A PREDICTION OF OUTCOMES? A PSYCHOLOGICAL INVESTIGATION INTO COGNITIVE AND AFFECTIVE DEVELOPMENT WITHIN THE FRAMEWORK OF ADULT LITERACY PROVISION

KENNETH KILBEY, B.A., M.Ed..

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KENNETH KILBEY

A candidate for the degree of Doctor of Philosophy, 1985.

SUMMARY

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This investigation seeks to explore the hypothesis, derived from observation and practice, that there is a strong relationship between the development of literacy skills and the growth of confidence in adult literacy students. Implicit in the developmental approach is the notion of progression towards some cognitive goal. Such a goal necessitates the establishment of a base line of existing attainment, together with subsequent assessment so that progress and development can be measured. The study includes an evaluation of existing formal and informal methods of initial and subsequent assessment and diagnosis available at the time for Adult Literacy Scheme Co-ordinators.

Underlying the funding by Cheshire County Council for the project is the assumption that the results will be available for all practitioners and that the tools of measurement may be used by other Adult Literacy Co-ordinators in the County. It is intended, therefore, that this research should result in practical outcomes in which methods of assessment will involve active participation by students as well as by tutors, becoming part of the learning process. It is hypothesised that this kind of co-operation could lead ultimately to self-directed learning and student-independence.

For the purposes of this research, a balance is attempted in the use of assessment tools, between standardised tests and informal methods. The study provides facts about students' reading habits; as well as their reading levels, their spelling levels, their handwriting, their writing skills and their writing habits. The study seeks to show the students' feelings towards education, their educational attainments and the type of school which they attended. The study also attempts to come to some measurement of those aspects of student personality which relate to confidence, by means of tests and questionnaires. The study concludes with an examination of the link between cognitive and affective progress.

KEY WORDS

Attainments, Confidence, Progress, Assessment, Methods.

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CONTENTS

CONTENTS

CONTENTS PAGE

LIST OF TABLES AND FIGURES

PAGE

CHAPTER 1

CHAPTER 2

CHAPTER 3

CHAPTER 1

CHAPTER 1 ADULT LITERACY - NATIONAL, COUNTY AND LOCAL PERSPECTIVES

1.1 SETTING THE SCENE - ADULT LITERACY IN GREAT BRITAIN

One of the major contributions of the British Broadcasting Corporation in the second half of the twentieth century towards adult education has been the establishment of a series of programmes aimed at adults with difficulties in reading, writing or spelling. The initiative began in 1975 with the programme "On The Move", and was followed by "Your Move" in 1976 and "Next Move" in 1977 . The effect of the deluge of referrals on all local authorities was quite staggering and led to the immediate need to create sections concerned with adult basic education in all authorities. 1975 therefore was a water-shed year in local authority educational provision for adults.

Before 1975, an article by Anthony Hirst in the Sunday newspaper The People in 1966 describing the work of the Cambridge House Literacy Scheme, had brought national attention to the plight of some adults in the country. There have been several notable contributions towards clarifying the pre-1975 national literacy situation. Wells (1976) acknowledges the influence of the British Association of Settlements in establishing the right to such a service, Haviland (1973) provides a survey of existing provision and includes the findings of the 1972 N.A.R.E. Adult Illiteracy Sub-Committee. Ben-Tovim and Kedney (1974) provide a variety of views, organisational, technical and sociological. The Bullock Report (1975) mentions research undertaken by Reading University. Finally all these contributions have been analysed by Tranter (1977). In this Chapter, it is proposed to consider briefly the course of the national adult literacy campaign from 1975 up to the present, 1985, in order to establish a background of students and tutors, against which our current research can be placed. Throughout this survey we will be conscious that figures and statistics may be misleading. We are dealing with a problem, the size of which is unknown.

"This figure (of two million functionally illiterate adults in England and Wales) is not based on direct research because none is available; there has never been a national survey. It is based on the best related evidence, and on the firm opinions of acknowledge experts in the field". (Harrison, 1974). We are still in almost the same position eleven years later in 1985, and we are still uncovering more aspects of the problem.

1.2 THE NATIONAL PICTURE 1975 - 1985

The annual reports of the Adult Literacy Resource Agency (A.L.R.A.), the Adult Literacy Unit (A.L.U.) and the Adult Literacy and Basic Skills Unit (A.L.B.S.U.) reveal the following:-

	No. of students receiving tuition	Full-time or part-time paid tutors	Volunteer tutors
A.L.R.A. Report 1975/6	55,000	3,000	40,824
A.L.R.A. Report 1976/7	69,398	4,733	44,185
A.L.R.A. Report 1977/8	70,924	5,089	42,357
A.L.U. Report 1978/9	69,470	4,583	37,356
A.L.U. Report 1979/80	69,957	3,399	31,877
A.L.B.S.U. Report 1980/1	85,079	8,274	29,947
A.L.B.S.U. Report 1981/2	102,615	9,669	24,221
A.L.B.S.U. Report 1982/3	107,648	10,793	23,693
A.L.B.S.U. Report 1983/4	108,874	9,287	21,281

Such statistics infer a steady increase in the scale of provision, and it cannot be denied 10 years after the first B.B.C. broadcast that the number of adults seeking help has doubled. The figures from 1981 onwards, however, also reflect the worsening unemployment position in the country and the fact that basic skills provision was becoming part of the Youth Opportunity Programme (Y.O.P.) and the Youth Training Scheme (Y.T.S.).

There has been a steady decline in the number of volunteer tutors which may be attributable to various factors, one of which is the growing awareness amongst local authorities that volunteers are not a cheap resource in that they require selection, training, support and also replacement when they decide to leave the service (Jones and Charnley, 1978). With the decline in the numbers of volunteer tutors there is a corresponding decline in the provision of 1:1 tuition, which influences the type of image of provision in the minds of intending students. Finally, in looking globally at such figures, there is the question of the accuracy. It is not clear, for example, whether some authorities allow second language students to join their literacy schemes if they have little existing specialist provision. What is clear, unfortunately, is that the majority of those who come forward for help have been failed by the existing systems of primary and secondary education, and that as a group, they represent an uncomfortably large number of former pupils.

Possibly one satisfactory way of interpreting the national figures would be in a non-statistical, impressionistic way. For example:-

(a) A.L.R.A. concluded in its 1977/8 Report that a total of 125,000 students had been given tuition during the previous three years.

(b) "A framework of provision has been established in every local authority area in England, Wales and Scotland" (1975/6 Report).

(c) The establishment of an Adult Literacy Support Services Fund paved the way not only for the development of literacy provision, but also the integration of numeracy provision, and for the potential inclusion of other areas of basic education, such as second language provision.

(d) The figures could be much greater, (1977/8 Report), as the students who come forward are the articulate ones, and there are certainly many more who are too apprehensive to attend. The A.C.A.C.E. Report (1979) refers to the scale of this deprivation as being "literally incalculable, for we are considering a hidden and largely defeated population whom life has taught to keep their heads down and not expect too much".

(e) The A.L.R.A. Report 1977/8 refers to the adverse circumstances which existed at the start of the campaign:-

1. A.L.R.A. was set up for one year only, and so any future planning was restricted. This lack of future planning reflected the complete lack of understanding of the size of the problem which existed at the time.
2. The large number of referrals created by the B.B.C. broadcasts created logistical problems.
3. Local education authorities (L.E.A.'s) were already under financial pressure.
4. The referral system of a phone-in service with its benefits of immediacy caused extra pressures on staff trying to meet demands.
5. There was hardly any existing provision.
6. There were few "experts".
7. There were virtually no trained staff.

"Such a collection of adverse circumstances proved in fact to be a major advantage. It gave rise to a readiness in most quarters to consider a range of innovatory moves - provided they could be implemented quickly - which might otherwise have not been entertained. Speed of operation was of the essence and our approach had therefore to be uncomplicated and available to all. When authorities and voluntary organisations became aware that an allocation of money, even if it was less than they wanted, could be made in under a month on a simple statement of need, in general they responded magnificently". A large number of volunteers came forward to offer help. This will be discussed further (Tables 1.3, 1.5, 1.9; Sections 1.9.1 - 1.9.3) but at this point it is sufficient to say that without the help of volunteers, not only would many students have been kept waiting for tuition, supposing that they could tolerate any wait after the publicity campaign, but the entire credibility of the Adult Literacy Scheme would have been questioned because of an inability to provide what had been promised.

1.3 NATURE OF THE PROBLEM. WHAT IS MEANT BY "LITERACY" ?

Charnley and Jones (1979) in their research into the concept of success, found that there was no state which could be identified as absolute literacy, with a threshold to be crossed. Adult reading and writing always take place in a context, and success or otherwise can only be judged in that context. As the contexts change, the thresholds change too. "Theoretically, therefore, the success of an adult's acquisition of literacy can be judged only in terms of that individual, in that situation,at that time".

Haviland (ibid) puts a similar viewpoint, that illiteracy has no absolute meaning, because it varies according to different walks of life. Other definitions have been categorised by Kedney (1975) into statements couched in quantitative terms, statements based on tasks requiring literacy skills, and statements concerned with an analysis of the operations involved. When one considers the first category, one meets all the disadvantages of quoting reading ages - that reading tests "assess narrow, isolated elements of skill, are standardised on children, and often state standards in reading ages related to children". A level of 13 years was defined by U.N.E.S.C.O. (1972) as functional literacy whereas the Bullock Report (ibid) saw a level of 15 years as functional literacy. The subject of the measurement of adult reading skills will be discussed more fully in Chapter 2.

When one considers Kedney's second category, it is extremely relevant to the adult to be able to read newspapers or to complete forms - but "it is clearly necessary to establish meaningful and reliable norms both in terms of the adult population and in terms of literacy skills".

Kedney's third suggested category embraces the establishment of a set of processes and skills to be learnt, with the notion of literacy as a tool to be used, and links these ideas with a study of the reading interests of adults. As will be seen in Chapters 3 and 4, our study throws more light on such reading interests.

As Karlsen (1973) notes, each definition offers valuable guidance but has significant limitations. In addition none of these definitions so far has included one of Moyle's prerequisites for teaching children, which would seem also to apply to adults, namely sheer enjoyment in reading (1972) .

We have ideas of what is meant by literacy, and we may more

easily be able to say what is a state of illiteracy. The many students and tutors in adult literacy schemes all have ideas on the meaning of literacy and the students in particulr may have an image of what literacy is. A definition of literacy is important, therefore, from two points of view at least. Firstly the definition may act as a policy statement in establishing a rationale for adult literacy work, even though there may be wide variations in the pathways towards the state of literacy. Secondly it may serve as an answer to practical questions which relate to limiting finance and resources where there might be a desire to place an upper limit on literacy schemes. The definition which follows may satisfy both these counts.

Literacy is the ability to use the system of the written form of language. In a Western society, literacy is a skill based upon an alphabetical/phonetic script - a set of prescribed ciphers forming the orthography, which are linked to phonology and meaning. The system is representational and man-made, i.e. not biologically-based (Aston Teaching Programmes, 1980), - from an abstract "line drawing" or "symbol" linked to some accoustic reality, enabling the learner to derive meaning from such a written system, through to the concrete event which the orthography and phonology indicate for the user. "Reading, writing and spelling are skills which enable the learners to link, understand and use the ciphers and phonemes to represent and communicate linguistic/language experience in a permanent form" (Aston Teaching Programmes, ibid). "Thus to succeed in written language, symbols must be related to an event, and perceived, stored, and reproduced consistently in visual, auditory and motor activities" (Newton and Thomson, 1974).

In conclusion, therefore, literacy is a state of many complex abilities, with individual adult literacy students choosing for targets those aspects of that state which have particular relevance to them. Progress will be on a wide variety of fronts. It must be one sign of progress if a Scheme like the Warrington Adult Literacy Scheme had 1265 students receiving tuition of various sorts (Table 1.4) in 1983, whereas nine years previously it had less than 100. Holmes (1976) puts forward the view that students may come to tuition with quite different conceptions of the meaning of education from those of either their tutors or researchers. It is, in a way, paradoxical that so many

students and tutors are meeting each week, and yet the precise objectives of any of their learning programmes are so difficult to define. Certainly the debate towards answers to the problem needs to be continued, in order at the least to take pragmatic decisions and actions, but it is unlikely that answers will be easily found which will satisfy everyone. Kedney's solution - to take decisions whether "through conscious deliberation or unthinking optimism" - was preferable to him, rather than lose the momentum of the campaign.

1.4 ESTIMATED NUMBER OF ILLITERATE ADULTS IN THE UNITED KINGDOM

If the acquisition of a standard of literacy is highly personalised and shrouded in the mystique of any individual's personal schemata, it must be impossible to give an estimate of the numbers of adults in the United Kingdom who might require help. If one uses child-based quantitative terms for standards of literacy, one could choose between Professor Burt's 1945 estimate of 1.5 - 2.0 % crude illiterate and 15 - 20 % functionally illiterate, and Schonell's 1946 estimate of 3,000,000 requiring help (Haviland, **ibid**). More recently, Morris (1966) suggests 10%, and Goldberg and Schiffman (1972) suggest a figure in the range of 20-40 %. Rutter, Tizard and Whitmore (1971) give a figure of approximately 8 % showing reading backwardness, defined as a reading performance of 28 months or more below chronological age. Newton (1977) suggests that the incidence of illiteracy reported from sources as being at least 15 per cent of the school population is a conservative estimate and the probability is that the figure is approximately 25 per cent. Finally, there is the British Association of Settlements (B.A.S.) estimate of 2 million functionally illiterate adults in England and Wales (Harrison, **ibid**). All these estimates involve millions, and yet after nine years of a highly publicized campaign it would appear from the A.L.R.A., A.L.U. and A.L.B.S.U. reports that the campaign is barely scratching the surface. If one totals all the student numbers from 1975 to 1984, the figure is only approximately 700,000 and that assumes that each student stays in the scheme for one year only, which will be shown to be definitely not the case. Furthermore, the Reports include young adults on Government training schemes, who were still at school when the current campaign began. Certainly workers in the schemes have had difficulties in coping even with the numbers who have come forward. There may be further difficulties facing L.E.A.'s in continuing to provide funding for a service which does not seem to be diminishing, which in general is non-income-bearing and which may be bringing into education quite substantial numbers of adult students who would otherwise have stayed outside the formal system. It may, therefore, be preferable to view the situation optimistically as a success story in terms of those who have received help, rather than try to make imprecise estimates of those who have not. The Bullock Report (ibid) definition of functional literacy as a reading

age of 15 could mean that 10 million adults or more come into this category, which would be staggering if it were true. The only consolation to be found in the relatively small number of those who have received help, is that it is a start, and it may have an influence which may be much wider. As Professor Stevens stated (1975):

"What is an irrefutable fact is that a modest advance in the educational standards of the parents usually means a major advance in that of their children with associated benefits such as less school truancy".

1.5 COUNTY PERSPECTIVE: STRUCTURE OF THE SCHEME WITHIN CHESHIRE

There are eight administrative districts in Cheshire, which for adult education purposes have been grouped into six areas:-

District No.1	Warrington
No.2	Halton (including Widnes and Runcorn)
Nos.3 & 6	Chester and Ellesmere Port
No.4	Vale Royal (Mid-Cheshire)
No.5 & Part of 8	Macclesfield and Congleton
No.7 & Part of 8	Crewe and Nantwich

Within each of these six areas a three tier system for adult literacy provision has been established:-

Level 1 The Co-ordinator - called the Reading Teacher for publicity purposes. This person is a College Lecturer Grade 2, initially on a 50% commitment to adult literacy and 50% to work in the local College of Further Education. It soon became apparent that a 50% commitment was insufficient and this gradually increased to 100% commitment in all areas. This is the only full-time worker in adult literacy in each of the six areas funded by the local authority, although from time to time there have been other full-time workers funded by the Manpower Services Commission (M.S.C.) on schemes such as Special Temporary Employment Programme (S.T.E.P.), the Job Creation Programme (J.C.P.) or the Community Enterprise Programme (C.E.P.).

Level 2 Part-time paid tutors. The 1975/6 Cheshire Report to the Adult Literacy Resource Agency (1976) indicated that the role of the part-time paid tutor was to be threefold, namely to teach groups of not more than four students, to have a responsibility for the preparation, collection and dispersal of materials, and lastly to offer support to volunteer tutors initially for one year, but longer if the pairings proved compatible. This envisaged role soon changed in the light of new requirements and practice, and part-time tutors are now used in each of the six areas in varying ways, such as group tutors, volunteer tutor supervisors, training course tutors, as specialist tutos in institutions and in other situations requiring higher levels of teaching expertise.

Level 3 Volunteer tutors. Their role will be discussed more fully in Sections 1.9.1 - 1.9.3 and at this point it may be simply stated that it was envisaged that they would work in the 1:1 teaching situation, possibly helping the tutor of a group, and that their initial commitment was to be for one year at least.

Administrative assistance has been provided by a member of the Further Education Section of the Education Department at County Hall, who has also been designated as the County Referral Officer. County-wide

co-ordination has been maintained by regular Reading Teacher meetings, which have taken place generally termly. The Reading Teachers have been backed by staff from County Hall including the Senior Further Education Adviser and the Senior Adviser for English until their retirements, and the Deputy Assistant Director for Further Education.

1.6 STUDENTS ATTENDING ADULT LITERACY CLASSES IN CHESHIRE

"It has become fashionable in recent weeks to refer in somewhat pejorative tones to the 'numbers game'; the inference being that numerical targets are a simplistic administrative device to persuade Members of the efficacy of the campaign. This view can in itself be naive. There is no disgrace in setting targets: their achievement is a welcome boost to all concerned. Nevertheless, the concomitant implication of those who criticise the 'numbers game' is that quality of provision must not be sacrificed to quantity. This Authority subscribes to that view and will be seeking to implement it wherever demographic relief from pressure of numbers allows". (Cheshire Report to A.L.R.A. 1976)

The difficulties of presenting accurate statistics have been described by Charnley and Jones (ibid) and the position in Cheshire is no different from the national situation in this respect. Some of the variables which contribute to making the picture obscure and which thereby show the problems of relying too much on statistics for comparisons or conclusions are:-

1. The voluntary nature of the students' attendance.
2. The teaching in the home situation.
3. The irregularity of students' attendances because of shift work, holidays, sickness, family or other reasons.
4. Within the 1:1 situation, the point could arise where friendship becomes a greater motive for meeting than learning.
5. The sheer difficulty of contacting hundreds of tutors on a regular basis to find out whether they are still meeting their students.
6. The problems caused by making comparisons between the total number of students and the student/hours.
7. The differences between urban and rural provision, both of which exist in Cheshire
8. The quality of provision may be ignored.
9. Administratively it is simple to add new students to existing groups, whereas putting new students into 1:1 situations involves tutor training, supervision of tutors, location difficulties, and possible matching difficulties. Such considerations may be behind the national decrease in numbers of volunteer tutors (Table 1.1) and in the gradual increase of paid tutors who work with groups.

Table 1.2 is presented therefore with all these variables in mind. Against a potential student population of 24,000 if one assumes that Cheshire accords with the national average of 3% of the population as a whole requiring literacy help, there have never been 2,200 adult students in the Cheshire Scheme at any one time, and, allowing for those students who have completed their personal requirements, it could be that about 10,000 students in Cheshire have benefited from some form of help during 1975-1984. It would be an inconclusive debate to consider whether this is an achievement or a failure, but if one views it from the position of any of the 10,000 students, then certainly many students have been helped and the effort in providing this help has been considerable.

It is significant that the drop in numbers in September 1979 reflected the atmosphere of uncertainty in adult education in Cheshire, where fees were increased by 133%, where disadvantaged groups were no longer to be allowed remission of fees, and where many literacy students believed that they would have to pay fees, and therefore did not enrol. Although this threat was removed fairly quickly, some areas such as Halton suffered a noticeable drop in numbers (117 students failed to resume tuition).

During the first year of operation, it was estimated (Cheshire Education Report to A.L.R.A.; 1976) that only 10 days elapsed between the student contacting the BBC referral telephone number, and the interview with the local Reading Teacher. Of course, local referrals were quicker. The number of BBC referrals steadily reduced until in 1979 only 4 referrals were received during September-December. This reflected changing circumstances:-

1. The country-wide publicity had been reduced
2. Those students who were immediately willing to come forward had done so, and although this left a great many potential students, they would take longer to raise the courage to admit their needs.
3. The advertising logo remained the same, and may have lost its impact with some potential students because of over-familiarity.

However, as numbers of adult students in Cheshire are being maintained at approximately 2,200, one must assume that other ways of attracting them into the Literacy Scheme have taken the place of the BBC publicity.

1.7 LOCAL PERSPECTIVE: INTRODUCTION TO THE WARRINGTON ADULT LITERACY SCHEME

Warrington, with its population of approximately 180,000 is one of the three industrial areas lying in the north of Cheshire, the other two being Widnes and Ellesmere Port. Its history is similar to that of many other small towns in Northern England with the formation of the Warrington Literary Society in 1758, its People's College, its gentlemen's subscription library and its combined museum and library in 1848 (Kelly, 1962). Today unfortunately the building which housed its most notable historical undertaking, Joseph Priestley's Warrington Academy, stands at the entrance to the town, but has been completely transformed into an office block with little of the former building remaining. Lately Warrington has been designated a New Town, and the New Town Development Corporation has gained some prestige from attracting a large number of commercial firms to the trading estates on the outskirts of the town, even though the majority of firms use Warrington as a warehousing base, and thereby do not create many jobs for the local population. Adult literacy tuition has probably existed for over 200 years in Warrington. Few records are available before the start of the current campaign in 1975, although some of the tutors at the Padgate Evening Centre have been giving tuition in North Warrington since 1970, and have played a valuable role in giving help to the residents of the Orford, Longford and Dallam areas. On the assumption of the 3% figure (Harrison, ibid) Warrington's share of the national figure of two million adults requiring help would be 5,000 .

1.7.1 AN OVERVIEW OF THE STATISTICS OF STUDENTS AND TUTORS IN WARRINGTON

Table 1.4 shows the growth in student numbers for the period 1975-1984. We have already mentioned (Section 1.6) words of warning on the bland interpretation of statistics. The A.L.U. Annual Report (1979) quoted:-

"The Unit is anxious not to see progress in terms of the numbers of students receiving tuition. Although the amount of provision is important and maintenance of numbers should not be accepted with complacency, it is likely that without a significant increase in resources, the total number of students receiving tuition is likely to remain reasonably constant".

(a) Students receiving individual tuition. The number has been reasonably stable at approximately 150. The national trend (A.L.B.S.U. Report,1983) indicates that local authorities are using group work as the area of development and that the number of 1:1 learning situations has reduced. While there are no stated reasons for this, it is possible that originally volunteer tutors might have been regarded as a cheap resource by local authorities, whereas they require constant recruitment, training and support. Authorities are possibly moving towards a situation of using only paid tutors because they believe that they will require less training and support. It may also be educationally sound to allow students the opportunity of joining groups when they have overcome their fears of such a situation, but this is only sound where there is initial provision of a 1:1 nature to allow this personal growth to take place. In Warrington it is plain that there are substantial numbers of students who want the 1:1 situation with its privacy, close contact, lack of competition and potential for offering support.

(b) Students receiving group tuition. It can be seen that there was a steady growth in numbers until September 1979 when the authority failed to announce clearly that adult literacy students were to be exempt from the proposed fee increases for adult education students. There was also a marked decrease in the number of paid tutors at this time (Table 1.6) reflecting the increased financial difficulties of adult education in Cheshire. Since 1979 there has been a steady rise in the numbers of students being taught in groups, until the figure of 203 in 1984 matches the figure of 204 in March 1979. This shows clearly how long it takes to repair damage to the system caused by unconsidered announcements. The Warrington figure of students

in groups also includes students attending post-basic level groups, where they are seeking to extend their horizons after the initial stimulus of progress in the literacy scheme.

(c) Students in institutions. These numbers show a marked increase during the 10 years, which reflects an increased College commitment to this area of work. The government-proposed Community Care Programme, which will release many hundreds of students at present in institutions into the community, may also be instrumental in these students losing their educational thread of continuity, until they have successfully made the transition from institution to community.

(d) Special Measures Groups. The statistics reflect the Youth Opportunities Programme (Y.O.P.) instituted in 1979 and the subsequent Youth Training Scheme (Y.T.S.) provision.
The Adult Literacy Co-ordinator may not be directly responsible for the literacy element of the trainees' programmes, but the statistics are collated by Co-ordinators to provide a total picture of adult literacy work in each Cheshire District.

Table 1.5 shows the numbers of volunteer tutors involved since 1975. These tutors are asked to make a minimum commitment of one year and so they may leave after this first year. Some tutors have been with the Scheme since 1976, and others leave after their first year. It is heartening, however, to see that the response to this volunteer work has been maintained throughout the last 10 years.
Table 1.6 shows the numbers of paid tutors since 1976. Section 1.9.4 gives details on their areas of work. A significant point of decline has been the number of group tutors, from 27 in 1976 to 16 in 1984. This reflects the pressure of financial limitations on Reading Tutors. This decline is further highlighted in that the figures for 1982-1984 include the tutors used in post-basic tuition, and in reality the number of tutors actually engaged in adult literacy group tuition in 1984 was 10.
By contrast there has been a significant increase in the number of tutors engaged to work with the young unemployed on government schemes. A further point of contrast is that the adult literacy tutors are employed and paid for only 2 hours per week, whereas the tutors on government schemes may be paid for up to 10 hours per week.

Table 1.2 Cheshire Students Receiving Tuition

	1 Sep 1975	1 Jan 1976	1 Mar 1976	1 Mar 1977	1 Mar 1978	1 Feb 1979	1 Mar 1979	1 Sep 1979
Individually	71	203	265	653	852	824	825	725
In Groups	206	453	509	721	736	751	749	522
In Institutions	60	78	108	142	178	230	231	281
Awaiting Tuition	37	95	112	166	51	50	47	54
Special Measures Groups	–	–	–	–	–	–	–	–
Totals	374	829	994	1682	1817	1855	1852	1763

	1 Sep 1980	1 Sep 1981	1 Sep 1982	1 Sep 1983	1 Sep 1984
Individually	703	599	563	576	634
In Groups	818	847	1050	1100	973
In Institutions	225	370	361	371	471
Awaiting Tuition	58	36	43	31	137
Special Measures Groups	794	1001	1128	1471	1257
Totals	2598	2853	3145	3549	3472

Table 1.3 Tutors in Cheshire

	1 Sep 1975	1 Jan 1976	1 Mar 1976	1 Mar 1977	1 Mar 1978	1 Mar 1979	1 Sep 1979
Volunteers							
Completed Training	78	246	435	934	1265	1609	1679
With Students	70	200	271	692	830	868	812
Awaiting Students	8	46	164	86	74	68	60
Trained but no longer Participating	-	-	-	156	361	673	807
Awaiting Training	104	290	333	185	131	79	58
Part-time Paid Tutors	74	95	101	113	112	118	98

	1 Sep 1980	1 Sep 1981	1 Sep 1982	1 Sep 1983	1 Sep 1984
Volunteers					
Completed Training	1797	2064	2273	2468	2668
With Students	755	718	708	643	905
Awaiting Students	64	43	31	22	50
Trained but no longer Participating	871	1183	1334	1563	1713
Awaiting Training	52	43	21	21	5
Part-time Paid Tutors	127	135	151	161	108

Table 1.4 Warrington Student Referrals

	1 Mar 1976	1 Mar 1977	1 Mar 1978	1 Mar 1979	1 Dec 1979
Receiving tuition individually	47	151	204	171	183
Receiving tuition in groups	175	197	192	204	86
Receiving tuition in institutions	30	31	41	65	147
Special Measures Groups	-	-	-	-	181
Totals	252	379	437	440	597

	1 Sep 1980	1 Sep 1981	1 Sep 1982	1 Sep 1983	1 Sep 1984
Receiving tuition individually	174	140	120	169	145
Receiving tuition in groups	97	137	151	138	203
Receiving tuition in institutions	129	233	264	264	364
Special Measures Groups	284	406	695	694	-
Totals	684	916	1230	1265	712

Table 1.5 Warrington Volunteer Tutors

	1 Mar 1976	1 Mar 1977	1 Mar 1978	1 Mar 1979	1 Dec 1979
Completed course of training	70	187	290	364	448
Being Used	47	145	198	171	158
Awaiting Placement	23	19	-	6	18
No longer participating	-	23	92	187	272

	1 Sep 1980	1 Sep 1981	1 Sep 1982	1 Sep 1983	1 Sep 1984
Completed course of training	496	598	643	697	760
Being Used	124	135	127	160	144
Awaiting Placement	21	10	0	0	0
No longer participating	351	453	516	537	616

Table 1.6 Warrington Part-time Paid Tutors

	1 Mar 1976	1 Mar 1977	1 Mar 1978	1 Mar 1979	1 Dec 1979
As Centre Supervisors	4	10	10	10	9
As Group Tutors	27	28	27	23	13
In Institutions	2	2	3	4	6
With Special Measures Groups	-	-	-	-	13
Totals	33	40	40	37	41

	1 Sep 1980	1 Sep 1981	1 Sep 1982	1 Sep 1983	1 Sep 1984
As Centre Supervisors	10	12	12	11	11
As Group Tutors	15	14	17	18	16
In Institutions	4	9	9	9	5
With Special Measures Groups	18	18	26	24	-
Totals	47	53	64	62	32

1.8 ADULT LITERACY STUDENTS - INTRODUCTION

As Risman states (1975) : " A simplistic typology of the adult illiterate is quite inappropriate", and one of the strengths of the 1975-1985 Campaign has been that it has looked to the needs of the individual, and then has formed a structure to satisfy those needs.

Data obtained from this research programme will be compared in Sections 3.5.1 and 3.5.2 with national studies carried out by Gorman (1979), Charnley and Jones (ibid), with local studies carried out in Liverpool and Manchester, and with the Adult Performance Level programme in the United States, where appropriate.

As a final point to this introduction, it must be stated that although we are looking at students in general and Warrington students in particular, the attitudes of the students themselves will reflect the way the particular Literacy Scheme sees them. Kedney (ibid) stresses the importance of the philosophy of a Scheme, in establishing attitudes to learning and to individuals, whether students or tutors, and this is echoed by the British Association of Settlements (1975) : "Involvement of students is especially difficult and how it is attempted depends on the view the Scheme takes of the student. If he is looked on as a passive, grateful receiver, it may be that the Scheme would not wish to make any particular effort to involve him in decisions. However, many schemes now see students as active, questioning participants in the learning process and encourage them to question and criticise every aspect of the way the Scheme is organised". The Warrington Scheme as a point of principle and through the means of this research programme has had some success in attempting to involve its students in practical evaluation.

1.8.1 ADULT LITERACY STUDENTS : CHARACTERISTICS

We have already referred in Section 1.7 to the projected number of 5,000 adults in Warrington who might require help. Although raw statistics are available (Table 1.4) for the number of students enrolled in any one year, there is no breakdown of the number into new students and those enrolling for the second time. It is impossible, therefore, to calculate how many out of the projected 5,000 have received help. Any conclusions on the sort of person coming for help are based on only a proportion of those estimated to need help, and indeed the willing proportion. This demonstrates the problem of recruitment, in that students in 1985 are still tending to keep the low profile detailed in A Right To Read (Harrison, ibid). Furthermore, the success of the adult literacy movement in bringing into education thousands of new recruits, with newly awakened ideals, plus ten years of effort on the part of students, have combined to create a large number of men and women at the "post-basic" level, looking for all kinds of access courses to further education. Statistics, therefore, are complicated also by this element which may be recorded in some organisations as adult literacy provision and in other organisations as general adult education.

The adult literacy student profile has been detailed by Charnley and Jones (ibid), The BBC Adult Literacy Handbook (Ed.Longley,1975), Beynon (1977), Holmes (ibid), the N.F.E.R. Survey (Gorman, 1979), the A.L.R.A., A.L.U. and A.L.B.S.U. Reports (1975 - 1984), the Liverpool Project (1976), Kedney (1975) and Sticht (1972) for students in the United Kingdom. There is detail on adult reading habits in the United States from Asheim (1956), Gallup (1969), Meade (1973), Yankelovich et al (1978), Mikulecky, Shanklin and Caverly (1979), and on a profile of the adult with literacy difficulties from The Adult Performance Level Study by Northcutt, Norvell et al (1977).

There is general agreement that the typical profile of the student would include feelings of insecurity, a low opinion of his own skills and his intellectual capacity, some feelings of guilt at having "failed" in the school system, a set of defence mechanisms to overcome day-to-day problems, memories of disagreeable school experiences, and the vulnerability caused by a damaged self-image. Holmes (ibid) describes how the feeling of stigma may in some cases be increased by the acquisition of literacy skills if they act as an introduction to a new social grouping where the student is again in the position of feeling inferior. Finally, for those

who attend for tuition there is the desire to survive (Charnley and Jones, ibid) which leads to their hypothesis that the adult who came forward was appealing to his tutor for two reasons: "for technical aid in a particular skill and for help to re-burnish his self-image to enable him to cope with the stress of ordinary day-to-day life in an extremely complex and sophisticated industrial society". To ask for help in two such wide-ranging areas indicates that many students have passed through intellectual and emotional battles of the mind, and have emerged successful, and willing to learn. It also indicates that the commonly-held and ill-conceived idea that adults in literacy schemes are sub-normal is wide of the mark.

Two further difficulties lie ahead of students when they have found the courage to enrol. The first lies in the concept of literacy, (Section 1.3). Leaving aside the question of measurement until later in this study, and of delineated bench-marks where one passes from one stage to another, the issue of literacy is not just a series of isolated skills, such as reading or spelling, but a complex bundle of skills (Beynon, ibid) where each skill interacts with another to form new knowledge and an impetus for further learning. The student's conception of the meaning of education in general and of literacy in particular may be quite different from his tutor's (Holmes, ibid). The second difficulty lies in the current notion of student/tutor negotiation of an individual learning agenda. This could mean that the adult student may come to the lesson expecting to be taught in a manner similar to his previous school experience where the concept of negotiation did not exist, but finds that he has a part to play in deciding the programme, and consequently must adapt to a new situation where he will be handed responsibility in some measure for his own progress (Beynon, ibid).

These two extra difficulties are inherent in the adult literacy learning situation, possibly in a 1:1 or at the most in a small group. They are additional to the drawbacks of such adult learning characteristics as anxiety, ageing, physical abilities, reaction to learning and mistakes, experience, motivation, fatigue, impatience to learn, memory, outside responsibilities (Rogers,J.,1971; Pearson,1975).

It is a considerable achievement, therefore, for all concerned with adult literacy tuition, and particularly the students, that so many have come forward for help and continue to attend. It shows a tenacity of purpose which is exemplified in one instance by one student in the Warrington Scheme who was driven on by the

feeling that he was missing something that others have and take for granted, (Kilbey, 1979), and in countless other examples of students wanting to improve their abilities and self-image.

1.8.2 ADULT LITERACY STUDENTS: REASONS FOR ADULTS' SEEKING TUITION

It is possible to categorise students' reasons for seeking tuition into three main areas - outside the home/socio-economic, within the home/family relationships, and the growth of self-esteem. These categories embrace all the findings of the N.I.A.E. 1978 Report (Jones and Charnley, 1978) and the results of the same authors' later survey (Charnley and Jones, ibid).

The first area includes reasons of job-enhancement, such as the prospect of better employment, the acquisition of improved skills to retain their present jobs, the confidence to assume greater responsibility at work including taking promotion, and improved relationships at the place of work established by enhanced self-confidence. The studies of Sharon (1973) and Yankelovich et al (ibid) in the United States found that the motivation for reading in men was pre-dominantly job-related although women listed selected newspapers closely followed by novels. While these studies considered reading habits which may show us something of adult reading motivation, they did not specifically ask questions of adult illiterates. However it seems clear that job enhancement is a major reason for adults wanting to read or actually pursuing the habit of reading. During the recent years of 1983-85 the higher numbers of unemployed adults have produced the additional socio-economic motivation of re-entering the employment market. Further outside-the-home motivation includes the hopes of some adults to be able to join clubs and societies, or to engage in voluntary work. Such reasons as are listed in this area are "conventional" and understandable to other literate adults in a job- and work-orientated society. They are relatively easy to elicit. However the individual may be explaining his motivation in ways least damaging to himself, which, therefore, leads us to enquire deeper.

The second category of home/family relationships contains reasons cited by many such as the desire to be able to read to one's children, the hope that family relationships will improve generally with the acquisition of literacy, and the desire to please one's spouse who is encouraging the student to look for tuition. Charnley and Jones (ibid) elaborate on the theme of reading to one's children, identifying further sub-categories, such as reading to one's children for its own sake, as part of the spouse relationship, and for the process of sharing ideas

through improved literacy. The N.F.E.R. Survey (1979) found that 68% of students who responded to the survey were well supported by family or friends in the intention to improve their reading. However the **writer** of this study has found in his dealings with adult literacy students during 1975-1985 that there may be occasionally an under-current to this area of motivation. For example the acquisition of literacy skills by one spouse may lead him to want to take over certain literacy responsibilities of the household, such as cheque-writing, and this disturbance of the status quo may be resented by the other spouse. The resulting friction may lead to the student ceasing to attend for literacy tuition. Such under-currents may not be evident on the first research survey, and by the time they are acknowledged by the student and his spouse, he may have had to leave the literacy scheme unable to cope with the family pressure.

If the second category of reasons for seeking tuition contained under-currents which might be difficult to define, the third category - the growth of self-esteem - could be more difficult still. The stigma felt by students found by Charnley and Jones (**ibid**) is well phrased by Beynon (**ibid**) when he describes their world , - " They see themselves in the midst of a literate and seemingly uncaring and unhelpful environment". Many believe that the cause of their illiteracy lies in their schooling, their teachers, their parents, and this author's research will add further current data to our general level of information (Section 3.4). However Good and Holmes (1978) suggest that literacy, in addition to being the ability to read and write,has two further connotations for students:

" 1. For lots of students it's a 'thing' that other people have and they do not; in other words, it's a status.

2. Then it's also a fantasy or dream. Students have to imagine what it is like to be literate because you don't know until you are. They may believe that literate people do everything perfectly, and that you are not literate until you too can read and write perfectly."

This supports the findings of Gray and Rogers (1956) on adult reading habits that adults tend to attach greater significance to reading than their actual use of it would seem to warrant.

Finally, although the campaign's early publicity and the first B.B.C. television series "On The Move" were aimed at encouraging those students with reading difficulties to come forward, and the reasons already given for seeking tuition may be most pertinent

to adults with reading difficulties, it has been found that a substantial number have asked for help with more complex aspects of writing and spelling, and with other skills such as numeracy or general study skills. This reflects back to the lack of a clearly demarcated state which can be called literacy and to the willingness of organisers and tutors to offer help in the widest possible sense. To estimate the reasons for seeking tuition of this additional number of post-basic students is beyond the scope of this research, although one might speculate that, as they too are new to adult education and are seeking help in areas closely related to basic literacy, their reasons might be similar to those already suggested.

1.8.3 ADULT LITERACY STUDENTS: RESULTS OF SURVEYS GIVING REASONS FOR ADULT ILLITERACY

The N.A.R.E. Survey "Adult Illiteracy" (1972) clearly shows (Tables 1.7 and 1.8) the differing views on the reasons for adult illiteracy given by tutors and students. The tutors give a pre-eminence to intellectual considerations, followed by circumstantial and lastly sensory causes, whereas the students' primary ranking lists circumstantial factors followed by sensory and intellectual causes. Emotional factors occupy a middle place in both ratings.

In their research on the concept of success, Charnley and Jones (ibid) discovered in their preliminary pilot scheme "that students viewed overtly-structured questions as a form of testing which reminded them of failure at school and aroused in them strong feelings of hostility". Accordingly their approach elicited general patterns, such as:-

1. Literacy students realised early in their primary school life that they had failed, and that the majority (99%) would succeed.
2. Almost all came from literacy-deficient home environments.
3. The effect of remedial tuition in the secondary schools was negligible, except in giving them confidence and some skills to cope with non-literacy aspects of life.

These general findings are startling in an educational sense as a reflection of what has happened in some schools in the United Kingdom, although the situation may still be with us today, as recruits to literacy schemes in the age range 16-21 will testify. Pittendreigh (1980) shows that some recruits to the Army have severe literacy deficiencies.

The causes reviewed in the N.A.R.E. Survey (ibid) were echoed in the Bullock Report (ibid). Start and Wells (1972) refer to the I.L.E.A. Literacy Survey of 1969 - "However, the I.L.E.A. found that 63% of all junior schools or sections had no full-time teacher who had received specific/detailed training (i.e. more than a few general lectures) to teach reading, at training college or specialist course".

The search for causes will be inconclusive, and lies for each student somewhere in a balance between the three points of a triangle, namely his education, his home environment and his own abilities. One refreshing aspect revealed by Charnley and Jones (ibid) is the realistic and sensible approach adopted by many students, both to the part which they had played in their own difficulties, e.g. truancy from school, and in their successful

efforts to cope with their literacy difficulties in life. Finally, in an unpublished survey conducted by Kilbey (ibid) among 200 Warrington Adult Literacy students chosen at random, it was found that one quarter of the sample of students claimed a history of medical problems. These included asthma, speech impediments, polio while young, accidents of various sorts and eyesight difficulties. This finding has been further substantiated in the present research where 29% of students in the sample in 1984 claimed that they had some kind of medical history (Table 3.3) While this kind of finding has obvious implications for training tutors, for example in the choice of learning methods, of learning materials, in awareness-raising, indeveloping the student/tutor relationship, it only illustrates further the complexity of any individual's background, and the difficulty of establishing with any accuracy the reasons for any student's illiteracy.

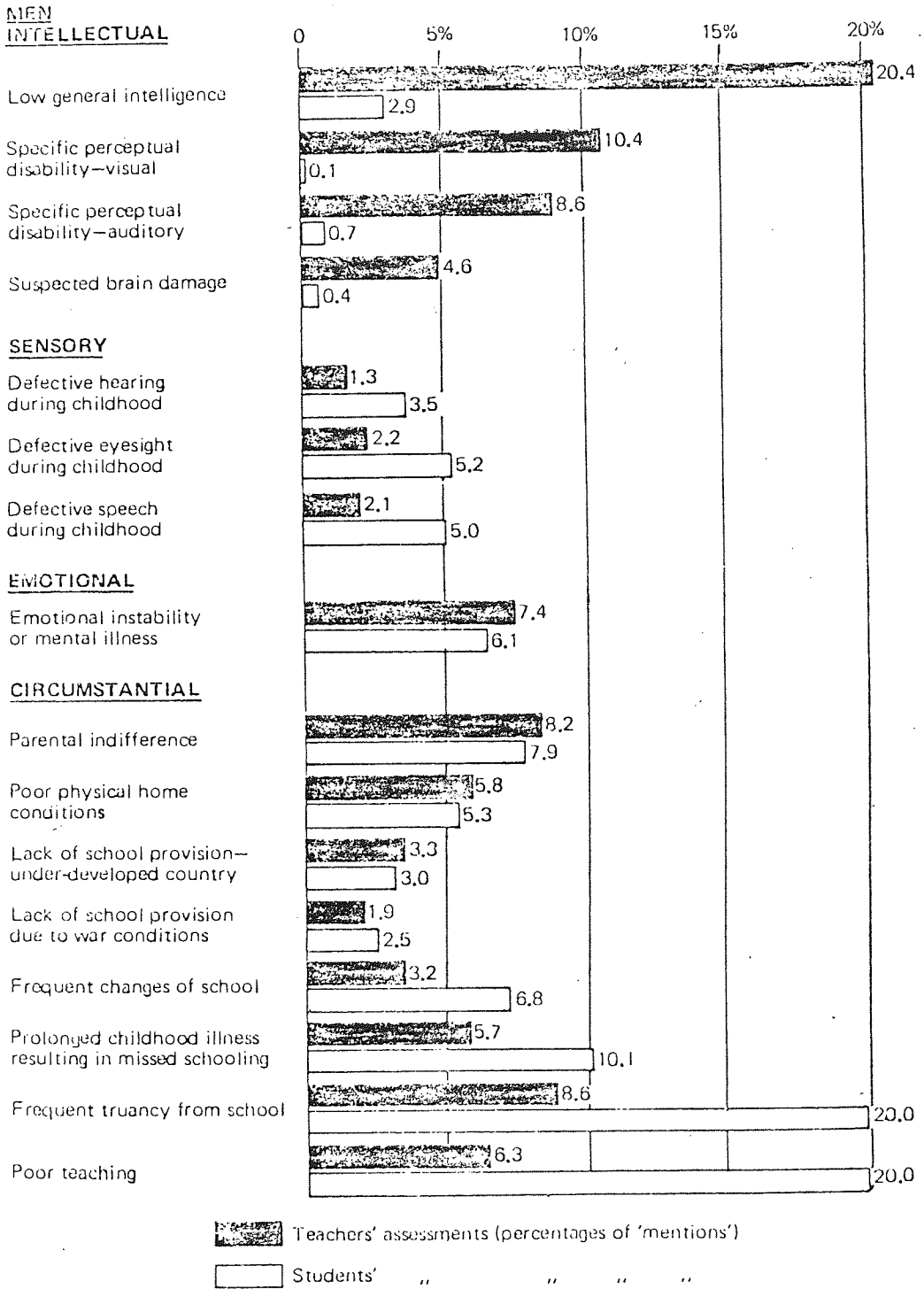


Table 1.7 A comparison of teachers' and students' assessments of causes of reading disability.

