

The Research and Practice in Adult Literacy Network

Who we are

RaPAL is an independent national network of learners, teachers, managers and researchers engaged in adult literacies and numeracy. Our support is generated by membership subscription only, and we are therefore completely independent in our views. RaPAL is the only national organisation focusing on the role of literacies in adult life.

What we do

- Campaign for the rights of adults to have access to the full range of literacies in their lives
- Critique current policy and practice where it is based on simplistic notions of literacy as skill
- Emphasise the importance of social context in literacy
- Encourage collaborative and reflective research
- Believe in democratic practices in adult literacy
- Create networks by organising events (including an annual conference) to contribute to national debate
- Publish a journal three times a year

RaPAL Officers 2013 / 2014

Chair	Sallie Condy
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Journal Co-ordinator	Naomi Horrocks
Production Editor	Kieran Harrington
Reviews Editors	Sarah Freeman
Membership Secretary	Yvonne Spare
Website Manager	Tara Furlong

Editorial Information

The editorial group for 2013/14 includes the following researchers, practitioners and practitioner-researchers: Sam Duncan, Julie Furnivall, Sarah Freeman, Tara Furlong, Kieran Harrington, Naomi Horrocks, Linda Pearce, Anne Reardon-James, Irene Schwab, Yvonne Spare, Peggy Warren and Alison Wedgbury.

RaPAL members are involved in the compilation of the journal as editors, reviewers and referees.

We are a friendly group – open to new members and new ideas. Please contact us with any contributions (views, comments, reports and articles) and do not be put off if you are new to the field or if you have not written for a publication before. The journal is written by and for all learners, tutors/teachers and researchers who want to ask questions about this field of work. It does not matter if the questions have been asked before. We want to reflect the many voices within adult literacy and numeracy work and to encourage debate.

Why not join us?

Further information can be found at our website: www.rapal.org.uk

The RaPAL journal is also available from EBSCO Information Services.

The RaPAL journal expresses a variety of views which do not necessarily reflect those of the editorial group.

The RaPAL journal has been designed by Image Printing Company, Lumsdale, Matlock, Derbyshire

RaPAL Membership form

Help us to double RaPAL's membership in 2013-14!

We are always keen to attract new individual and institutional members. Please join us and consider passing this to friends, colleagues and libraries / resource centres and encouraging them to join RaPAL now!

Members' benefits

Membership brings:

- three RaPAL journals per year
- discounted attendance at RaPAL conferences
- participation in the RaPAL JISList

We are happy for our members to participate in the journals and conferences and the organisation and administration of RaPAL.

How to join

To join, please complete this form and email to membership@rapal.org.uk or post to:

RaPAL Membership, c/o Yvonne Spare, Sysondale, Anslow Lane, Rolleston on Dove, DE13 9DS, UK.

By joining, you confirm you sympathise with RaPAL's aims as stated in the Constitution.

Your details

Full name: _____

Email: _____

Please tick if you do NOT wish your email to be used in the RaPAL network

Address: _____

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Mobile / work / home telephone numbers: _____

To set up a Standing Order, please provide the name and address of bank or building society:

Sort code: _____ Account number: _____

Alternatively, you may post a cheque for £ (see below for the appropriate fee)

Fees 2013/14

Our membership year runs August to August. Please tick the appropriate subscription rate:

Digital editions

Individual membership

£40 Full-time £25 Low waged, unwaged or student

Institutional Membership

£90 this includes multiple electronic access to the journal and discounted attendance for one employee at the conference

Please tick here if you require an invoice

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Editorial

In this edition of the journal we report on another successful joint conference with the University and Colleges Union (UCU) and National Institute for Adults Continuing Education (NIACE), that took place in October 2013, as well as a mix of articles and reviews from other contributors.

The theme for the October 2013 conference was *Adult English and maths in families, communities and workplace*. We begin with two articles from keynote speakers. **Karen Evans** reports on her research on the interplay between formal and informal learning in the workplace illustrating her findings with examples from case studies across a number of industries. **Jim Crowther** evaluates the Scottish model where social practice theory continues to underpin adult literacies community provision despite the international trend to narrow the focus to one of functional skills for work.

We then move on to a selection of articles written by workshop leaders. The first three of these provide practical ideas for working with learners. **Tara Furlong's** article provides an overview of the impact of technological change on social interaction and the implications of this for literacy practices. She goes on to offer suggestions of ways in which multimedia and multimodality can be explored and used in the teaching and learning of literacy. **Freda Davis** introduces us to *Buddenbuk* cards, her kinaesthetic linguistic grammar game which supports the development of sentence structure for entry level literacy and ESOL learners. Gail Lydon introduces problem-solving strategies to develop English and maths for learners in Functional Skills classes. The fourth and final article from the conference provides an account and reflection on recent changes to terminology from literacy (or literacies) and numeracy to English and maths in policy documents and practice in England. Sarah Freeman Sallie Condy and Tara Furlong debate how this change impacts on the nature of literacy and numeracy provision.

Our other contributors focus on reading, assessment and the use of poetry in reflection. **Irene Schwab** interviews **Sam Duncan** about her recent work on reading circles. **Victoria Mann** writes about the benefits of using presentations as an assessment tool for learners with dyslexia and **Jane Speare** reports on her research on the value of educationally themed poetry in supporting professional practice reflection for trainee teachers.

We finish this edition of the journal with two reviews. First, Mary Hamilton's recent publication *Literacy and the Politics of Representation* and second, Jill Sinclair Bell's *New Language, New Literacy*.