

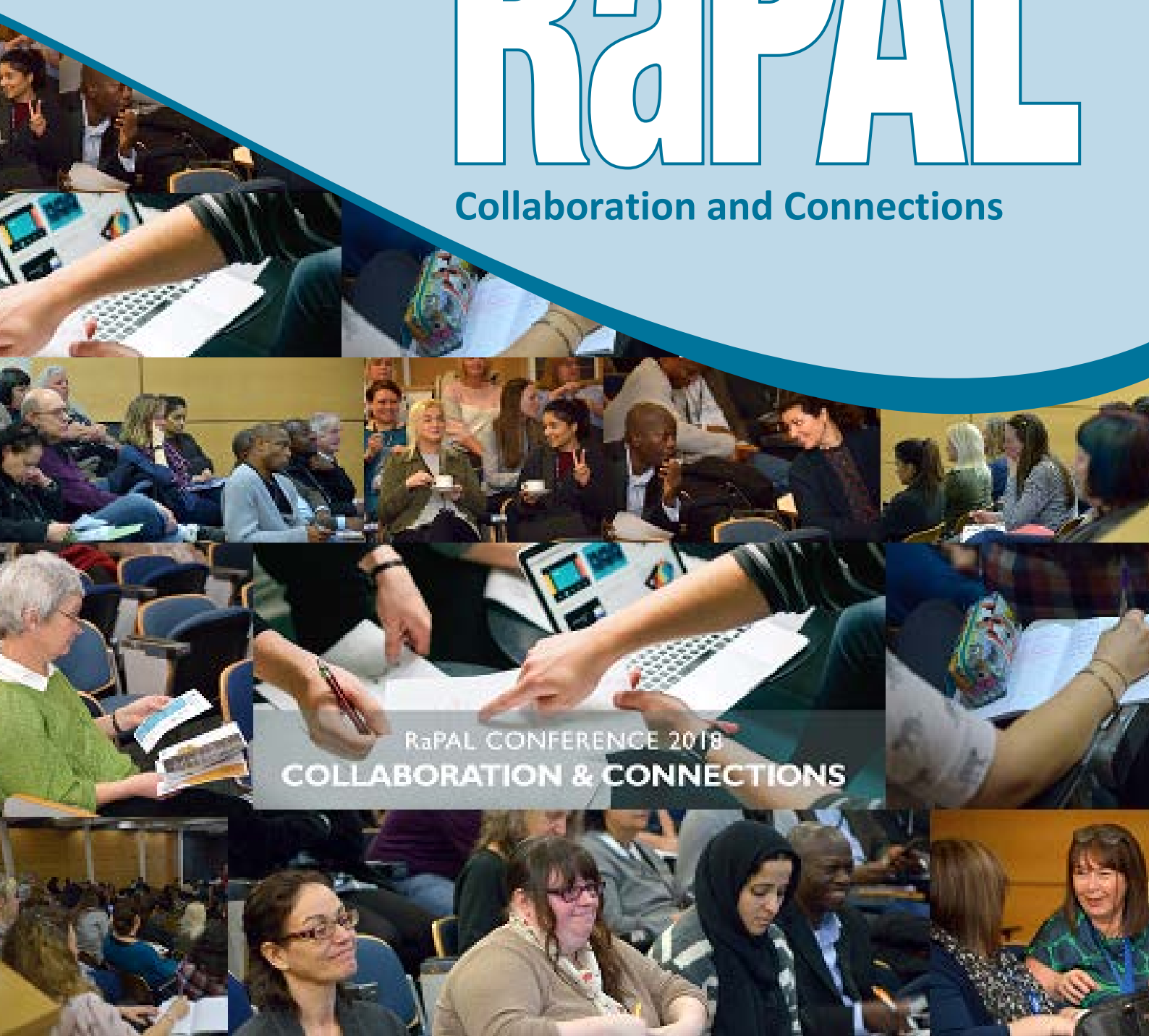
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# RaPAL

Collaboration and Connections



RaPAL CONFERENCE 2018  
COLLABORATION & CONNECTIONS

# 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

<b>Chair</b>	Tara Furlong
<b>Secretary</b>	Toni Lambe
<b>Treasurer</b>	Sarah Freeman
<b>Journal Co-ordinator</b>	Yvonne Spare
<b>Production Editor</b>	Claire Collins
<b>Reviews Editor</b>	Post vacant
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<b>Website Manager</b>	Julie Collins
<b>Regional Advocate Coordinator</b>	Post vacant
<b>Digital Media Lead</b>	Jo Dixon

## 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](http://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](http://rapal.org.uk/join-us)). You can also use the form below and email it to [membership@rapal.org.uk](mailto: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.

### Your details

Full name: \_\_\_\_\_

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

Address: \_\_\_\_\_

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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

Please tick here if you require an invoice

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# Editorial

Tara Furlong and Sarah Telfer

Welcome to RAPAL Journal 96, winter 2018. A 'makers faire' celebrating our teaching and learning practices, Collaboration and Connections looks at how we use our English (and maths) to negotiate and build lives, and the role of educator research in making sense of managing it all. How do we reconcile curricula with our learners and contexts? What projects as individuals and teams do we manage to squeeze through and to what effect? How did we do that? How do practitioners ensure all forms of literacy are made meaningful, whilst at the same time implementing social practice approaches, addressing agency and equity, as well as integration, human fulfilment and multicultural empowerment? What more can a professional learning community add?