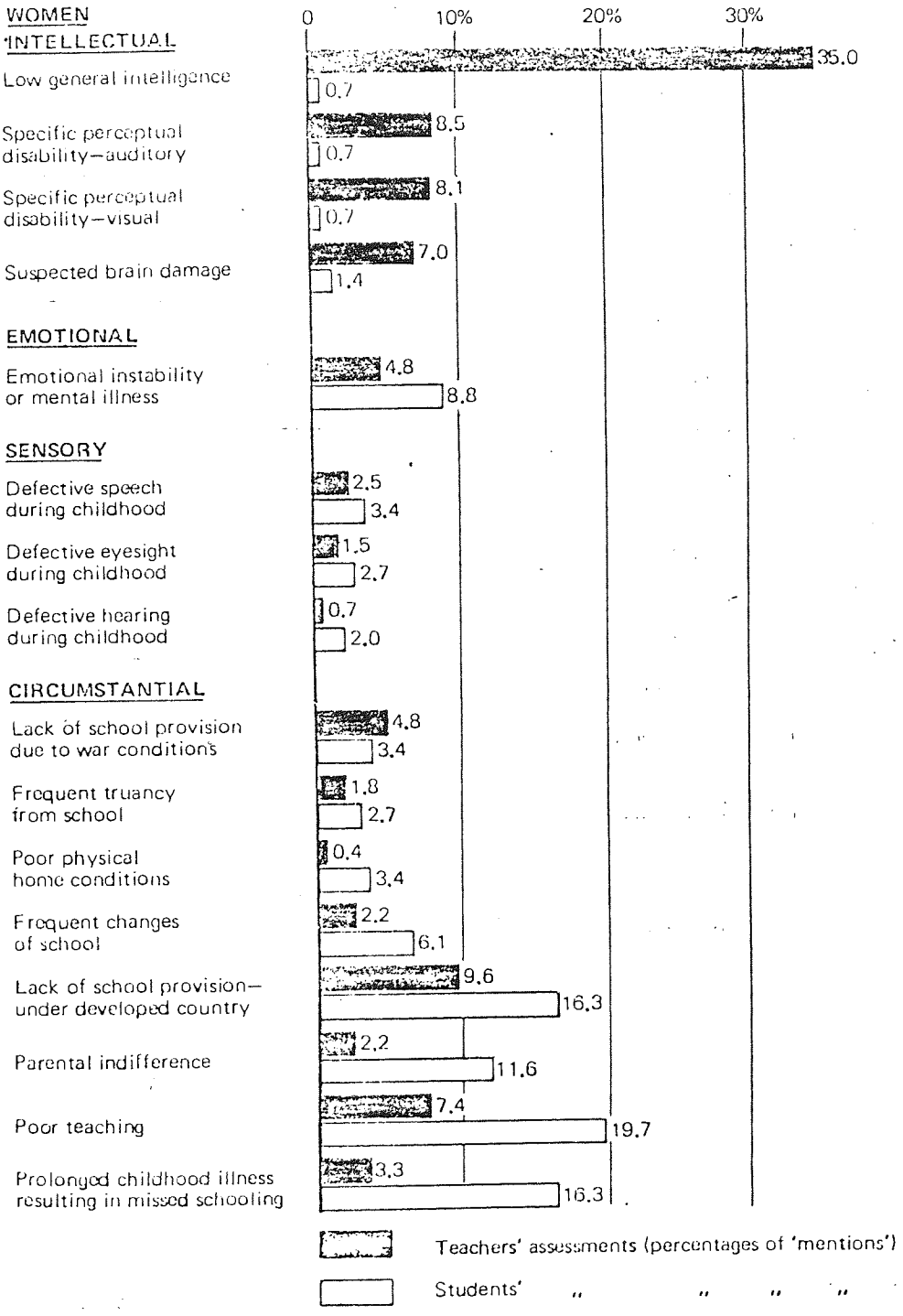


Table 1.8 A comparison of teachers' and students' assessments of causes of reading disability.

1.9 THE NATURE OF TEACHING IN ADULT LITERACY

1.9.1 VOLUNTEER TUTORS: INTRODUCTION

"The literacy campaign relied heavily on volunteer tutors. Indeed, it could hardly have developed without them. Rather more than 80,000 volunteers came forward and many of these are still operating effectively after four years. In general, the volunteers who were selected have shown that they are committed, reliable and keen for training. They certainly helped to produce a personalised service, particularly sensitive to the needs of individual students. They constituted a flexible asset which could be fairly quickly expanded or contracted according to local need, and those who came from outside teaching brought their experience of the 'real' world into learning situations....". A.C.A.C.E. (ibid). Such high praise for volunteer tutors was echoed in the A.L.U. Report 1978/79 which concluded that "volunteers bring to adult literacy welcome skills and talents and represent an example of community involvement in education at its best.

These statements would certainly cover the activities of the 760 Warrington volunteer tutors who have been trained since September 1975. It is all the more remarkable when one considers that initially all the six Cheshire Literacy Co-ordinators had little experience, and no formal training to fit them for training volunteers. There was no formal training input to Co-ordinators by the County, and all help was received from outside, for example at Bolton College of Education (Technical) or by the combined activities of the Merseyside and Cheshire authorities. The first formal management training session undertaken by Co-ordinators was at Liverpool Polytechnic on 30th November 1979, over four years after the commencement of the campaign. This meant that Co-ordinators had to learn by experience. Courses such as Risman's (1976) were unknown to Cheshire adult literacy Co-ordinators in 1976.

1.9.2 VOLUNTEER TUTORS: TASK REQUIREMENTS FOR THE VOLUNTEER ADULT LITERACY TUTOR

Much has been written (Kohl, 1973; A.L.R.A. Reports 1975-8; A.L.U. Reports 1978-80; Reder, Walton, Green, 1979; Charnley and Jones, ibid; Kedney, ibid; A.L.R.A. Training in Adult Literacy Schemes, 1978) about the characteristics of the typical volunteer tutor, and this is understandable as they have proved to be the strength of the Scheme. Sensitized teachers are the key to the learning situation (Cortright,1972; Kohl, ibid). They are not a cheap resource (A.C.A.C.E. ibid). Where one might use 10 paid tutors with 120 students and expect them as trained teachers to provide their own resources and professionalism, one would have to use 120 volunteer tutors with the same number of students. These tutors would require basic training, in-service training, learning materials, travel expenses, approximately 6/8 paid supervisors, replacement tutors in case of emergency, and a large amount of administration and overheads. It is possible that if local authorities had appreciated fully the hidden financial implications of using volunteer tutors, they might have preferred to use paid group tutors entirely. Table 1.1, showing the national statistics in the United Kingdom during 1975-1984, indicates that local authorities are in fact using fewer volunteers than ever before, that the number is decreasing each year, and that the number for 1983/4 is only half the number for 1976/7 and 1977/8.
If such a monetary policy had been adopted at the outset in 1975, one could speculate that the adult literacy service would have lost its priceless asset, that of the volunteer's ability to forge such a personal relationship (Bullock Report, ibid) that each student feels that he is receiving an individual service. The variety of tutors has matched the variety of students, and even if the matching process is potentially full of imperfections, there is considerable latitude available to try to find the most suitable tutor for any particular student. Charnley and Jones (ibid) have revealed many characteristics of volunteer tutors, that 60% had no teaching qualifications, but their resource was common-sense experience, that although a basic minimum skill in teaching reading was necessary,

students appreciated human qualities more, that humility was an asset, and finally in the words of one Organiser on being asked the requirements of a good tutor:-

"Generosity in the widest sense of the word. Understanding and sympathy and the ability to be tough when the occasion arises. A modicum of intelligence - it does not need a lot. A wealth of common sense". Zimmer and Zimmer (1978) note that the tutor is in a position of intervening in the lives of others, and in the structures of the community. They also refer to the mixture of global vision and a sense of humility which are necessary to adapt oneself to another adult. On a practical level, tutors develop students' self-confidence by creating learning situations, and open further doors by informing students of available networks of continuing education and other helping agencies. (S.A.B.E.U. Report, 1982-83).

Above all, volunteer tutors want to help their students to succeed. Their keenness is infectious and they help to give their students confidence. A.C.A.C.E. (ibid) declares that in addition to receiving practical training experience in the subject to be taught, "Love for the subject and enthusiasm to share it are no less important". Their students know that they are volunteers and they value the effort that is being made on their behalf. As Rosenthal and Jacobson (1968) found, teacher expectations can have almost unbelievable effects on student performance. With some tutors the keenness may be based to some extent on their fear of not succeeding, together with any subsequent worries that they will have let down their students, such is their consciousness that they may be the final safety-net of the education system for their students.

The author of this research during 1980-1985 has found that volunteer tutors want to be involved in research activities. They have been involved in all aspects, from collecting data, to formulating and testing hypotheses, to evaluating results. This involvement is supported by Bhola (1979), in that the analysis of the data should be carried out with the programme's recipients. Reder, Walton and Green (ibid) support this view, that, since literacy educators have extensive first-hand experiences, they represent an invaluable source of knowledge and expertise which can make a significant contribution to research efforts. Practice in Warrington has shown this to be true.

1.9.3 VOLUNTEER TUTORS: SELECTION

As described in Section 1.1 and in Table 1.4, in common with other literacy schemes, the Warrington Scheme grew so fast in 1975-77 that many aspects of what might otherwise have been good practice, had to be put aside in order to cope with demand. This was the case with tutor selection. The dynamic staff development policy for literacy tutors advocated by Kedney (ibid) seemed to arrive by chance. While all concerned would have agreed with Neff (1970) that adult basic education was a movement rather than a profession because it lacked universally acceptable standards, few would have disagreed with Pagano (1970) in his stress on pre-service training, if only because "few persons in the community have had the experience of teaching the economically and socially deprived adult".

There have been advocates of a pre-training course interview for every tutor, including the British Association of Settlements (ibid), but the opposing point of view was put by A.L.R.A. in their Report (1977-78): "Those who do not pre-select volunteers before training claim that the training process itself is a selection procedure, and that some tutors who might not have been accepted at an initial interview prove in practice to be extremely effective". Lying at the root of the problem of the pre-course interview is whether it can be effective in predicting a successful tutor. The Report of A.L.R.A. in 1976 had already indicated that academic qualifications were not an automatic entry to the Scheme and that the ability to teach "on equal terms " was paramount, as perhaps was " the willingness to train".

Rather than holding individual pre-course interviews, the Warrington Basic Training Course begins with an informal evening which servies to clarify ideas about the commitment involved. Tutors are informed that they are free to leave at any time during or after the Course if they feel unable to cope with the work. It is stressed to tutors that success may be judged on a wide range of criteria, and not just on skill achievement (Charnley and Jones, ibid). The Course itself offers tutors a practical survival kit, to be supplemented by later in-service training. Training in method skills is designed to promote confidence in tutors for their initial lessons, which may be threatening. Table 1.9 gives details of some of the factors which may influence the process of matching tutor to student.

Table 1.9 Some of the factors which influence the matching process

	Student	Tutor
Fixed Factors	Availability–time of day/evening –which day –shift work	Availability–time of day/evening –which day Centres open or required day
	Location required–centre –tutor's home –own home –other	Location required–centre –own home –student's home –other
	Geographical location in town	Geographical location of tutor's home
	Preparedness to travel–car –cycle –bus –on foot	Method of travel–car –bus –on foot
	Proximity to a Centre	Male/Female choice of student
	Location of appropriate sort of tuition	Age range of student
	Age range of tutor	Type of student–beginner –reading problem –spelling problem
Chance Factors	Interests	Interests
	Socio–economic background	Socio–economic background
	Political–religious views	Political–religious views
	Previous knowledge	Knowledge of the subject
	Student's idea of his target	Tutor's idea of her target
	Physical effort demanded in job	Tutor's job
	Motivation	Enthusiasm
	Self–discipline	Patience
	Home support	Support from tutor's family
	State of health–of student –of his family	
	Chance of over–time working	
	Ability to converse	Ability to create a relationship
	Ability to make progress	Ability–to teach –to cope with student's needs

In addition to coping with the possible effects of some of these pre-lesson factors, the tutor has to concentrate on the main task of the lessons, the student's learning. Ames (1970) compares the training of primary school teachers with that offered to adult literacy tutors, and asks whether one should really expect a training course for adult literacy tutors to accomplish a similar training task in much less time.

The Warrington policy on selection, therefore, is to allow everyone to attend the training course and to restrict any official selection to a minimum, similar to the policy of "geography and common sense" found by Jones and Charnley (ibid). The advice of the A.C.A.C.E. Report (ibid) is respected, that not all volunteers prove to be effective teachers. Some have shown a tendancy to keep their students over-dependent on themselves as tutors, and under this close protective relationship, the student cannot reach autonomy. Such tutors may have to be shown that they can help in other non-teaching ways, or ultimately may have to be rejected. It is a question of time, pressure, and the balancing of the many factors existing in the situation. Even without these pressures, it would still be difficult to foresee at any stage of pre-service training whether one particular tutor would be unsuitable for one particular student.

1.9.4 PAID TUTORS

In the current literature great attention has been focussed on volunteer tutors because of the undeniable impact they have made on adult literacy provision since 1975. Successive A.L.R.A., A.L.U. and A.L.B.S.U. Reports 1975 - 1984 report highly on the work of the volunteer tutors, and mention only briefly the work of paid tutors. Table 1.1 shows the changing national situation in terms of numbers of all tutors since 1975. Tables 1.3 and 1.6 show the corresponding situation in Cheshire and in Warrington. In the first year of the present campaign, there were 40,824 volunteer tutors and 3,000 paid tutors. By 1984 the picture had changed dramatically with approximately half the number of volunteer tutors being used (21,281) and over three times the number of paid staff (9,287). In terms of importance, therefore, it is clear that paid tutors are becoming the main-stay of provision.

Whereas volunteer tutors are employed almost entirely in one teaching role, the 1:1 situation, paid tutors are used in a wide variety of teaching or supervisory situations. The current position in the Cheshire L.E.A. is perhaps representative of the national use of paid tutors, in that they are employed as follows:-

(a) as group tutors, with groups of up to ten students, where they are the only source of tuition for the group.

(b) as group tutors, supervising volunteer tutors, responsible for the teaching programme of the volunteer tutors, as well as providing tuition themselves.

(c) as supervisors of volunteer tutors. In Warrington, one literacy supervisor is responsible for assisting and advising approximately 60 volunteer tutors, each with one client.

(d) as training course tutors, whether basic volunteer training or in-service training.

(e) as replacement scheme organisers if the adult literacy co-ordinator is unwell.

(f) as group tutors in specialist situations such as hospitals for the mentally ill, or with mentally handicapped students in sheltered accommodation.

(g) other paid tutors in Cheshire have been funded by the Training Services Agency (T.S.A.), the Manpower Services Commission (M.S.C.) and various Job Creation schemes. This latter area has provided the main source of increased funding in recent years and even as early in the campaign as 1977 it was

estimated that such funding accounted for 41% of all paid tutors (A.L.R.A. Report, 1977-78).

This changing pattern of provision, from mainly 1:1 to group tuition, has been evolving since 1975, although Table 1.1 shows that the main increase in paid staff occurred in 1981, from 3,399 in 1980 to 8,274 in 1981, while the decline in numbers of volunteer tutors has been steady since 1977 at an average decrease of 3,200 tutors per year. The sharp increase in numbers of paid tutors in 1981 reflected the introduction of the Youth Opportunities Programme, since continued as the Youth Training Scheme, where adult literacy schemes were requested to provide tutors who were funded by the Y.O.P..

Further reasons for the swing towards paid tutors are offered by the A.L.U. 1979/80 Report:

" This year has seen a continuation of the pattern set in previous years with a tendancy to offer, in the first instance, group rather than individual tuition to new students. The reasons for this are:-

(a) with such large numbers involved it is difficult to supervise teaching in the home situation.

(b) group meetings ensure better use of the paid professional expertise available and maximum use of resources

(c) volunteer tutors receive constant, on-going support and advice and also benefit from the social inter-change, as do the students.

(d) the increase of provision for the unemployed, which is mainly a daytime group provision.

This change to the increased use of paid tutors has been accompanied by statements from providers on the benefits of better use of the professional expertise available, on the greater flexibility for students and volunteer tutors to move about within a group situation, on the reduction of the dependence on home tuition and finally on the availability of new learning opportunities through learning with others. However the change has also co-incided with a period of increased restraint in government and local authority spending, and perhaps the realisation by L.E.A.s , mentioned elsewhere (Section 1.9.2) that volunteers are not a cheap resource. This opposite point of view was voiced in the A.L.U. 1978/79 Report, where it was reported that a lack of funds for sufficient staff to support volunteer tutors in the 1:1 situation had resulted in a decrease in numbers of volunteer tutors. The A.L.B.S.U. pamphlet " Organising Provision: Good Practice in

Adult Literacy and Basic Skills" (1983) suggests a ratio for the working situation for the paid tutor - "the ratio should not exceed 1 paid tutor to 6/8 students irrespective of the number of volunteers involved in assisting the group tutor". To implement such a suggestion would seem to require considerable extra funding which might effectively delay the implementation for some time.

What is happening, therefore, in Warrington, in Cheshire and perhaps in other parts of the United Kingdom, is that adult literacy co-ordinators are trying to hold on to the existing funding for their paid tutors by working quietly within guidelines, and by making rationalisation changes or new teaching locations without incurring greater cost. Within such a situation, there will always be the potential danger of asking the paid tutor to take on just one more student/tutor, resulting in a possible dilution of the quality of provision.

CHAPTER 2

CHAPTER 2 THE CONCEPT OF PROGRESS IN ADULT LITERACY

The last Chapter described local authority provision for the adult literacy student. In this Chapter we will explore the notion of progress for the student on a course of education for literacy. Adult literacy co-ordinators may have to justify the costs of their local authority's provision, which involves proving the efficacy of the system. This Chapter, therefore, takes the notion of progress in a wide sense, including not only the increase in student skills attainment but also the development of student motivation and confidence. At the same time it is necessary to be aware that our assessment should provide results and data which will be useful for integration into the teaching situation so that the teaching can be more appropriate.

2.1 INTRODUCTION

What do we mean by progress? Adult literacy tutors are frequently anxious about whether they are making progress with their students. The answer is not easy, because progress may take many forms, and when the literacy tutor poses the question, she is probably not expecting a lengthy and learned answer. She is probably searching for re-assurance that she is on the right track. The answer to this un-spoken question may be simply that the student is continuing to attend and therefore he must be deriving some benefit from the work. Certainly, without his regular attendance there can be no progress. Obviously, however, the benefits which he is deriving may not be entirely literacy-related. He may be feeling more confident in himself, he may be earning the praise and support of his spouse by his regular attendances, he may find comfort in having his own tutor and may be taking pleasure in his growing dependancy on her. All parties involved, the student, the tutor, the Adult Literacy Scheme Co-ordinator, are happy to see him each week attending for his lesson, and it may even become a matter of national pride that such large numbers of adults have been stimulated by the campaign publicity to come forward.

We are then faced with a dilemma in trying to define progress, which is linked to many concepts held by all parties in the system. We have two potential areas of change, cognitive growth and affective development. Both areas may be measured using formal or informal methods. The promotion of cognitive growth will depend on the views of the providers in the light of their own definitions of literacy. Good and Holmes (op.cit) claim that it is a vague word with the straightforward meaning of being able to read and write, but that it also has connotations of status (Section 1.8.1), stigma if one is without it, and a fantasy or dream where literate adults can read and write perfectly. Guthrie and Kirsch (1983) mention three popularly-held conceptions, that literacy is a psychological capacity learned with the appropriate educational opportunity, that the capability is unitary and people seldom discuss the notion of multiple literacies, and thirdly that literacy is considered to be dichotomous, in that a person either has acquired literacy or he has not. Once acquired it is generally assumed to be permanent and general to all contexts.

The Adult Performance Level Study of Northcutt (op.cit.) used the term "functional literacy" as a construct which is meaningful only in a specific societal context, so that a person who is functionally competent in one society may be incompetent in another.

The promotion of affective development will also be subject to a similarly wide range of interpretations. As Kedney (op.cit) observed, providers of adult literacy tuition are faced with decisions, not only about structures, administration, training, staffing and materials, but more fundamentally about defining the basic terms of reference.

If we are to measure progress, we need to establish a base line and we need to establish the point reached. If there is a difference we may have made progress, but is it good or poor progress? The A.L.B.S.U. Report for 1980-81 concludes that 25% of the learners made what would be considered to be rapid progress, a further 50% made reasonable progress, and approximately 25% made no gains that could be measured by the tests employed. Behind the words "rapid" and "reasonable" lie many of the perceptions of the Report's authors. Norm referencing seems to lie behind the word "reasonable". Progress might imply that objectives had been devised and achieved. If these had been a mixture of cognitive and affective objectives, how do we answer the question on student progress, if reading had been slow but confidence had grown significantly? There is a question of balance. If we ignore the balance and concentrate our emphasis upon the mechanics of reading and writing, we run the risk of using a particular standard of reading as an end in itself, rather than a means to open a door to further literacy opportunities, and we may create "literate illiterates" (Beynon,op.cit) who do not read for their own information and pleasure.

The question of testing will be discussed in Sections 2.3 and 2.4. At this stage, we may limit our introductory observations to the question of method. McDonald (1964) outlined three methods, firstly comparing scores on alternate forms of a test and using the difference as the criteria for assessing change, secondly taking average yearly gains made by a group and comparing them with a nationwide norm, and thirdly using the comparative results obtained by a remedial group and a control group. Gorman (1981) wanted to use a control group, because without it "it is not empirically possible to demonstrate that

any change that has taken place is, in fact, a change effected by tuition", but found that it was clearly not feasible to establish a matching group of students composed of adults with literacy difficulties who were not receiving tuition. As we have seen earlier (Section 1.9.2), volunteer tutors want to be involved in the process of evaluation and it would seem a waste of potential to exclude them from a process which could be dynamic (Northcutt, op.cit; Pumphrey, 1977) so that the testing procedure becomes a source of additional information (Vygotsky, 1978; Johnston 1983).

In our consideration of tests, we will examine the tests which exist for use with adults, their effectiveness, their inadequacies (Davis, 1978) and possible innovations (Bullock Report, op.cit) while remaining aware of the dangers of a pendulum swing away from standardised tests (Pumphrey, 1976; Harris, 1976). It would take time to produce new tests specifically aimed at adult literacy students, and their use might be fairly limited as the majority of assessment seems to be continuous and informal. It is appealingly simple to imagine such an adult literacy test, but the problems inherent in establishing it, scoring it and matching the results against a reading scheme of learning resources when adults read authentic materials available all around them, would certainly make the exercise difficult, perhaps pointless, and certainly uneconomic.

We should consider the possible effects of testing on adult learners. Whereas school pupils are compelled by law to attend school, adult learners attend voluntarily and may not want to go through a testing experience which may recall the taste of failure at school. Adult students may expect some kind of initial assessment although not necessarily a test, as for example in Canada where testing is an important element in most of the large-scale formal Adult Basic Education programmes (White, 1972). The interviewer must beware of the hazard of re-inforcing a student's sense of failure. Branston (1978) lists the dangers of this situation, that failure will inevitably be seen as the student's failure, that formal testing excludes the tutor from the learning process, that such a situation encourages a hierarchical teacher/student relationship with the teacher firmly in control, that the student is less likely to participate fully in creating his own learning agenda, and that consultation with the student

is likely to be jeopardised because he is excluded from his tutor at the moment of assessment. This potential worsening of the relationship is echoed by the A.L.R.A. Report for 1975/76 with the advice that research in this field should adapt its methodology so as to ensure that encouragement to participate is enhanced and the tuition is not destroyed. Finally, in consideration of the effects of testing on adult learners, Farr (1969) mentions the possible Hawthorne-type effect where the adult works harder on the post-test, knowing that he is being evaluated on the basis of the difference between his initial and final performance.

A more positive approach to the need for assessment may be required. One could emphasize the link between continuous assessment and the content of the weekly lesson. One could emphasize the areas of progress, and highlight any strengths the student may possess (Jones and Seaton, 1979). The tutor could show how assessment can reflect her effectiveness. This dialogue which may lead student and tutor to unexpected destinations is a reflection of the changing answer to the question "What is literacy?" Bhola (op.cit) mentions new attitudes, new orientations, new social climates, new organisational patterns. The Declaration of Persepolis (1975) adds to the skills of reading, writing and arithmetic the acquisition of a critical consciousness of the contradictions of society in which man lives and of its aims. It should stimulate initiative and participation. The Adult Performance Level Study describes functional competemcy as "the application of a set of skills to a set of general knowledge areas which result from the requirements imposed upon members of a society". It may be a sobering thought that there are few, if any, individuals who can adequately meet all possible literacy demands, and that most people would be sub-literate in some situations (Mikulecky and Diehl, 1980). Rather than answering the question of what literacy is, therefore, we may look for answers to three questions (Guthrie and Kirsch, ibid), namely - what are the demands for literacy within defined social situations, what are the competencies needed to meet those demands, and what are the activities or practices of literacy in the situations?

In our consideration of the concept of progress in the adult literacy situation we will consider the available tools for measuring aspects of cognitive progress, either by means of standardised tests, other tests or informal methods, and the

methods of observing affective progress, using formal or informal procedures. By this process it is hoped that progress will be seen not as a road leading to a point where one becomes "literate", but as part of a process which embraces the whole of an adult on a continuum of development.

2.2 A BRIEF HISTORICAL REVIEW OF RECENT STUDIES INTO PROGRESS IN ADULT LITERACY IN THE UNITED KINGDOM

From a historical perspective there have been few published attempts in recent years to survey adult literacy provision either in the whole or in a particular part of the United Kingdom. Of the surveys which were conducted, not all were concerned with the evaluation of progress, and only one (Pittendreigh, op.cit.) investigated progress in the cognitive and affective domains. Every individual adult literacy scheme has its own procedure for initial assessment, for example the Warwickshire Literacy Placement Guide edited by Mowat and Nicholls (1976), and may also have a procedure for re-assessment. The Warrington proforma and notes are contained in Appendix 34. Such local procedures have tended to be subject to change at short notice in the light of new local developments, and so for the purposes of this research, it has not been considered advisable to include them.

The National Association for Remedial Education (N.A.R.E.) Survey of 1972, reviewed by Haviland (op.cit.) investigated the factors which cause illiteracy. The value of this survey was its effect in awakening education authorities in the country to the fact that there were many adults who were severely lacking in literacy skills.

The Liverpool Adult Literacy Project, in its publication "Where Are They Now?" (op.cit.) reported on the progress of 88 students who had been re-assessed between July 1974 and December 1975. The criteria for re-assessment are contained in Table 2.1. Item No.4 revealed that 54 out of the 88 rejected the idea of group tuition on the grounds that they felt themselves too lacking in confidence. Item No. 5 reveals a dilemma felt by the researchers, in that they felt "that some attempt should be made to measure the sort of improvement which had occurred in the students' literacy levels between their initial interview and their re-assessment", but the Project workers had "no special affection for the concept of Reading/Spelling Ages". As such ages were widely understood and seemed to impart a degree of objectivity to an otherwise subjective assessment, the Survey used The Standard Test of Reading Skills (Daniels and Diack, Appendix 1), the Holborn Reading Scale (Appendix 2), the Schonell Spelling Test (Appendix 5), and additionally a Phonic Test sheet on which students were asked to identify single letters by name and

Table 2.1 Liverpool Adult Literacy Project

Criteria for Re-assessment

1. Age
2. Occupation
3. Schooling
4. Why individual (as distinct from group) tuition?
5. Progress in terms of Reading/Spelling ages
6. Progress in terms of Student's self-assessment
7. Number of Tutors during period of tuition.
8. Post-reassessment situation.

from "Where Are They Now?"
Liverpool Adult Literacy Project, (1975)

commonest value, and digraphs and blends by their phonic value. Answers to this item, therefore, were contained in Reading Ages, Spelling Ages, and improvements over the period.

Item No. 6 was obtained from answers to a number of standardised questions, given verbally at the time of re-assessment. The Survey found that most students were eager to talk about their tuition, their relationship with their tutor and their reading problem, and showed how much better they felt about this area of their lives, with greatly increased confidence.

The Liverpool Adult Literacy Project Survey of 1975 pointed the way towards the question of wider evaluation, using objective standardised tests to assess and re-assess literacy skills, as well as using a subjective questionnaire on the issue of students' feelings.

The process of national review was taken a considerable step further in 1979 with the publication of "The Concept of Success in Adult Literacy" (Charnley and Jones, op.cit.). This was compiled from a series of interviews with students, tutors and co-ordinators, including Warrington, and considered the notion of progress in a wide sense, emphasizing that increase in confidence could legitimately be included as a marker of progress, as well as improvement in literacy skills. The research had three purposes:-

1. to study the effectiveness of the campaign in reaching, and holding, the adult sub-literate.
2. to study the effectiveness of the teaching.
3. to study the effectiveness of the student's learning as shown in his or her daily life.

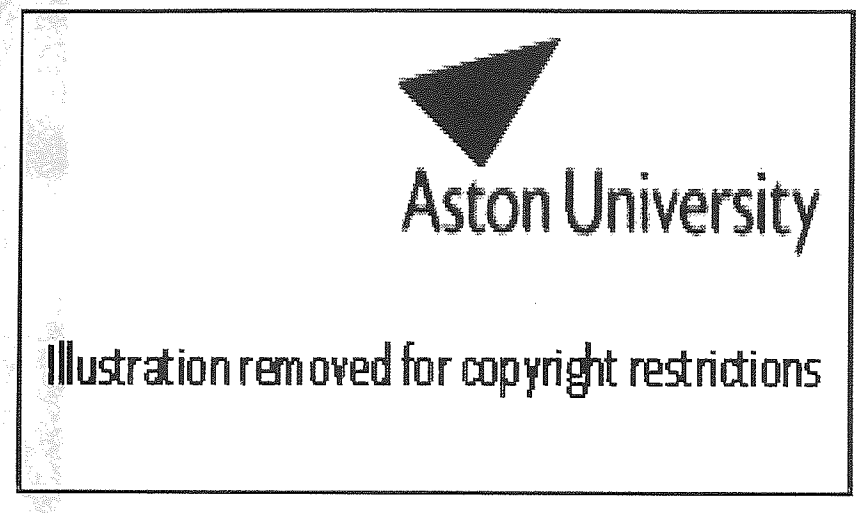
12 major categories of criteria of success were identified (Table 2.2), out of which 5 categories of achievement were established:-

1. Affective personal achievements
2. Cognitive achievements.
3. Enactive achievements.
4. Socio-economic achievements.
5. Affective social achievements.

Data was gathered from criteria for progress in reading (Table 2.3), from criteria for progress in writing skills (Table 2.4) to be used by a Panel of judges, and also in the use of reading skills and the use of writing skills.

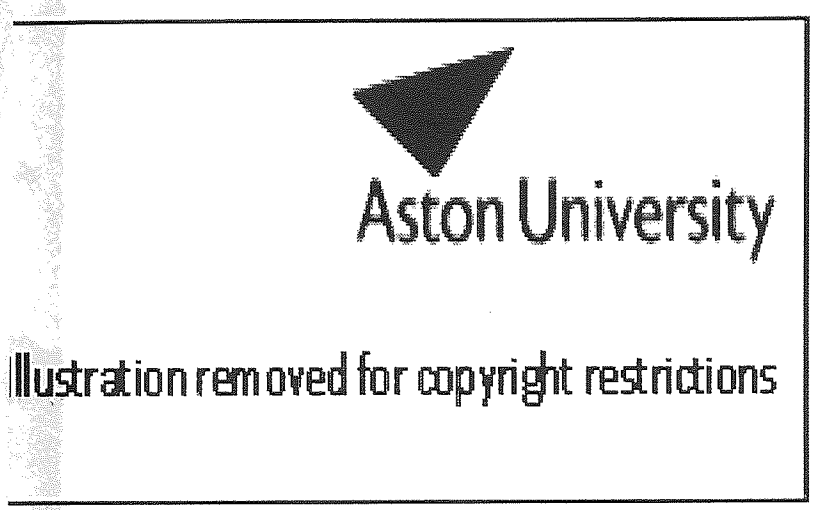
The findings of Charnley and Jones were appreciated widely by co-ordinators and tutors, who were all in a position to see the progress in affective as well as cognitive areas which

Table 2.2 Summary table of preliminary criteria of success



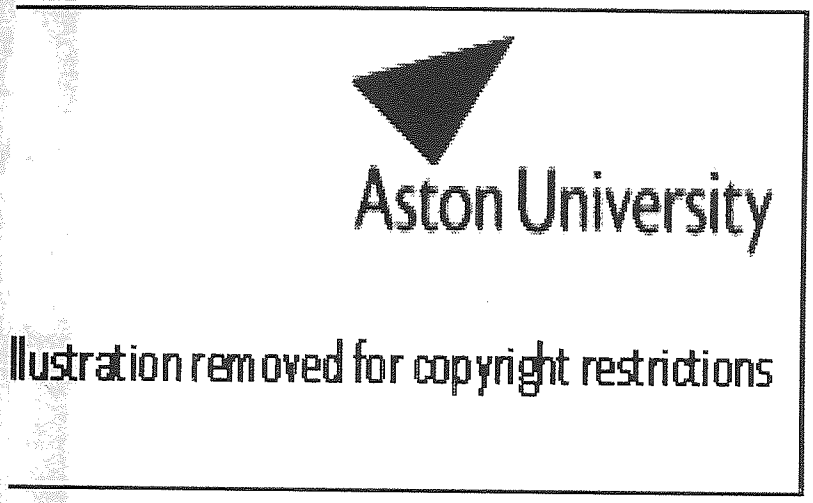
from "The Concept of Success in Adult Literacy"
by Charnley and Jones, (op.cit.)

Table 2.3 Criteria of progress in reading.



from "The Concept of Success in Adult Literacy "
by Charnley and Jones, (op.cit.)

Table 2.4 Criteria for progress in writing skills to be used by Panel of judges.



from "The Concept of Success in Adult Literacy"
by Charnley and Jones, (op.cit.)

many students were making, and which was having a quite dramatic effect in many of their lives. These findings seemmed to give a seal of approval to the ethos of the work and to the attitudes of students and tutors.

The latest national survey was carried out in 1978/9 by the National Foundation for Educational Research in England and Wales (N.F.E.R.) with support from the Department of Education and Science, with Dr.T.P.Gorman as the Principal Research Officer. A follow-up stage was undertaken in June 1979.

The aims of the initial survey were, firstly, to obtain information about the levels of skill and attainment among learners in the early stages of tuition in a nationally representative sample of adult literacy schemes; and secondly, to devise a method of assessing the degree of improvement and progress made by these students in the course of a teaching year. A series of diagnostic measures were prepared to show to what extent students had mastered certain basic skills and processes entailed in reading and writing, and further measures were developed to give an indication of the learners' ability to carry out a number of reading and writing tasks similar to those they might encounter in different circumstances in everyday life. In addition, information relating to more general features of student attainment and progress was to be obtained by means of a questionnaire to be completed by the tutor in consultation with the learner. Details of these diagnostic tests will be given in Sections 2.3 and 2.4, as this Section is concerned with an overview of the general methods of approach and conclusions in an historical perspective.

The follow-up survey used tests calibrated or linked to the tests produced in the initial survey, which allowed conclusions to be drawn both about the rate of progress and the type of progress made by the learners in the course of one year.

The conclusions indicated that 25% of the learners made what could be considered to be rapid progress, a further 50% of the learners made measurable progress, and a further 25% made no gains that could be measured by the tests employed. Variables relating to progress were found to be changes in tuition circumstances, the age range 21-40 scored higher than younger or older groups, students with alleged high motivation scored significantly higher than those not so motivated, and students well supported by family and friends scored significantly higher than those not so supported. The majority

of tutors and learners seemed to be satisfied with their progress.

The survey's findings advanced the level of knowledge of students, tutors and co-ordinators, to the extent that the N.F.E.R. had national credibility, and diagnostic measures for adults had been produced in the process. However the narrow emphasis of concentrating on progress in cognitive gains meant that was still no researched relationship between gains in literacy skills and affective development (see Chapter 3 - Experimental Procedures).

Mention should be made in this overview, of a localised study by Pittendreigh (op.cit) into the effects of a ten week course in remedial education on the self esteem of army recruits at the Army's School of Preliminary Education in Wiltshire. Thirty-eight recruits completed the Coopersmith Self Esteem Inventory - Shortened Adult Form, in week one and week ten of their course, and the differences were correlated with their changes in each academic variable of the course. Although the results revealed significant improvements in the self esteem level of the group, no significant correlations were found between reading age, spelling age, or improvements in these, and self esteem scores. The importance of Pittendreigh's survey is that it was the first in the United Kingdom to measure progress in both cognitive and affective areas. Even though no significant correlations were found, the survey sounded a note of caution regarding generalisations from the results of such a small study and made recommendations for future research in the area, which brings us to the point of the present study.

2.3 METHODS OF MEASURMENT OF PROGRESS IN ADULT LITERACY SKILLS

2.3.1 FORMAL

When an adult comes to his initial meeting with the Scheme Co-ordinator, he may be open about his level of literacy skills, or he may seek to hide the real level until he has some confidence in the Scheme and Co-ordinator. The adult may have attended school during the compulsory years and may have retained isolated items of knowledge obtained from the whole range of literacy skills, rather than having a particular ceiling point in his learning. He may also have a particular reason for coming for tuition (see Section 1.8.1). At this point, therefore, the Co-ordinator is faced with the situation of discovering what the adult student's knowledge is, in order to prepare a learning programme, which has to co-incide with the learner's perceived requirements, at the moment of the first meeting when the majority of students show signs of extreme nervousness and when the Co-ordinator must not be too demanding in case the student is too overwhelmed to appear on a subsequent occasion.

A crucial question at this stage, therefore, concerns the tool of measurement which the Co-ordinator chooses to use. There is a need to find out information in order to diagnose weaknesses and to prepare the outlines of a learning programme. It is not necessary that this information should enable a comparison to be made against the performance of other adults, because it is to be an individual programme. Furthermore, a figure of comparison such as a reading age will not enable the Co-ordinator or tutor to turn to an adult reading scheme and choose a book at the appropriate level, because resources of this sort are almost insignificant in number. It would also be helpful if the tool of measurement could be used again at a subsequent stage to give some idea of progress.

Before selecting a tool of measurement, the Co-ordinator has to decide what is to be measured. At a simplistic level it would seem useful to know the reading and spelling abilities of the student. However reading includes such skills as decoding, scanning, vocalizing, as well as comprehension. There have been many studies on the subject of the identity of the reading process. Scribner and Cole (1978; 1981) argue that "the practice of literacy is not simply a set of skills associated with reading and writing; rather, it is the application of these skills for

specific purposes in specific contexts". The broad variety of uses and functions of reading have been described by Greaney and Neuman, 1983; Heath,1980; Mikulecky and Diehl, ibid; Sticht, 1978. To accomplish specific goals, readers interact with qualitatively different types of materials (Jacob,1982; Mikulecky, 1982; Miller, 1982; Sticht, 1975). As these materials and uses vary, so do the cognitive strategies and behaviours of the reader. Pumfrey (ibid) describes reading as "more than the ability to understand the explicit meaning of the passage presented. It is, in essence, a constructive thinking process which includes comprehension of explicit and implicit meaning. It involves application, analysis, evaluation and imagination". Guthrie and Kirsch (ibid) indicate that reading is forming some sort of social contract with the author, who is to be believed or disbelieved, accepted or rejected. On the subject of comprehension, Johnston (ibid) describes the relationship between decoding and the assessment of comprehension. Guthrie and Kirsch (ibid) mention the competencies of vocabulary knowledge and text comprehension, reported by Anderson and Freebody (1979) to be consistently correlated but nevertheless considered to be distinctive aspects of reading. They report the findings of Kintsch and Yarborough (ibid) that there are at least two independent competencies in general comprehension, sentence comprehension and passage comprehension. Trabasso (1980) has shown that several types of inferences may play distinctive roles in comprehension. Critical evaluation of text as measured by writing tasks may also qualify as a distinctive type of literacy competence (National Assessment of Educational Progress, 1981). As Guthrie and Kirsch (ibid) state, it is not suggested that the list of competencies is accurate or complete; but that the study of diversity in reading competence is a high priority for fundamental reading research.

Faced with this potentially bewildering plethora of issues which it might be useful for the Co-ordinator to understand, and with a wide range of standardised tests which will be described later in this Section, it is essential for the Co-ordinator to list his criteria in the choice of tests, as follows:-

The tests should:-

1. have appropriate norms for the cultural settings of the students, e.g. conform to British, rather than American, norms.
2. be adult-orientated, to prevent adding perceived insult to

the other hazards present in the initial assessment situation, by offering child-orientated material.

3. provide the appropriate information on the existing levels of performance in the students.
4. be diagnostic, as well as normative, to provide information which will be useful in creating a learning programme for the student.
5. relate to materials to be used by the adult in his lessons and in his life.
6. involve the adult student in the process of his own evaluation, to provide relevance to the student.
7. be part of a process which involves the student and tutor jointly, as it is desirable that assessment is seen as part of the learning process rather than an externally desirable measure.
8. be statistically standardised and reliable, if the results are to be used to add to existing knowledge about adult literacy.

This essential process of establishing criteria simplifies the choice of test. Tables 2.5 and 2.6 show a selection of some of the British reading tests available in 1976, with a key indicating the type of test. Before describing those tests which might be appropriate to the purposes of this research or which have been used in previous research in the United Kingdom, it is appropriate in this section to consider some of the theoretical and conceptual issues concerning formal tests and adult literacy assessment which have been raised in this country and in the United States.

The Bullock Report (op.cit.) referring to the Watts-Vernon and the N.F.E.R. NS 6 tests declared" We do not regard these tests as adequate measures of reading ability. What they measure is a narrow aspect of silent reading comprehension". Gorman (op.cit.), in his work for the N.F.E.R. reported in Section 2.2, concluded that "there existed no definitive rationale of goals for literacy tuition or clear agreement about the skills and achievements which constitute literacy" implying that testing should be linked to goals. Furthermore he concluded that "it would be naive to assume that 'literacy' could be somehow encapsulated in a single test, or in a single test score". Other critics of tests and scores in the adult literacy context include Kedney (op.cit.) on the grounds that (single word reading tests) only assess narrow, isolated elements of skill, are standardised on children, and often state standards in reading ages related to children; Charnley and Jones (op.cit.), that the transfer of criteria from the schools to adult learning is

Table 2.5 Popularity of reading tests in 936 primary and middle schools.

READING TESTS

(Taken from Education, 3rd September 1976)

Table 1. Popularity of reading tests in 936 primary and middle schools

Type of test							Name of test	Rank Order of Popularity	% of schools using the test	Chronological age range of test
A	D	I	G	WR	C	S				
X		X		X			Schonell Graded Word Reading Test R1	1	72.5	5.0 - 15.0
X		X		X			Burt (rearranged)Word Reading Test	2	34.3	5.0 - 12.0
X	X	X		X	X		Holborn Reading Scale	3	27.2	5.6 - 11.0
X			X		X		Schonell Silent Reading Test A	4	24.8	7.0 - 11.0
X			X		X		Schonell Silent Reading Test B	5	23.9	9.0 - 13.0
X	X	X		X			Standard Test of Reading Skill	6	17.7	5.0 - 9.0
X	X	X		X	X	X	Neale Analysis of Reading Ability	7	16.6	6.0 - 12.0
X			X		X		NFER Reading Test AD	8	15.0	7.6 - 11.1
X			X	X			Southgate Group Reading Test 1	9	6.7	6.0 - 7.6
X			X	X	X		Young Group Reading Test	10	6.1	6.6 - 12.11
X			X		X		Southgate Group Reading Test 2	11	4.5	7.0 - 8.11
X		X		X			Vernon Graded Word Reading Test	12	3.6	6.0 - 18.0
X	X	X	X	X			Word Recognition Test	13	1.5	4.6 - 8.6
							Various other reading tests		17.3	
							No reading tests used		7.4	

Key to type of test A = Attainment
D = Diagnostic
I = Individual
G = Group
WR = Word Recognition - accuracy
C = Comprehension
S = Speed of reading

Table 2. A selection of British reading tests not given in Table 2.5

Type of test				Name of test	Chronological age range
A	D	I	G		
X			X	APU Vocabulary Test	11.0 – 18.0
	X	X		Aston Index, Forms 1, 2 and 3	5.6 – +
X			X	Comprehension Test for College Students	18.0+
	X		X	Domain Phonic Tests	5.0 – 11.0
X	X		X	Edinburgh Reading Tests Stage 1	7.0 – 9.0
X	X		X	Edinburgh Reading Tests Stage 2	8.6 – 10.6
X	X		X	Edinburgh Reading Tests Stage 3	10.0 – 12.6
			X	GAP Reading Comprehension Test	8.0 – 12.0
			X	GAPADOL Reading Comprehension Test	7.3 – 16.11
X			X	Group Reading Assessment	7.8 – 9.0
X	X	X	X	Key Words Attainment and Diagnostic Test	5.0 +
X			X	Manchester Reading Comprehension Test	13.6 – 15.2
X		X	X	Mill Hill Vocabulary Scale	4.6 +
X			X	NFER Prawf Darllen Brawddegau 1	8.0 – 10.11
X			X	NFER Reading Test A	7.0 – 8.10
X			X	NFER Reading Test AD	7.6 – 11.1
X			X	NFER Reading Test BD	7.0 – 10.4
X			X	NFER Reading Test DE	10.0 – 12.6
X			X	NFER Reading Test EH	11.6 – 15.6
X	X	X	X	NFER Tests of English Proficiency for Immigrant Children	7.0 – 11.0
X	X	X	X	Phonic Skills Test	5.0 – 10.0
X			X	Reading Comprehension Test for Personnel Selection	15.0 +
X		X		Salford Sentence Reading Test	6.10– 11.9
X	X		X	SPAR (Spelling and Reading)Tests	7.0 – 15.0
	X	X	X	Swansea Test of Phonic Skills	5.9 – 7.9
X	X		X	Thackray Reading Readiness Profiles	4.8 – 5.8
X	X		X	Wide Span Reading Test	7.0 – 15.0

Key to type of test A = Attainment I = Individual
D = Diagnostic G = Group

Table 2.6 A selection of British reading tests not given in Table 2.5

inapplicable and potentially harmful; Pearson (op.cit.) that the vast majority of standardised reading tests are standardised on child populations, or, if they are adult tests, they are based on American norms; Jones and Seaton (ibid) that reading tests yield only a partial picture of an individual's current reading achievement, that they tend to emphasize weaknesses rather than strengths, that they give little or no guidance as to teaching procedures which might be adopted. The concept of the "norm" is questioned in "Developing Social and Life Skills" (1980) in that it may be an unwarranted value judgement, for example in relation to attitude towards book learning, and that it may set an unnecessary ceiling, so that tutors may regard their aims as being achieved once the norm is reached, even if the student is capable of more progress. We have already mentioned (Section 2.2) the Liverpool Adult Literacy Project's aversion to the concept of reading ages, although they found it necessary to use such a method to demonstrate progress. Horsfall (1975) indicated a further problem of evaluation in using reading ages, although admitting that it is not possible to be absolute -"The extent of improvement in mechanical reading ability is also related to the level at which work begins and a concrete example will indicate the problem of evaluation here. With the linguistic approach a student who progresses from an estimated 9 years to 9½ years must learn 51 grapheme/phoneme associations, but from 9½ to 10 years there are only 15 associations". Similar reservations were made by Young and Tyre (1983). Even with two students who obtain identical scores on an attainment test, their achievements and problems in reading may differ widely (Jones and Seaton, ibid.).

