a test to an adult illiterate and truly capture his or her state of mind before he or she decides to seek help. The students on whom the programme was tested numbered sixteen. They had widely varied literacy skills ranging from those with severe problems to those who were fairly good at reading but needed to brush up on their writing skills, and were as representative of the target population as it was possible to be. Their ages ranged from 23 to the mid-40s, seven were male and nine female, while four were members of visible minorities.

The seven subject matter experts who participated in giving their views on the programmes via the questionnaires were all trained tutors, and included the co-ordinator of the literacy programme on the South Shore, the then chairman of the South Shore Reading Council, three senior tutors and two literacy class teachers.

Three questionnaires were used in the field test. One was given to a small group of students before they viewed the presentation. The second was given to all sixteen students after they had viewed the presentation and a third, similar to the second, was given to the subject matter experts after they had viewed the programme. These are numbered Questionnaire #1, #2 and #3 and appear as Appendices B, C, and D respectively. The language in Questionnaire #2 is simpler than that used in Questionnaire #3 and an open-ended question was omitted from Questionnaire #2.

Questionnaire #1 measured the students' attitudes to literacy in general and more specifically its need at work, at home and socially, in order to determine whether the three areas chosen for portrayal in the programme were deemed relevant and important to them. It was also useful to find out what the students thought of present methods of reaching illiterate adults and to discover how they themselves had been reached.

Questionnaires #2 and #3 solicit students' and subject

matter experts' opinions on the quality and effectiveness of the presentation itself, in terms of objectives, content, quality, comprehension and motivation. A five-point attitude scale was used in all cases, with the descriptive words varying according to the question posed.

With regard to Questionnaire #1, the two class teachers decided that one of the two classes lacked the competency to cope with two questionnaires, given the time at our disposal, so it was given to the class of eight more advanced readers. All the students, however, were asked to answer question 9, dealing with how each of them had heard of the literacy programme. The class teacher administering the questionnaire explained that the point of the exercise was to provide feedback to improve the programme and that their input and criticisms would be welcomed because they would help in this process.

The post-viewing Questionnaire #2 was administered by the other teacher, but before doing so the students were invited to voice their general opinions on the programme. Further verbal comments were added after the questionnaire had been answered, details of which will be given later. I was present during this exercise and took notes of what was said. (Dick and Carey call such exchanges "debriefing comments", 1978).

I conducted the evaluation with the subject matter experts myself, first with a group of three, then one on her

own and finally the two class teachers and a third tutor. Debriefing sessions were held and notes taken on each occasion.

11. For data analysis, a procedure suggested by Henerson, Morris & Fitz-Gibbon (1978) was followed. A scale value was assigned to each point on the continuum with a value from 1 to 5, 1 being allotted to the most negative response and 5 to the most positive. The number of responses for each point on the continuum was tallied for each item. The number of responses was multiplied by the value of responses and the results were added. This figure was then divided by the total number of responses, giving the average or mean response and indicating the tendency of the attitude of the group to each question. An example follows for question 2 of Questionnaire #1: 4 students responded "much more aware" (1) which has the value of 5 points; 1 responded "more aware" (2) for 4 points; and 1 responded "aware" (3) for 3 points. The average response scored for this question would be calculated thus:

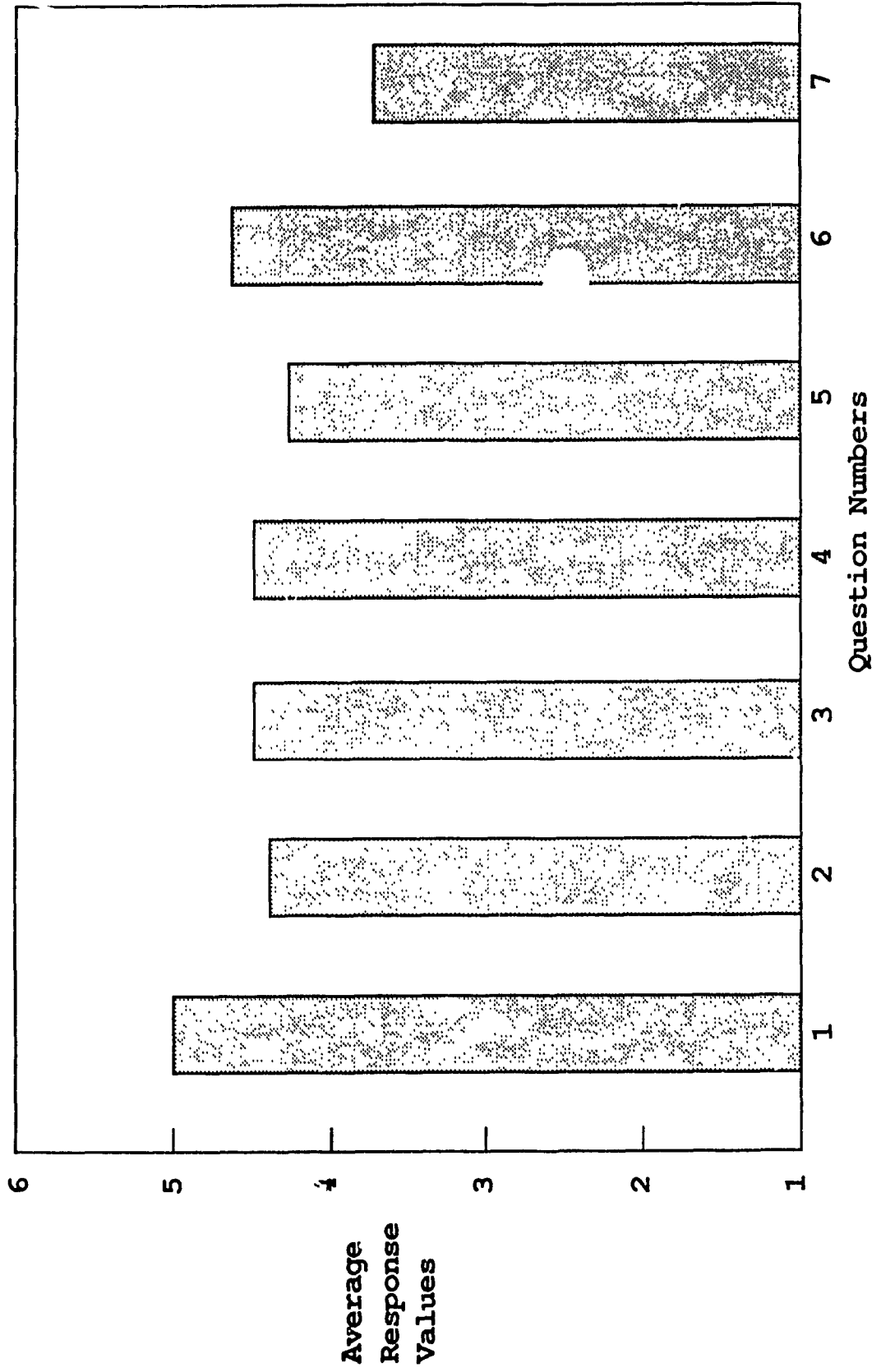
$$\begin{array}{r} 4 \times 5 = 20 \\ 1 \times 4 = 4 \\ 1 \times 3 = 3 \end{array}$$

$$N = \frac{27}{6} = \text{Average score } 4.5$$

These averages are illustrated in Figures 2, 3 and 4 relating respectively to Questionnaires #1, #2 and #3.



