

CANADIAN LANGUAGE & LITERACY RESEARCH NETWORK

sharing the science. opening minds.



Liza Sneyd – *Student Network Executive,
New Initiatives – Milton, Ontario*
Teacher

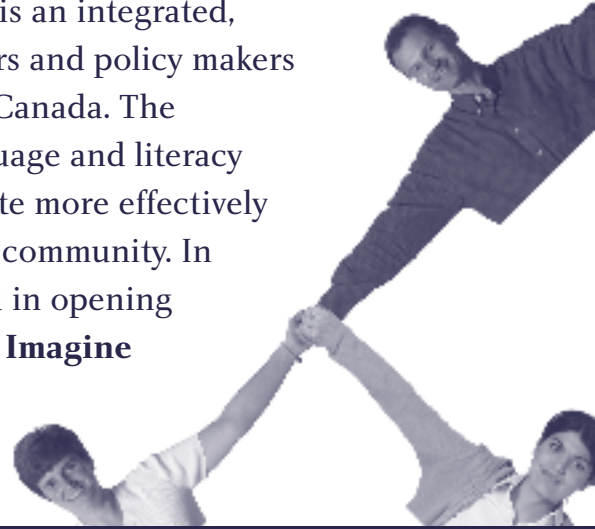
**Representing 3.8-million
Canadian Children**

Luce Lapierre – *Director General, Fédération canadienne
pour l'alphabétisation en français (FCAF) – Ottawa,
Ontario – French Literacy in Canada*
Network Partner

in year three - ANNUAL REPORT 2003/2004
give us your hand. we'll join the country.

In every community, in both languages, regardless of the origin or challenge...

For the first time in Canadian history, there is an integrated, national network of researchers, practitioners and policy makers in early childhood language and literacy in Canada. The collaboration is focused on improving language and literacy skills in children so each child can contribute more effectively to the social and economic life of his or her community. In just three years, The Network has succeeded in opening minds to the use of evidence-based science. **Imagine what we can do for an entire generation.**



Industry Partners (19) ABC Canada Literacy Foundation; Advanced Bionics® Corporation; AutoSkill International Inc.¹; Avaaz Innovations Inc.; Canadian Broadcasting Corporation (CBC); Cochlear Corporation; CompuData Systems Inc.; Edudata Canada¹; Hewlett Packard (Canada) Ltd.; IBM Canada Limited; Mallinckrodt Inc.; MedTech Partners Inc.; Office of Industry Liaison (OIL) – The University of Western Ontario; PriceWaterhouseCoopers LLP; Spell-Read P.A.T. Learning Systems Inc.; SR Research Ltd. (Eyelink® II) – Eyal Reingold;

¹ Industry-Network Internship Employer

We're reaching out across Canada. *This is your opportunity to act.*

Our solutions are working. **You're invited to participate.** We need more policy makers in education to include Network research in their programs. We need more professionals like audiologists to review and use Network knowledge. We need community and corporate partners to create local, regional and national programs where evidence-based science is the platform for change. We need university students to join the language and literacy field to broaden our energy and capacity. We need more parents to demand that interventions and improvements used in public education be derived from evidence-based research.


We're reaching out across the nation – we're connecting. Now we need your help to ensure the next generation of adults has the skills they need to compete and participate.

Your first step is simple – learn more at www.cllrnet.ca .



Susan Ryckew – Network Researcher
– Communication Sciences and Disorders,
McGill University – Montreal, Quebec
– Phonological disorders





Daniel Bub – Network Researcher – Psychology
University of Victoria – Victoria, B.C.
– Video gaming and cognitive literacy skills

Karla Washington – Student Network Member
– Communicative Sciences and Disorders, The
University of Western Ontario – London, Ontario
– Language disorders: treatment outcome of
computer-assisted intervention

Ios Eggertson – Network Researcher –
Physiology and Biophysics, Psychology, University
of Calgary – Calgary, Alberta – Consequences of
noise trauma acquired at an early age

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Esther Ceva – Network Researcher – University
of Toronto – OISE: Human Development and
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– Reading in second language learners

The Psychological Corporation® of Canada; The Toronto Star; Welch Allyn Medical Products Inc. **Federal Departments and Agencies (8)**
Canadian Institutes of Health Research; Industry Canada; National Literacy Secretariat; National Research Council Canada; Natural Sciences and
Engineering Research Council; Networks of Centres of Excellence Canada; Social Development Canada; Social Sciences and Humanities Research Council
Research Partners (99) Action Read Community Literacy Centre; Alberta Children's Hospital; Alberta Children's Hospital Foundation;

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– St. John's, Newfoundland and Labrador
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– Well-being of children in poverty or in
low-income homes

Patricia Cleare – Network Research
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Nova Scotia – Down Syndrome, language
and literacy interventions

Raymond Klein – Network Research Management
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Linking Research, Policy and Practice. *2003 was a demonstration of the possible.*

Report from Martin Walmsley, PhD, Chair of the Board

The Canadian Language and Literacy Research Network is at the midpoint of the first seven years of its funding from the Networks of Centres of Excellence Canada (NCE). As we approach our Mid-Term Review in October 2004, the past year can best be described as one of reflection on past successes, consolidation of achievements and strategic planning for the future.

Throughout the year, the members of the Board of Directors and their committees concentrated their efforts to refine the Strategic Plan that will guide The Network through its next three years. Throughout this process, it has been gratifying to see how well The Network has developed to this point.

Research, the mainstay of The Network, is being directed more and more to the needs of children in Canada. This has meant developing strong linkages to the “receptor communities” represented by our public and private partners across the country. To this end, a Partners Committee was formed in 2003. This committee is comprised of Canadian leaders in the language and literacy fields. They have worked diligently to assist in the development of the current and future partnering activities.

