A WHOLE LANGUAGE CURRICULUM FOR NONREADING, LIMITED ENGLISH PROFICIENT NATIVE AMERICAN ADULT FACTORY WORKERS

by

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DEDICATION

This dissertation is dedicated to my grandmothers, Mrs. Emma Louise Stephens Sanders, who taught me the value of an education, and the late Mrs. Frances Thorpe Tomat, who encouraged me to be the best that I could be.

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CHAPTER I

INTRODUCTION

Background of the Study

It is advocated by some in the field of adult education that "literacy" be defined broadly to include more than just basic skills in reading and writing. According to Soifer and colleagues (1990), "A survey of the history of adult literacy efforts over the years indicates that literacy attempts have been based on a restricted outlook and that a more encompassing view of adult literacy is needed" (p. 7). Similarly, Howards (1989) contends that few educators involved with the adult education process seem to define literacy as anything more than an accretion of skills that are necessary to read and write in particular contexts. Literacy should involve a more comprehensive understanding of literature and language; some meat needs to be put "on the bones of dry word recognition skills" (p. 6).

Functional definitions of literacy include more than word recognition skills and basic reading and writing. The term "functional literacy" is used by Hunter and Harman (1979) to mean "the possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job-holders, and members of

social, religious, or other associations of their choosing" (p. 7). Their definition places importance upon the goals of the learners and the abilities of the learners to "read and write adequately to satisfy the requirements they set for themselves as being important for their own lives" (p. 7). Similarly Bormuth (1975) defines literacy as "the ability to respond competently to real world reading tasks" (p. 65). These functional definitions include adult interests and goals and emphasize the importance of functioning more effectively in everyday life and work situations. The basic skills of reading and writing are simply means to that end and should not be seen as an end in themselves.

Freire (1970, 1973, 1985) sees literacy to be more encompassing than the functional definitions. Literacy, according to Freire, is intrinsically linked to cultural and political factors. Literacy develops "students' consciousness of their rights, along with their critical presence in the real world" (Freire, 1985, p.10). Literacy is much more than decoding someone else's message. Literacy provides ways for adult students to not only understand, but to alter their worlds, and as such can be empowering and liberating (Rigg, 1991).

Broader definitions of "literacy" contain important implications for adult education programs and the type of

curriculum that is implemented within those programs. Those who hold more encompassing views of the adult literacy process advocate curriculums that are learner centered, based upon the culture and experiences of the learners. Freire (1987) states that he is against most adult literacy programs because they give people "access to a predetermined and pre-established discourse while silencing their own voices which should be amplified in the reinvention of the new society" (p. 55). Literacy programs and schools, which are based upon a more narrow view of literacy, alienate and ignore/neglect the students' histories and cultures, and day-to-day experiences. Such programs use curricula and texts which do not reflect the experiences of the nonliterate learners. The illiterate are disempowered by such programs that distort their reality and motivation to become literate.

The adult literacy process, according to Freire, must be meaningful and emancipatory to the learners. Freire (1987) states, "I always saw teaching adults to read and write as a political act, an act of knowledge, and...creative act " (p. 34). For adult programs to be meaningful educators must work with the experiences that adults bring to the educational sites. Freire (1985) advocates an acknowledgement of the adults' culture, language, real-life experiences and "all the past and on-

going knowledge acquired through their experience" (p. 8). He thus calls for a type of humanistic, learner-centered, adult education program which uses learner experiences as the core of the program.

The need for curriculum development existed in an adult workplace literacy program in which the author of the present study worked. The workplace program was designed to include literacy classes for nonliterate Native Americans who were working in a factory setting. These workers were limited English speaking. When the workplace project began, no curriculum existed for these adults. The author of the study developed and implemented a learner-centered curriculum in which the experiences of the learners served as the core. The curriculum included three strands: (1) Culture Strand; (2) Family Life Strand; and, (3) Workplace Literacy Strand. In each of these strands the culture and experiences of the students served as the foundation for learning new information. Since the learners were limited English speaking, current ideas and methodology from the English as a Second Language field were also incorporated into the classes.

A review of the literature on adult education reveals that many adults enrolled in education classes are learning English as a Second Language (ESL). At the time of Hunter and Harman's (1979) "Report to the Ford Foundation"

regarding illiteracy in the United States, it was found that twenty percent of the Adult Basic Education students were learning ESL. These adults, as well as those who speak English as a first language, need to be involved in educational programs that are meaningful and appropriate for them. There are researchers and educators in the field of second language acquisition who also advocate a type of learner-centered curriculum (Krashen, 1983; Taylor, 1983; Rivers, 1988; Omaggio, 1986). Long and Richards (1987) state that second language research "has shown the learner to be a mentally active participant in the second language classroom, not an empty vessel into which the teacher drills the second language as he or she chooses" (p. 27).

Taylor (1983) describes the incorporation of a communicative, student-centered component within the ESL classroom. His curriculum suggestions are based on second language acquisition theory and research by Krashen (1982) Taylor claims that for most learners "acquisition of a second language will take place only to the extent that those learners are exposed to and engaged in contextually rich, genuine, meaningful communication in that language" (p. 46). Adult second language learners must be involved in active participation in real communication that is interesting to them. Krashen maintains that communicative competence is achieved by subconsciously acquiring the

second language, in real communication situations such as conversation. This theory of second language acquisition suggests that the process is similar to the way that children acquire their first language. Adult ESL learners must have opportunities in the classroom to use the new language in real situations and social settings. Taylor (1983) states:

> Language is best acquired when it is not studied in a direct or explicit way; it is acquired most effectively when it is used as a vehicle for doing something else-when learners are directly involved in accomplishing something via the language and therefore have a personal interest in the outcome of what they are using the language to do. (p. 46)

The adult program for the second language learner must be meaningful to the student, just as it must be for the first language user. Education programs for the second language learners have moved away from "highly structured, teacher-centered, grammar-based teaching in favor of task-oriented, communicatively based, learner-centered teaching, often including the use of certain so-called 'humanistic' approaches" (Taylor, 1983, p.50).

According to Soifer and colleagues (1989, 1990), Howards (1980, 1989), and Simich-Dudgeon (1989) traditional, adult education programs in which reading and writing are taught only with a focus on skills (i.e. recognizing words, identifying parts of speech) and/or subskills (phonics instruction, such as teaching vowel sounds) do not relate

directly to the purposes of the learners. This would include not only first language learners, but second language learners as well. The basic skills should not be taught as entities apart from the adult's interests and goals.

Howards (1989) contends that too many programs for adults consist of curriculums that are skills-based approaches and thinking has been taken out of reading and writing. Students are not taught as they should be, as "highly motivated, eager and experienced adults who go to adult education programs against the odds" (p. 17). Rather, many literacy programs view adults enrolled as only students who can learn to sound out words. Materials of these programs often consist of workbooks and phonics exercises designed for children. Many are similar to children's texts and labeled as adult. Ironically these are the same types of materials with which many adult students had difficulty in school and failed so miserably. The pre-packaged basal type texts and instructional approaches that focus only upon the finished product should be replaced by curricula with a focus on the processes involved (Soifer and colleagues, 1990; Howards, 1980, 1989; Kennedy & Roeder, 1975). Curricula must be adaptable to the learners and respect, rather than ignore, cultural backgrounds, language differences, and experiences.

Of those who broadly define literacy, many suggest a whole language framework for adult programs as an appropriate response to meet the needs of the learners (Soifer and colleagues 1990; Simich-Dudgeon, 1989). Many whole language advocates have been influenced by Freire's humanistic philosophy and his work throughout the world with culturally diverse adult peasant groups. The whole language philosophy may be understood through a cognitive theory of learning in which learning is defined as an active process in which knowledge is constructed through the active selection and interpretation of environmental information (Akers, 1982). Learning is not a passive process, but rather an active process in which one learns by relating the known, prior knowledge and experiences, to the unknown in an attempt to make sense out of environmental information. The learner, therefore, is not a passive recipient of knowledge, but actively constructs his/her own knowledge.

The whole language framework evolves from developmental psycholinguistic theory and research which maintains that children construct their own knowledge of language. Goodman (1979) adapted the principles of developmental psycholinguistics to propose a psycholinguistic model of the reading process. His research (1979) indicated that readers are language users and that reading is a language activity. Reading is an active process

in which the reader focuses on constructing meaning and using his/her experiences and knowledge about language to predict and construct meaning during reading. Reading, therefore, involves making meaning, not decoding print to speech.

With a whole language framework the content of the curriculum and the instructional strategies implemented involve meaningful, relevant, functional language that is whole and not broken down into bits and pieces as with a fragmented skills-based approach (Goodman, 1986). Soifer and colleagues (1990) explain whole language as it relates to the adult learner:

> A whole language framework for adult literacy instruction is advocated. The phrase "whole language" summarizes the basic principle that language is the medium for the learning and teaching of all content and is meaningful only when it is whole. Language is the vehicle through which learners' needs and interests are expressed, learners and teachers are engaged in collaborative efforts, learners' background knowledge is accessed and activated, and information from printed and computerized sources is gleaned. Reading, listening, speaking, and writing-the tools for learning-are incorporated in lessons in all subjects. All of these language areas are interrelated and interdependent; they nurture each other and are mutually strengthened as each becomes stronger. (p. 10)

An adult curriculum with a whole language framework focuses upon process and content. It is implemented with the realization that "it takes education and experience and a significant commitment of time and energy to achieve

success; there are no quick fixes like the Laubach program or other recipied approaches to teaching people to do the kind of thinking required of truly literate persons" (Howards, 1989, p. 28).

In order for the psycholinguistic model to be appropriate for English as a Second Language learners, Carrell and Eisterhold (1983) propose that it be expanded to place more emphasis upon the culturally specific background knowledge of second language readers. They propose schema theory (Rumelhart & Ortony, 1977; Rumelhart, 1980) to be suitable, as part of a reader-centered, psycholinguistic processing model of ESL reading. According to schema theory (Carrell & Eisterhold, 1983, p.220):

> Comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. As Anderson points out "every act of comprehension involves one's knowledge of the world as well (Anderson et al., 1977: 369).

Carrell and Eisterhold maintain that the background knowledge second language readers bring to a text is often culturally specific. Reading problems may occur with ESL readers due to implicit cultural knowledge that is presupposed by the text. It is suggested, therefore, that adaptations be made to minimize cultural conflicts and

interference and maximize comprehension for ESL reading students. Carrell and Eisterhold advocate text adaptations and working with the learners to provide background information.

The whole language framework is seen to be appropriate with second language learners with adaptations such as those recommended by Carrell and Eisterhold. The adaptations include more emphasis upon the background knowledge and cultural differences of second language readers (Simich-Dudgeon, 1989). Simich-Dudgeon (1989) emphasizes the importance of using culturally relevant materials for teaching English reading to ESL learners. Limited English proficient readers "recall more from stories about their own cultural background than those of a culture foreign to them" (p. 5).

Sandra Fox (1988), a member of the Sioux Nation, maintains that whole language is very appropriate for Native American students, who are "holistic" learners and learn more easily if they see the whole picture first and then the details. Many Native American students are bilingual, with English as their second language. These students are able to comprehend materials if the materials are culturally relevant and relate to their own experiences and backgrounds. According to Fox, educators may design a whole

language curriculum which includes the use of these materials.

Need for Literacy Instruction in an Industry Setting

Leaders of industry, as well as educators, are concerned about illiteracy among workplace employees and recognize the need for new ways to educate those in need of assistance (Sticht, 1990, 1991; Dunn-Rankin & Beil, 1990; Bernardon, 1989). In 1986, General Motors Chairperson Roger Smith stated that traditional basic adult instruction would no longer meet the needs of employees. Speaking at a Private Industry Council Meeting Smith concluded that "if we do what we've always done, we'll get what we've always got" (Soifer and colleagues, 1990, p. 9). If adult instructional programs continue to use pre-packaged workbooks as the sole curriculum, the students will not be prepared to work in today's market in which more and more workers are expected to make decisions, solve problems, and be independent thinkers. Adult workers need a more encompassing curriculum to help them learn how to learn and to help them learn to be decision makers.

One industry that has recognized the need for its employees to receive additional educational assistance is an automobile plant, a supplier of Q1 automotive parts. The industry is located in a rural setting on an Indian

reservation. The majority of the employees are Native Americans.

When the plant first opened most jobs were simple assembly positions. The tooling, all parts for assembly, and the product blueprints were provided. Today, however, with new manufacturing standards, many plant jobs have changed from rote assembly to more difficult tasks which require workers to follow complex directions, read, and compute mathematical problems. Many current workers are not able to perform these jobs, however, due to limited literacy abilities.

The industry recently received a prestigious rating which makes it a preferred candidate for contracts. However, the rating requires that certain standards be maintained. One such standard is that all employees in the plant must complete and pass a Statistical Process Control course (SPC) which requires employees to read and apply reasoning skills. According to plant managers (1990) many employees are not able to complete the course because of limited abilities in reading and writing; some employees in the plant are virtually nonreaders. The problem is compounded by the fact that the course is offered in English only and some of the Native American workers are limited-English proficient, especially the older employees. One of the course instructors for the SPC classes stated that the

English and reading skills of the employees were "so low as to prohibit instruction." Certain employees were not able to follow written directions or understand basic written English vocabulary necessary for completion of the course.

The failure of many employees to successfully complete the SPC course and to adequately perform more technical tasks within the plant prompted officials to seek educational assistance in the form of workplace literacy classes. Workers who were limited English proficient and non-readers and writers would be placed in special classes for more intensive literacy instruction. A special curriculum would be needed for those students. A curriculum tailored to the unique needs of the students involved would have to be developed and implemented.

In response to this defined need, the author of the present study developed and implemented a whole language reading curriculum for the special literacy instruction classes. Until the development of this curriculum, all previously implemented curriculums with adults on the reservation were pre-packaged, skills-based approaches, with little regard for the culture or background experiences of the adult learners involved. The curriculum was designed and taught upon the request of the plant managers who recognized that a problem of illiteracy existed within the plant.

Purpose of the Study

The purpose of this study was to design and implement a whole language curriculum that would meet the needs of limited English proficient, non-reading Native American adult factory workers at an automobile supplier plant. The curriculum was developed and implemented in response to the strongly defined need for basic literacy instructional services for the employees who desired job promotions and who must eventually complete the Ford-mandated SPC class, but lacked the basic reading skills requisite for reading and understanding the SPC materials.

The curriculum was developed as it was being taught to individual students in a tutorial manner and to small groups of students. This study documents the process of curriculum development and implementation during a six month time period and the impact of this process upon the students involved. The documentation is written in the form of a log with tutoring sessions and group sessions described.

The curriculum content consists of three strands: (1)Culture Strand; (2) Family Life Strand; and, (3) Workplace Literacy Strand. The Culture and Family Life strands were chosen by the author as a way to build upon the learners' culture and experiences. The culture and day-to-day experiences of the learners were seen to be the foundation for learning new information. The specific

activities of the strands were determined according to learner needs and interests.

The Workplace Literacy strand was designed and taught upon request of plant management and the students themselves, who wanted to learn to read the print they encounter on a daily basis at work and who wanted to learn to complete necessary job-related paperwork.

The instructional strategies implemented within each strand represent an integrated or whole language approach. Two strategies that were used repeatedly throughout the curriculum, along with other strategies and activities, were Assisted Reading (Hoskisson, 1975) and the Language Experience Approach (Stauffer, 1970). Assisted reading involves the learner in the use of whole functional language. The strategy consists of three stages and is based upon the assumption that the process of learning to read is comparable to learning to speak. One learns to read by reading. The learner is immersed in reading meaningful print from the beginning. The Language Experience Approach allows the learner to generate his/her own reading materials. With beginning reading students the experiences, thoughts, and feelings of the students become an integral part of the curriculum as they are dictated by the students and written down by the teacher.

The appropriateness of using whole language with adult disabled readers was reported by Thomas (1988), who examined the effectiveness of Assisted Reading with two types of instructional texts, regular and language experience. Thomas noted gains in the reading ability of the adults as well as increases in positive attitudes towards reading. Miller (1977) used Assisted Reading with seven high school students and found the strategy to be effective in helping the students read for meaning and to use language cue systems. Other research has documented the appropriateness of implementing Assisted Reading with children (Hoskisson, Sherman, & Smith, 1974; Miller, 1977; Hoskisson, 1975).

The effectiveness of using student texts and language experience with non-reading adults or disabled adult readers has been documented (Freire, 1970, 1985; Howards, 1989; Kennedy & Roeder, 1975; Soifer and colleagues, 1990; Gleich, 1988; Namde & Hellman, 1986; Goodwin, 1986; Simich-Dudgeon, 1989; and, Keefe & Meyer, 1988). Likewise, advantages of using the Language Experience Approach with limited English speaking students and English as A Second Language (ESL) students, adults as well as children, has also been reported (Ringel and Smith, 1989; Howards, 1989; Simich-Dudgeon, 1989; Namde & Hellman, 1986; and, D'Annunzio & Payne, 1989).

Carrell and Eisterhold (1983) maintain that The Language Experience Approach (LEA) is excellent to use with English As A Second Language students in that culturally relevant information is provided, thus maximizing comprehension. Cultural conflicts and interference that occur so often with texts are minimized. Ringel and Smith (1989) describe how the Language Experience Approach may be adapted for use with English as a Second Language adult students and state that "more and more English as Second Language instructors have begun to explore the advantages of using LEA with their non English-speaking students...it allows students to build their language and literacy skills through what they know" (p. 9). Likewise, "it can be quite constructive for them (students) to use English as a way of giving meaning to elements of their background...." (p. 9).