Figure 2. Averages of Responses to Questionnaire # 1.



Questionnaire #1: All eight students were unanimous in their opinion that knowing how to read and write was very important. Four found it a great drawback not knowing how to read and write. One found it somewhat of a drawback while one was neutral and two did not answer the question. The negative form of the question, though it was clarified by the teacher, may be partly responsible for this result. Four found literacy skills very necessary, three somewhat necessary in their jobs while the question did not apply to one. Six found these skills very necessary, one somewhat so at home and one found them useful. Four found literacy skills very necessary socially, two somewhat necessary and two useful. Seven found them very necessary and one useful for health and safety reasons. Two students found present methods of attracting adults to literacy programmes very ineffective, four found them somewhat ineffective, one was neutral while one found they were very effective.

The responses to question 8 were, unfortunately, invalidated because the logo was on display when the questionnaire was being administered! Fifteen of the sixteen students found out about the literacy programme of available tutors and classes through a member of their family or through a friend. Only one said he had seen a movie on television which showed a telephone number in Montreal, through which he was directed to the South Shore

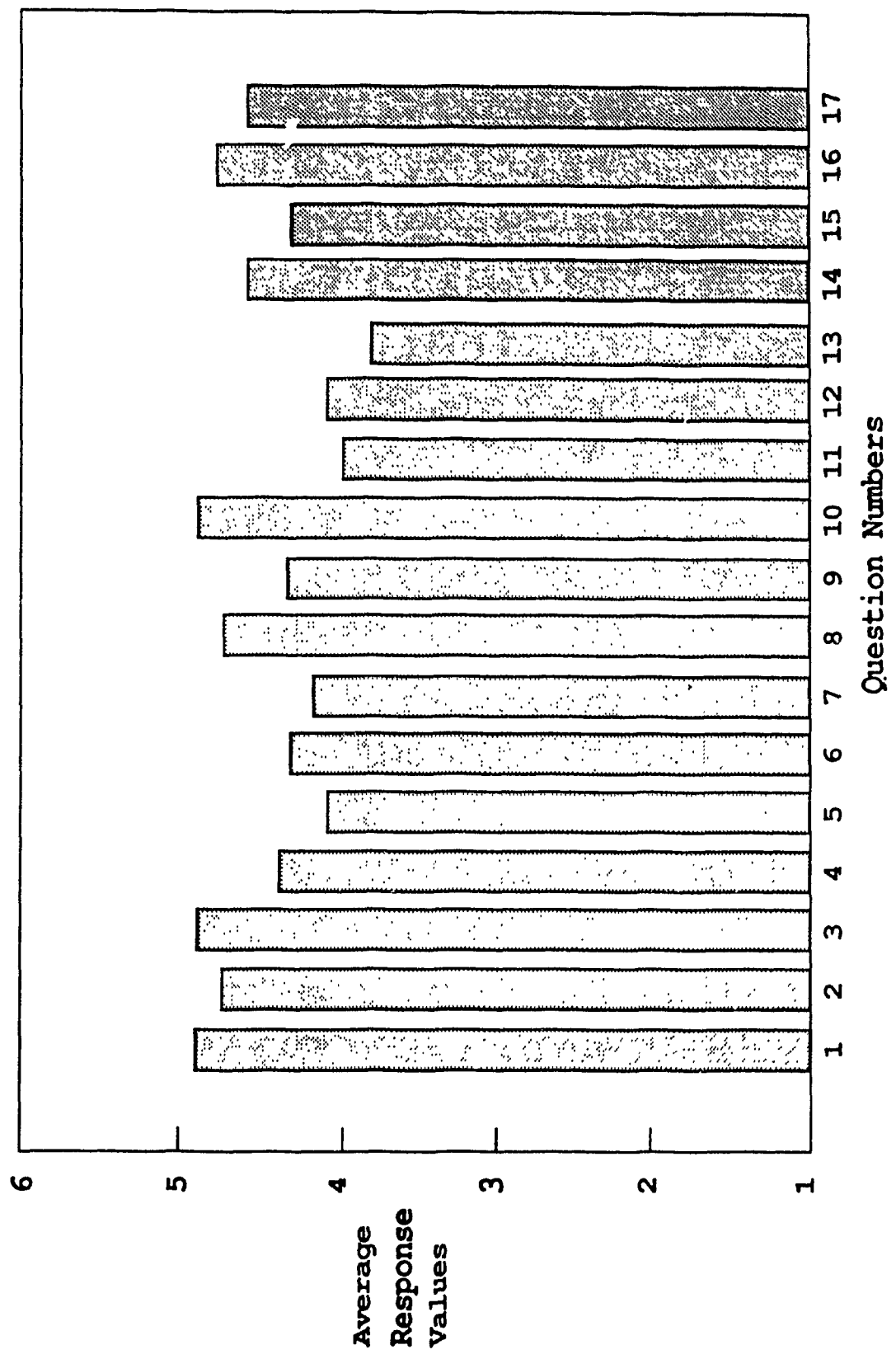
Reading Council and eventually to his class. In other words, by far the great majority tested was not reached directly by the methods of publicity then in use.

The first debriefing session with the students after they had viewed the slide-tape presentation yielded the following comments: a wish that there had been publicity like this ten years ago; the written texts were clear and easy enough for them to read; they would have stopped to watch and listen if it had been playing in a shopping mall; they would have noted the telephone number and called; the birds in the picture near the end represented freedom; the most effective parts were those showing the difficulties of reading labels on medicine bottles, and also those about not being able to help children with their homework, and the message that it was never too late to learn; one thought the programme "pretty neat" and another that it should be put on television.

The responses to Questionnaire #2 were fairly consistent with the above reactions and within the group, except in three cases. In the first case, the answers to questions 6 & 7, about the programme's content were that it was "very poorly organised" and "not at all meaningful", whereas every other question received the most positive of the possible answers.

In the other two cases, both answered "not at all meaningful" to question 7 and "very insincere" to

Figure 3. Averages of Responses to Questionnaire # 2.

