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Proposal for "An Introduction to Adult Literacy" as an Elective Course in the MAT Program

Ruth Ellen Passo

School for International Training

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PROPOSAL FOR "AN INTRODUCTION TO ADULT LITERACY" AS AN
ELECTIVE COURSE IN THE MAT PROGRAM

by

Ruth Ellen Passo

B.A., Purdue University

M.A., University of Texas

MAT VIII

Submitted in partial fulfillment of the requirements for the Master of
Arts in Teaching degree at the School for International Training,
Brattleboro, Vermont.

This project by Ruth Ellen Passo is accepted in its present form.

Date September 30, 1977

Principal Advisor: Carol McPartland

Project Advisors:
Lee Hammond

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ABSTRACT

Few ESL teacher training programs in the United States offer such comparably highly trained humanistic instructors than the MAT program at the School for International Training in Brattleboro, Vermont. Nonetheless, most of the studies at this institution are geared to teaching in a private language academy abroad or in the United States. Yet, a real need for competent ESL teachers exists in our country within the public domain. The recent emergence and evolving role of the bilingual/bicultural education major at SIT addresses itself to this area, mainly from the standpoint of elementary education and child language acquisition and development. By the same token, ESL has traditionally been pointed out as the weak component of many adult reading programs like Manpower which cater to non English-speaking illiterates working and residing in the United States. Since the majority of MAT graduates currently working in the United States prefer teaching adults, it is largely left unexplained why the fields of adult literacy and adult basic education are left virtually untouched in the curriculum.

The main goal of this paper is to channel interest in the prevailing approaches and methods for teaching adults how to read by proposing an elective course for the MAT program in adult literacy which will be oriented to prospective ESL teachers who will remain in the United States and, for example, teach adult migrants in Right to Read programs.

The proposal furnishes the following services:

1. supplies a sample outline for the prescribed course
2. suggests alternatives for integrating the course materials with other classes

3. serves as a guideline for individuals desiring to obtain information concerning adult literacy on their own
4. lists available materials at SIT
5. provides a bibliography on adult literacy not available at SIT but which may be used for future requisitions
6. identifies various organizations dealing with adult literacy

BACKGROUND

As a recent MAT graduate student at the School for International Training, I obtained first hand reactions from fellow classmates regarding the strengths and weaknesses of our academic program. Moreover, the MAT staff openly fostered constructive criticism; numerous evaluations attempted to pinpoint students feelings on various aspects of the curriculum. And many students gathered together on their own simply to discuss the merits of their classes and whether the staff was meeting their needs. This undercurrent of concern engendered by the staff motivated some MAT students to actively seek out solutions for weaknesses that they perceived.

The end result of examining different facets of the MAT program and through talking to fellow classmates and instructors was my discovery of the necessity to direct interest to the topic of adult literacy and the concomitant issue of teaching reading to adults. In order to fill this vacuum, I intend to justify expanding the MAT program into the above-named area by suggesting guidelines for drawing up a course outline in adult literacy. The resulting framework could then be incorporated into a separate class or in some other aspect of the MAT curriculum. The procedures for implementing a course on adult literacy will be discussed later on in this proposal under "Needs" and "Program Components."

An explanation on terminology used in this paper is appropriate at

this time to avoid confusion. Adult literacy encompasses other areas, namely migrant education, adult basic education (usually found as a branch of adult continuing education), "remedial" reading, rural education, etc. to mention a few. Since the focus of the proposed course is upon a rudimentary knowledge of adult literacy with special emphasis on teaching strategies for reading, the terms adult reading and adult literacy will be used interchangeably for describing the same course.

Hopefully, the finished framework on adult literacy would be introduced in the spring semester of 1978 or at least by the spring of 1979. The earlier such a course could be included in the MAT program, the sooner graduates will feel confident and well prepared to take on the responsibilities of producing good reading programs in whatever kind of adult school environment they may find themselves in.

My own observations within the past year convinced me that a basic background in adult reading theory, methodology, and strategies can play a viable role in the increased development and refinement of the MAT program. While on my student teaching experience in bilingual/bicultural education in San Antonio, Texas, I gradually became aware of the plight of many Mexican laborers in the Southwest who cannot speak English or read in their native language, Spanish. With increased exposure to and involvement in the community of my school district, I eventually formulated the idea of promoting an orientation to adult reading for the MAT program. The following section capsulizes the reactions of students and staff members and how their input resulted in the writing of this proposal.

NEED

As stated previously, the current lack of recognition of the field of adult literacy by the MAT program should be redirected. Viewpoints

expressed by individuals on the SIT campus furnish personal justifications for increasing awareness in the problems confronting teaching adults how to read. One former MAT graduate, Ms. Elizabeth Tannenbaum, who worked with adult Spanish-speaking migrant laborers in Oregon commented that she found her job of teaching English handicapped by the fact that a large percentage of her students were illiterate in their native language. She felt that her background at SIT had inadequately prepared her for the enormous task of organizing a good ESL as well as reading program for her students.

Ms. Tannenbaum is not the only MAT student to have expressed such sentiments. Two students from the MAT IX class have worked in this area and agree that a paucity of skilled teachers occurs in most Manpower and VISTA adult literacy projects. Other MAT responses exhibit similar feeling of frustration and lack of confidence and insight on where to proceed in devising a valid and reliable reading curriculum.

A cursory examination of MAT graduates working in the United States reveals that at least half of them end up teaching at some time to illiterates who intend to reside permanently in the United States. Included in this category are migrant laborers who require sufficient verbal and reading skills in English to function effectively as active participants in this country. Their daily lives are bombarded with the practical questions of how to complete an employment application, how to process the paper work to secure food stamps, and other daily responsibilities which pervade the lives of U.S. citizens. Consequently, the field of literacy is not a matter which should be spoken of lightly.