Culture Strand

The Culture Strand involved the use of cultural objects and materials, including those pertaining to the Indian Fair, which took place during a week of class sessions. Indian baskets, stickball sticks, and rabbit sticks were used for language experience sessions, as were photographs from the fair. Students dictated stories and made books about their experiences at the fair and about other cultural events and traditions, such as cooking hominy

and frybread for celebrations. These were read using the strategy of Assisted Reading. Print materials used consisted not only of language experience stories, but simple books and fair materials such as bumper stickers, brochures, signs, and souvenir books.

Family Life Strand

The Family Life Strand consisted of language experience dictations regarding the students' homes and families, particularly their children and grandchildren. These passages were read with Assisted Reading. Printed materials included newspaper food advertisements from local grocery stores and catalogues. Students made books which contained their favorite catalogue photographs and newspaper food items with labels of each.

Workplace Literacy Strand

The Workplace Literacy Strand included: reading and completing forms and paperwork required daily for the jobs; reading and interpreting visual aides and printed materials posted above the work stations and in other important areas; reading signs within the factory; learning how to communicate more effectively on the job, including use of the telephone; and, the use of videotape with language experience dictations.

Overview of the Study

Chapter 2: Theoretical Rationale and Literature Review

Chapter two presents the theoretical foundation for the whole language curriculum that was developed and implemented. Following the theoretical rationale is a literature review of curriculums that have been implemented with English speaking adults and adults who are learning English as a Second Language. These curriculums implement the whole language strategies of language experience, assisted reading, and others that are appropriate.

Chapter 3: An Assessment of the Learners at the Beginning of the Curriculum

This chapter provides a description of the learners as revealed by assessments conducted prior to the development of the curriculum. The chapter includes an explanation of the process used to meet each of the learners and to conduct the assessments.

Chapter 4: The Process of Curriculum Development and Implementation

This chapter documents the process of curriculum development and implementation during a six month time period. The chapter includes four sections: Getting Started; Culture Strand; Family Life Strand; and, Workplace Literacy Strand.

Chapter 5: Reflections on the Curriculum Development and Implementation Process

This chapter presents the author's reflections on the six month process of curriculum development and implementation. The impact of the process upon the students is described, along with conclusions regarding the appropriateness of the curriculum. The chapter also discusses possibilities for further curriculum development.

CHAPTER II

THEORETICAL RATIONALE AND LITERATURE REVIEW

Overview

The purpose of this study was to develop and implement a whole language curriculum with a group of nonreading, limited English speaking Native American adults who work in an industry setting. The curriculum is based upon a broad, encompassing view of literacy as advocated by those such as Paulo Freire (1970, 1973, 1985), and Howards (1980, 1989). Freire's philosophy of education and learning is often cited by teachers of adult education who espouse a type of whole language or "participatory" curriculum as explained by Rigg (1991). A participatory curriculum is based upon Freire's belief that literacy is much more than decoding someone else's message. Literacy provides ways for adult students to not only understand, but to alter their worlds, and as such can be empowering and liberating (Rigg, 1991).

Freire's ideas regarding the adult educational process are considered to be appropriate for this study. Freire worked with illiterate adult peasants in Brazil and other cultures throughout the world. These cultures were characterized by poverty, discrimination, isolation, and

illiteracy. These factors were similar to the cultural conditions of the adults with whom the author worked in the present study.

The first section of this chapter consists of the theoretical rationale which forms the foundation for the curriculum. This rationale presents the adult literacy process as liberating or humanistic, compared to antagonistic views that Freire calls "domesticating" and "dehumanizing". This encompassing view of literacy and learning is set forth by Freire (1970, 1985) and Howards (1980, 1989). The cultural strand of the present curriculum, which is presented in Chapter four, is based upon the work of Freire.

The whole language strategies and the reading process of the curriculum are based on cognitive psychology and developmental psycholinguistics. A cognitive theory of learning as developed by Piaget (1971) and further expanded upon by others is described. The psycholinguistic view of the reading process as set forth by Goodman (1968,1979) and Smith (1975, 1978), and adapted by those in the field of English as a Second Language is included. Some theory in second language acquisition is presented as it is appropriate for the present study.

The second section of the chapter, the literature review, describes successful programs and curriculums that

have been implemented with nonliterate adults, with an emphasis upon bilingual and limited and non-English speaking students, including Native Americans. Some work that has been done with children, and may be applicable to adults, is presented. The curriculums are whole language in nature and involve the use of Language Experience and Assisted Reading.

Theoretical Rationale

This section of the chapter presents the theoretical rationale that forms the foundation for the curriculum. It includes four sections: A humanistic view of the adult literacy process; a cognitive theory of learning; a psycholinguistic view of the reading process; and, English as a Second Language (ESL).

A Humanistic View of the Adult Literacy Process

An educator's theory of learning forms the basis for all curriculum that is designed and implemented. It influences all of the strategies and materials chosen to be used with the learner. Freire (1985) sees this relationship between theory and practice to be so strong that he states:

> All educational practice implies a theoretical stance on the educator's part. This stance in turn implies--sometimes more, sometimes less explicitly--an interpretation of man and the world. It could not be otherwise. (p.43)

The educators' perception of the learner is reflected in the theory of learning that is advocated. Freire's (1973) interpretation of man is expressed in the following quotation:

> Men relate to their world in a critical way. They apprehend the objective data of their reality through reflection-not by reflex, as do animals. And in the act of critical perception, men discover their own temporality. Transcending a single dimension, they reach back to yesterday, recognize today, and come upon tomorrow... The normal role of human beings in and with the world is not a passive one. Because they are not limited to the natural (biological) sphere but participate in the creative dimension as well, men can intervene in reality in order to change it. Inheriting acquired experience, creating and re-creating, integrating themselves into their context, responding to its challenges, objectifying themselves, discerning, transcending, men enter into the domain which is theirs exclusively - that of History and of Culture. (p. 3,4)

Freire (1985) clearly contends that the illiterate adult is not an "empty man", a passive being, who must be "filled" by the words of educators. Rather, the illiterate man, as with all men and women, is an intellectual because "regardless of one's social and economic function, all human beings perform as intellectuals by constantly interpreting and giving meaning to the world and by participating in a particular conception of the world" (p.xxiii). The "empty man" concept, according to Freire, reveals a "simplistic vision of men, of their world, of the relationship between the two, and of the literacy process that unfolds in that

world" (p. 47). This simplistic view is labeled by Freire as a "nutritionist" concept of knowledge in which illiterates are considered as passive and "undernourished". They must be fed words, which are transformed into mere "deposits of vocabulary", which they must eat and digest.

The humanistic, or liberating view, of the adult literacy process involves a perception of learning as an active process and the adult learner to be more than a passive recipient of knowledge. Adult literacy, "is an act of knowledge and creativity by which learners function along with educators as knowing subjects. Obviously learners are not seen as "empty vessels", mere recipients of an educator's words (Freire, 1985); rather, learners are actively involved in the learning process and in creating their own knowledge.

The nutritionist concept is in direct opposition to the adult literacy process which Freire advocates. Freire (1979, 1973, 1985) clearly distinguishes between two antagonistic modes of thought regarding learning and the learner that shape adult literacy programs. He distinguishes between domesticating/dehumanization" and "liberating\humanistic" modes of education, the former equating to the nutritionist concept in which learners are regarded as passive individuals. Liberating modes of education regard the learners as active participants in

their own learning in which the learners' cultures, histories, and day-to-day experiences form the foundations for the literacy process. Freire advocates a liberating\humanistic theory of how man learns and relates to his world and claims that adult programs should be based upon this philosophy of learning.

Similar to domesticating\dehumanization modes of thought, are behavioral theories of learning, which Freire (1985) and Howards (1980) criticize as not being an appropriate foundation for educational programs. Freire (1985) states that behaviorism "also fails to comprehend the dialectic of man-world relationships. Under the form called mechanistic behaviorism, men are negated because they are seen as machines. Logical behaviorism also negates men since it affirms that men's consciousness is 'merely an abstraction.'" (p. 69)

Freire claims that the problems of literacy are really political issues that involve disempowerment of the poor and illiterate. Illiterate men are oppressed within the system and the literacy process should be seen as cultural action for freedom. The literacy process should be an act of knowing "in which the learner assumes the role of knowing subject in dialogue with the educator" (1987, p. 49). A relationship of authentic dialogue must exist among teachers and students. The illiterate man must be seen as an

intellectual and from the beginning learners must assume the role of creative subjects rather than passive recipients of knowledge. The adult literacy process should not be a matter of memorizing and repeating given syllables and words, but a critical reflection on the process of reading and writing itself, "and on the profound significance of language" (p.50).

For adult programs to be meaningful educators must work with the experiences that adults bring to the educational sites. Freire (1985) calls for an acknowledgment of the adults' real-life experiences and "all the past and on-going knowledge acquired through their experience" (p. 8). Freire is opposed to many current adult literacy programs because they teach students as if they have no prior experiences to bear upon the literacy process. This can be seen in many of the reading texts being used with adult literacy campaigns. These texts have little to do with the experiences of the students. The poor, illiterate classes need to be recognized for their ability "to know and even create the text that would express their own thought-language at the level of their perception of the world" (Freire, 1985, p. 47).

Freire (1970, 1985) calls for student-prepared materials as the core of instructional programs and advocates that teachers take advantage of the text written

by their students. Notions that people cannot write their own texts or that their conversations are valueless are naive and unfounded. Freire maintains that the word is not something that should be static or disconnected from men's existential experience, but a dimension of their thought-language about the world. Thus, a type of language-experience is advocated in which people's experiences are used to start a literacy program. Oral reactions from cultural discussion groups should be transcribed by teachers into texts that are then given back to illiterate learners to be discussed and read.

Others who have worked in the field of adult education concur with pedagogical practices advocated by Freire. Howards' (1980, 1989) work with Native Americans, Mexican migrant workers, school dropouts, and other adults has led him to agree with Freire's emphasis that the culture and experiences of the adult learner form the foundation for literacy programs. According to Howards (1989):

> Real situations, real stories, real needs, desires, and angers can be legitimate and effective starting points for literacy programs, especially for the semi- or totally illiterate groups. All of the reading and language skills are easily taught in these contexts and thus prepare students to read anything, anywhere, at any time (p. 21).

Kozol (1985) and Hunter and Harman (1979) support the use of learner-prepared materials as an integral part of

adult instructional programs. As with Freire, Kozol places value upon the experiences, hopes, and dreams of those adults who are enrolled in literacy programs. His experiences with adult illiterates and literacy programs in the United States have influenced him to advocate "Oral Histories" as the base for language material to be dictated, written and read. As does Freire, he views literacy in a broad, encompassing manner and advocates a humanistic approach.

A Cognitive Theory of Learning

The liberating\humanistic mode of thought places emphasis upon the experiences and cultural background of the adult learner. The learner is viewed as an active participant in his/her own learning, drawing upon prior knowledge, experiences, and culture as new information is encountered. To understand this mode of thought it is appropriate to examine a cognitive theory of learning which posits that knowledge is constructed through the active selection and interpretation of environmental information (Akers, 1982).

Learning, according to cognitive theory, is the modification of students' cognitive structures as they interact with and adapt to their environment. Students are more than passive recipients of knowledge which must be

dispensed by the teacher. Hoskisson and Tompkins (1987) state that this theory of learning impacts the role of the teacher as well as the student. "Instead of dispensing knowledge, the teacher must engage students with experiences and environments that require them to modify their cognitive structures and construct their own knowledge" (p. 2). This theory of learning is compatible with Freire's views on the adult literacy process, as opposed to conventional behavioral theories, which Freire (1985) claimed to be inappropriate and simplistic views of learning.

Piaget developed a theory of cognitive development, which differs substantially from conventional behavioral theories (Hoskisson & Tompkins, 1987). Behavioral theories view learning to be nonpurposive habit formation. According to Bigge and Shermis (1992) neobehaviorists consider learning to take place in the following manner:

> Habits are formed through conditioning, which either attaches desired responses to specific stimuli or increases the probability of desired responses. A stimulus triggers an action or response, which can take only one form because of the nature of the stimulus, the condition of the organism, and the "laws of learning" involved. Explanation for what organisms, including people, do is sought in their genetic endowment, the environmental circumstances that surround them, the stimuli that impinge on them, and the actions, including verbalizations that they emit. These actions or behaviors are either respondents or operants. A respondent is behavior that is elicited by a stimulus. An operant is behavior that is controlled by its consequences, that is, the stimulus that follows it. (p. 76)

Thus, according to behavioral theory learning is a change of behavior that occurs as a result of conditioning. This is in stark contrast to Piaget's cognitive theory which defines learning as the modification of a person's cognitive structures as he/she interacts with and adapts to his/her environment (Wadsworth, 1971). Learning is not viewed to be the result of shaping or conditioning a person's responses to accord with environmental structures.

The concepts of schemata, assimilation, accommodation, and equilibrium are used by Piaget to explain the processes of intellectual organization and adaptation. Schemata are the cognitive structures, or knowledge categories, by which individuals intellectually adapt to and organize the environment. Individuals do not simply respond to outside stimulation, but are responsive to and act on the environment. Assimilation occurs when environmental information is incorporated into existing schemata. Accommodation occurs when changes are made within cognitive structures, or schemata, to meet the newly incorporated information. Individuals strive to maintain a balance between assimilation and accommodation. This state of balance is known as equilibrium. A state of disequilibrium occurs when there is an imbalance between assimilation and accommodation. Disequilibrium is an unpleasant condition; it provides motivation for the learner to seek equilibrium,

or a state of cognitive "balance". Therefore, according to Piaget, motivation is intrinsic; it comes from within the individual as he seeks to maintain equilibrium (Wadsworth, 1971) Learning occurs when schemata that already exist are enlarged because of assimilated information and when schemata are restructured to account for new data and experiences being accommodated (Wadsworth, 1971).

Frank Smith (1978) describes a "theory of the world in the head," which is similar to Piaget's concept of schemata. Smith (1978) states:

> What we have in our heads is a theory, a theory of what the world is like, and this theory is the basis of all our perception and understanding of the world; it is the root of all learning, the source of all hopes and fears, motives and expectancies, reasoning and creativity. And this theory is all we have; there is nothing else. If we can make sense of the world at all, it is by interpreting events in the world with respect to our theory. If we can learn at all, it is by modifying and elaborating our theory. (p.79)

Smith describes one's perception of the world as being determined by what the individual knows and expects. As with Piaget, Smith views learning as a process in which new information is related to what one already knows; bridges are built between new information and prior knowledge.

Pearson and Johnson (1978) describe learning in a similar manner. Concepts are schematically, rather than randomly, organized in semantic maps and networks which are similar to Piaget's schemata. New information is understood

in the context of what is already known. This suggests to educators that they must assist learners in assimilating new information into their preexisting body of meaning, or semantic maps. It is necessary to find an "anchor point" in the learner's preexisting store of information, or a point of similarity between the new and the known (Pearson & Johnson, 1978).

Important to Freire's concept of the adult literacy process is the emphasis that is placed by cognitive theory upon prior knowledge and experience, hence placing value upon the learner's culture and the unique world in which he exists. Freire argues that educators have to work with the experiences that adults bring to educational sites.

Similar to Freire's concept of the literacy process as an act of knowing is the cognitive explanation that learning occurs when students interact with and adapt to their environment. This interaction results in the modification of cognitive structures. Freire (1985) claimed that the learners must assume the role of creative subjects if learning to read and write is to constitute an act of knowing, Thus, the literacy process is not a matter of memorizing and repeating given syllables and words. It involves activity on the part of the learner as he reflects on the process of reading and writing itself. It involves

the experiences and culture of the learner interacting with the new material.

A Psycholinguistic View of the Reading Process

The adult learners that the author worked with in this study spoke the native language of their ethnic group. Most of them spoke little English but were anxious to learn English as their second language. This included not only speaking English but reading and writing in English as well. The desire to read seemed to be the greatest; this is not surprising since they were surrounded daily by print on their jobs, print which they were unable to read. Some of this print was extremely important for it pertained to safety rules and job tasks. They received, as did all workers in the plant, memorandams and notices pertaining to personnel matters which they could not read.

The approach taken by the author to assist these students in learning to read was based on a psycholinguistic theory of reading. The Language Experience approach to beginning reading (Stauffer, 1970) and Assisted Reading (Hoskisson, 1974, 1975) were utilized in the study as whole language strategies, based upon the psycholinguistic theory.

The theory is based on the work conducted by Goodman (1968, 1979) and Smith (1975, 1978). Insights from psycholinguistics are considered to be theoretically

appropriate for this study which involved limited English speaking adults. Long and Richards (1987) maintain that although much of the research by Goodman, Smith, and others has applied to first language readers, some replication studies have been conducted with second language readers and have shown supportive findings. "In the absence of a fully articulated theory of second language reading, the first language work seems a viable basis for efforts by EFL [English as a Foreign Language] and ESL [English as a Second Language] teachers at present" (p. 215). Goodman (1979) claims that his psycholinguistic definition of the reading process comes from research that has been conducted since 1962. This research, examining the reading of different populations, has included bilingual readers.