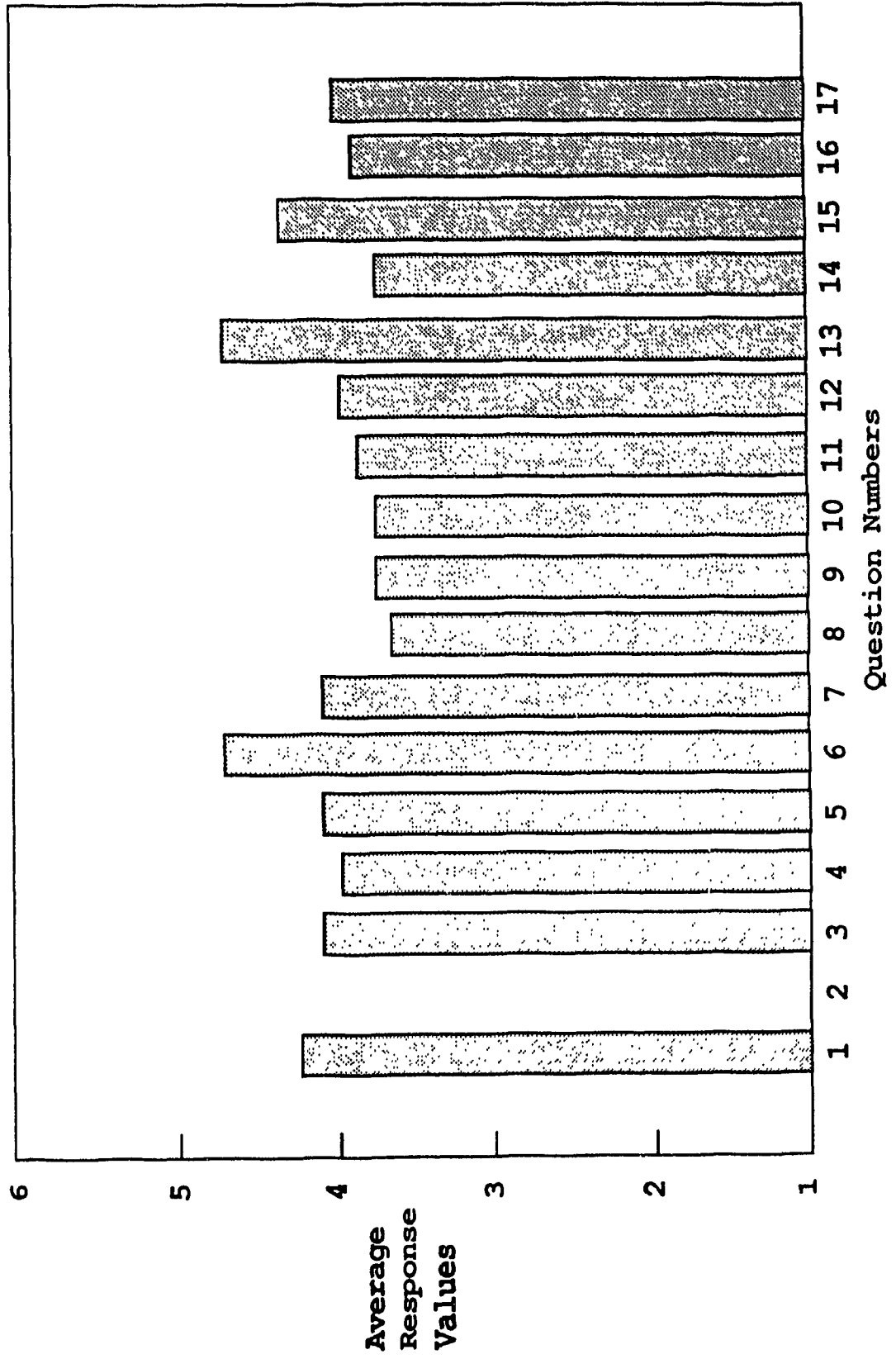


question 13 but both also answered that they found the programme "very motivating" and rated it "highly" overall. The explanation for their response to question 13 may be that the teacher administering the questionnaire at first incorrectly described both ends of the continuum as "very sincere"!

During the second discussion period the students elaborated most on the voice of the person reading the poem at the end, which they found difficult to follow entirely, though they all understood and liked the gist of the poem. The comments were that the quality of sound differed sufficiently from the rest to be noticeably more difficult to hear. These comments matched those made by the teachers and tutors and it was suggested that it would be important to try to adjust the quality of the sound of this portion, since it was so important in the area of motivation.

Tutors and students were also quick to point out that since the programme had been made, the classes were no longer free and that there was now a fee for each term, though this was refundable to welfare recipients. Otherwise the content was deemed highly relevant (5 tutors, 10 students) or somewhat relevant (2 tutors, 2 students), while 2 students remained undecided, and 2, as mentioned before, found the material "not at all meaningful".

Figure 4. Averages of Responses to Questionnaire # 3a.



It should be pointed out here that the blank space over question No. 2 in Figure 4 represents the open-ended question which was part of Questionnaire #3, the tutors' evaluation instrument. These subject matter experts all correctly surmised what the objectives of the programme were, the chief of which was to reach non-readers (a term which seems to replace "illiterate" in their vocabulary) and they were evenly divided between feeling that these objectives had been made "very clear" or "clear" in the programme.

Two of the tutors did not like the mix of cartoon figures, posters and photographs of real people and felt that "the whole production would have been more coherent if (it) had stuck to all drawing or all photos". Another tutor, when questioned at a later viewing on this point, felt that the mix would appeal to the target population more than a "slick, flawless presentation". This point brings to mind suggestions made by Argyle (1962) about the importance of bearing in mind the point of view of the learner, in this case the targeted adult non-reader. None of those adult non-readers who viewed the programme took exception to the mix of graphics and photographs.

Three of the tutors were neutral in their reaction to the presenter's voice, two found it added somewhat and one found it added greatly to the effectiveness of the programme. One of the "neutrals" commented that the voice

could have been more lively while the last tutor found that the script was "beautifully spoken but I do not feel that an illiterate person would be empathetic to the voice and therefore to the message." Among the students, three found it added greatly, eight that it added somewhat to the effectiveness of the programme, while three were neutral and one did not answer.

The two class teachers felt that the "programme was aimed only at the beginning reader. Most programmes with classes also serve moderate or even good readers, lacking in adequate writing skills. This does not come across." The answer to this comment, which is a valid one in its own right, is that the primary audience targeted by this particular programme is precisely the beginning or non-reader ("Take that first step") and, given the length of the programme, adding more information would diminish the thrust of the principle message.

12. On the whole the reactions to the programme were favourable. Many who viewed and evaluated it felt that it should be used in big companies, in doctors' waiting rooms and on television. Recommendations for its improvement lay in the areas of the quality of the sound of the recited poem at the end and in the up-dating of the information about the fee payable for classes. In the normal course of events the next step would have involved modifying the slide-tape presentation according to this feed-back. However,



unfortunately, soon after this experiment was conducted the Reading Council underwent a period of re-formation and restructuring, becoming in the process independent from the South Shore School Board which had been its sponsor. These circumstances added to the difficulty of implementing use of the slide-tape since it would have involved the expense of renting a Caramate projector or of transferring the programme to video-tape, neither of which was economically feasible at the time.