Several statistics illustrate an overall concern for effective literacy teacher training programs. A study conducted by Prof. T. K. Kety

of Western Michigan University found that many materials written for popular consumption are too difficult for a large number of adults to read. The findings were based on 100 evaluations of written materials that the average American meets on a day-to-day basis, including Biblical passages, tax forms, newspaper articles and directions for preparing food. The evaluation process described above also indicated that 22% of Americans over the age of 17 are illiterate and that 32% are marginally literate.¹

On October 29, 1975, the U.S. Education Office released similar results of a 4-year, one million dollar study conducted by the University of Texas demonstrating that more than 23 million adults throughout the nation are functionally illiterate. That is, they are unable to handle such activities as reading help wanted ads or making most economical purchases. The study also specified that the functionally incompetent tend to be older, undereducated, unskilled, unemployed, and living in poverty. A general population accounting revealed that 16% of the white population falls in the lowest category as compared with 44% of blacks and 56% of Spanish surnamed persons. Experts undertaking the research displayed dismay that results were more dismal than had been anticipated.²

It is my contention that a focus on the adult reading process is compatible with the objectives and goals of the MAT program. First, the already existing format of the comparatively new bilingual/bicultural major lends itself to adult basic education. Current emphasis of most bilingual education programs has usually centered around elementary education. However, this area is also concerned with adults. Some materials centers connected with bilingual education curriculum development has increased

¹New York Times, March 17, 1976, 57:6.

²Ibid, October 20, 1975, 42:1.

research and production in the area of bilingual adults, many of whom are illiterate. Thus, adult readers are becoming more available on the market. In addition, adult basic education is also gaining growing numbers due to increased non English-speaking population. Adequate schooling for Vietnamese illiterates is one valid indicator of the recent drive for qualified ESL instructors. Finally, many linguistic considerations could naturally be covered in the linguistics class or the newly added second methods module.

Lastly, one goal of the MAT program which can be found in the handbook is to foster humanistic education. A large number of the MAT graduates from SIT will eventually teach in the United States and a majority of these graduates will teach adults. It then follows that from a realistic assessment of adult education problems and ESL job possibilities in the United States, a thorough examination for programming a course on adult literacy should be of paramount importance. To me, a humanistic teacher is one who is alert to and aware of the needs of his/her students and who can competently tailor a program to meet these ends. The already mentioned comments voiced by some graduates expressing interest in adult literacy indicate that the MAT program must strive to meet the needs of their students.

GOALS

In order to channel the MAT program toward studies in non English-speaking illiterates, the key goal of this proposal is to provide a basic course outline for interested MAT students who desire general information and background in the field of adult literacy. For the instructor who has not been exposed to the teaching environment at the School for International

Training, the course furnished in the paper presents ideas on how the class should be conducted. For example, students will be asked to solve problems which may directly relate to teaching situations which could occur to them in the future. The outline also takes into account material which will have been covered previously in the methods module or the bilingual/bicultural education modules. In short, the course is geared primarily for the MAT program.

By the end of the class, the students should be able to:

- a) identify the different approaches and methods in adult literacy
- b) express verbally his/her own particular approach and why such a preference was made
- c) diagnose varying reading levels of adults
- d) construct a simple sequencing lesson
- e) have confidence in his/her ability to develop, organize and implement reading programs for a particular job

A secondary goal of the proposal is to serve as a guideline for important sources of information in adult literacy which are available at SIT or which should be considered for future expansion possibilities.

PROGRAM COMPONENT

Before presenting the outline itself, some explanation should be given to other pertinent facts about the course. It was pointed out earlier that this paper supplies a course outline for a separate class to be entitled "Adult Literacy." However, the framework is flexible and may be improvised for other courses. For example, the structure could become a focus of the methods module or could be considered in one of the bilingual courses. Moreover, any MAT student could read the proposal and obtain a

systematic presentation of leading sources in adult literacy for individual projects.

The course outline is also elastic regarding the number of hours of credit to be received at the end of the course. A twenty hour class (2 hours daily for 10 days) plus a project is worth two hours of credit. That number is probably the maximum amount of credit which should be considered. Likewise, a subsidiary aim of the project is to provide the greatest amount of information about adult literacy which could then be streamlined to accommodate other classes. I have left the final decision to the discretion of the MAT administration although a 1 hour credit course might be preferred the first time the class is introduced to help promote interest and to evaluate the success or failure of it.

Finally, note that the outline is broken down on a daily basis giving objectives, suggested activities, and suggested sources of information. The last category contains materials, most of which are available in the library or the MAT Resource Center. An asterisk indicates that although the information may not be located on campus, it is easily obtainable from the bookstores in Brattleboro or nearby.

Outline

DAY 1

Objective: Given leading questions and situations provided by the instructor, active class discussions will generate interest in adult literacy.

Suggested activities:

1. Give students situation for many Mexican-American migrant labor workers in the United States who are illiterate. Ask them whether as teachers they should begin reading first in English or in Spanish. This could be a debate situation.
2. Given activity #1, students might list on brown paper their justifications for teaching in English or Spanish.
3. On a more general level, students could list different factors in considering the language to be used in reading--e.g., age, ethnic origin, needs of illiterate students.
4. Pose question to class on the role bilingual education plays with adult literacy. BBE students who have experienced the January module could act as resource information and facilitators.
5. Have the class list or discuss the advantages a literate person has over an illiterate one.
6. Divide the class in groups and have them arrive at a definition for literacy. Compare the results.