Goodman and Smith claimed that reading does not involve picking up information in a word-by-word, letter-by-letter process. Reading is instead a selective process, which involves readers using prior knowledge and reading by predicting information, sampling the text they are reading, and confirming the prediction. Reading is therefore an imprecise, hypothesis-driven process. Smith (1978, 1988) maintained that readers make inferences from their background knowledge and contribute more to the process of reading than do the visual symbols on the page. Readers also do not use all the information on a page but select the most

productive language cues in order to determine the message of the writer.

The psycholinguistic process involves an interaction of the reader with the text to construct his or her own meaning. Reading is a process of constructing meaning from print, a receptive language process parallel to listening (Goodman, Goodman, & Flores, 1979). Readers are actively, rather than passively involved in the reading process.. Readers anticipate and predict as they read; sample cues from the graphophonic system, the syntactic relationships or grammar, and the semantic system; and use their own knowledge about language and their experiences to interact with the text and to construct meaning as they read.

Goodman (1979) describes the psycholinguistic process of reading as an interaction of the reader and the text in which the reader attempts to make sense of written language:

> Reading is a receptive language process. As such, it is parallel to listening. Reading is a long-distance discussion between a reader and an author. Using a linguistic graphic representation, the reader constructs his or her own meaning by interacting with the graphic representation which has been encoded by the author. The writer encodes thought as language, and the reader decodes language to thought. There is an essential interaction between language and thought in reading. Thus, reading is a psycholinguistic process. (p.27)

Throughout the reading process readers focus on constructing meaning and use their experiences and knowledge

about language to predict and construct meaning as they read. Anticipation and prediction are strategies utilized by readers as they search for meaning and significance. While reading, they predict and seek to verify those predictions. They also monitor to confirm or disconfirm what had been expected. If inconsistencies are found or if their predictions are disconfirmed the readers reprocess (Goodman, Goodman, & Flores, 1979). In the psycholinguistic model proficiency is "variable depending on the background brought by the reader to any given task. Even proficient readers cannot read everything they encounter in graphic representation" (Goodman, Goodman, & Flores, 1979, p. 27).

Goodman, Goodman and Flores (1979) state that the psycholinguistic theory of the reading process differs substantially from decoding theories. These theories assume that reading is responding to print with speech. The psycholinguistic theory of learning maintains that language is whole and any attempt to fragment it into parts destroys the language.

> Learning to read is learning to make sense of written language. No method which focuses only on "decoding" (we prefer to call it recoding) whether on a phoneme-grapheme, syllable-spelling pattern, or word level can be considered a complete instructional program for any language, no matter how "regularly" it is spelled (Goodman, Goodman, & Flores, 1979, p. 24).

Howards (1980) discusses two major approaches to teaching reading as code emphasis and meanings emphasis. Code-emphasis approaches are based upon what Goodman would call the "decoding" fallacy. These approaches stress the process of decoding the language through phonic and structural analysis. These approaches are based upon behaviorist concepts of learning. Freire (1985) argues against adult education programs which are founded upon the theory that the reading process is decoding print to speech. "Meanings-emphasis" programs place meaning in the foreground and are based upon cognitive interactionist theories of learning. These programs include experience texts written by the learners, as advocated by Freire (1985), Howards (1980, 1989) and Kozol (1985).

Goodman (1986) claims that the best way to facilitate learning to read is to introduce learners to interesting, relevant materials that rely on whole language and semantically complete materials. The materials with which the readers interact must be in full context. Materials should reflect the background, interests, and language ability of the beginning reader (Thomas, 1988). Learning programs and schools must keep language whole and involve the learners in using it functionally and purposefully to meet their own needs. Whole language enables the learners to use their reading strategies and contains the information

that is needed by all three cueing systems (Thomas, 1988). With regard to using whole language with adult learners, Thomas (1988) states:

> It is whole language, and not language fragmentation, that helps adult learners use their knowledge and vast background experience. When whole language is used, learners are working in a medium in which meaning can be extracted. Fragmented language may appear meaningless, and perhaps insulting, to adult beginning readers. The readers may feel no sense of accomplishment and subsequently lose interest in the reading task. Adult beginning readers need to sense immediate success to remain at a task. If they are able to obtain meaning from printed materials, they gain confidence and motivation, powerful assets for beginning readers. (p.9,10)

English As A Second Language

The psycholinguistic model of reading is not new to those in the field of English as a Second Language (ESL). ESL reading theory has come under the influence of psycholinguistics and Goodman's (1967, 1971) psycholinguistic model of reading (Carrell & Eisterhold, 1983). Psycholinguistic views have been accepted in the ESL field with ESL reading theory and practice extending Goodman and Smith's perspectives on reading (Grabe, 1991; Clarke and Silberstein, 1977).

The model has been expanded upon by some, such as Carrell and Eisterhold (1983), who propose Schema Theory (Rumelhart and Ortony, 1977; Rumelhart, 1980) to be part of

a reader-centered, psycholinguistic processing model of ESL reading. The theory places emphasis upon the role of background knowledge which goes beyond linguistic knowledge. According to the theory, comprehension of text material is an interactive process between the text and the reader's background knowledge. The text carries the author's meaning while the reader constructs meaning according to his/her background. The text does not carry meaning by itself. In order to comprehend material the reader must relate it to his/her own knowledge of the world or comprehension will suffer.

Carrell and Eisterhold (1983) and Simich-Dudgeon (1989) propose that the background knowledge the second language reader brings to the text is culturally based and culturally biased. The reader applies this knowledge to the text being read. In order to make sense of the text the reader attempts to provide appropriate schemata. If however, the reader does not possess the appropriate schemata necessary to understand a text, or if the appropriate schemata cannot be accessed, comprehension will suffer. The background knowledge of the reader is therefore a likely filter on accurate reading comprehension in a second language (Long & Richards, 1987).

Goodman and Goodman's (1978) study that investigated how school children read in English as a second language

revealed the importance of background knowledge. Children who were speakers of Navajo, Samoan, Arabic, and Spanish read two stories and the reading was subjected to miscue analysis. Results of the study indicated that the childrens' ability to read (i.e.understand) material written in English was influenced by their background knowledge. "If a story is culturally relevant, if it matches what the student knows about the world and about language, it is easier to read" (Rigg, 1991, p. 537).

Carrell and Eisterhold (1983) assert that the goal of ESL reading educators is "to minimize reading difficulties and maximize comprehension by providing culturally relevant information...No author can compensate for the individual variation among readers, especially readers from different cultural backgrounds..." (p. 227). The type of text used may be manipulated so that more appropriate reading materials are provided. For beginning readers ESL teachers can use the Language Experience Approach as a means to minimize cultural conflicts and assist students with comprehension. Materials other than standard texts may also be used. These may consist of local newspapers, pamphlets, brochures, booklets about local places of interest, or texts with local settings and specialized low-frequency vocabulary. The teacher may assist the readers themselves by providing background information and previewing content.

Goodman, Goodman, and Flores (1979) emphasize the importance of the functional needs of learners who are beginning to speak and/or read English as a second language. Language learning is claimed to be motivated by functional need. The learner must recognize the significance and purpose of language learning, for if it is seen to be functional, the learner will learn easily and well. The uses of English that the learner needs the most must be considered by educators. "Teachers must be alert to the functional needs of learners and help them develop a sense of the functions of literacy" (Goodman, Goodman, & Flores, 1979, p. 22).

Just as ESL reading classes must be relevant and functional for the learners, oral language classes must also be interesting and relate to the needs of the students. Taylor (1983) applies second language acquisition theory and research, including Krashen's (1976) ideas, to ESL classroom practice. He suggests that ESL students be allowed to acquire their second language by using it. Language classrooms must focus on task-oriented activities "which give students experience in functioning in extended, realistic discourse in the target language...rather than to learn it by studying it" (p. 45). Taylor goes on to say that second language literature has shown "for most learners, acquisition of a second language will take place

only to the extent that those learners are exposed to and engaged in contextually rich, genuine, meaningful communication in that language" (p. 46).

Krashen (1983) discusses the input hypothesis in an attempt to provide an explanation of how a second language is acquired. This hypothesis, according to Krashen, is one of the most crucial hypotheses regarding second language acquisition, and if it is correct, "will revolutionize our methodology in second language teaching" (p. 39). The input hypothesis consists of three interrelated parts and places an emphasis upon meaning, background knowledge, and real communication:

> 1. We acquire by understanding input containing structures that are a bit beyond our current competence. We acquire by going for meaning, by focusing on what is said rather than how it is said. We are aided in this process by extralinguistic context, and our knowledge of the world. We do not acquire by first learning about the structure of the language...
> 2. Speaking "emerges." We do not teach speaking but give acquirers comprehensible input. Speech will come on its own when the acquirer feels ready...
> 3. The best input is not grammatically sequenced. Rather, if the acquirer understands the input presented, and enough of it is made available...the structures the acquirer needs for further development, will be automatically provided. (p. 38)

Krashen (1983) believes that the goal of successful second language teaching programs should be to provide much comprehensible input "that is interesting and relevant to the students" (p. 41). Students must not be forced to speak too early, but rather be allowed a silent period if necessary. Materials that truly interest the students, which are relevant to them, should be used. Second language classrooms must be "student-centered." According to Taylor (1983) classroom instruction must incorporate these features:

1. Opportunities for students to be exposed to real communication.
2. Opportunities for students to engage in using real communication.
3. Activities which are meaningful to students and which will motivate them to become committed to sustaining that communication to accomplish a specific goal, such as solving a problem or completing a task. (Taylor, 1983, p. 47)

Literature Review

> Do you think the porter and the cook have no anecdotes, no experiences, no wonders for you?...The walls of (their) minds are scrawled all over with facts, with thoughts. They shall one day bring a lantern and read the inscriptions.
>
> Ralph Waldo Emerson

The present study describes a process of curriculum design and implementation with nonliterate, limited English speaking Native American adults. The success of the curriculum is not documented by formal evaluation measures, but rather by informal methods, in terms of its effects upon individual learners. This literature review describes similar successful programs and curriculums that have been implemented with nonliterate adults. Some work that has been done with children and could be applied to adults is included. These programs also utilized informal methods of evaluation. The review emphasizes work that has been done with limited and non-English speaking students, including Native Americans.

The curricula described were whole language in nature and many included the Language Experience Approach and Assisted Reading to help beginning readers. These two strategies were also implemented in the present curriculum as appropriate ways to assist nonreading adults with

learning to read. Assisted Reading was used in order to involve the learners in the use of whole functional language. Language Experience was utilized to make the curriculum more meaningful for the students and to minimize cultural conflicts that may occur with culturally irrelevant materials.

A review of whole language adult literacy programs reveals that there is no program that is exactly like another; each program is unique in that it is based upon the needs of the students enrolled in that program. These programs include culturally diverse groups and native English speakers and English as a Second Language learners as well. Much of the curriculum content comes from the learners themselves as they work with each other and their teachers to create their own writings based on their experiences, thoughts, and dreams. Many of the programs use variations of The Language Experience Approach, along with other materials that are functional and meaningful for the learners. Each program is different because the students are different. This review presents some of the research and successful programs that provided experiences for the adults thought to be helpful to the present study.

The Language Experience Approach (LEA) has been used with students of all ages, including adults, as an effective way to assist them in learning to read. LEA consists of

either learners dictating their thoughts about a topic to a teacher or tutor, who writes down the students' words, or dictating their story onto tape which is transcribed by the teacher and later given back to the learner. The student draws upon personal experience, memories, opinions, or imagination for the dictation. Together the student and teacher produce a written piece that will be used for reading instruction. The nonliterate student learns that writing is speech written down on paper (Stauffer, 1970; Lee & Allen, 1963).

The Language Experience Approach has been found to be effective with nonreaders from diverse cultural groups. Howards (1989) has found the approach successful with Native American adults and others. He states:

> In many of my own adult education programs around the country with Indians, Mexican-American migrants, inner city blacks, Hispanics, white high school dropouts, etc., I have found the following combination to be very successful: a language-experience approach for those adults who were illiterate and for those at low levels of reading (1-3), or for those whose previous educational experiences were so negative that they needed something that appeared novel and would engage them full and differently in participating in their own improvement. For students reading at higher levels we might write a book as a class project with individuals contributing materials. (p.26)

Sandra Fox (1988) advocates the use of whole language with Native American students, including the use of language experience stories. Although much of her work has involved

school-aged Indian children it seems reasonable that it may be applied to nonreading Native American adults since Fox bases much of her argument for whole language upon the cultural and language differences of Native Americans. Fox claims that whole language has been used successfully with Native American children because it places importance upon their culture and experiences.

Fox (1988) defines whole language as "the natural way to teach language which incorporates oral language practice, reading, listening and writing activities and the use of culturally relevant materials" (p.103). She goes on to discuss why whole language is appropriate for Indian students:

> The majority of Indian students are "holistic" learners. They learn more easily if they see the whole picture first, then learn the details as a part of the whole. This holistic method is preferable for Indian students as it provides for the practice of language skills in a meaningful way as interrelated and useful tools. It allows students to explore life experiences, then to look at language in relation to those experiences rather than doing meaningless workbook pages, spelling and vocabulary lessons which are isolated parts of language and have no experiential basis. (p. 103)

Fox recommends strategies for teaching language as an integrated whole to Indian students. One of these involves the use of language experience which she describes as an appropriate way to make instruction relate to the Indian student's background, interests, and culture. Other

strategies discussed by Fox include: bringing familiar language to the classroom; reading to students everyday; having students do independent reading; having students and teacher share literature; writing every day; providing oral language practice; and organizing the language program around a theme.

Language experience has been found to be successful in assisting English as a Second Language students, other than Native Americans, with learning to read. According to Moustafa and Penrose (1985) the approach is the best alternative for limited English speaking students when primary language reading instruction is not possible. The approach ensures that the students understand what they are being taught to read. The students themselves dictate the reading passage, and therefore the text is culturally appropriate.

Carrell and Eisterhold (1983) suggest several ways that teachers may manipulate texts to minimize cultural conflicts and interference that often occur with texts in which ESL students have difficulty relating. One of the ways that they suggest for the beginning reader is the Language Experience Approach. Since the language experience texts are the words of the students themselves the problems of unfamiliar content are neutralized and comprehension is increased.

Carrell and Eisterhold also suggest that materials be developed similar to those proposed by Paulston and Bruder (1976) who suggest using texts with local settings and also specialized low-frequency vocabulary. These might include newspapers by the students or from the local area, brochures, pamphlets, or booklets that pertain to local places of interest.

Dixon and Nessel (manuscript not dated) discuss advantages of using The Language Experience Approach with ESL learners. One advantage is that the approach involves all of the communication skills. If a group of students participate in an experience session, the learner has an opportunity to listen to what others in the group say as well as participate in a discussion which involves oral language in a natural communication setting. The dictation is the basic text for reading instruction. Writing is also utilized as students soon write their own stories as an extension of the process.

Another advantage of using language experience with ESL learners is that the dictated story is immediately relevant to the learners because it makes use of their own experiences, vocabulary, and language patterns. Thus, learning to read English becomes personally rewarding to the students. The task is less frustrating because the reading

materials match oral language patterns and are based upon personal experiences.

The Language Experience Approach has been found to be a non-threatening way to help illiterate adults, both ESL learners and native speakers of English, learn to read. Kennedy and Roeder (1975) have found the approach to be beneficial with adult learners who have a past history of negative school experiences. They state:

> The adult learner approaches reading with a history of negative school experiences, feelings of failure, and emotional blocks to learning. Language Experience provides a process which allows students to deal with these problems head on. (p. 5)

Language Experience is a different way of learning to read. It is different from many old ways in elementary schools with which the adults may have been previously confronted. Many prior reading experiences of the adult learner consisted of phonics workbooks and texts that often resulted in failure. The adult learner, according to Kennedy and Roeder (1975) needs to be treated as a person with ideas worthy of being communicated and preserved in writing. They have found that Language Experience increases the student's feelings of confidence and self-respect.

At the core of Freire's adult literacy programs were cultural discussion groups in which the adult peasants were free to share experiences, opinions, and meaningful parts of

their lives with each other. The oral reactions of the peasants were transcribed into texts that were given back to them as reading material to be read and discussed. The work was successful in a type of "transformative literacy" as described by Freire. A new awareness was achieved by the peasants when they recognized their own presence in the world, "that they are not only in the world but with the world" (Freire, 1985, p. 15). Student comments are documented by Freire (1985) as measures of success. As stated by an old Chilean peasant, "'Now I know that I'm a cultured man.' When asked why he felt cultured, he replied, 'Because through work and by working I change the world.'" (p. 15).

Freire claimed that through the adult literacy process this peasant came to a new realization about himself and recognized his importance, despite the conditions under which he was having to live. Freire claimed that this level of understanding cannot be compared with the "monotonous repetition of ba, be, bi, bo, bu" (p. 15). In the oral reactions about her living situation, one Chilean woman stated, " 'I like talking about this because that's the way I live. But while I am living this way, I don't see it. Now, yes, I can see the way I am living' " (p. 15).

Through the type of experiences provided the woman was able to understand her life in a way she couldn't see

before. Freire (1985) states, "Making the way she lives obvious in her consciousness, describing it and analyzing it, amount to an unveiling of her reality, if not a political engagement for her transformation" (p. 17).

