

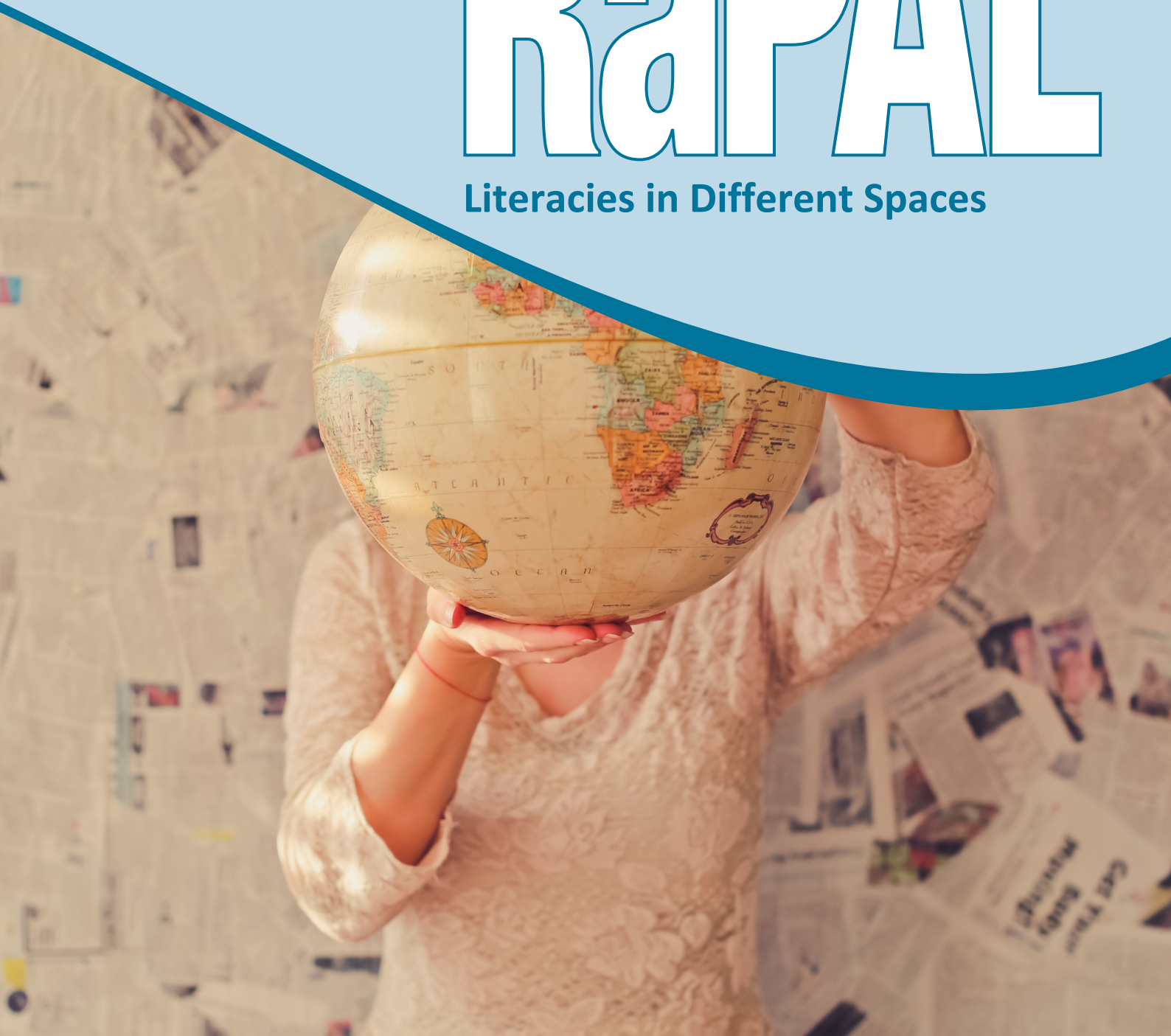
ISSN 2054-5355

Volume No. 95

Summer 2018

RaPAL

Literacies in Different Spaces



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 2018 /2019

Chair	Tara Furlong
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Editorial Information

The editorial group for 2017-2018 includes the following researchers, practitioners and practitioner-researchers: Gwyneth Allatt, Angela Cahill, Claire Collins, Vicky Duckworth, Sarah Freeman, Tara Furlong, Toni Lambe, Sue Lownsbrough, Jonathan Mann, Juliet McCaffery, Mary-Rose Puttick, Anne Reardon-James, Yvonne Spare 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 2018/2019!