As we look back, we are confident that the direction The Network is taking is based on a strong foundation of research, networking, cooperation, partnerships and sound Network management. The challenge for the future will be to see that all these activities continue to be channelled effectively towards improving the language and literacy of Canadian children.

The Network owes a debt of gratitude to Dianne Buckner, Allen Zeesman and Rod Fraser as their three-year terms with the Board have expired. Their presence and contributions will be missed. Likewise, we are thankful to our first NCE Program Officer, Louise Poulin. Although she has now moved on to pursue a different career in public service, her guidance considerably helped the Board and management during our formative years.

At this time we are pleased to welcome three more professionals and visionaries to our Board of Directors, namely: Harvey Weingarten, President and Vice Chancellor of the University of Calgary; Pierre-François Le Fol, NCE Program Officer; and Gilles Rhéaume, Vice President, Policy, Business and Society Division of the Conference Board of Canada.

We all know that organizations cannot develop without a strong management team. Ours is no exception. Our team's accomplishments, led by Donald G. Jamieson, CEO and Scientific Director, and Dan Sinai, Managing Director, are too numerous to list here, but without them, The Network would not be in the strong position it is in today.

And so it is with confidence and optimism that we look forward to the future.



Martin Walmsley, PhD
Chair of the Board

Report from Donald G. Jamieson, PhD, CEO and Scientific Director

Our Network is committed to continuing long term improvements in language and literacy development.

Research is central to the mission, and our slate of research projects engages many of Canada's best researchers.

Within the NCE program, the challenge is to ensure that each Network's research actually makes a difference. Our own specific challenge is therefore to ensure that our research actually leads to benefits for individual Canadian children.

One way we do this is by having researchers work closely with our partner organizations – to focus on real needs and to facilitate the transfer and application of knowledge.

Much of our work is focused on children who are at particular risk for poor language and literacy development. Our partners and others have identified four priority research areas: minority-language children; aboriginal children; children in immigrant families; and children who do not acquire good literacy skills because of a failure of instruction.

Strategic/Challenge Projects are an increasingly important component of our research program. Such projects address specific needs that are identified by our partners and are funded, in large part, by those partners. This model has already facilitated the expansion of our work in such priority areas as French-language literacy development and literacy development in aboriginal communities.

Policies and programs need a strong scientific basis if they are to provide the maximum benefit for children. We recognize that, however strong our program of original research may be, much of the knowledge essential to improving programs and policies will always originate outside our Network. For this reason, The Network undertakes both systematic review research and knowledge transfer activities to synthesize and make available the best scientific work – done anywhere in the world – so that it can be applied for the benefit of Canadians.

Our **Systematic Review Research Program** ensures that knowledge required by our partners is identified, analyzed in a rigorous way, and made accessible. Our **Road Map** project is combining information across a wide range of disciplines on the factors that impact both positively and negatively on literacy development, from infancy onward. Our **Encyclopaedia of Early Childhood Development** will address the most relevant aspects of language and literacy development, and discuss the implications for policy and practice.

This work, and all the other good work done in our Network, depends ultimately on the contributions of dedicated individuals. Numerous people contribute in many different ways to our success. For our research program, the individual researchers and those who serve our Research Management Committee (RMC) and External Scientific Advisory Board (ESAB) are key. For our student/training programs, the key members are faculty mentors, student leaders, and the members of our Highly Qualified Personnel Committee (HQPC).

Every member of these groups has made a particular contribution and while I can only mention a few here, we are grateful for everyone's contributions. During the past year, Dr. Megan Hodge of the University of Alberta joined the RMC as co-leader of our Language Theme. Dr. Hodge is replacing Dr. Susan Rvachew, who had been a very effective member of the RMC since The Network was formed. Also this year, Dr. Gerry Shiel of the Educational Research Centre, St. Patrick's College, Dublin, Ireland joined The Network bringing additional expertise to our ESAB. Finally, Dr. Lesly Wade-Woolley of Queen's University is the new Chair of our HQPC, replacing Dr. Kathleen Bloom, who provided strong leadership for the HQPC from its inception.

Notwithstanding our progress, there is still much to do before science will become a dominant consideration in the design and implementation of the programs and policies that impact language and literacy development. The Canadian Language and Literacy Research Network is working to facilitate the transfer and application of relevant knowledge for the benefit of Canadian children. Collectively, our work will have personal, economic, and social consequences for all Canadians.



Donald G. Jamieson, PhD
CEO and Scientific Director

Four communities of Canadian children. What happens if they can't communicate?

We now know there is a definite, positive economic and social impact connected to improving early language and literacy in Canada. What may not be clear is the impact of doing nothing. So consider – Canadians with the lowest literacy skills have higher rates of unemployment (26%) compared to only 4% for those with the highest skills.

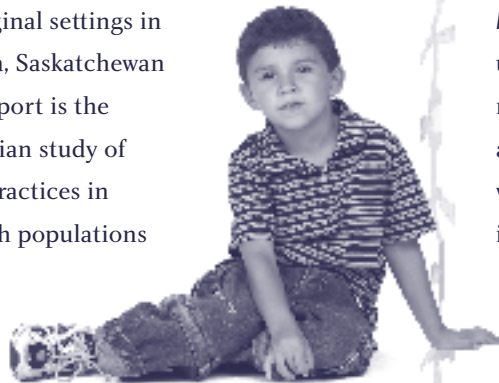
Doing nothing is no longer an option we can afford.

The Network has identified **research priority areas** for four groups of children who are at risk for poor language/literacy development. We're working to make a difference. Here are just a few examples, among many, of issues and related Network projects to affect change.