## CHAPTER 4

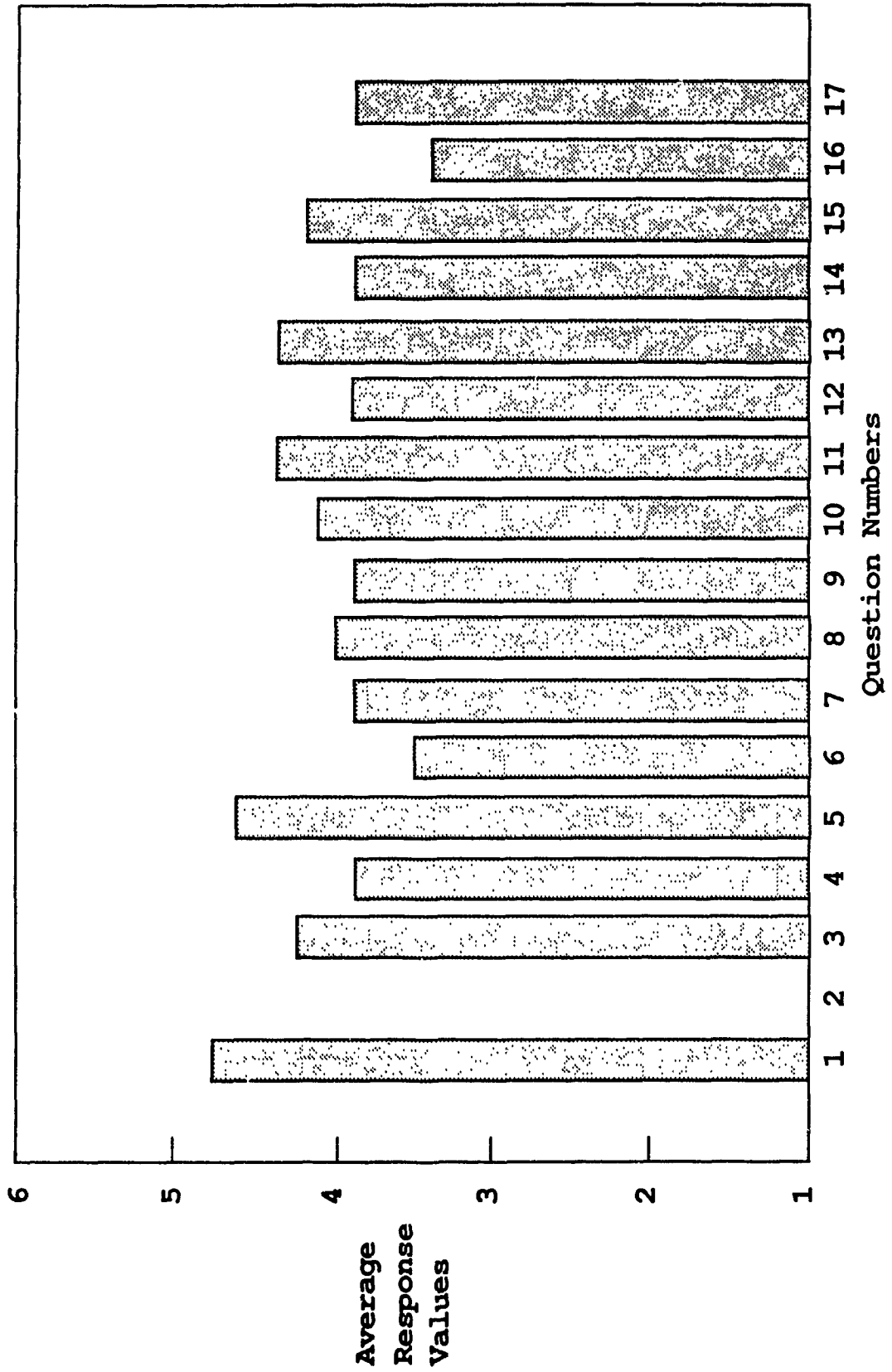
### Phase 2 Methods: Development

As mentioned in the Introduction, a period of time elapsed after the formative evaluation of the slide-tape programme, which therefore can be seen as the end of Phase 1. What followed was an evolution in thinking which matched a change in circumstances, and led to Phase 2.

13. A little over eighteen months after the preceding events, I was approached by one of the tutors who had participated in the original evaluation process. She was now the President of the South Shore Reading Council, which comprised a new group of members. They had moved in to new premises and were in the process of systematising their records. These records showed that from July to December 1989 a total of 49 trained tutors had joined their lists, 15 of whom were matched with students while five more were about to be matched. The ratio of tutor to student had increased from 3 to 2 in 1985 to 5 to 2. The need to find more students was more acute than ever, and the new members of the Reading Council executive were eager to investigate new methods of reaching out to potential students.

I was by now producing television programmes for broadcast on the local South Shore community television station, and at a subsequent meeting suggested to the Reading Council that we might co-operate in making use of this medium to reach their target audience. In fact this

Figure 5. Averages of Responses to Questionnaire # 3b.



had been one of the recommendations made during the earlier evaluation process. The group was amenable to the idea of participating in a television programme aimed once more at promoting their literacy programmes. I tested the relevancy of the concerns and needs as they had been expressed in the original slide-tape presentation with this new group of tutors and the results of their responses can be seen in Figure 5, bearing in mind that question No. 2 is the open-ended one relating to the objectives of the programme. Evidently these needs and concerns had not greatly changed over the intervening years, although the focus of the Reading Council itself was now on one-to-one tutorials. It was also felt that having a student on the television programme would add a touch of reality to the message, as he would be able to give first-hand information on his experiences.

As a result of these meetings and consultations, a twenty-eight minute video programme was produced for airing on the local television station. Three of the four guests on the show were tutors and the fourth was the student who did not want his identity revealed. We called him "Mark" and he was seen only from a back view.

The programme began with a short enactment of a typical reading tutorial between "Mark" and his tutor. The viewers were then told that the topic of the programme was about adults who had difficulty reading and writing as well as

they would like. They were also informed at the outset that the telephone number they would see appearing at regular intervals on the screen was that of the South Shore Reading Council, and that they were to use it if they needed help.

The tutors were then introduced and invited to share their experiences of tutoring, its satisfactions both for the students and themselves. They spoke about the age range and levels of education of their students and indicated some reasons why adults manage to slip through the regular educational system. They demonstrated the Laubach method of teaching non-readers (see Appendix F for an example of this method), and the kinds of materials used for other stages of developing literacy skills, including, as an example, a book on how to buy a good used car. Above all they stressed that the entire process was student-centred, with all materials specially aimed at adults and geared to the needs and interests as well as the skill levels of each individual student. In addition the confidentiality of each student was at all times protected.

The process of what would happen were someone to call for help was outlined. An initial interview is conducted over the telephone, briefly establishing the needs of the prospective student and his availability for a further interview. This subsequent face-to-face interview seeks to establish the entry level and the goals of the student and

arrangements are then made to match him with a tutor at times convenient for both. One of the tutors met her present student once a week for an hour, while another tutor met his student twice a week for two hours.