Freire (1985) claims that texts which are derived from the oral reactions of adult learners are more appropriate than the "primer" texts, developed by others, which may have nothing to do with the actual experiences of illiterate learners. Texts that contain passages, such as the following, have little meaning for men and women, peasants or urbanites, who spend their time working hard, or even worse, without working:

> Peter did not know how to read. Peter was ashamed. One day Peter went to school and registered for a night course. Peter's teacher was very good. Peter knows how to read now. Look at Peter's face. Peter is smiling. He is a happy man. He already has a good job. Everyone ought to follow his example. (Freire, 1985, p. 46)

This type of text material, according to Freire, is usually accompanied with "cute little houses, heart-warming, and well decorated, with smiling couples fair of face (usually white and blonde), well-nourished children sporting shoulder bags, waving goodbye to their parents on their way to school after a succulent breakfast" (p. 9). Freire claims that this type of text is inappropriate for those with whom he has worked, as well as other adult illiterates. How can peasants or urban workers critically understand

their role in the world when they are instructed to memorize phrases such as the passage above about Peter? "This kind of literacy can never be an instrument for transforming the real world" (Freire, 1985, p. 9). What has been shown to be effective, however, is learner produced materials.

Kozol's (1985) literacy work in Boston with the underprivileged and Hunter and Harman's (1979) research on adult illiteracy in the United States indicate the success of student prepared materials as part of adult programs. Hunter and Harman's review of Adult Basic Education (ABE) classes indicated a weakness in many literacy instructional programs in that many were similar to elementary school classes. The ABE classes consisted of twenty percent English as a Second Language students at the time of the research. In A Report To The Ford Foundation (1979) Hunter and Harman state, "Most classes are taught in traditional elementary school teaching styles" (p. 68). There are exceptions, however, and it is documented:

> Student achievement seems to be higher when maximum use is made of materials prepared by the students themselves or by the teachers working closely with them and lower when commercially prepared materials are used. A combination of commercial and student-developed materials may; yield the best results of all. In one center that reported a high level of student achievement, participants wrote group stories, songs, and poems. Sentences were first written on the blackboard and later typed, illustrated, and distributed to other centers in the program. (p. 69)

The Academy, an adult literacy project in the Midwest, has two goals. The first goal is to increase the self-confidence of the adults enrolled in the program. The second goal is to assist the adults in learning how to learn. In order to achieve these goals the teaching and the learning approaches of The Academy are based upon a whole language framework. Adult learners in The Academy participate in meaningful experiences and discussions about their work experiences and other content pertinent to their own lives. The Academy model was used as the framework for a workplace educational program established at a Ford Motor Company plant in the Academy area in 1984.

Soifer and colleagues (1990) report the program's success and offer practical guidelines based upon their own work with adults. These guidelines include the use of language experience which is appropriate and successful with adults who perceive themselves as nonreaders and nonwriters. These adults can succeed, according to Soifer, with writing activities based on their experiences. It is suggested that for these adults the teacher initially record their thoughts for them and then gradually the learners will progress to writing their own materials. Many of these adults may progress more quickly and feel more comfortable in the beginning to work individually with a teacher or tutor.

Kennedy and Roeder (1975) describe ways to use Language

Experience with adults. The methods that they discuss originated from successful teaching experiences that the authors encountered at a Community Learning Center for Adults in Cambridge, Massachusetts.. The Center included not only reading, writing, math, and GED preparation for the adults, but English as a Second Language as well. The authors report:

> At the Community Learning Center, we have had a great deal of success using student-created materials. Our two collections, The Changing Of The Times and Sometimes I Talk With Myself have stimulated pride and an interest in reading on the part of our students, they also make up for the almost total lack of good, commercially available, beginning reading materials for adults. They provide readings with simple vocabulary and sentence structure which still appeal to the adult reader's mature interests and experiences. And they provide a forum for adult learners to explore, often for the first time, the harmonies and contradictions, beauties and pains of their own and other people's lives. (p.9)

The Invergarry Learning Centre's literacy program is for adults and includes both native English speakers and English as a Second Language speakers. This program, described in Rigg (1991) is whole language in nature and student writing is the basis for literacy. Students write about topics of their own choosing, including about themselves, in notebooks. Those students who are not able to do this dictate information to the instructors. These language experience texts are the first reading material for those students rather than commercially prepared text.

Keefe and Meyer (1988) report an adult literacy volunteer project in which some of the adult students were classified as nonreaders. The adults were only able to recognize a few words, such as their names. Many of these adults had physical disabilities and had to live with family members as dependents. The instructional strategies that were implemented and found to be the most appropriate for these adults were language experience stories, environmental print books, and word banks and sorts.

Keefe and Meyer (1988) found that eighty-two percent of all adults in the program had a "misunderstanding" of the reading process. These adults did not understand that reading is a "meaning making" process or a process of gaining meaning from text. The authors stress that if adult literacy instruction is to be successful the students need to understand this process. Instructional strategies that assist learners in using their knowledge of language and the world must be implemented rather than strategies which emphasize phonics, word attack and isolated comprehension drills.

D'Annunzio and Payne's (1989) work with non-English speaking refugees and immigrants indicated the appropriateness of using language experience to assist these adults in learning to speak and read English. The program combined ESL and beginning reading instruction with

the use of literate bilingual tutors who had little professional educational exposure. The language experience process involved the students relating stories in their native languages (Cambodian) and the tutors immediately transcribing these stories into English. The student narrated stories were read many times by the tutor and student together, as the tutor pointed to the words. Follow up activities included the students underlining familiar words, reading their stories to others, placing known words into "word banks" and doing activities with the word bank cards such as closure activities, alphabetizing, conceptual categorization, and finding compound words. At the time of publication, D'Annunzio and Payne report that their program had been in operation for less than three months. However, the students were already making progress. After six to seven weeks of exposure to the LEA procedures many of the students were reading their transcribed stories fluently in English and some were beginning to give some of their dictations to the tutors in English, roughly twenty-five percent. A few began to write their own stories in English, with help from the instructors. D'Annunzio and Payne note that the gains in English speaking and reading are remarkable considering that the majority of the students were illiterate in their native language. Most had very little formal education. Student turnover in the program was

low and the groups almost doubled in size due to students recommending the program to friends. D'Annunzio and Payne (1989) state, "It is apparent that these refugees and immigrants are making rapid strides in learning to speak and read in English. It remains to be seen, using objective evaluation instruments, what progress will be attained in the coming months" (p. 20).

Gleich (1988) describes the use of language experience with low income adult students, over the age of fifty-four, in an Older Worker Readiness Project. The project found that learner directed instruction, involving the use of language experience with other materials, was appropriate for students of this age. Job related materials were utilized since job placement was a goal of the program. Students were assisted with job search related tasks, including reading help wanted ads and completing job applications. Survival words, such as road signs and important labels were also included as a part of the curriculum. One-on-one tutoring was a component of the program and found to be successful because of the following advantages with older adults:

1. The content of the instructional program can be exactly tailored to meet the needs and goals of each participant.
2. The participant is able to progress at his/her own rate.

3. One-on-one tutoring alleviates older persons' fears of returning to traditional classrooms, frequently associated with past failure to learn. (Gleich, 1988, p. 10)

The Pima County, Arizona Adult Education project provided English-as-a-Second Language (ESL) and literacy instruction to students with little or few reading skills. The Language Experience Approach was used, along with other materials and methods, as part of the reading and writing instruction. Throughout the class students were periodically evaluated informally by the teacher. No formal assessment was administered during the course of the project. Namde and Hellman (1986) report that for those students who attended class on a regular basis, substantial progress was shown informally through writing samples and student work.

Malicky and Norman (1989) conducted a study to explore the nature of illiteracy for adults who had previously made little or no progress in learning to read or write. The twenty-two adults involved in the study were characterized by chronic poverty, unemployment, and limited educational experiences (half had not attended school or had attended for less than four years). Most had just entered literacy programs or had been enrolled in programs for less than three months. Seven of the Canadian born groups were native

Indians; the rest came from war ravaged countries and poor families of other foreign countries.

The adults were assessed through interviews and a series of literacy tasks to determine how they interacted with print. The tasks included reading familiar print in the environment and reading passages containing familiar language of both predictable and unpredictable materials. The unpredictable material included a language experience story generated and dictated by the adult and the predictable material included common songs. The third task involved interacting with unfamiliar materials. The adult responses on the interview, the environmental print tasks and the passages were rated according to the adult's use of print-based and knowledge-based information.

Results of the study indicated that with regard to environmental print, the adults relied on picture, meaning-based, cues. When miscues were combined across all reading passages, there was a trend towards a greater reliance on knowledge, rather than print cues. Although the adults had reported they relied on print in their initial interview, the study indicated that they were not "glued to print". Rather, they utilized background knowledge as they interacted with the print. With the passages "there was a trend towards greater use of knowledge-based strategies on predictable and language experience stories than on

unpredictable unfamiliar passages" (Malicky & Norman, 1989, p. 201). Only 36% of the adults demonstrated adequate use of knowledge-based strategies on unfamiliar unpredictable passages, with 64% on language experience and 56% on predictable passages. The predictable and language experience passages, according to Malicky and Norman, foster use of knowledge-based strategies.

The authors suggest that their study provides support for whole language adult literacy programs:

> In a previous article (Norman and Malicky, 1986), we suggested that instruction for adults in the early phase of literacy development should focus on whole language rather than on isolated words and letters. The results of this study provide further support for whole language programs. We believe that programs should begin with and take advantage of what the adults already know. (p.201)

The authors go on to state that language experience and predictable passages are the materials most conducive to the use of knowledge-based strategies. The language experience approach should be used for adult beginning readers.

Howards (1980) describes a type of whole language adult literacy project in a Colorado town with ESL Mexican-American migrant groups, largely illiterate or functionally illiterate in English and in Spanish. The approach that he successfully used with these groups involved using a language-experience core concept approach. The core concept approach is explained by Howards to mean that the content to

be studied by the group is a concept which is looked at from many different ways. Everything that is read, written, or spoken is directly related to some aspect of the concept. Word recognition, meanings, study, vocabulary, and writing skills are taught in the context of the concept.

Howard's curriculum involved a "Rainy Day Program" which was a type of core concept curriculum. Several core concepts were planned for one day, two days, or a week or more depending on the time that the adults were able to come to class, which varied according to work days in the fields. Core concepts included "Survival Course" and "Health and Safety" and involved reading, writing, math, social studies, and possibly science. The lessons included field trips to supermarkets and stores to work with names of products, prices, and comparisons; speakers, such as local doctors and police; and, as much first hand information as possible to assist these adults with learning to read and write the most necessary print. Howard's curriculum involved: language experience; use of concrete objects and pictures for non-English speakers; use of newspapers, magazines, and handbooks that the students made; and, as many other concrete experiences as possible. Howards claims that the program was very successful in that ... "staff and students experienced a great deal of success...the sense of wholeness

of information and ideas in the real world made good sense to these people" (p. 196, 198).

Howard's work has included use of the core curriculum concept with Native Americans as well as Mexican-American migrant groups. His Blackfeet Indian Education Project in Montana involved designing and implementing an integrated whole language program with a middle school class. Although the students were not adults, the results were as successful as those with the Mexican migrant adults. Howards (1980) stated that the goal was to make education for these students "pertinent, alive, coherent, and hence, qualitatively different from what they had known" (p. 211). The core curriculum concept was "Montana" and for twelve weeks the students collected information through reading, writing, speaking and listening in a variety of sources. A book was produced and projects made and the students finished the project with confidence in their own ability to carry out such a large project.

There are other adult literacy programs that include student experiences as an integral part of the curriculum. In the writings that the author read, no formal evaluation measures are presented as evidence of success for these programs. The programs utilize student writings, dictations, and work as part of their overall program. These include The Peace Corps' Literacy Volunteer program

(Goodwin, 1986); the Lincoln County, Oregon ABE and ESL programs, and The Goodwill Literacy Adult Learning Center, Seattle, Wa. (Clarke, 1989).

Assisted Reading

Assisted Reading (Hoskisson, 1974) was used in the present study with the language experience stories dictated by the students and with other text materials. It was implemented as a means of immersing the adult students in meaningful reading experiences involving whole language. Assisted Reading includes the following three stages:

Stage One: The first stage involves reading aloud to the learners and having them repeat the phrases and sentences after the person doing the reading.

Stage Two: During the second stage the reader reads and the learner repeats the phrases and sentences. However, the reader does not read words that the student has shown an evidence of recognizing. The learner reads those words that the reader leaves out.

Stage Three: During stage three the learner does the reading and the reader assists by supplying words that the student does not know or has difficulty recognizing.

Assisted Reading is based upon the assumption that learners learn to read in a manner similar to the way in which they learned their natural language, by being immersed in the language. Learners construct their knowledge of the written language in a manner similar to the way that they constructed their knowledge of spoken language. Hoskisson (1975):

> Children are superbly equipped to make sense out of natural language. But to do so, they must be immersed in the language. They must experience it in sentences that have some relationship to the activities going on around them. Language is not detached from the environment and structured in bits and pieces for children to learn. They experience language as it is used and extract from the speech they hear only what they can relate to their existing linguistic structure. They construct their language as they make hypotheses and test them. They get feedback from those involved in their discourse as to whether their current linguistic structure communicates meaning. Thus, they continually differentiate their present structure, develop new structures to accommodate new information into more complex linguistic structures. The process is one of acting on the environment in order to construct the category systems and the interrelationships needed to make sense of the world. (p. 4 & 5)

According to Hoskisson the learners should be allowed to construct their knowledge of the written language in the way that they constructed their knowledge of spoken language, by being immersed in language. They need to be immersed in the written form of language as they were immersed in the spoken form. By being immersed in meaningful written language learners are free to make and

refine hypotheses about written language and utilize strategies that are efficient for obtaining from print. As with oral language, written language should not be structured into bits and pieces. During Assisted Reading stories are read to beginning readers. When these stories are read the readers are provided with the environment needed to make sense out of written language. Although most of the research done with Assisted Reading has involved children, a few studies have documented its appropriateness with adults and adolescents. Thomas (1988) used whole language with adult disabled readers and examined the effectiveness of Assisted Reading with two types of instructional texts, regular and language experience. He noted gains in the reading ability of the adults as well as increases in positive attitudes towards reading.

Miller (1977) implemented Assisted Reading with seven high school students who had reading problems. The purpose of her study was to determine if the students would demonstrate a more effective use of the graphophonic, syntactic, and semantic cue systems after being involved in whole language reading. The students attended fifty-five minute reading sessions during which time six students read from paperback books and one read from content materials. The number of sessions ranged from thirty-three to sixty-three. For the pretest and posttest measures the students

read orally and retold a reading selection. The Reading Miscue Inventory (RMI) was used to analyze miscues made by the students on the pre- and post-readings. Results indicated that after involvement in the sessions the students were making more effective use of the language cue systems and that they were attempting to read for meaning. Miller concluded, "The results of this study support the theory that instructional techniques which use whole language, such as Assisted Reading, should be incorporated into the reading program" (p. 131).

In another study involving younger children, Miller (1977) implemented Assisted Reading with five children in a fourth grade classroom. All had repeated at least one year of school; one was diagnosed and labeled as educable mentally retarded and another was labeled as learning disabled and emotionally disturbed. The three other children were labeled as learning disabled because they were said to have reading disabilities. At the beginning of the study none of the five could read for meaning at the primer level. The procedure involved the use of a tape recorder and listening post to allow more time for the pupils to be engaged in the process of reading. The stories were taped, with the children present, and read by the children at the listening post, using Assisted Reading. Miller reported that after the children had been involved with Assisted

Reading for a few months their attitudes greatly improved and they were all excited about reading. By the end of the school year all of the children read with a regular reading group using the fourth grade level basal reader.

Hoskisson, Sherman, and Smith (1974) conducted a study which involved implementing Assisted Reading with two children in second grade but reading on a low first grade level. The study included parental involvement; the mothers of the children participated by doing assisted reading at home with the children. Results of the study indicated an increase in tested reading ability as well as an increase in reading rate. The children also indicated more positive attitudes about reading, which could be seen by their enthusiasm to read and to check out books from the libraries.

Richek and McTague's (1988) study involved the use of Assisted Reading with a series of books based on Curious George (Rey, 1941). Assisted Reading was used for eighteen class sessions in a Chapter 1 resource room with four classes of second and third graders. The class sessions lasted for 30 minutes. Sessions consisted of the teacher and children reading the material with Assisted Reading and the children making and keeping their own word cards. As a follow-up the children also dictated their own version of

the story read, which the teacher wrote down as a type of language experience.

Richek and McTague report that using Assisted Reading and follow-up activities with the set of motivating Curious George books improved the performance of the remedial readers. The authors noted that there was a "marked increase in the children's enthusiasm for reading" (p. 223). Home classroom teachers noticed an increased amount of reading by the children as well as "individual improvement in performance, attention, and conceptual development" (p. 225). A comparison was made of the experimental group with a control group, who were taught by the same Chapter 1 teacher but did not experience the strategy. The Informal Reading Inventory (Burns and Roe, 1980) was administered to each child before and after the sessions. The authors report that the experimental group did significantly better than the control group in not only oral reading miscues but in comprehension.

Summary

This chapter presented the theoretical rationale which formed the basis of the curriculum and a review of related literature. The rationale presented a humanistic view of the adult literacy process. A cognitive theory of learning and a psycholinguistic view of the reading process were included. Because the learners in the present study spoke

English as a Second Language, theory in second language acquisition was presented. The literature review focused upon whole language programs that have been successfully implemented with nonliterate adults, with an emphasis upon bilingual and limited English speaking students. The following chapter will present a description of the learners who were involved in the present study. The chapter presents the process used to meet the learners and conduct the preassessments. Results of informal and formal preassessments are included.

