

# RAPAL

Research and Practice in Adult Literacy

Creativity and the Core Curriculum?

Mother and Babies- ESOL

Doing Freedom: Teacher Philosophy into Practice

Forty Ferrero Rocher, four kilograms of  
macaroni and the Tower of Hanoi  
- some thoughts on developing active  
numeracy teaching activities.

Music hath charms.....

Deterrents to Participation in  
Adult Learning Activities  
And Literacy Skills Among Seniors:  
An Exploratory Study

Reviews

Journal

# The Research and Practice in Adult Literacy Network

## Who we are

RaPAL (established 1985) is a national network of learners, teachers, managers and researchers engaged in adult literacy and basic education. 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.

### We ...

- **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.
- **support** the theories of language and learning, which emphasise the importance of social context in literacy acquisition.
- **encourage** collaborative and reflective research between all participants in literacy work and maintain that research and practice are inextricably linked.
- **believe** in democratic practices in adult literacy which can only be achieved if learning, teaching and research remain connected and stay responsive to changing social contexts and practices in society.
- **recognise** that students are central to a learning democracy and their participation in the decision- making processes of practice and research is essential.
- **foster** collaborative participation between all educational sectors including FE, HE, AE, workplace education, community education and prison education.

## RaPAL Officers 2004-2005

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## Editorial Information

The Editorial Group for 2004-2005 includes the following researchers, practitioners and practitioner researchers : Yvon Appleby, Anne Beattie, Julie Brailey, Gill Britten, Amy Burgess, Maxine Burton, Anne Chester, Linda Eastwood, Joy Evans, Ellayne Fowler, Zoe Fowler, Sue Gardener, Karen Geekie, Alison Gorf, Barbara Hately-Broad, Mary Hamilton, Margaret Herrington, Gaye Houghton, Nora Hughes, Alex Kendall, Hugo Kerr, Jane Mace, Bethia McNeil, Liz Milman, Kate Pahl, Gary Roberts, Irene Schwab, Faizana Syed and Kate Tomlinson.

Overseas members include: Jean Searle, Rosie Wickert, Stephen Black, Geraldine Castleton, Australia; Mary Norton, Bonnie Soroake, Canada; Janet Isserlis, Elsa Auerbach, Steve Reder, USA; and Cathy Kell, New Zealand

Members are involved in the compilation of the journal as reviewers/referees and editors.

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. This Journal is written by and for all students, tutors 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 in?

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

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# Contents

<b>Editorial</b>	<b>1</b>
<i>Linda Eastwood &amp; Barbara Hately-Broad</i>	
<b>Section 1</b>	<b>2</b>
Creativity and the Core Curriculum?	
<i>Margaret Herrington, Gwynneth Whitehouse, Glennys Davis and Peggy Warren</i>	
Mother and Babies- ESOL	<b>7</b>
<i>Vasiliki Scurfield</i>	
<b>Section 2</b>	<b>9</b>
Doing Freedom: Teacher Philosophy into Practice	
<i>Bonnie Soroke</i>	
Forty Ferrero Rocher, four kilograms of macaroni and the Tower of Hanoi - some thoughts on developing active numeracy teaching activities.	<b>15</b>
<i>Alison Gorf</i>	
Music hath charms.....	<b>18</b>
<i>Sarah Williamson</i>	
<b>Section 3</b>	<b>20</b>
Deterrents to Participation in Adult Learning Activities And Literacy Skills Among Seniors: An Exploratory Study	
<i>Yvon J. Cloutier, PhD</i>	
<b>Reviews</b>	<b>33</b>
Ellery, V. Creating Strategic Readers. Techniques for Developing Competency.	
<i>Judith Kidder</i>	
Four bidden playing cards Association of Teachers of Mathematics	
<i>Liz Peace</i>	
Talking Dice Talking Dice Ltd	
<i>Vanessa Goddard</i>	

# Editorial

Although originally envisaged as an issue concentrating on multimodal literacies, in response to the interesting contribution we received for Section 3, we shifted the focus of this issue to consider the whole breadth of Skills for Life teaching.

In Section 1, Vasiliki Scurfield remembers the issues and benefits of teaching an ESOL class where mothers and babies were both accommodated in the same classroom. In the same section, Margaret Herrington adds to the creativity debate already raised in earlier issues of the journal by describing a course held at Wolverhampton University designed to stimulate ideas around the use of creative practices. As the article and the photos demonstrate, the participants in the course and their learners both found the ideas raised challenging and motivating.

This 'creative' theme is continued in Section 2 where Bonnie Soroke extends the discussion of 'independence' raised by Kate Nonsuch in the previous issue to consider the same provision from a more theoretical standpoint. Following on from this, Alison Gorf's article again considers a creative approach to adult learning but this time in connection with numeracy learning. For a number of years Alison's creative use of food 'resources' has provided a stimulating and enjoyable approach to numeracy teaching for students at Huddersfield University. Completing this section, Sarah Williamson looks creatively at the use of music with respect to adult literacy teaching.

Finally, in Section 3, Yvon Cloutier discusses the effect of a number of variables affecting the decisions of the over 60s concerning participation in adult literacy learning.

For the review section, we have chosen to widen our remit from a concentration on text resources to consider two of the many 'games' resources now available to Skills for Life practitioners. As a result, in addition to Judith Kidder's review of 'Creating Strategic Readers, we have also included two reviews by practitioners of games for numeracy and pre-entry learners.

Throughout the issue, whilst adhering to the laid down guidelines for the structure of RaPAL journals, we feel that we have been successful in encompassing examples from the full span of Skills for Life provision. We hope we have provided something for everyone and selected articles which will stimulate and enhance the conference debates around the issue of creativity.

**Linda Eastwood**  
*University of Huddersfield*

**Barbara Hately-Broad**  
*Wakefield Adult &  
Community Education Service*

## **Copy Deadlines for the RaPAL Journals in 2005**

Please send your articles, comments, suggestions etc to the named editors or to Margaret Herrington, the Journal Contact ([mherrington1@aol.com](mailto:mherrington1@aol.com))

### **Autumn/Winter 2005 Themed Edition: Numeracy**

*Copy date August 15<sup>th</sup> 2005 (Editors to be announced)*

Do not be concerned if your chosen piece does not seem to fit with the themes selected. There are spaces within the themed editions for work in progress or general commentary. Be assured that your ideas could also be retained for the next open edition of the journal.

***Note: these dates are final deadlines. Please contact us well beforehand to guarantee consideration for any particular journal.***