Aboriginal Children

Between 40% and 50% of aboriginal children fail to meet the requirements of Grades 4, 7 and 10 literacy and numeracy tests. Furthermore, 75% fail to graduate from high school. The playing field is not level – but focusing on language and literacy development in the early years will make a difference.

With our partner, the Society for the Advancement of Excellence in Education, The Network co-funded a study that looks to improve education outcomes for aboriginal students. *Sharing Our Success* describes a range of approaches based on case studies of 10 schools in aboriginal settings in B.C., Alberta, Manitoba, Saskatchewan and the Yukon. This report is the first substantial Canadian study of performance-related practices in schools that enroll high populations of aboriginal students.



Children in Immigrant Families

Today we find that 60% of Canada's population growth is comprised of new immigrants. The majority do not speak English or French as a first language – most are young, with young families or planning new families. A recent Statistics Canada study found that the children of new immigrant families take seven to eight years to achieve the Canadian literacy norm. If literacy skills continue to be deficient, these children will show a 20% wage earnings gap as compared to native-born Canadians.

Network researcher Debra Jared is studying *Reading Development Among Second Language Learners* in an effort to understand and close the language and literacy gap for recent arrivals and French Immersion students. This is a six-year study and the results could provide educators with information that will be helpful regarding reading instruction for second language learners.

Minority Language Children

The numeracy and literacy/language skills of 48% of Canadian francophone adults are too limited to allow them to deal with the majority of written materials encountered in everyday life. This is especially evident outside of Quebec. Dramatic change is required to ensure the new generation of Canadian francophones do not share the same challenges.

Part of the problem is rooted in the lack of adequate reading test batteries to assess skills in the early years and guide the implementation of remedial programs when problems are found. Network researchers are already working on this important series of tests and at the same time, another Network team is validating an assessment tool to help clinicians and researchers who work with children between eight and 30 months of age.



Children who do not Acquire Good Literacy Skills because of a Failure of Instruction

Research shows that 15% of Ontario high school students in the academic program are not passing the Grade 10 literacy test and 55% of those in the applied program are failing the reading portion. The high school drop out rate reached almost 30% last year. In summary, we are failing our kids by not addressing basic language and literacy education needs early enough in life.

Network researcher Marcia Barnes and her team are conducting a new study with enough breadth and enough children to determine the comprehension skills that are most important, grade by grade, for English and French children. This study could lead to improved teaching methods which in turn could increase literacy among high school students.



Three national conferences, 74 new partners, 18 new products. *Collaborate nationally – act locally*



The new Canadian Language and Literacy Calendar translates the most up-to-date research findings into fun, practical activities for child care professionals and the children in their charge. More than 45,000 calendars were distributed through Network partners and The Network's Web site. The calendar has been our most successful measure of demand for new knowledge to date. We expect to build on this project in 2006 and beyond. Calendars are available on our Web site.

Report from Dan Sinai, Managing Director

Picture a 4-year-old child playing in St. John's – another in Maskinongé – and yet another in Prince George. Though separated culturally and geographically, each child requires the same basic skills to grow into a happy, productive adult. Language and literacy are the building blocks of the future.

What could this future look like?

In a recent report commissioned by Statistics Canada, a second image becomes clear. A 1% increase in the average literacy rate among Canadians will drive an \$18.4-billion increase in sustainable Gross Domestic Product (GDP). Increasing the average literacy level – for everyday working Canadians – will drive prosperity, cultural inclusion and social advancement. More Canadians will participate in our nation's entire opportunity.

The work of the Canadian Language and Literacy Research Network is to make a significant link between these two images. **What we started in 2001 will produce incremental results tomorrow and for years to come.**

Working with major Canadian research institutes and universities and the best researchers and investigators in the country, we are uniting social sciences with biological sciences experts in a common cause. Through meetings like our national conference in Montreal in June 2004, partnerships between researchers are developed, science is shared and new solutions either take root or emerge.

With our focus on forging strong partnerships in science, practice and policy, we welcomed new faces and worked with established friends to advance the dialogue and disseminate new knowledge.

For example:

- Fédération Canadienne pour l'alphabétisation en français (FCAF) represents francophone groups and associations dedicated to French literacy. Our partnership has already generated the first FCAF Scientific Advisory Committee and the development of three priority research review areas in emergent French literacy.
- Working with established networks that are related to the Canadian Child Care Federation, The Hanen Centre and the Canadian Association of Speech-Language Pathologists and Audiologists, we distributed 45,000 Canadian Language and Literacy Calendars (printed and electronic

versions) featuring evidence-based Network research aimed at preschool children's language development.

- The Network produced new language and literacy knowledge products for the first time this year. By sharing knowledge across disciplines and generating results from that pursuit, we are turning research discoveries into tools the whole country can access and apply.

In total, we have worked with 126 partners, engaged more than 500 researchers, practitioners and students in conferences and studies, produced 18 new products and populated a Web site with new, Canadian-focused knowledge and solutions.

Is there demand for the outputs and knowledge of The Network? The answer is yes – based on the 52,000 unique visitors who came to our Web site last year. The answer is yes – based on distributing 45,000 Canadian Language and Literacy Calendars.

Now add to those positive responses the overwhelming opportunity generated by advancing the average literacy rate of all Canadians. Will our leaders and policy makers say yes to an \$18.4-billion gain in sustainable GDP? We believe the response to date and this new economic evidence combine to make a powerful argument for a new national dialogue and a compelling case for creating new knowledge, new products and new policies.

You are invited to participate – to share your knowledge and to open minds in your field, government office or business – to get involved in developing the language and literacy skills of Canadian children. The next generation in St. John's, Maskinongé, Prince George and all points in between will thank you in the future for what we accomplish today.



D. Sinai

Dan Sinai
Managing Director

The Network has achieved considerable success in creating specific products to improve programs and practices for our partners and ourselves.