CHAPTER III

AN ASSESSMENT OF THE LEARNERS AT THE BEGINNING OF THE CURRICULUM

Introduction

The purpose of this study was to design and implement a curriculum for a group of Native American adults who spoke little English and were either nonreaders or very limited readers. The study took place in an industry setting as part of a workplace literacy project. The industry was located on a Native American reservation in a rural, isolated setting.

This chapter provides a description of the process used to meet each of the learners and to become familiar with the industry setting in which they worked. The chapter also includes a general description of the learners and their educational level as revealed by the assessment conducted prior to the development of the curriculum.

The chapter is divided into three sections. The first section includes the process used to obtain information about the plant in the form of a workplace audit. It also describes the process of meeting the learners and obtaining information about them, which was a part of the initial assessment. The second section provides a description of the

adult learners involved in the study. The third section contains formal and informal preassessment information that was obtained.

The Process Of Conducting A Workplace Audit and Meeting the Learners

Workplace Audit

Before meeting the learners, I decided to do a workplace audit in order to learn about the industry where they were employed. Stitch (1991) suggests that in order for a workplace literacy project to be successful, the educator involved must become familiar with the industry setting. This requires building a systems knowledge of the industry and focusing upon the overall processes and functioning of the company. The educator must be aware of more than just the specific tasks of the workers. It is necessary that the educator understand the purpose of the industry, the way that the industry operates, and the relationships between different jobs. This background knowledge assists the educator in meeting the needs of the adults enrolled in literacy classes.

I began the audit by taking tours of the plant and talking to personnel in each department. These tours were arranged and conducted by the plant manager who spent much time explaining plant operations to me. My goal was to

understand how each department and the jobs within that department fit into the overall operation of the plant.

I was especially interested in the lead prep department because all of the learners in my classes worked in that particular department. The learners' immediate supervisor assisted with the tour of that area. He was a Native American and knew each of the learners personally. He identified those who would be enrolled in my classes and provided a description of the jobs that each performed.

Informal Meetings

After the workplace audit I arranged for a series of informal meetings. For the first meetings, the supervisor and I met to discuss the learners. Following these meetings the supervisor, each learner and I met so that I could get to know the learners before classes began. Information obtained from these meetings was part of the initial assessment.

During the first meetings between the supervisor and myself I obtained information about each learner. The supervisor was very supportive of the work that I would be doing and clearly indicated that he wanted my classes to be successful. He not only provided me with learner descriptions that he thought would be helpful but was very honest in answering my questions. He provided me with

background information for each learner, such as: language spoken, age, length of employment, formal school experiences, and living conditions. He described each learner's use of their native language and proficiency in English at work. He also described the amount of reading and writing that each performed on the job.

Following these first meetings, the supervisor, each learner, and I met in conferences. I wanted the supervisor to be with me during my initial meetings with the learners so that he could talk to them in their first language if necessary. I was concerned that they may not understand my explanations of class expectations without an interpreter.

The supervisor introduced me to the learners and explained to them that they would be enrolled in my classes. He answered their questions and provided information to them in their first language. He then translated what they said in English. I also attempted to provide some explanation about our classes, which the supervisor interpreted in the first language. Some of the adults felt comfortable enough to talk to me in English but others were very uncomfortable.

A very important purpose of these meetings was to begin to build trust between the learners and myself. I requested the meetings because I knew from talking with higher management officials that the workers trusted their supervisor and respected him. They had worked with him for a

long period of time and, as a Native American, he understood them very well. I also wanted him to be the one to introduce me to them and to explain to them that they would be enrolled in class. I felt that I needed to go through this process to obtain their support and trust and to get them interested in attending class.

The support of the supervisor was evident. It was during the first meetings between the supervisor, each learner, and myself that I obtained initial support from the learners. I believe these meetings were crucial to the success of our classes, which began shortly after these initial meetings. The information that I obtained about the learners in these meetings is presented in the next section of this chapter.

Description Of The Learners

Five adults participated in the process of curriculum design and implementation for a period of six months. In order to protect the privacy of the individuals in this study all names and places have been replaced with pseudo names. All of the adults worked in the same section of the industry and earned only slightly more than minimum wage. Each of them lived in poverty conditions on a rural isolated reservation.

Four of the learners involved in the study were women between the ages of forty-one and sixty-one and one was a fifty-four year old man. Each of them spoke their native language fluently and English as a second language. They spoke their first language at home and at work unless they had to speak English with co-workers or supervisors. Thus their English proficiency was very limited.

Four of the five learners were nonreaders and had limited experience with printed materials. One of them had completed the third grade but still had great difficulty reading. Following is a brief description of each learner and their previous educational background.

Pam

Pam was a fifty-one year old woman who grew up in an isolated clan community on the reservation. Pam worked in the fields, picking cotton as a child, and had limited social contact and experiences with the outside world. She had no formal school experiences.

Sarah

Sarah, a forty-four year old woman, is Pam's first cousin, and like Pam, grew up with a family who lived on an isolated farm. She rarely socialized with other community members. According to her immediate supervisor, Sarah was the most limited English speaking adult with whom I worked.

James

James was a fifty-four year old man who also did not have exposure to formal school as a child. He did, however, attend some night classes with the Adult Basic Education Program on the reservation many years prior to this study. It was in those classes that he learned the alphabet and some very basic skills, such as writing his name and counting.

Mattie

Mattie was a sixty-one year old woman who had worked in industry for many years and was almost ready to retire. As with Pam, Sarah, and James, she had no formal school experiences as a child. Although she took some classes with the Adult Basic Education Program years earlier, she said that she remembered very little of what was taught.

Maggie

Maggie was a forty-two year old woman and the only adult who had attended elementary school, however she was only able to complete the third grade before her home situation forced her to quit. Maggie lived in a more populated area of the reservation, although still characterized by poverty. Because of her formal education she could read and write some English. She was also more fluent in English than the other adults.

I obtained the above information about the learners during my meetings with them and their supervisor. I also gleaned other information which is presented in the next section of this chapter, along with the results of informal assessments conducted during the first class sessions.

Initial Assessment of the Learners

The results of a detailed initial assessment of the learners are presented in this section. The results were obtained from formal tests and informal measures. The formal preassessment instruments included the Adult Basic Learning Examination (ABLE); the Slosson Oral Reading Test (SORT); and, the ESL/Adult Literacy Scale. The informal assessments included a series of measures assessing the learner's recognition of sight words with the factory; prereading competencies; and English language proficiency. Some of the information obtained from conversations and interviews with the learners and their immediate supervisor is included as part of the informal assessment.

Formal Preassessment

The formal assessment included three tests: the Adult Basic Learning Examination (ABLE); the Slosson Oral Reading Test (SORT); and, the ESL/Adult Literacy Scale. These formal measures of assessment were project requirements.

Adult Basic Learning Examination (ABLE)

Several weeks before our classes began the learners in this study, along with other workers in the plant, were tested with the Selectable, a preliminary test for the Adult Basic Learning Examination (ABLE). The five learners were placed in my class based upon their scores on this standardized placement test and recommendations from the immediate plant supervisor.

Maggie was the only learner who had any correct responses on the Selectable. She was the only one, therefore, to take the ABLE. When the Selectable test was being given, James, Mattie, Sarah, and Pat informed the test administrator that they could not read and were not able to take the test. Maggie took Level I, Form E of the Adult Basic Learning Examination. Results were as follows:

Vocabulary - Grade Equivalent: 1.9

Reading Comprehension - Grade Equivalent: 2.0

Spelling - All responses were incorrect

Slosson Oral Reading Test (SORT)

Maggie was the only learner who could read any words on the SORT. However, she had a difficult time reading these words and became very confused. I finally stopped her after she identified twelve words. The other learners could not read any of the words.

ESL/Adult Literacy Scale

The learners were not able to read or respond to any sections of the ESL/Adult Literacy Scale. They were all classified, therefore, at the lowest level of the test.

These formal assessments were administered for project purposes only. They were inappropriate for the learners in my class who could not even read them. The results of these tests, therefore, did not provide me with any useful information about the learners. I decided to informally assess the learners with a series of measures to find out more about them.

Informal Assessment

I conducted a series of informal assessments in order to obtain information about the learners that would be useful for planning instruction. I examined recognition of sight words within the factory; prereading competencies (Gillet and Temple, 1982); and English language proficiency. The prereading competencies included print orientation concepts and letter recognition. The methods of informal assessment were adapted from Gillet and Temple (1982).

Recognition of sight words within the factory

During initial meetings with the learners and their supervisor, all of them except for Maggie, told the supervisor that they could not read. Most of them discussed

this in their first language while some attempted to explain this to me in English. They said they could not read words on the signs and visual aids around the worksites, nor could they read any paperwork that they encountered on a daily basis. I wanted to see, however, if they did recognize any of the common words around them.

After the initial meetings I went on the factory floor to the learners' worksites and talked to them about the printed materials posted within eye sight. The materials included visual aids with color words and words such as "reject," "bad," and "good." Signs, such as "REPORT ALL INJURIES TO SUPERVISOR," were also included. None of the learners, except for Maggie, were able to read these materials. Even she, however, had difficulty reading important safety signs such as "NOTICE: SAFETY GLASSES REQUIRED BEYOND THIS POINT." I made copies of these visual aids, signs, and other printed materials around the sites to use later as reading material in the Workplace Literacy Strand of our curriculum.

Prereading Competencies

From meetings with the learners and their supervisor and from an assessment of workplace sight words I knew that the learners could not read. I felt that it was necessary, however, to know more about each learner. I decided to

examine prereading competencies as suggested by Gillet and Temple (1982). I assessed print orientation concepts and letter recognition.

Print orientation concepts

Seven print orientation concepts discussed in Gillet and Temple (1982) were examined. These were:

1. Knowledge of the layout of books;
2. Knowledge that print, not pictures, are what we read;
3. Directional orientation of print on the page;
4. Knowledge of the concepts of beginning and ending of a story;
5. Knowledge of the terms "top" and "bottom";
6. Knowledge of the differences between "word" and letter; and,
7. Knowledge of punctuation.

The learners were individually assessed using language experience passages dictated during the first days of class, and a simple book. These assessments were difficult at times for the learners because of their limited English abilities. In order to compensate for this, I received assistance from the supervisor who was also Native American. During meetings with the supervisor and the learners, he was able to interpret information from the learners that assisted me with language barriers that made assessment difficult.

1. Knowledge of the layout of books.

One of the first concepts of print is the knowledge of the layout of books. This includes the direction in which the learner holds the book and the knowledge that the learner has about the layout, such as the front of the book and the back of the book.

When the learners attended their first individual sessions, I gave them a book to see how they would handle it. I also placed magazines on the table where they were sitting. I wanted to determine if they understood the layout of books.

Maggie was the only one who opened the book and looked through it on her own. The others just put the books down on the table and left them there. Perhaps they were afraid that I would ask them to read something that they knew they could not read. They seemed too embarrassed to open the books. Pam, James and Sarah told me immediately that they could not read. Mattie did not say anything and only Maggie stated that she wanted to read the book.

James was the only one who did not eventually look at the magazines on his own. Although Pam, Sarah, and Mattie did not look through the book, they did look at the magazines which they seemed to enjoy. It was clear that they did understand the layout of the magazines but they could not read the print.

2. Knowledge that print, not pictures, are what we read.

The second concept of print is that print, not pictures, are what we read. During individual sessions I asked the learners questions to assess this concept.

When I asked the learners to "point to where we start reading" on a page of print, only Maggie responded correctly. The other learners indicated that they could not read and responded with comments such as Pam who shook her head and said, "I don't know; Can't read book." Several of the learners pointed randomly to the page of print. Although they recognized that print, not pictures, was to be read, they had difficulty showing me where to begin reading on a page of print.

3. Directional orientation of print on the page.

The third concept of print is knowledge of the directional orientation of print on the page. During the first language experience sessions, as well as with a book, only Maggie was able to show me the left-to-right directional pattern essential to reading. The other learners did not indicate that they understood that reading proceeds from left to right. For example, when Pam first started pointing to the print, while reading with me, she moved her finger straight down after reading a line of print instead of correctly making the return sweep to the left. I

had to show her, with my fingers, the orientation of print on the page. This similar observation was made of the other learners.

4. Knowledge of the concepts of beginning and end of a story.

The fourth concept of print is knowledge of the beginning and ending of a story. I was interested in determining each learners' understanding of the concepts of beginning and end of a story. This concept was difficult to assess, however, because the terms "beginning" and "end" were not familiar to the learners. Only Maggie was able to point to the beginning and end of a story. Further work with the learners and assistance from their supervisor indicated that they were not able to find the beginning place of a story. This was verified when I began reading books with each of them, along with accompanying cassette tapes. I had to show them with my fingers where to start pointing to the words. Pam had less difficulty than the other three and with some prompting was able to find the beginning and the end.

5. Knowledge of the terms "top" and "bottom."

The fifth concept of print is knowledge of the terms top and bottom, referring to top and bottom of a page of print and a page with an illustration. As with the terms "beginning" and "end," the terms "top," "bottom" and

"middle" were also difficult for the learners to comprehend. While this concept was difficult to assess because of the language barrier, it was evident that only Maggie knew where to begin reading on a page of print.

6. Knowledge of the terms "word" and "letter."

The sixth concept of print is knowledge of the terms "word" and "letter." Again, Maggie was the only learner who understood the terms "word" and "letter." While the others did not understand the terms, they did understand the term "A, B, C, s" instead of "letters." When we first began working with words, in our language experience stories and in books, the learners had a difficult time pointing to separate words. They were not able to show me "one word" or "two words." Pam's response was typical. As she was trying to point to words in her first language experience stories, she did not point to one word at a time, but rather pointed to groups of words.

7. Knowledge of punctuation.

The knowledge of punctuation was the seventh concept assessed. When asked "What is this?", referring to periods, exclamation points, question marks, commas, and quotation marks none of the learners were able to answer in English. The conversations with the supervisor and the learners

confirmed that they were not familiar with aspects of print such as punctuation marks.

Letter recognition

I assessed letter recognition with each of the learners. Recognition varied greatly, depending on the learner. Of course Maggie knew all of the letters of the alphabet and had no difficulty with this area. However, Pam stated that she knew some of her ABC's as her daughter had been helping her at home. She was able to match the upper and lower case letters for those that she could identify. She was able to identify the letters both in sequence and out of sequence. She was not able to identify: Ff, Gg, Hh, Jj, Mm, Pp, Qq, Uu, Vv, Xx, Yy, Zz. It was interesting that she could not identify two letters in her own name: P and Y.

James, on the other hand, was able to identify all the letters of the alphabet, in both upper and lower case form. He was also able to match upper case letters with lower case letters. He could identify the letters randomly and out of sequence. In order to determine this, I showed him the letters printed in a book. He identified upper case letters and matched them with the lower case letters. He could spell his name and properly identify each letter in his name. He apparently learned the alphabet in the Adult Basic Education class that he attended.

Someone had worked with Sarah and taught her the alphabet also. Sarah said she has an aunt (really a niece) who helped her at home, and apparently helped her throughout the course of our classes with work that she took home to complete. Although Sarah never attended school she was able to identify all letters of the alphabet, upper and lower case, except for Gg, Jj, and Zz. She identified the letters in order, and out of sequence. She was also able to match upper case letters with lower case. Sarah could spell her name, pointing to each letter.

Mattie was not able to identify the letters of the alphabet. When asked to name the letters, she became very confused and could not identify them. I finally identified them for her. She had a much more difficult time than the other learners. She was not able to match any upper and lower case letters.

English Language Proficiency

The learners in this study spoke very little English. Maggie, who resided in a more populated and advanced area of the reservation, spoke English a little more fluently than did the other four. The others lived in one of the most isolated communities where English is rarely spoken. They grew up speaking their first language and four of them did

not attend school, which would have been their main exposure to English.

The limited English proficiency is not confined to the learners in this study. Statistical data from the latest demographic survey of the ethnic group indicates that the native language is predominate in the homes. English is rarely spoken. This can be seen each year when a new group of kindergartners enter the tribal school system. Close to 90% of the children enter school speaking little or no English.

I used two ways to assess the learners' proficiency in English. First, I met with immediate supervisor who was also Native American and I then conferenced with each learner and the supervisor. Second, I used the Dictated Experience Story (Stauffer, 1970), as suggested by Gillet and Temple (1982).

Meetings with supervisor and learners

During the first meetings that I had with each learner and their immediate supervisor, only Maggie spoke mostly in English. The others spoke in their first language to the supervisor, who then translated the information into English for me. When they did communicate with me in English, it was with one or two word responses.

The supervisor described each of the adults as being limited in English language proficiency. According to the supervisor and the learners, they spoke only their first language at home and at work. Maggie was the only one who spoke English to the supervisor. The supervisor felt that Sarah had the most difficult time understanding and responding in English and would probably need the most help in English as a Second Language instruction.

Dictated experience stories

To assess the expressive use of English Language, the Dictated Experience Story (Stauffer, 1980) was used, not only at the beginning of the twenty-two weeks, but throughout sessions as well. Dictated experience stories were used as teaching strategies while serving as a diagnostic technique. Results from the first stories indicated that Pam, James, Sarah, and Mattie did not always speak in sentences, but with single words or word clusters. Their use of descriptive names for objects and events was extremely limited. Ambiguous terms for objects were used many times. In order to provide information that a reader would need in order to reconstruct the event discussed, the learners usually had to be assisted. Maggie was able to use descriptive names for certain objects and events, rather than just ambiguous terms such as "it" or "that."