Suggested Sources of Information:

1. New York Times, February 20, 1977, 1: 2. Information on problems encountered by functional illiterates detailed.
2. MAT IPP's of Donald Bouchard and Elizabeth Tannenbaum.
3. Phillips, Herbert Moore. Literacy and Development. Paris: UNESCO, 1970. See page 12 for reasons given by heads of families in rural Iran for the necessity of literacy.
4. National Association for Public School Education. A Guide for Teacher Trainers in Adult Basic Education. Washington, D.C., 1966. See Section VI-35 for literacy need areas.

DAY 2

Objectives: Given a lecture, the students will be able to identify the various classifications for literacy, e.g., functional literacy vs. traditional literacy.

The students will also be able to differentiate via oral discussion between the reading process for children and adults. A definition of reading will also be constructed and examined.

Suggested Activities:

Lecture by instructor. Allow for class discussion on what students may have gained from other MAT classes on the distinctions between child and adult reading levels development.

Suggested Sources of Information:

1. Burnet, Mary. ABC of Literacy. Paris: UNESCO, 1965.
2. Carroll, John B. and Jeanne S. Chall (eds.). Toward a Literate Society. Committee on Reading National Academy of Education. New York: McGraw-Hill, 1975. See Chapter 3 for good bibliography.
3. Cortright, Richard W. Literacy USA: A Handbook for Americans. Syracuse, New York: New Readers Press, 1964.
4. *Gibson, Eleanor and Harry Levin. The Psychology of Reading. Cambridge, Massachusetts: The MIT Press, 1976.
5. Harman, David. Community Fundamental Education: A Nonformal Education Strategy for Development. Lexington, Massachusetts: Lexington Books, 1971.
6. Hawkins, Thomas. Benjamin: Reading and Beyond. Columbus, Ohio: Merrill, 1972.
7. Henderson, Ellen C. and Twila L. Henderson. Learning to Read and Write. New York: Holt, Rinehart and Winston, Inc., 1965.
8. Kidd, James Robbins. How Adults Learn. New York: Associate Press, 1973.
9. Lenneberg, Erich. Biological Foundations of Language. New York: Wiley, 1967.

10. National Association for Public School Adult Education. A Guide for Teacher Trainers in Adult Basic Education. Washington, 1966.
11. Systems Development in Adult Language Learning. Strasbourg: Council for Cultural Co-operation, Council of Europe, 1973.
12. UNESCO. Functional Literacy: Why and How. Paris, 1970.
13. Weber, Rose-Marie. "Adult Literacy in the United States." Article contained in Literacy USA: A Handbook for Americans by Richard W. Cortright.

DAY 3

Objectives: By means of a lecture, the class will later discuss the historical background of various literacy movements in the United States and abroad.

Through assigned readings, the students will be able to explain critically the major approaches to teaching adult literacy which have evolved.

Suggested Activities:

A lecture with ample time allowed for questions and answers should contribute toward a greater understanding of the different philosophies from which the literacy movements are derived.

Included here is a list of the major approaches and methods which I was able to locate:

1. Analytic or Global Approach
2. Syllabic or Synthetic Approach
3. Eclectic Approach
4. Radical Approach -- Paulo Freire
5. Laubach Method
6. Doman Method

Suggested Sources of Information:

1. Burnet, Mary. ABC of Literacy. Paris: UNESCO, 1965. See section on world-wide survey of literacy movement. Also interesting chapter on role of radio and tv in teaching reading to adults in Colombia.
2. Cortright, Richard W. Literacy USA: A Handbook for Americans. Syracuse, New York: New Readers Press, 1964.
3. Doman, Glenn. How To Teach Your Baby To Read. New York: Random House, 1963.
4. Freire, Paulo. Pedagogy of the Oppressed. Translated by Myra Bergman Ramos. New York: The Seabury Press, 1968. Look especially at Chapter 3 where Freire describes the three basic stages for teaching reading. Also thought-provoking approach to relationship which should exist between the teacher and the student. Discuss distinction between banking and problem-solving approaches. Should provide for stimulating discussions.
5. Grabowski, Stanley. Paulo Freire: A Revolutionary Dilemma for the Adult Educator. Syracuse, New York: Syracuse University, 1972.
6. Harman, David. Community Fundamental Education: A Nonformal Education Strategy for Development. Lexington, Massachusetts: Lexington Books, 1974. Information on historical perspectives.
7. Laubach, Frank Charles and Robert S. Laubach. Toward World Literacy: The Each One Teach One Way. Syracuse, New York: University Press, 1960.
8. Neijls, Karl. Literacy Primers: Construction, Evaluation, and Use. Paris: UNESCO, 1961.
9. "Radical Approach to Literacy." New York Times, May 17, 1977. Article concerns itself with how the Consolidated Edison Company, the huge New York utility, has been successfully employing the Paulo Freire approach in its education programs for new workers.
10. UNESCO. Functional Literacy: Why and How. Paris, 1970. See page 9 to gain information on the basic approaches which functional and traditional literacy espouse.

DAY 4

Objective: Through visual and oral demonstrations, the class will become familiarized with various techniques for teaching reading.

Given specific examples of reading diagnostic tests, the class will identify the strengths and weaknesses of each one.

