

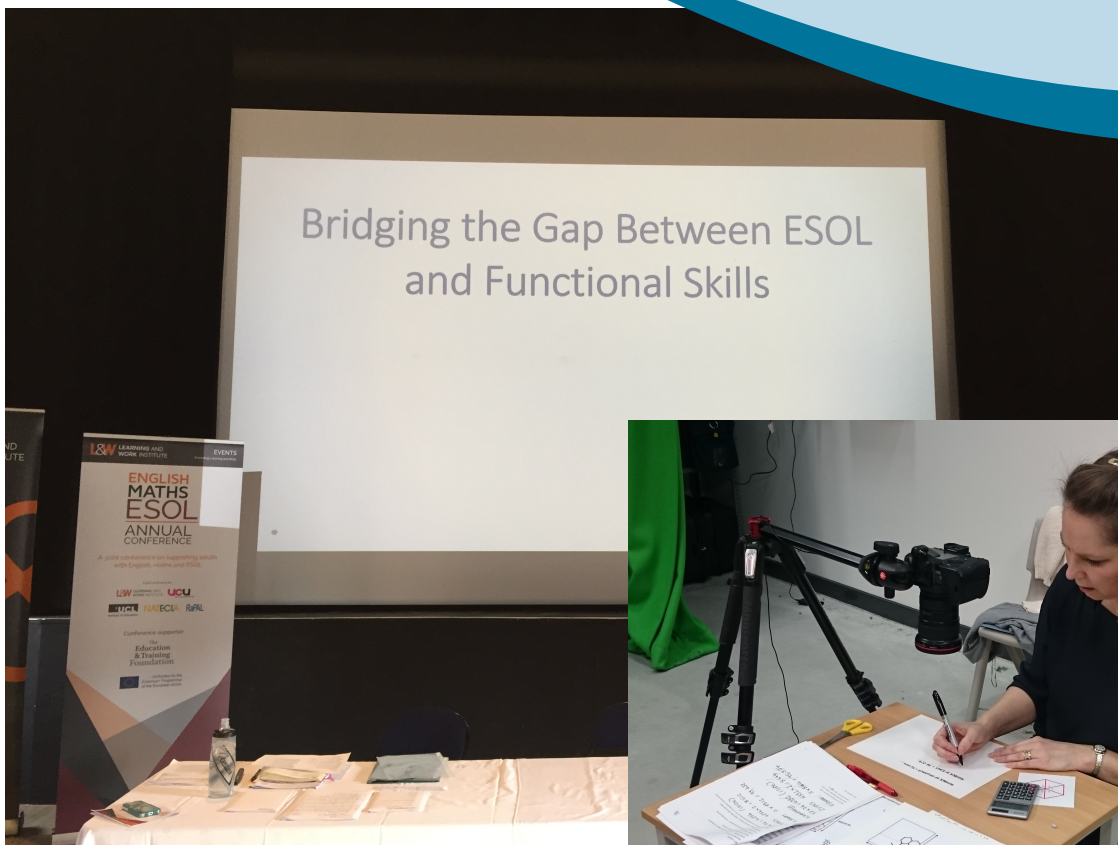
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Journal

The Research and Practice in Adult Literacies Network

Welcome

Research and Practice in Adult Literacies (RaPAL) is the only UK-wide organisation that focusses on the role of literacies in adult life. We promote effective and innovative practices in adult literacies teaching, learning and research; and support adult literacies practitioners and researchers. We enjoy engaging in debates that touch on English language and literacy, numeracy and digital skills across homes, communities and workplaces. Through our members, digital journals, conferences and fora, policy and advocacy work, we are active in Europe and have international links.

What we do

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

RaPAL Officers 2016 /2017

Chair	Tara Furlong
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Editorial Information

The editorial group for 2016-2017 includes the following researchers, practitioners and practitioner-researchers: Gwyneth Allatt, Claire Collins, Samantha Duncan, Sarah Freeman, Tara Furlong, Julie Furnivall, Sue Lownsbrough, Anne Reardon-James, Irene Schwab, Yvonne Spare, Brian Street and Rachel Stubbley.

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 literacies 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 various subscription services: EBSCO, LMInfo and Prenax. The RaPAL journal expresses a variety of views which do not necessarily reflect those of the editorial group. The RaPAL journal was designed by Image Printing Company, Lumsdale, Matlock, Derbyshire



RaPAL Membership form

Help us to double RaPAL's membership in 2016/2017!