Summary

The formal and informal assessments that were conducted indicated that the learners had few experiences with print. Only one of the learners was able to take any of the formal tests and still had extreme difficulty with them. Four of the learners did not recognize any of the words posted within sight of their work stations. While most of the learners recognized letters of the alphabet, they still could not read and they had difficulty with print orientation concepts.

The immediate supervisor described all of the learners, except for one, as being unable to read and as being extremely limited in English Language proficiency. The one who could read did so at a very low level. Assessment of the learners with the Dictated Experience Approach confirmed the supervisor's opinion.

The results of the initial assessments indicated that the learners needed to be provided with many meaningful experiences with print. They also needed a chance to develop oral language proficiency in English. I used the results of these assessments in planning the development of the curriculum. Strategies, such as Assisted Reading (Hoskisson, 1975) and Language Experience (Stauffer, 1970) were chosen to assist the learners with oral language development and

print orientation concepts. The next chapter documents the development and implementation of the curriculum.

CHAPTER IV

THE PROCESS OF CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Overview

The purpose of this chapter is to describe the process of curriculum development and implementation which took place for six months. The chapter presents the whole language adult curriculum as it was carried out in the classroom setting. The chapter includes four sections: (1) Getting Started, (2) Culture Strand, (3) Family Life Strand, and (4) Workplace Literacy Strand.

I taught the classes and recorded logs of class sessions during the entire process of curriculum development. Each learner was individually tutored for three sessions a week (e.g. Monday, Tuesday Wednesday) and met with a group of other adult learners either one or two days a week. This time varied depending upon plant production and how much work the learners had to do. Daily logs of individual tutoring sessions and group sessions were kept for each learner. This chapter presents a synthesis of these logs. In order to keep the chapter to a reasonable length it was not possible to present all of the information that was recorded during the six month period of time.

Our project was Workplace Literacy and classes took place within the factory on company time. This was beneficial in that the learners came to class on a consistent basis. The only time they missed was when they were off work which was seldom for most of them. This was also difficult, however, because of time constraints. The learners could only attend classes for the amount of time allotted and could not spend extra time in class unless special permission was obtained from their supervisors. Long working hours and transportation problems made it very difficult for the learners to come to class for tutoring on their own time. Because of the limited time I was not able to develop and implement all of the strategies and activities that I wanted.

We were fortunate, however, to have the support of management and immediate supervisors who were interested in the project. Time allowances were made when our classes were involved with projects that required more than the allotted times. This occurred more often during the Workplace Literacy strand when we were reading and working with workplace specific materials.

The support of management was evident in ways other than providing release time for the learners. I was given a large office, next to the company manager, to use as a classroom. This office was in the front of the plant in the

nicest area. It was provided at a time when plant engineers needed office space.

I was apprehensive that the learners enrolled in my classes might be intimidated by having class in this area of the plant. After all, this was an area in which most of them had never entered. I was wrong, however, for it seemed that they enjoyed coming to the classroom and they acted as if it were a privilege to have class in this particular room. Management officials, including the President and CEO, were always friendly to the learners and they visited our classes on occasion, another indication of their support.

The first section of this chapter, Getting Started, presents the first weeks of curriculum development. The three strands of the curriculum follow this section.

Getting Started

This section describes the beginning of the curriculum development and implementation process. During this time I began implementing some of the major strategies that were used throughout the three strands of the curriculum. Assisted Reading was begun with the language experience dictations of the learners. I used the dictations to assess English language proficiency. I used books as well as the dictations to assess the learners' knowledge of print

orientation concepts. The learners began follow-up activities to their language experience dictations, such as word banks and receiving assistance at home reading those dictations.

Culture Strand

This section of the chapter documents the development of the culture strand. The culture strand was developed and implemented after the weeks of getting started. The content of this strand pertained to the culture of the learners. The experiences that were dictated and the materials read were about the Indian fair and other cultural events. Photographs and handmade Indian works of art were used for experience stories.

Family Life Strand

This section describes the curriculum that was developed during the family life strand, which followed the culture strand. The dictations of the learners during this strand revolved around their families and homes. Other reading materials and activities were also family and home related.

Workplace Literacy Strand

The workplace literacy strand was the last strand to be developed. During this strand the learners worked with

materials that were workplace related. The learners engaged in more writing during this strand than during the other strands. They read and completed forms that were necessary for their jobs.

Getting Started

Introduction

This section includes a synthesis of logs from the first three weeks of classes, both individual tutoring sessions and group sessions. The strategies and activities that I began using during this time and continued throughout the process of curriculum development are described.

Before we began our three strands of the curriculum, we spent this time together in class getting to know each other. I began implementing some of the strategies that were used throughout the curriculum development process. The strategies of assisted reading and language experience were begun immediately. The learners' first dictations were used not only for instructional purposes but for assessment as well. It was during the first sessions of class that I was able to obtain the assessment information that is presented in Chapter 3. Specific results are not repeated in this section.

I used a simple book and experience stories for the initial assessments. The assessments indicated that the learners had very few prior experiences with print. Four of the learners had great difficulty with print orientation concepts. I decided, therefore, to begin exposing the learners to meaningful print right away. I went to the

library to borrow books that we could record together on tapes, using assisted reading.

The learners began dictating experiences to me and we also read the dictations using the strategy of assisted reading. Assisted reading helps the learner develop an understanding of the print orientation concepts described in Chapter 3. These were discussed by Gillet and Temple (1982) as important prereading competencies:

1. Knowledge of the layout of books;
2. Knowledge that print, not pictures, are what we read;
3. Directional orientation of print on the page;
4. Knowledge of the concepts of beginning and ending of a story;
5. Knowledge of the terms "top" and "bottom";
6. Knowledge of the differences between "word" and letter; and,
7. Knowledge of punctuation.

The initial assessment also indicated that the learners were limited in English language proficiency. To assist them in this area we spent much time conversing about topics of interest to the learners. We spent time sharing information about ourselves and our families. This was a time that the learners could begin listening and speaking in English since most of them spoke little English at home or on the job. Our conversations were in line with Krashen's (1983) suggestion that successful conversation with a speaker of the language that one is trying to acquire may be the best way to learn

that language. For examples of conversations that occurred within the classroom see Appendix A.

Language Experience Stories

Language experience dictations were given to me on the first day of class. They were used for instruction and for initial assessment purposes. I felt it was important for the learners to begin seeing print immediately and to recognize that print is talk written down. We began these first individual tutoring sessions with discussions pertaining to the learners' jobs and families. I talked to the learners, asked them questions, and recorded their responses and comments. The following procedure was used:

1. As each of the learners talked to me about their jobs and families, I wrote down this information on paper. For those that were reluctant to talk, I asked them questions and I recorded their responses.
2. We read the information using the three stages of Assisted Reading (Hoskisson, 1975):
   Stage 1:
   I read the dictations to the learners word by word or phrase by phrase, whichever was the most appropriate for each learner. The learners repeated the words after me. I ran my fingers underneath the words as they were read.
   Stage 2:
   I read the dictations to the learners and left out words which I thought were familiar to them. They read these to me. As in Step 1, I pointed to the words read.

Stage 3:
The learners read their dictations to me and I read any words that they did not know.

3. Words that the learners read and particularly meaningful words, were written onto three-by-five index cards and placed into individual "word banks".

The following is an example of how the dictated experience story was used with James. He came to class one morning anxious to tell me that he rode the bus to work. He was so glad because his old truck, which he had been driving, was not air-conditioned or running properly. He had complained earlier about the heat. As James talked to me I recorded some of the information that he gave me on paper:

The Bus

Ride bus.
Rides good.
Eighteen miles home - plant.
Air-conditioned
Work 7:00 this morning - 3:30.

James and I read the dictation using assisted reading. After reading the story several times James was able to identify several key words such as air-conditioned and work. I copied these words onto index cards and they were placed in his word bank. I also made a copy of the dictation on paper for James to take home with him.

This conversation with James and his language experience dictation provided me with assessment information

regarding his use of English. I could see that he did not speak in sentences, but in single words and clusters. I could also tell, however, that he knew enough English that we could carry on a conversation and proceed with experience stories to help develop his oral language fluency.

The first conversations with Pam were similar to those with James in that she was willing to talk and share information with me. I wrote down her comments on paper and we read them together using assisted reading. I had to ask Mattie and Sarah more questions than I asked James or Pam. They had a very difficult time conversing in English. They were able to respond to some of my questions, however, and it was these responses that I recorded on paper. For example, I asked them questions such as: Where do you live? What community? When they told me the name of the community, I wrote it down on paper.

I found during these first weeks that Pam enjoyed making sentences out of the dictations that she gave me. For example, during the first week of class Pam and I talked about where she worked, where she lived, the length of time she had been employed by the company, the department in which she worked, and the name of her supervisor. I recorded her comments and responses on paper. After she learned to read these we worked together and added words to make sentences. I wrote these on paper:

Pam

My name is Pam.
I live at Bogue community.
I work at Enterprise.
I work in lead prep.
I work 7:00 to 3:30.
Vance Well is my supervisor.
I have worked one year and three months.

Pam not only enjoyed making sentences from her dictations but she learned to read them as well. The steps that we used are described more fully in the Culture Strand of the curriculum. I discovered that this strategy worked well with not only Pam, but with Sarah as well.

Maggie give me more information than the other learners for language experience. Since she spoke the most English it was not as difficult for her to describe experiences to me, as it was for the learners. One example is the day that Maggie came to class and told me:

My Uncle Died

I didn't get no studying done. My uncle died. On Saturday I got a call. They told me my uncle died. He died of heart attack. He was old, not too old. Tomorrow, around 9:00, they carry the body to home. They have the funeral tomorrow. He was my mother's brother. The body at daughter's house. I wasn't able to do no studying. I got the call on Saturday. Uncle had five daughters.

When I first began taking dictations from Maggie, I wrote the phrases and sentences in paragraph format, such as the one above. However, I found that this format was confusing to her. It was difficult for her to read the material. She seemed to "get lost" in the middle of the paragraphs. This was true even when I pointed to the words. Thus, I decided to write down her phrases and sentences on separate lines. This worked much better as she was able to keep up with the reading. An example of this occurred with one of her first experience stories. When Maggie and I first met, she told me a little bit about her job and her children. I wrote down the information that she gave me and then we read it with assisted reading. We then took this information and wrote a "story" about Maggie:

Maggie Hunts

I live in the Pearl community.
I work at Enterprise in Lead Prep.
I work in Clip and Dip.
I have worked here about 3 years.
I have six children. Two are married.
The youngest one is sixteen.

Maggie and I first began reading the paragraph with Stage 1 of assisted reading. Maggie was so anxious to read, however, that instead of repeating the words after me, she wanted to read the paragraph along with me. She was able to read most of the words. After we read the paragraph

together, Maggie wanted to read it independently and point to the words herself. She started reading fairly well, but in the middle of the paragraph she got confused and started missing almost every word. She moved her finger way ahead of herself and told me, "I am a slow learner." The next day I wrote the paragraph over in a different format. I copied the sentences, one after another, and took them out of paragraph form:

Maggie Hunts

I work at Enterprise in Lead Prep.
I work in Clip and Dip.
I have worked here about 3 years.
I live in the Pearl community.
I have six children.
Two are married.
The youngest one is sixteen.

Using the above format, Maggie was able to point to the words and not lose her place so easily. This format seemed to make it much easier for her to read. It was particularly useful during the first weeks of instruction.

Support From Family Members

Each day's experience stories were taken home by the learners on the day they were dictated. This process began the first day of class and continued throughout the entire curriculum. The learners practiced reading these dictations they made in class with family members. All of the learners, except James, were able to find family members to assist

them in reading their materials. I felt that this practice was very beneficial to the learners.

I encouraged the learners to begin asking for this help during the first week of classes. I felt that if we could get the family members involved we would achieve greater success. I also was able to obtain tape recorders for the learners to practice reading their materials at home. While this was useful, especially in cases where there was no family support, direct help from family members seemed to have the greatest effect. This was observed to be true for Pam, who seemed to have the most consistent help at home. Beginning during these first few weeks and continuing throughout the course of the curriculum, Pam's daughter read materials with her that she brought home each day and even recorded some of these on tapes. Pam came back to class many days reading material to me from the day before that she had read with her daughter at home.

Word Banks

The learners began keeping word banks during the first week of class. I purchased index cards and boxes in which the cards were filed and stored. When we first began keeping the word banks, I assisted the students by writing known words from language experience onto the cards. I

wrote all of the words from phrases and sentences when the students knew them.

Materials Sent Home

When I worked with each learner to make his/her index cards for the word bank, we always made extra copies of the cards to take home. Each time new words were added to the word banks the learners took cards home with them. Duplicates of books that we made were also made so that the learners could practice reading them at home and so that we would have copies in our classroom for the others to read. The learner's took home copies of every language experience story that we wrote or any written materials that we created.

Photographs Of The Learners and Worksites

During these first weeks I decided to begin using familiar photographs to help the learners with their language experience dictations. I had photographs made of each learner at their worksite on the factory floor. I also had photographs taken of familiar signs that were posted around their worksites. These photographs were helpful to the learners in that they helped to generate words and phrases in English.

Language Development and Teaching Cards

I found the "Language Development and Teaching Cards" by Scott Foresman and Company to be very useful with all of the learners, but especially Sarah. These were a set of one-hundred and sixty full-color photographs that were appropriate to use with adults. The cards were 81/2" by 11" and were categorized according to: actions, animals, buildings and places, clothing, colors, dishes and utensils, food, furniture, musical instruments, numbers, people, toys, and vehicles.

For each strand of the curriculum I used the cards with the learners to introduce vocabulary terms that dealt with the strand. We spent time looking at the photographs and describing them. I wrote down descriptions which we used as reading materials. Sarah, more than the other learners, seemed to enjoy working with these cards.

Making Books to Include Photographs and Language Experience Passages

Following the language experience dictations, the learners and I made books that pertained to basic personal information about them and their jobs. The actual construction of the books was done by the learners. They cut, pasted, and sewed them together. Photographs were placed in the books and the learners' dictations were written in them. I gave each learner a choice of writing

his/her story in the book or having me write it. Most of the learners wanted me to do the writing. They read the stories to me from their papers and I wrote them in their books.

The learners were thrilled to make their own books and be able to read them. We made two books for each person; one copy to keep in the classroom and one copy for the person to take home. For most of these adults, these were the first "books" that they had ever read. I wanted them to feel immediate success in the class; these books helped to build the self-confidence of the learners.

An example of one of the books made is Pam's story which included her name, where she lived, where she worked, the name of her supervisor, work times, area of the factory in which she works, and what she does on her job. The sentences in her book were taken from the language experience story that she and I wrote together:

Pam

My name is Pam.
I live at Bogue Community.
I work at Enterprise.
I work in lead prep.
I work 7:00 to 3:30.
I like 7:00 to 3:30.
Overtime is from 6:00 to 6:00.
Sometimes I work overtime.
I have worked one year and three months.
Vance Well is my supervisor.

All of these sentences were written on separate pages with accompanying photographs of Pam, her supervisor, and signs from the plant. Pam was very proud of this book. It was the first book that she ever read.

Time: Working with the Calendar and the Clock

All but one of the workers could not read a calendar, write the days of the week or months of the year. Therefore, working with the calendar was an essential part of the curriculum developed during the first week. A large calendar was placed above the table where we worked. Each day we found the date on the calendar and wrote it down. At first, I wrote the dates down on the papers that we used for our experience stories. The learners gradually began writing down the dates by themselves. This exercise proved very useful when we began our Workplace Literacy strand. During this phase the learners had to record the date on daily reports.

None of the learners had a calendar at home. Therefore, one of our group sessions involved making calendars. Each of the learners put together pages of calendars that had been made on the IBM computer. They tied string to these so that they could hang them on the wall at home. The calendars had all of their holidays from work highlighted.

Making the calendars was a productive activity in that it allowed the learners to communicate in English in a meaningful way. The learners thoroughly enjoyed the experience and were glad to have a calendar to keep up with the date at home.

Working with telling time also became a part of our curriculum during the first few weeks of class. When classes first began, all of the students except for James, would come to class on time. I had to go out on the factory floor and get James for the first few sessions. I discovered that he could not tell time. I began to work with him on telling time. I brought a clock from home and we recorded class times. I continued to work on telling time throughout each strand. During the last strand of our curriculum, the Workplace Literacy strand, the learners had to record class times on their daily reports.

Reading the Drivers License and Social Security Card

On the first day of class James took his drivers license and his social security card out of his wallet. He wanted me to read the words on these cards to him. He could not read the name of the state on the license. We worked with these cards each session. We continued to work with reading the cards during our workplace strand, at which time the learners worked on writing personal information

about themselves (e.g. birth date, address, height, weight).

During these first few weeks the learners and I established a good rapport that was to continue throughout the rest of our classes. These weeks were critical to the success of our curriculum development. It was during this time that we began building relationships of trust, not only between each learner and myself but between the learners as they worked together as a group.

Culture Strand

Introduction

This section of the chapter presents the culture strand of the curriculum which was developed during the month following our first weeks of getting started. During this strand the strategy of assisted reading was continued with dictated experience stories and with books. Learners dictated stories and made their own books about their experiences at the Indian fair and other cultural traditions. Photographs of cultural events and handmade Indian works of art were used for language experience sessions. Printed materials that were read pertained to the Indian fair and included books, bumper stickers, brochures, signs, and souvenir books.