Suggested Activities:

1. Illustrate linguistic considerations, e.g., learn alphabet, proper eye movement, word and meaning, consonants and vowels, blends/digraphs, vowel and consonant matching, spelling.
2. Some available tools to diagnose reading levels of adults:
 - a. merits of measuring limited abilities in native language
 - b. strategies for assessing minimal skills in English, e.g., migrant labor workers may already retain knowledge of key vocabulary words for survival in an English-speaking community.
 - c. Many diagnostic tests utilized for children in bilingual education might also be employed for adults. Aske the BBE majors what appropriate measures might also be incorporated on the adult level.
 - d. READ -- Reading Evaluation Adult Diagnosis Test
 - Includes sight word recognition, reading skills (alphabet, word patterns, reversals, variant vowels), and determination of level of reading instruction (word recognition and comprehension).
 - e. Have students see APL and THINK programs to attain better grasp of devising own informal diagnostic tests.
3. Give preliminary introduction to sequencing of reading materials.

Suggested Sources of Information:

1. *Colvin, Ruth R. and Jane H. Root. Literacy Volunteers of America, Inc. TUTOR: Techniques Used in the Teaching of Reading. Syracuse, New York: Follett Publishing Co., 1976. Very useful basic guideline.
2. Fry, Edward. The Emergency Reading Teacher's Manual. Highland Park, New Jersey: Dreier Educational Systems, 1974.
3. Henderson, Ellen C. and Twila L. Henderson. Learning to Read and Write. New York: Holt, Rinehart, and Winston, Inc., 1968. Examines linguistic considerations of reading.
4. Neijls, Karel. Literacy Primers: Construction, Evaluation, and Use. Paris: UNESCO, 1961. See page 14 for stages of preparing a literacy course.

5. Tannenbaum, Elizabeth. "A Basic Survival English Course for Adult Spanish-speaking Migrant Workers." unpub. M.A. Thesis. School for International Training. Brattleboro, VT, 1974.

DAY 5

Objectives: Through an oral presentation, students in the course will be able to name at least two adult reading programs operating in the United States which have a large to moderate following.

Given the materials from the program that are on hand, the students will be able to discriminate verbally the weaknesses and strengths of each program.

Suggested Activities:

A lecture on current programs in the United States could include the following:

1. relationship between ESL/ABE/GED
2. Adult Performance Level from the University of Texas at Austin.
This program began as a 4-year adult literacy study conducted by the U.S. Office of Education grant in 1971. This project was implemented in 1974. Special activities and research consist of:
 - a. APL Curriculum Development
 - b. Competency-based High School Diploma Program
 - c. Counselling and Assessment Centers
 - d. Adult Education Volunteer Program
 - e. CETA (Comprehensive Employment and Training Act) Counselor Training System. The organization also disseminates materials.
 - f. University of Texas Adult Learning Center
3. THINK Program. Their objectives originates from the approach that

learning a language is learning to think. An advantage the project emphasizes is " . . . that the element of time is methodically included." An additional characteristic of the program is its mechanical nature; grammatical structures are well sequenced.

4. Laubach Method--See Toward World Literacy: The Each One Teach One Way.
5. Radical Approach as employed by the Consolidated Edison Company in New York. See "Radical Approach to Literacy," p. 11.
6. The class should spend time to examine critically the materials and assess the advantages and disadvantages of each one.

Suggested Sources of Information:

- 1.* The ABCs in APL. University of Texas Adult Learning Center, The University of Texas, Austin, Texas. Can be ordered for \$5.00.
2. Bouchard, Donald L. "Aspects of an ESL Program in an Immigrant Community." M.A. Thesis. School for International Training. Brattleboro, VT., 1972.
3. Chamberlain, Marcyana and Virginia Narang. A Survival Handbook for the ESL Teachers Teaching the Tom Thorn Series. Right to Read Project, Bristol Community College, Fall Rivers, Mass.
4. Planning Non-traditional Programs. San Francisco: Jossey-Bass, 1974.
5. Davidson, Edmonia. W. Family and Personal Development in Adult Basic Education: Curriculum Guide and Resource Units. Washington: National University Extension Associates, 1971.
6. National Association for Public School Adult Education. A Guide for Teacher Trainers in Adult Basic Education. Washington, 1966.
7. National Association for Public School Adult Education. Adult Basic Education Survey Team. Survey of Adult Basic Education in New Hampshire. Report submitted to the New Hampshire State Department of Education. Washington, 1969.
8. *THINK Program is available at the following address:
300 Broad Street
Stamford, Connecticut 06901
9. Washington D.C. Center for Applied Linguistics. Inventory of Projects and Activities in Reading and English. 1966.

DAY 6

Objectives: Given various additional teaching aids, the students will be able to create a one hour mini lesson for a hypothetical class.

By focusing on the emotional/psychological needs of adult literacy students, the class will lit culturally relevant topics that could be utilized in the classroom.

Suggested Activities:

Other teaching considerations which should be included in the course and which could be opened up to class discussion are:

1. Handwriting (e.g., Should cursive or block writing be introduced first?
Note article on the Ball-Stick Reading Program in the bibliography.
2. Orthography (e.g., How important is spelling? To what degree should you require your students to have perfect spelling?)
3. A suggested progression for teaching spelling might be the following:
 - a. Phonically regular
 - b. Choice of spelling patterns
 - c. Sight Words
 - d. Spelling rules
4. Alphabetizing--dictionary skills
5. Library use
6. Rewriting and simplifying materials

One issue which transcends any adult literacy program is, of course, the psychological security of the student. By this, I mean the student should acquire a felling of confidence from the classroom environment. By

the same token, it was already established on the first day of class that it is extremely important to discover for what purposes the student would like to use his reading and writing knowledge.