The student on the programme, "Mark", had completed high school in Canada even though he himself knew that his skills were inadequate (a not uncommon fact, to which many Colleges and Universities would attest). He had felt left out all through his time at school, but even though the pressure had been great he had managed to scrape through. He was now, however, in a dead-end job and knew the only way he could better his lot was to improve his reading skills and comprehension. He had looked up the telephone number in the telephone directory and really appreciated the help he was now receiving from his tutor. He was able to proceed at his own pace, and his accomplishments brought him great satisfaction. He was there to recommend the tutorial system to others like himself.

The point was made that illiteracy did not imply lack of intelligence, that in fact the memory skills of adult illiterates are often very impressive, and that ingenious skills are employed to hide their disabilities, to avoid exposure and to survive.

The programme ended with an appeal to anyone watching to call the number if they needed help.

The programme was to air on the South Shore Community Television channel at four different time slots over a two-week period. In addition there was also the probability that it would be aired twice or three more weeks during the year.

Five short announcements were recorded on the same occasion and it was planned to insert these announcements during breaks or at the end of regular weekly English programmes, as further occasions for viewers to have a chance to call for help. Each announcement showed the South Shore Reading Council logo together with the telephone number to call, and an appeal from each of the tutors to do so.

## CHAPTER 5

### Discussion and Recommendations

The situation in most of Canada, and certainly in the South Shore region of Montreal, with respect to literacy is that nearly all the work being done for adult illiterates lies in the hands of volunteer organisations. These organisations rely on provincial government grants for funds to cover rent and materials.

It is self-evident, and the research confirms this, that the most effective methods of reaching the almost wholly invisible target audience is by the direct approach of radio or television. Community television networks provide access to their channels, but it must be acknowledged that the audience is at best unpredictable and almost always smaller than that of the commercial stations.

Yet when the commercial radio or television stations undertake to use their considerable resources to address the problem of literacy, they invariably take a form guaranteed to have a dramatic but short-lived impact, more effective in rousing public awareness than in providing ways for motivated listeners or viewers to take action to help themselves. One advantage of public television over commercial is the possibility of repeating programmes so that not all is staked on one throw, in a manner of speaking, but subsequent chances are available of reaching one's audience.

Publicising the logos of local organisations together



with their telephone numbers would be effective not only in immediate direct terms but also indirectly later on by enabling such logos to stand out from posters or other printed advertisements and thus to attract the eye of an otherwise un-alerted adult illiterate.

These advertisements could be government-sponsored or simply public service announcements on the part of the commercial stations, and should be played during prime listening or viewing times in order to reach the widest possible audiences.

Another recommendation arises from the situation which obtains in Canada Manpower offices. Here are places where a greater sensitivity to their users would be well rewarded. Here is where it would be so easy to detect a literacy disability and where, instead of driving away those unable to qualify for jobs or training programmes, such people should be offered a qualifying remedial course specifically built into and relevant to the job-training course, or they should be directed to organisations such as the Reading Council.

There are a number of other institutions and organisations where detection of literacy disability is equally simple, such as hospitals and local medical clinics, licensing bureaux and non-governmental employment agencies. A nation-wide alert and the provision of a list of local literacy councils to all such agencies would surely have a

telling effect in reaching this otherwise hidden population of adult illiterates. In fact it should become part of such organisations' mandates to direct anyone who they sense needs it to organisations offering remedial help.

The exercise described in this paper, of the formative evaluation of the initial slide-tape presentation which eventually led to the incorporation of the message in a new medium, had another outcome. The process has begun an evolution in the thinking of the members of the Reading Council in their attitude to attracting students, in the sense that they now realise the potential of an audio-visual approach aimed directly at this target population.

Advanced economies and societies will increasingly need more highly skilled labour forces and participants and it is in the interests of such economies and societies to make certain that they take measures to develop these forces. But utilitarian, economic reasons should, ultimately, not be the sole ones governing concerted action to eradicate illiteracy, Unesco's aim by the year 2000. Literacy has been declared a basic human right, and in a sense is every individual's key to control over his or her life. This, then, should be and remain the over-riding principle in any literacy campaign.

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Appendix A

PAGE N°	1 OF ADULT LITERACY TAPE
CLIENT:	SOUTH SHORE READING COUNCIL
TITLE:	IT'S NEVER TOO LATE TO LEARN TO READ

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
		Song: "DO IT"	
		Music fades	<u>Narrator:</u> When you've seen this presentation, we hope you'll take that important first step to help improve your reading and writing skills ...
			Because it's true, you know, as this sign says, it's never too late to learn to read.
			(Insert) <u>Man's voice:</u> Will you read this for me, I've forgotten my glasses. <u>Narrator:</u> Have you heard someone say this, or maybe said it yourself?

(TITLE): 1.  
  
DO IT

(TITLE): 2.  
  
FIRST STEP  
TAKE THAT

(TITLE): 3.  
  
IT'S NEVER TOO LATE  
TO LEARN  
TO READ

(TITLE): 4.  
(GRAPHIC FROM BROCHURE):  
  
WILL YOU READ THIS  
FOR ME. I'VE FORGOTTEN  
MY GLASSES.

PAGE N° 2 OF ADULT LITERACY TAPE			
CLIENT: SOUTH SHORE READING COUNCIL			
TITLE: IT'S NEVER TOO LATE TO LEARN TO READ			
TIME	SFX	MUSIC	VOICE
	Traffic sounds		If written signs or posters confuse rather help you, remember ...
	Shopping mall		You are not alone with this problem. In fact a recent survey has shown that there are (Insert): Man's voice: Over 4 million Canadians, 70% of them born in Canada, and educated in Canada, who either can't read & write or have minimal skills at best.
	In a garage		<u>Narrator:</u> Have you ever thought of getting training to become a mechanic ...
	In a machine shop, metal sawing		Or to work in a machine shop as a machinist ...

Producer: Lorette Noble

5.

Signposts in Berlin in various languages.

6.

Crowd of people shopping.

7.

Garage mechanic at work.

8.

Machinist at workbench.

PAGE# 3 OF ADULT LITERACY TAPE
CLIENT: SOUTH SHORE READING COUNCIL
TITLE: IT'S NEVER TOO LATE TO LEARN TO READ

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
	Machine shop (cont.)		But either missed out on the courses offered when you were at school, or didn't know about them?
	fade		Or, have you wanted to find work as a cashier in a store or supermarket ...
	typing		Or as a secretary in an office? You may have discovered already that you'll need to have good reading and writing skills for almost any job ....
		music low	As you'll find out when you go to the Employment Centre ...

9.

Machinist at workbench  
(c/u)

10.

Cashier at supermarket  
at work.

11.

Secretary at typewriter.

12.

Exterior shot of Manpower  
Centre.