However the number and scale of the criticisms, together with the wide variety of tests available, may in fact deter Co-ordinators from following that approach and may encourage them to seek alternatives. The A.L.R.A. Report (1977/78) points out the danger of seeking a panacea which rigidly puts all students through the same process, failing to recognize their differing needs, interests and knowledge, whereas what is required is a flexible student-based approach. To create really adequate instruments would take considerable time and resources to construct (Pearson,op.cit.) and may have only limited practical importance unless they can fulfil the criteria listed earlier. Goodman (in his Foreword to "Reading Comprehension Assessment:

A Cognitive Basis" (Johnston, ibid) reflects on how many decisions in education are made on the basis of performance on reading tests - that pupils, programmes, teachers and in fact entire school systems are judged by gain scores. Yet as Buros (1968) reports " the majority of reading tests ever published are still in print, still in use, still making money for their publishers". Certainly standardised reading tests have served as a tool in the management of human resources as well as a means by which to gauge national educational standards (Resnick, 1981). These dangers were also voiced by Kirsch and Guthrie (1982) in that "tests became goal statements that were closely tied to specific societal levels". This attitude of elevating test scores to give them societal worth has had two clear effects on adult literacy students. Firstly they have developed a feeling of stigma (Charnley and Jones, op.cit; Kirsch and Guthrie, 1978) before they come for tuition resulting from their low performances. Mikulecky, Shanklin and Caverly (op.cit) state that such poor readers have negative reading attitudes and habits which influence even the next generation. Secondly they are reluctant to submit themselves to any procedures which have connotations with testing. It is against this reluctance that any statistical research in adult literacy must operate.

The relevance of assessing a student's reading ability by means of reading single words is questioned by Smith (1978) in his statement " The more non-visual information you have when you read, the less visual information you need. The less non-visual information you have when you read, the more visual information you need". This links strongly with the idea that meaning is essential for reading. Without a context, words have a variety of different meanings and pronunciations. Without a context the chances of a reader self-correcting are slim. How does he know that he has made a miscue if the context is not there to help him? Such tests are criticised by Young and Tyre (ibid) as a reflection of a narrow and inadequate concept of reading.

As a consequence of this disenchantment with the use of single word reading tests, and the concept of reading ages, there has been a move towards using authentic materials in attempting to find the functional literacy level of a student. In the United States, the national performance surveys of Louis Harris and Associates (1971), Murphy (1973) and Northcutt (1975) are examples of this movement. Kirsch and Guthrie (ibid) report

that the supporters of this approach "claim that these performance surveys represent a significant improvement over traditional reading measures in that they more directly assess reading behaviours assumed important for adequate functioning in today's society". This move towards criterion referencing, mentioned also by Hillerich (1976), Boulmetis (1973), Jackson (1972), the Adult Performance Level Project (Northcutt, ibid) and others, will be reviewed in the following Section 2.3.2 on Informal Methods of Measurement of Progress in Adult Literacy Students.

There is an adult dimension which should be mentioned in this review, which is linked to the feelings of stigma already related. Charnley and Jones (op.cit) mention the ethical objection to describing a man of 29 as having a reading age of 9. They point out that such an adult has the language of his chronological age, and "his difficulties in reading and writing lie much more in the area of his linguistic development than in his stage of mastery of literacy skills". The label "illiterate" is seen by Kirsch and Guthrie (ibid) as too simplistic a label which carries social stigmas not easily erased. In addition, "the term does not accurately identify the specific tasks and skill levels currently possessed by the individual". Adults often readily grasp polysyllabic nouns, especially social sight words like "telephone" or "tickets" or "post-office", but then (Charnley and Jones, op.cit) " have great difficulty with monosyllables whose function is syntactic rather than denotative - prepositions, conjunctions, auxiliary verbs". Reading aloud for an adult may be a painful experience, coloured by unhappy memories of experiences in School (Paddock, 1979). The Co-ordinator must be aware of these considerations at the initial interview, and even though information about the student's literacy skills is required, this need should not be allowed to over-rule the dignity of the adult student.

Although the initial assessment of a student's literacy skills is frequently made by the Scheme Co-ordinator, the results of the assessment have to be conveyed to the tutor, in a form which can be understood by the tutor. Thereafter, the tutor/ /student partnership becomes the motivating force towards continuous assessment of the weekly lessons. Tutors, therefore, need to understand the process and interpretation of the initial assessment. If the process is too involved, students and tutors may reject any involvement. This disenchantment may

spread to other areas of literacy provision. Gorman (op.cit) took the decision to ask the tutors to record, but not to interpret the learners' responses. This might be permissable in such a national research situation but would run the danger of alienating students and tutors if it were a regular occurrence in the literacy provision of a local scheme. Similarly, Gorman was concerned about the extent to which the testing procedures which were envisaged relied on the capabilities of tutors.

In conclusion to this consideration of some of the theoretical and ethical issues concerning formal tests and adult literacy assessment, mention should be made of re-testing. Co-ordinators may be asked to justify the expense of an Adult Literacy Scheme, by means of progress made by the students. The tool used at the initial assessment would be ideal, but, as we have seen, finding a suitable tool may have many serious drawbacks. Farr (ibid) draws attention to the situation, where, even if a re-test form could be found with statistical equivalency, there would be the additional problem of content equivalency, with such variables as the difficulty of the vocabulary, the content of the material, the sentence length and the complexity of controlling all the variables. "For each factor that is controlled, there are several others which are uncontrolled". We turn now to a consideration of some of the tests which are available, or which have been devised (by the N.F.E.R.) for use with adults in the United Kingdom.

The Holborn Reading Scale (Appendix 2) has a chronological age range of 5.6 - 11.0 years and some of the items (Nos. 2, 4 and 5) are sufficiently child-based as to be a potential source of offence to an adult learner.

The Burt Word Reading Test (Appendix 3) has a chronological age range of 5.0 - 12.0 years, and has the disadvantages already mentioned of a single word reading test.

The Army School of Preliminary Education (Pittendreigh,op.cit) uses the results of the N.F.E.R. NS 6 test (Appendix 4) administered previously to recruits by one of the Personnel Selection Officers (P.S.O.), and in addition uses at the School the Holborn Reading Scale to provide an approximate reading age, and the Schonell Spelling Test (Appendix 5) to provide an approximate spelling age. Criticism of the N.F.E.R. NS 6 test in the Bullock Report (op.cit) was on the grounds that it assesses "a narrow aspect of silent reading comprehension".

The test was designed by the N.F.E.R. to survey the reading ability of children leaving the primary school (at 10½ years) and children leaving secondary schools (14½ years). Its use is restricted to national institutions like the Army and the Home Office (it is administered in H.M. prison establishments which lie within the Warrington District), and to researchers or L.E.A.s for survey purposes. The raw score may be converted into a reading age, from 6.0 to 14.9 years. Like the Holborn Reading Scale, some of the items in the early stages may cause offence to adults.

The Neale Analysis of Reading Ability (Appendix 6) was designed to test the age range 6.0 – 13.0 years, to provide a diagnostic measure as well as a traditional reading age, attempting " to bridge the gap between those who rely largely upon observation and personal judgment in assessing a child's reading ability and those who accept the limited information of quantitative scores on standardised tests as being the major issues in diagnosis (from the Introduction). The test has three equivalent sets of six passages of prose forming a continuous reading scale for children from 6 to 13 years. An Individual Record Sheet has been designed for diagnosis of types of errors, including mispronunciations, substitutions, refusals, additions, omissions and reversals. The test can be used with older readers who fall within the ability range afforded by the test.

Tests devised for use in the N.F.E.R. research project on adult literacy (Gorman, op.cit) included diagnostic exercises on identification of letters, graphic decoding and interpretation of syntactic/semantic units. Seven sets of functional tests (Table 2.7) were included, with reference to domestic affairs, to neighbourhood affairs, to national affairs, to consumer affairs, to health and safety, to travel and recreation and to newspapers and information sources. A tutor/student questionnaire was included, for their joint assessment of the student's literacy skills,and a spelling exercise which proved to be difficult . In his notes on the tests' reliability and validity, Gorman states, " It should be recalled that the tests developed for this research probably represent one of the first attempts in Britain to measure literacy amongst adult learners of such relatively low ability....The tests themselves were no more than the outcome of informed opinion in the absence of systematic information about the levels and kinds of literacy required in everyday life". His general conclusion was that the tests reached an adequate standard of validity, as judged by

Table 2.7

Domains of the functional tests,
drawn up for the N.F.E.R. research project.

A. Domestic Affairs	- Activities involving cooking, laundering, sewing
	- Payment of rates, water, electricity, gas; savings
	- House repairs, house purchase and insurance
B. Neighbourhood Affairs	- Contact with neighbours, school and church
	- Local clubs and associations
C. National Affairs	- Matters relating to taxation, national insurance, licence fees, voting.
	- Matters relating to the social security system; health service, unemployment, strikes
	- Legal rights and responsibilities; e.g. payment of fines
D. Consumer Affairs	- Purchase of food
	- Purchase of goods
	- Guarantees, conditions of sale
E. Health and Safety	- In the house: warning labels, accident prevention
	- Outside the house: emergencies, safety regulations
F. Travel and Recreation	- Train and bus timetables, directional instructions, map legends.
	- Information about T.V. and radio, publicity notices, menus.
G. Newspapers and Information Sources	- News and commentary
	- Classified advertisements
	- Sports

those involved in literacy teaching, but that scope for substantial improvement remained, particularly in the tailoring of the materials to different teaching approaches. Although these tests were designed for use in adult literacy and were of recent origin, they have not been judged to be of use in our research in Warrington, because of difficulties already admitted by Gorman, and also because of the practical problem that the tests chosen for our research should be easy to operate, and the results could be understood by volunteer tutors, so that they could be of use in forming a learning programme.

The Schonell Spelling Test (Appendix 5). The graded word spelling test consists of a number of carefully selected and graded words. The results yield an estimate of a pupil's attainment in spelling represented in terms of Spelling Age. The test is an objective measure of the attainment level reached by children, standardised and validated on a representative sample comparable in age range, I.Q. range, school opportunities and socio-economic background. The choice of tests to be used in our research will be given in Chapter 3, as a logical sequence to the other items of this Chapter and to the main hypothesis (Section 3.1). The reasons for the choice of any test must always be a balance between the desired criteria and the availability of tests, and will also depend on operational conditions, for example if the measurement devices are to be used in a research or a real life situation. For the purposes of adult literacy assessment, where norms and comparisons have little value to the students and volunteer tutors, diagnostic tests must serve the purpose better.

2.3.2 INFORMAL

In contrast to the period of time which must elapse in the process of establishing a new formal literacy test, informal methods can change quickly. They may, therefore, be more likely to keep pace with the changing answer to the evolving question of the nature of literacy, and represent the types of change advocated by Bhola (op.cit) - in new attitudes, new orientations, new social climates, new organisational patterns. Advocates of standardised tests would argue that informal methods will be based on subjective evaluations, which may be situationally unique and may reflect the possibly low assessment skills of the tester. Farr (ibid) sees the wide variety of procedures to assess reading performance over a number of different occasions as a strength, and that the results will be more reliable estimates of the student's true reading behaviour than standardised reading tests " precisely because they are not based on the comparison of any one student to any other student". One of the assessment measures currently receiving the attention of adult literacy co-ordinators is that of criterion-referenced tests. The volunteer tutor prepares work for her lessons using a variety of materials, and may be quite capable of producing a worksheet which is designed to establish the student's ability to handle effectively one criterion - one aspect of the language. Such a test would be diagnostic by nature. For a group of six literacy students the tutor might have to prepare six different criterion-referenced tests. It is essential that the students know that they have different worksheets and therefore their results are not to be compared (Farr, ibid). With the current difficulty in obtaining adequate norm-referenced tests for adult basic education, criterion-referenced measures seem to tutors to be one answer. Caution has been expressed, by Gorman (op.cit), Womer (1976) and Kirsch and Guthrie (1980) that such a functional approach may be criticised by those who favour a more accurate description of the student's knowledge and skills, that with criterion-referenced tests it is also hard to assess quantitatively the non-literal or subjective elements of comprehension, and finally there are issues to be addressed involving stating test objectives, specifying domains of interest, and item generation, analysis and selection.

The question of tutor involvement is crucial to all informal methods of assessment. Kedney's emphasis (op.cit) that each

Scheme needs a philosophy, and it is at the level of the student/tutor learning situation where the philosophy will be implemented. If teaching and testing are seen as complementary functions (Pumphrey,ibid), the process will be integrated into every lesson. Kohl (op.cit.) stresses the ethos of the work "Teaching a skill such as reading is not a phenomenon that can be abstracted from the values of the teacher or the institution the teacher works for". This necessary involvement of tutors in the assessment of progress week by week is supported by the S.A.B.E.U. Report (1982-83), the A.L.R.A. publication "Training in Adult Literacy Schemes" (1976) and by Reder, Walton and Green (op.cit.). On a wider front, there is increased support for tutors being involved in research work. Bhola (op.cit.) "the analysis and use of data for decision-making would be a collective enterprise. Participatory evaluation would thus be carried out by the researcher or expert in consultation with programme participants". This view is echoed by Cooper (1978) and Minovi (1978). The only cautionary aspect, mentioned by the A.L.U. Management Report 1978/79 and by A.C.A.C.E. (op.cit.) is that volunteer tutors already give considerable time and effort to the Scheme, and therefore their whole-hearted and genuine support is needed before they should be asked to participate in research work. Teacher expectations can raise student performance (Rosenthal and Jacobsen, op.cit.) and involvement in progress assessment is one way of increasing tutors' awareness of their students' performances.

However, student participation is essential - participation in an active rather than a passive way. A.L.B.S.U. (1983) finds it re-assuring that student-centred approaches are being employed. The Liverpool Adult Literacy Project (op.cit.) found no difficulty in encouraging their students to talk about progress. When the tutor and student recognise what they have to offer each other, "they are able to negotiate a learning programme that takes account of the student's aims and the tutor's capacities. This initial involvement in the shape and content of the programme forms the basis for building self-reliance. Because the approach is personal and responsive, no learning objective is rejected as too trivial". (S.A.B.E.U. Report 1980-82). As with all student-centred approaches, the outcomes will be unpredictable and even the starting points may not be the ones the tutor would have chosen (Beynon, op.cit.), but such active

involvement is one of the safeguards against student failure, which this time could be permanent. It is courageous behaviour on the part of volunteer tutors to be able to hand responsibility to the student in large measure for his progress. This must, however, be achieved in such a way that the student does not feel that he is continually in a 'test situation', and the lessons must be enjoyable.

One method increasingly used in adult literacy schemes to set down on paper the student/tutor assessment of the student's level of skills is the Profile. The variations include those of Kohl (Appendix 7), SCALA (Appendix 8) and Good and Holmes (Appendix 9). Such diagrammatic representations have the advantage that they can be interpreted by students with relatively low reading abilities. As Charnley and Jones(op.cit.) point out, a schemata such as Kohl's can be used with almost any content, so that progress is being recorded in the student's line of advance, and not towards some arbitrary external standard. It is equally capable of being used to record cognitive progress as affective domain progress. Students are thus able to set their own objectives, establish the content, level and pace of learning, and evaluate their own progress.

A further method for student and tutor to record together the student's progress is the Informal Reading Inventory (I.R.I.). As a check-list, its diagrammatic form has the easy reading capability of the profile. The inventory may be based on the materials available to the student at home, at work, or in the classroom. Such student estimates of performance may be of the greatest value to tutors, and where the I.R.I. is in use as a daily continuous part of reading instruction, the tutor can adjust the instructional materials to ensure continued student success (Farr, ibid). It can be used by the student as a method of comparison between a total list of reading tasks and what he has actually achieved. The totality of the list encourages the student to try to cover all the items, at his own pace. Furthermore, the reading materials will be adult, not children's materials "warmed over" (Cass, 1966). The I.R.I. is not a diagnostic tool, and does have the limitations, firstly that evaluation is subjective, and secondly that the performance which a student exhibits is quite dependent on the reading selection chosen for a particular I.R.I..

One final informal method of assessment which is available to the literacy tutor is CLOZE procedure. There is much

current research taking place, particularly in the United States, to estimate its value, and at the moment it seems to be more useful in assessing comprehension skills rather than reading sub-skills, although there is a close relationship between the two areas."The question of which specific components of reading comprehension are measured by cloze tests has not been adequately explored" Shanahan, Kamil and Tobin (1982). Studies into deletion patterns by the same authors support the findings of MacGinitie (1961), that spacings of three words or less create significantly greater difficulties, but that the cloze test does not appear to provide a good measure of intersentential comprehension, except possibly with proficient readers who are given unlimited time. Mikulecky and Diehl (ibid) give a brief review of research into cloze tests relevant to their purposes:-

"Cloze tests have been criticized for primarily measuring a reader's ability to utilize syntactic redundancy in texts (Weaver and Kingston, 1963; Carroll, 1972). Horton (1973) conducted a validity study of cloze using factor analysis and concluded that it did measure the ability to deal with semantic relationship and implications - constructs often associated with comprehension. Bormuth (1969, 1975) concluded that cloze is a valid measure of literal comprehension and constructed a regression equation and charts for converting cloze scores to grade equivalency comprehension scores (this formula is used in the present study). Bormuth recommends the use of more than one cloze test to measure comprehension, and in as much as this study only uses one for general reading comprehension and one for job comprehension, the results must be viewed as rough estimates of ability".

This difficulty in interpreting the results - whether on the basis of exactly-correct or gist-correct (Kintsch and Yarbrough, 1982) or any other basis, must make evaluation of cloze procedure answers an area of contention for volunteer adult literacy tutors, although they could still be included in a programme of work for the value of interactive discussion which they generate

Our consideration of informal methods of assessing literacy progress has stressed their very informality, their use of authentic reading materials including job materials, and the active involvement of both student and tutor in the process. They should enhance the activities of observation and discussion. They

reflect more closely than standardised reading tests the purposes of reading in an adult context. They may extend the number, variety and functional quality of observations of reading behaviour (Blanton, Farr,Tuinman, 1976). At the same time, it has been acknowledged that they are subjective, not standardised, not validated, and depend upon the perhaps very limited skills of a volunteer tutor. As we concluded at the end of the previous section (2.3.1), the reasons for the choice of any test must be the outcome of a measuring against desired criteria balanced against the availability of tests. The choice of tests to be used in this research, and the reasons for their choice, will be given in Chapter 3.

2.4 ASPECTS OF AFFECTIVE DEVELOPMENT IN ADULT LITERACY STUDENTS

In Section 2.3 we have developed the notion of progress in cognitive skills acquisition by the adult literacy learner. In Section 2.4 we turn to the area, mentioned in our Introduction to this Chapter (Section 2.1), of affective development in the adult literacy student, and its measurement.

2.4.1 INTRODUCTION

There have been many references which point to the hopes embodied in adult literacy scheme workers that their students will not only gain cognitive literacy skills, but will also find a strategy which leads to a more satisfying life in general. Bhola (op.cit.) refers to such workers as hoping that theur students will become "re-socialized, acquire new identities, and become acive, self--reliant and forward-looking citizens". Strang (1967) states that reading is the vehicle whereby the individual may expand his horizons, identify and intensify his interests and gain deeper understandings of himself, of other human beings, and of the world. "A Strategy for the Basic Education of Adults" (A.C.A.C.E., op.cit.) wants basic education to be available to counter the loss of personal dignity and the waste of human resource. U.N.E.S.C.O. (ibid) refers to the progressive understanding and recognition of the fact that illiterates are not empty bottles to be filled, but persons possessing clear logical structures, strong working experiences and expertise, and a great sense of individual and social responsibility.
When the adult joins a literacy scheme, this is an expression of his need to make a change in himself, for one or more of many involved reasons. This change may be quite dramatic (Huberman, 1974), particularly if the adult is at a stage of personal crisis, and seeking some identity. The student invests a good deal of personal energy into his literacy work, and is, therefore, ready for change and indeed willing it to happen. Some see basic education as not only a step towards other opportunities in education or life, but as a way of reducing the stigma, fear and embarrassment associated with their lack of literacy and numeracy skills (A.L.B.S.U., 1983). Osborne (1978) maintains that more attention needs to be given to emotional factors than to cognitive develoment, that the most pressing need of the adult learner is " to develop a set of emotional attitudes towards both himself and

the learning task so that his potential cognitive abilities can be utilised".

To provide support to the adult at this time, it is recognised by literacy schemes that they must provide a responsive form of education (S.A.B.E.U., 1980-82; Lee, 1978; Osborne, ibid). Counselling, of a general nature, is accepted as part of the tutor's responsibility to respond to the student's needs. Branston (ibid) suggests that "counselling non-readers in an attempt to boost their self-confidence can often have as beneficial an effect on reading progress as simple concentration on orthodox remedial measures". This need for tutors to attempt to help to change a student's construct is regarded as essential by Lee (ibid), and Mischel (1971) stresses that people who were led to feel more positive about their abilities then spent more time attending to other positive information about their personalities.

The link between progress in cognitive skills and emotional factors has been well-documented. These two psychological dimensions interact and affect each other in a complex manner (Osborne, ibid; Purkey, 1970; Brookover, Erikson and Joiner, 1970) with the strongest correlation tending to exist at the low-performance end of the scale, so that low attainment and low self-regard are more often found together than high attainment and high self-regard (Child, 1981). The students' feelings of inferiority and frustration caused by repeated academic failure are described by Penty (1956) and Krugman (1956), while Shaughnessy (1979) refers to the self-doubts, even going so far as to say that "self-doubt may indeed be the lesson he has learned in School". Horsfall (ibid) referring to recruits at the Army School of Preliminary Education states that, in many cases, the major change during the course comes in recruits' attitudes to printed material, towards other people, towards those in authority, and, most important of all, towards their own abilities. Success or failure provides a feedback, with negative feedback causing a negative self-esteem. Adults with low literacy levels will be increasingly handicapped by their inabilities, not only in terms of potential jobs, but also in their social contacts. This link has been described by Mischel (ibid), Porterfield and Schlicting (1961) amongst others already documented in this Section, and may be summed up by Charnley and Jones (op.cit.):

"Progress in reading and writing was the proximate means towards affective achievements in personal and social life,

towards the assertion of self-in-society, and achievements in the literacy skills themselves".

2.4.2 THE ADULT LITERACY STUDENT - SOME AFFECTIVE DIMENSIONS

When the adult student refers himself to a literacy scheme for help, he may well have experienced some of the negative feelings mentioned in Section 2.4.1 such as loss of personal dignity, low self-esteem, low employment prospects, repeated academic failure, and a fear that the new educational encounter may turn out badly like the school experience. The A.L.U. publication "An Introduction to Literacy Teaching" (1980) identified a number of reasons, given by students, as to why they had failed previously:-

"1. low opinion of our own ability
2. lack of confidence
3. lack of stimulation, leading to boredom
4. feelings of stress
5. poor relationship with the teacher
6. change of teacher
7. no support from others
8. distraction of other things going on
9. too much use of jargon
10. feelings of competition
11. too much information at once
12. poor memory".

These reasons are echoed by the findings of "Developing Social and Life Skills" (1980) in its study of school leavers with low literacy levels, that they may underestimate their ability to learn as a result of their earlier failure, where labelling as remedial has only re-inforced a low self-image, and that this is reflected, not only in their academic, but " in their physical posture, their being unwilling to share corridors with more boisterous teenagers, and their unwillingness to talk in the presence of adults or the opposite sex".

Such feelings will undoubtedly affect the adult's attitude towards reading and towards learning to read. They will have developed constructs concerning the ability to read and will tend to place themselves at the negative end of such constructs (Osborne, ibid). They may show anxiety because they recognise that the events with which they are confronted lie outside the range of convenience of their own construct system (Kelly,1955). The anxiety is increased when there is just enough structure available to appreciate that events are not being adequately grasped (Bannister and Mair, 1974). Studies by Mikulecky, Shanklin and Caverly(op.cit.) and Mikulecky and Diehl (ibid)

into adult reading habits, while stressing the need for research into profiles of motivation for reading because such information is largely unavailable, refer to the "pleasure motivation" in reading a book. This pleasure is not felt by many literacy students because the reading experience is largely unknown to them. They refer to the findings of Hanson (1969) that parental reading habits were a greater predictor than socio--economic status of children's success with reading in school, which may indicate that many adult literacy students have not been in contact with a home atmosphere where reading is a common activity. This stress on the important influence of the home environment was echoed by Kokenes (1978). Even holding a book as if in the act of reading may be stressful to such students. It is easier to develop such motivation towards reading in the young, because with increasing age there is an increasing level of determinism in a person's characteristics (Huberman, ibid), although success with adult literacy students shows that attitudes can and do change positively. Many adult literacy students seem to come for tuition at a moment of change in their lives - changes in economic, marital or social circumstances. As such moments of change may be less frequent than during childhood or adolescence, such moments take on all the more importance. They may create fear, of the new situation, of its outcomes, of their own exposure and the fact that they may be unable to control the new environment which, as adults, they are used to doing. Huberman (ibid) refers to the paradox of the situation, that, at the moment of great change, when they are susceptible to outside influence, adults tend to "domesticate" the learning settings of these changes. They try to slow down the process, reduce the uncertainties, and hold on to a stable self-image. As an adult he has built up his self-image over a considerable time and he may be unwilling to pose too many questions to himself at short notice.

While he may be struggling with such thoughts within the learning situation, and may also be working hard to acquire literacy skills, the adult may be going back to a domestic situation where there is also uncertainty caused by his very need to change. When one adds these potential difficulties to the feelings of stigma which the adult student may experience in society itself, even though this may be decreasing slowly because of wider publicity (A.L.B.S.U. - " A Continuing Partnership, 1983), it is easy to appreciate why an adult

student may be very defensive. It requires great determination to start and continue with a literacy programme.

2.4.3 THE MEASUREMENT OF CHANGE IN PERSONALITY

Adult literacy students have indicated that during the course of lessons they have observed changes in themselves, for example in the growth of confidence (Charnley and Jones, op.cit.). Such a change may be situation-specific, and one must beware of attributing wider changes from the specific situation, if indeed such a change has taken place at all. Wylie (1974) concludes that such a change would only be in relation to the task. On the other hand, Diggory (1966) indicates that his data revealing change in specific abilities may have further effects on self-evaluation. Mischel (ibid) in a summary of research into changes in self-concept concludes that the basic personality structure may remain as before and that only its overt manifestation has altered. While this may complicate life for the social scientist, it should not prevent us from studying the subject. As Hembrough (1975) stated, there is an overwhelming need for methodological research to be carried out in adult literacy, and " the most desirable criteria may well be expressed in terms of the recipient's change in behaviour or self-concept and self-esteem, and his subsequent standing in society".
One approach to the selection of suitable tools of measurement would be to suggest the same criteria as in Section 2.3.1 in our review of progress of cognitive achievements. These criteria were that the tests should:-

1. have appropriate norms for the cultural settings of the students, e.g. conform to British, rather than American, norms.
2. be adult-orientated, to prevent adding perceived insult to the other hazards present in the initial assessment situation, by offering child-orientated material.
3. provide the appropriate information on the existing levels of performance in the students.
4. be diagnostic, as well as normative, to provide information which will be useful in creating a learning programme for the student.
5. relate to materials to be used by the adult in his lessons and in his life.
6. involve the adult student in the process of his own evaluation, to provide relevance to the student.
7. be part of a process which involves the student and tutor jointly, as it is desirable that assessment is seen as part of the learning process rather than an externally desirable measure.

8. be statistically standardised and reliable, if the results are to be used to add to existing knowledge about adult literacy.

Above all, a sense of balance needs to be maintained so that the student is not deterred by too many questions and tests, and at all times the student's willing co-operation is a first consideration. We may have to adopt a blend of formal and informal methods, with an element of compromise, in order to obtain our data and yet retain the adult student's interest in continuing to attend for tuition. What we decide to measure may in turn be influenced by the available tools of measurement, as well as by our criteria.

Turning now to one of the areas worthy of consideration, the concept of self, Pittendreigh (op.cit.) has given a historical review of the literature available to follow the development of the self-concept. His conclusion is that "Even today, however, it is impossible to present any position on the concept of self which represents a consensus of psychologists' opinions". The question which remains unanswered is the extent to which one facet can influence or change the general self-concept. Many writers use the terms "self-concept", "self-image" and "self--esteem" interchangeably, although to others (Mischel, ibid; Coopersmith,1959) self-esteem is not only one aspect of the self-concept, but its most critical part. Coopersmith defines it as "the extent to which the individual believes himself to be capable, significant and worthy". Pittendreigh, on the development of the self-concept, brings together the views of Stagner (1961), Mischel (ibid), Gergen (1971), Ryckman (1978), Allport (1937) and Diggory (ibid), that the development of the self-concept seems to be intimately tied to the need for consistency of behaviour, and the reduction of inconsistency, together with the importance of positive feedback from performances and interactions with other people and the environment. The individual who can defend his self-esteem against the failures and inconsistencies of the world will be able to maintain a higher level of self-esteem than would otherwise be possible.

Charnley and Jones (op.cit.) from conversations and interviews, found that confidence in adult literacy students seems to grow as a result of their learning. If this view is to be developed further, in a way acceptable to a psychological investigative viewpoint, we must consider what tools of measurement are available. There is still much unresolved discussion about

which approach to personality assessment is the most productive - whether it be the naive, the intuitive, the inferential (Vernon 1953 and 1965), or the humanist (Cartwright, 1974), and all approaches have their supporters and opponents. If we were to employ a naive approach, using observations without the use of standardised norms, we might encounter all the disadvantages attributed to the interview as a method of selection, including the creation of masks, the use of stereotypes, the role play of individuals and the possibility of over-simplification. On the other hand, Charnley and Jones (op.cit.) used the method to elicit many positive conclusions and to take our level of understanding of adult literacy students one step further. Allport (ibid) has put the arguments very clearly for the idiographic, clinical or intuitive approach to personality measurement. If we were to employ the inferential nomothetic approach of Eysenck and Eysenck (1970) of Cattell (1970) amongst others, we might encounter objections which question the capabilities of individuals not to give socially desirable responses, that the profile may not be total as the method of analysis is still being questioned, that the factors may not be stable, and that changes may be equally due to unreliable test material as to genuine changes in personality. Mischel (ibid) raises these issues and adds to them the problems of the variables which exist at the time of the test, the context of the testing situation, the manner of the respondent and the examiner, and the problem of setting statistical compilations giving pure factors against their psychological meaningfulness and relevance for the person's actual behaviour. Holt (1971) states "The underlying difficulty seems to be that if a test is to measure an important aspect of personality, the performance that produces a score must itself be rather directly determined by the personality trait in question". However, he does concede that, for the time being, investigators must rely on behavioural indices of traits and that the sorts of measures which Cattell has provided (for example his 16 P.F. Test) have been found useful by many workers in assessment. Reservations have been expressed by Saville and Blinkhorn (1976) but their contribution has been to produce a British version of the 16 P.F. Test which would seem to indicate some agreement with the method of factor analysis while expressing their reservations.

One attempt to bridge the gap between the idiographic and the nomothetic might be the personal construct theory of Kelly (ibid), where, using the theories we have regarding the world about us,

we attempt to "guess" what will happen next. "A person's processes are psychologically channelized by the ways in which he anticipates events". Each person's interpretation will be unique, even though there might be a common superficial sensory stimulation. The use of a grid method to explore the constructs of an individual (Bannister and Fransella, 1971; Bannister and Mair,ibid.) offers a framework for discussion, where the individual creates his own poles and contrasts. Edmonds (1979) reports on a trial to apply personal construct theory to various occupational choice problems, and acknowledges that constructs may well have specific applications, and therefore the method of eliciting constructs must be as relevant as possible to the intended application: "the differences <u>you</u> think <u>you</u> would feel in doing this job rather than those jobs". Difficulties arose with clients who felt that the real reason for their preferences would make them a less acceptable person to the counsellor. It was found that clients experienced problems in triadic sorting and that repertory grids took a long time to administer. The main benefit seemed to be the grid's role as a focal point for discussion. In adult literacy terms, therefore, there would be merit in using a grid as a discussion point but this would have to be off-set against the problem of time for using it, and the difficulty of measuring progress by using a grid with similar poles at a later date. Such a restriction is against the rationale of the client producing his own poles, and presumably if the adult literacy student had made progress in any way at all during the year, this would affect his personal construct, with the result that comparison of before and after would be made more difficult.

Finally, consideration should be given to the use of self-ratings and questionnaires. Child (ibid) states that the reliability obtained from testing and re-testing the same group with the same or a parallel form of personality inventory has been encouragingly high but warns that there is the problem of knowing whether changes in the score from one occasion to the next are due to the unreliability of the test material or are an accurate measure of personality change (or both). Scores may also depend on the mood of the testee or on his state of mind at the time. Certainly the duscussion and interaction engendered by such a method and typified by the Personality Profile (McQuaid, 1981) shown in Appendix 10, would be useful to adult literacy scheme students. We could also make use of attitude or interest inventories using a technique such as the Likert scale, although criticisms of interest inventories are raised, that answers tend to be very unstable and

subject to the transient mood of individuals. Vernon (ibid) indicates that most people overrate themselves considerably on desirable traits,"i.e. they possess a favourable halo towards their own personalities", and Bhola (op.cit.) concludes that people tell us what is socially acceptable or what we want to hear. Other criticisms include testee exaggeration, self-deception, the influence of temporary mood, "The tough-minded" testee (Vernon, ibid). Finally, questionnaires and ratings may have limited value for predicting behaviour in specific situations (Mischel, ibid) and may be difficult to use as a measure of progress if the same set of questions is used in a test and re-test situation.

In conclusion, there is the same wide range of options open in the measurement of change in personality as there is in the measurement of cognitive skills acquisition (Section 2.3). The eventual selection will be a choice of what most approximates to a psychological investigative viewpoint, weighed against the possible reactions of volunteer students; whilst bearing in mind that, where possible, the testing should be part of the learning situation for both student and tutor, and should promote interaction. The aim of all the assessment and diagnosis, both cognitive and affective, is to lead towards the most effective teaching techniques and counselling procedures.

CHAPTER 3

CHAPTER 3 EXPERIMENTAL PROCEDURES

3.1 THE HYPOTHESIS

During the last ten years as adult literacy co-ordinator in Warrington, the writer had observed that certain elements occurred with frequency, in that many students, after literacy help and guidance from their tutors, showed quite dramatic changes in their self-esteem. These changes were revealed in the students' behavioural patterns, in their attitude to learning, in their approach to others at home and work, and even in their manner of dress. The most marked change seemed to be in their levels of confidence. This study investigates, therefore, the hypothesis, derived from observation, that:
" There is a relationship between the development of literacy skills on the one hand and the growth of confidence on the other in adult literacy students."

The study will observe student progress over a minimum of one year, and seeks to evaluate methods of initial and continuous assessment and diagnosis available at the time for adult literacy coordinators.
In testing this hypothesis, i.e. establishing a linking between cognitive skills and affective development, it was also hoped that the study would yield additional outcomes. In practical terms, these outcomes would include the upgrading of tutors' standards, greater student involvement producing greater learning, a joint tutor/student exploration of their concept of progress, the integration of the study's findings into the existing provision, and the widening of student/tutor outlooks caused by the regular completion of progress documents. In diagnostic terms, the study could help to determine students' instructional reading levels, diagnose reading skills, estimate growth in reading ability, and evaluate the instructional programme.

Sponsorship by the Cheshire L.E.A. would indicate that results could be integrated into the Cheshire Adult Literacy Scheme, whether the results be an increase in knowledge or the creation of practical learning materials.
Finally, data will be collected on adult students' reading and writing habits and how they developed during the year. Both sets of data (cognitive and affective) could be valuable in their own right.

3.2 RESEARCH DESIGN

The research design was that of a longitudinal study using a test and re-test approach over a period of one year with the same subjects. The study sought to measure changes in cognitive skills and affective aspects of development following upon the intervention measures of literacy tuition over the year's period. The subjects were voluntary students attending for adult literacy tuition in Warrington. 78 students took part in the research programme. Any changes in their powers of literacy throughout the year and any changes in affective aspects of development were to be assessed by formal and informal measures, i.e. tests, questionnaires and self-report.

Consideration was given to possible drop-out rate, either because some students might feel that they had no further need for tuition, or something might occur to disturb their attendance for lessons. Consideration was also given to the effect of the research programme itself on their attendance and motivation. Care was taken to involve students by means of discussion, training, speedy return of results and by raising their general level of awareness of the project in which they were participating.

A pilot scheme was mounted at the outset of the investigation to assess the feasibility of the materials, processes, data collection and analysis, and student/tutor response (Section 3.3.1) .

The writer would agree with Gorman's conclusions already mentioned(Section 2.1) on the use of a control group. Although he thought that it was not empirically possible without a control group to demonstrate that any change that has taken place is, in fact, a change effected by tuition, he found that it was clearly not feasible to establish a matching group of students composed of adults with literacy difficulties who were <u>not</u> receiving tuition.

3.2.1 Type of area from which students were drawn.

Warrington is a town of 180,000 inhabitants, composed of the Borough of Warrington and new areas of housing and industry created by the Warrington New Town Development Corporation which has been in existence since 1974. The traditional industries of the Borough are brewing, wire drawing, chemicals and light engineering, and these have been supplemented by the New Town's activities in warehousing and by high technology and science. The town is situated on the southern fringe of the South Lancashire agricultural area and so within the totality of the Cheshire District No. 1 which is Warrington, there is some farming in addition to the other mainly urban activities. The level of unemployment is above the national average, and the new occupations introduced by the New Town are not labour-intensive and so have not made a great impact on reducing the level of unemployment. Warrington is surrounded on three sides by motorways making it an ideal base for warehousing. The cities of Manchester and Liverpool are only twenty-five minutes' drive away, the Lake District is one hour distant and Birmingham is less than two hours by car. Within a thirty minute drive from the centre of Warrington in any direction, there is a population of 15 million.

3.2.2 FORMAL AND INFORMAL MEASURES

In sections 2.3.1, 2.3.2 and 2.4.3 the range of psychometric measures was discussed and a suggested list of criteria for their choice was outlined. Above all other considerations in making the choice was the need to ensure that the students should not be so disaffected by any of the measures that they ceased to attend for tuition. This might reduce the strength of any research findings, but departure from the Scheme would destroy students' progress and development, probably for ever, as they would be reluctant to enrol at any future time and place. Therefore a further criterion in the choice of measure was that student and tutor could be involved in the joint process of providing information. This would provide relevance to the learning process itself and would enable problems to be raised sooner rather than too late. The author felt that the involvement of student and tutor might best be achieved by a balance between formal and informal measures. The formal measures could provide standardised and reliable data, if such measures were available, although students and tutors had to receive the results of any such measures quickly and in a way which was comprehensible to them, giving them information which could be integrated into the learning programme. The informal measures would be presented as talking points, to encourage discussion, student self-evaluation, and lastly tutor self-evaluation in order to develop tutors' teaching skills.

The following measures were selected:-

(a) Reading. The Neale Analysis of Reading Ability (Appendix 6). Although this measure was designed for the 6-13 age range, it was felt by the author that the reading passages would be suitable for adults and would not cause offence. There are three sets of reading passages, offering material for the test and re-test situation, and the method of recording the errors into such categories as mispronunciations, substitutions, refusals, additions, omissions and reversals offers an initial diagnosis about the adult student's reading ability. Scoring the test would produce a raw score which could then be translated into a reading age in the range 6.0 - 13.0 years. The administration of the Neale Analysis of Reading Ability was to be performed either by the person responsible for interviewing all new student referrals at the Museum Street Centre of the College, or by any of the local adult literacy supervisors (Appendix 11 refers). All these supervisors

Neale Analysis gives details on its construction, reliability and validity. Finally, the Neale Analysis conforms to British norms.

(b) Spelling. The Schonell Graded Word Spelling Test (Appendix 5). This is a single word test, using a number of selected and graded words. There are two tests, Test A and Test B, which can be utilised in a test and re-test situation. It is simple to administer and to score, and results are converted into a Spelling Age. The test reveals student spelling difficulties and is therefore diagnostic in pinpointing weaknesses, leading to more appropriate teaching programmes. Although standardised and validated on children, adult students who come for spelling improvement seem to expect a "test" and the Schonell Graded Word Test seems quite acceptable. The test was to be administered by the same staff as for the Neale Analysis of Reading Ability. Finally, the test conforms to British norms.

(c) Increase in Confidence. With the hypothesis as outlined in Section 3.1 - that there is a relationship between the development of literacy skills on the one hand and the growth of confidence on the other in adult literacy students - it would be desirable to have a measure for confidence equivalent in standardisation and validity as the Neale Analysis of Reading Ability and the Schonell Graded Word Spelling Test. Such a measure is the Sixteen Personality Factor Questionnaire (16 PF) of Cattell and the Handbook and Manual give comprehensive information about the scientific and statistical properties of the test. It is an objectively scorable test, designed for use by individuals aged 16 and above. Forms C and D will be selected, firstly to give test and re-test information, but also because these two forms require a lower reading ability than Forms A and B. Form E, although designed for use with less competent adults, would not be used because it does not have a comparable form with which to re-test. Furthermore, many of the adult literacy students who come for tuition and who would take part in the research programme, would be perfectly adequate readers but requiring spelling help and would not therefore require a simplified version. If difficulties of student interpretation occurred, tutors could talk through the questions in an objective way, without influencing student answers. As it is termed a questionnaire and not a test, students would not feel that their answers

were going to be norm-referenced. Such discussion, to ensure that students understand the importance of careful and truthful responses, is advocated in the Manual. The 16 PF would be issued to students with their tutors, by their adult literacy centre supervisors, as soon as practicable into the twelve month period, without wanting to issue too many assessment measures in a short time at the beginning of tuition. It would be the focus of discussion between student and tutor on the subject of the student's feelings, and student confidence would be calculated, using sten scores, from Factor C. The remaining 15 Factors might also yield interesting data.

In addition to these standardised measures, the opportunity afforded by the research programme into obtaining other useful information would be taken. Informal measures would be used to obtain the following information:-

(d) Students' school categories
Frequency of changes in school
Examinations taken
Feelings towards school
Teachers' attitudes towards the student while at school
Students' feelings towards their teachers while at school
Parents' attitudes towards their children's learning.
Memories of school
Medical histories
Socio-economic groupings
Frequency of job changes

(e) Improvement in scanning ability over the twelve month period.

(f) Students' reading diet. An analysis of students' reading at the beginning of the year, and by the end of the year. In addition to overall increase in reading diet, the data would be analysed into home/lesson/work reading habits. The categories of the Reading Diet are as follows:-

Books - fiction, non-fiction, reference
Periodicals - journals, magazines, T.V.guide.
Newspapers - local, daily, weekly
Correspondence - personal letters, business letters, postcards, official letters, notes
Forms - application, returns, questionnaires, order
Booklets - pamphlets, prospectuses, catalogues, guides, timetables, circulars, maps, brochures, leaflets.
Notices - directions, shop signs, bus indicators, traffic

signs, menus instructions, advertisements, posters, safety regulations, street names

Documents - guarantees, insurance policies, credit agreements, contracts, wage slips.

Other - recipes, puzzles, crosswords.

(g) Handwriting - percentage of right/left hand users.
- progress in Grip, Letter Formation, Ability to Copy, Speed.