1. Have the class brainstorm projects they think would interest a Mexican American migrant labor worker.
2. Examine the relatively new device of making teaching materials in the form of a photonovella. Discuss the implications of using such materials in the classroom.

Suggested Assignment:

Ask the students to prepare a one hour mini lesson structured around a particular theme they choose (e.g., applying for food stamps). Accompany it with linguistic considerations based on the topic. In other words, the lesson should be very complete and would illustrate all activities that would surround the lesson. Ideally, lessons should be put on dittoes to be distributed to fellow classmates. On the last two days of class, individuals would describe their lessons. Discussion and constructive criticism would follow.

Suggested Sources of Information:

1. *Colvin, Ruth R. and Jane H. Root. Literacy Volunteers of America, Inc. TUTOR: Techniques Used in the Teaching of Reading. Syracuse, New York: Follett Publishing Co., 1976.
2. Fry, Edward. The Emergency Reading Teacher's Manual. Highland Park, New Jersey, Dreier Educational Systems, 1974.
3. *Fuller, Rene. "Breaking Down the IQ Walls: Severely Retarded People Can Learn to Read." Psychology Today, October 1974.
4. Elementary education language arts textbooks which are available in the library and Resource Center.

DAY 7

Objective: From the personal viewpoint(s) of individual(s) working in the field of adult literacy, the class will acquire first hand knowledge of the "realities" of many operating reading programs.

Suggested Activities:

Guest speakers may be drawn from a variety of sources:

1. In Brattleboro, an Adult Basic Education Program is offered at Brattleboro Union High School. The general course has been taught for the last three years by Ms. Lanice Aldridge of Brattleboro.
2. ESL classes have been taught at Brattleboro Union High School in the past by Mr. Charles Crowther, a former MAT graduate. Through teaching these courses, Mr. Crowther may have devised a personalized teaching approach to deal with the problem of illiteracy.
3. Any qualified reading specialist from one of the public schools could supply valuable information. A graduate level course entitled "Developmental and Remedial Reading" was offered at the College of St. Joseph the Provider in Rutland last year.
4. Of even greater interest might be the recruitment of a representative from the New England Farm Workers' Council headquartered at 3502 Main Street, Springfield, Massachusetts 01107. In the past, this organization encouraged MAT students to apply for internships. They are currently in the process of making simple texts and photonovellas for the purpose of teaching reading in English and, often, in Spanish.
5. A visit to the Reading Center in Brattleboro might be appropriate. In fact, visits to such programs could be an additional requirement of the course.

Suggested Sources of Information:

1. Davidson, Edmonia W. Family and Personal Development in Adult Basic Education: Curriculum Guide and Resource Units. Washington: National University Extension Associates, 1971.
2. National Association for Public School Adult Education. A Guide for Teacher Trainers in Adult Basic Education. Washington, 1966.
3. National Association for Public School Adult Education. Adult Basic Education Survey Team. Survey of Adult Basic Education in New Hampshire. Report submitted to the New Hampshire State Department of Education. Washington, 1969.

DAY 8

Objectives: By compiling all available catalogues, materials and program information on hand, students will be equipped for future teaching assignments with information guiding them on selected sources from which to obtain materials.

Suggested Activities:

1. A second guest speaker could bring materials and explain the use of them. Note the list of ideas from "Suggested Activities" of Day 7.
2. If any of the suggested programs have been ordered and have arrived, they could be scanned at this time. (e.g., Right to Read, APL, THINK, Adult Migrant Programs, Manpower materials). See section on other important texts and materials in the field of adult literacy which are not located at this campus.
3. A list of different literacy organizations could be passed out at this time. See the section on "Organizations."

DAYS 9-10

Objective: Students will demonstrate their preferred teaching approach by means of presenting one mini lesson on a chosen topic in

teaching reading to beginning students.

Suggested Activities:

1. Students distribute lesson to class members on the day of their presentations and explain why such a topic was selected and detail how it would be taught in the classroom.

Texts and Materials Available at SIT

- Bouchard, Donald L. Aspects of an ESL Program in an Immigrant Community. Unpublished M.A.T. Thesis. School for International Training: Brattleboro, VT., 1972.
- Burnet, Mary. ABC of Literacy. Paris: UNESCO, 1965.
- Carroll, John B. and Jeanne S. Chall (eds.). Toward a Literate Society. Committee on Reading, National Academy of Education. New York: McGraw-Hill, 1975.
- Chamberlain, Marcyana and Virginia Narang. A Survival Handbook for the ESL Teachers Teaching the Tom Thorn Series. Right to Read Project. Bristol Community College, Fall River, Massachusetts. No date.
- Cortright, Richard W. Literacy USA: A Handbook for Americans. Syracuse, New York: New Readers Press, 1964.
- Cross, Kathryn Patricia and John R. Nalley and Associates. Planning Non-traditional Programs. San Francisco: Jossey-Bass, 1974.
- Davidson, Emonia W. Family and Personal Development in Adult Basic Education: Curriculum Guide and Resource Units. Washington: National University Extension Associates, 1971.
- Doman, Glenn. How to Teach Your Baby to Read. New York: Random House, 1963.
- Freire, Paulo. Pedagogy of the Oppressed. Translated by Myra Bergman Ramos. New York: The Seabury Press, 1968.
- Fry, Edward. The Emergency Reading Teacher's Manual. Highland Park, New Jersey: Dreier Educational Systems, 1974.
- Gillette, Arthur. Youth and Literacy: You've Got a Ticket to Ride. Paris: UNESCO, 1972.
- Grabowski, Stanley M. Paulo Freire: A Revolutionary Dilemma for the Adult Educator. Syracuse, New York: Syracuse University, 1972.