PAGE N° 4 OF ADULT LITERACY TAPE
CLIENT: SOUTH SHORE READING COUNCIL
TITLE: IT'S NEVER TOO LATE TO LEARN TO READ

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
		music low	Oh, there are lot's of jobs available, it would seem ....
		music low	And lots of brochures and leaflets ...
		music fades	And when you get to the counter, you will be handed a form to fill out ....
	chair scraping		What do you do?..  (Insert) Young man's voice: What's the use? I can't fill this in anyway...

13.  
  
(Interior Manpower Centre)  
  
Young man looking at  
Job Bulletin Board.

14.  
  
Employment brochures on  
table.

15.  
  
(Interior Manpower Centre)  
  
Receptionist handing  
young man a form.

16.  
  
(Interior Manpower Centre)  
  
Young man seated at table,  
puzzling over form.

PAGE N° 5 OF ADULT LITERACY TAPE
CLIENT: SOUTH SHORE READING COUNCIL
TITLE: IT'S NEVER TOO LATE TO LEARN TO READ.

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
	Man's footsteps retreating door close Child's running foot-steps		
			(Insert): <u>Child's voice</u> :- Mum, can you help me with my homework? <u>Mother</u> : Can't you see I'm busy?... Wait till your father comes home. <u>Child</u> : How come you can never help me with my homework?
		Soft guitar music	<u>Narrator</u> : Perhaps some of you have felt unable to help or keep up ...
		soft guitar music	with your children's homework and...

17.

Blank, black-out.

18.

(GRAPHIC):

Daughter at table, studying. Mother standing behind her.

19.

(GRAPHIC):

Ditto. Daughter young.

20.

(GRAPHIC):

Ditto. Daughter a bit older.

PAGE N° 6 OF ADULT LITERACY TAPE
CLIENT: SOUTH SHORE READING COUNCIL
TITLE: IT'S NEVER TOO LATE TO LEARN TO READ

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
		soft guitar music	Miss out on an important part of their growing up.
		music fades	(Insert): <u>Mother's voice:</u> How can I <u>can help her?</u> I can't even read the labels in the stores....
			<u>Narrator:</u> Or again, when you go to the doctor and.....
			you're given a prescription and told how much to take ...

21.  
(GRAPHIC):  
Mother & Daughter (a little older yet), studying.

22.  
Grocery shelves.

23.  
Doctor & patient in consulting room.

24.  
Doctor handing patient a prescription.



PAGE N°	7	OF	ADULT LITERACY TAPE
CLIENT:	SOUTH SHORE READING COUNCIL		
TITLE:	IT'S NEVER TOO LATE TO LEARN TO READ		

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
		soft guitar music	You may forget to ask the pharmacist when he gives you the medicine..
		soft guitar music fades.	The information is on the bottle. But can you read it?...
			Feeling frustrated at always having to rely on others to help you out?
	stone chipping		You know, thousands of years ago men kept records of what they did.

25.

Pharmacist handing medicine container over the counter.

26.

Close-up of medicine container on counter.

27.

Medium long shot of pharmacist looking at pharmacy shelves.

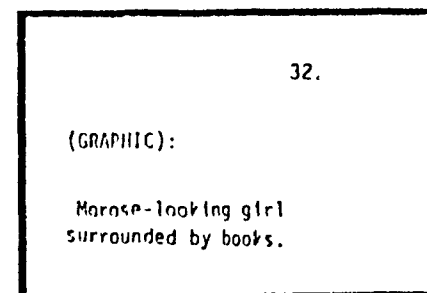
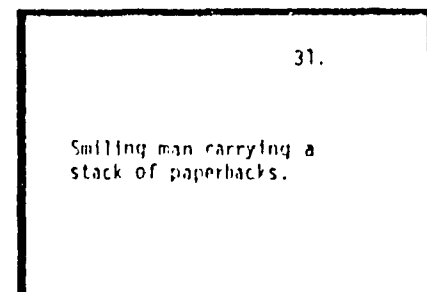
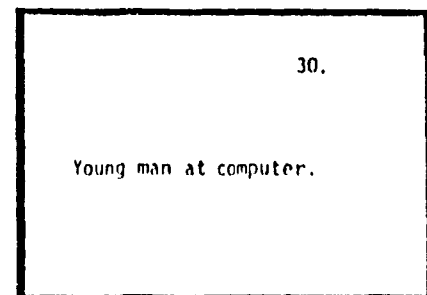
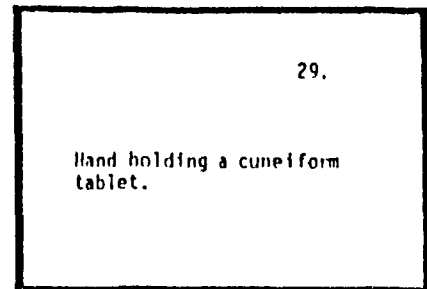
28.

Three cuneiform tablets.

PAGE N°	8	OF	ADULT LITERACY TAPE
CLIENT:	SOUTH SHORE READING COUNCIL		
TITLE:	IT'S NEVER TOO LATE TO LEARN TO READ		

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
	stone scraping		<p>This is the work of a student over 4000 years ago. Yes, they had schools even then, because they realised even as we do today...</p> <p>that information is power. Today, writing doesn't always require the same kind of <u>manual</u> labour,....</p> <p>and so much information can be put into and carried around in small paperback books.</p> <p>And reading doesn't <u>have</u> to be a chore. Before you know it .....</p>



PAGE N° 9 OF ADULT LITERACY TAPE
CLIENT: SOUTH SHORE READING COUNCIL
TITLE: IT'S NEVER TOO LATE TO LEARN TO READ

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
		soft party music	You can be the centre of attraction because of something you've read.
		fade music	And this is possible ...
			for anyone who wants. All's that necessary is to make a phone call. Here's the number to call on the South Shore: 671-3772.
		soft guitar music	And when you do, you can ask for a private tutor, if you like.
		soft guitar music	You can arrange to meet at a time and place convenient to you both.

33.

(GRAPHIC):

Girl surrounded by admirers.

34.

(GRAPHIC):

Same as above, with added logo & telephone number.

35.

Private tutor and student in private home.

36.

Private tutor and student (over the shoulder shot)

PAGE N°	10	OF	ADULT LITERACY TAPE
CLIENT:	SOUTH SHORE READING COUNCIL		
TITLE:	IT'S NEVER TOO LATE TO LEARN TO READ		

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
		soft guitar	And you can catch up on and improve those reading and writing skills.
		soft guitar	Or, if you prefer, you can join a small class which meets twice a week in an area near you.
		music fades.	Some people have found being in a class with others makes them feel they're not the only ones with a problem.
			(Insert) Various student voices
			Man's voice: I just found out and after that.....

37.

Private tutor and student.

38.

Classroom; teacher facing students.

39.

Classroom; teacher writing on board.

40.

Classroom; teacher holding up book.