(h) Written Language. Progress in writing name address, notes, messages, postcards, sentences, letters, diary, a paragraph

Examples of documents used for (d), (e), (f), (g) and (h) are included as Appendices and will be named in Section 3.4 (The Main Experiment) following findings of the Pilot Scheme.

3.2.3 Testing the Hypotheses

It was planned to use statistical procedures to analyse data and results (1). To test our main hypothesis of a relationship between development in literacy skills and the growth of confidence, three null hypotheses were set up:-

1. The first null hypothesis was that there would be no significant difference between confidence measured at the beginning of the year and at the end of the year.
2. The second null hypothesis was that there would be no significant difference between reading or spelling skills measured at the beginning of the year and at the end of the year.
3. The third null hypothesis was that there would be no significant correlation between development in literacy skills over the year and increase in confidence over the year.

Finally, in addition to any such correlations, the results of individual items in the research would be interesting in their own right, in throwing light on adult literacy students in the United Kingdom.

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(1) It was originally intended to use the facilities of the University of Manchester Regional Computer Centre, but in practice this proved impossible to do. In the event, the results were processed by hand and by desk calculator.

3.3.1 THE EXPERIMENTAL STAGE: THE PILOT SCHEME

Each adult literacy supervisor was visited by the co-ordinator during the Autumn of 1981, firstly to enlist their support and co-operation in obtaining data, and secondly to brief them on what was required. All centre supervisors were willing to co-operate, not only to participate in the research programme for its own sake and the information it might provide, but also in the hope that answers to the question of what is meant by "progress" might be forthcoming and, importantly, students and tutors would be participating in the process. Supervisors could see that the Main Experiment proposed following the development of a total of 100 students, and as there were 7 literacy centres, it would involve, on average, 14 students per centre, which seemed quite acceptable to them.

The documentation for the Pilot Scheme was sent out to literacy supervisors on 27th January 1982 with a covering letter (Appendix 12), which set out the parameters for the Pilot Scheme. Each supervisor had one complete set of forms, all of which were informal measures of progress and comprised:-

Student/Tutor basic data sheet
Student's school history
Student Reading Diet
4 Scanning Exercises
Handwriting skills proforma
Writing skills sheets
Writing Diet sheets
Reading Skills: The Student's Response to Text or Task

Supervisors were not asked during the Pilot Scheme to administer any of the 3 standard measures (the Neale Analysis of Reading Ability, the Schonell Graded Word Spelling Test or the 16 P.F.), on the basis that two testing occasions per student, rather than three, would be appropriate for the twelve months of the research. For example, if Form C of the 16 P.F. were administered during the Pilot Scheme, then Form D would have to be used at the start of the main twelve month period, leaving only a repeat of Form C available at the end of the period, with potential problems of memory and recall of the first occasion. It was envisaged that the standardised measures had been used with other adults elsewhere, and so there should be no special problems which the Pilot Scheme would uncover. However, the informal measures had been devised by the author of the research, and it was necessary

for them to have a pilot trial.

The letter accompanying the measures (Appendix 12) stressed that feed-back was required on the details and layout of each sheet, on the clarity of the instructions, and about the feasibility of obtaining such information from adult literacy students. It was particularly important that, if a student felt under stress at being asked any of the questions, the questions should be left for another time, or not asked at all, rather than create an uncomfortable situation which might result in student drop-out. Tutors were asked to be at the side of their students while any form was being studied, to give confidence and re-assurance where necessary. By assisting in this way, tutors would be able to make a more informed evaluation of the Pilot Scheme documents. As one of the underlying aims of involving tutors as well as students was to influence tutors into including in their lessons many of the items being researched by the informal measures, it was felt by the Scheme Co-ordinator that the Pilot Scheme would also reveal whether tutors were willing to change their teaching styles.

All the information from the Pilot Scheme would be confidential, and it would be only during the main research programme that even a reference number would be allocated to each student. Centre supervisors were encouraged to let tutors and students see that this evaluation of progress should be an accepted part of the lesson and the total provision, rather than an option. This might help to encourage all students and tutors to participate. Supervisors were asked to issue only appropriate sheets to students, so that any particular sheet would be seen as being relevant to the student. For example, it might be inappropriate to issue a Reading Skills: Response to Text or Task sheet, to an adult who was a beginner reader. Students should not be asked to look at sheets which were beyond their abilities. The purpose of the Pilot Scheme was to elicit student/tutor comments on the suitability or otherwise of the materials. It was pointed out that a wide range of sheets had been issued, on the premise that it was easy to omit one which proved unsuitable in the Pilot Scheme. Finally, the Pilot Scheme itself should create both an enjoyable and also a learning experience.

Where the informal measures were acceptable in their original form, with the addition, for example, of only a reference number, they are included as Appendices and will be detailed

in Section 3.3.2 (Main Experiment) . The one measure which caused difficulties for both students and for tutors was the Reading Skills: The Student's Response to Text or Task. Tutors were unanimous that they were finding difficulty in assessing, both for themselves and with their students, some of the questions. This particular measure, therefore, was omitted from the Main Experimental Procedures, and has been included here as Appendix 13, together with the note of caution issued to literacy supervisors. Items such as "Draws on previous knowledge", "Decides Appropriateness of the Book for its Task", and "Reads Critically" were found to be impossible for tutors to answer. Other items were found to be appropriate to particular student/ /tutor learning situations, such as "Reads for the Gist", "Reads to Spot Facts" or "Asks Questions", but their inclusion would require considerable tutor training which was not available at the time. During the period of time between January 1982 and the conclusion of this study in August 1985, such issues have been debated within the Warrington Adult Literacy Scheme. The training programme has developed, and many of the difficult areas, first raised by the Pilot Scheme, have now been integrated into normal practice. These will be related in Chapter 4. on the conclusions to be drawn from this study. In conclusion, therefore, the Pilot Scheme served its purpose, indicating whether the informal measures were understandable to students and tutors, and all the measures wuth the exception of the one already mentioned, were included in the Main Research Programme.

3.3.2 THE EXPERIMENTAL STAGE: MAIN EXPERIMENT

INTRODUCTION

As mentioned in Section 3.3.1, only one informal measure used in the Pilot Scheme proved to be too difficult (Reading Skills: The Student's Response to Text or Task). This measure was, therefore, omitted in the Main Experiment although procedures were instituted in the Warrington Adult Literacy Scheme Tutor Training programme, to develop tutor awareness of such items as appeared on this particular measure. The results of these new procedures will be outlined in Chapter 4 (Final Discussions). However, it was felt that the remaining measures would in themselves produce much-needed data about adult literacy students. In addition, the inclusion of the formal measures of Reading Progress (Neale Analysis), Spelling Progress (Schonell) and Confidence (Cattell 16 PF) would not be affected in any way by the removal of this one informal measure, and so any potential correlations between these three measures would still be available.

The final range of psychometric and informal measures to be used was as follows:-

Student Basic Data sheets, including feelings towards schooling
Student Reading Diet
Scanning Exercises
Handwriting Skills
Writing Skills
Writing Diet
Neale Analysis of Reading Ability
Schonell Graded Word Spelling Test
Cattell 16 Personality Factor questionnaire
Confidence questionnaire

The format of each measure has been included as an Appendix, together with Notes on its administration issued to Literacy Supervisors. Each measure will be described in the sections which follow, with an analysis of the purposes of each of the items on the measure and the method of scoring it. This Section also contains an explanation of the use of the Control Group, to be used with the Confidence Questionnaire.

The adult literacy service has always claimed to be a confidential service and this principle was maintained in the Research Programme. The only occasion where the student's name appears is on Form 1, the Student/Tutor Basic Data Sheet (Appendix 14), and, thereafter, a reference number is used.

By obtaining data on students' ages, sex, and occupations, it was felt that it would be possible to compare Warrington findings with those of national surveys. As stated in the Notes to Forms 1 and 2, the student occupations will be graded according to the Registrar General's categories. Many adult literacy students are not employed, being either housewives or unemployed, and so for such students the practice of giving the spouse's occupation has been adopted.

If tuition ended during the twelve month period of the Research Programme, it was thought that it would be of interest to find out the reason. Both tutor's and student's reasons are recorded (where it is possible to obtain them), although it is recognized that some answers may not be truthful. If, for example, a student was dissatisfied with the quality of his tuition, he might be unwilling to express this openly and might cover it with an "acceptable" reason, such as change of house.

Form 2 (Appendix 15) requests information on the Student's School history. The first part asks questions of fact, although it is recognized that some students might not want to reveal a history of truancy. The majority of adult students who request literacy help, however, seem to be quite willing to accept the responsibility for their lack of achievement, if they themselves were responsible for irregular school attendance. The second part of Form 2 asks students to express feelings about the time when they were of school age, feelings about school and home. Such answers will necessarily be subjective and incapable of being verified. As such, therefore, the results will be recorded for information and interest, but great care will be taken in drawing any conclusions from them.

Tutors were asked to record on the Forms the answers of students who were not capable of writing their own answers. It was felt by the author that the process of discussion to obtain such answers would be useful for its own sake as practice in oral work, and as a means of cementing the relationship between tutor and student. This practice of tutor involvement with

students who do not have the capability to write their own comments, has been adopted throughout the Research Programme, although where possible multiple-choice/objective-type measures have been used, requiring a simple answer such as a tick. The findings are given in Section 3.4 (Results) and discussed in Section 3.5 Discussion of Results).

The writer would like to acknowledge that the concept of the Reading Diet was first brought to his attention in an unpublished essay by McGarva (1981) as she was attempting to come to grips with measurement of progress in adult literacy. Such a concept is capable of extension, for example to include a Writing Diet, as used in this research programme.

Undoubtedly the great strength of the Reading Diet (Appendix 16) is that it is an informal checklist which is non-threatening to the student, and completion of the checklist must involve student and tutor in discussion. The Reading Diet covers a wide range of reading material, most of which a student may expect to encounter in everyday life. Students are required to place a tick in a box, against any item which they have read during a specified period of time, in this case every three months. A further analytical breakdown has been made possible, by asking the student to record his ticks according to where he has read the material, i.e. at Home, in his literacy Lesson, or at Work. One measure of progress can be seen by the increase in the number of ticks, at subsequent three month periods. Such progress may be in terms of a greater number of items having been read than before, or it may be in terms of a similar number of items having been read, but in a greater number of places.

From the emerging pattern of ticks, the tutor should be able to see areas of omission which could be integrated into future lessons. This may, therefore, compel tutors to integrate new learning resources into their programmes, because it is only too likely that, during the discussion on the subject of completing the columns, the student will ask the tutor to explain all the items. The competent tutor would be able to produce an example of each of the items. Tutors may well feel that, during the period of one year, they should have dealt with every item, and so there should be a tick in the lesson column at least, of every student, with the possible exception of beginner readers.

Completion of the Reading Diet will enable some comparisons to be drawn between the reading activities of British literacy students and those in the United States where there has been some research in recent years. The results will be displayed in Section 3.4 (Results) and discussed in Section 3.5 (Discussion of Results).

Four exercises have been devised to show student progress in one of the advanced reading strategies - scanning. Each of the exercises may be used in either of two ways to show progress, using a test and re-test procedure. Each exercise may be scored on each occasion for either the number of correct responses, or the time taken. In the test and re-test situation, a comparison may be made between the number of correct answers, or the two amounts of time taken. By calculating the product of the number of correct answers and the time taken, for each performance on an exercise, a comparison may be made which eliminates the situation where a student may take twice as long on the re-test, in order to achieve an advancement from, for example, 19/20 to 20/20.

Scanning Exercise 1 (Appendix 17) uses an index devised from the contents of any gardening reference book, and has 20 questions related to information contained in the index. The student records his answers by writing the appropriate answer (a page number) in the box alongside the question.

Scanning Exercise 2 (Appendix 18) is a similar exercise, but rather longer, with 40 questions. The index has been compiled from the contents of any general knowledge reference book. The student records his answers by writing the appropriate page number in the box alongside the question. Out of the 60 items listed in the index, some having two pages of reference, 40 answers are required. None of the items with two page figures are required in the answers, thus ensuring that all the answer boxes have only one page figure.

Scanning Exercise 3 (Appendix 19) uses information such as would be found in the index section of an atlas. Four items of information are given for each entry, with the fourth item, which denotes an area on the map, having two co-ordinates, using one capital letter and one lower case letter. 18 answers are required which utilise only the appropriate page number, as in Scanning Exercises 1 and 2. A further 10 answers are required, which necessitate both a page number and an area of the map. The answer to the area of the map requires attention to be given to the style of printing, whether upper or lower case. There is a maximum of 38 correct answers. This Scanning Exercise has been designed not only to discover whether students are aware of the difference between upper and lower case letters in addition to finding the answers to the page number questions, but also to

see how students cope with scanning a fairly uncommon list of place names, taken from all parts of the world.

Scanning Exercise 4 (Appendix 20) asks questions about information contained in an index collated from entries in the telephone directory. The answers are simply the letters (a), (b) or (c) which relate to multiple-choice type of questions. The directory of information offers 15 names of individuals or companies, with initials, addresses and telephone numbers. To find the correct answer to each question requires the student firstly to scan the list of names, secondly to relate a further item of information to the name, and finally to select the appropriate letter from the multiple-choice and enter the letter in the box alongside the question.

Results will be displayed in Section 3.4 (Results) and discussed in Section 3.5 (Discussion of Results).

The measure of handwriting skills (Appendix 21) has been designed to focus the attention of both student and tutor on the student's handwriting. The analysis has been kept to a simple level, requesting information only on handedness, grip, letter formation, ability to copy and speed of handwriting. The categories for comment have been limited to satisfactory, progressing or unsatisfactory, and in the case of the speed of handwriting, to fast, medium or slow. The assessment is to be recorded by means of a tick in the appropriate box, at 3-monthly intervals. Such categories are deliberately simplistic in order that volunteer tutors should not be intimidated by the wealth of information available on handwriting skills, but should be capable of initiating a dialogue with the student on the subject of his handwriting. Beneath each category is a space for comments, enabling the literacy supervisor, who controls the issue and return of all the research documents for her students, to receive some more detailed information from tutor and student. From these comments the literacy supervisor would be able to introduce to the tutor and student a more detailed programme of work on handwriting, where required.
The results are shown in Section 3.4 (Results) and discussed in Section 3.5 (Discussion of Results).

MEASURES: WRITING SKILLS

The Writing Skills questionnaire (Appendix 22) contains 17 items of writing activities arranged in a loose hierarchical order of skills. Each item is to be completed by means of a tick, at 3-monthly intervals, in the appropriate box. Tutors and students are introduced to a further system of categorisation, advocated by Kohl (op.cit.), of "Beginning", "Not Bad" or "With Ease". This is an attempt to encourage tutors to look at the progress of their students, in the widest sense, using everyday language, which they can discuss with their students. They are encouraged in the Notes to Forms 12 and 13 to help their students to retain each item of written work in a folder which can be used, from time to time, to reflect back on the developing abilities of the student.
The results will be displayed in Section 3.4 (Results) and discussed in Section 3.5 (Discussion of Results).

The purpose of Forms 14 and 15 is to give volunteer tutors and students a matrix of writing activities, all of which will be useful to the student in developing writing skills. Form 14 (Appendix 23) requires the tutor and student to examine the range of writing formats used by the student during each 3-monthly period of the one year programme. The formats include correspondence, forms, notices and documents, each with sub-sections, together with a miscellaneous selection. Recording is by means of a 5-point scale A-E, where A is very good, C is average and E is poor. Form 15 (Appendix 24) aims firstly to encourage tutors and students to recognise the different styles of writing used for different audiences or readers. Secondly it aims to alert tutors and students to the reasons for writing. Recording is by means of ticks in each of the 3-monthly boxes.

With many adult literacy students, successful accomplishment of the writing skills contained on Forms 14 and 15 will mark the end of the tuition in the literacy scheme, and possibly their progression to more advanced groups or classes. The results obtained from these forms, therefore, will be interesting in that in addition to giving factual information, they may indeed reveal that this area of writing skills is at the top of a hierarchy of literacy skills.

The results will be displayed in Section 3.4 (Results) and discussed in Section 3.5 (Discussion of Results).

The Neale Analysis of Reading Ability has been described previously in Section 2.3.1 (Methods of Measurement of Progress in Adult Literacy Skills: Formal) and in Section 3.2 (Research Design) giving the author's reasons for its choice. It is mentioned here, therefore, only inasmuch as it forms one of the elements of the total range of assessment measures. Notes originally issued to literacy supervisors on the reasons for its selection are included as Notes to Appendix 6.

Each literacy supervisor received instruction from the scheme co-ordinator, where necessary, on the administration of the test. Many had already used the test in other situations and were confident about the methods for its use. Each supervisor received a full range of test materials including the Manual, and so results were translated into reading ages before boing communicated to the scheme co-ordinator.

MEASURES: SPELLING TEST (SCHONELL GRADED WORD SPELLING TEST)

The Schonell Graded Word Spelling Test has been described previously in Section 2.3.1 (Methods of Measurement of Progress in Adult Literacy Skills: Formal) and in Section 3.2 (Research Design) giving the author's reasons for its choice. As was the case with the Neale Analysis in the previous Section it is mentioned here, therefore, only inasmuch as it forms one of the elements of the total range of assessment measures. Notes originally issued to Literacy Supervisors on the reasons for its selection are included as Notes to Appendix 5. The test is to be administered by the Literacy Supervisors only, rather than by volunteer tutors. This ensures firstly a level of skill in the administration of the test, and secondly it gives Literacy Supervisors a source of diagnostic information about the spelling abilities of the students in their centres. This will enable them to be of the maximum help to their volunteer tutors in programme planning and in selecting appropriate learning resources. Each Literacy Supervisor received training from the Literacy Co-ordinator in the administration and scoring of the test.

THE CATTELL 16 P.F. (PERSONALITY FACTOR)

The Cattell 16 P.F. questionnaire has already been briefly described in Section 3.2 (Research Design), giving reasons for its selection and method of administration. It is included here as one of the total range of assessment measures to be used in the research programme. Notes originally issued to Literacy Supervisors are included as Notes to Appendix 25. The questionnaire is issued by the Literacy Co-ordinator to Literacy Supervisors who will guide tutor and student through the procedures. Student answers are recorded on a multiple-choice type proforma (Appendix 25) which is to be returned to the Literacy Co-ordinator for scoring.

The results thus obtained are raw scores. The Handbook describes fully the method of converting the raw scores into sten scores, ranging from 1 to 10, with the population average fixed at 5.5 . Stens 5 and 6 extend, respectively, a half standard deviation below and above the mean, while the outer limits for stens 1 and 10 are $2\frac{1}{2}$ standard deviations above and below the mean. The sten scores, thus obtained, are plotted on a profile. Form C will be used at the commencement of the programme, and Form D after 12 months in a re-test situation. The difference between the two results will indicate a change in the particular personality factor. A list of the factors is attached as Appendix 26. While the results obtained for all the 16 Factors will be of interest, Factor O scores in particular will be important to our hypothesis of a link between growth in literacy skills and an increase in confidence. The capsule description of Factor O in the low score direction is "Unperturbed, self-assured, confident, secure, self-satisfied" and in the high score direction "Apprehensive, self-reproaching, worrying, troubled". A decrease in the raw score on Factor O between test and re-test situations would indicate a growth of confidence. A positive correlation between such an increase and the growth of literacy skills as measured by the Neale Analysis and the Schonell Graded Word Spelling Test will help to support our main hypothesis.

The Confidence Questionnaire (Appendix 27) has been introduced as a discussion topic for an informal view of student growth in confidence. It consists of 12 questions only, enabling them to be presented on one side of paper, to keep it as un-threatening as possible to students. Scoring is by means of a tick, in a box on a 5 point scale. Each question has its own key to help the student to place the tick in the appropriate box. The questions reflect some of the areas related to increase in adult literacy student confidence which the author has observed in the period 1975-85, as follows:-

Question
1. Self-confidence.
2. Greater ease in conversing with others.
3. More confidence in own ideas and opinions.
4. Increased ability to assess facts and then to take decisions.
5. More positive style of dress.
6. Greater confidence to study on his own, outside the lessons.
7. Greater stamina, to stick to a task.
8. Greater control over the feeling of anxiety when attending for tuition.
9. Improvement in handwriting.
10. Greater confidence, to discuss the learning programme with his tutor.
11. Changes in family relationships, attributable to attendance at literacy classes.
12. Changes in social activities, attributable to attendance at literacy classes.

This confidence questionnaire is to be completed once only, at the end of the year of the research programme. The answers will be interesting in their own right, but may also enable correlations to be made with other elements of the Research Programme.
As an interesting comparison between the growth of confidence in adult literacy students and in other students or persons, over a similar period of time, a limited experimental group/control group trial using the Confidence Questionnaire has been established. This will be described in the following Section (3.4.12).

We have already made reference (Section 2.1 Introduction to the Concept of Progress, and Section 3.2 Research Design) to Gorman's conclusions on the use of a control group within the adult literacy situation; namely that he found it was clearly not feasible to establish a matching group of students composed of adults with literacy difficulties who were not receiving tuition.

In terms of the Confidence Questionnaire, however, it would clearly be possible to establish a control group of students other than adult literacy students, and to discover from their responses whether they felt that they had made a comparable increase in confidence over the period of one year. A similar practice was used by Pittendreigh (op.cit.) in comparing growth of self-esteem in recruits at the Army School of Preliminary Education, with the answers obtained from other recruits not attending the School for remedial education. Control Group No.1 was established, therefore, from volunteer adults within a Sociology 'O' Level class at the Museum Street Centre of North Cheshire College, and they completed the questionnaire in June 1984 at the end of their course.

Tutors and other non-students were clearly interested in the Confidence Questionnaire itself. Following their requests to participate in completing the questionnaire, their replies were accumulated under the category of Control Group No.2.

Although the Confidence Questionnaire was compiled, as stated in the previous Section, as a discussion topic for an informal view of student growth in confidence, perhaps its very informality and ease of scoring caused it to be a subject of great interest, within and outside the Adult Literacy Scheme. It is not central to our Main Hypothesis because of its informality, but the results will be presented with discussion in the following two sections.

From the Student/Tutor Basic Data sheets which were accumulated early in the research programme because they were the indication that a particular student was willing to participate, it became apparent that a large number of students in the survey (82%) had taken no examination at all.

It was decided in December 1984, therefore, that it would be interesting to ask a small number of that 82% if they would be willing to answer a test of reasoning. By this time it was now 2½ years since the majority of students had started to return their data sheets, and many had left the Adult Literacy Scheme after a number of years of tuition because they were satisfied with their present level of performance. The choice of students to answer the test of reasoning, therefore, was much reduced from the original number. One literacy centre, Penketh, had managed to retain its original students and so 12 students related to the Penketh Centre were asked if they would agree to the test of reasoning. It was explained to them that there might be some interesting conclusions relating first to their levels of reasoning ability which might not be as low as might be expected by the general public from students in an adult literacy scheme, and secondly that their levels of reasoning ability might be inconsistent with the school which they attended. The same Basic Data sheets had indicated that 14% of students had attended an E.S.N. establishment whereas the current national percentage attending such schools is 10% ("Special Educational Needs: Warnock Report", 1978).

12 students, therefore, from the Penketh Centre agreed to the test of reasoning and Raven's Standard Progressive Matrices was chosen by the writer. The questions involve matching shapes with other shapes, and require no reading skill whatsoever. The Manual (Raven, 1956) states that "The Standard Progressive Matrices, Sets A,B,C,D and E is a test of a person's capacity at the time of the test to apprehend meaningless figures presented for his observation, see the relations between them, conceive the nature of the figure completing each system of relations presented, and, by so doing, develop a systeatic method of reasoning". The scale consists of 60 problems divided into five sets of 12. Each student is asked to work at his own speed, without interruption, from the beginning to the end of the scale. The Handbook claims that "a person's score provides an index of his intellectual capacity, whatever his nationality

or education".

Answers are recorded on a standard record form (Appendix 28) and the score is calculated from the total number of problems solved correctly. The scores are then converted by means of tables in the Handbook to a category of percentile points, as follows:-

1. "intellectually superior", if his score lies at or above the 95th percentile for people of his age.
2. "definitely above the average in intellectual capacity", if his score lies at or above the 75th percentile;
   OR 2+, if his score lies at or above the 90th percentile.
3. "intellectually average", if his score lies between the 25th and 75th percentiles;
   OR 3+, if his score is greater than the median or 50th percentile for his age;
   OR 3-, if his score is less than the median.
4. "definitely below average in intellectual capacity", if his score lies at or below the 25th percentile;
   OR 4-, if his score lies at or below the 10th percentile.
5. "intellectually defective", if his score lies at or below the 5th percentile for his age group.

The results obtained from this psycho-metric measure will be presented in Section 3.4 (Results) and discussed in Section 3.5 (Discussion of Results).

3.4 RESULTS

The data gathered in the study can be divided into four groups:-

(a) Data on students, including age range, male/female ratio, history of medical difficulties, socio-economic groupings, history of job changes, type of school attended, history of school changes, of truancy, of examinations taken, of feelings towards school, of teachers' attitudes, parents' attitudes and students' feelings towards their school education.

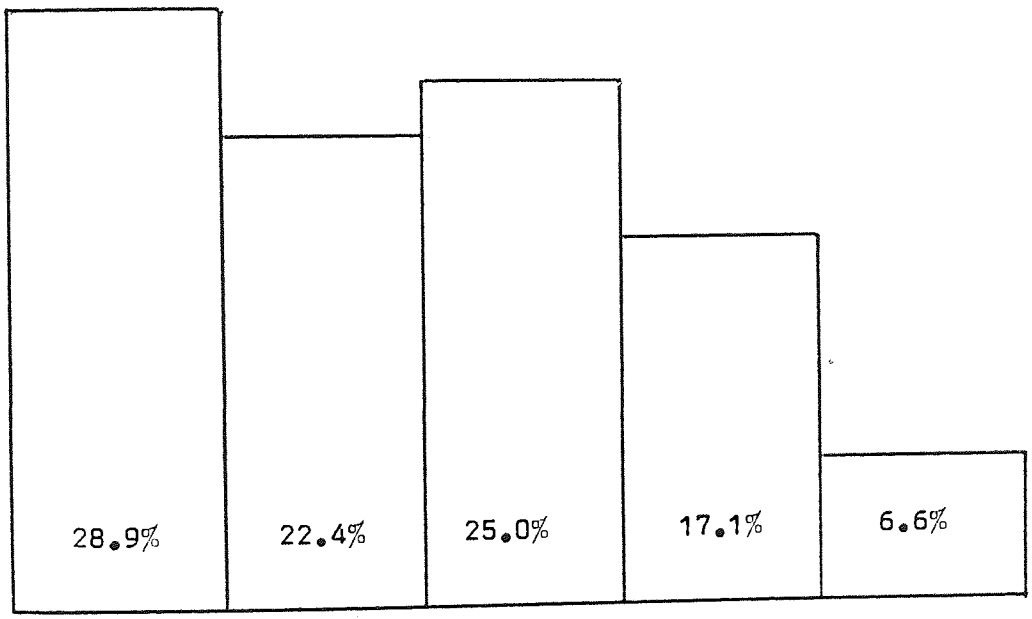
(b) Data on progress in literacy skills, including reading levels, spelling levels, reading habits, scanning abilities, handwriting and writing skills.

(c) Data on the development of personality factors and growth of confidence, including comparisons with the two Control Groups.

(d) Data on the reasoning ability gathered from a selected group of students in one literacy centre.

The data gathered concerning the variables listed above is shown in Tables 3.1 - 3.25 of this Section. The discussion and analysis of all the results, including correlations between sets of data, will be found in Section 3.5 which follows.

Table 5.1 Age Range of Students



Age Range	16–21	21–30	31–40	41–50	51–60

Mean Age 30.9

Mode 18 with 7 students

Median 29.5

Table 3.2 Male/Female Student Ratio

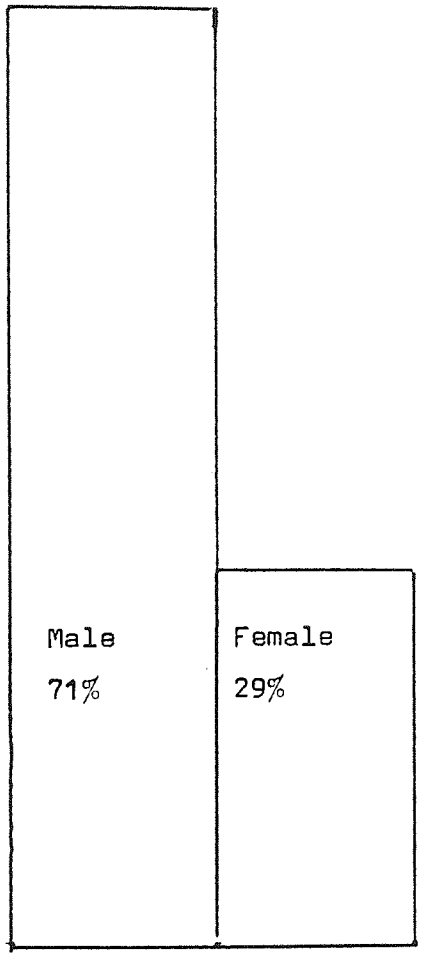


Table 3.3 Students with a Medical History

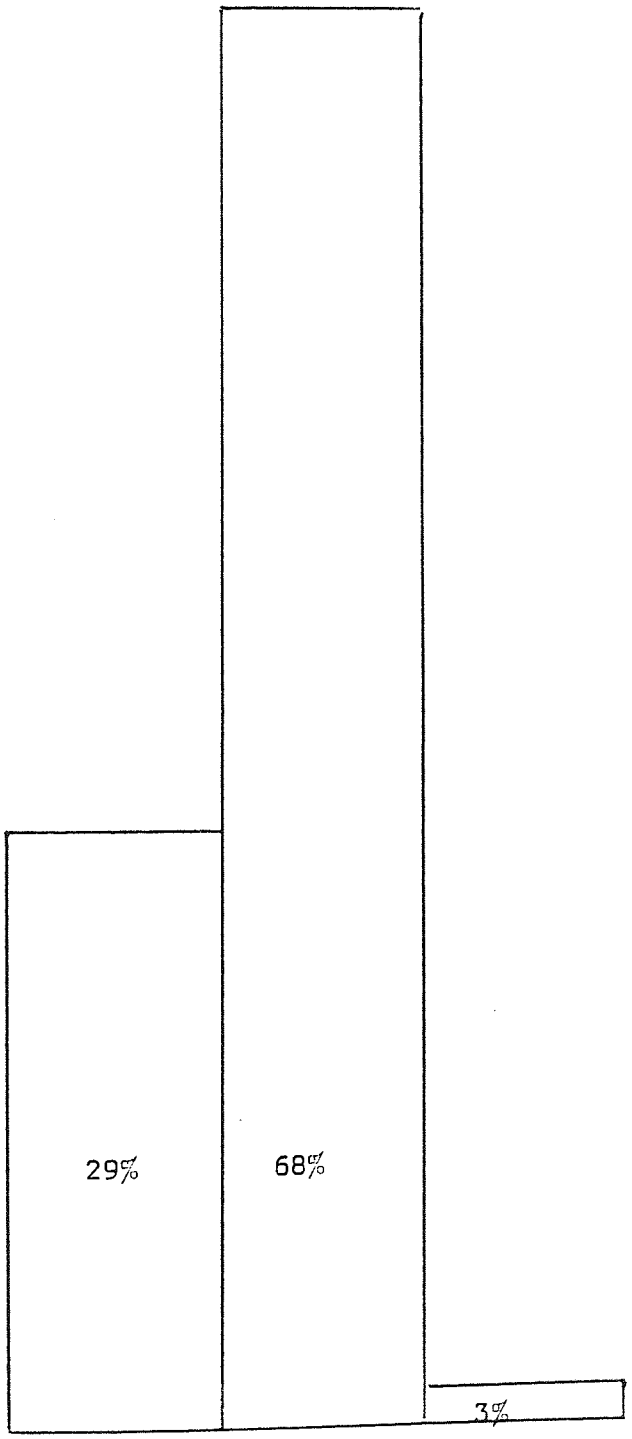


Table 3.4 Socio-Economic Groupings

Group 3b Skilled Manual	Group 4 Semi-skilled	Group 5 Unskilled	Unemployed

Table 3.5 History of SOP Changes

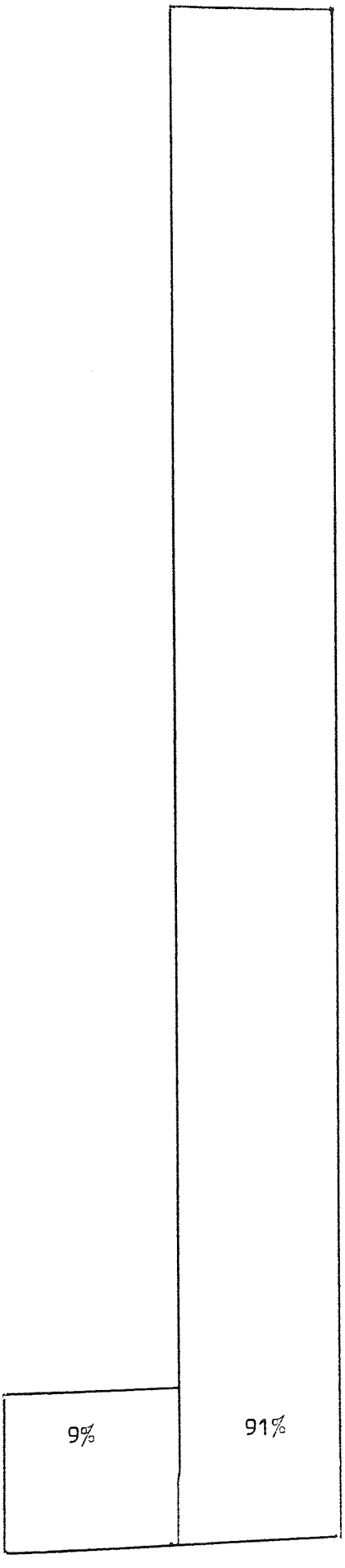


Table 3.6 Type of School Attended

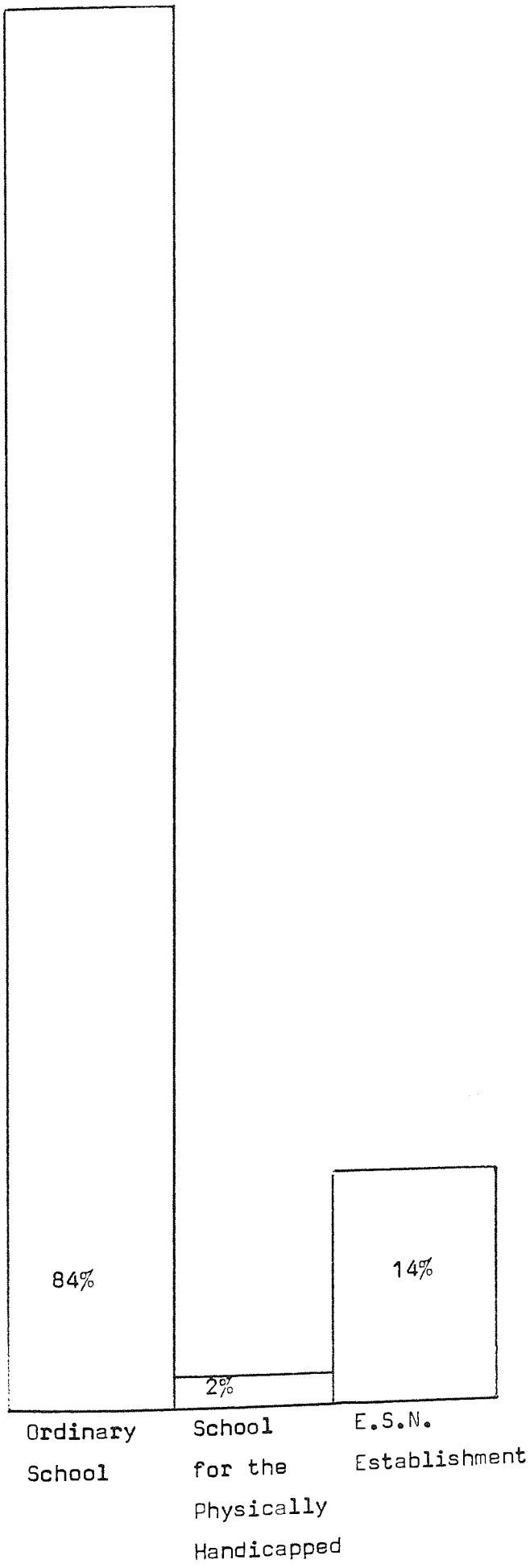


Table 3.7 History of Changes of School

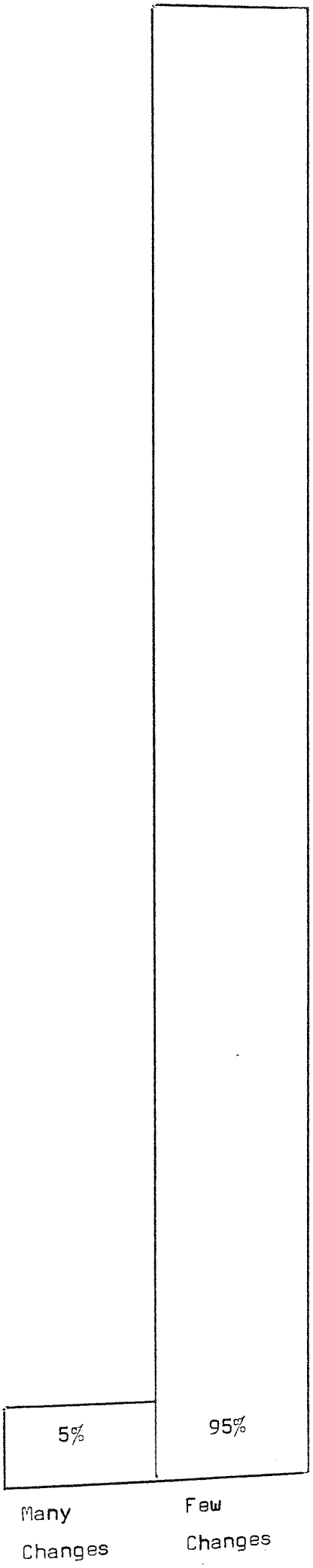


Table 3.8 History of Truancy from School

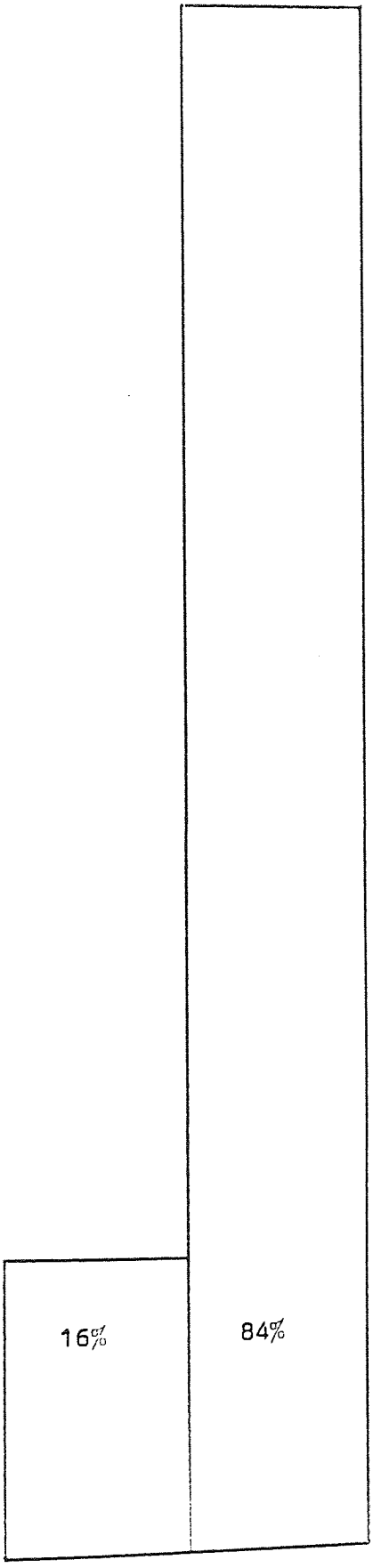


Table 3.9 Examinations Taken

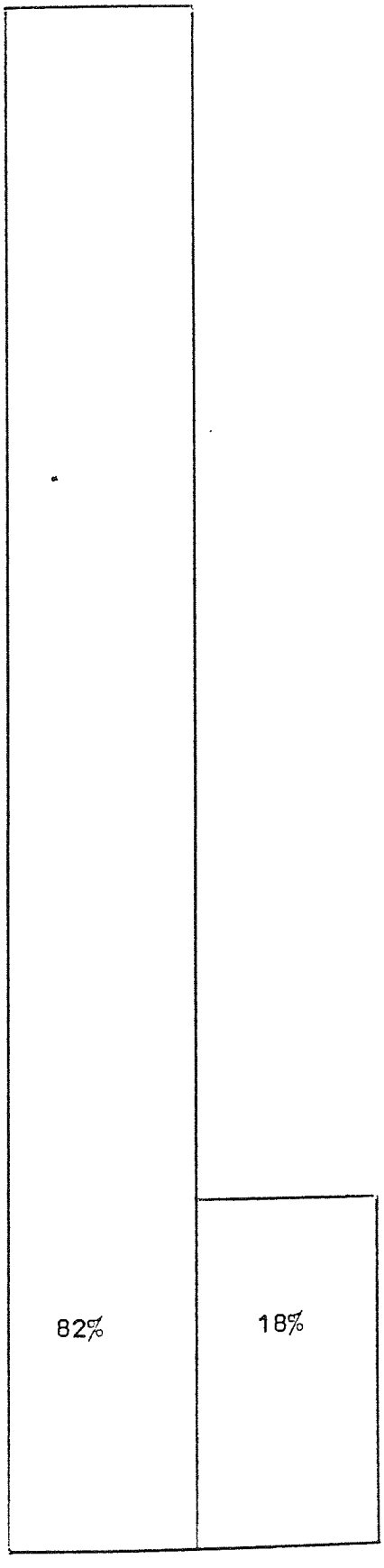


Table 3.10 Feelings Towards School

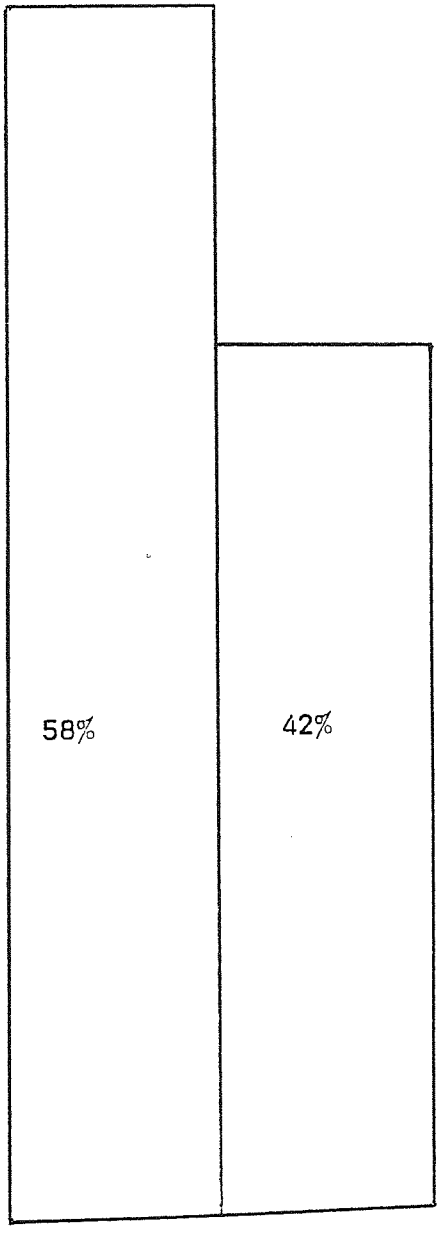


Table 3.11 Teachers' Attitudes Towards the Students While They Were At School

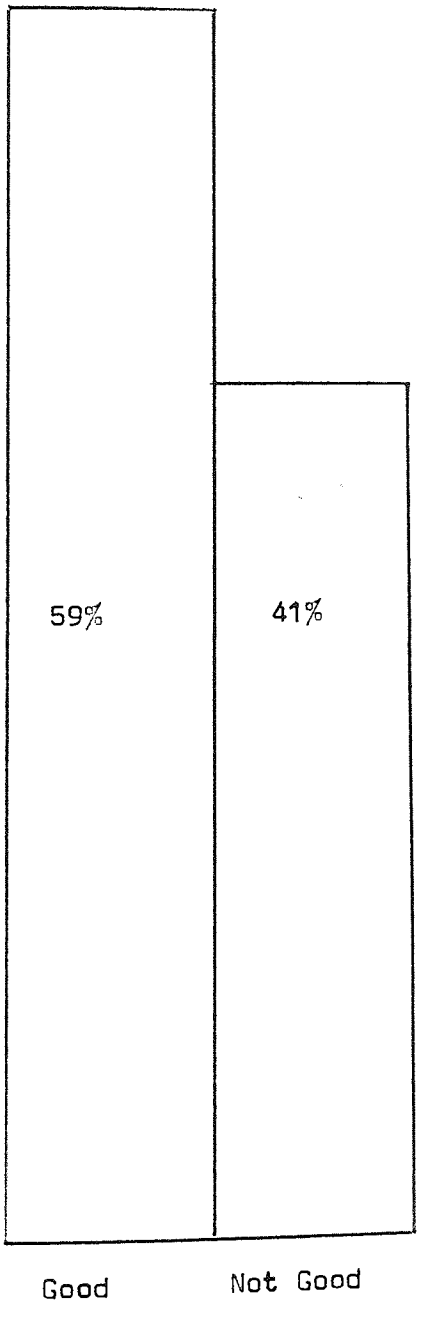


Table 3.12 Students' Feelings Towards Their Teachers While They Were At School

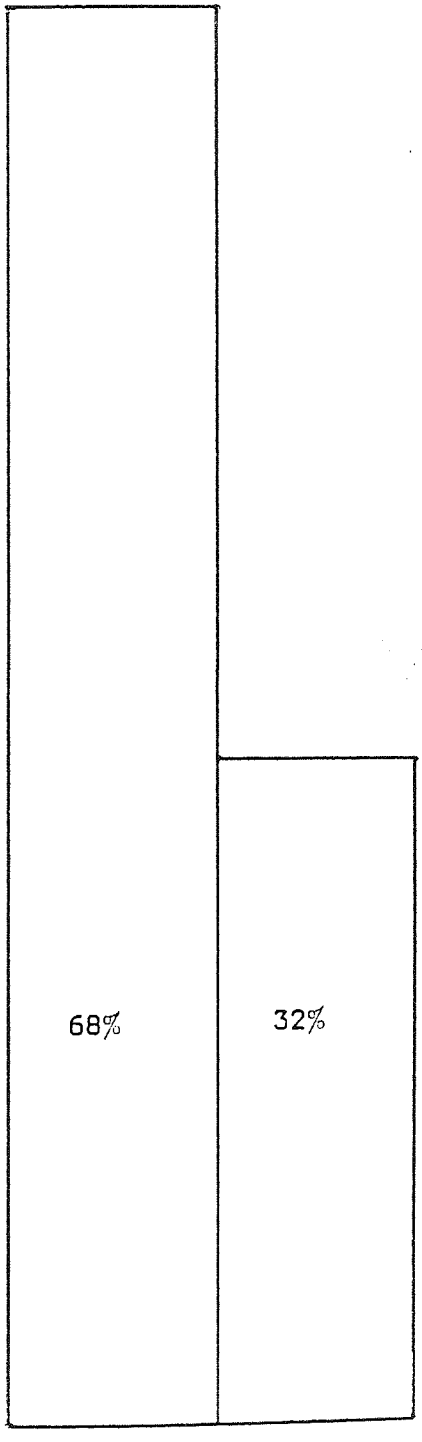


Table 3.13 Parents' Attitude Towards Their Children's Learning

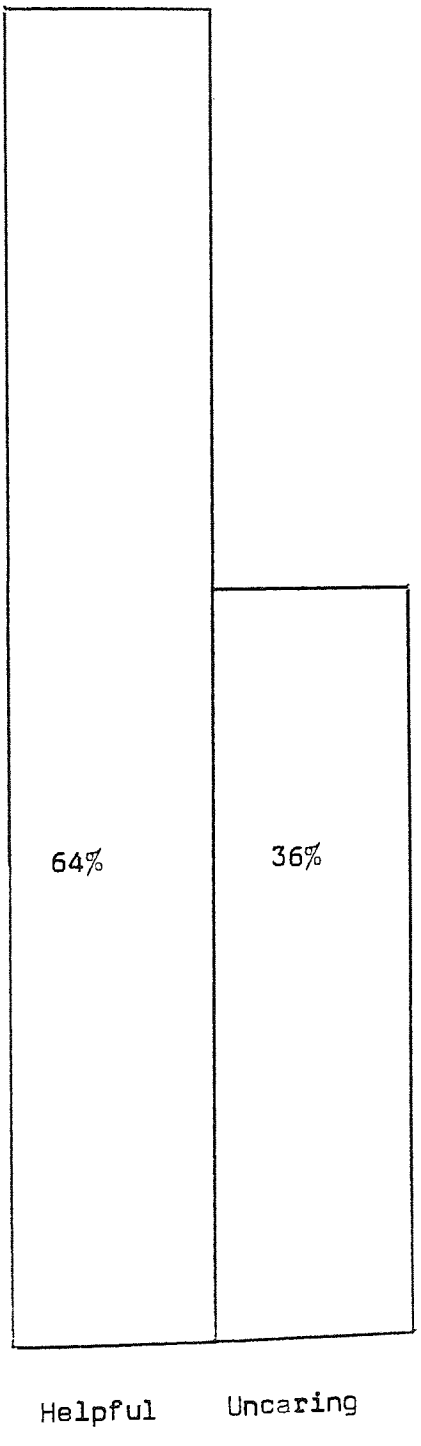


Table 3.14 Memories of School

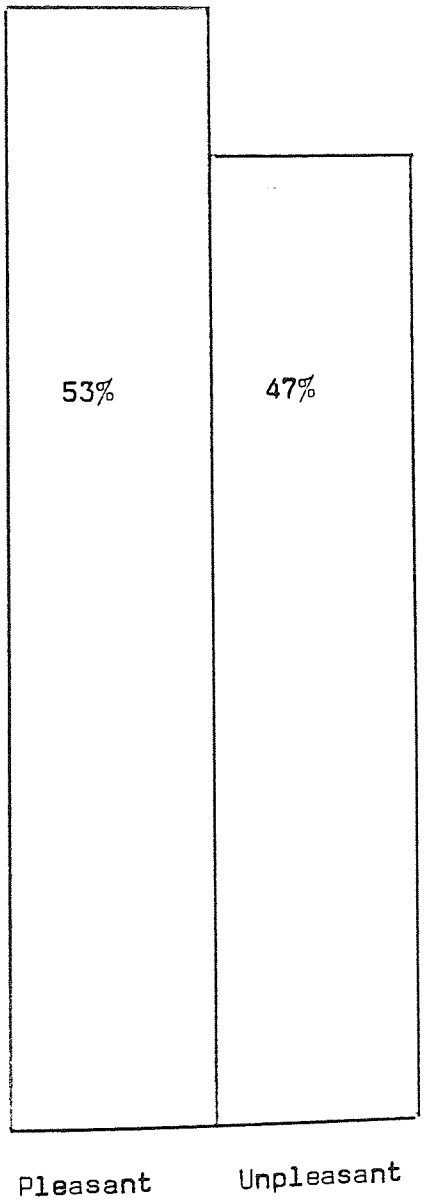


Table 3.15 Has Lack of Education Been A Drawback for Anything?