- Harman, David. Community Fundamental Education: A Nonformal Education Strategy for Development. Lexington, Massachusetts: Lexington Books, 1974.
- _____. Community Fundamental Education. Lexington, Massachusetts: D. C. Heath and Co., 1974.
- Hawkins, Thomas. Benjamin: Reading and Beyond. Columbus, Ohio: Merrill, 1972.
- Henderson, Ellen C. and Twila L. Henderson. Learning to Read and Write. New York: Holt, Rinehart, and Winston, Inc., 1965.
- Kohl, Herbert. Reading, How to. New York: Bantam, 1974.
- Kidd, James Robbins. How Adults Learn. New York: Associate Press, 1973.
- Laubach, Frank Charles and Robert S. Laubach. Toward World Literacy: The Each One Teach One Way. Syracuse, New York: Syracuse University Press, 1960.
- Legrand, Paul. An Introduction to Lifelong Education. London: Croom Helm, 1975.
- Lenneberg, Eric. Biological Foundations in Language. New York: Wiley, 1967.
- National Association for Public School Adult Education. A Guide for Teacher Trainers in Adult Basic Education in New Hampshire. Washington, 1966.
- National Association for Public School Adult Education. Adult Basic Education Survey Team. Survey of Adult Basic Education in New Hampshire. Report submitted to the New Hampshire State Department of Education. Washington, 1969.
- Neijs, Karel. Literacy Primers: Construction, Evaluation, and Use. Paris: UNESCO, 1961.
- Phillips, Herbert Moore. Literacy and Development. Paris: UNESCO, 1970.
- Systems Development in Adult Language Learning. Strasbourg: Council for Cultural Co-operation, Council of Europe, 1973.
- UNESCO. Functional Literacy: Why and How. Paris: UNESCO, 1970.
- The Experimental World Literacy Programs: A Critical Assessment. Paris: UNESCO, 1976.
- Tannenbaum, Elizabeth W. "A Basic Survival English Course for Adult Spanish-speaking Migrant Workers." Unpublished M.A.T. Thesis. School for International Training. Brattleboro, VT., 1974.
- Washington D.C. Center for Applied Linguistics. Inventory of Projects and Activities in Reading and English. 1966.

The International Institute for Adult Literacy Methods contains valuable information in two journals (Literacy Discussion and Literacy Work), available in the SIT library. The organization has also published the following guide:

Directory of Library and Information Centers in the Field of Literacy. Literacy Directory. Teheran, Iran: International Institute for Adult Literacy Methods, 1973.

See the head librarian about the location of these materials.

Texts and Materials Not Available at the SIT Library

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ED 127 564, 127 563, 127 564 MF \$0.76
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- Food Stamps. Learning Packet No. 2.
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- Job Application. Learning Packet No. 1.
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- Laubach Literacy Program of Dysart Community Center, El Mirage, Arizona.
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ED 109 650 MF \$0.76
- A Reading Program Resource Manual for Adult Basic Education.
ED 097 501 MF \$0.76
- Right to Read Manual for Community Literacy Program Development.
ED 127 585 MF \$0.83
- A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974, VI, Adult Education.
ED 127 602 MF \$0.83
- Smith, Edwin H., Compiler. An Annotated Bibliography of Instructional Literacy Materials for Adult Basic Education. 1965.
Write: Adult Education Section, Florida State Department of Education, Tallahassee, Florida. Single copy is free.
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Michigan 48106 (Order No. 70-16, 547) MF \$4.00 HC \$10.80

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CHAPTER 4

LITERACY PROGRAMS IN INDUSTRY, THE ARMED AND PENAL INSTITUTIONS

T. A. Ryan and William Furlong

In the 1950s and 1960s concern with improving the lot of the poor led to numerous programs and opportunities for these groups. Literacy training was one of many of these programs. In an earlier article, the author reported on an effort which had been in progress for years. Experience had been gained, the enterprise seemed to be reaching a stage at least the promise seemed to be there. Reviewed more recent events, and finds that many programs have been phased out, and further progress has been made toward effective. Our account is therefore preliminary attempts to deal with the problem of employment—preliminary investigations of ways in which, do not seem to be leading to full-scale employment.

The efforts of the sixties were preliminary, with only a small fraction of the illiterate population being reached. Because they were still trying to develop a program, they were not able to do so.

Organizations

1. Adult Basic Education (generally division within Continuing Education Department of State Education Departments)
2. Adult Education Association of the U.S.A.
3. American University
Washington, D.C.
4. Asbury College
Wilmore, Kentucky
5. Center for Applied Linguistics
1755 Massachusetts Ave., N.W.
6. Committee on World Literacy
475 Riverside Dr.,
New York
7. ERIC Clearinghouse on Adult Education
Syracuse, New York
8. International Reading Association
6 Tyre Avenue
Newark, Delaware 19711
9. Institute of Languages and Linguistics
Georgetown University
Washington, D.C.
10. Laubach Literacy and Mission Fund
Box 131
Syracuse, New York
(also, National Affiliation for Literacy Advance, a branch of Laubach)
11. Latin American Postulate
New Orleans, Louisiana
12. National Institute of Education (DHEW)
Washington, D.C.
13. National Literacy Commission
1028 Connecticut Ave., N.W.
Washington, D.C. 20016
14. National Network of Bilingual Education Centers (See enclosed sheets.)
15. New England Farm Workers' Council
3502 Main St.
Springfield, Massachusetts 01107

16. Project Literacy
Cornell University
Ithaca, New York
17. Proyecto Leer
18. Research and Development Center for Learning and Re-Education
University of Wisconsin
Madison, Wisconsin
19. Right to Read Program
U.S. Office of Education
Washington, D.C.
20. San Francisco State College
San Francisco, California
21. S.E.R. (Service Employment Rehabilitation)
a division of Manpower
22. Southwest Regional Laboratory for Educational Research and Development
Los Alamitos, California
23. UNESCO, Paris.
24. University of Texas Adult Learning Center
Austin, Texas
25. VISTA
Contact ACTION in Washington, D.C.