Among the products we have developed to address specific educational and/or clinical needs are:

- **DSL®** - a comprehensive software package to optimize the fitting of hearing amplification for children and infants;
- **TOCS+** – software to measure the ability to produce, perceive and spell the vowel, consonant and basic syllable contrasts of Canadian English;
- **PAT** – Phonological Awareness Test software to assess and improve phonological awareness in young children;
- **SAILS®** – software to assess and treat children with a phonological disorder;
- **French Language Assessment Instruments** – addressing the current severe lack of formal language assessment tools for French-speaking children, which limits both clinical practice and research with this population;
- **Listen-Hear®** - software to encourage the development of spoken language in young, hearing-impaired children following provision of amplification; tests of auditory processing skill, including French measures, paralleling those already available in English, and non-speech tests that tap processing skills in a language-free manner;
- **Network Knowledge Management System** – now adopted by four other NCEs. This software allows database updates to be made at any time and permits authorized viewers to access data and obtain reports on demand.

If you are interested in learning more about any of these products please contact aaron@cllrnet.ca .

Five research themes and our Core Facilities form the basis for collaboration.

Network research across five working themes generates the scope of knowledge needed for a complete view of early childhood language and literacy – but the real value is the synergy created by combining research and exploring new opportunities through collaborations.

Theme I: Biological Factors

Six research projects are funded and will be completed according to milestones set. New projects may be added to address identified knowledge gaps and opportunities.

- Effect of Noise Trauma in Early Age on Cortical Coding of Speech
- Using Neuroimaging Methods to Elucidate Mechanisms of Speech Processing and Reading in Healthy and Dyslexic Populations
- The Development of the Neural Projections Responsible for Sound Frequency Representation in the Central Auditory System
- Magnetic Resonance Imaging Investigation of Neurodevelopment in Children
- Rapid Naming and its Contribution to Reading Ability: Cognitive Neuroscience and Genetics
- Evoked Potential Correlates of Temporal Auditory Processing Disorders and Developmental Language Delay in School-aged Children

Theme II: Sensory Processes and Environments

Seven research projects are funded. This theme has developed key collaborations with the Canadian Academy of Audiology and the British Society for Audiology. Researchers work closely with federal, provincial and county health and education associations to undertake projects and communicate results.

Research focuses on two inter-related areas, namely: early detection of and intervention for sensory deficits; and improved assessment techniques.

- Speech Recognition in Classrooms
- Effective Intervention Through Amplification for Hearing Loss in Early Infancy
- Impact of Noise on Academic Skills and Learning
- Technically-Assisted Auditory Verbal Therapy
- The Impact of Screening and Case Finding on the Functional Status of Children with a Hearing Impairment
- Individual Differences in Auditory Processing Abilities: Implications for Identification and Treatment of Disorders
- Vision Screening in Preschool Children

Theme III: Language

Eleven research projects cover three broad areas related to language development in both typically developing children and those with delayed/disordered oral language.

- How do we best detect and characterize language delays at an early stage?
- What types of interventions lead to the best outcomes for children who are identified as being at risk for language delays/disorders?
- How do we best facilitate good language development in typically developing children?

Work in this theme focuses on having an impact on outcomes for the at-risk groups.

- Preventing Literacy Deficits in Children with Articulation/Phonological Disorders
- Efficacy Research with Down Syndrome: Four Interventions Designed to Impact Reading Ability
- Language Stimulation and Intervention in the Home and in Day Care Centres
- A Longitudinal Study of Children Enrolled in Early Intervention and Prevention Programs: A National Perspective
- Impact of Early Onset Otitis Media on Speech Perception and Speech Production Skills During Infancy
- Measuring, Modeling and Maximizing the Spoken Language Intelligibility and Spelling Strategies of Children with Dysarthria: The TOCS+ Project
- Acoustic Properties of Children's Voices and their Impact on Communication
- Facilitating Practice Change by Speech Language Pathologists: Phonological Disorders and Computer-Based Interventions
- Using a Genetically Informative Longitudinal Design to Identify Homogeneous Subtypes of Language and Reading Impairment and Mechanisms Linking them to Social Maladjustment
- Normalization and Validation of the Quebecois Version of MacArthur

Communicative Development Inventory (MCDI)

- Language Development in Preschool-aged French-speaking Children

Theme IV: Literacy

Fifteen projects encompass the ongoing longitudinal experimental studies of family literacy and of the perceptual and cognitive precursor skills for literacy acquisition. Our initiatives to develop improved reading assessments for Canadian francophone children continue to be priorities. Because of the key role played by teachers in the development of early reading skills, particularly for the most vulnerable children, an additional priority is research on effective reading instruction.

- Variations in Shared Book Reading
- A Longitudinal Study of the Relation Between Pre-Linguistic Temporal Processing and Language Ability
- Development of a Multi-component Test Battery for the Assessment of French Reading Skills
- Understanding Reading Development in Second Language Learners
- The Missing-Letter Effect: A Window on the Development of First and Second Language Reading Skills
- Factors Affecting Language Development and Reading Difficulties
- Literacy Development through Video Game Experience
- Studying the Roots of Disciplinary Literacy in Science: Implications for Designed Environments Inside and Outside Schools
- Customizing Family Literacy Development
- Perceptual and Cognitive Correlates of Language Skills across the Age Range
- Customized Instruction: Designing Developmentally-Based Interventions
- Fostering Pre-literacy Skills through Parental Interaction
- Early Identification and Intervention for Reading Difficulties using a Teacher and Classroom Based Model
- Reading Comprehension in English- and French-speaking Children: Core Processes and Predictors
- Orthographic Processing and the Double Deficit Hypothesis

Theme V: Social, Economic and Program Influences

Six research projects address the social context in which children develop. High-needs populations continue to be an important focus, with projects examining ways to facilitate the development of reading and writing skills.