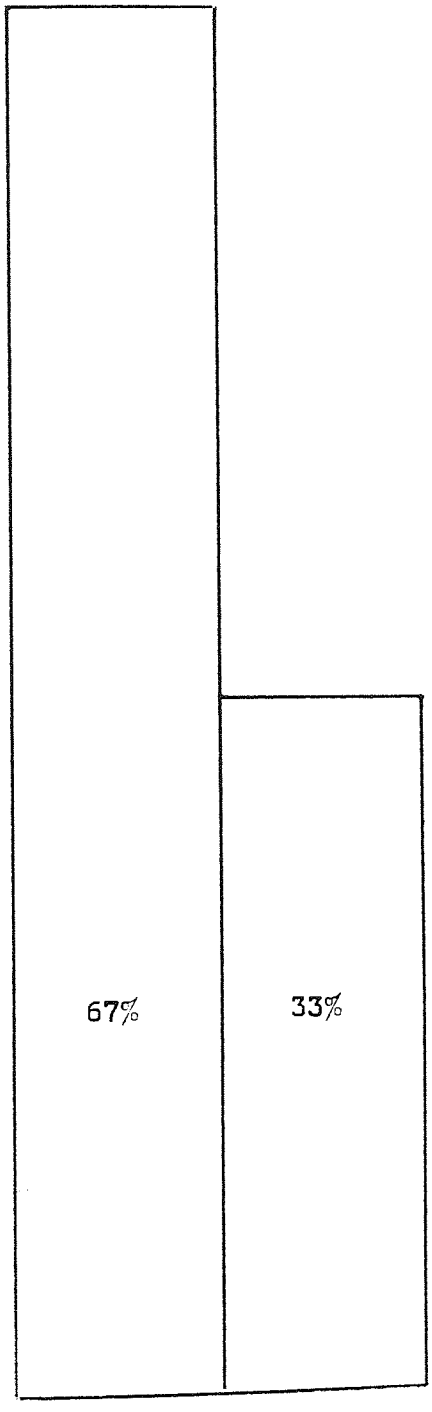


Table 3.16.1 Reading Diet Items 1 – 6

	BOOKS - FICTION		BOOKS - NON-FICTION		BOOKS - REFERENCE	
After	**3 months**	**12 months**	**3 months**	**12 months**	**3 months**	**12 months**
At Home	67%	86%	49%	68%	39%	61%
In Lesson	36%	68%	21%	14%	45%	71%
At Work	5%	9%	4%	9%	9%	21%
Not Read At All	20%	5%	42%	16%	34%	12%

	PERIODICALS - JOURNALS		PERIODICALS - MAGAZINES		PERIODICALS - T.V. GUIDE	
After	**3 months**	**12 months**	**3 months**	**12 months**	**3 months**	**12 months**
At Home	13%	25%	62%	82%	67%	87%
In Lesson	3%	11%	7%	39%	1%	8%
At Work	3%	9%	5%	12%	1%	1%
Not Read At All	83%	66%	36%	13%	30%	10%

Table 3.16.2 Reading Diet Items 7 - 12

After	NEWSPAPERS - LOCAL		NEWSPAPERS - DAILY		NEWSPAPERS - WEEKLY	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	62%	83%	58%	80%	47%	72%
In Lesson	4%	13%	14%	54%	3%	22%
At Work	5%	10%	11%	28%	4%	11%
Not Read At All	34%	14%	33%	7%	50%	20%

After	CORRESPONDENCE - PERSONAL LETTERS		CORRESPONDENCE - BUSINESS LETTERS		CORRESPONDENCE - POST CARDS	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	59%	82%	20%	37%	67%	83%
In Lesson	13%	24%	20%	38%	1%	9%
At Work	0%	0%	5%	12%	3%	5%
Not Read At All	34%	9%	61%	30%	32%	13%

Table 3.16.3 Reading Diet Items 13 – 18

After	CORRESPONDENCE - OFFICIAL LETTERS		CORRESPONDENCE - NOTES		FORMS - APPLICATION	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	32%	46%	67%	82%	32%	41%
In Lesson	26%	49%	22%	55%	36%	59%
At Work	7%	11%	11%	28%	11%	17%
Not Read At All	47%	16%	24%	12%	36%	16%

After	FORMS - RETURNS		FORMS - QUESTIONNAIRES		FORMS - ORDER	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	18%	26%	13%	22%	32%	50%
In Lesson	5%	17%	55%	100%	7%	25%
At Work	7%	17%	3%	7%	18%	24%
Not Read At All	75%	57%	37%	0%	51%	32%

Table 3.16.4 Reading Diet Items 19 – 24

After	BOOKLETS - PAMPHLETS		BOOKLETS - PROSPECTUSES		BOOKLETS - CATALOGUES	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	33%	51%	16%	24%	62%	79%
In Lesson	20%	43%	5%	16%	8%	36%
At Work	13%	24%	3%	4%	3%	12%
Not Read At All	54%	24%	79%	67%	34%	12%

After	BOOKLETS - GUIDES		BOOKLETS - TIMETABLES		BOOKLETS - CIRCULARS	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	21%	29%	29%	45%	36%	54%
In Lesson	3%	8%	11%	34%	9%	24%
At Work	1%	5%	14%	18%	5%	13%
Not Read At All	78%	67%	50%	24%	55%	28%

Table 3.16.5 Reading Diet Items 25 – 30

After	BOOKLETS - MAPS		BOOKLETS - BROCHURES		BOOKLETS - LEAFLETS	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	29%	38%	45%	66%	59%	72%
In Lesson	21%	55%	5%	22%	18%	34%
At Work	7%	12%	5%	12%	12%	24%
Not Read At All	45%	14%	50%	26%	29%	16%

After	NOTICES - DIRECTIONS		NOTICES - LABELS		NOTICES - STORE SIGNS	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	53%	67%	68%	80%	67%	75%
In Lesson	17%	54%	4%	21%	4%	11%
At Work	26%	42%	24%	38%	21%	32%
Not Read At All	26%	9%	24%	5%	16%	8%

Table 3.16.6 Reading Diet Items 31 – 36

After	NOTICES - BUS INDICATORS		NOTICES - TRAFFIC SIGNS		NOTICES - MENUS	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	68%	75%	74%	78%	47%	67%
In Lesson	4%	13%	8%	13%	7%	29%
At Work	8%	14%	16%	29%	12%	22%
Not Read At All	24%	12%	13%	5%	41%	20%

After	NOTICES - INSTRUCTIONS		NOTICES - ADVERTISEMENTS		NOTICES - POSTERS	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	59%	76%	67%	86%	50%	71%
In Lesson	12%	51%	17%	54%	11%	25%
At Work	30%	47%	16%	29%	22%	38%
Not Read At All	20%	7%	24%	3%	32%	12%

Table 3.16.7 Reading Diet Items 37 - 42

After	NOTICES - SAFETY REGULATIONS		NOTICES - STREET NAMES		DOCUMENTS - GUARANTEES	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	25%	37%	80%	86%	39%	51%
In Lesson	7%	14%	7%	16%	0%	4%
At Work	53%	70%	21%	33%	7%	9%
Not Read At All	30%	14%	9%	3%	58%	46%

After	DOCUMENTS - INSURANCE POLICIES		DOCUMENTS - CREDIT AGREEMENTS		DOCUMENTS - CONTRACTS	
	3 months	12 months	3 months	12 months	3 months	12 months
At Home	37%	50%	33%	53%	17%	28%
In Lesson	0%	3%	1%	13%	0%	8%
At Work	3%	8%	2%	3%	32%	53%
Not Read At All	63%	50%	64%	42%	57%	33%

Table 3.16.8 Reading Diet Items 43 - 47

	DOCUMENTS - WAGE SLIPS		OTHER - RECIPES		OTHER - PATTERNS	
After	3 months	12 months	3 months	12 months	3 months	12 months
At Home	16%	20%	39%	51%	17%	26%
In Lesson	1%	7%	9%	18%	5%	14%
At Work	66%	74%	7%	9%	3%	4%
Not Read At All	25%	22%	55%	45%	79%	68%

	OTHER - PUZZLES		OTHER - CROSSWORDS			
After	3 months	12 months	3 months	12 months	3 months	12 months
At Home	30%	58%	25%	50%		
In Lesson	36%	82%	30%	82%		
At Work	5%	11%	5%	12%		
Not Read At All	47%	9%	59%	13%		

Table 3.17 Reading Progress

(a) Percentage of students at the different reading levels at the beginning of the research programme

R.A.	5	6	7	8	9	10	11	12
% no. of students	14.5	7	30	10.5	13	16	4	5

(b) Percentage of students at the different reading levels at the end of the research programme

R.A.	5	6	7	8	9	10	11	12
% no. of students	3	4	17	16	13	18	11	18

(c) Progress for the different reading levels

R.A.	5	6	7	8	9	10	11	12	at year beginning
Mean	2.2	0.9	1.7	1.1	1.1	1.4	0.9	0.6	years progress at year end

(d)

Mean overall progress per student taken over the period of 12 months	1.43 years

(e)

	Mean R.A.	S.D.	No.of data
Base line score at beginning of year	8.17	2.00	76
Score by the end of the year	9.60	1.99	76
Increase in skills	1.43 yrs.		

Table 3.18 Spelling Progress

(a) Percentage of students at the different spelling levels at the beginning of the research programme

S.A.	5	6	7	8	9	10	11	12
% no. of students	18	17	33	10.5	12	6.5	1.5	1.5

(b) percentage of students at the different spelling levels at the end of the research programme

S.A.	5	6	7	8	9	10	11	12
% no. of Students	4	10.5	25	14	18	9	10.5	9

(c) Progress for the different spelling levels

S.A.	5	6	7	8	9	10	11	12	at year beginning
Mean	1.6	0.9	1.5	0.8	1.5	1.6	1.8	1.9	years progress at year end

(d)

Mean overall progress per student taken over the period of 12 months	1.35 years

(e)

	Mean S.A.	S.D.	No.of data
Base line score at beginning of year	7.51	1.68	76
Score by the end of the year	8.86	1.98	76
Increase in skills	1.35 yrs.		

Table 3.19 Improvement in the Ability to Scan

(a) SPEED OF SCANNING (in minutes and seconds)

Mean Time For	Form 5	Form 6	Form 8	Form 10
1st Reading	8m 40s	11m 50s	9m 40s	9m 10s
2nd Reading	6m 25s	8m 50s	7m 45s	7m 20s
Improvement	2m 15s	3m 0s	1m 55s	1m 50s

(b) ERRORS

Mean of Correct Answers For	Form 5 (Max 20)	Form 6 (Max 40)	Form 8 (Max 38)	Form 10 (Max 15)
1st Reading	19.6	39.1	35.8	13.9
2nd Reading	19.8	39.7	36.5	14.5
Improvement	0.2	0.6	0.7	0.6

Table 3.20.1 Handwriting Right/Left Handedness

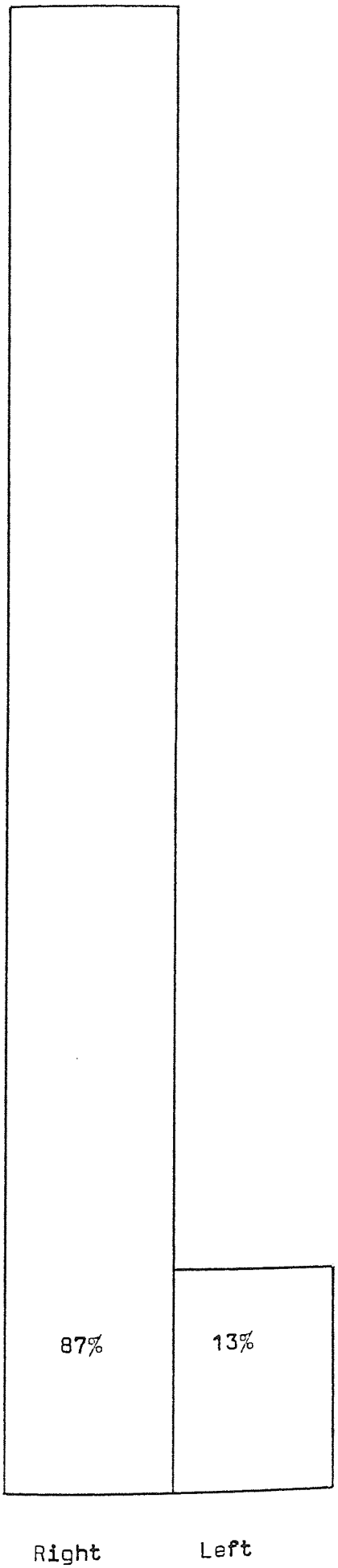


Table 3.20.2 Handwriting

(a) GRIP

	Satisfactory	Progressing	Unsatisfactory
After 3 months	53%	30%	17%
After 12 months	79%	20%	1%

(b) LETTER FORMATION

	Satisfactory	Progressing	Unsatisfactory
After 3 months	31%	47%	22%
After 12 months	66%	34%	0%

Table 3.20.3 Handwriting

(a) ABILITY TO COPY

	Satisfactory	Progressing	Unsatisfactory
After 3 months	47%	49%	4%
After 12 months	78%	22%	0%

(b) SPEED

	Fast	Medium	Slow
After 3 months	10%	53%	37%
After 12 months	36%	57%	7%

(c) PROGRESS FROM LOWEST CATEGORY TO HIGHEST CATEGORY

GRIP	1%
LETTER FORMATION	1%
ABILITY TO COPY	1%
SPEED	0%

Table 3.21.1 Writing Skills: Items 1 - 9

after	Beginner		Not Bad		With Ease	
	3 months	12 months	3 months	12 months	3 months	12 months
(a) Write one's name	13%	0%	36%	13%	51%	87%
(b) Write one's address	17%	1%	42%	13%	41%	86%
(c) Copy an address	16%	0%	39%	18%	55%	82%
(d) Write a note to a trader	26%	9%	45%	28%	29%	63%
(e) Write a telephone message	29%	5%	50%	33%	21%	62%
(f) Write an employer's name and address	32%	7%	38%	26%	30%	67%
(g) Write a holiday postcard	37%	9%	43%	37%	20%	54%
(h) Write a technically-correct sentence	63%	21%	26%	53%	11%	26%
(i) Write a greetings telegram	46%	17%	41%	37%	13%	46%

Table 3.21.2 Writing skills: Items 10 - 17

after	Beginner		Not Bad		With Ease	
	3 months	12 months	3 months	12 months	3 months	12 months
(j) Complete a simple form	44%	9%	38%	37%	18%	54%
(k) Write a note to child's school	64%	25%	28%	55%	8%	20%
(l) Write a letter to friend/relative	61%	21%	32%	62%	7%	17%
(m) Write a letter without punctuation errors	80%	45%	20%	51%	0%	4%
(n) Complete an order form for goods	60%	21%	24%	44%	16%	35%
(o) Write to manufacturer about defective goods	78%	54%	19%	39%	3%	7%
(p) Write a day's events in a diary	72%	35%	20%	37%	8%	28%
(q) Write a paragraph of 2 sentences or more	75%	57%	16%	28%	9%	15%

Table 3.22.1 Writing Diet : Formats

		Start of Year E D C B A	End of Year E D C B A	No. of Returns
Correspondence:	Personal Letters	4 2 7 0 1	1 1 7 4 1	14
	Business Letters	4 3 2 2 0	1 2 5 2 1	11
	Post Cards	1 1 8 2 1	0 0 5 4 4	13
	Notes	1 1 8 3 0	0 0 6 3 4	13
Forms	:Application	2 2 7 1 1	0 1 6 4 2	13
	Returns	2 3 5 0 1	1 1 5 3 1	11
	Questionnaire	3 3 4 3 0	0 2 6 5 0	13
	Order	2 0 6 3 1	1 1 2 5 3	12
Notices	:Instructions	1 2 3 4 0	0 0 3 4 3	10
	Directions	2 2 2 4 0	0 1 2 4 3	10
	Advertisements	1 1 2 6 0	0 0 1 4 5	10
	Labels	0 4 2 5 0	0 0 4 2 5	11
	Posters	1 1 3 4 0	0 1 2 2 4	9
Documents	:Guarantees	1 2 2 3 2	0 2 0 6 2	10
	Credir Agreements	2 3 3 1 0	1 2 3 3 0	9
Other	:Reports	3 3 2 2 0	1 2 3 4 0	10
	Essays	5 3 3 3 0	4 3 2 4 1	14
	Puzzles	3 4 4 1 0	0 1 9 1 1	12
	Crosswords	2 4 6 2 0	0 1 6 6 1	14
	Record Sheets	5 1 3 3 0	0 1 7 3 1	12
	Score Sheets	1 1 3 4 0	0 1 5 1 2	9

Grading A – E where A = Very Good
C = Average
E = Poor

Start of Year Percentages					End of Year Percentages				
E	D	C	B	A	E	D	C	B	A
19%	19%	35%	23%	4%	4.5%	9.5%	37%	31%	18%

Table 3.22.2 Writing Diet : Audiences For Writing

	Start of Year	End of Year	No. of Returns
To Tutor officially	12	14	14
To Tutor as a Trusted Person	9	13	13
To Other Trusted Person	10	14	14
To Self	12	14	14
To Unknown Person	7	10	10

Table 3.22.3 Writing Diet : Reasons For Writing

	Start of Year	End of Year	No. of Returns
To Share an Experience	3	8	8
To Keep In Touch	3	9	9
To Pass On Information	10	15	15
To Learn Something	10	14	14
To Remind Oneself	5	12	12
To Complain	3	7	7
To Find Out Something	3	9	9
Other	3	6	6

Table 3.23.1 16 Personality Factors

	Mean of Stens of First Scores	Mean of Stens of Final Scores	Difference
Factor A	6.9	6.2	- 0.7
Factor B	3.9	4.0	+ 0.1
Factor C	7.0	7.2	+ 0.2
Factor E	4.7	5.7	+ 1.0
Factor F	6.1	6.9	+ 0.8
Factor G	8.0	7.8	- 0.2
Factor H	5.7	5.3	- 0.4
Factor I	5.1	4.5	- 0.6
Factor L	4.9	5.8	+ 0.9
Factor M	5.2	4.8	- 0.4
Factor N	4.6	5.9	+ 1.3
Factor O	5.9	4.4	- 1.5
Factor Q_1	5.6	6.0	+ 0.4
Factor Q_2	5.4	5.4	Nil
Factor Q_3	7.1	7.7	+ 0.6
Factor Q_4	5.8	5.6	- 0.2

Table 3.23.2 16 Personality Factors: Profile

Using Sten scores, converted from Raw Scores

Table 3.23.3 Increase in Confidence (Factor O)

	Mean Score	S.D.	No. of Date
Base line score at beginning of year	5.875	2.63	48
Score at end of year	4.437	2.16	48
Increase in Confidence	-1.438 *		

* The Cattell 16 PF Tables show that a decrease in score over the year indicates an increase in confidence.

Table 3.24.1 CONFIDENCE QUESTIONNAIRE

CONFIDENCE QUESTIONNAIRE

STUDENT REFERENCE NUMBER: [ ][ ][ ]

		Literacy Students	Control Group No.1	Control Group No.2
1.	Do you have more self-confidence now than you had 12 months ago? (Put a tick in column 5 if the answer is "Yes, a lot" 4 "Yes, quite a bit" 3 "Yes, reasonably" 2 "Only a little more" 1 "No")	4.4	3.7	2.3
2.	Do you feel more at esse talking with others than you were 12 months ago? 5 - very much. 4 - quite a lot, 3 - reasonably, 2 - a little, 1 - NO	3.8	2.5	2.2
3.	Do you have more confidence in your own ideas and opinions than you had 12 months ago? 5 - Yes, 4 - Yes, quite often, 3 - Yes, generally, 2 - Occasionally, 1 - NO.	3.8	3.0	2.2
4.	Do you feel better at assessing facts in order to make a decision, than you were 12 months ago? 5 - Yes, 4 - Quite often, 3 - Reasonably, 2 - A little, 1 - NO	3.7	3.3	2.1
5.	Over the last 12 months, has your style of dress changed because of your change in confidence? 5 - Yes, a lot, 4 - Generally, 3 - In some ways, 2 - A little, 1 - NO.	2.1	1.6	1.3
6.	Are you more capable now of studying on your own outside the lessons, than you were 12 months ago? 5 - Yes, 4 - Quite a bit, 3 - Reasonably, 2 - A little, 1 - NO.	4.1	3.8	N/A
7.	Do you think that you have more stamina now than you had 12 months ago, to stick to a task and try to complete it? 5 - Yes, 4 - Quite a lot more, 3 - reasonably, 2 - A little, 1 - NO	3.6	3.0	2.2
8.	When you first came to the class 12 months ago, you might have felt nervous. Do you think that you are now more in control of this feeling of anxiety? 5 - Yes, 4 - Quite a bit, 3 - Reasonably, 2 - A little, 1 - NO.	4.3	3.1	N/A
9.	Has your handwriting improved during the last 12 months? 5 - Yes, 4 - Quite a lot, 3 - Reasonably, 2 - A little, 1 - No change.	4.0	1.8	1.4
10.	Are you more confident now than 12 months ago to help to create the learning programme? 5 - Yes, 4 - Quite a lot, 3 - Reasonably, 2 - A little, 1 - NO.	3.6	2.3	N/A
11.	As a result of your attendance at classes during the last 12 months, have there been any changes in your relationships with members of your family - for example do you now take on new responsibilities? 5 - Yes, 4 - Quite a lot, 3 - A few things are different, 2 - One or two slight changes, 1 - No change.	2.9	1.8	N/A
12.	As a result of your attendance at classes during the last 12 months, have there been any changes in your relationships in your social life - for example joining a new club? 5 - Yes, there have been many changes, 4 - Quite a lot, 3 - a few things are different, 2 - One or two slight changes, 1 - No change.	2.7	1.9	N/A

Other Students

Non-Students

Table 3.24.2 Confidence Questionnaire

Analysis of the answers of the literacy students in the experimental group

Item	Percentage of answers scoring:				
	5	4	3	2	1
1	50	41	9	-	-
2	29	40	20	4	7
3	48	9	25	13	5
4	23	41	23	7	6
5	9	9	20	7	55
6	52	23	13	9	3
7	23	38	20	14	5
8	63	16	11	5	5
9	43	25	21	7	4
10	23	43	18	5	11
11	27	11	16	16	30
12	7	34	13	16	30

Table 3.24.3 Confidence Questionnaire

Analysis of Control Group No. 1 Answers

Item	Percentage of Answers Scoring:				
	5	4	3	2	1
1	3	13	52	22	10
2	3	3	33	58	3
3	3	10	71	16	0
4	10	30	47	10	3
5	0	3	6	32	59
6	23	49	19	6	3
7	0	17	66	17	0
8	11	11	56	22	0
9	3	3	19	23	52
10	0	11	16	62	11
11	0	0	17	49	34
12	3	6	6	45	40

Table 3.24.4 Confidence Questionnaire

Analysis of Control Group No. 2 Answers

Item	Percentage of Answers Scoring:				
	5	4	3	2	1
1	7	19	19	4	51
2	7	17	13	17	46
3	3	7	34	14	42
4	10	7	17	17	41
5	0	7	3	7	83
6	Not Applicable				
7	14	11	14	4	57
8	Not Applicable				
9	4	7	4	0	85
10	Not Applicable				
11	Not Applicable				
12	Not Applicable				

Table 3.25 Raven's Standard Progressive Matrices

Student	Raw Score	Percentile	Approximate Intelligence Quotients
1	49	75–90	110
2	41	50	96
3	25	10	77
4	29	10–25	82
5	46	75–90	104
6	33	50	86
7	39	50	93
8	52	75–90	115
9	29	25–50	82
10	54	95	119
11	39	50	93
12	32	25–50	85

3.5 DISCUSSION OF THE RESULTS

By way of introducing the discussion on the results of the research programme, it is appropriate to recall the main hypothesis which states that there is a positive relationship between the development of literacy skills and the growth of confidence in adult literacy students. To test the hypothesis, data was obtained, using a variety of measures, to establish first the base line of competence for each student at the commencement of the programme; and subsequently a re-assessed level at the end of twelve months' tuition.

To examine any correlation between literacy progress and growth of confidence, three null hypotheses were established (Section 3.2):-

1. The first null hypothesis was that there would be no significant difference between confidence measured at the beginning of the year and at the end of the year.
2. The second null hypothesis was that there would be no significant difference between reading or spelling skills measured at the beginning of the year and at the end of the year.
3. The third null hypothesis was that there would be no significant correlation between development in literacy skills over the year and increase in confidence over the year.

These null hypotheses and any correlations will be examined in Section 3.5.5 while bearing in mind that caution should be exercised in interpreting too much from correlational-analysis techniques, where there is perhaps only a limited amount of actual obtained data.

The information contained in Section 3.5.1 on the students' memories of their schooling, their changes of occupation, and their childhood will be examined and noted, but care taken not to attribute broad conclusions from the findings of a comparatively small sample. Where this information can be compared with the results of other surveys however, comparisons will be drawn, within the constraints of sample-size.

Although the main areas of the research programme, viz. reading, spelling and confidence development, use standardised and validated psycho-metric measures, many other self-report

measures have been introduced, partly to obtain information, and partly to create a discussion situation between student and tutor. It is important to re-affirm here that the self-report measures will not be used to refute the null hypotheses but to add important qualitative information, derived directly from the students' opinions, memories, attitudes and anxieties. It is recognised that questionnaires, self-report, and other measures of "psychological space" can be contaminated by "social desirability" bias, by an over-willingness to co-operate with tutor and/or in this case Literacy Co-ordinator; and by perceptual-set and selective memory. But nevertheless in a research survey of this kind, the reporting of such individual, personal experiences can contribute meaningful background information on the nature of the problem.

Having sounded these various notes of caution, the writer can now proceed to examine the sets of data in detail.

3.5.1 STUDENT DATA

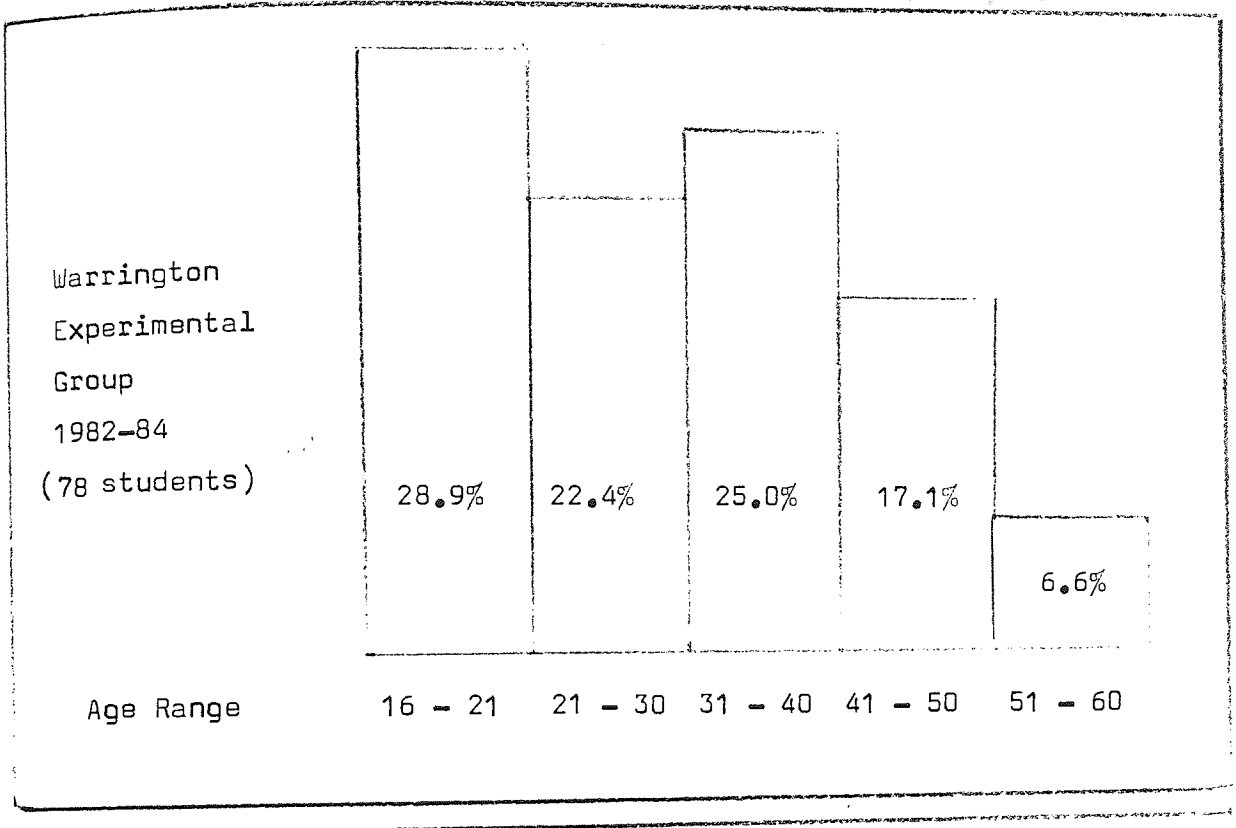
(a) Age Range

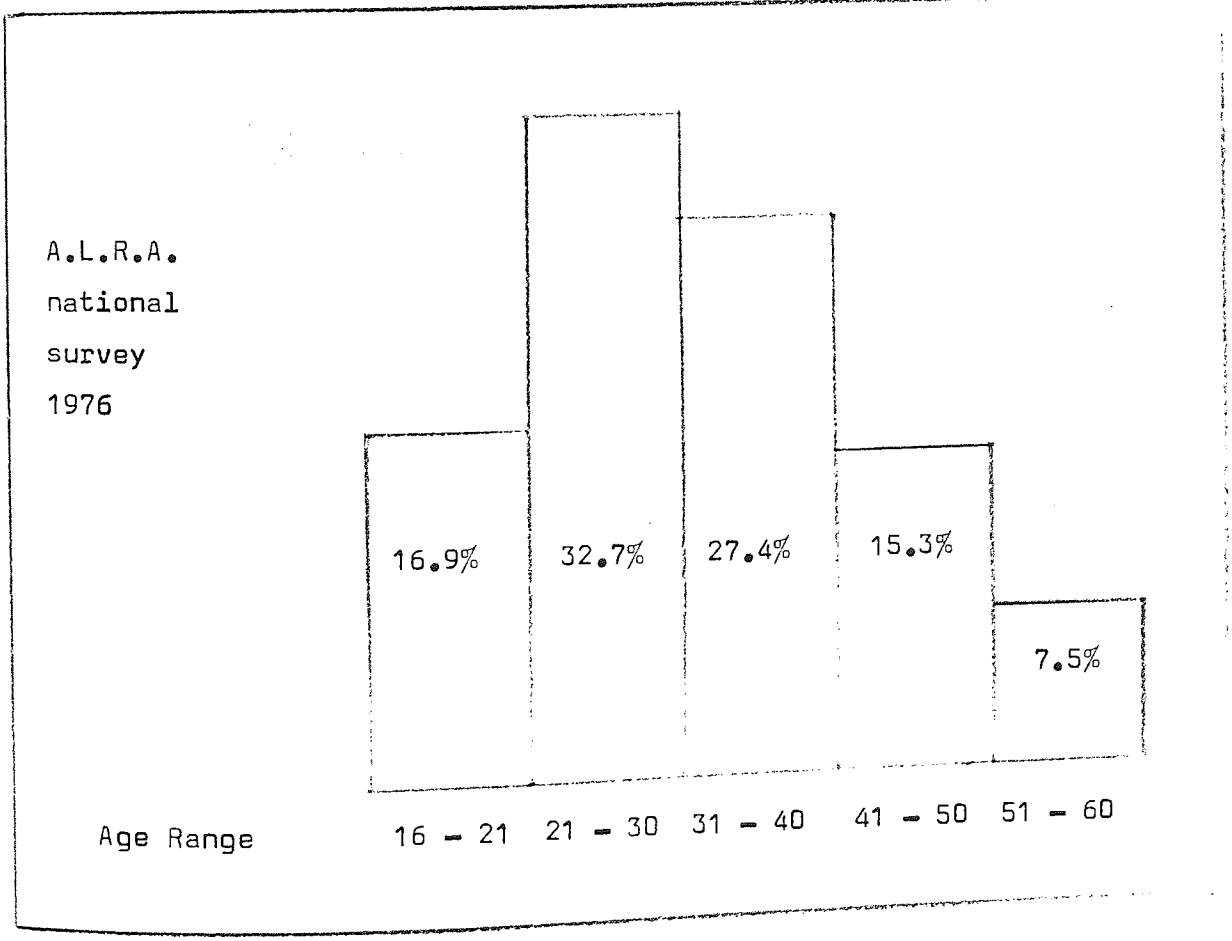
Table 3.1 shows the percentages of students by age. The youngest was 16 and the oldest 60, giving a range of 44 years. It is interesting to compare the age groups of the Warrington experimental group with the findings of an A.L.R.A. survey of 6,600 students gathered in 1976. This comparison is shown on the following page as Table 3.26. The experimental group contains a higher than national average proportion in the 16-21 age range. The A.L.R.A. Report of 1975/76 expresses concern at the limited take-up among this particular age band and one would have expected the Warrington experimental group to have followed a normal curve of distribution also, especially as this particular age band contains only half the years of each of the remaining four bands. However it would be speculation to discuss this in detail, because the explanation might be quite simply one of good relationships in that in one literacy centre in Warrington there might have existed a group of 16-21 year old students who wanted to co-operate with their literacy supervisor and participate in the Research Programme. Alternatively, the Warrington Research Programme starting in March 1982 might have been successful in attracting more recruits in this age range, along the lines of a national drive from 1976 onwards. The Warrington experimental group accords with many other surveys in its high composition of mature adults aged 21 upwards, viz. Warrington 71%, A.L.R.A. National Survey (1976) 83%, Liverpool "Where Are They Now?" (1975) 85%, and Manchester "Students Said" (1977) 79%.

(b) Male/Female Student Ratio

Table 3.2 shows that 71% of the students in the experimental group were men. This compares with the figure of 64.5% obtained in the A.L.R.A. 1976 survey, 75% in the Manchester survey, and 70% in the Liverpool survey. It would be speculation to assume from such a ratio of 71/29 male/female students that this would indicate a higher male failure rate while at school. We are only dealing with some of the adults in the population who have literacy problems. Comments, however, from some male students indicate that they feel the responsibility, as the family provider, to improve their literacy skills in order to be able to apply for better-paid

Table [illegible] Warrington Experimental Group, and the 1966 National Survey





jobs. Comments from some female students indicate that they feel able to ignore their lack of reading and writing skills while they are at home, but where they have children of school age, they do not want to be seen to fail in their children's eyes.

(c) Students with a Medical History

The data shown in Table 3.3 is interesting in the extremely high number of students (68%) who claimed that they had some sort of a medical history. The examples given by students covered a wide range - from steadily deteriorating back conditions, to accidents at work, nervous conditions, problems with sensory organs of hearing and sight, and a variety of illnesses. Tutors in Warrington have often commented that their students seem to have so many problems in addition to their literacy problems. These problems include home, marital and family areas of concern, but Table 3.3 seems to confirm that a high proportion of students appear to have physical difficulties also. Such a high level of medical problems must have had some influence on students' learning abilities while they were at school, and must also affect their present learning progress. The Table also shows that 3% had some condition of dyslexia, which had been verified by a qualified psychologist. Such students would be treated in the same way as other students, in that they would have their own individual programme of work, using their own interests, proceeding at a pace which suits them. However, efforts would be made to obtain tutors who are sympathetic to the condition and sufficiently experienced to cope with any extra demands which may be made on them. There may well be a higher percentage of adult students with a condition of dyslexia within the Warrington Adult Literacy Scheme, but so far they have either not been verified by an educational psychologist, or they have been accepted into the Scheme and are being helped in the best, most appropriate way, as is the custom with all students.

(d) Socio-economic Groupings

The Registrar General's scale of socio-economic groupings was used, and it was found that no students in the experimental group belonged to Class 1 (Professional and Administrative), Class 2 (Semi-professional) or Class 3(a) (Non-manual). Table 3.4 shows that 7% of the experimental group belonged to Class 3 (b) (Skilled Manual), that 39% belonged to Class 4 (Semi-skilled) and 32% to Class 5 (Unskilled).
To have used only the Registrar General's categories which relate to employment positions, would have not properly represented the status of a significant proportion of the

experimental group. Table 3.4, therefore, shows the additional category of the unemployed, with 22% of the group belonging to this category. Warrington is an urban area with above-national rate of unemployment and one would expect a figure of this size. This figure equates with the 1976 A.L.R.A. national survey finding of 20.5%, although it could be speculated that, nationally, such a figure may have increased since 1976 with the general increase in the number of unemployed to approximately 3 million.

(e) History of Job Changes

For those who were in employment, Table 3.5 shows what may be an extremely high level of job stability. 91% of students indicated that they had experienced few changes of job. This stability was echoed by Jones and Charnley (op.cit.) - "but the literacy students in general were not from an unsettled population: in one of the research areas, for example, an urban and working--class area, a check showed that 80 per cent of the native English-speaking students had lived there for more than five years". Many students come to the literacy scheme for tuition, at a stage in life when they feel the need to up-grade their literacy skills to match the increased demands which a new job would impose on them.

(f) Type of School Attended

Table 3.6 is interesting from two points of view. Firstly, 84% of students in the experimental group received an ordinary school education. This could be seen as an indictment of aspects of the school educational system, in that the majority of adult literacy students do not claim as an excuse that they attended specialist schools, but ordinary schools. We have already stated (Section 1.8.3) that the search for causes of student illiteracy will be inconclusive and is likely to be an amalgum of a student's education, his home environment and his own abilities.

Secondly, 14% of students attended a School for the Educationally Sub-Normal (E.S.N.). As stated in Section 3.3.2 , the current national percentage of pupils attending such schools is 10% (Special Educational Needs: The Warnock Report, ibid). One should beware of attributing too much to the reasons for the difference between 14% and 10%, but it is interesting to note the findings of Jones and Charnley (op.cit.) that Special

Schools were often used as "dumping grounds" for difficult children, which again is an indictment of an aspect of the educational system. Literacy co-ordinators in their initial interviews with students, have learned the truth of the statement of Jones and Charnley that "...just because someone has gone to a Special School, it does not follow that he is E.S.N.".

(g) History of School Changes

The picture of stability suggested already in Section (e) is further enhanced by Table 3.7 giving details of students' history of school changes. 95% of those in the experimental group indicated that they had few changes of school. This compares favourably with the Jones and Chanrley typical list of reasons for literacy difficulties, compiled from one sample area. However, other surveys give a higher percentage, such as the Liverpool survey which indicates that 46 out of 78 students (59%) had described their schooling as irregular, and in the Manchester survey 9 out of 39 (23%) indicated that they had had irregular schooling or indeed a complete lack of it.

(h) History of Truancy from School

Table 3.8 reveals that a substantial majority of students in Warrington did not blame truancy for their own lack of literacy skills. Only 16% indicated that they had a history of truancy, and this figure is comparable with the Manchester Survey figure of 10.3 %.