National Network of Bilingual Education Centers

Thirty two centers which comprise the National Network of Bilingual Education Centers have received \$12 million during the fiscal year 1976-77, under ESEA Title VII, to provide training, and to develop, and disseminate materials for Federally funded bilingual education projects in local districts.

Each center is responsible for serving particular language populations in a designated geographic area. The centers work together and, in some instances, cut across regional lines to avoid duplication and meet the needs of more people in the language group.

Three types of centers were funded:

- Fifteen Training Resource Centers whose primary function is to assist bilingual education teachers in local districts on how to employ bilingual education techniques; evaluation procedures; and/or how to involve parents and community resources in bilingual education programs.

- Fourteen Materials Development Centers whose primary function is to develop and/or adapt (a) curriculum and testing materials to be used in the classroom and (b) teacher-training materials to be used by institutions of higher education.
- Three Dissemination/Assessment Centers whose primary function will be to evaluate, publish, and distribute products of the Materials Development Centers for classroom or training use.

The centers are part of an effort to help States build their capacity to serve students of limited English-speaking ability. The Office of Bilingual Education (HEW), under the direction of Dr. John Molina, administers the program. In addition, the Title VII Office also supports related training programs, classroom demonstration projects, and technical assistance for local school district projects.

Listed below are the Centers:

Training Resource Centers

Centers	Address	Name of Director & Telephone Number	Language
BABEL National Resource Center	2168 Shattuck Ave. Berkeley, Ca. 94704	Dr. Roberto Cruz (415) 549-1820	Spanish, Native American, Pilipino, Chinese, Vietnamese
Bilingual Education Resource Center	University of New Mexico Albuquerque, New Mexico	Jose Gandert (505) 277-3551	Spanish, Native American
Bilingual Education Technical Assistance Center	BETAC Tacoma Public Schools P.O. Box 1357 Tacoma, Wa. 98401	Dr. Pio De Cano (206) 383-1811	Asian Focus
Bilingual Resource Center Education Service Center Region XIII	6504 Tracor Lane Austin, Texas 78721	James Lehmann (512) 926-8080	Spanish
Boston University School of Education	765 Commonwealth Ave. Boston, Ma. 02215	Antonio Simoes (617) 353-2829	Spanish, Chinese, Greek, French, Native American, Passamaquaddy
California State University at Fullerton Cross-Cultural Resource Center	800 No. State College Blvd. Fullerton, Ca. 92634 Dept. of Anthropology California State Univ. at Sacramento 6000 Jay Street Sacramento Ca. 95819	Anthony Vega (714) 870-3994 Dr. Steve Arvizu (916) 454-6113	Spanish Chicano Culture
Midwest Resource Center	Bilingual Education Service Center 500 So. Dwyer Arlington Heights, Ill. 60005	Maria M. Swanson (312) 255-9820	Spanish, Asian, Native American, Caldean, Arabian
Multilingual Education, Resource Information, and Training Center (MERIT)	Merit Center Ritter Hall Annex, Rm 434 Temple University Philadelphia, Pa. 19122	Co-Directors: Dr. Frank Sutman Dr. Annette Lopez (215) 787-6258	Spanish, et. al.
Multilingual/Multicultural Resource & Training Center	88 Fourth Street Providence, R.I. 02906	Adeline Becker (401) 331-3627	Italian, Portuguese, Spanish
National Bilingual Resource Center	University of Southwestern Louisiana P.O. Box 4-3410 USL Lafayette, Louisiana 70504	Dr. Robert Fontenot (318) 233-3850 ext. 651	French, Italian
NNBBE—Intermountain Resource Center	Graduate School of Educ. University of Utah 2201 East 1300 South Salt Lake City, Utah 84108	Dr. Hugo H. Rivera (801) 581-3127 581-3899	Spanish, Native American
Regional Bilingual Training Resource Center	N.Y.C. Office of Bilingual Education 110 Livingston Street Room 224 Brooklyn, New York 11201	Carmen L. Velas (212) 858-5505	Spanish, Italian, Chinese, Greek, French/Haitian, Vietnamese
Training Resource Center	San Diego State Univ. Institute for Cultural Pluralism	A. Reynaldo Contreras (714) 286-5193-4	Spanish

University of Washington
Bilingual Training Resource Center

5544 1/2 Hardy Avenue
San Diego, Ca. 92182
122 Miller Hall, D.Q-12
Seattle, Wa. 98195

Juan Juarez
(206) 543-9424

Spanish

Materials Development Centers

Centers

Cheney Asian American
Materials Development Center

Arizona Bilingual Materials
Development Center

Asian American
Bilingual Center

Allen Bilingual Curriculum
Development Center

Bilingual Materials
Development Center

Dallas Independent
School District

Midwest Materials
Development Center

Midwest Office for
Materials Development

Multilingual Multicultural
Materials Development Center

National Bilingual Materials
Development Center

National Materials Development
Center/French and Portuguese

Native American Materials
Development Center

Northeast Center for
Curriculum Development

Spanish Curricula
Development Center

Address

15th W. Alhambra Rd.
Alhambra, Ca. 91811

University of Arizona
College of Education
P.O. Box 601
Tucson, Arizona 85721
2168 Shattuch Avenue
Berkeley, Ca. 94704