PAGE N° 11 OF ADULT LITERACY TAPE
CLIENT: SOUTH SHORE READING COUNCIL
TITLE: IT'S NEVER TOO LATE TO LEARN TO READ

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
			<p>(cont. Insert) <u>Various student voices:</u></p> <p><u>Woman's voice:</u> There was a phone number, and I called..... to help my children reading and in school.</p>
		soft guitar music	<p><u>Narrator:</u> Incidentally the lessons are free. So remember, whenever you see this sign, look for the phone number and call.</p>
		soft guitar music	<p>Help yourself so that you can be a closer part of your child's growing up ...</p>
		soft guitar music	<p>So that you can feel confident when applying for different jobs....</p>

41.  
Classroom; map on wall.

42.  
Reading Council logo and telephone number

43.  
Father and child with book.

44.  
Cashier at supermarket.

PAGEN <sup>o</sup> 12 OF ADULT LITERACY TAPE
CLIENT: SOUTH SHORE READING COUNCIL
TITLE: IT'S NEVER TOO LATE TO LEARN TO READ

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
		soft guitar music	
		music slowly fades.	And feel comfortable about coping with different aspects of life where reading is often essential
		pan pipe music	Give yourself freedom and control over your own life. (Insert): Woman's voice: If you think you are beaten, you are....(two short verses of poetry, ending) It's all in the state of mind.
		pan pipe music	So here's the sign and number again: 671-3772. Now, it's up to you.

45.  
Machinist at workbench.

46.  
Pharmacist and customer.

47.  
Birds flying near the sun.

48.  
Reading Council logo and telephone number.

PAGE N° 13 OF ADULT LITERACY TAPE
CLIENT: SOUTH SHORE READING COUNCIL
TITLE: IT'S NEVER TOO LATE TO LEARN TO READ

Producer: Lorette Noble

TIME	SFX	MUSIC	VOICE
		music fades	No, it's never too late to learn to read.  (Insert) : <u>Woman's voice</u> :
		pan pipe music	Think big and your deeds will grow... (two more verses of poetry, ending) Is the fellow who thinks he can. <u>Man's voice</u> : And you're the one they didn't think could write poetry. <u>Woman's voice</u> : They didn't think I could write my own name, let alone write poetry.....
		pan pipe music slowly fades	

49.

Logo & Title It's never too late to learn to read.

Free lessons for adults. Telephone number.

50.

(TITLE):

Graphics: Shirley Macgregor

51.

(TITLE):

Producer: Lorette Noble

(Empty box)

## Appendix B

### Questionnaire No. 1

This questionnaire was administered verbally by their class teacher to a sample of eight subjects of the target population before they viewed the slide-tape presentation. Its purpose was two-fold: first, to test their attitudes towards literacy, and second, to discover how they found out about the literacy programme.

In the first case they were asked to circle a number from 1 to 5 which corresponded to their chosen answer (questions 1 to 8). In the second case, in question 9, they were asked to put a check beside their answer, and where "other" was chosen, individual responses were noted by the tester.

1 Do you think it is important to know how to read and write?

Very important	Somewhat important	Undecided	Somewhat unimportant	Not at all important
1	2	3	4	5

2. Have you found it a drawback not knowing to read and write?

A great drawback	Somewhat of a drawback	Neutral	Not much of a drawback	Not at all a drawback
1	2	3	4	5



3. Do you find literacy skills necessary in your job? DNA

Very necessary	Somewhat necessary	Neutral	Not very necessary	Not at all necessary
1	2	3	4	5

4. Do you find literacy skills necessary at home, i.e. to help your children, or other members of your family?

Very necessary	Somewhat necessary	Useful	Not very necessary	Not at all necessary
1	2	3	4	5

5. Do you find literacy skills necessary socially, i.e. when shopping, ordering a meal, etc.?

Very necessary	Somewhat necessary	Useful	Not very necessary	Not at all necessary
1	2	3	4	5

6. Do you find literacy skills necessary for health or safety reasons, i.e. for food or medicine labels, or warning signs?

Very necessary	Somewhat necessary	Useful	Not very necessary	Not at all necessary
1	2	3	4	5

7. Do you find present methods of attracting adults to available literacy programmes effective?

Very effective	Somewhat effective	Neutral	Somewhat ineffective	Very ineffective
1	2	3	4	5

8. Would you easily recognise the literacy logo and telephone number?

Very easily	Moderately easily	Sometimes	With difficulty	With great difficulty
1	2	3	4	5

9. How did you hear about the programme you are in presently?

Radio \_\_\_\_\_ TV \_\_\_\_\_ Family or friend \_\_\_\_\_ Other \_\_\_\_\_

**Appendix C**

Questionnaire No. 2

Name of programme Take That First Step

Produced by Lorette Noble Administered by C.M.Slonosky  
(class teacher)

Date of viewing 30 March 1988 Sample size 16

This questionnaire will help to evaluate the programme you have just seen in order to improve it if necessary. After you hear each question, please reply by circling the appropriate number from 1 to 5 on your answer sheet.

Objectives

1. Was the message of the programme clear to you?

Very clear	Somewhat clear	Undecided	Somewhat unclear	Very unclear
1	2	3	4	5

2. Are you now more aware than before that many other people in Canada besides yourself have problems reading and writing?

Much more aware	More aware	Aware	Somewhat unaware	Very unaware
1	2	3	4	5

3. Would you now easily recognise the literacy logo and telephone number?

Very easily	Moderately easily	Sometimes	With difficulty	With great difficulty
1	2	3	4	5

4. Does the programme keep to the point?

Very closely	Closely	Closely enough	Not closely enough	Not at all closely
1	2	3	4	5

#### Content

5. Is the programme too long or too short?

Too long	Somewhat long	Just right	Somewhat short	Too short
1	2	3	4	5

6. Is the programme well organised?

Very well organised	Well organised	Organised	Poorly organised	Very poorly organised
1	2	3	4	5

7. Does the programme deal with meaningful, up-to-date topics?

Very meaningful	Somewhat meaningful	Undecided	Not meaningful	Not at all meaningful
1	2	3	4	5

8. Was the language clearly understandable?

Very clear	Somewhat clear	Adequate	Somewhat unclear	Very unclear
1	2	3	4	5

Presentation of materials

9. Were the important points repeated enough?

Too much repetition	Enough repetition	Some repetition	Little repetition	Too little repetition
1	2	3	4	5

10. Do the slides help convey the message?

Very helpful	Somewhat helpful	Helpful	Somewhat unhelpful	Not at all helpful
1	2	3	4	5

11. Is the sound clear?

Very satisfactory	Above average	Average	Below average	Not satisfactory
1	2	3	4	5

12. Do the images and the sound go well together?

Excellent match	Good match	Adequate match	Poor match	Very poor match
1	2	3	4	5

13. In your opinion, is the presentation sincere?

Very sincere	Sincere	Satisfactory	Insincere	Very insincere
1	2	3	4	5

14. Does the presenter's voice add to the effectiveness of the programme or not?

Adds greatly	Adds somewhat	Neutral	Detracts somewhat	Detracts greatly
1	2	3	4	5

#### Learner Stimulation

15. Did you react favourably to the techniques used?

Very favourably	Somewhat favourably	Neutral	Somewhat unfavourably	Very unfavourably
1	2	3	4	5

16. Did you find the programme motivating?

Very motivating	Somewhat motivating	Neutral	Not so motivating	Not at all motivating
1	2	3	4	5

#### General Evaluation

17. How would you rate the programme overall?

Highly	Somewhat highly	Average	Somewhat low	Very low
1	2	3	4	5

**Appendix D**

Questionnaire No. 3

Name of Programme Take That First Step

Produced by Lorette Noble

Dates of Viewing 29 & 30 March 1988 and 20 September 1989

This questionnaire has been designed to evaluate various elements in a slide-tape programme with a view to improving it if necessary, in order to achieve excellent quality. Quality here is defined as those factors which produce the desired attitude changes in the target population.