(i) Examinations Taken

The survey asked whether students had passed any examinations, whether C.S.E. or G.C.E. 'O' Level. No student had passed any 'O' Levels, and the large majority, 82%, had not passed any examination in their lives. Since the Certificate of Secondary Education had only been introduced in 1965, for sixteen year olds, a student would have to be 33 at the most to have been eligible for the examination. As we have seen from Table 3.1 this fact could account for up to approximately 48% of the students in the survey being born before the advent of the C.E.S.. It is not surprising, therefore, that the highest educational attainment for any students in the survey is a pass in one or more C.S.E. subjects and that

this only applies to 18% of those surveyed. There is cause for reflection here, that the rationale for introducing the C.S.E., of widening the percentage of school pupils who will leave school with an examination certificate, seems to have been to some extent effective for those in our survey. It is hoped that the General Certificate of Secondary Education (G.C.S.E.) will continue the process of enlarging the number of pupils who leave school with some kind of examination certificate.

(j) Feelings Towards School, Their Teachers and Memories of School

The findings of Tables 3.10 - 3.15 will be duscussed as a whole in this Section, as they relate more to feelings and impressions, than the more factual issues of the earlier Tables.
For many students, as already stated in Section 1.12, they believe that their lack of literacy skills is directly attributable to the school system of the time, whether it be poor teachers, poor teaching methods, lack of adequate teacher training, large classes, or simply a lack of adequate finance within the system. Table 3.10 (Feelings Towards School) reflects such views, in that 42% still had poor feelings about their schooling. A similar figure (41%) felt that teachers' attitudes to themselves as pupils were not good (Table 3.11). Similarly 47% had unpleasant memories of school (Table 3.14). These feelings are reflected in some of the student comments outlined in Charnley and Jones (op.cit.), and in the 23.1% of the Manchester survey who felt that they had been "left behind" or "forgotten about" plus the 17.9% from the same survey who felt that schools were mainly to blame "through not doing enough reading, or confusing changes of method, or harsh teaching". Looking at our Tables from the opposite point of view, it does not seem to justify the nation's educational system that only 58% had good feelings towards school, that only 59% felt that their teachers' attitudes were good, and that only 53% had pleasant memories of a system which covered their lives from the age of 5 to 16.
When students reviewed their own feelings towards their school teachers, 68% felt that they had pleasant memories of their teachers (Table 3.12), which may be something of a halo effect in the light of the findings shown on Tables 3.10, 3.11 and 3.14. Some literacy students said that they liked the majority of their teachers but perhaps disliked one. They had tried to reflect this feeling in the answers shown in Table 3.12. Students were also

generally appreciative of their parents' interest in that 64% felt that their parents had been helpful while they were at school (Table 3.13). Conversely, however, 36% of parents who were unhelpful is distressingly high. This figure cannot be entirely composed of fathers like the example quoted by Jones and Charnley (op.cit.) of a father who "never had the time" to encourage his son, or mothers (quoted by the same authors) who kept their children away from school to help at home. We have found in Warrington examples of students whose parents cannot read and yet who are successful financially. This has caused the child to be unwilling to learn literacy skills. However, it is clear that there may also be a substantial number of parents, judging by our figure of 36%, who are not interested in the children's progress at school.

The final item of data, in Table 3.15, may reflect to some extent the children's disappointment with their unhappy school environment, or their lack of home support, or their own lack of achievement at school. Table 3.15 shows that a majority of adult literacy students, 67%, felt that their lack of education had certainly been a drawback in achieving something in their lives. Many are able to quantify what they had not been able to achieve, but there are also more poignant cases, such as one Warrington student recorded in "Students and Tutors Talk" (Kilbey, 1979), who all the time felt that something was missing from his life because he could not do all the ordinary things that other men could do.

3.5.2 LITERACY PROGRESS

(a) Reading Levels

Table 3.17 indicates the various levels of students at the commencement of their year on the Research Programme. It can be seen that the largest proportion (30%) started at the reading level of 7.0 years. There was also a significant percentage (14.5 %) who were beginners, with all the extra difficulties for volunteer tutors of helping an adult beginner to learn to read. Finally there was a total of 25% who started with a reading level of 10 years or higher.

The same Table also shows the levels of students at the end of their twelve months' tuition. The upward trend reveals that only 3% remained who still had a reading level of 5 years. A total of 47% now had a reading level of 10 years or higher, almost double the number at the start of the year.

The mean progress for each reading level has been calculated, which reveals that the greatest progress (2.2 years) was achieved by those who started with a reading level of 5 years. The lowest reading progress was achieved by those who started at the top end of the scale with reading levels of 11 and 12 (0.9 years and 0.6 years progress respectively) . This may reflect the differing needs of students, in that those at the lowest level obviously need to improve their reading ability whereas those at the top levels may feel that their reading level is adequate for their requirements and that they have joined the adult literacy scheme to improve their spelling ability, or to improve their literacy confidence. However, as Horsfall points out (op.cit.), "the extent of improvement in mechanical reading ability is also related to the level at which work begins" and he illustrates this by stating that a student who progresses from an estimated 9 years to $9\frac{1}{2}$ years must learn 51 grapheme/phoneme associations, but from $9\frac{1}{2}$ to 10 years there are only 15 associations. Caution must be exercised, therefore, in drawing conclusions about comparisons or progress. The A.L.B.S.U. Report for 1980/81 looks at progress in a different light stating that "just over 25% of the learners participating in the study sponsored by the Department of Education and Science and carried out by the N.F.E.R., (Gorman, op.cit),made what would be considered to be rapid progress. A further 50% of the learners made reasonable progress. Approximately 25% made no gains that could be measured by the tests employed". Table 3.17

cannot be interpreted in A.L.B.S.U. terms without a degree of guesswork, but the Table reveals that the mean overall progress per student was 1.43 years which would seem suitable for one year's study. As this is the mean figure for progress, it is likely that the A.L.B.S.U. findings might be replicated. Further statistical analysis referring to reading progress will be made in Section 3.5.5. (C) using Table 3.28.

(b) Spelling Levels

Table 3.18 shows the spelling levels of students at the beginning and end of the year. At the beginning of the year 68% had a spelling level of 5–7 years. The remaining 32% were spread mainly in the levels 8–10 years. By the end of the year this skewed distribution had reverted to a more normal distribution, with 39.5% of students now in the range 5–7 years, i.e. a reduction of 28.5%. The band 8–10 years now contained 41% of students, and a significant improvement in the levels 11 and 12 years had occurred, from 3.0% originally to 19.5%.

The Table showing mean progress for the different spelling levels indicates a fairly even development over the year, with a range of improvement from 0.8 years to 1.9 years. An encouraging feature of the improvement for the spelling levels of 9–12, is that the average improvement is 1.5 years or greater for the year, and this should lead to students who are satisfied with their newly-found levels of skill, and who leave the adult literacy scheme of their own volition, hopefully to join areas of post-basic provision.

Finally the Table shows that the mean overall progress per student taken over the period of 12 months was 1.35 years which must mean satisfaction for many students and tutors. Further statistical analysis referring to spelling progress will be made in Section 3.5.5 (C) using Table 3.28.

(c) Reading Diet

Items such as have been assembled for the Reading Diet and displayed in Tables 3.16.1 – 3.16.8 have been compiled in various ways by a number of researchers, investigating aspects of what is termed "functional literacy". The results obtained in our research programme have been obtained on a student self-report basis, and they are one measure of assessment in a range of measures, both psychometric and self-report. The items have been

assembled ... reading material which adults will normally meet, and, as such, have not been subjected to any readability measurements. By contrast, the majority of the surveys in the United States have tried to measure the difficulty level of the material, but in so doing have had to limit their scope. The students in this research programme come from the adult literacy scheme in Warrington, and include people in work, or the unemployed, or housewives. Surveys in the United States have tended to use company employees and, in so doing, have produced data related to job literacy. Such surveys include the Job Literacy Survey of Diehl and Mikulecky (1980), the Reading Competencies and Practices research of Kirsch and Guthrie (1983), the Prose Comprehension and Text Search of Kirsch and Guthrie (1982) and the very thorough Reading Activity Inventory of Kirsch and Guthrie (1982). However one of the conclusions of the Diehl-Mikulecky Survey was as follows:-

"Reading at work and reading in school settings may be quite different from each other, in terms of extralinguistic cues available, cognitive demands, and uses of information gained. Additional research in this area is needed; if research supports these indications, it would have important implications for the design of functional literacy programs, as well as implications for schools and job training programs".

It may be, therefore, that the reading habits of the unemployed may be different from those in work, and this would be an area of possible future research in the United Kingdom. The nearest equivalent information from the United States to the results of our research programme probably comes from the 1975 Adult Performance Level (A.P.L.) project (Northcutt, op.cit.). Their questions were put to socio-economic groupings of adults so that they are not directly comparable with our results, but where the A.P.L. findings refer to adults with 8 years of school or fewer, they will be mentioned, for information and interest, but not for comparison.

Before entering our discussion of the results of the Reading Diet, it is worth noting the range of techniques for data collection which were available. Scheuch (1972) listed these as: direct observations; self-report through mail or telephone; self-report through diary; open-ended interviews; interviews with aids to recall; personal interviews with structured questionnaires. However Scheuch reached the conclusion "that there is no one best technique; rather understanding the various choices provides assistance in helping to choose a given procedure that may be

best suited for a particular purpose". These purposes involve the application of a set of skills associated with reading and writing for specific purposes in specific contexts (Scribner and Cole, op.cit.). As Kirsch and Guthrie (op.cit.) state: "When a person confronts a segment of written language, the person encounters a social matrix....To read at all is to form some sort of social contract with the author.....who may be believed or disbelieved, accepted or rejected. The segment of written material is read in a social context such as school, work or leisure". This leads directly into a discussion of the results of our research programme, as students and tutors were requested to answer whether they had read each item, in the context of "at home", "in their literacy lesson", or "at work". As an attempt to record the reading habits of adult literacy students in the United Kingdom, including the unemployed in the survey, it is hoped that the results will be useful, of interest, and may pave the way for more detailed research, using psycho-metric measures.

The Tables record findings taken after three months of tuition and after twelve months, in the three areas of home, lesson and work. The Tables also reveal the percentage of students who had not read the particular item at all, i.e. in any of the three locations. For example, Table 3.16.1 shows the findings related to six types of reading material. The Table shows that by the end of the twelve month period there were still 10% of students who had not read anything at all in the Television Guide during the year. This may be remarkable when one considers the influence of television and radio on adults today, but it could also be something of a criticism of the tutors, that such a common item had not been covered in the learning programme. However, individual circumstances may have some bearing on this omission. This criticism may be levelled at tutors for every item where there is one or more students who have not been exposed to an example of each item on the Reading Diet during the year. Possibly tutor training is at fault in not laying sufficient emphasis on the point. Possibly tutors have so many aspects to bear in mind that they cannot cover everything.
There are 47 items included in the Reading Diet and Tables 3.16.1 - 3.16.8 record the results. At this stage, therefore, it will be appropriate to make comments on selected items only, as follows:-

(1) Books - Fiction. It is encouraging to see that the figure of 20% after 3 months, for those who had not read any fiction at all, was reduced to 5% by the end of the year. Similar

encouraging readership are to be found in Newspapers-Daily, Correspondence-Personal Letters, Forms-Questionnaires, Notices- Labels, Notices- Advertisements, Other - Puzzles and Other - Crosswords.

(2) Items where there are still alarmingly high percentages at the end of the year include Periodicals - Journals (66%), Forms - Returns (57%), Booklets - Prospectuses (67%), Booklets - Guides (67%) and Other - Patterns (68%). However, it is possible that the distinction between some of the items was not fully understood by tutors, e.g. pamphlets and prospectuses, and the reading of one item was recorded in the section of another. On the item "Patterns", given the preponderance of men in the sample (71%), it might be expected that there would be a low response to this item.

(3)Comparisons may be made in a general way between 4 items on the Reading Diet and similar items on the A.P.L research project in the United States. For example, Table 3.16.4 shows data on the item Booklets - Timetables. The A.P.L. survey recorded that 39% with 8 or fewer years of schooling obtained the correct answer on the Timetable item.
On the same Table, 3.16.4, 24% of Warrington students were not exposed to Booklets - Pamphlets. On a similar item in the A.P.L. survey, 58% failed to underline the correct portion on the pamphlet as requested.
Table 3.16.5 shows that 14% of students had not read a map during the year. The A.P.L. survey indicated that 64% with 8 or fewer years of schooling obtained the correct requirement.
In terms of advertisements, the A.P.L. research design asked adults to match personal characteristics to the job requirements as outlined in an advertisement, and 62% achieved this aim. In our survey, Table 3.16.6 shows that a high percentage, 97%, had read advertisements during the year, although students were not asked to show that they could answer an advertisement.

In conclusion to this section, therefore, the Reading Diet data has proved to be of interest to students and tutors in the Warrington Adult Literacy Scheme. Although it is of a simplistic nature, it forms only one measure in the range of measures, and perhaps it will be useful as a starting point for further research into reading habits, attitudes and motivations. Kirsch and Guthrie (op.cit.) demonstrated that the task difficulty is not the document itself, but " a function of the

interaction between the document and the question asked over it". Questions may range from simple to complex over one document. Further research, therefore, is needed into this area.

(d) Scanning Abilities

These 4 exercises were found to be of great interest to the majority of students, including those with little reading ability initially. Students in general suggested that this interest was created by the authenticity of the materials to the real-life situation. Furthermore, it was a simple matter for a student, with his tutor, to find out in the re-test situation whether there had been any improvement over the first set of scores.

Very few difficulties were encountered by students in terms of finding the correct answers. Forms 5 and 6 had a 99% success rate, Form 10 a rate of 96.7% success and Form 8 a 96% success rate. High scores on the first reading meant that there was little scope for improvement on the second reading, hence the improvements of only 0.2, 0.6, 0.7 and 0.6 correct answers.

The speed of scanning results, however, showed considerable variations. Improvements in mean speeds of 2m 15s (25.9%) for Form 5, 3m 0s (25.3%) for Form 6, 1m 55s (19.8%) for Form 8 and 1m 50s (20%) for Form 10 were obtained.

The relationship between the two elements of speed of scanning and accuracy can be calculated by dividing the mean time of the second reading by the mean accuracy of the second reading, giving the following results:-

Form 5	19.4 seconds per correct answer
Form 6	13.3 seconds per correct answer
Form 8	12.7 seconds per correct answer
Form 10	30.3 seconds per correct answer

These results would indicate that if the exercises were to be placed in a hierarchical order of difficulty, the order from easiest to most difficult, should be:-

Form 8
Form 6
Form 5
Form 10

(e) Handwriting

As has been stated (Section 3.3.2) the analysis of handwriting has been kept to a simple level, in order that students and tutors should consider the subject and make observations which they both can understand, but which do not require a detailed knowledge of the elements of handwriting. As it is a self-report measure, caution will be required in drawing any conclusions from the results, as follows:-

The results (Table 3.20.1) showed a right handedness of 87%. The remaining four categories of self-reporting used the terms Satisfactory, Progressing and Unsatisfactory as their criteria. The category "Grip" which showed a 53% satisfactory level at the first grading improved to 79% after 12 months (Table 3.20.2). The lowest category on unsatisfactory concluded with only 1% at the end of the year.

The category "Letter Formation" showed similar progress (Table 3.20.2), ending with no students at the unsatisfactory level. The category "Ability to Copy" showed even more progress, with 78% ending the year at the satisfactory level, and again no students at the unsatisfactory level (Table 3.20.3).

Finally, the "Speed" category showed overall improvement, even though the medium level contained the highest number of students with 57% (Table 3.20.3). 7% ended the year as slow writers. Although this is a self-report category, it seems that students and tutors have been fairly realistic about the student's speed of handwriting. Only 36% of students felt by the end of the year that their speed of handwriting was fast, and one could imagine that many of these students would be approaching the level of skills and confidence for them to leave the Adult Literacy Scheme and join a post-basic group. The element of realism in the self-reporting in all four categories is supported by the very small percentage who felt that they had progressed from the lowest category to the highest, namely 1% in the Grip, Letter Formation and Ability to Copy categories, and no student in the Speed category (Table 3.20.3).

(f) Writing Skills

Tables 3.21.1 and 3.21.2 show the list of 17 writing tasks which were evaluated. Students and tutors had to place a tick on one of 3 categories, viz. "Beginner", "Not Bad", "With Ease", as described in Section 3.3.2.

Since it is a self-report category, one should again show caution in drawing conclusions from the results. However, it is clear from the "Beginner" category, that the students and tutors felt the hierarchy of the items. Although the grading of tasks seems to be not entirely in sequence (for example, the item "Write a Technically-Correct Sentence" may be more difficult than the following 2 items judging by the results), there is a gradual rise in students' feelings about the difficulty of the sequence of items. This is confirmed in all 3 categories.

Results worthy of particular attention are as follows:-

(1) Every student could write his name and copy an address by the end of the 12 months.

(2) 86% of students could write their name and address "With Ease" by the end of the programme.

(3) There were substantial percentages of students, who, by the end of the year thought that they had moved from the category "Not Bad" to "With Ease". Items showing this move are (d), (e), (f), (g) (Table 3.21.1) and (a) on Table 3.21.2..

(4) As many as 53% by the end of the year still placed themselves in the "Not Bad" category for the item "Write a Technically--Correct Sentence". This percentage may reflect the fears of many students when faced with problems of grammar or the technicalities of punctuation. A similar percentage (51%) is found in the same category for the item "Write a Letter Without Punctuation Errors", and only 4% claimed to be able to perform this task "With Ease" by the end of the year.

(5) The second most difficult item was "Write to a Manufacturer About Defective Goods", with over half the students (54%) still placing themselves in the "Beginner" category at the end of the year's programme.

(6) General comparisons may be made with only two items of the A.P.L. Survey, mentioned previously in connection with the Reading Diet. First, in addressing an envelope, figures of 86% and 82% are shown in Table 3.21.1 for performing the task with ease at the end of the year. The A.P.L. Survey revealed that 13% did not address the envelope well enough to ensure that it reached its destination.

Secondly, in writing a note to school, Table 3.21.2 shows that 20% felt that they could perform this task with ease at the end of the twelve months. The A.P.L. Survey revealed that 22% of the notes had no salutation, 7% had no comprehensible message at all, 7% did not identify the child, 29% had no signature, and 3% were illegible.

(g) Writing Diet

Tables 3.22.1 (Writing Diet: Formats) and 3.22.2 (Writing Diet: Audiences for Writing) show that results were received from a maximum of only 15 students out of the experimental group of 78. The results from these 15 students were tabulated although they represent a maximum of only 19% of the total sample. It could be appropriate in this Section to try to suggest reasons why there were so few results, as well as to comment on the results themselves.

First, students and tutors volunteered their help with the research programme. Section 1.9.1 records an appreciation of the qualities which the volunteer adult literacy tutor brings to the provision, and to that appreciation must be added here an equal note of gratitude to the students who equally volunteered to supply information, and at the same time as continuing their programme of studies. This high commitment may be quantified in one way by the fact that each student/tutor partnership returned an approximate total of 875 items of data during the twelve month period. It becomes more understandable that further data on the Writing Diet was not forthcoming, in the face of such a positive response to the research programme.

Secondly, we have mentioned in Section 3.3.2, that writing skills may be the upper end of a hierarchy of literacy skills. If this is so, there will be some students in our experimental group (i.e. the beginner readers) who will not have developed the necessary writing skills to make the Writing Diet relevant to them as yet.

It is probable, therefore, that in this specific research programme the inclusion of the Writing Diet was just one item too much, for the one year of the research programme. Lack of its results will have no effect on the outcome of our Main Hypothesis, although it would have been useful and interesting to have more information on this area of adult literacy work.

Our limited results (Table 3.22.1, Writing Diet: Formats) indicate an overall increase in formats used by the end of the

year. For example the total number of A gradings at the beginning of the year was 7, whereas at the end of the year it was 44. The total number of E gradings at the beginning of the year was 46, whereas at the end of the year it was 10. The Table also shows the percentages for each grading at both points in the year and there is a substantial change in the combined percentages for Grades E and D at the beginning of the year, 38% of the total, to only 14% of the total at the end of the year.

Table 3.22.2 (Writing Diet: Audiences For Writing) shows that all the students who made a return on this item were writing to all the named audiences. Table 3.22.3 shows the reasons for writing given by these students. We should be careful of drawing conclusions from such a small population group.

The Writing Diet, with its emphasis on "everyday" writing competence would seem to be a most valuable idea and it is now being used regularly as one of the measures of progress within the Warrington Adult Literacy Scheme. Without the pressures for information which the research programme created, tutors and students have found the Writing Diet interesting and useful. Its integration into the Warrington provision and its further developed format (Appendix 37) will be outlined in Section 4.2 (Conclusions and Recommendations) as related to practical recommendations (No. 3).

3.5.3 PERSONALITY FACTORS AND CONFIDENCE QUESTIONNAIRE

(a) 16 P.F. Results

The 16 P.F. results are displayed in tabular form in Table 3.23. in the form of a profile in Table 3.23.2 and in statistical analysis in Tables 3.23.3 and 3.28. Each Table shows the mean scores at the beginning of the year and at the end. Interpretati is best carried out with the aid of Appendix 26 which gives the capsule description of high and low scores on each Factor.
As before, caution should be exercised in interpreting too much from the results. Table 3.23.1 shows the mean differences betwee test and re-test results, and the highest change occurred in Factor O (the continuum between untroubled adequacy and guilt proneness) where the mean change was -1.5. The minus sign indicates an increase in confidence (see Appendix 26).
It is worth quoting from the 16 P.F. Handbook on this Factor:
"Persons with low scores on Factor O tend to be unruffled, with unshakable nerve. They have a mature, unanxious confidence in themselves and their capacity to deal with things. They are resilient and secure, but to the point of being insensitive of when a group is not going along with them, so that they may evoke antipathies and distrust.
Persons with high scores on Factor O have a strong sense of obligation and high expectations of themselves. They tend to worry and feel anxious and guilt-stricken over difficulties. Often they do not feel accepted in groups or free to participate

While the scores obtained for Factor O are neither low at 4.6 or high at 5.9, it is clear that there has been a shift in scores, over the period of the year, towards a higher level of confidenc

This increase in confidence will form one of the main elements i Section 3.5.5, where correlations between results will be examined, and where the validity of our main hypothesis will be discussed.
Other Factors with changes of 1.0 or more are Factor N and Factor E. Factor N has a change of 1.3, moving from "Forthright, natural, artless and unpretentious" (Artlessness) towards "Shrewd, calculating, worldly, penetrating" (Shrewdness).
Factor E has a change of 1.0, moving from "Humble, mild, accommodating and conforming" (Submissiveness) towards "Asser

of the results showed little difference between first and final scores.

(b) Confidence Questionnaire

The use of the Confidence Questionnaire with the experimental group and the two control groups has been explained in Section 3.3.2. The combined results are displayed in tabular form in Table 3.24.1 and analyses of the answers of all three groups are displayed in Tables 3.24.2 - 3.24.4.

From Table 3.24.1 there is a clear pattern in every item of literacy students scoring highest, expressing feelings of the greatest growth in confidence, followed by Control Group No. 1 (composed of students following a traditional G.C.E. 'O' Level course) and then by Control Group No. 2 (composed of literacy tutors and other adults who were not students in any way at the time of completing the questionnaire.

Table 3.24.2 displays an analysis of the answers of the experimental group. The results are analysed by percentage of answers per item on a 5 point scale. It can be seen, therefore, that there are 4 questions out of the 12 where literacy students average 4.0 or above on the 5 point scale, namely questions 1,6, 8 and 9. The questions which relate to the development of confidence and which also may be related to literacy tuition (questions 1-4 and 6-10) all show mean scores of 3.6 or greater. Two questions (11 and 12) which relate to the formation of new relationships either at home or in social life, score not as highly (2.9 and 2.7) and the question with the lowest mean score (2.1) is question 5, relating to any possible change of dress style as a result of increased confidence.

Table 3.24.3 shows the results from Control Group No.1, the students following the traditional G.C.E. 'O' Level course. The level of scores is lower than the experimental group's and this may be explained in that literacy tutors are heavily briefed to try to establish a relationship of trust, concentration on student learning and student-centred progress, especially in the 1:1 situation. One would expect, therefore, that such tutors would emphasize any sign in their students of growth of confidence. In the traditional G.C.E. 'O' Level class, which might have approximately 20 students, there would be less time for individual counselling and more pressure to cover a set syllabus in a fixed amount of time. However, the answers from this group are still higher than those from Control Group No. 2,

shown in Table 3.24.4. The highest mean score for any question by Control Group No. 2 is 2.3 which is encapsulated on the questionnaire as "only a little more" confidence. Some questions (Nos. 6,8,10, 11 and 12) were not relevant to this group and this was stressed to them at the time of completing the questionnaire. These questions specifically relate to lessons or classes attended as a student during the previous 12 months. As none of the participants in Control Group No.2, by intention, had been a student in any educational class during that time, they were asked to ignore these questions.

With our caution in interpreting too much from one measure, which is also a self-report measure, our findings may be limited to a general statement, as follows:

The results of the confidence questionnaire seem to support the notion that adult literacy students do increase their confidence during a year's tuition, and that it may be caused by the closeness of the 1:1 relationship which puts emphasis on growth of confidence as a valuable mark of progress. In learning situations where there is not this emphasis, the growth of confidence may be less, and, indeed, growth of confidence is not one of the course objectives in traditional examination syllabuses. Adult literacy students are closely involved in discussions about their progress and they receive instant feedback on any signs of this progress. Knowledge of such results may help to increase the rate of self-development. Osborne (op.cit.) refers to the creation within the student of a set of emotional attitudes towards himself so that his potential cognitive abilities can be used. The same author (Section 2.4.2) "Introduction to Aspects of Affective Development in Adult Literacy Students", states that the change may be dramatic in adult literacy students because they have placed themselves at the negative end of any constructs involving ability to read and literacy skills.

3.5.4 REASONING ABILITY (RAVEN'S PROGRESSIVE MATRICES)

The results displayed in Table 3.25 are surprising when one considers that we are looking at adult literacy students, who, for one reason or another, had not managed to learn the skills of reading and spelling before they came to the Warrington Adult Literacy Scheme. They are also a random selection of students, from one adult literacy centre. The results show that out of the 12 students in the group, 3 had approximate intelligence quotients of 110 or more, 4 more were in the range 93–104, and the remaining 5 were in the area of less than 93. If we take the encapsulation from Raven's Handbook:

1 is "intellectually superior"

3 are "definitely above the average in intellectual ability"

6 are "intellectually average"

This accounts for 10 out of the 12 students.

Consequently it was felt that it would be interesting to examine the reading and spelling levels of these students, and the results are displayed in Table 3.27 overleaf. It is not intended that there should be in-depth case histories of these 12 students to search for the reason for their lack of literacy skills, because it would, for example, be almost impossible to say with any certainty whether it was caused by the lack of teaching skill of one particular teacher twenty years ago, or by the home environment, or by the student. However the following comments can be made about the results shown in Table 3.27 :-

1. Students may have only started their literacy tuition at the beginning of the year of the research programme. Relationship-building would, therefore, have taken up some time during the initial lessons. There would also be the student's uncertainties and settling-in process, all of which might have had an effect on progress measured at the end of their first year.
2. Some students may have been in the Scheme for a period of years, and may be nearer the end of their time in the Scheme. They will have started at much lower levels of reading and spelling than is represented here.
3. Student No.1. The progress in reading and spelling is satisfactory in that it is 3 years and 2 years respectively. This illustrates the complexity of the reasons for previous failure, which is not necessarily linked to low intelligence.
4. Student No.2. Progress in reading of 1 year and in spelling of 1.2 years. Whether this is reasonable or satisfactory progress

Table 3.27 COMPARISON BETWEEN APPROXIMATE INTELLIGENCE QUOTIENTS AS DETERMINED BY RAVEN'S PROGRESSIVE MATRICES, AND LEVELS OF READING AND SPELLING AT THE BEGINNING AND END OF THE TWELVE MONTH PERIOD.

Student	Approximate Intelligence Quotient	Reading Age		Spelling Age	
		Beginning	End of Year	Beginning	End of Year
1	110	7.0	10.0	5.0	7.0
2	96	11.0	12.0	8.3	9.5
3	77	5.0	7.0	5.0	7.0
4	82	7.0	9.0	7.0	8.0
5	104	7.9	8.1	7.6	7.8
6	86	10.0	12.0	8.9	11.4
7	93	10.9	11.2	8.4	8.4
8	115	7.0	9.5	5.0	7.0
9	82	5.0	5.5	5.0	5.5
10	119	10.3	11.7	9.8	11.9
11	93	7.0	10.0	7.0	10.0
12	85	8.1	8.9	7.1	7.3

is impossible to answer. One might say of a student with an approximate intelligence quotient of 96 that 1 year's development in the chronological period of one year is satisfactory enough. However, as we have frequently found, there are so many other issues which impinge on the results that it would be reckless to draw definite conclusions from three such simplistic sets of results.

5. Student No.3. This student is being well taught by a very experienced tutor who has been teaching handicapped school pupils for over 30 years. This student's progress of 2 years in reading and spelling possibly reflects the tutor's experience and the student's willingness to learn.
6. Student No.4. Progress of 2 years and 1 year respectively. Again, this is a case of an experienced tutor being able to stimulate the student.
7. Student No.5. Progress of only 0.2 years in both areas. This ought not to be the case for a student with an approximate intelligence quotient of 104, but again the bare results tell us nothing of the student's motivation, the tutor's ability, the student's home environment or the student himself.
8. Student No.6. This is a student who has been in the Warrington Adult Literacy Scheme for some time, and he was actually the first recruited student in the present campaign. His reading and spelling levels have changed dramatically since he first came as a beginner, until he has reached the point where he has felt sufficiently independent to leave the Scheme.
9. Student No.7. Slow progess in reading (0.3) and no progress in spelling. Over the same period this student's score on the 16 P.F. changed by 4 points on Factor O (Confidence) which is a significant change in the direction of increased confidence. A possible explanation for the low literacy skills progress may be, therefore, that the tutor's efforts were being directed towards the affective domain of the student's personality, in order to build on a sound basis. The student still attends today with the same tutor.
10. Student No.8. Good progress in reading (2.5 years) and spelling (2 years). As with Student No.1, this is a further example of the complexity of the reasons for previous failure.
11. Student No.9. Slow progress of 0.5 years in both reading and spelling.
12. Student No.10. This student has been in the Adult Literacy Scheme now for 4 years and has reached the upper limits of

the Scheme. He has developed independence and now attends out of habit, pleasure and because he wants to encourage other students.

13. Student No.11. Good progress of 3 years in both reading and spelling. He is one of the dramatic instances where he has suddenly started to learn and is making continually more demands for progress.

14. Student No.12. Slow progress in reading (0.8) and spelling (0.2).

Although this group has a considerable number of intellectually average of higher students, none had taken any examinations while at school (Section 3.3.2 refers). Progress depends on so many factors in addition to the intelligence quotient, and that must be the answer as to why so many adults of average or better than average ability are in adult literacy schemes in the United Kingdom. One or more factors must have been preventing them, while at school, from learning to acquire literacy skills.

3.5.5 SUMMARY OF THE DATA: CORRELATIONS

The findings of the research programme so far may be summarized under the following headings:-

A Student Information

Age range
Male/Female ratio
Medical History
Socio-economic groupings
History of job changes
Types of school attended
History of changes of school
History of truancy from school
Examinations taken
Feelings towards school
Teacher attitudes towards pupils
Feelings towards teacher
Parents' attitudes towards their children

B. Literacy Data, obtained on test and re-test basis

The Reading Diet, consisting of 47 items
Reading Scores and Progress
Spelling Scores and Progress
Scanning Ability - 4 exercises
Handwriting
Writing Skills, consisting of 17 items
Writing Diet
Personality development, consisting of 16 Factors
Confidence Questionnaire (end of year basis only)
Approximate Intelligence Quotient Scores for a selected group (end of year basis only)

C. Correlations

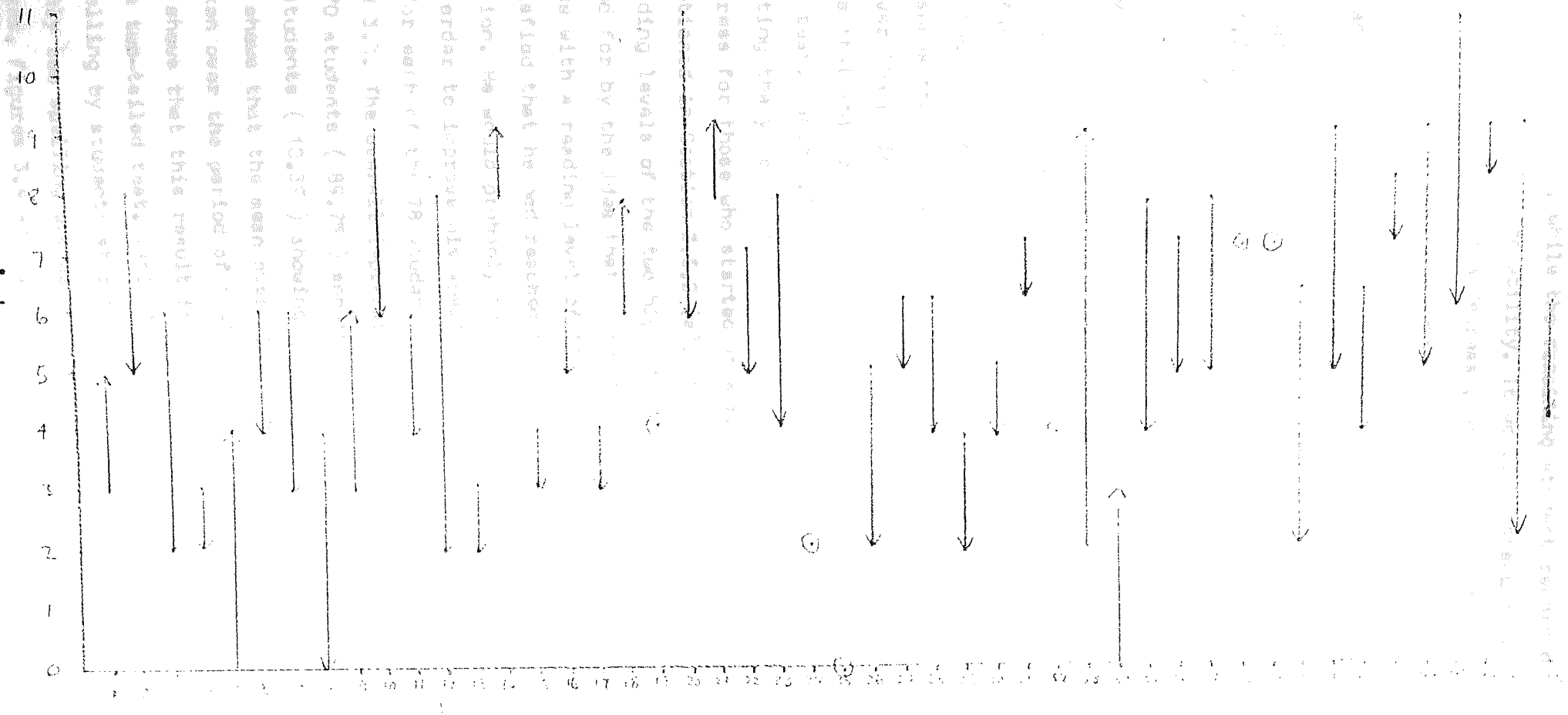
We have already made the following comparisons, although there has been insufficient data to permit the use of statistical correlation techniques:-

Age of Warrington students, with national survey findings.
The Reading Diet, and selected items in the A.P.L..
The Confidance Questionnaire - experimental group and two control groups.
Intelligence and reading/spelling progress, taken from a small group in one Centre.

All of this data is of interest and significance to workers in adult literacy and researchers in the field, as there is a lack of published data of this sort in the United Kingdom. To take our investigation one step further, towards establishing the validity of our Main Hypothesis, we should examine the three null hypotheses stated in Section 3.2.3.

The first null hypothesis stated that there would be no significant difference between confidence measured at the beginning of the year and at the end of the year. Using only the 16 P.F. results and not the self-report Confidence Questionnaire, Table 3.23.1 shows that the mean score for Factor O reduced over the year by 1.5, the largest change in any of the 16 Factors. Figure 3.1 illustrates the changes in confidence level (Factor O) of each of the forty-eight students who were willing to answer the 16 P.F. Questionnaire. The overall impression is one of downward movement with 34 students (70.8%) showing an increased level of confidence and 6 (12.5%) showing no change. These results would tend to confirm the findings of Charnley and Jones (op.cit.) and the ideas of Branston (op.cit.) and Osborne (op.cit.). The change in confidence level was found to be significant at the 0.01 level of probability on a two-tailed test (Table 3.28), and therefore, the first null hypothesis was rejected in favour of the alternate hypothesis of significant change during the one year period.
At this point it would be appropriate to consider the 8 students (16.7%) who recorded a loss of confidence. A detailed enquiry into these students revealed that all eight recorded an increase in reading ability, and five recorded an increase in spelling ability over the year. For 2 of the 3 who recorded a decrease in

Figure 3.1 Changes in Confidence Level



spelling ability, the decrease was 0.2 years in each case, which indicates a virtual standstill, while the remaining student recorded a decrease of 1.2 years of spelling ability. It would be speculation to surmise reasons for this student's decrease, especially as this is the only case in the experimental group, but it is clear that it is possible for some students (16.7% of this study) to increase literacy skills and yet not to have a corresponding increase in confidence. This seems regrettable in respect of overall affective development and our Recommendations For Future Research Nos.1, 2 and 3 (Section 4.2) suggest three areas where student progress might be enhanced by further studies. These three areas are the influence of the tutor, the influence of the learning environment, and the effectiveness of the teaching.

The second null hypothesis stated that there would be no significant difference between reading or spelling skills measured at the beginning of the year and at the end of the year. Table 3.17 (d) shows that the mean overall reading progress per student taken over the period of twelve months was 1.43 years, and Table 3.28 shows that this result is significant at the 0.01 level on a two-tailed test. Table 3.17 (c) shows the progress obtained by readers starting the year at different levels, with a mean of 2.2 years' progress for those who started at a reading level of 5 years. As mentioned in Section 3.5.2 (a), the slightly lower increase in reading levels of the two highest starting groups may be accounted for by the idea that a student who started the year's programme with a reading level of 11 or 12 could feel reasonably satisfied that he had reached the upper limit of adult literacy provision. He would probably be continuing to attend for tuition in order to improve his spelling level. Changes in reading level for each of the 78 students are illustrated in Figures 3.2 and 3.3. The overall impression is one of upward movement with 70 students (89.7%) showing a higher level of reading and 8 students (10.3%) showing no change.
Table 3.18 (d) shows that the mean overall spelling progress per student taken over the period of twelve months was 1.35 years, and Table 3.28 shows that this result is significant at the 0.01 level on a two-tailed test. Table 3.18 (c) shows the progress obtained in spelling by students starting the year at different levels, with only two spelling groups showing less than 1.5 years of progress. Figures 3.4 and 3.5 illustrate the changes in spelling level for each of the 78 students. 70 students (89.7%) show a higher level of spelling at the end of the year and 6

Figure 3.2 Changes in Neale Reading Level Scores (1)

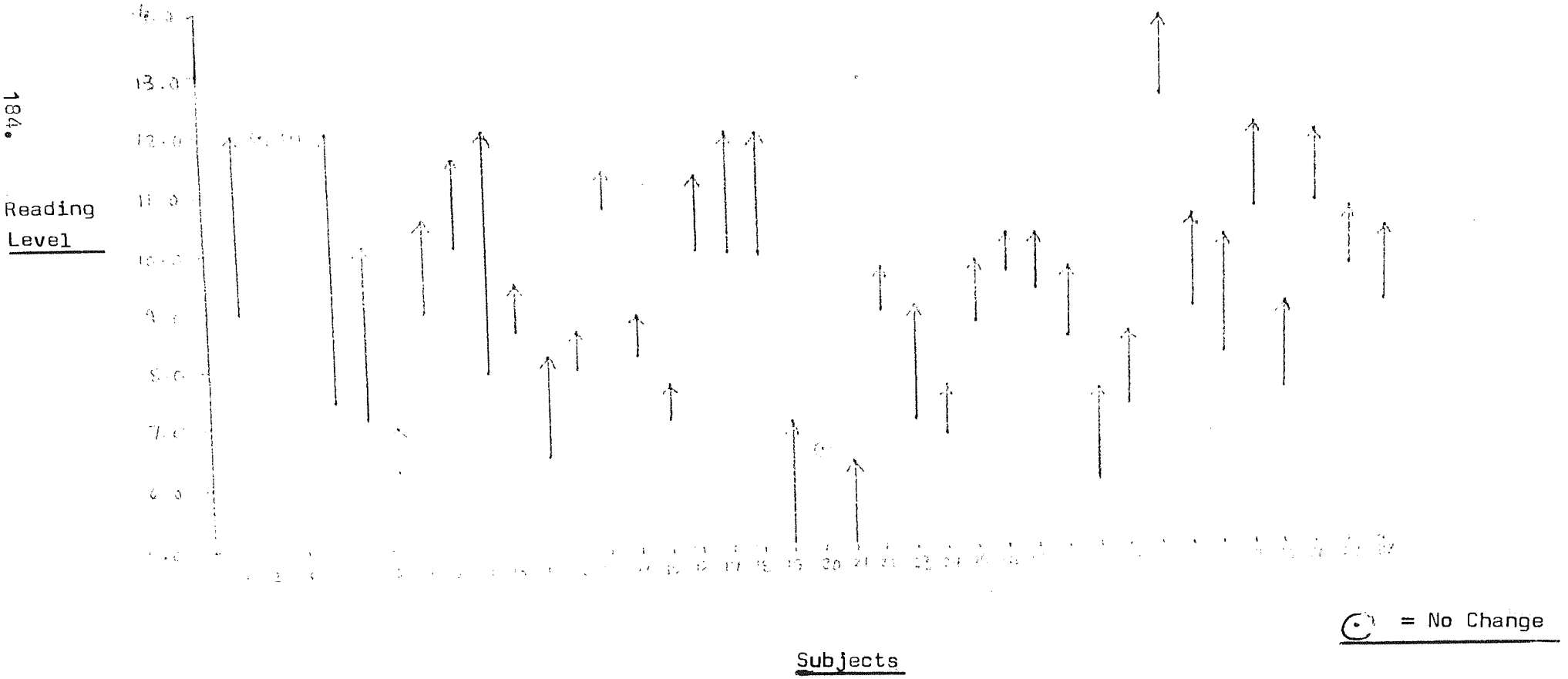


Figure 3.3 Changes in Neale Reading Level Scores (2)

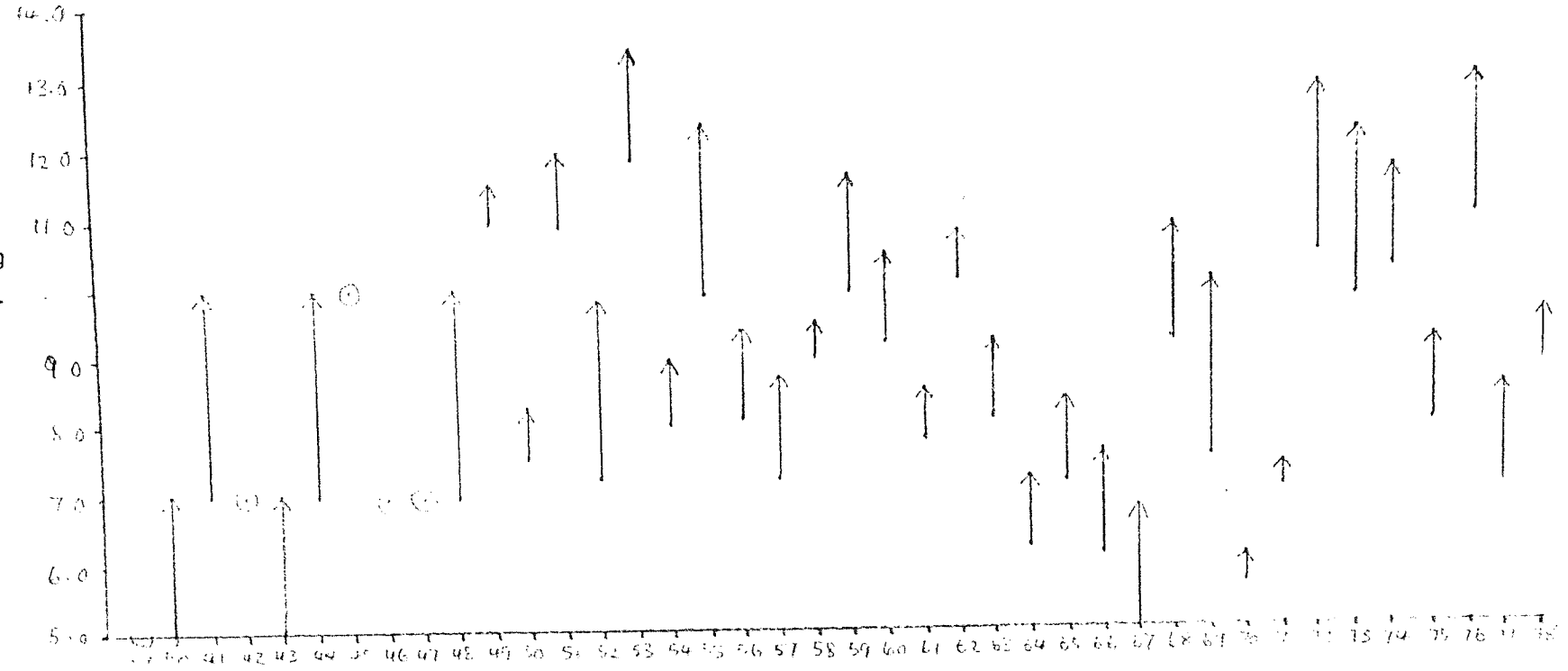


Figure 3.4 Changes in Schonell Spelling Level Scores (1)