- The Economic Value of Language Acquisition
- Enhancing Computer Literacy in Early Childhood
- A Family Literacy Approach to Improving Children's Literacy Levels
- A Systems View of Resource Access and Allocation Decisions in Families with Children who have Communication Delays
- Enhancing Reading Skills in Primary-grade Children from Low-Income Homes through Teacher-Researchers-Home Collaboration
- The Contributions of Preschool Social Context to the Acquisition of Reading and Writing Skills

Core Facilities

Network Core Facilities support the research programs of all Network investigators and The Network supports highly-specialized equipment and/or expertise justifying centralization.

- Computational Modeling
- Support for Bilingual Literacy Research
- Functional Magnetic Resonance Imaging Research
- Software Development and Information Technology Utilization Group
- Knowledge Translation and Database Initiative



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¹ INCOMING BOARD MEMBERS FOR 2004/2005

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Charles S. Watson	<i>Professor Emeritus, Department of Speech & Hearing Sciences, Indiana University, BLOOMINGTON, INDIANA</i>

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Patricia Cleave	<i>Dalhousie University</i>
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Megan Hodge	<i>University of Alberta</i>
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Pierre Cormier	<i>Université de Moncton</i>
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Sonya Symons	<i>Acadia University</i>
Natacha Trudeau	<i>Université de Montréal</i>
Lesly Wade-Woolley	<i>Incoming Chair, Queen's University</i>

HQPC Highlights:

- Provided active learning through employment by awarding 10 undergraduate students a Summer Research Assistantship. They spent their summer working in Network language and literacy research laboratories.
- Fostered a multidisciplinary research training program that recognizes that research success depends on a network approach. The Network awarded seven Postgraduate Scholarship Supplements.
- Awarded three Contract Research Reviews to provide graduate and postgraduate training in the dissemination of scientific knowledge and research, while addressing language and literacy issues of practical importance to the public.

The first Contract Research Review was completed in 2003.

Baby Talk – Network Program Catalogue and Review of Evidence provides recommendations to parents, industry and researchers. It is available from The Network Web site under the Resource focus area.



Canada

The Canadian Language and Literacy Research Network is made possible through funding from the Networks of Centres of Excellence Canada. The Networks of Centres of Excellence Canada is a joint initiative of the Natural Sciences and Engineering Research Council, the Canadian Institutes of Health Research, the Social Sciences and Humanities Research Council, and Industry Canada.

A National Network is Growing...

Researchers (120)

Allen, Prudence
 Arnell, Karen
 Barr, Cathy
 Beaulieu, Christian
 Bisanz, Gay
 Bisanz, Jeffrey
 Bloom, Kathleen¹
 Bobier, William R.
 Boivin, Michel
 Boucher, Victor
 Bourassa, Derrick
 Bradley, John
 Bub, Daniel
 Buckolz, Eric
 Campbell, Melanie
 Christofides, Louis
 Cleave, Patricia
 Cohen, Nancy J.¹
 Connolly, John F.²
 Cook, Albert
 Coplan, Robert
 Cormier, Pierre
 Courcy, André
 (dec. 2004)
 Coyte, Peter
 Dagenais, Diane
 Desrochers, Alain¹
 Dionne, Ginette
 Dupont, Diane
 Durieux-Smith, Andrée³
 Dyck, Carrie
 Dyson, Lily
 Eggermont, Jos
 Ennis, Sheila
 Eriks-Brophy, Alice
 Evans, Mary Ann¹
 Gaines, Robin¹
 Geva, Esther²
 Giguère, Christian
 Girolametto, Luigi
 Glickman, Victor
 Gottardo, Alexandra
 Graham, Susan
 Grondin, Simon¹
 Harrison, Robert
 Hodge, Megan²
 Hughes, Jean
 Jamieson, Donald G.²
 Jared, Debra
 Joannis, Marc
 Jutras, Benoit
 Kay-Raining Bird,
 Elizabeth
 Kirby, John
 Klein, Raymond
 Lalonde, Christopher
 Laroche, Chantal
 Lee, Christopher
 Leroux, Tony
 Lessard, Nicole

Levy, Betty Ann
 Lupart, Judy⁴
 Ma, Xin
 Malcuit, Gérard
 Mandich, Angela
 Masson, Michael⁵
 McKeough, Anne
 Menon, Ravi S.⁴
 Miller, Linda
 Montesino, Isabelle
 Nearey, Terrance
 Olds, Janet¹
 Owen, Frances
 Parel, Rolande
 Parent, Sophie
 Parrila, Rauno
 Parsa, Vijay
 Pelland, Lucie
 Penney, Catherine
 Pérusse, Daniel
 Peterson, Carole
 Phillips, Dennis²
 Phillips, Linda M.
 Phipps, Shelley
 Picard, Michel
 Polka, Linda
 Pomerleau, Andrée
 Poulin-Dubois, Diane
 Rich, Sharon²
 Rieger, Jana
 Rose-Krasnor, Linda
 Rvachew, Susan
 Saint-Aubin, Jean
 Saint-Laurent, Lise
 Savage, Robert
 Schneider, Phyllis
 Scollie, Susan
 Seewald, Richard⁴
 Sénéchal, Monique
 Service, Elisabet
 Shankar, Sunita¹
 Shore, David I.
 Siegel, Linda¹
 Skarakis-Doyle, Elizabeth
 Specht, Jacqueline
 Sutton, Ann
 Swidinsky, Robert
 Symons, Sonya
 Tannock, Rosemary¹
 Thordardottir, Elin
 Timmons, Vianne
 Toohey, Kelleen
 Trainor, Laurel J.¹
 Tremblay, Richard⁴
 Trudeau, Natacha
 Varnhagen, Connie
 Wade-Woolley, Lesly³
 Ward, Anthony
 Warr-Leeper, Genese
 Weitzman, Elaine