Seton Hall University
4400 South Orange Ave.
South Orange, N.J. 07079

Fort Worth Independent
School District
6000 Camp Bowie Blvd.,
Suite 390
Fort Worth, Texas 76116

3700 Ross Avenue
Dallas, Texas 75204
1228 West Mitchell Street
Milwaukee, Wisconsin 53204

Office of Bilingual/
Bicultural Education
240 Education Building
University of Illinois
Urbana, Illinois 61801

California State Polytechnic
University
Pomona, Ca. 91768

Rural Educational Affairs
104 Bunnell Building
University of Alaska
Fairbanks, Alaska 99701

168 South River Road
Bedford, N.H. 03102

407 Rio Grande Blvd. N.W.
Albuquerque, New Mexico
Community School Dist. 7
I.S. 184

778 Forest Avenue
Bronx, New York 10456

7100 N.W. 17th Avenue
Miami, Florida

Name of Director & Telephone Number

Dr. Dennis Fukumoto
(213) 289-5411

Dr. Elizabeth Antley
(602) 884-3724

Linda Wing
(415) 848-3199

Dr. John Young
(201) 762-4973

Carlos E. Perez
(817) 731-0736

Juan D. Solis
(214) 744-5831

Francisco Urbina
(414) 671-5420

Dr. Henry Trueba
(217) 333-2615

Roberto L. Ortiz
(714) 598-4991-4

Dr. Tupou L. Pulu
(907) 479-7715

Dr. Andrew T. Ford
(Acting Director)
(603) 668-7198

Gloria Emerson
(505) 242-5222

Aurea E. Rodriguez
(212) 993-2182-4

Dr. Ralph F. Robinett
(305) 696-2244

Language

Chinese, Japanese,
Korean, Japanese
Spanish

Chinese, (Cantonese)
Pilipino (Tagalog, etc.),
Japanese, Korean

Chinese, Japanese,
Korean

Spanish, French

Spanish

Spanish

Spanish,
Vietnamese

Spanish

Aleut, Inupiat,
Siberian Yupik,
Sugcestun

French,
Portuguese

Navajo

Spanish, Italian,
Greek, Russian

Spanish

Dissemination/Assessment Centers

Centers

California State University

Dissemination and Assessment
Center for Bilingual Education
Education Service Center Region XIII

National Assessment and
Dissemination Center for
Bilingual-Bicultural Education

Address

5151 State University Drive
Los Angeles, Ca. 90032
6504 Tracor Lane
Austin, Texas 78721

Assessment Center
Lesley College
9 Mellen Street
Cambridge, Ma.
Tel. (617) 492-0505
Dissemination Center
385 High Street
Fall River, Ma. 02720
(617) 678-1425

Name of Director & Telephone Number

Charles Leyba
(213) 224-3678

Joel Gomez
(512) 926-8080

John R. Corralo
(617) 678-1425

Language

Spanish,
Pacific Asian
Spanish

Spanish, French,
Chinese, Portuguese

STAFF

The part-time instructor for the course on adult literacy should preferably have at least one to two years experience in a program like Manpower or VISTA plus a Master's Degree in Adult Education or a similar major dealing with adult reading. However, given this outline and some basic research and readings, the elementary reading specialist for the bilingual/bicultural education program could improvise the class. From available sources in Brattleboro, Springfield, Amherst, and Syracuse, sufficient groundwork in adult literacy for the course should result. In addition, the stipend received ought to be commensurate with the rules and regulations set forth by the MAT program.

Aside from the possibility of employing one work-study individual to aid in ordering and compiling literature for the course, no other staff additions will be necessary.

RESOURCES

Briefly, the key facilities anticipated to be utilized are:

1. classroom space for 2 hours per day, for 10 days
2. desk space for instructor to prepare lessons
3. access to copying facilities, e.g., ditto machine, stencils, xerox machine
4. book reserve space in the library

FUNDING

Money required for operation of the model course shall originate from the MAT budget. Should enough interest be generated in adult literacy to encourage renewal and/or expansion of the program, other funding sources

should definitely be explored. One such area to be considered is the U.S. Office of Education through either the Right to Read teacher training grants or from state governmental branches of Adult Basic Education. Title VII funding for bilingual education may also offer alternate routes for monies.

EVALUATION METHODS

Based upon written and verbal student evaluation and MAT staff reactions, a decision upon whether or not to continue the course on adult literacy will be made. Below is a copy of the form to be filled out by class members at the end of the course:

Evaluation of Adult Literacy Course

1. How did the course fit your needs?
2. How did the course not fulfill your expectations?
3. Would you like to see the course offered again?

If so, (a) What changes (if any) would you make?

(b) Would you like the course to be expanded?

If not, why?

4. Do you feel the course should become an integral part of the curriculum?
Why?

5. How would you rate the instructor?

- a) knowledge of subject
- b) presentation and sequencing of materials
- c) sensitivity to class needs

BUDGET

Incurred expenses for the course calculated on a short-term funding basis should include the following:

1. salary for one part-time instructor (M.A. with 1-2 yrs. experience)	\$175.00
2. CWS money for one part-time clerical help (25 hours at \$2.15/hr.)	32.25
3. book and program material purchases	250.00
4. miscellaneous costs (photo copying, etc.)	<u>100.00</u>
TOTAL PROJECTED COSTS	<u>\$557.25</u>