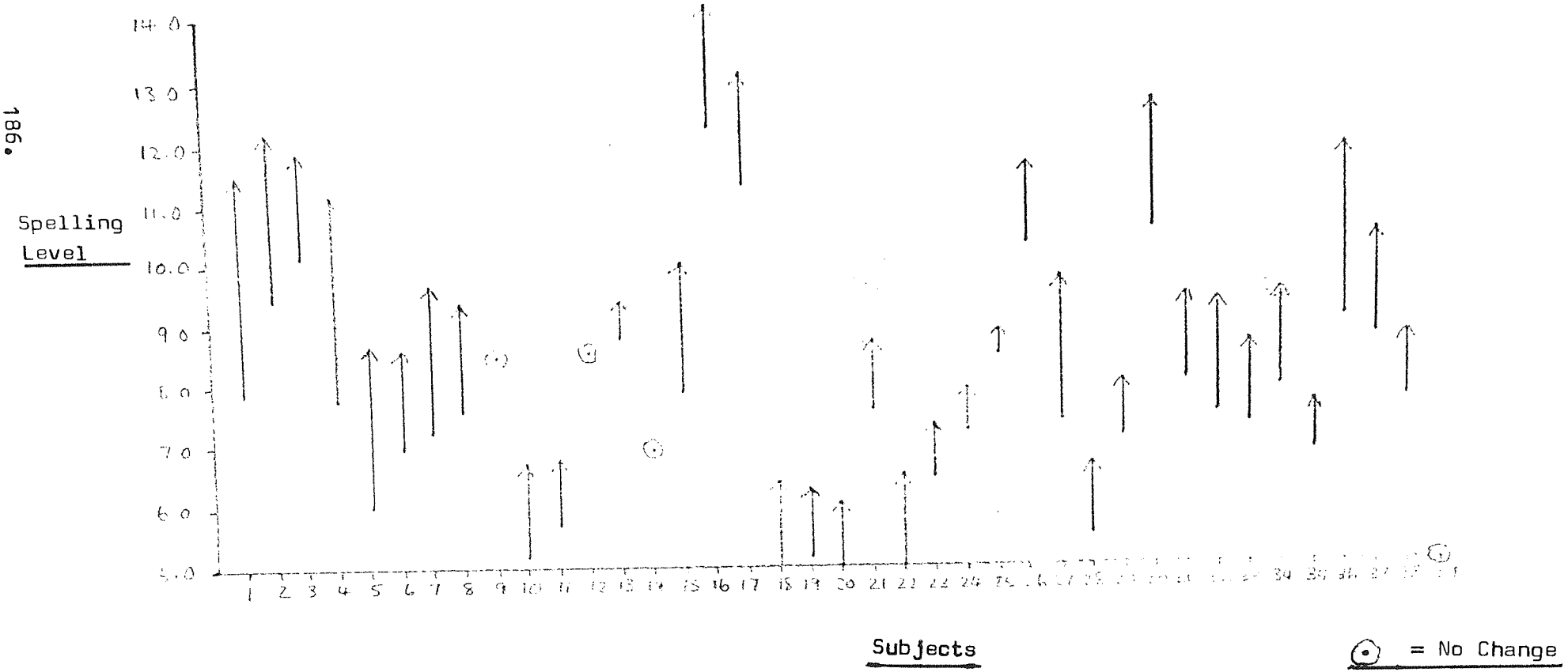
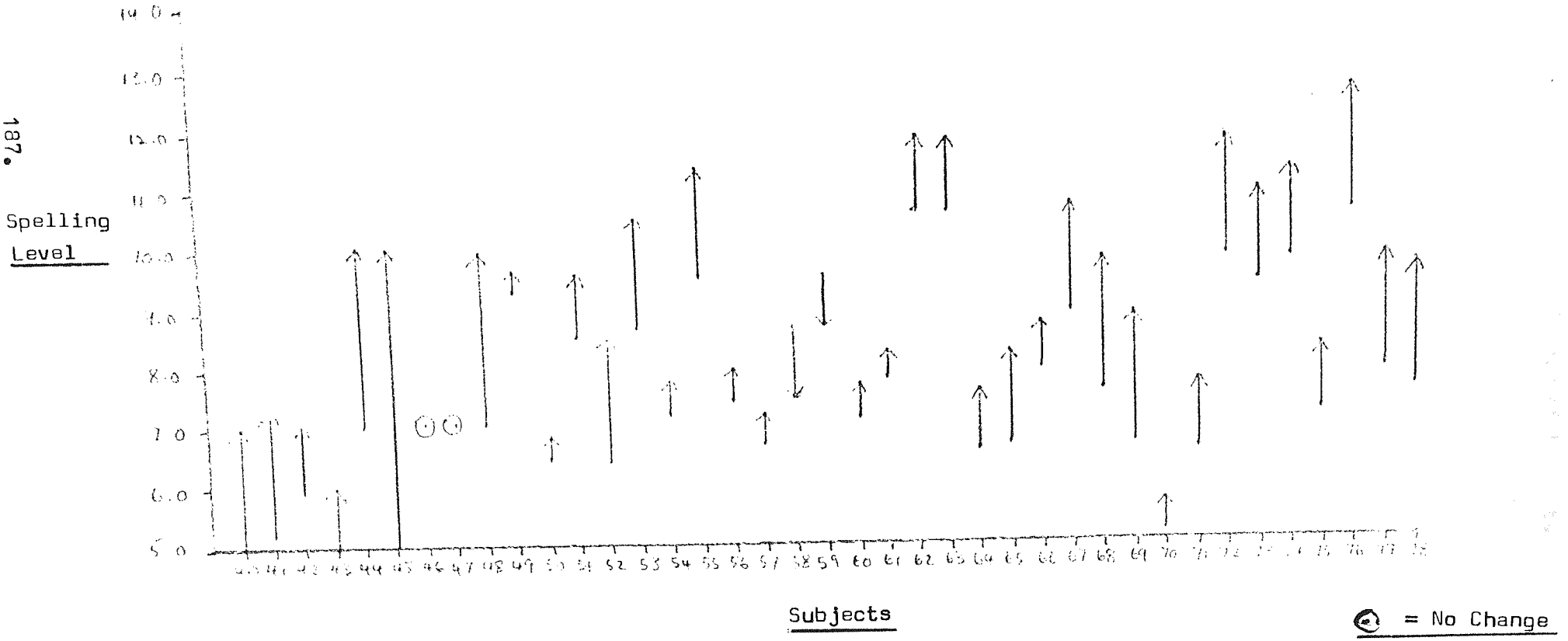


Figure 3.5 Changes in Schonell Spelling Level Scores (2)



students (7.6%) show no change. Only 2 students show a reduced score. The changes in both reading and spelling levels were found to be significant at the 0.01 level of probability, and, therefore, the second null hypothesis was rejected in favour of the alternate hypothesis of significant change during the one year period.

The third null hypothesis stated that there would be no significant correlation between development in literacy skills over the year and increase in confidence over the same period. Following the rejection of the first and second null hypotheses, it seemed possible that there might be a correlation between progress in literacy skills and increase in confidence. The Pearson Product Moment Test was used to investigate any possible correlations, and it was found that the correlation coefficient between improvement in reading (using the Neale Analysis) and increase in confidence (using Cattell 16 P.F. Factor O) is 0.693 which is highly significant at a 99% level (Table 3.28). Using the Pearson Product Moment Test it was found secondly that the correlation coefficient between improvement in spelling (using the Schonell Test) and increase in confidence (using Cattell 16 P.F. Factor O) is 0.711 which again is highly significant at a 99% level (Table 3.28). Therefore the third null hypothesis of no significant correlation between growth in literacy skills and increase in confidence must be rejected in favour of the alternate hypothesis, which is our Main Hypothesis; that there is a relationship between growth in literacy skills and growth in confidence.

It must be emphasized that this research programme has used volunteer tutors and students taken from one adult literacy scheme out of many in the United Kingdom. The final number of those who participated was 78 although the initial projection had been an experimental population of 100 students. While re-iterating the relatively small size of the group, which nevertheless produced a large amount of hitherto unknown information, it would appear from the correlations obtained, that our hypothesis, based on observation and practice, has been supported. The observed changes in levels have been supported by the findings from the tests, although any conclusions drawn from the results should be treated with caution. As an example of such caution,

the small number of participants who answered the Confidence Questionnaire and its relative simplicity, meant that it could only be produced out of a general interest, rather than be used to try to establish correlations with the Factor O data or the Reading and Spelling data.

Table 3.28 Statistical Analysis of the data, in the following areas:-

1. increase in reading skills taken over the year
2. increase in spelling skills taken over the year
3. increase in confidence taken over the year
4. increase in reading skills related to increase in confidence taken over the year
5. increase in spelling skills related to increase in confidence taken over the year

Item	Statistical Test	Correlation Coefficient	Degrees of Freedom	Level of Significance	
				One Tailed Test	Two Tailed Test
Increase in Reading Skills	Pearson	0.828	74	0.005	0.01
Increase in Spelling Skills	Pearson	0.862	74	0.005	0.01
Increase in Confidence	Pearson	0.421	46	0.005	0.01
Increase in Reading Skills and Increase in Confidence	Pearson	0.693	74	0.005	0.01
Increase in Spelling Skills and Increase in Confidence	Pearson	0.711	74	0.005	0.01

CHAPTER 4

CHAPTER 4 FINAL DISCUSSIONS

4.1 CONCLUSIONS

The hypothesis which has been tested in this study was formulated from observations made while working in the field of adult literacy. The link between literacy progress and growth of confidence became apparent to the writer. The results offer challenging speculations on the notion of what could be special in adult literacy learning situations to produce this growth of confidence. Does it exist in other courses of study at the adult level? With adult literacy students we are noting a considerable impact of the study programme on their personalities, typified by growth in confidence as one personality factor. The reason seems to be that the adult literacy student typically has experienced stigma and has reduced his level of self-esteem whenever he has encountered a situation where literacy skills might be required. Osborne's statement that literacy students have placed themselves at the negative end of any constructs involving ability to use literacy skills seems to sum up their feelings quite aptly.

In searching for reasons for this apparent personality change, it became clear:

1. that, if such students made progress, such progress could be quite striking. If they could overcome their negative feelings towards learning skills and education generally, they could be free to make progress in an area previously completely closed to them.
2. that the nature of the adult literacy learning situation was conducive to personality change, as well as to literacy skills acquisition, with its 1:1 ambience, its emphasis on relationship building, its flexibility, its instant feedback and its use of personalised and adult materials.

On a human level, it is rewarding to see adults make progress after many years of feeling part of a perceived down-trodden section of society. Some copies of student writing are shown in Appendices 29 - 32 which reveal the state of mind of these students. They are representative examples taken from hundreds, one giving reference to the improved quality of her life; another writing in advance of tuition; and other copies showing how a student wrote his address at his first lesson, his first attempt to write a note, and, from one year later, a note to his girl-friend.

In attempting to summarise some views on the meaning of what has been found by this study, we could look at it from the points of view of the three participating parties : students, tutors and scheme organisers.

First , much data has been produced about student progress, revealing that adult literacy students generally make good progress in literacy skill acquisition. They start from a low point of self-esteem, with poor memories of school and the learning situation. They put several hours per week into the exercise and, from the continuity of their attendance and the length of their belonging to the Scheme, they find enjoyment in the work. The study also briefly produces data to show that some adult literacy students may be intellectually average or above average, which may help to raise both their personal self-esteem, and their image in general. The organiser of this research programme is greatly indebted to the students who have participated.

Secondly, let us consider the meaning of what has been achieved for tutors. They naturally will be able to consider the programme's findings, which may confirm their own opinions of their students. It is hoped also that they will see how all the aspects of this programme, particularly the self-report measures, can fit together to form a unified student learning programme. Apart from the examples of items on the Reading Diet which have not been mentioned at all in their lessons, tutors may take credit from the findings of the programme. Without tutor co-operation and, indeed, active interest, the data would not have been collected. Tutors, particularly those who have been in the Scheme for a number of years, will have their own personal beliefs in student ability and progress confirmed by the results of the programme, and may feel a sense of satisfaction that they were able to play a part.

Thirdly, scheme organisers may feel that certain aspects of this research programme are worth their further study. They may wish to make use of some of the self-report measures as a regular feature of their tutors' programmes, whether for progress evaluation or for pure enjoyment, They may wish to embody the results of this programme into regular tutor training courses so that tutors are aware of a wider range of learning materials. Finally it is hoped that they may welcome the findings of the research programme, as providing further information which relates to British adult literacy students, where there has previously

been a shortage of such information.

Finally, it cannot be claimed that the results of this research programme are the definitive answer to questions about progress in adult literacy. Our recommendations in Section 4.2 will point the way to further areas of potential research, and so the findings of this programme will serve as a stepping stone towards a wider understanding of the subject.

4.2 RECOMMENDATIONS

During this research programme the writer has been continually conscious of the overwhelming need to combine the requirements of the research study with the need for minimal interruption to the adult literacy student's learning programme. The recommendations, therefore, stem from these two points of view, and look first to areas of future research and secondly to possible practical outcomes of the research programme.

In the national perspective of adult literacy in the United Kingdom, A.L.B.S.U. established in 1984 an Advisory Group to consider research which has taken place and to advise on future areas. The Group produced its Report in early 1985 and where the Group's conclusions coincide with those of the writer, reference will be made. Guthrie and Kirsch (1983) have a view that educational researchers, who are in a position to inform government and lead education, promote a traditional perspective which is at variance with research findings and current practice. Our research programme has created a strong relationship between the practical teaching/learning situation in which Warrington adult literacy students and tutors find themselves, and the integration and consequences of measures used in the research programme, together with improvements and developments. This linkage is also demonstrated in this Section on Recommendations, where our recommendations for future areas of research are followed by recommendations for practical outcomes of this research programme. The adult literacy movement has taken advantage of a situation, to institute a service which has widened educational provision in a variety of ways already described. It is hoped, therefore, that this development will continue and that future research will make use of and promote the relationship between research findings and current practice which this study has demonstrated. The establishment of the A.L.B.S.U. Advisory Group gives hope that the research process, started elsewhere and assisted by this study, will be able to inform government and lead the adult literacy movement, and simultaneously will be underpinned by a strong practical basis.

Our recommendations for future areas of research are as follows:-

1. The influence of the tutor on student learning. Results would be valuable for tutor selection, training, general provision, and, most importantly, for student progress. This could also tie in with the third recommendation for

future research, made by the A.L.B.S.U. Advisory Group on Research Needs, in their Report of 1985. This Group recommended that research should be carried out into the role of volunteers in adult literacy and basic skills, with, as one aspect of the research, a qualitative investigation into their effectiveness.

2. The influence of the learning environment on student progress. Assessment should be dynamic and reflect the conditions under which readers perform certain tasks, as well as simply their performance. It would be valuable to have such a study, which could also include work on student attitudinal variables, so that the whole environment surrounding the cognitive learning process could be enhanced.

   This could form part of the second recommendation of the A.L.B.S.U. Advisory Group Report, which suggests research into Modes of Delivery. One of the sub-sections of this recommendation poses the question on the extent to which the traditional framework of education in the United Kingdom is capable of meeting the needs of people who have not kept pace with the time-table of school, further education and higher education.

3. The effectiveness of the teaching, to include methods, learning resources, and 1:1/group variables.

4. A study instigated by an adult education organisation with national credibility, such as the National Institute for Adult and Continuing Education (N.I.A.C.E.), into the number of adult basic education students who are continuing their learning in the wider field of adult education. One criterion of the effectiveness of adult literacy provision is whether the independence which it encourages actually gives students the courage, will or determination to move on to further studies. This reflects a similar recommendation (No. 1) in the A.L.B.S.U. Advisory Group Report.

5. A study on student progress, with a much larger population than our present study of Warrington students. Such a study could develop our measures of progress in greater detail and also consider new forms of measurement.

6. The effectiveness of the current national campaign. As this study has pointed out, the most optimistic view of adult literacy student numbers so far in 1975-1985 indicates that we have made contact with only half of those who, it is estimated, require help. As thresholds of literacy rise, the

numbers will increase. The efficacy of the current campaign needs to be evaluated.

7. Why are there 16 year old students in adult literacy schemes? What happens to a young person between the ages of 5 and 16 which leaves him short of literacy skills at the age of leaving school?
8. The use computers and other technology to aid the literacy development of adults. This would enquire particularly, but not exclusively, into the requirements of the handicapped.
9. In-depth studies of some students with high approximate intelligence quotients and low reading/spelling levels. This study could examine the incidence of dyslexia amongst adult literacy students, and could be linked to an examination of profiles of motivation for reading, which is largely unavailable but, in the light of increasing adult literacy demands, is obvious. (Mikulecky, Shanklin and Caverly, 1979).
10. Our research programme has used a test and re-test procedure, generally at the beginning and end of the year, or at 3 monthly intervals. It would be useful to establish information on when, during the course of learning, the increase in confidence takes place, and whether it is linked to any particular learning technique or situation.
    This could also tie in with the first recommendation of the A.L.B.S.U. Advisory Group Report, which would like to see research into whether student motives, aims and expectations change.
11. An investigation, suggested by the Bullock Report (1975) into further assessment techniques for British adult literacy students, such as cloze procedure for example.
12. An evaluation of the Reading Diet with an investigation into the use of other self-report measures within adult literacy provision.

All these studies could start from the basis of our research programme, using similar terminology so that comparisons can be made and contradictions avoided, using the data as a starting point for further research, and making full use of adult literacy tutors in a collective enterprise, so that research and teaching will become more closely interrelated.

Our recommendations for practical outcomes of this research

programme are as follows:-

1. The integration of all/some aspects of the research programme into normal practice. In the Warrington Adult Literacy Scheme, items established by the research programme such as the Reading Diet, the Writing Diet and the Scanning Exercises, have been integrated into the resources bank and into normal usage since 1982.
2. The development of improved routines. Appendix 34 outlines the procedures used in Warrington at the time of writing for Initial Student Assessment, and gives examples of two student initial assessment profiles obtained with these new procedures. All these routines have been strongly influenced by the research programme and its findings.
3. The Reading Diet and the Writing Diet should be linked to particular items of learning materials, to enable tutors to find materials quickly and to introduce the whole breadth of the two Diets. Appendix 35, taken from practice in Warrington which has existed since 1982, shows a range of materials available in the literacy centres which is linked to items on the Reading Diet. Appendix 36 shows an example of an Informal Reading Inventory which links skill acquisition to available learning resources. This Inventory was devised by a working group of the combined Merseyside and Cheshire local authorities.

   A new format of the Writing Diet (Appendix 37) has been devised, because tutors and students felt that the original layout was not so easy to understand as the Reading Diet. The new format gives examples of each item, to ease its use and to give tutors and students ideas for their learning programmes.
4. Future volunteer tutor training courses and in-service training programmes should make use of the data assembled for this research programme, in order to create a greater awareness in tutors of the issues involved.
5. Closer systems of tutor surveillance should be established without becoming too dominating, to ensure that good practice is being followed, and also to be available more quickly at moments of crisis, such as student drop-out or tutor burn-out.
6. There should be greater opportunities for recognition of the work which volunteer tutors do. Such opportunities for recognition are offered by a scheme such as the Manchester Open College Federation which is considering, at the instigation

of tutors in the Warrington Adult Literacy Scheme, the question of accreditation for volunteer tutor training courses, both initial and continuing, and for their tuition work itself. Tutors themselves may want to offer their credits, obtained as volunteer adult literacy tutors, in order to help their access to higher education.

The present adult literacy campaign started in 1975. Ten years later there has still been comparatively little research in the United Kingdom, although the future prospects for research may be a little better with A.L.B.S.U. support. It would seem appropriate, at this point, and by way of being a suitable point of conclusion, to offer the following quotation, from one of the forerunners of A.L.B.S.U., both as a note of caution to future researchers, and as a justification of the rationale behind our research programme:-

"In an area as sensitive as this, the asking of questions, the setting of tests, can be so counter-productive as to question their value. Similarly, to place the burden on overpressed tutors is to endanger the relationship between tutor and taught. Any research in this field must therefore so adapt its methodology as to ensure that encouragement to make use of facilities and the actual tuition is not destroyed."

A.L.R.A. Report: "Adult Literacy: Progress in 1975/76"

Example taken from "The Standard Reading Test"
by Daniels and Diack, 1968 (Page 33)

Aston University

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Test 287

National Foundation for Educational Research in England and Wales

FORM N.S.6

READING TEST (10–, 14–)

Aston University

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SCHONELL GRADED WORD SPELLING TEST (A)

Aston University

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SECOND EDITION

NEALE ANALYSIS OF READING ABILITY

By M. D. NEALE, Ph.D., M.A., Dip.Ed., Dip.Psych.

INDIVIDUAL RECORD SHEET — FORM A

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Informal Literacy Progress Tables

issued by the Scottish Adult Literacy Agency (S.C.A.L.A.)

Aston University

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Informal Reading Progress Chart
(Good and Holmes, 1978)

APPENDIX 10

PERSONALITY PROFILE

McQuaid, 1981

Aston University

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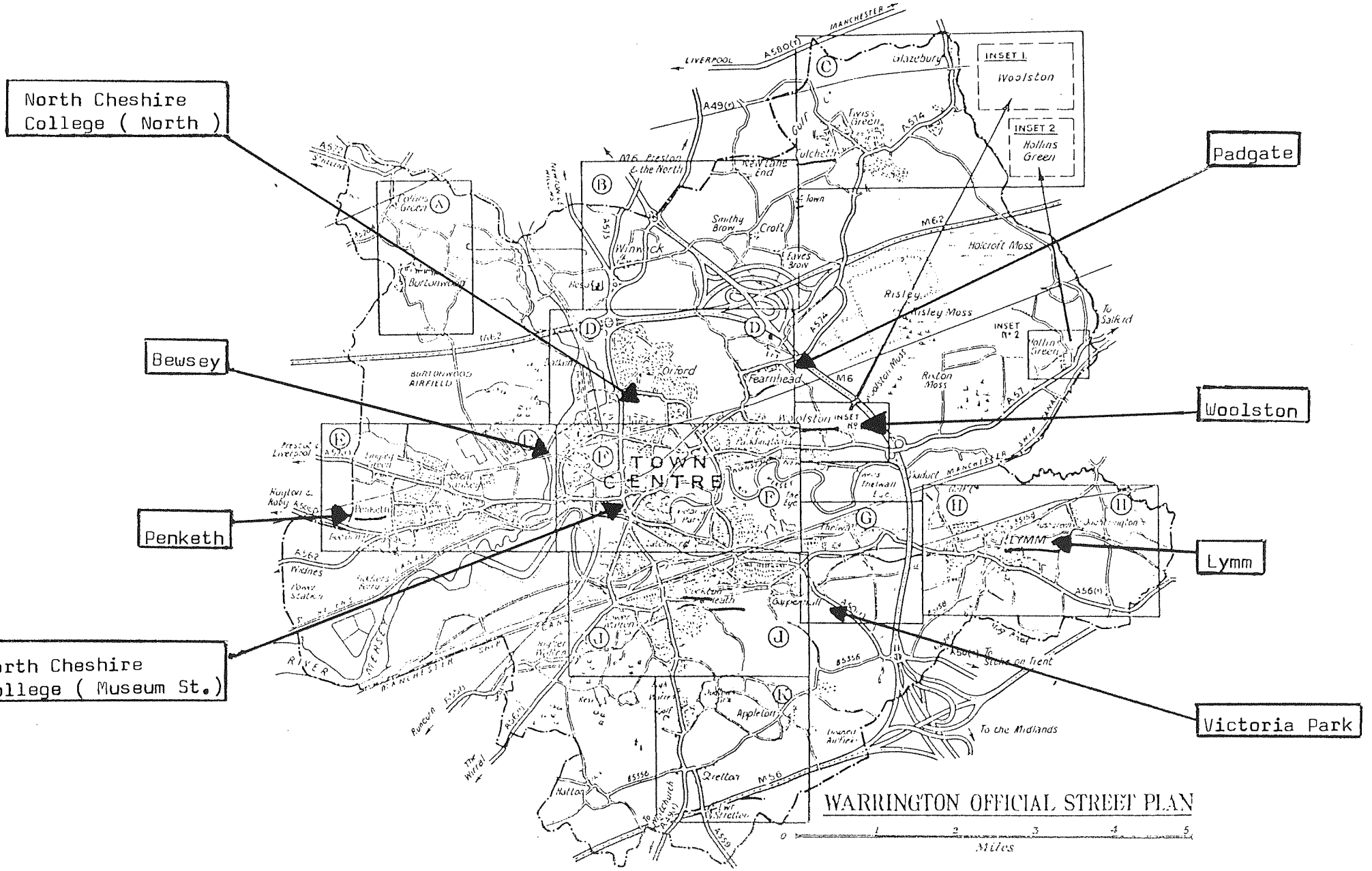
LOCATION OF WARRINGTON TOWN CENTRE AND DISTRICT CENTRES



Warrington Adult Literacy Scheme

Assessment of Progress

Instructions for Administration of the Pilot Scheme

In order to evaluate the tests, questionnaires, check-lists and other items of assessment, it is necessary to run a pilot scheme lasting about 4 weeks only. The information obtained will not be used as part of the main year-long assessment scheme, but rather it is hoped that comments will arise as to the details and layout of each sheet, the clarity of the instructions, and also about the very feasibility of obtaining such information. For the pilot scheme, therefore, each Centre Supervisor is being asked to distribute just one set of sheets for the Centre, rather than one set for each student. It would be appreciated if they could be returned with constructive comments so that improvements can be made, as it is highly unlikely that it will be "right first time".

In asking students to co-operate in this research, it should be pointed out to them that the purpose is not to compare one student with another, but rather to find out about the student's own particular literacy difficulties, and during the course of twelve months to see what progress is being made. If any student feels under stress at being asked any of the questions, then the questions should be left for another time, or returned to the Office with a brief explanatory note. All the questions are to be answered by students with tutors at their side, so that tutors are able to give confidence and re-assurance where necessary. The two main philosophies behind the choice of any of the methods of assessment are that any information gained should be capable of being used in subsequent teaching/learning situations, (i.e. it is not just for the research project), and also that the process of obtaining the information should be a joint exploration by both tutor and student into the student's abilities. It is hoped also that the very process of completing the sheets at various intervals through a twelve month period, will act as a trigger for tutors to consider possibly more aspects of literacy work than hitherto. Rest breaks may be taken where required, and the whole process should be seen as a change from routine, which nevertheless will provide information which will be useful not only to the student and tutor concerned, but to the way the Warrington Adult

Literacy Scheme is run. It is hoped that the information obtained will be of use to future students.

All information will be treated as confidential. For the purposes of the Pilot Scheme, no names need to be filled in. For the main year-long scheme, all students will be allocated a reference number after the initial basic data sheet has been completed, and all future sheets will have this reference number and no name.

The sheets for the Pilot Scheme contained in this pack are:-

1. Student/Tutor basic data sheet.
2. Student's school history.
3. Student reading diet.
4. Scanning exercises 1 - 4
5. Handwriting skills.
6. Writing skills Sheets 1 and 2.
7. Writing diet sheets 1 and 2.
8. Reading Skills: Response to Text or Task.

It would be appreciated if literacy supervisors would endeavour to return each of these forms by Monday 1st March at the latest.

All these methods of assessment are informal, and they do not contain any standardised tests. At our earlier meetings, it was agreed by literacy supervisors that it would be preferable in many ways if the supervisors themselves administered certain measures of assessment with the tutor being present also. At the moment, it is envisaged that these will be:-

1. Reading - Neala Analysis of Reading Ability (To be used only where the student is receiving help in reading. Not to be used with "Spellers".
2. Spelling. Graded Word Spelling Test.
3. Finally, on the non-literacy areas of the research, i.e. changes in personality, attitudes, role in the family, attitude to learning, and their development over the period of twelve months, I am hoping to use the Cattell 16 PF Test which should not prove threatening at all, together with a questionnaire. I have not included these in the Pilot Scheme for many reasons, but primarily because the element of newness may help students and tutors to overcome any initial reticence. Over-familiarity, by use in a Pilot Scheme and then in the main scheme shortly afterwards, would work against the interest level.

In conclusion, I am most appreciative of your offers to participate

in this work because I know that at first it may be unfamiliar to you in some respects and the quantity of information will require some organisation on your part. Apart from my own personal reasons, which I have declared from the outset, I hope that this research work will help to improve adult literacy work in Warrington and elsewhere, and that participation itself will be both an enjoyable and a learning experience.

27th January 1982

READING SKILLS: THE STUDENT'S RESPONSE TO TEXT OR TASK

Please use ticks. There is a space below for the title of any piece of text or task.

Gives reason for reading				
Can say how that reason affects approach to reading				
Picks out the main ideas				
Draws on previous knowledge				
Draws conclusions				
Decides appropriateness of the book for its task				
Decides when more information is necessary				
Notices discrepancies/ omissions				
Predicts what will happen				
Asks questions				
Supports the argument with references				
Reads critically				
Differentiates fact from fiction				
Reads for the gist				
Reads to spot facts				
TITLE OF TEXT OR TASK				
DATE				

FOR OFFICE USE

FORM 16 READING SKILLS: THE STUDENT'S RESPONSE TO TEXT OR TASK

This form is to be completed jointly by tutor and student. Supervisors may need to explain this form to tutors, as many tutors may be unaware of the different strategies/purposes for reading, and may even find the exercise difficult themselves. This form, therefore, requires careful consideration before distribution.

No single text may be capable of answering all the questions posed by the form, but a variety of texts may achieve this. This form is a method of enlarging the range of work being covered by any tutor/student partnership, and could be considered to be suitable for the top end of the range of student ability.

STUDENT/TUTOR BASIC DATA SHEET

TUTOR'S NAME .....

STUDENT'S NAME .....

REF NO.

AGE

SEX M F

Date of commencement of tuition

(1st April 1981 = 010481)

Any medical history which might have affected the student's acquiring literacy skills.

STUDENT'S OCCUPATION

If housewife, give husband's occupation

If unemployed, give last job

Frequency of job changes: give general details:-

END OF TUITION

Date of last lesson

Tutor's reason for tuition ending

Student's reason for tuition ending, if different from the tutor's.

FOR OFFICE USE

FORM 1

(This is confidential information, and in future all paperwork will have a reference number only)

REF NO. [ ][ ][ ]

Please try to give more than straight Yes/no answers. Use note form if necessary.

1. FACTUAL INFORMATION

(a) Type of Secondary School

(b) Changes in school, and dates where possible.

(c) Any prolonged childhood illness

(d) Any truancy

(e) Any examination results

2. HOW DID YOU GET ON AT SCHOOL?

(a) Feelings towards secondary school.

(b) Teachers' attitudes towards student.

(c) Student's attitude towards teachers.

(d) Did student try to obtain help from teachers?

(e) Attitude of student's parents.

(f) Any important facts about home conditions.

(g) Was the teaching poor?

(h) Any memories of school?

(i) Has lack of schooling stopped the student from achieving anything?

FOR OFFICE USE

FORM 2

FORMS 1 and 2 STUDENT/TUTOR BASIC DATA SHEETS

Notes to Literacy Supervisors

All the information on these two sheets will be treated as confidential and Supervisors should stress this with their students and tutors.

During the Pilot Scheme, the most difficult aspect was the 6 figure date reference. Supervisors should observe that a date such as 1st April 1981 is recorded as 010481.

Sufficient space has been allowed for brief comments, but if students or tutors want to add more, they could use the other side of the sheet. The more information, the better the assessment will be.

The item Student's Occupation is designed to fit in with the Registrar General's list of socio-economic classes. As the Registrar General's categories only deal with the employed population, many of our students e.g. housewives, will not fit in with the stated categories. In such cases, the accepted practice has been for such individuals to state their husband's/wife's occupation. However, if some students are unwilling to give this information, or any other information, then that is quite acceptable and they should not feel under any pressure to do so.

These 2 forms should be returned to the Office within 3 weeks of issue. New students can be issued with these forms when they are ready, and their assessment programme starts then.

STUDENT READING DIET

REF. NO.

(To be recorded by ticks when items are read, and assessed at 3 monthly intervals)

		LESSON	HOME	WORK	LESSON	HOME	WORK	LESSON	HOME	WORK	LESSON	HOME	WORK
Books	a.Fiction												
	b.Non-fiction												
	c.Reference												
Periodicals	a.Journal												
	b.Magazine												
	c.T.V.Guide												
Newspapers	a.Local												
	b.Daily												
	c.Weekly												
Correspondence	a.Personal letters												
	b.Business letters												
	c.Postcards												
	d.Official letters												
	e.Notes												
Forms	a.Application												
	b.Returns												
	c.Questionnaires												
	d.Order												
Booklets	a.Pamphlets												
	b.Prospectuses												
	c.Catalogues												
	d.Guides												
	e.Timetables												
	f.Circulars												
	g.Maps												
	h.Brochures												
	i.Leaflets												
Notices	a.Directions												
	b.Labels												
	c.Store Signs												
	d.Bus indicators												
	e.Traffic Signs												
	f.Menus												
	g.Instructions												
	h.Advertisements												
	i.Posters												
	j.Safety Regulations												
	k.Street Names												
DATE													

FOR OFFICE USE

FORM 3

STUDENT READING DIET (Continued)

REF.NO

		LESSON	HOME	WORK	LESSON	HOME	WORK	LESSON	HOME	WORK	LESSON	HOME	WORK
Documents	a. Guarantees												
	b. Insurance Policies												
	c. Credit Agreements												
	d. Contracts												
	e. Wage Slips												
Other	a. Recipes												
	b. Patterns												
	c. Puzzles												
	d. Crosswords												
	DATE												

FOR OFFICE USE

FORM 4

Notes to Appendix 16

FORMS 3 and 4 STUDENT READING DIET

Notes to Literacy Supervisors

Please record by means of ticks. Otherwise do not mark the boxes. To be completed by the tutor and student together, recording the student's answers.

If tutors and students feel that there is an overlap between any two or more items, they can fill in either/or. As there is no competition between students, but rather a self-assessment, the existence of a box without a tick does not indicate a black mark against the student. What is important is that on the second time of assessment some progress should be seen.

This form should be returned to the Office as soon as possible after each three month period. It will then be returned to the Supervisor after a record has been made of the results.

REF NO. | | | |

DATE | | | | | | |

Here is an index of the contents of a gardening book.

Alpines	336	Evergreens	435	Incinerators	498	Marrows	131
Bean Weavil	404	Flower Display	417	Junipers	228	Nettles	513
Cacti	421	Greenfly	396	Knotgrass	512	Onions	131
Digitalis	106	Hyacinth	312	Lettuce	131	Paths	471

Which page would you look at if you wish to find out:-

Page

1. How to control greenfly | |
2. Growing lettuce for Christmas | |
3. Suitable material for paths | |
4. Where to place an incinerator in a garden | |
5. How often to water cacti. | |
6. What is a bean weavil | |
7. How to prepare onions for show | |
8. The correct compost for hyacinth bulbs | |
9. About the art of flower displays | |
10. What digitalis is | |
11. How to take cuttings of juniper | |
12. Whether knotgrass has a flower. | |
13. About the different sorts of nettle | |
14. How to prepare the ground for marrows | |
15. Suitable alpines for the garden | |
16. The meaning of evergreen | |
17. Laying the foundation for paths | |
18. About types of incinerator | |
19. How tall junipers grow. | |
20. How to control knotgrass. | |

Number correct

Time taken

FOR OFFICE USE

FORM 5

APPENDIX 18

READING SKILLS SCANNING EXERCISE 2

REF NO. | | | | DATE | | | | | | |

Here is an index of the contents of a general knowledge book.

Aborigines	45,116	Deer	35,36	Lemurs	36,72	Reindeer	34,96
Airships	182	Dustbowl	117	London	103,135	Romania	109,131
Amazon	41	Early Man	58	Mangroves	39	Salmon	33,143
Arabia	63,102	Electron	152	Mecca	63	Shakespeare	92
Arsenic	155	Emu	45, 47	Mice	47,112	Soap	156,190
Bacteria	27,155	Flyimg	182	Morse	72	Space	7
Bassoon	84	Gargarin	25, 28	Newts	13	Steel	170
Boers	139	Gold	108,170	Nylon	167	Sweden	34
Books	74	Guitar	84	Opera	102	Tern	38, 103
Budapest	132	Helicopters	183,190	Paris	76	Uruguay	124
Camels	46, 50	Housing	150	Petroleum	159	Vikings	66
Cattle	37	Indonesia	63, 120	Plastics	166	Wombat	45
Charcoal	110	Iron	13	Possum	44	X-rays	19
Clouds	11	Jaguars	40	Quasars	21,31	Yak	37, 40
Comets	23	Kalahari Desert	126	Rattlesnakes	39	Zebra	43

Which page would you look at if you wish to read about:-

	Page						
1. Airships		11. Morse		21. Books		31. Petroleum	
2. Kalahari Desert		12. Wombat		22. Flying		32. Space	
3. Mangoves		13. Bassoon		23. Opera		33. Charcoal	
4. Zebra		14. Housing		24. Sweden		34. Dustbowl	
5. Amazon		15. Newts		25. Budapest		35. Plastics	
6. Jaguars		16. Vikings		26. Electron		36. Shakespeare	
7. Mecca		17. Boers		27. Paris		37. Clouds	
8. X-rays		18. Guitar		28. Steel		38. Comets	
9. Arsenic		19. Nylon		29. Cattle		39. Possum	
10. Iron		20. Uruguay		30. Early Man		40. Rattlesnakes	

Number Correct

Time Taken

FOR OFFICE USE FORM 6

Here is an index of the contents of an Atlas. The index gives the following information:-

(a) The name of the place

(b) The country where it is situated

(c) The page in the atlas on which to find the map

(d) The area of the map where the place can be found.

Aberdeen	Scotland	30	Fc
Barrie	Canada	83	Gc
Besni	Turkey	72	Cb
Capri	Italy	55	Ee
Deal	England	31	Hj
Esfahan	Iran	73	Fc
Florida	Uruguay	92	Ed
Georgetown	U.S.A.	95	Hc
Heist	Belgium	44	Bc
Ilo	Peru	90	Cg
Jaipur	India	68	Ec
Jonuta	Mexico	88	Fd
Kiruna	Sweden	46	Je
Landeck	Austria	48	De
Melbourne	Australia	95	Jg

Norily	Russia	58	Hb
Norgama	Pakistan	68	Ce
Orman	Syria	74	Ee
Pecs	Hungary	56	Ba
Queenstown	Tasmania	95	Jh
Rheine	Germany	48	Bb
Swansea	Wales	31	Ej
Sydproven	Greenland	39	Pd
Tours	France	52	De
Uba	Brazil	91	Jh
Vich	Spain	51	Gb
Waterford	Eire	31	Ch
Xanthi	Greece	56	Ed
Yegros	Paraguay	92	Ec
Znin	Poland	49	Gb

READING SKILLS SCANNING EXERCISE 3

REF NO. | | | |

DATE | | | | | | |

1. On which page will you find the map of:-

Deal	Page
Jaipur	
Melbourne	
Pecs	
Waterford	

Znin	Page
Ilo	
Kiruna	
Swansea	
Capri	

2. Write out the correct page number and the area of the map, for:-

Uba	Page	Area
Orman		
Esfahan		
Jonuta		
Besni		

Yegros	Page	Area
Sydproven		
Queenstown		
Norily		
Landeck		

3. Write out the correct page number for the following countries:-

Peru	Page
Poland	
Tasmania	
Austria	

Wales	Page
Turkey	
Pakistan	
India	

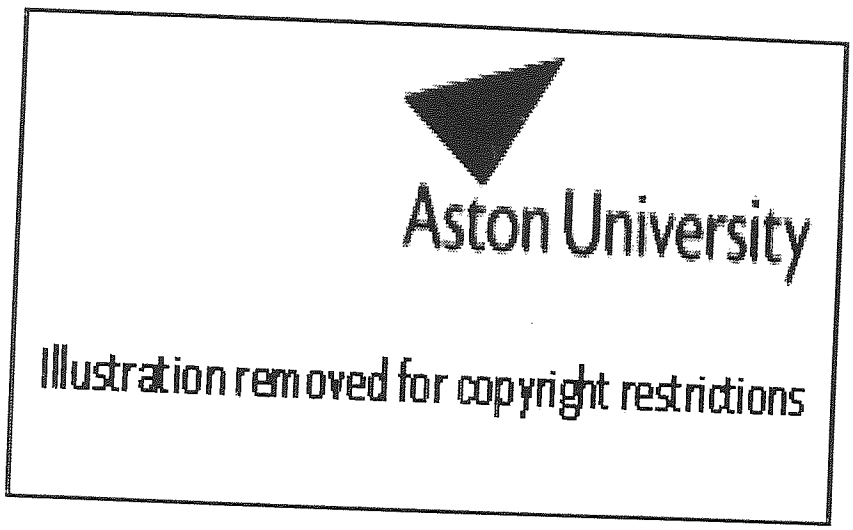
Number Correct

Time Taken

FOR OFFICE USE FORM 8

Here is a telephone directory. It gives the following information:-

(a) The surname of the person or business
(b) The initials and any title of the person
(c) The address
(d) The telephone number



READING SKILLS SCANNING EXERCISE 4 APPENDIX 20 (Page 2)

REF NO. ☐☐☐ DATE ☐☐☐☐☐☐

Answer the following questions. Your answer will be either a, b, or c.
Please write your a, b, or c in the answer column at the end of each line.

Aston University

Content has been removed for copyright reasons

FORMS 5,6,7,8,9 and 10 SCANNING EXERCISES

Notes to Literacy Supervisors

These may be used in 2 ways to show progress. Firstly, any one of the sheets may be used and the number of correct answers recorded by the Supervisor. The same sheet may be administered at a later date and the improvement in the number of correct answers can be recorded. Alternatively, if the number of correct answers is the same, then any improvement in the time taken can be recorded. The same process may be repeated with all 4 sheets in an ascending order of difficulty.

These sheets should be returned to the Office as soon as they are completed. After recording the results, they will be returned to the Supervisor for future comparison with the same sheet or other sheets.

Scanning Exercise 3,Sheet 2, Question 2 requires two answers per question. The area of the map has a reference which contains an upper case letter and a lower case letter. Supervisors should ensure that the student has recorded the reference correctly.

HANDWRITING SKILLS

REF NO. ☐☐☐ HAND USED LEFT ☐ RIGHT ☐

Please use ticks in the boxes provided and give a six-figure date reference underneath. An assessment should be made initially, and then at 3 monthly intervals.

GRIP

Satisfactory				
Progressing				
Unsatisfactory				
Date				
Comments/Details relating to progress				

LETTER FORMATION

Satisfactory				
Progressing				
Unsatisfactory				
Date				
Comments/Details relating to progress				

ABILITY TO COPY

Satisfactory				
Progressing				
Unsatisfactory				
Date				

Comments/Details relating to progress. Please indicate here whether the copied material was printed or handwritten.

SPEED OF HANDWRITING

Fast				
Medium				
Slow				
Comments/Details relating to progress				

FOR OFFICE USE

FORM 11

FORM 11 HANDWRITING SKILLS

Notes to Literacy Supervisors

This form refers to the purely physical act of writing.

It should be returned to the Office as soon as an assessment has been made, and it will be returned to Supervisors as soon as the results have been recorded.

WRITING SKILLS SHEET 1

REF NO. | | | |

Mark the columns with ticks

	BEGINNING	NOT BAD	WITH EASE	BEGINNING	NOT BAD	WITH EASE	BEGINNING	NOT BAD	WITH EASE	BEGINNING	NOT BAD	WITH EASE
1. Write his/her name												
2. Write his/her address												
3. Copy an address on to an envelope without error												
4. Write a simple note for a trader like the milkman												
5. Write a short telephone message												
6. Write the name and address of an employer												
7. Write a brief holiday postcard.												
8. Write a technically correct and complete sentence												
9. Write out a wording for a simple greetings telegram												
10. Complete a simple form requiring straight-forward personal particulars, such as Name, Address, Date of Birth, Nationality, Status and Occupation												
11. Write a note to a teacher, explaining child's absence from school												
12. Write a straightforward letter to a friend or relative												
DATE AT 3 MONTHLY INTERVALS												

FOR OFFICE USE

FORM 12

WRITING SKILLS SHEET 2

REF NO. | | | |

	BEGINNING	NOT BAD	WITH EASE	BEGINNING	NOT BAD	WITH EASE	BEGINNING	NOT BAD	WITH EASE	BEGINNING	NOT BAD	WITH EASE
13. Write a straightforward letter which does not contain mistakes of punctuation												
14. Complete a simple order form for goods of the kind found in catalogues or advertisements												
15. Write a letter to a manaufacturer complaining about defective goods												
16. Write an account of the day's events for a personal diary.												
17. Write a paragraph consisting of 2 or more sentences on any subject of his/her choice												
DATE AT 3 MONTHLY INTERVALS												
TUTOR/STUDENT COMMENTS												

FOR OFFICE USE

FORM 13

FORMS 12 AND 13 WRITING SKILLS

Notes to Literacy Supervisors

A joint assessment by tutor and student is required, as with all the assessment tasks. The list is meant to be a guide as to possible areas of writing skills. Where tutors have not included any of the items in their teaching programmes, it is hoped that this list will stimulate them into doing so.