This edition showcases English andragogy and the research practices which underpin our work. Many of the articles are based on workshops at the RaPAL conference held at the University of Bolton last spring. We open with Talk British Values To Me, which explores the impact of social policy-making and legislation on the classroom, ESOL teacher training in this case. Dr Sarah Telfer, Associate teaching professor from the University of Bolton, asks how teachers feel about the obligation to embed BVs within their teaching. She discusses the political and educational debate devoted to the defining of 'Britishness' and BVs in education, questioning if teachers know how to 'promote' and embed such values in classrooms, questioning the concept of 'Britishness' and how this is problematic for both learners and teachers, who may find combinations of social policy-making, such as Brexit, BVs, Prevent, etc. uncomfortable and controversial.



How did teaching adult literacy to people with learning difficulties become special? Culminating a long career in the sector, Judith Rose is a post-graduate research student at the Institute of Education, University College London. She summarises for us an exploration of the relationship between adult literacy education and the development of education for adults with learning difficulties in England 1970-2010. The article considers the grassroots political impetus for inclusivity of learning differences that were prevalent but undefined, the challenges of matching funding to need, and of influencing policy. The role of terminology is considered, and of labels perceived as negative in creating deficit models.

This edition explores a number of key questions around the increasing forms of 'new literacies' taking shape in our practice today, not least of these being 'employment literacy'. Cormac Conway, ESOL Curriculum Manager at Manchester Adult Education Service (MAES), presents Developing Employability in ESOL Learners on the increasing focus on developing employability skills with our literacy and ESOL learners. He explores concepts of 'employability' and explains why it is vital for tutors to focus on employability skills development, while sharing some practical ideas of activities which can help increase employability skills through grammar practice.

'Models of Literacy Learning: purposes, functions and communicative practices' reports on a summer seminar organised by British Association for Literacy in Development (BALID) and hosted by School of Oriental and African Studies (SOAS), University of London. RaPAL's Tara Furlong reports on the rich discussions and presentations. Professor Frederike Lüpke, SOAS, who heads the Crossroads project in Senegal, presented on language independent literacy for inclusive education in multilingual areas; and Professor Leketi Makalela, Head of the Division of Languages, Literacies and Literatures, University of Witwatersrand, South Africa, on the disruption and recreation of language and literacy boundaries and the implications for education. Discussion included comparing the value of past standardised systems for writing local languages in a desire for political, religious, and cultural cohesion, with rich multilingual identities, modern demands and potential for growth. To what extent does standardisation reflect the literacy practices and linguistic reality on the ground? How does language development thread through all these areas?

Literacy as Social Practice in Vocational and Professional Contexts by Tara Furlong argues that there is an absence of theorisation of literacy as social practice in commercial and industrial fields and associated expertise. She briefly discusses underpinning literacy theoretical frameworks, and the role of literacies in epistemological distinctions grounded in material conditions and contexts. Writing and presentations, for example through Functional Skills in apprenticeships, are utilised as examples. The paper concludes with suggesting 'ethnographic-type' research into the literacy practices employed in industry and commerce. This is followed by a brief overview and the slides for Tara's conference presentation, Educators' Research-Engaged Literacies Practices, which are argued to improve learning outcomes and educators' professional well-being.

The journal concludes with *A Mood of Hope, a Legacy of Writing: Sue Gardner and the Community Literacy and Publishing Movement*, which is a tribute compiled by Mary Hamilton with contributions from Richard Andrews, Ursula Howard, Keith Jackson, Jane Mace, Juliet McCaffery, Rebecca O'Rourke, Judd Stone, and Alan Tuckett. Sue Gardner was a key literacy practitioner and early RaPAL supporter, who made an important contribution to the community publishing movement. She dedicated a lifetime to developing collaborative practice, advocacy of 'cultural literacy action' in forms of writing, and the championing of creative expression in adult literacy practice.

Finally, Vera Hutchinson reviews *Global Conversations in Literacy Research: Digital and Critical Literacies*, edited by Peggy Albers. The 15 chapters offer an international set of critical exchanges about literacy theory, practice and learning in context. Themes include language, power, identity, multilingual literacies, digital tools, formal and informal learning, and assessment... and 'mobile' babies and toddlers. The book connects readers to further online resources by the authors, and communities of practice.

*Collaboration and Connections* seeks to discuss some of the issues that arise from both new and old forms of literacy and explores how they fit into the cultural and linguistic landscapes of literacy learning today. We hope you enjoy reading this edition and that it engages you in reflection on the importance of collaborative practice and engages you in the questioning of 'past and present' literacies.

## Note from the Journal Coordinator

Yvonne Spare

*Yvonne can be contacted on [journal@rapal.org.uk](mailto:journal@rapal.org.uk)*

Hello fellow RaPAL members

We hope you enjoy this, our winter edition of the Journal. Our next edition will be based on our November joint conference '**Re-thinking Participation**'. If you have any thoughts on articles that you would like to see in this edition, now is the time to let us know.

Any comments about this or other editions, or ideas for future content can be sent to [journal@rapal.org.uk](mailto:journal@rapal.org.uk) and don't forget that most Journal editions contain articles by new writers. There are guidelines on our website on the [Write for Us](#) page and we offer as much support as you feel you need. We are also interested in hearing what you think about your Journal. There is a feedback section on the website so that you can comment on anything you have read in this or previous editions. Follow the link to our comments space at the bottom of the page, which needs the password that has been circulated with this edition. We look forward to hearing from you.

Best wishes

Yvonne