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 events
- participation in the RaPAL JISCLIST

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 the form on our website (rapal.org.uk/join-us). You can also use the form below and email it to membership@rapal.org.uk or post to: RaPAL Membership, c/o Jo Byrne, 8 Phillip Drive, Glen Parva, Leicester, LE2 9US, UK. By joining, you confirm you sympathise with RaPAL's aims as stated in the Constitution.

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To set up a standing order, please request a form from us to send to your bank Alternatively,

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

Fees 2016/2017

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

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£40 Full-time

£25 Low waged, unwaged or student

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£90 per institution for up to 5 sites and up to 10,000 FTE people (staff and students)
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Institutional membership allocates two votes at our AGM; and two member participation free or discount at events

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Editorial

Gwyneth Allatt, Anne Reardon-James and Yvonne Spare

Welcome to Journal 91, which focuses on the joint RaPAL, Learning and Work Institute, UCU, UCL and NATECLA conference held on November 3rd 2016 at Imperial College Union, London. The annual conference on English, maths and ESOL was entitled *Resilience and Responsiveness*; attributes that were reflected in the varied presentations and workshops which considered the challenges and opportunities for adult learning posed by the current policy context and shared some of the ways in which practitioners, providers and learners are responding.

This edition includes contributions from the practitioners and researchers who gave presentations and led workshops on the day, and we begin with Pip Kings' thoughts on the conference in which she explains the significance of the theme of 'Resilience and Responsiveness' and provides an overview of the sessions. This is followed by Steven Evans, who reflects on the changing political situation of English, maths and ESOL, from a skills deficit point of view. Arguing the case for a doubling of investment levels, a need to develop new ways of engaging people and delivering learning (such as through the Citizens' Curriculum), the current chief executive for Learning and Work Institute, sees these as essential to preparing adults for life and work in the 21st century.

Sue Southwood provides an overview of the key findings from the Functional Skills Reform Programme, which gleaned the views of more than 1000 employer and provider representatives. She explains that results have been reported to government and curriculum content is likely to be revised in response to this, with resources developed for teachers to support assessment of and for learning. On a different note, the ESOL Curriculum lead for City Gateway Women's Programmes, Tammela Platt, provides three 'tried and tested' teaching strategies for assisting ESOL learners, who frequently find themselves on English functional skills courses, for a variety of reasons.

Next Seb Schmoller and Graham Griffiths discuss the development and implementation of *Citizen Maths*, a free online course which follows the MOOC model (massive, open, online course). Their article outlines the structure of the course and identifies its intended learners, while also considering the positives and potential pitfalls of online learning on such a large scale.

Meanwhile, Janine Eldred considers the England Impact Forum's response to the Organisation for Economic Cooperation and Development's (OECD) report, *Building Skills for All: A Review of Policy insights from the survey of adult skills*, which analysed data from the OECD's *Survey of Adult Skills*. In addition to outlining the response to the report's findings and recommendations, she also identifies the forum's own priorities and possible directions for the development of literacy and numeracy in England.

Focussing on the Midlands, but with implications for the rest of the sector, Joanne Keatley and Wendy Meredith look at Birmingham City Council's preparation for next year's devolution of the Adult Education Budget. While acknowledging the challenges that devolution may present, they identify a broad range of opportunities resulting from greater flexibility to provide non-accredited literacy and ESOL courses. More personalised approaches, greater use of authentic activities and increased ability to respond to the needs of the local labour market are amongst the varied opportunities they consider.

In our peer-reviewed article Alex Braddell and Bob Read explore the topic of self-directed learning. They outline the work of the Erasmus+ project *Autonomous Literacy Learners – Sustainable results* in several European countries and consider the potential of non-directive coaching to support adult learners in English, maths and ESOL, raising some interesting questions about the nature of adult learning in the process.

This edition also considers two recent additions to the literature in our field. Sarah Freeman reviews *Exploring Adult Literacy and Numeracy practices: ethnographic case studies from Uganda*, in which the editors (George Openjuru, Dave Baker, Alan Rogers and Brian Street) bring together a series of case studies to provide valuable insights into people's everyday literacy and numeracy and identify their implications for teaching. On a different theme, Tara Furlong reviews *Multimodality, Learning and Communication: a social semiotic frame* by Jeff Bezemer and Gunter Kress which provides a means of re-examining our communication and learning practices in today's social and technological context.

Finally, this edition ends with Tara Furlong's round up of news from the sector, including initial feedback from our recent members' survey.