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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Full name: _____

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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 2018/2019

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

Digital editions

Individual membership

£40 Full-time

£25 Low waged, unwaged or student

Institutional Membership

£90 per institution for up to 5 sites and up to 10,000 FTE people (staff and students)
50% discount per additional 5 sites or each additional 10,000 FTE people (staff and students)

Institutional membership allocates two votes at our AGM; and two member participation free or discount at events

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Editorial

Mary-Rose Puttick, Angela Cahill & Anne Reardon-James

Welcome to Journal 95, our special summer 2018 edition, *Literacies in Different Spaces*. A central focus of this theme is the concept of spaces, the diverse interpretations of which have remained at the forefront of our planning for this edition.

Linda Tuhiwai Smith, a professor of indigenous education in New Zealand, in her book *Decolonizing Methodologies*, highlights the importance of spatial arrangements in everyday social practices. In Western classifications spaces include 'such notions as architectural space, physical space, psychological space, theoretical space and so forth', yet in some indigenous languages, Tuhiwai Smith notes, there is no related word for the concepts of time or space and rather these languages include an array of very precise terms for certain aspects of these concepts (2012: 50).

Contributions to this edition therefore explore how literacies are developed in diverse contexts and consider what spaces mean in the realities of different people: both inside and outside the classroom; and in both formal and non-formal educational contexts. In response to a rapidly changing political climate the area of *third* or *voluntary sector* educational provision continues to expand, playing a particularly important role in the lives of people who have English as an Additional Language who are often unable to access more formal educational provision for a variety of reasons. This context is a theme which runs strongly throughout the edition and contributions explore potentialities for creative and collaborative teaching practices across a spectrum of cultural and social literacies. The voluntary sector sits alongside more traditional, and equally important, adult and further education provision with innovative practice taking place in all.

We hope the pieces in this special edition will contribute to new perspectives on literacy practices, perhaps adding value to contexts which are currently undervalued. Moreover, we hope the pieces will provide some practical inspiration for teachers, practitioners, and students.

Structure of edition

Kirsty Morris Welsh's evocative piece opens Journal 95, which demonstrates the value of routines in the classroom to inspire learning, as well as highlighting an overall holistic perspective on teaching and learning practices. Following on from this we are delighted to include student contributor Liam Cleere's poem *Look at Me*, produced in response to a collaboration between an artist and Liam as part of a local Irish festival of music and art. Liam writes from the point of view of the chair, a decidedly different space. Pauline Murphy's unique and imaginative piece then brings forth the historical context of literacies in the age of Dickens to a modern context, focusing on the connection between somatic and textual literacies.

In the subsequent contribution Jenny Kiddie from Cardiff and Vale College talks to Anne Reardon-James about the college's Beacon award-winning Junior Apprenticeships programme. In its second

year, the scheme looks to take selected 14-16-year-olds out of the traditional classroom setting in school and offers an alternative vocational curriculum in a different space. This is followed by a contribution from Tara Kelly, Aoife McCormack and Stephen O'Brien who draw attention to the work of the Adult Literacy Organiser in promoting and managing adult literacy services under increasingly challenging and changing contexts in Ireland. The piece highlights innovative practice showcasing the authentic and inherent value of literacy work that is not always captured in hard data of the kind now being requested by funders.

Kieran Harrington's contribution reports on his ethnographic research, examining the use of English as a lingua franca by a community of 300 asylum seekers. Harrington describes the importance of finding a way to communicate, as a means to survival, when in a very different space. Using direct examples taken from his corpus analysis and conversation analysis, Harrington ultimately argues that migrants should play more of a role in their place of learning.

Both Sarah Foster's and Mary-Rose Puttick's pieces highlight the importance of ESOL and family literacy provision in informal voluntary spaces, both drawing on their pedagogical transitions from formal to informal contexts. Sarah shares a thoughtful insight into her experiences as a voluntary migrant who is now simultaneously experiencing new spaces alongside other migrants, thus blurring the traditional teaching and learning roles. Mary-Rose's article explores new potentialities for family literacy provision in the third sector by drawing on themes from related literature and her pedagogical autoethnographic reflections.

Following this, Peter Sheekey's article on *The Intercultural Storytelling Project* takes us to the kitchen of a community centre in Dublin, highlighting the use of storytelling practices as an integral contributor in the experiences of both social inclusion and cohesion for new and settled communities.

Finally, we offer a book review of the recently-published *Re-imagining Contested Communities: Connecting Rotherham Through Research*, edited by Campbell, Pahl, Pente and Rasool. Seeking to challenge negative perceptions and history of a Northern UK town, the authors assemble a plethora of ethnographic, community collaborative research from a wide variety of sources.