Willoughby, Teena
 Wood, Eileen²

¹ a 3rd Year
 Undergraduate
 Summer Research
 Assistantship
 Employer

² 2003 Postgraduate
 Scholarship
 Supplement Network
 Supervisor

³ Contract Research
 Review Supervisor

⁴ a Canada
 Research Chair

Project Staff (93)

AbouTaka, Mona
 Allan, Chris
 Almost, Deborah
 Anderson, Marguerite
 Austin, Catherine
 Bagatto, Marlene
 Ball, Kirsten
 Beaulac, Steve
 Blue, Stephanie
 Bodyk, Bryan
 Bourgeois, David
 Brown, David
 Brown, Heather
 Brown, Marion
 Bustin, Holly
 Carrington, Joe
 Champagne, Michelle
 Chowhury, Golam
 Clifford, Tammy
 Cortes, Valeria
 Coulombe, Myriam
 Darragh, Lisa
 Day, Elaine M.
 De Melo, Mila
 Devoe, Shirley
 Dill, Patti
 Douglas, Paula
 Drover, James
 Eastman, Sheila
 El-Madhoun, Ahmed
 Estabrooks, Warren
 Evans, Natalia
 Fariello, Ana
 Ferguson, Natasha
 Finkenzeller, Aaron
 Fitzpatrick, Elizabeth
 Fournier, Hélène
 Frank, Ilana
 Freiburger, Martha
 Gerg, Beverly
 Goring, Mike
 Gravel, Jeannine
 Gray, Kellie
 Guildford, Sabina
 Hajik, Dana
 Hall, Susan

Hallam, Jennifer
 Hawkey, Colleen¹
 Heinz, Laura
 Herbychuck, Jennifer
 High, Arlene
 Hodgetts, Bill
 Hughes, Deborah
 Jakubowski, Timothea
 Jesso, Beulah
 Kachan, Melissa
 Kaert, Linda
 Kelly, Katherine
 Kenney, Natalie
 Kerr, Alanna
 Kohli, Amy
 Kouniak, Noda
 Kwong, Trudy
 Lazin, Shona
 Leithead, Marion
 Leuzzi, Joanne
 Li, Brian
 MacGillivray, Tracy
 Mackey, Elizabeth
 MacLeod, Klasina
 MacNeil, Mary
 Mahon, Annette
 Mayne, Joanne
 McAra, Marilyn
 McCabe, Allyssa
 Moa, Belaid
 Moran, Linda
 Mount, Richard
 Moyle, Barbara
 Mumcuoglu, Mary
 Muzzin, Vanessa
 Newman, Jill
 Norris, Stephen
 O'Brien, Tracy
 O'Donoghue, Fiona
 O'Keefe, Maureen
 Ouellette, Gene
 Papaioannou, Vicky
 Peters, Julia
 Pickford, Kara
 Pimenta, Beth
 Poulin, Chantal
 Pratas, Meiry
 Ramirez, Gloria
 Riedl, Lucas
 Rodney, Donna
 Roth, Leah
 Sato, Hiroshi
 Savoie, Isabel
 Schramm, David
 Sinclair, Sheila
 Staples, Moira
 Stenning, Karen
 Striemer, Christopher
 Taylor, Jessica
 Taylor, Trevor

Terry, Ali
 Thomas, Eleanor M.
 Tieu, Thanh-Thanh
 Theall-Honey, Laura
 Tovey, Mark
 Tremblay-Reade, Kristine
 Tsagaroulis, Paraskevi
 Tucker, Charlene
 Vos, Sandra
 Wayken, Debbie
 Wellman, Leslie
 Whitley, Jessica
 Whittingham, JoAnne
 Williams, Kara
 Wyatt, Donna
 Zimmerman, Marnie

¹ Core Facility
 Internship
 Supervisor

Students and Fellows (259)

Abadi, Shani
 Abisaleh, Nadia
 Aherns, Michelle
 Alarie, Sara
 Anderson, Erin
 Arcand, Isabelle
 Atikian, Nareen
 Bailey, Lloyd
 Baker, Michelle⁶
 Bal, Rick
 Beaudry, Simon
 Beaulac, Steve
 Bélanger, Marie-Élaine¹
 Bélanger, Rosalie
 Belbin, Wendy
 Bell, Melissa
 Berwick, Eileen
 Betke, Pamela
 Biggs, Erin
 Bird, Laura
 Bond, Jodi
 Bouchard, Marie-Ève
 Boudreault, Marie-Claude
 Breault, Chantale
 Brogan, Nashlea
 Brown, Matthew^{5,7}
 Buckley, Meaghen
 Burgess, Sharon
 Butler, Amanda
 Butt, Waqas
 Cabiro, Élise-Ariane
 Chamberland, Angela
 Chan, Gloria
 Charania, Zareen
 Chavedra, Savithri
 Chelehmalzadeh, Neda
 Chesworth, Janine
 Chiang, Pi-Yu
 Clarke, Jennifer
 Cloutier, Genevieve
 Chung, Ho-Young¹
 Codina, Monica
 Collins, Barbara Jane
 Conrad, Nicole
 Copp, Trent
 Cote, Kimberley
 Cressman, Cara
 Cunningham, Todd
 Cuthbert, Kimberlee
 Cuthbertson, Heather
 D'Addario, Andrea
 D'Arcy, Ryan
 Davies, Tara
 Daigeler, Amanda
 Daniels, Jason⁶
 Darragh, Lisa
 Davidovskaia, Marina
 De Rivera, Christina
 DeLuzio, Joanne
 Desroches, Amy
 Dill, Patti
 Dodd, Scarlett-Rae
 Doucet, Amélie
 Dow, Tracy
 Drake, Jillian⁶
 Du, Phuong
 Duguay, Karine
 Dul, Kari
 Dunbar, Kate
 Earl, Melissa
 Estemadi, Azadeh
 Etmanskie, Jill
 Farina, Paulo
 Fayed, Nora
 Fernandes, Mark
 Filippova, Eva²
 Fletcher, Brooke¹
 Flowers, Heather
 Forbes, Kevin
 Forgeron, Nicole
 Forgione, Andria
 Friesen, Deanna
 Gagné, Mandy-Lee
 Gallien, Karine
 Ganeshan, Sujeevan
 Gauthier, Karine
 Génier, Kim¹
 Gokceokan, Deniz¹
 Gokstorp, Lisa
 Gold, David
 Gong, Zhiyu
 Gotzke, Carrie²
 Gravel, Jeannine
 Grawburg, Meghann
 Gu, Yan⁶
 Gustafson, Becky
 Hachey, Julie¹
 Haigh, Corinne
 Hamilton, Laura