I originally planned to implement the workplace strand of the curriculum during this time. I felt that the learners needed to begin reading and writing workplace materials as soon as possible. However, I changed my mind and began with the culture strand. This change was made because the Indian Fair took place at the same time as the initial curriculum strand. This is a very important cultural event which the Native Americans attend each year. Maggie, Pam, and Mattie were very excited about the fair and told me that they were planning on attending with their children and/or grandchildren. Although James and Sarah were not planning to attend, they were familiar with the fair and had gone in years past. I felt that it would be more interesting and relevant to the learners if we developed our culture strand of the curriculum around the fair and the many activities related to it. In my discussions with them, the fair was the number one topic on their minds. I thought it would be very helpful to them if they could learn to read some of the printed fair materials that were being circulated.

I chose implementing the culture strand first, not only because of the timing, but because I wanted to choose a strand that would be very meaningful for the learners. From my first conversations with the learners I found that there were two things that were very important to them: their culture and their families. The learners were very proud

of being Native American. I felt that beginning with the culture strand would be significant to them in a way that the workplace strand would not. Excitement and enthusiasm were generated from their early conversations regarding their culture. This same enthusiasm was not as evident when we dealt with workplace material. As expressed by the learners to me, their factory jobs were not the most exciting part of their lives while their families and identification with their culture was very satisfying.

Book Making

Throughout this and the following strands the learners made books which contained some of their language experience dictations. The first books were constructed during a group session. I first gave directions in English about how to make the books. When some of the learners did not understand, Mattie explained the procedure in their first language and showed them how to sew the books. Mattie really enjoyed sewing the books, for she loves to sew at home. After learning the process, the learners made several books, both during the group sessions and during individual sessions.

The steps that we used to make the books included:

1. We determined how many pages needed to be included in the books. This depended upon the length of the stories.

2. Pieces of plain white paper were sewed to construction paper with dental floss and large needles.
3. The construction paper was covered with wallpaper samples or contact paper. Rubber cement was used. The stitches did not show by covering the construction paper after it was sewn to the white paper.
4. After the books were put together the stories were written in them and photographs and/or pictures were placed in the books or drawn by the learners.

Dictated Experience Stories

The Indian Fair took place during this strand of the curriculum. We began the culture strand of our curriculum talking about the fair and the many events associated with the fair. Maggie, Pam, and Mattie were excited about attending the fair. They went many nights after work and were anxious to tell me about their experiences. They enjoyed sharing the experience with their children and grandchildren. Two of the learners could not attend the fair. James said that he was unable to go to the fair this year because the weather was too hot. He also had an elderly mother at home that he had to take care of. James, however, was very anxious to tell me about his experiences in times past. He explained to me the traditions of the rabbit stick and the stickball stick. Both of these are used at the fair in games of competition. Sarah said that she could not attend the fair; however, she wanted to learn to read some of the

bumper stickers and printed material pertaining to the fair that were posted around the reservation.

I found that most of the learners had a difficult time telling me all that they wanted me to know for their dictations. It was hard for them to express themselves in English. I had to take additional steps to get the complete stories from them.

To help me with this challenge, I used information Ringel and Smith's (1989) instructional guide for language experience with an ESL component. This guide describes how questions can be used to help draw out the story. Ringel and Smith suggest that the instructor start the questions with word pattern responses that the learners already know, such as: Who, What, When, Where, How, How much, How many, How old. If the learners have a difficult time talking about an experience the instructor may draw them out with simple questions such as: What color? How big? Where is? How many? I found that the use of this strategy was useful in obtaining information from the learners. I could not get enough information by simply asking them to describe an event.

The procedure that I used for the language experience sessions included this strategy of questioning. The steps taken for dictations and follow-up activities during the individual tutoring sessions included:

1. Each learner and I engaged in conversation pertaining to his\her family and family events. We decided together what we wanted to write about.
2. I asked questions when necessary in order to get more information about the story.
3. I wrote down the information that the learner gave me on a sheet of paper.
4. The written information was used as a lesson text. The learner and I read the information using assisted reading.
5. I copied the story on another piece of paper for the learner to take home and practice reading with family members.
6. I kept the original paper to be used in review and follow-up activities.

Writing sentences and stories

The learners and I worked together to expand some of their dictations after they had learned to read them. This was done during individual tutoring sessions. For example, words were added to phrases or incomplete sentences, to make sentences. The words that were added were familiar to the students although they were usually not yet a part of their known sight words.

I found this strategy to be especially successful with some of the learners. Pam, Sarah, and Maggie, for example, enjoyed adding words to their dictations and making sentences and "stories" out of them. They learned to read them and enjoyed sharing them with each other. With James and Mattie, however, this strategy did not work as well. During assisted reading, both of them experienced difficulty

repeating the additional words. After attempting the strategy with them and finding that it was not successful, I did not pursue it with them again. The only successful way to use the language experience passages with James and Mattie was to write and read only their dictated words.

Word banks

Each learner had two word banks. One was kept in the classroom and one was kept at home. I copied the known words from experience stories onto 3" by 5" index cards. I made a very interesting discovery regarding the word cards. I found that words written in the same colors as the wire harnesses were easier for the adults to learn to read.

I decided after a few sessions to write the words on the cards with markers, instead of pen, so that the learners could better see the words. (Some of the learners needed new glasses and had a difficult time seeing the print.) I also decided to write each word from the phrases and sentences on a card so that the learners could spread the cards out on the table and read the words that they knew in context as well as in isolation. I wrote each phrase or sentence in a color different from the other phrases and sentences. I did this to keep the sentences separate from each other so that the learners could sort them more easily.

Writing the sentences and phrases in different colors was very successful. The learners really enjoyed sorting the cards by colors and reading the sentences and phrases. Each day on the job the workers sort and identify wires by color and size. The colors that I used to write the words were the same as the colors of the wires that the learners worked with each day. Perhaps the learners were so used to discriminating and sorting wires by color that it was easier for them to read words on their cards that were printed in similar colors. Whether or not this was the case, the learners did well reading the sentences when they were written in various colors.

Each learner had a box in the classroom in which the cards were filed. Cards were filed in several ways. First, they were organized according to categories and strands of the curriculum. For example, those cards with family names were filed separately from those pertaining to cultural events at the Indian fair, such as basket weaving and stickball games. Second, the cards within categories were filed in alphabetical order. This depended upon factors such as the number of cards and the way that the learners and I organized them as we placed them back in the boxes after use. I made duplicate cards for the learners to take home.

Using index cards with dictations

There were some dictations in which the learners needed additional help in learning to read. For these dictations I used index cards and followed these steps during our individual tutoring sessions:

1. I wrote each word of the dictation on a 3" by 5" index card. The lines or sentences were written in different colors; each word within the lines or sentences was the same color.
2. The learner and I spread out the cards on the classroom table and read them together with assisted reading. I pointed to the words during the first two phases until the learner was able to read most of the words and point to them.
3. I made duplicate copies of the cards and sent them home with the learner to practice reading with family members.
4. The learner practiced reading the classroom cards during later tutoring sessions and group sessions. During several group sessions the learners worked together in pairs and spread out their cards and read them to each other.

I found that the index cards worked well with all of the learners but especially with James. When he could see the words in color, hold the index cards, and pick them up he learned to read the words much easier. James had a much more difficult time reading the words on paper.

Photographs of cultural events

I found that it was easier for some of the learners to dictate experiences than it was for others. This was true

even when the questioning strategy was used. Sarah, for example, was so limited in speaking English that it was very difficult for her to describe events to me. Pam, on the other hand, spoke English more fluently than Sarah and had less difficulty expressing her thoughts for my dictations. In order to help Sarah, as well as the others, I provided pictures and photographs of specific cultural events to assist with experience sessions.

I was able to obtain over 100 photographs of the Indian Fair from recent years. These photographs depicted all of the major cultural events of the fair including the community displays, the princess contests, the stickball games, the alligator wrestling, the Native American dancers and chanters, basket weaving, and beadwork. The learners and I used these photographs throughout the strand as we discussed the various events and as they dictated stories to me. Some of the learners, such as James, described the photographs and I wrote down their descriptions. Other learners, like Pam, told me about the fair and then chose pictures to go along with their descriptions to paste into books that they made.

The photographs were meaningful to all of the learners in that many of them were pictures of friends and acquaintances. However, they were especially significant to Mattie. Many of the photographs were of Mattie's family

members, including her brother who had recently died. He was the head chanter for the ethnic group. Mattie was also in several of the photographs. She and I made a special book which included these family pictures and her descriptions of them. She took the book home to keep and read. I later saw Mattie's granddaughter at the elementary school. She told me that Mattie brought this book home and they were reading it together. The granddaughter was thrilled at her grandmother's progress. This was one of the most successful activities that Mattie and I did together throughout the course of the curriculum. Not only was Mattie extremely proud of this book, but she learned to read it!

Handmade Indian works of art

I was able to bring various cultural objects to our classroom for display and use. These objects had been made by Native Americans and given to me or my family throughout the years. The items included stickball sticks, rabbit sticks, and baskets. I thought that these would be helpful to use in our discussions about the fair and specific events such as the stickball championship games, the rabbit stick throw (in which adult males throw rabbit sticks for competition), and the making of baskets. For those learners who were interested the objects were available for conversations which were dictated and recorded.

James, more than the others, wanted to talk to me about these objects. He was very familiar with the stickball sticks and the rabbit stick. When he was younger he played in the stickball championship games and listened to stories told by his father about the way the Indians used the rabbit sticks to kill rabbits. The other learners, all ladies, had few experiences with the stickball sticks and were not as interested in them. Mattie was the only one who showed an interest in the rabbit sticks, as she told me that she knew how to make them.

Some of the information James told me about the rabbit stick and about playing stickball included the following:

The Rabbit Stick

Long time ago, Indian use rabbit stick.
Use rabbit stick - kill rabbit.
Put rabbit in pot.
Cook hominy.

Stickball

Long time ago, played stickball
30 years ago.
Look like too hot to play stickball.
I quit.
53 years old

James enjoyed reading these dictations more than many of his others. He enjoyed them so much that we made a book to include them. He chose photographs of stickball championship games and rabbit stick throws to place in the

book. He was so interested in his stories that he learned to read some parts of them independently. For example, he recognized the words "stickball," "rabbit stick," " cook hominy," and "pot." This was a big accomplishment for James.

Some of the first lines that Mattie read during this strand of the curriculum were about the rabbit stick. I wrote down what she said and we read the lines with assisted reading:

Rabbit Stick

Rabbit stick
Made from pecan tree
Can make rabbit stick.

As with James, Mattie learned to recognize some of the words from this dictation that were important to her, such as "rabbit stick" and "pecan tree."

Cooking and recipe dictations

Pam and Maggie's main interests seemed to be cooking. Both of them liked to cook traditional food of their ethnic group. This food is cooked during the Indian fair. We spent time, therefore, talking about recipes and making recipe books. Both Pam and Maggie dictated the recipes to me which I recorded and we read with assisted reading. Maggie's favorite recipe was hominy. This is what she told me:

Hominy

You Put In:

Salt meat
Corn
Meat - ham, chicken
Salt
Water

How You Cook It

First you wash all of the hominy off and put it in a kettle.

If you want to use chicken you put it in. You can put in whole chicken or you can cut it up.

You wait until it boils. When it starts boiling, you stir it all the time.

You start cooking it early in the morning. Sometimes it takes half a day.

Cook until it is done. Get a spoon and get some. Taste it and see if it is tender.

If you have many people, like a birthday, 1/2 gallon would be enough.

Maggie and I read this recipe together using assisted reading. This was a dictation that she really enjoyed giving to me not only because she enjoyed cooking but because she felt that she was giving me valuable information. I told her before she began that I did not

know how to make this particular dish. This was something that she knew, not me, and it probably made her feel very useful to give me the recipe.

Pam also told me her recipe for cooking hominy. It is interesting to note the difference between her recipe and Maggie's. Pam's directions for making the hominy are not as detailed.

To Cook Hominy:

You Use:

Water
Corn
Salt meat
Chicken
Salt

Put in water, corn, salt meat, chicken
Put it in a big pot.
Cook it outside.
Stir it.
Cook it 4 hours.

Maggie and Pam dictated other recipes during this strand of the curriculum. For example, the following week Maggie told me her recipe for cooking frybread:

Frybread

Use flour and sweet milk.

First, make dough like you do biscuits.
Take a piece of it in your hands and pat it.
Put it in a skillet or kettle with lard in it.
Has to be hot and ready.
Then fry it until done.

I found that dictating recipes was very helpful to both Maggie and Pam. Maggie learned to read her recipes. Pam took copies of her dictations home and her daughter read them with her. With this extra assistance she learned to read the recipes.

Using photographs and the structure of other stories for language experience dictations

I adapted the dictated experience story strategy by using a combination of photographs and the structure of another story to help Sarah. During the first week of this strand Sarah and I read a story together using assisted reading. This story was written about the Indian Fair and was very highly predictable and repetitive. Sarah and I recorded the story together on tape, using the assisted reading strategy. I gave her a copy of the story along with the tape to take home. She practiced reading the story at home and learned to read all of it by herself. We then used the structure of the story for her own dictation about the fair. The steps included:

1. We looked at photographs depicting events of the fair. Sarah spent much time looking at the photographs and discussing them with me. She described as many as she could in English and she asked me about some in which she didn't know the English terms.
2. Sarah chose the photographs that she was familiar with and that she wanted to use for our story. She spread these out on the table.

3. I wrote on paper "The Indian Fair is..." (Indian is a substitution for the name of the tribe which we actually used.) This was the same opening line used in the book that she had read. Sarah read this line to me.
4. Sarah briefly described to me what each photograph depicted and I wrote down her descriptions on index cards, which she placed next to the appropriate photographs. These words included:

   The Indian Fair is....

   - Cooking hominy
   - Dancing
   - Playing stickball
   - Making baskets
   - Indian Princess

This was the same basic format as the book she read, except that the book used the name of the tribe at the beginning of each of the phrases.

5. Sarah and I read these cards using assisted reading.
6. I made copies of the cards for Sarah to take home. I also made two copies of her story on paper. She took home one copy and I kept one copy for myself.

7. Sarah took the cards and the paper home. She copied the story on paper and brought it back to class to show me. She read all of it to me. I had not asked her to do this. This was the first material that she wrote on her own and actually the beginning of the writing that she did throughout the remainder of the class sessions.
8. After Sarah could read the material, we elaborated upon it by making sentences using the name of the tribe with each phrase. This was similar to the story that she read. (Again, Indian is a substitution for the name of the tribe.) She read each of the sentences to me as I wrote them down.

The Indian Fair is....

The Indian Fair is Indians cooking hominy.
The Indian Fair is Indians dancing.
The Indian Fair is Indians playing stickball.
The Indian Fair is Indians making baskets.
The Indian Fair is Indians making pottery.
The Indian Fair is...Indian princess.

9. Sarah made a book that included the sentences and the photographs. She wanted to include the sentences, for she liked the format and felt comfortable with it. The construction of the book was done during a group session, in which all of the learners sewed and glued paper and wallpaper samples for the different stories they had dictated. In a follow-up individual session Sarah placed the photographs in her book and told me where to write the lines. She did not want to write them herself.

Sarah took her book home and copied all of it on paper and brought it back to me. She then proceeded to read it to me. She read all of the words! She spent a great deal of time copying the material and reading it. She wanted to do it on her own time. In so doing she could take all of the time that she needed and she could write it her way.

Experience stories about attending the fair

Pam and Maggie attended the fair. They were anxious to tell me about their experiences. When I asked them what they did, however, both had a difficult time describing details. To help them, I asked questions about where they went and what they saw. I then wrote down their responses

on paper as they dictated them to me. We read these with assisted reading until they could read them independently. Both were given copies to take home and practice reading.

We made books about their experiences which included their stories and photographs. We used a large assortment of photographs of the fair and pictures from the local newspapers. We discussed each picture and matched pictures with lines of their dictations. Each of them chose the photographs which best depicted their fair experiences. They sewed and put together their own books. Pam even drew some illustrations to be placed in her book and brought a photograph of her daughter to include. Maggie's book included:

The Indian Fair
by Maggie

I went to the Indian Fair three days:
Tuesday Friday Saturday
I saw stickball games.
I saw arts and crafts, beads and baskets.
I saw exhibits.
I saw alligator wrestling.
The children wanted to see it.
I went to the museum.
I saw the Indian princess.
I saw other Native American dancers.

Pam and I elaborated upon her dictation and added words to some of the phrases to make sentences. We added "I saw" to four of the lines. Pam's book about the fair included the following:

I Went To The Fair
by Pam

I went to the Indian Fair.
I went Tuesday night, Wednesday night,
Thursday night, Friday night, Saturday night.
My children played and walked around.
I watched stickball.
My community won.
I listened to music.
I saw Iron Eyes Cody.
I saw the princess contest.
I saw communities playing stickball.
I saw community dancers.

An analysis of Pams's dictations reveals that this one is more complex than those presented earlier in this document. Her recipe for cooking hominy, for example, revealed a much more restricted code. This dictation represents a more elaborated code with complete sentences and use of pronouns and verb tenses not used earlier.

I found that Maggie and Pam enjoyed taking home their books. Pam's daughter, as mentioned earlier, read these books with her and helped her until she was able to read parts of them independently. Maggie took her books home to read and share with her youngest daughter who was in kindergarten at the time. Maggie read these books with me using assisted reading until she was able to read them independently. She then read them home and read them to her daughter. When I first met Maggie, she told me that she wanted to help her daughter learn to read. I found that her

desire to help her daughter was a strong motivational factor to help herself.