Please circle the term which represents your best judgement of the degree to which the programme satisfies each criterion. If you believe the criterion does not apply, please circle DNA. Feel free to add any comments which will help to describe the reasons for your evaluation.

Objectives

1. Are the objectives as stated or implied in the programme clear?

Very clear    Clear    Adequate    Unclear    Very unclear    DNA

2. What are the objectives?

---

3. Does the content of the programme relate closely to the main objectives, or are there many irrelevancies?

Very closely	Closely	Adequately	Some irrele- vancies	Many irrele- vancies	DNA
-----------------	---------	------------	----------------------------	----------------------------	-----

### Content

4. Does the amount of time taken to develop each concept, procedure or example seem appropriate or inappropriate for the intended audience?

Highly appro- priate	Appropriate	Acceptable	Somewhat inappro- priate	Highly inappro- priate	DNA
----------------------------	-------------	------------	--------------------------------	------------------------------	-----

5. Is the content organised and structured so as to facilitate conveying the message?

Very well organised	Well organised	Adequately organised	Poorly organised	Very poorly organised	DNA
------------------------	-------------------	-------------------------	---------------------	--------------------------	-----

6. Is the material based on up-to-date, relevant information?

Highly relevant	Somewhat relevant	Adequate	Somewhat irrelevant	Highly irrelevant	DNA
--------------------	----------------------	----------	------------------------	----------------------	-----

7. Is the vocabulary level appropriate for the intended audience?

Highly appro- priate	Very appro- priate	Appropriate	Inappro- priate	Very inappro- priate	DNA
----------------------------	--------------------------	-------------	--------------------	-------------------------	-----



8. Does the presentation provide for optimum repetition of the main idea?

Optimum repetition	Adequate repetition	Some repeti- tion	Too little repetition	Far too little or far too much repetition
-----------------------	------------------------	-------------------------	--------------------------	--

9. Does the presentation effectively use appropriate visuals, i.e. do the slides help convey the message?

Highly effective	Above average	Moderately effective	Below average	Ineffective	DNA
---------------------	------------------	-------------------------	------------------	-------------	-----

10. Is the quality of the slides acceptable, i.e. good lighting, appropriate camera shots, sharpness of detail, etc.?

High quality	Good quality	Acceptable	Poor quality	Inacceptable quality	DNA
-----------------	-----------------	------------	-----------------	-------------------------	-----

11. Is the audio intelligible?

Highly intelligible	Above average	Average	Below average	Low intelli- gibility	DNA
------------------------	------------------	---------	------------------	--------------------------	-----

12. Is there an appropriate integration of visual and audio?

Excellent integration	Good integration	Adequate	Poor integration	Very poor integration	DNA
--------------------------	---------------------	----------	---------------------	--------------------------	-----

13. Does the presentation give the impression of sincerity?

Very sincere	Sincere	Satisfactory	Insincere	Very insincere	DNA
-----------------	---------	--------------	-----------	-------------------	-----

14. Does the presenter's voice add to or detract from the effectiveness of the programme?

Adds greatly      Adds somewhat      Neutral      Detracts somewhat      Detracts greatly      DNA

Learner Stimulation

15. Are the techniques designed to stimulate viewer response successful or unsuccessful?

Highly successful      Moderately successful      Barely successful      Partially successful      Totally unsuccessful      DNA

16. In your opinion, would the presentation motivate the viewer to take action and seek help?

Very high motivation      High motivation      Adequate      Low motivation      Very low motivation      DNA

General Evaluation

17. What is your overall evaluation of the presentation?




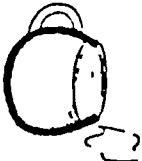








Excellent      Very good      Good      Fair      Poor

Evaluated by \_\_\_\_\_

Function \_\_\_\_\_

## Appendix E

## English

		bird b	B B b b
		cup c	C C c c
		dish d	D D d d
		fish f	F F f f
		girl g	G G g g
		hand h	H H h h

This is a bird.  
This is a cup.  
This is a dish.  
This is a fish.  
This is a girl.  
This is a hand.

The girl has a bird.  
The girl has a cup.  
The girl has a dish.  
The girl has a fish.

The girl has a bird in her hand.  
The girl has a cup in her hand.  
The girl has a dish in her hand.  
The girl has a fish in her hand.

## HOW TO TEACH THE CHART


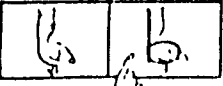
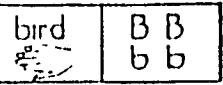
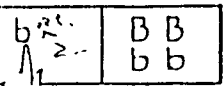
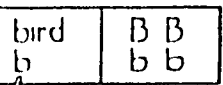
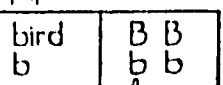
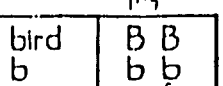
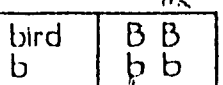
These instructions are very important. Please study them carefully; practice on a "literate" before trying to teach a real "illiterate." We will show you in detail how to teach "bird" and letter band capital **B**. You can then use the same procedure for the rest.

The little hands show how the teacher should use his finger and hands. The words are what the teacher says. The teacher waits for the student to make his reply. If the student hesitates, help him out quickly. But DO NOT repeat a correct answer after the student, and do not try to change the student's pronunciation, if he is a native-born English speaking person.

The teacher should have his student on his left. Be careful never to obstruct the student's view.

(Note: This is the first chart and reading lesson only, of the Reading Readiness lessons, which precede Streamlined English. For complete set, write Foundation for World Literacy, Hickman Bldg., Memphis 3, Tenn.)

## Step-by-step Teaching Procedure

1.  (Teacher says): This is a bird with a round body. He is reaching for a worm. Say bird.
2.  This looks like a bird with a round body. Say bird. (Trace the letter over the bird as you say it.)
3.  This is the word bird. Say bird.
4.  Bird begins with the sound buh. Say buh. (Teacher says buh quickly, without emphasizing uh.)
5.  Say buh again.
6.  Say buh again.
7.  And again.
8.  Every letter has a sound and a name. The name of this letter is b. Say b.