Hamza, Aafiah
 Harker, Troy²
 Hase, Shurin
 Hayward, Denyse
 He, Chao
 Heilmann, Jade
 Hellman, Marianne
 Hendry, Carol-Anne
 Hendry, Kevin
 Heyding, Joan
 Hiebert, Marilyn
 Ho, Lesley
 Hodges, Kristen¹
 Hole, Irina
 Holt, Shannon
 Howe, Ashley
 Hryhorchuk, Hilary
 Huang, Jin Fa
 Hui, Bowen²
 Hutson, Tracey
 Iannacci, Luigi²
 Ilari, Beatriz
 Ilios, Helen⁶
 Jackson, Stacey
 Jakobson, Melissa
 Jalbert, Annie
 Jarmasz, Lidia-Gabriela
 Jarvey, Marya
 Jean-Baptiste, Ayaana
 Johnston, J. Cyne⁵
 Jong, Lisa
 Kamena, Karine
 Kelm, Christine
 Kielar, Aneta
 King, Emily
 Kok, Wendy
 Kosakowski, Graham
 Kow, Sandy
 Kroeze, Charlene
 Lai, Celine
 Lafrance, Adèle⁶
 Laitinen, Johanna
 Lakhian, Inderpaul
 Landry, Tina
 Larose, Roxanne
 Laskowski, Ursula
 Latkowski, Julie
 LaTulippe, Julie
 Lawlor, Adam
 Lebel, Myriam
 Lee, Krista
 Lee, Vivian
 Lefebvre, Pascal
 Léger, Nadine
 Leithead, Marion
 Lemay, Anne
 Levesque, Annabel
 Levy, Simon
 Liauba, Lori
 Liu, Rachel

Lorincz, Orsolya
 Ma, Bonita
 MacCoubrey, Sharon⁵
 MacInnis, Matthew W.
 MacPhee, Angela
 Manders, Sharon
 Mansell, Jubilea
 Manthorpe, Caryn
 Marchand, Yannick
 Marshall, Christina
 Marshall, Tanis
 Martin-Chang, Sandra
 Marwaha, Sandeep
 Mask, Lisa
 Mathison, Bev
 Maxwell, Jessica
 Maynard, Agnes
 Mazerolle, Erin
 McClure, Karen
 McFadden, Melissa
 McInnes, Alison
 McIvor, Kimberly
 McKenzie, Stephanie⁶
 McKeown, Laurie
 McQuarrie, Lynn
 Miceli, Sonia
 Moos, Beatrice
 Morel, Sylvie
 Morin, Carole
 Morr, Mara
 Mueller, Julie³
 Mushy, Kimberlee
 Nadeau, Patrick
 Newman, Randy Lynn
 Ng, Stella⁴
 Nienkirchen, Cara
 Nixon, Melissa
 Noel, Julie
 Norena, Arnaud
 Odishaw, Janine
 Ohberg, Alyssa
 Pauchulo, Ana Laura
 Paulson, Lori Anne²
 Perras, Melanie
 Peters, Tara
 Pienkowski, Martin
 Pinheiro, Marcel
 Piquette-Tomei, Noella
 Plantinga, Judy
 Plewes, Christopher
 Plourde, Marilyn¹
 Poost-Foroosh, Laya
 Portelance, Karel
 Pumford, John
 Pursoo, Tiffany¹
 Redford, Brynne
 Reid, Caroline
 Rhody, Mandy
 Ricard, Nathalie
 Richter, Andreas

Rizvi, Shahzad
 Rjuiewicz, Paulina
 Roberts, Martha
 Roberts, Martha Anne
 Roberts, Velma
 Robertson, Erin
 Robichaud, Shannon
 Romero, Manolo
 Ross, Craig
 Rourke-Marcheterre, Jessica
 Roy, Dawne
 Roy, Mia
 Roy-Charland, Annie
 Rypstra, Jill
 Saad, Julien
 Sabourin, Chantal
 Sample Gosse, Heather
 Samuel, Sherina
 Saruk, Nathan
 Savoie, Isabel⁶
 Scollie, Susan
 Schroeder, Meadow
 Seeds, Pamela¹
 Séguin, Julie Anne
 Serviss, Alysha
 Shaw, Deborah
 Sherman, Jody
 Singh, Hena⁶
 Sirianni, Danielle
 Sivakumaran, Rishanthi
 Slade, Keith
 Slywinskyj, Tania
 Smith, Bobbi
 Smith, Martha
 Smith, Nicholas
 Smith, Veronica
 Sneyd, Liza
 Snook, Lindsay
 Sonnadara, Ranil
 Spere, Kate
 Sridharan, Vidhya
 Srilinganathan, Prashannath
 Starcevic, Katarina
 Steffler, Dorothy
 Steggle, Broze
 Stewart, Kate