If desired, examples of pieces of written work could be kept in a folder by the student, and then compared at 3-monthly intervals.

These 2 forms should be returned to the Office as soon as an assessment has been made. They will be returned to the Supervisor after the results have been recorded.

APPENDIX 23

WRITING SKILLS: WRITING DIET

REF NO. [ ][ ][ ]

This record sheet is designed to ensure that both tutor and student are constantly aware of:

the range of audiences for writing
the range of purposes for writing
the range of formats

and thereby encourage differences in writing styles.

FORMATS		Please Grade A–E, A= very good, C= average, E= poor
CORRESPONDENCE	(a) Personal letters	
	(b) Business letters	
	(c) Post Cards	
	(d) Notes	
FORMS	(a) Application	
	(b) Returns	
	(c) Questionnaires	
	(d) Order	
NOTICES	(a) Instructions	
	(b) Directions	
	(c) Advertisements	
	(d) Labels	
	(e) Posters	
DOCUMENTS	(a) Guarantees	
	(b) Credit Agreements	
OTHER	(a) Reports	
	(b) Essays	
	(c) Puzzles	
	(d) Crosswords	
	(e) Record Sheets	
	(f) Score Sheets	

TUTOR/STUDENT COMMENTS

FOR OFFICE USE

FORM 14

WRITING SKILLS: WRITING DIET

APPENDIX 24

REF NO, [ ][ ][ ]

Record by means of ticks in the columns provided

AUDIENCES FOR WRITING				
TO TUTOR in official capacity				
TO TUTOR as a trusted person				
TO OTHER TRUSTED PERSON				
(a) Spouse				
(b) Relative				
(c) Friend				
TO SELF				
TO UNKNOWN PERSON, as in the previous section on Formats.				
REASONS FOR WRITING				
TO SHARE AN EXPERIENCE				
TO KEEP IN TOUCH				
TO PASS ON INFORMATION				
TO LEARN SOMETHING				
TO REMIND ONESELF				
TO COMPLAIN				
TO FIND OUT SOMETHING				
OTHER				
DATE AT 3 MONTHLY INTERVALS				

TUTOR/STUDENT COMMENTS

FOR OFFICE USE

FORM 15

FORMS 14 AND 15 WRITING SKILLS: WRITING DIET

Notes to Literacy Supervisors

Form 14. The aim of this form is to widen the horizons of both tutor and student into the different formats required for writing at various times in everyday life. The grading is A – E, where A is very good, and E is poor, and refers to how well the student can accomplish any individual writing task. Each column is to be completed after 3 months, giving a total of 12 months' assessment on this form.

Form 15 aims firstly to encourage tutors and students to recognise the different styles of writing used for different audiences or readers. Secondly it aims to alert tutors and students to the reasons for writing. Recording is by means of ticks at 3-monthly intervals.

All three areas covered by Forms 14 and 15 make up a matrix of writing activities, all of which will be useful to the student in developing writing skills.

The grades are to be decided as far as possible jointly by the tutor and student.

These forms should be returned to the Office as soon as an assessment has been made. They will be returned to the Supervisor after the results have been recorded.

ANSWER SHEET: THE 16 P. F. TEST, FORM _____ (C OR D)

EXAMPLES:

1. I like to watch team games.
   a. yes, b. occasionally, c. no. — a ☐ b ☐ c ☐
2. I prefer people who:
   a. are reserved,
   b. (are) in between,
   c. make friends quickly. — a ☐ b ☐ c ☐
3. Money cannot bring happiness.
   a. yes (true), b. in between, c. no (false). — a ☐ b ☐ c ☐
4. Woman is to child as cat is to:
   a. kitten, b. dog, c. boy. — a ☐ b ☐ c ☐

NAME _____ (FIRST) _____ (MIDDLE INITIAL) _____ (LAST)

ADDRESS _____ (OR OCCUPATION OR AS INSTRUCTED)

SEX _____ (WRITE M OR F) AGE _____ (NEAREST YEAR) DATE _____

OTHER _____ (AS INSTRUCTED)

Do not write here

Factor	SCORE Raw	SCORE Std.
MD (Experimental)		
A		
B		
C		
E		
F		
G		
H		
I		
L		
M		
N		
O		
Q1		
Q2		
Q3		
Q4		

1	a ☐	b ☐	c ☐	18	a ☐	b ☐	c ☐	35	a ☐	b ☐	c ☐	52	a ☐	b ☐	c ☐	69	a ☐	b ☐	c ☐	86	a ☐	b ☐	c ☐	103	a ☐	b ☐	c ☐
2	a ☐	b ☐	c ☐	19	a ☐	b ☐	c ☐	36	a ☐	b ☐	c ☐	53	a ☐	b ☐	c ☐	70	a ☐	b ☐	c ☐	87	a ☐	b ☐	c ☐	104	a ☐	b ☐	c ☐
3	a ☐	b ☐	c ☐	20	a ☐	b ☐	c ☐	37	a ☐	b ☐	c ☐	54	a ☐	b ☐	c ☐	71	a ☐	b ☐	c ☐	88	a ☐	b ☐	c ☐	105	a ☐	b ☐	c ☐
4	a ☐	b ☐	c ☐	21	a ☐	b ☐	c ☐	38	a ☐	b ☐	c ☐	55	a ☐	b ☐	c ☐	72	a ☐	b ☐	c ☐	89	a ☐	b ☐	c ☐				
5	a ☐	b ☐	c ☐	22	a ☐	b ☐	c ☐	39	a ☐	b ☐	c ☐	56	a ☐	b ☐	c ☐	73	a ☐	b ☐	c ☐	90	a ☐	b ☐	c ☐				
6	a ☐	b ☐	c ☐	23	a ☐	b ☐	c ☐	40	a ☐	b ☐	c ☐	57	a ☐	b ☐	c ☐	74	a ☐	b ☐	c ☐	91	a ☐	b ☐	c ☐				
7	a ☐	b ☐	c ☐	24	a ☐	b ☐	c ☐	41	a ☐	b ☐	c ☐	58	a ☐	b ☐	c ☐	75	a ☐	b ☐	c ☐	92	a ☐	b ☐	c ☐				
8	a ☐	b ☐	c ☐	25	a ☐	b ☐	c ☐	42	a ☐	b ☐	c ☐	59	a ☐	b ☐	c ☐	76	a ☐	b ☐	c ☐	93	a ☐	b ☐	c ☐				
9	a ☐	b ☐	c ☐	26	a ☐	b ☐	c ☐	43	a ☐	b ☐	c ☐	60	a ☐	b ☐	c ☐	77	a ☐	b ☐	c ☐	94	a ☐	b ☐	c ☐				
10	a ☐	b ☐	c ☐	27	a ☐	b ☐	c ☐	44	a ☐	b ☐	c ☐	61	a ☐	b ☐	c ☐	78	a ☐	b ☐	c ☐	95	a ☐	b ☐	c ☐				
11	a ☐	b ☐	c ☐	28	a ☐	b ☐	c ☐	45	a ☐	b ☐	c ☐	62	a ☐	b ☐	c ☐	79	a ☐	b ☐	c ☐	96	a ☐	b ☐	c ☐				
12	a ☐	b ☐	c ☐	29	a ☐	b ☐	c ☐	46	a ☐	b ☐	c ☐	63	a ☐	b ☐	c ☐	80	a ☐	b ☐	c ☐	97	a ☐	b ☐	c ☐				
13	a ☐	b ☐	c ☐	30	a ☐	b ☐	c ☐	47	a ☐	b ☐	c ☐	64	a ☐	b ☐	c ☐	81	a ☐	b ☐	c ☐	98	a ☐	b ☐	c ☐				
14	a ☐	b ☐	c ☐	31	a ☐	b ☐	c ☐	48	a ☐	b ☐	c ☐	65	a ☐	b ☐	c ☐	82	a ☐	b ☐	c ☐	99	a ☐	b ☐	c ☐				
15	a ☐	b ☐	c ☐	32	a ☐	b ☐	c ☐	49	a ☐	b ☐	c ☐	66	a ☐	b ☐	c ☐	83	a ☐	b ☐	c ☐	100	a ☐	b ☐	c ☐				
16	a ☐	b ☐	c ☐	33	a ☐	b ☐	c ☐	50	a ☐	b ☐	c ☐	67	a ☐	b ☐	c ☐	84	a ☐	b ☐	c ☐	101	a ☐	b ☐	c ☐				
17	a ☐	b ☐	c ☐	34	a ☐	b ☐	c ☐	51	a ☐	b ☐	c ☐	68	a ☐	b ☐	c ☐	85	a ☐	b ☐	c ☐	102	a ☐	b ☐	c ☐				

FACTORS MEASURED BY THE CATTELL 16 P.F.

PERSONALITY ASSESSMENT: THE 16 P.F.(PERSONALITY FACTOR)

Notes to Literacy Supervisors

This is not a test. It is merely a questionnaire which records how the student sees himself. All students should be encouraged to answer the questions. If any student has difficulties in reading the questions, the tutor may read them aloud and also record the answers on the answer sheet.

The interesting aspect of this questionnaire relating to student personal development will be in comparing the initial findings with results of a similar but different questionnaire after 12 months. Form C, therefore, should be completed at the outset and the answer form returned to the Office immediately afterwards. Form D should only be completed after 12 months.

Tutor/student discussion should be encouraged about the questions and answers, since an interest in this area of development may act as a motivation to make progress in literacy areas. I hope that this will be seen as a pleasurable activity by all students and tutors. The questionnaire is untimed, but should take, on average, 35–45 minutes with our adult literacy students. It is important that Literacy Supervisors or tutors watch for any improper ways of indicating answers which may cause difficulty in scoring, and that an answer is given in the appropriate box on the multiple-choice proforma.

CONFIDENCE QUESTIONNAIRE

APPENDIX 27

STUDENT REFERENCE NUMBER: [ ][ ][ ]

		5	4	3	2	1
1.	Do you have more self-confidence now than you had 12 months ago? (Put a tick in column 5 if the answer is "Yes, a lot" 4 "Yes, quite a bit" 3 "Yes, reasonably" 2 "Only a little more" 1 "No")					
2.	Do you feel more at ease talking with others than you were 12 months ago? 5 - very much. 4 - quite a lot, 3 - reasonably, 2 - a little, 1 - NO					
3.	Do you have more confidence in your own ideas and opinions than you had 12 months ago? 5 - Yes, 4 - Yes, quite often, 3 - Yes, generally, 2 - Occasionally, 1 - NO.					
4.	Do you feel better at assessing facts in order to make a decision, than you were 12 months ago? 5 - Yes, 4 - Quite often, 3 - Reasonably, 2 - A little, 1 - NO					
5.	Over the last 12 months, has your style of dress changed because of your change in confidence? 5 - Yes, a lot, 4 - Generally, 3 - In some ways, 2 - A little, 1 - NO.					
6.	Are you more capable now of studying on your own outside the lessons, than you were 12 months ago? 5 - Yes, 4 - Quite a bit, 3 - Reasonably, 2 - A little, 1 - NO.					
7.	Do you think that you have more stamina now than you had 12 months ago, to stick to a task and try to complete it? 5 - Yes, 4 - Quite a lot more, 3 - reasonably, 2 - A little, 1 - NO					
8.	When you first came to the class 12 months ago, you might have felt nervous. Do you think that you are now more in control of this feeling of anxiety? 5 - Yes, 4 - Quite a bit, 3 - Reasonably, 2 - A little, 1 - NO.					
9.	Has your handwriting improved during the last 12 months? 5 - Yes, 4 - Quite a lot, 3 - Reasonably, 2 - A little, 1 - No change.					
10.	Are you more confident now than 12 months ago to help to create the learning programme? 5 - Yes, 4 - Quite a lot, 3 - Reasonably, 2 - A little, 1 - NO.					
11.	As a result of your attendance at classes during the last 12 months, have there been any changes in your relationships with members of your family - for example do you now take on new responsibilities? 5 - Yes, 4 - Quite a lot, 3 - A few things are different, 2 - One or two slight changes, 1 - No change.					
12.	As a result of your attendance at classes during the last 12 months, have there been any changes in your relationships in your social life - for example joining a new club? 5 - Yes, there have been many changes, 4 - Quite a lot, 3 - a few things are different, 2 - One or two slight changes, 1 - No change.					

PROGRESS QUESTIONNAIRE

Here are some questions which ask you to think about the progress you have made during the last twelve months. They are not concerned with the knowledge you have gained, but with changes in yourself and your attitudes. You are asked only to put a tick in the appropriate column, where 5 is the highest amount of progress or change, and 1 is the lowest. All the answers will be treated as confidential. You may consult your tutor to clarify any question or your answers.

STANDARD
PROGRESSIVE MATRICES
SETS A, B, C, D, & E

R-F No. _____

A	B	C	D	E
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12

LETTER OF APPRECIATION FROM A STUDENT

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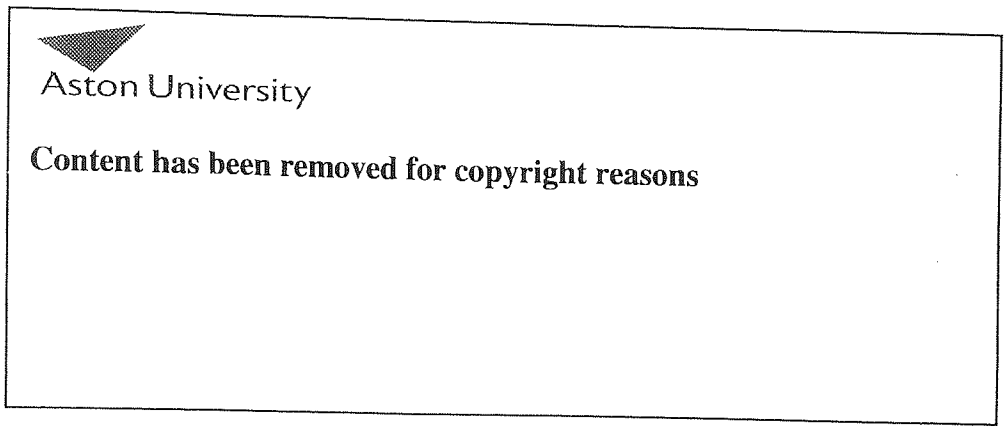
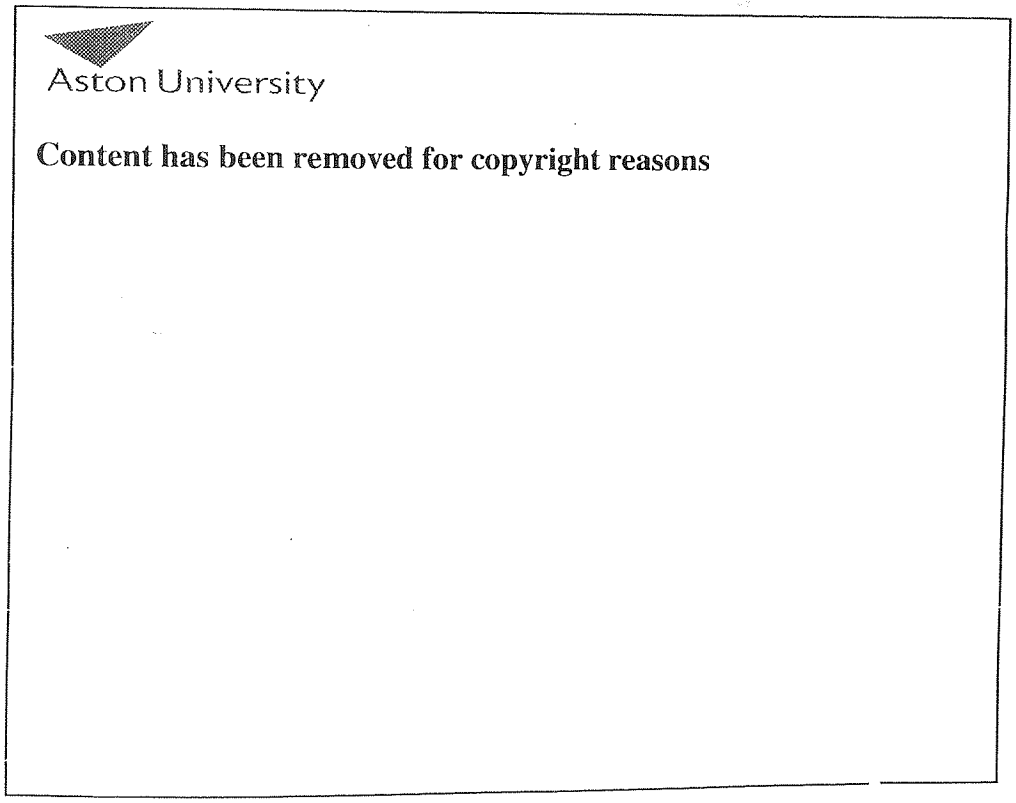
A LETTER FROM A STUDENT EXPRESSING HIS FEELINGS.

AN EXAMPLE OF A STUDENT'S HANDWRITING AT THE BEGINNING OF TUITION





A STUDENT'S FIRST ATTEMPT TO TRANSFER HIS THOUGHTS INTO WRITING.

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WARRINGTON INITIAL ASSESSMENT PROCEDURES

The first interview is seen as the beginning of the tuition process and not distinct from it. Thus, the aim is to help the student to feel at ease on his return to study by a joint appraisal of his perceived needs, strengths and weaknesses in an informal meeting. At the end of the interview, it is hoped that the student is more aware of what he can do (rather than all he knows he cannot do) and so has an increased feeling of confidence in his ability to overcome his literacy problems.

A. READING

1. Neale Reading Assessment. This is used in the absence of an adult series of graded passages. Form C is used with the omission of the childish pictures and Sheet 4 is read before Sheet 3. Experience has shown that adults find Sheet 4 easier to read, possibly because of the familiar subject matter. The Neale miscue analysis is used diagnostically and a reading age is not calculated.

   The student reads a passage aloud or silently if he so wishes on the later passages. Questions are asked to check comprehension at literal and inferential levels.

   Tutor and student together go over the errors made, these having been jotted down by the tutor during the reading, to gain insights into the strategies the student is using in his reading. The tutor then briefly describes to the student the strengths which he has, and those areas for further development amongst the following:-

   Sight vovabulary
   Phonic skills
   Use of syllables and words-within-words
   Use of context
   Extent of spoken vocabulary

2. Where, through conversation, the tutor feels that the student could not succeed in reading the first passage of the Neale Analysis, then a selection of social sight words with illustrations are looked at.

3. Alphabetical Order. The student is asked
   either (a) to write out the alphabet
   or (b) to look up "Mr.Cash" in the telephone directory, so that the tutor can assess his knowledge of alphabet, layout of

the directory, and scanning skills.

4. The student is asked at some point in the interview what he needs or wants to be able to read, so that the volunteer tutor has an indication of what she could be working towards with the student.

B.WRITING

1. A student sample is obtained, of
   (a) name and address. If this is done with ease, then
   (b) a holiday postcard or letter of application for a job, depending on which the tutor feels the student could cope with.

   The student is informed that the tutor does not want a perfect piece but wants to see his mistakes, so that there are clues for the aspects of written English which the student needs to improve. The student is left alone at this point so that he does not feel that someone is "breathing down his neck". The piece is looked at together by student and tutor. Strengths are mentioned first and then areas of weakness examined, with the tutor encouraging the student to spot his errors rather than the tutor pointing them out. Areas which are examined are:-

   Layout
   Appropriateness of the content
   Appropriateness of expression (i.e.formal/informal)
   Punctuation
   Spelling
   Handwriting
   Proof-reading skills

2. The student is asked at some point in the interview what he needs to write in his day-to-day life, so that the volunteer tutor has some areas to work on immediately.

This analysis is written up (with the student's knowledge) with tuition notes added throughout for the volunteer tutor. The notes include all the above information with reference to materials and appropriate teaching techniques with which the tutors are already familiar from the Basic Training Course. This enables the report to be used jointly by volunteer tutor and student in the first lesson and subsequent lessons, to plan the future programme. Before the first lesson the tutor has a planning session with the volunteer

tutor, during which the first lesson is worked out.

Example No. 1 of Student Initial Assessment Notes

Student Information Sheet

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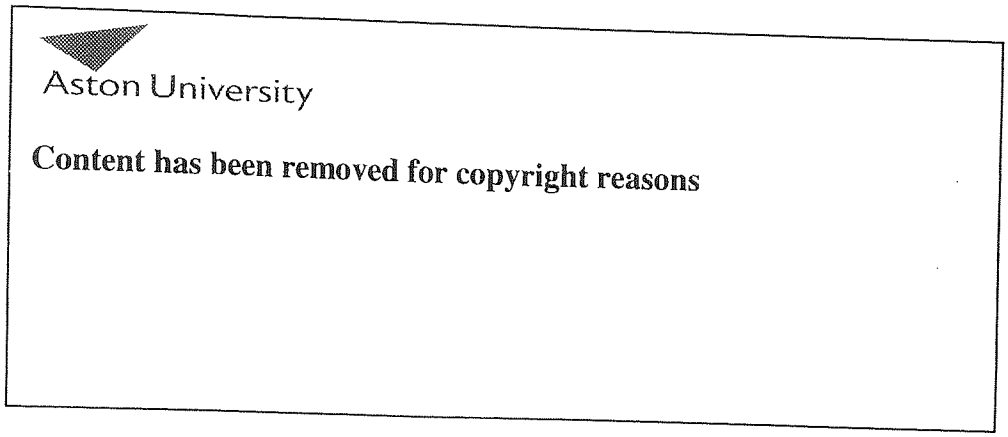
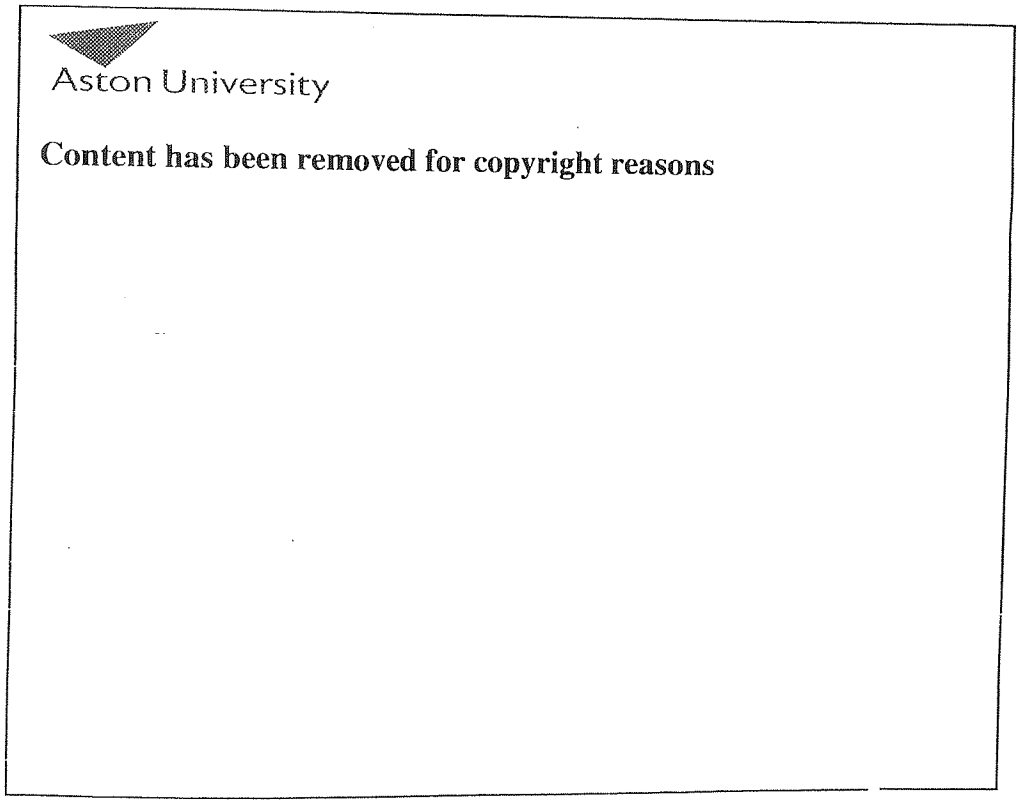
EXAMPLE OF STUDENT HANDWRITING OBTAINED AT THE INITIAL INTERVIEW





Example No. 2 of Student Initial Assessment Notes

Student Information Sheet

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SOURCES OF MATERIALS AVAILABLE IN THE WARRINGTON ADULT LITERACY SCHEME, WHICH COULD BE USED IN CONJUNCTION WITH THE STUDENT READING DIET

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No	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
1.	1. Beginning level	Tutor Make sure the learner can write his own name legibly	A,B		Careful records, special exercise books from the start!
2.		Tutor: Help learner to read/write own address. Begin to learn it by heart.	B	Address is a practical necessity before, skills are mastered.	See back page of Margaret Peter's 'Diagnostic and remedial and spelling Manual'.
3.	Tutor: write on cards all the social sight words which a beginning level adult learner can read. Encourage a beginner to tell you the words he/she needs.		D	Even beginners can read some words.(eg. family's names, car names, street signs) use of context clues not cheating - a normal part of reading. This must become concious. This is not a task! Rather, the beginning of a process.	1. Jim's birthday 2. Teaching adults to read 3. pp33-34 'Reading, How to' 4. Individual cards for individual learners
4.	Tutor: introduce all letters of the alphabet in capital and small letters, as they arise. Worry about the order later!	Tutor: Encourage the learner to copy the alphabet in small and capital letters.	... A,B A	a. This is, of course, a skill to be developed alongside other skills - not a task to be worked at to the exclusion of everything else. History of language worksheets useful here. b. Remember: there are a number of skills in this area alone: *discrimination of letters; *ability to copy (motor skills); *ability to remember letters; *ability to relate letters to sounds.	1. Scrabble 2. Alpha to Omega. 3. Teaching adults to read. 4. ALBA Pack 5. See pp112-114 - 'Reading, How to.' 6. See J.E. Merritt. Reading failure: a re-examination: In 'Reading Problems and Practices'. pp186-195 7. Worksheet: The history of language.

No.	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
5.		Tutor: Encourage a beginner to copy the social sight words which you have written on cards.	B, E (i) (ii) (iii)	It is important that reading, sounding and writing develop concurrently, and eventually become integrated and a systematic approach must be made	1. Worksheets: organising study. 2. Alpha to Omega 3. pp 147-161 'Reading, how to' 4. Teaching adults to read
6.	Tutor A real beginner needs to learn to recognise letters and link sounds to letters and combinations of letters, in a meaningful, adult context. Much ingenuity called for.		B,E (i) (ii) (iii)	This is, of course, the beginning of a process: not a task in the sense of writing own address. Use of brain, eyes and ears. Basic study skills very necessary.	1. Worksheets: organising study. 2. Alpha to Omega 3. pp 147-161 'Reading, how to' 4. Teaching adults to read.
7.		Tutor: Develop use of alphabetical order by encouraging the learner to begin a personal dictionary of words.	C	This encourages independant learning, as well as developing alphabetic skills.	Exercise book with alphabetical index - otherwise, learner to devise own index in exercise book.
8.	Tutor If the learner would like to send Birthday/Xmas cards, bring examples of short messages in cards. (Up to 4/5 words) (eg. Best wishes).	Tutor: Offer help in writing Christmas/ Birthday cards, if the learner would like to do this. Tutor could offer help with similar tasks (work record sheets etc) to encourage learner to use new skills beyond classroom.	E B D	A learner's confidence could be greatly boosted by beginning to send greetings cards. A process to continue throughout tuition.	real examples! words on cards; can be linked to word families in 'Alpha to Omega'. any forms the learner has to complete

No.	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
9.	Tutor Explain to the learner how to find the phone nos. of friends/relations in the telephone directory. Find 2 or 3 names of family, friends, Town Hall, place of work etc.	Tutor: suggest that the learner should copy these, and develop the use of literacy skills. beyond classroom. Use of phone books should continue until learner uses them automatically.	H,C B&E	Further reinforcement of the use of alphabetical order and the need for index stems. Student could start a personal address book. Develop willingness to use phone book.	1.Telephone Directory. 2.Workshoet: The Telephone Directory; address book if wished.
10.		Tutor Help the learner to layout addresses (which are written on one line in phone book) in the style of writing an envelope.	B,I	This is a skill which tends to be taken for granted. Once it is learned, that is that. Once and for all.	See p.2 of 'Filling the gaps'
11.	Tutor copy out the instructions for use of a public telephone, and work through these until the learner is familiar with what they mean.	Carry out instructions for use of a public telephone.	E	Practical application of skills. Care must be taken to avoid embarrassment. One learner might best learn from another if tuition takes place in a group.	1. Use flash cards for important social words. 2. See front section of Directories. 3. See also 'Jim's Birthday' for instructions for Emergency phone calls. 4. p.6 Basic skills you need 5. Unit A7 'Language in use'

No	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
12.	Tutor Encourage the learner to read an evening's T.V. programme for one channel (ITV, BBC1, BBC2)(or radio listening)	Tutor and learner Work out, from T.V. programmes listed in newspapers, an evening's viewing or listening. Repeat until learner is at ease with the task.	C,D,E,E+	Choose channel with which the learner is familiar, and a favourite night. The learner should be able to read many programme titles, through seeing them on T.V. screen. Good source of discussion and encouragement to wider choices etc. You could draw attention to Adult Education programmes	1. Local evening paper/TV times Radio times 2. Unit B3 in 'Language in use' 3. Pick and choose.
13.	2. Middle level Tutor: Encourage the learner to develop literacy skills through reading which really interests and/ or is related to practical needs.	Tutor Encourage intelligent, enjoyable reading by discussing the main idea of each passage, and your own and the learner's attitude to this. Ask the learner to predict what might come next.	D,E,E+	Recognition not memory. Learner must be re-assured that re-reading is the norm. (Memory testing at school may have make a poor reader believe that re-reading, or studying a text is cheating). It may be very difficult to overcome this. A long term process again, of course. Tutor may have to design special materials based on Stauffer's and Kohl's ideas.	1. Liverpool News 2. Anita Jackson's Spirals. 1st level 3. R. Stauffer: 'Dictated experience stories' in 'The Reading Curriculum' 4. Worksheets; organising study 5. Worksheets: Mending a gutter Mending a gate. 6. pp145-6 'Reading, how to' 7. Unit A3 - Language in use
14.	Tutor and learner Choose cut-out coupons for interesting leaflets/ catalogues from a magazine or paper.	Learner Fill in the coupons, write envelopes, send for the leaflets/ catalogues.	E+,F,H, B,D	What interests the learner? Catalogues(especially if illustrated) related to real interests will help develop reading, access and interpretation skills. Boost to confidence to send for something beyond classroom situation	1. Filling the Gaps. 2. Relevant Magazines.

No	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
15.	Tutor and learner Choose an order form for something needed	Learner Fill in the form, and send off.	C,H,I, E+,D	More complex than sending off a cut-out coupon. Careful analysis of skill needed. May take several sessions to ensure understanding of organisation of order forms.	Back page of 'Filling the Gaps'
16.		Tutor Encourage learners to write shopping lists, or any other kind of memory-aiding list. (Plenty of practice of difficult spellings)	B,C,D, E,E+,F	Learners need all possible encouragement to make notes as an aid to organising daily problems.	1. Worksheet 'Making a start' (Vocabulary lists) 2. Pick and choose
17.	Learner Read clues of easy crosswords.	Learner Complete easy crosswords with any help necessary Graduate through time to 'normal' puzzles.	B,E,E+, F	As well as being a social need of learners who are unable to join in communal crossword games, the crossword is an excellent learning aid for the development of spelling.	1. Liverpool News crosswords 2. Adult Literacy Project Crossword book. 3. Lawrence. Systematic crosswords 4. Structural crossword puzzles
18.	Tutor Encourage the learner to look up words in a dictionary		C,E,E+	Convention of giving root word and derivative words needs to be explained. Stress marks also should be explained: aid to pronunciation.	Good first dictionary: Black's writing dictionary.

No	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
19.	Learner, with help from tutor, choose and read, and re-read as often as needed, an account of a street domestic/industrial incident. Start with a very simple straightforward account.	Learner Copy each sentence onto a strip of card. Reorganise into correct sequence without looking back.	C,D,E,F, F+,I	Encouragement of reading for meaning, linking cause and effect. You may find a learner has great difficulty here, in which case plenty of practice is indicated. Choice of clear items is necessary.	1. Liverpool News, or learner's own writing. Card, scissors 2. Unit G1 in 'Language in use'
20.	Tutor Help the learner to read and understand a bus/train timetable.		E,E+,C, H,I	Must be structured and appropriate - arising from needs This is a once-and-for-all skill, very useful for everyday life.	1. Local timetables 2. Basic skills you need p.53. 3. Pick and choose
21.		Tutor Help the learner to write notes to schoolteacher milkman/workmate, or begin to keep a diary.	E,E+,F, F+,G,B	Must be structured and appropriate - arising from needs Learners must define their own purposes for learning to read/write, and aim to fulfill them	Worksheet: MAKING A START. (An aid to forming simple sentences)
22.	Tutor Ensure the learner can read and understand a simple cafe menu.		C,E,H, I	Menus tend to be organised in a variety of ways. Good discussion points, basis for written work.	1. Jim's Birthday 2. Real menus or copies
23.		Tutor and learner Work out a sketch map of own homes and surrounding streets.	E,E+, H,I	The conventions of maps may be quite foreign to a learner, in which case skills should be analysed and time spent on this area.	Worksheet: Using maps

No	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
24.		Tutor Encourage learner to write a postcard for record request or write a letter for whatever purpose may arise. Time and time again!	B,C,E,E+, F,F+,G	This should arise from learners needs. Need for discussion on purposes for writing: What do you want to know? What do you want to say? Do you want a reply?	1. Worksheets: 'By popular request', 'Writing a letter' 2. Impact Assignments
25.	Tutor Ensure that learner recognises the difference between a bill and a receipt		F+,I	This is a crucial skill! Anyone who cannot tell the difference is very vulnerable to unscrupulous people. Learners may insist they have this skill. It's worth checking., in the nicest possible way, of course!	Bills and receipts
26.	Tutor as part of reading tuition, encourage awareness of variations in prices, weight and price per lb., sizes; washing instructions etc. on consumer goods.		E,E+, H,I	These are complex skills, which can never be totally 'known'. The learner should be helped (and in sorting it out, the tutor will be helped too!)	1. Collection of labels. Personal worksheets 2. p116 Basic skills you need 3. Mail order catalogues.
27.	Learner Bring to your tutor any instructions for a domestic product or written items to do with work, which you find hard to read.	Tutor help the learner to understand instructions, so that he/she can carry them out, or explain how to carry them out in own words.	E,E+, F, F+,H,I	Unusual spellings can be taken from examples, and related to similar sound/spelling relationships. Variations in use of words can be discussed. It is necessary that competence in skills is constantly tested by using them. Learners will only be convinced of their progress if they can do more things outside the classroom.	1. Alpha to Omega 2. Teaching Adults to read 3. Real examples of instructions 4. p96 Basic skills you need 5. Units A7,A8, Language in use 6. Worksheet, giving instructions

No.	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
28.	Tutor Help learner to look up own street and/or place of work etc in A-Z guide.		C,D,E E+,H,I	A development from task 21. An opportunity to develop interesting, useful worksheets for the learner.	1. A-Z Map 2. Tourist office maps
29.	Tutor Encourage learner to compare adverts for similar products		D,E,E+, I	Adults unable to compare effectively are vulnerable. Like price/weight, this cannot be totally 'known', but awareness developed.	1. Unit B9 'Language in use' 2. Pick & Choose 3. Adverts of interest to the learner. 4. P13 Basic skills you need
30.	Learner make sure you understand difference between an index and a list of contents, and other signposts to information in the front and back of books		C,D,H, I	Develops the awareness of the need to organise written information, and to understand this kind of organisation.	1. Yellow pages 2. Telephone Directory 3. Liverpool Echo Booklet etc. 4. Magazines, encyclopaedias Mail order catalogues.
31.	5. Top level Learner: choose and read newspaper articles which interests you	Work out and write down 5 questions beginning with 'why?' Ask your tutor, or friends to answer them	C,D,E, E+,F,F+, G,I	Independent learning - away from tutor based to learner based to tasks. Learner encouraged to think why article is interesting. Questions are often more useful than answers in trying to define this.	1. Items chosen by learner 2. Unit A3 'Language in use'

No.	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
32.		Learner Write a numbered list of reasons for attending adult basic education classes	B,C,F, F+,G	Discussion, priorities, effects and side effects. Encourage learner to look beyond Basic English tuition to independant learning	De Bono approach: "Consider all factors" etc.
33.	Learner with tutor make sure you can understand how classified advertisements in newspapers or Exchange & Mart are organised	Learner: make sure you practise finding items in the 'Classified section of a paper (eg. a 1975 Ford car; an electric guitar; a terraced house) and that you understand the system	C,F,I	Much discussion needed. Adults who have been non-readers will probably need Careful tuition into these systems. (Begin with own experience: list of household items to be sorted into categories like: food, clothing, cleaning. untensils, furniture	Workbook: Guide to the Liverpool Echo (Merseyside only)
34.	Learner: make sure you can understand main points in job adverts. Check with your tutor	Learner Make sure you practise writing letters applying for jobs, or for other purposes	D,E+,F, F+,G,H, I,	Obviously a very necessary skill! Learner's awareness of opportunities could be enhanced by these activities.(Comprehension work, close-procedure etc)	1. Workbook: "Guide to the Liverpool Echo".(Merseyside only) 2. Worksheets: Writing letters 3. Unit 4 Language in use
35.	Learner Make sure you can thoroughly understand job application forms, relevant to your own needs	Learner Make sure you can fill in job application forms. If you are sending a real application form ask your tutor to check it. Try devising own forms for computer dating. What would you want to know?	C,D,E,E+ F,F+,G, H,I,	A major problem area. Oral skills required for telephoning, attending interviews etc. also need to be explored. It is useful to analyse application forms into 2 categories: a. sections asking for information b. sections giving information	1. How a cheque book works 2. P127 Basic skills you need 3. Real forms. (to be broken into stages by tutor) 4. Unit K4 Language in use 5. Job Application worksheets 6. (More general - but applicable here: Listening skills builder worksheet)

No.	Reading: recognising and understanding	Communication through writing	Skills developed	Notes	Materials
36.	Learner: make sure you can read and understand examples of social servise/national insurance/housing application forms, or whatever you need.	Learner Fill in examples of social services/ national insurance/ housing application forms.	C,D,E,E+, F,F+,G,H, I	As in 35 above, there is much scope for the discussion of the language of forms. Tutors will learn much from these activities!	1. Real forms 2. Units K6+K10 Language in use.
37.		Tutor and learner Discuss incidents which you have both observed. Both of you write short reports, in the manner expected by, for instance, a factory inspector. Compare and discuss reports.	C,D,E,E+, F,F+,G,I	Writing brief reports is required very frequently in industry (accidents to people and machines) and is a much prized skill. There will be much discussion on the variations in interpretation of an incident, and the care needed for precise recording	Units A4, A5, G1, G10 Language in use.
38.	Learner: make sure you understand how Libraries work.	Learner and Tutor: make sure you can use your own library by going there and testing your knowledge	C,H		When did you last use your library? booklet (Merseyside only)
39.		Learner: if you aim to go into Further Education or enter a training scheme, make sure you can take notes	C,D,E,E+, F,F+,G,I	This is a process which it will take time to build up. It is often difficult for adult learners to write what seems to be 'incorrect' notes (eg. omitting 'the' and 'a' etc.)	1. Unit B2.Language in use 2. Impact Assignments in English

Skills Necessary To Competent Use Of Language

The letters in column 4 of the Basic Programme relate to this list of skills.

1. Letter discrimination.
2. Letter formation - motor skills - left right co-ordination - layout- handwriting - graphic skills.
3. Sequencing - Alphabetical order and its application - address book - telephone directory - reference books - libraries. Listing - organisation of facts and ideas - cause and effect.
4. Use of context - meaning/ word recognition from visual or verbal context.
5. The ability to relate sound, meaning and writing. In the fluent reader this is an unconscious process - the relating of units of sound (phonemes) to letters and groups of letters (graphemes) used to represent those sounds in writing, and meanings as represented in words or parts of words (morphemes).
6. The application and extended use of the skills in (5) in a variety of contexts - understanding a variety of different uses of language; various types of reading: intensive, skimming; critical skills; recognition of ambiguities.
7. The ability to use the relationships in (5) when writing and spelling.
8. The ability to use language with flexibility - to have a command of, and be able to use, content words (e.g. table, love, unemployment) and structure words (e.g. for, to, by, is) in the most appropriate ways.
9. Punctuation, paragraphing.
10. Access skills: the ability to locate and understand and be able to make use of information from newspapers, libraries, the Radio Times etc..
11. Interpretative skills: the ability to understand and interpret from data - reports, graphs, statistics, bills, leaflets.

Merseyside and Cheshire Inter-Authorities Co-ordinating Committee

Books and worksheets referred to in the Basic Programme

1. Jim's Birthday (MCIACC)
2. Liverpool News, Impact Trust, Waterloo Buildings, Cases St., Liverpo
3. Reading, How To. Herbert Kohl. Penguin Education.
4. Diagnostic and remedial spelling manual. Margaret Peters. Macmillan.
5. Alpha to Omega:The A-Z of spelling. Hornsby and Shear. Heinemann.
6. ALRA Resource Pack for Volunteer Tutors
7. Reading Problems and Practice. ed Jessie Reid. U.L.P.
8. Worksheet: The History of Language (MCIACC)
9. Worksheets: Organising Study (MCIACC)
10. Teaching Adults To Read. Tom Macfarlane. Interprint Graphic Services Half Moon St., Bagshot, Surrey.
11. Worksheets: Mending The Gutter (MCIACC) (Suggested as models
12. Mending The Back Gate for tutors, in orde
13. Changing Oil to devise worksheet
14. Spark Plugs around learners'
15. Football interests)
16. Worksheet: The Telephone Directory (MCIACC)
17. Filling The Gaps. Impact Trust.
18. Language In Use. Doughty, Pearce & Thornton. E.J.Arnold
19. Spirals Readers. Anita Jackson. Heinemann in assoc. with I.L.E.A..
20. The Reading Curriculum. ed. Melnik & Merritt. U.L.P.
21. Worksheet: Making A Start (MCIACC)
22. Liverpool Adult Literacy Project Book of Crosswords. Liverpool L.E.A
23. Systematic Crosswords. Lawrence. Evans.
24. Worksheets: Using Maps (MCIACC)
25. Basic Skills You Need. H.M.Dobinson. Nelson.
26. Black's Writing Dictionary. A.& C.Black.
27. Worksheets: Writing A Letter and By Popular Request (MCIACC)
28. Impact Assignments. R.B.Heath. Longman
29. Teaching Thinking. Edward de Bono. Penguin
30. Guide To The Liverpool Echo.
31. How A Cheque Book Works. Midland Bank
32. Worksheets: Oral English sessions (MCIACC)
33. Applying For A Job (MCIACC)
34. Listening Skills Builder (MCIACC)
35. When Did You Last Use Your Library? Liverpool C'ttee for Adult Lite

WRITING DIET

FORMATS		EXAMPLES	BEGINNING	NOT BAD	WITH EASE	BEGINNING	NOT BAD	WITH EASE	BEGINNING	NOT BAD	WITH EASE	BEGINNING	NOT BAD
CORRESPONDENCE	(a) Personal letters	to a friend; or relation; thank you letter;											
	(b) Business letters	for a job; letter of complaint; to T.V. or newspaper;											
	(c) Post Cards	from holiday;											
	(d) Notes	to teachers; to milkman; to self, e.g. shopping list or phone message											
FORMS	(a) Application	for a job; to join a club;											
	(b) Returns	income tax return; voting registration;											
	(c) Questionnaires	sometimes found in magazines; this is a questionnaire! ;											
	(d) Order	Catalogues; newspapers;											
NOTICES	(a) Instructions	How to cook a meal;											
	(b) Directions	How to find a place; Route finding activities											
	(c) Advertisements	To sell a car/pram/house in a newspaper;											
	(d) Labels	In the kitchen; on holiday luggage;											
	(e) Posters	Design one for a political meeting or to recruit students for here;											
DOCUMENTS	(a) Guarantees	When you have bought something;											
	(b) Credit agreements	Hire purchase form;											
OTHER	(a) Reports	Accident report; minutes of meeting;											
	(b) Essays	Writing a diary/poem/story;											
	(c) Puzzles	Puzzle books;											
	(d) Crosswords	From the newspapers;											
	(e) Record Sheets	At work; tutor/student records;											
	(f) Score Sheets	Darts/bowling; football coupons;											

Put the letters H,W, or L in the boxes if you have written any of the items at Home, at Work or in the Lesson. A box could have more than one letter e.g. you may write Notes at home and at work (H,W). You may also write Notes at home (H) with ease, or at Work (W) not bad, and you would then record these in the two columns.

FORM 14

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