Stock, Hayli
 Sullivan, Jennifer
 Sundara, Megha
 Syed, Salma
 Szucs, Carrie
 Telfer, Jo Ann
 Théoret, Daniel
 Thibodeau, Stephanie
 Thomas, Jennifer
 Thompson, Glenn
 Tomita, Masahiko
 Tremblay, Maxime
 Trengrove, Carolyn
 Trent, Marion
 Tsang, Christine
 Tseng, Elenita
 Turner, Juanita N.
 Turner, Sara
 Tyrell, Andrew
 Van Hoof, Patricia
 Vigneault-Macleán, Bronwyn
 Vilalba, Eva
 Vilberg, Kaia
 Vukovic, Rose
 Walker, John
 Walker, Kerry²
 Wang, Jin
 Wang, JingTian
 Washington, Karla⁶
 Wasserman, Lori
 Watson, Shelley
 Webb, Melanie
 White, Cassandra
 Williamson, Karen
 Winneke, Axel
 Wong, Karen
 Wylie, Jessica⁶
 Xu, Sophia
 Yaghoub Zadeh, Zohreh
 Yang, Hai
 Yang, Muran
 Yelle, Martin
 Young, Laura
 Zalmanowitz, Jana
 Zarudenc, Jill
 Zhang, Chunling
 Ziane, Samia

¹ a 3rd Year Undergraduate Summer Research Assistantship (UGRA) Employee

² a 2003 Postgraduate Scholarship Supplement Winner

³ Let's Talk Science Research Coordinator

⁴ Core Facility Internship

⁵ Contract Research Review Recipient

⁶ Student Network Regional Representative

⁷ Industry-Network Internship Recipient

Student Network Highlights:

- Student Network Representatives – Eleven students were selected from geographical areas across the country. They disseminate Network information and work toward the Student Network's goal of promoting networking and communication.
- Welcome Package – This communication package was geared to all members and included a welcome letter from the Student Network Executive, a letter from Frontier College (a Network Partner) which outlined opportunities for students to become involved in their community literacy program, and a letter from the HQPC outlining objectives and activities.
- Student Network Survey – This on-line survey gathered information pertaining to each student's interests so The Network could better understand how to plan future activities. The information gathered is being used to develop new student funding programs. The findings from this survey were presented at the 2004 Annual Network Conference.
- Student Mailing List – This database contains the current information of all student network members and assists the process of student networking and communication.

STUDENT NETWORK EXECUTIVE COMMITTEE

Randy Lynn Newman
 Marie-Ève Bouchard
 Annie Roy-Charland
 Stella Ng
 Liza Sneyd
 Rose Vukovic
 Alice Eriks-Brophy

Chair, Dalhousie University
 On-going Initiatives, Université du Québec à Montréal
 On-going Initiatives, Université de Moncton
 Infrastructure, The University of Western Ontario
 New Initiatives, Brock University
 Communications, University of British Columbia
 HQPC Liaison to the Student Network, University of Toronto

Financial Statements – Year Three.

The following financial statements were prepared in accordance with Canadian generally accepted accounting principles. The Network follows the deferral method of accounting for contributions, which include government grants. Externally restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

Audited statements are available upon request. Please contact Jennifer Starcok at jennifer@cllrnet.ca to obtain a copy.

CANADIAN LANGUAGE AND LITERACY RESEARCH NETWORK INC.

STATEMENT OF OPERATIONS AND NET ASSETS

YEAR ENDED MARCH 31, 2004

REVENUES

NETWORK OF CENTRES OF EXCELLENCE GRANTS	\$3,366,147
SERVICES IN-KIND (NOTE 1[a])	\$725,673
INTEREST REVENUE (NOTE 1[b])	\$46,401
OTHER REVENUE (NOTE 2)	\$52,770
	<u>\$4,190,991</u>

EXPENSES

RESEARCH PROJECT GRANTS	\$2,095,428
OTHER GRANTS	\$93,120
SCHOLARSHIPS AND AWARDS	\$113,909
IN-KIND EXPENSES (NOTE 1[a])	\$725,673
SALARIES AND BENEFITS	\$422,114
PROFESSIONAL AND TECHNICAL SERVICES	\$77,931
EQUIPMENT	\$15,378
STAFF TRAVEL	\$46,003
SUPPLIES AND OTHER EXPENSES	\$33,895
NETWORKING DEVELOPMENT	\$416,152
COMMUNICATIONS	\$151,388

\$4,190,991

EXCESS OF REVENUES OVER EXPENSES

-

NET ASSETS, BEGINNING OF YEAR

-

NET ASSETS, END OF YEAR

-

NOTES

1. [a] The University of Western Ontario (the "University") is party to the NCE funding agreement and functions as the Network Host for purposes of administration of the grant funding. The University provides accounting and administrative support services as well as office space without charge to the Corporation. These services have been reflected as "In-Kind" services and expenses on the statement of operations and have been determined by the University based on use of space and percentage of time spent on the Corporation by staff and faculty of the University.

[b] As detailed in the Funding Agreement signed among the Corporation, the University and the NCE, external funds received by the Corporation are held in trust by the University. These funds are not held in a bank account separate from the University's funds. The University pays interest, on funds held, at an amount equal to the rate of return on 30 day Treasury Bills for the immediately preceding calendar quarter. This is reduced by 115 basis points per year to contribute to the cost of custodial services and investment management fees.

2. Other revenue includes non-NCE revenue that was generated from software sales, web hosting services, cash contributions for salary support from the University and external donations for specific research projects.