Assisted Reading with Commercially Printed Materials

Commercially printed materials used during this strand of the curriculum consisted of brochures, bumper stickers and souvenir programs which pertained to the fair. Materials also included a simple book about the fair, local tribal newspapers which were special fair editions, and articles about the fair from local town newspapers. I was able to collect enough materials to use in our classroom as well as to send home with each of the learners. Some were recorded on tapes to be listened to and read at home.

The specific materials that were read and the amount of vocabulary terms learned differed for each person. It varied according to what they wanted to read and what was reasonable during the amount of time that we could spend on each activity. Sarah, for example, seemed to enjoy working with the printed material more than any of the other learners. This could explain why she learned to read more information than Pam or James, even though she could not speak English as well as either one of them. She read all of the bumper stickers and covers for the pamphlets and souvenir programs which contained information such as the name of the fair, name of the tribe, dates, and location of

the fair. She also learned to read specific events described and listed in the brochures and souvenir guides. The vocabulary terms that she learned to read were placed in her word bank as well as sent home on separate cards.

Although Pam, James, and Mattie did not learn to read as much of the printed material as did Sarah, they did learn to read some of the basic words pertaining to the fair that were contained on the bumper stickers. Pam also read the front of the brochures. All of the learners, except for Mattie, learned to read the book, Welcome to the Indian Fair. Copies were given to each learner; some practiced the book by using assisted reading with cassette tapes and others, like Pam, read the book at home with family members.

Maggie's use of the material was different from that of the other learners. She could already read many of the materials but she wanted to take them home for her own use. Maggie chose certain parts of the souvenir guide and articles from the newspapers that she wanted to read. She had difficulty reading some of the material independently. She and I read these together using assisted reading.

Using Assisted Reading with Tapes and Books

The learners were provided books and accompanying cassette tapes to take home. Learning to use the tape recorders took more time for some learners than for others.

I had to spend several class sessions teaching them how to use the recorders, how to put in the cassette tapes, how to turn the pages in the books at the appropriate times, and how to follow along with the tapes.

Commercial tapes and books were borrowed from the library. We also made cassette tapes to go along with the books so that they could do assisted reading with them. During the first few weeks of class I talked with each learner about his/her interests. I wanted to discover what materials they would enjoy reading. James and Mattie seemed to be very interested in the upcoming cultural events. Consequently, we spent more time with language experience regarding the Indian Fair, their prior involvement with the fair, and other cultural activities. Pam and Sarah had such positive attitudes and seemed anxious to read from the very start. I was able to find some simple books, many which were about animals, that Sarah seemed to especially enjoy. I was able to find an array of books from the library that were interesting to Pam.

Maggie was more specific in telling me what she wanted to read. When she first came to class she said that she wished she could read recipes, magazines, the newspapers, and the Bible. I started with a book which contained the 23rd Psalm. Maggie and I recorded this book together on tape so that she could do assisted reading at home. I was also

able to obtain daily devotional guides, in large print, which Maggie enjoyed reading and could take home for daily reading and practice. For the recipes, I found several copies of recipe books. Maggie looked through them and chose recipes that she wanted to try at home. Together we recorded the recipes on tapes using assisted reading. She was able to take the tapes and the books home and actually cook from the recipes!

The procedure that the learners and I used to do assisted reading with the cassette tapes and books was an adaptation from Hoskisson's Assisted Reading Strategy (1975).

I read one sentence (or phrase) at a time to the learner. I paused after each one and the learner repeated it after me. I showed the learner how to point to the words. I placed slashes (/) in the lines of print where the pauses occurred. We recorded this on tape and the learner took the tape and book home to practice reading.

I asked the learner to bring the book and tape back to class when he/she was ready to read it with me again. I usually had to set a time limit, such as four days in order to keep up with the learner's progress. When the learner brought back the book the next step that we followed depended upon how much progress had been made. If the learner could read parts of the book independently, then

he/she read them to me. We adjusted the tape and eliminated the pauses so that the learner could read along with the tape. The learner took the tape and the book back home to read.

If the learner could not read any sections independently, we read the book together doing a type of choral reading. This gave me a means to gauge progress in a non-threatening manner. They could read with me instead of to me.

If the learner could identify some words we read the book and the learner repeated the phrases and sentences. This time, however, I did not read words that the learner had shown an evidence of recognizing. The learner read the words that I left out. We recorded this on tape. The learner then took the book and tape back home again to practice.

When the learner brought the book and cassette tape back to class the steps taken depended upon the progress the learner had made. Sometimes the learner brought back the book and tape and could not read any parts independently. In this case, I often found that the learner did not want to take the same book home again, but told me he/she wanted to read another one. I respected these wishes, even though the learner did not learn to read the book. I considered that these were the first books and

tapes taken home and my goal was to give the learner experiences with print. I wanted all of the learners to stay interested in reading, although they might not work with a particular book long enough to learn many words.

Often after taking the book home twice the learner could read sections of it without assistance. We then adjusted the tape by reading the book together and taking out the pauses. The learner would then take the book and cassette back home to practice reading.

Family Life Strand

Introduction

This section presents the family life strand of the curriculum which was developed and implemented after the culture strand. During the family life strand the learners dictated passages about their families and homes. These passages were read with assisted reading and new words were added to the word banks. Stories were dictated during group sessions as well as during individual sessions. Each learner made a "Book of Words and Pictures" which contained catalogue pictures and newspaper advertisements. The learners continued to take home books and cassette tapes with recordings of the books.

The family life strand was developed during the two

months following the culture strand. I chose developing this strand next because I thought it would be meaningful to the learners. Many of them talked to me about their families, especially their children and grandchildren, during the first weeks of class. By developing the family life strand, we were able to focus upon their families and use dictations about the family for reading material. This strand seemed to be a natural extension of the cultural strand.

This strand of the curriculum took more time than I anticipated. I spent two months working with the learners to develop this strand, as opposed to one month developing the culture strand. Certain activities of this strand took longer because the learners enjoyed them and wanted to continue with them. An example of this was the activity that involved using catalogues and newspapers. We spent extra class time cutting, labeling, and describing catalogue photographs and newspaper food advertisements because the learners were so interested in the experience. Since they enjoyed the classes and learned from them I continued the strand for the extra month.

Maggie was a tremendous help during this strand. Her help was especially useful as she translated some of my questions and statements into the learners' native language when it was necessary during group sessions. Her assistance also included getting the group together for class sessions.

She was genuinely interested in the other learners, but especially James, and spent extra time assisting him. Maggie's immediate supervisor stated that she saw a big change in Maggie since she began attending class. Her attitude improved and she appeared to have more self-confidence. In the supervisor's words, "Maggie is a different person since she started going to class."

Dictated Experience Stories

We began the family life strand with language experience dictations that pertained to the learners' immediate families. During individual tutoring sessions and group sessions, the learners really enjoyed talking about their family members, especially children and grandchildren. One of the greatest joys that I received was watching the excitement of some of the learners as they learned to read the names of family members, especially close members such as their grandchildren. For all of the learners, except Maggie, this was the first time that they had read most of these names.

I encouraged the learners to bring photographs of family members to the classroom. I wanted to use these as topics of discussion for dictations in tutoring sessions and group sessions. Maggie and Pam brought photographs of their children. These were wonderful springboards for discussions

in English.

Pam and Mattie's stories

Pam and Mattie's individual sessions began with dictations of the names and ages of their children and grandchildren. I recorded their dictations on paper. These names became their first reading material for the strand. The lists of names were quite long. Pam described all seven children and fifteen grandchildren. Mattie's list included five children and some of her nineteen grandchildren. After reading these with assisted reading both Pam and Mattie took copies of the lists home to practice reading with family members. The names were placed in their word banks in the classroom, with extra cards sent home for the word banks that they were keeping there.

Both Pam and Mattie's dictations included extended family members as well as immediate members. In their culture the extended family is very important. Many extended family members live together in single family dwellings. Pam and Mattie were anxious to tell me the names of various relatives, their relatives' ages, and their relationship to the relatives. I wrote all of these on paper for us to read and use with follow-up activities.

Pam also discussed family activities and celebrations with me. As she told me about these, I wrote them on paper and we read them with assisted reading. Mattie and I spent

the time working with the names and relationships of relatives and we did not discuss family activities. She was very reluctant to share these with me so I did not push her. After working with the names of family members, Mattie and I spent time reading printed material with assisted reading.

Pam came to class one day during the first week of this strand and wanted to tell me about her birthday that would occur the following weekend. I asked her some questions and wrote down her responses and comments:

My Birthday

My Birthday - August 11
52 years old
On my birthday - cooking hominy, fry biscuits
Cook fish and chicken, cake
All my children be there.
All my grandchildren be there.

After I recorded this information Pam and I read the material with assisted reading until she could read most of it. She took the dictation home to practice reading. Her daughter, Beth, helped her read the story and also encouraged her to practice copying some of the words for writing experience. Beth was still spending time assisting Pam with reading and writing at home.

One of the most important events that occurred for Pam was the birth of her grandson. I recorded the information that she gave me and we used it for reading material.

My Grandson

Beth - 17 years old
Last Tuesday a baby - a boy
Born July 30th - Jim
Born in Jackson

This was the first of several dictations that Pam gave me about her grandson Jim. She was very excited to be able to read the baby's name in print.

Pam had to move from one community to another during this phase of our curriculum. One day's language experience centered on her move and also included some of the things that she and Beth, her daughter, did together. I asked Pam some questions as we talked and she responded to them. I recorded some of her answers and some of the things that she told me. Pam and I then worked together to add words to my written recording to make sentences:

Pam and Beth

Things we do together:
We clean house.
We cook.
We wash clothes at the wash house in town.

The Move to Town

We moved to town.
We moved on Saturday and Sunday.
The house has 3 bedrooms, a kitchen, a dining room, and a bathroom.

Pam and I talked about her move again on the following day. The move was taking a great deal of her time at home

and she was concerned about the amount of work that she had to do. She also liked her new house and wanted to write a story about it. We worked together and used some of the information from the previous day's dictation to write the following:

The Move to Town

Pam and Beth moved to town.
They moved on Saturday and Sunday.
They moved into a house.
The house has three bedrooms, a kitchen,
a dining room, and a bathroom.
The house is on Myrtle Street.

Another one of Pam's experiences that we discussed and I recorded for her to read was her trip to a reservoir. Pam came to work on a Monday and was tired because she went out of town the previous day and had not returned home until late that evening. She had gone to a reservoir with family members. Pam told me about the experience and I wrote some of the information on paper. We read it with assisted reading and we then added words to make a story about her trip:

The Reservoir

Yesterday I went to the reservoir.
Beth and her boyfriend went.
Jonathan went.
We went swimming.
We played volleyball.
We ate chicken, peas, cornbread, biscuit.
We came home at 1:00, Sunday night.

As with her other stories, Pam and I read this material with assisted reading and Pam took a copy of it home with her. We also worked together to add new words to her word bank. Pam's daughter was a tremendous help and worked with Pam to help her read the material. She also showed Pam how to write many letters and helped Pam copy her language experience dictations for handwriting practice. This was very helpful during our next strand of the curriculum when Pam had to write and complete forms for her job.

James's dictations

Most of James's first dictations for this strand were about his mother who was old and sick. She lived with James at the time we were developing the curriculum and he had to spend a great deal of his time taking care of her. Hardly a day went by that James did not discuss his mother and her health. He also talked to me about his father who had died years ago. These sessions seemed almost therapeutic to James who really did not have anyone else to talk to about his aging mother and her problems. Little time was available during the work day for James to talk to others. He seemed glad to be able to come to class, sit down, and talk to me about his mother each day. I took advantage of this and wrote down much of what he said for his first

reading materials. These are some examples of James's dictations recorded during several sessions:

Ruthie Agnes

Ruthie Agnes
78 years old
Can't do nothing
Feel bad
High blood pressure
Cooks dinner
Every morning - feels bad
Takes medicine

She sick
Has high blood pressure
Takes medicine
Goes to health center
Goes to doctor
Pay cash money
He help

Ruthie Agnes
Yesterday sick
Went to Indian doctor
Last night, feel a little better.
Martha Mango keep her today.

Mother
Goes to church
Pentecostal church in (name of community)
Preacher Strongmen
Can drive
Goes to store
Goes to bank

Waldo Agnes

Waldo Agnes - father
Done died
A stroke - three times
Died 18 years ago
He farmed, plowed.
A farmer
He go school - little bit, one week
Working all time - picking cotton

James also gave me the names of some extended family members and their communities which I recorded on paper.

I found that using family members as a language experience topic gave James a chance to talk about events which he might not have ordinarily discussed in a classroom setting. Some of these might be painful memories. For example, James told me about the death of one of his brothers and a terrible fire in which another brother lost an arm:

Harry Joe

He died.
Buried at (name of community)
About a month ago

Willy Agnes

Willy, my brother, ain't got no arm.
Was burned up in fire.
Was seven months old.
He janitor at school.
For thirty years.

After James dictated family passages to me, we read them with assisted reading. I always gave James a copy to take home with him even though he said he had no one to help him. I recorded some of the materials on tape cassettes and also sent them home with him. However, he had a difficult time working the tape recorder and keeping up with the cassettes. Because of these problems I tried to help James as much as possible during class time.

James loved reading words on the index cards. I spent a great deal of time copying words from his stories onto the cards. We then read the cards using assisted reading. The cards were very successful. He learned to read some of the family names from them. He learned to read his mother and his father's name and some of the descriptive words about them such as "sick". I made an extra set of cards for him to take home after each session. He loved to bring the cards back to work and carry them in his shirt pocket.

Sarah's dictations

Sarah's language experience regarding family members was limited to simple dictations. They were about an aunt, who lived with her, the names of her brother and sister, and the communities in which they resided. I asked Sarah questions about the aunt, and she responded with one and two word answers. Sarah and I worked with the information she gave me to come up with the following which I recorded:

My Aunt

Matty Robins
An aunt - Matty Robins
Lives with me
At home
About 38 years old
No children
Does not work
Cooks cornbread
Drives a car

After Sarah and I read the above lines with assisted reading, I put the words on two sets of index cards, one set for the classroom and one set for home. Sarah practiced reading the cards until she could read all of the words. Our next step was to add words to the lines to make sentences. In order to do this we spread the cards out on the table. After Sarah read each line I suggested words to add to make sentences. I copied the lines on paper in story form.

Matty Robins

Matty Robins is my aunt.
Matty Robins lives with Sarah at home.
Matty Robins is 38 years old.
Matty Robins does not work.
Matty Robins cooks cornbread.
Matty Robins has no children.

Sarah really enjoyed making sentences from the first dictation. We read them using assisted reading until she learned to read all of the sentences. Adding the words to her dictation was very successful. Although this same technique did not work with James or Mattie, it was appropriate for Sarah, Pam, and Maggie. Sarah not only learned to read the above dictation but learned to recognize some of the additional words in other contexts as well.

Sarah did not have children or grandchildren which might be why she did not approach the topic of family members with the same enthusiasm as did Pam, Mattie, or

Maggie. Each of the learners who had children and grandchildren enjoyed talking, writing, and reading about them.

It was difficult for Sarah to describe family experiences to me. Even with the use of questions, as suggested by Ringel and Smith (1988) language experience dictations were difficult. Sarah and I therefore spent more time reading commercially printed material with assisted reading. We also used pictures from catalogues and magazines for language experience.

Maggie's dictations

Maggie wanted to read "real books." Although she enjoyed talking about her family and liked to read her dictated stories, she wanted me to find books for her to read. I wanted to find a way to encourage Maggie to write, as well as read, for until this time she had done little writing in class. I searched for a book that would serve both purposes. I wanted a book that was not only appropriate for adults to read, but one that we could use as a model to encourage Maggie to write. Perhaps by using the structure of other stories she would be less inhibited.

I found Personal Stories: A Book For Adults Who Are Beginning To Read by Koch, Mrowicki, and Ruttenberg (1985) to be helpful with Maggie. The book contains sixteen

stories, each describing the lives of six adult characters. Photographs of the characters are presented with the stories. This book is written for nonliterate and semi-literate adults who are beginning to read English. It assumes that the learners have achieved a basic level of survival English and have some oral English proficiency. Many of Maggie's experience stories during this strand of the curriculum were based upon the structure of the stories that she read from this book.

Maggie and I read these stories together using assisted reading. I made copies of the stories for her to take home and practice reading. After reading some of them Maggie answered Yes/No questions about herself. She then wrote sentences about herself, her family, and her home based upon the questions she answered.

The information that Maggie wrote about herself was often similar to the information given about the main characters. For example, one of the stories involved a divorced mother of two children who had to work two jobs to pay the bills. After reading the story and answering questions Maggie wrote the following sentences about herself:

I am single.
I am divorced.
I have children.
I am unhappy.

After reading another story and answering yes/no questions, Maggie wrote about her family and included the names of her children and the community in which she lived:

My Family

I am not married.
I have six children.
They are Rhonda, Len, Billy,
Jenny, Alex, and Misty.
I have four grandchildren.
Billy has a son named James.
Misty has three children.
I live at Pine Hill community.
I live in a brick house.
Rhonda, Len, Jenny, and Alex live with me.
They go to school.
They attend High School.

Maggie did not know how to spell her children's names until I helped her with the spellings in this story. She asked me how to spell each of their names and was so glad to be able to write them herself. Although she had previously dictated stories to me and copied her dictations, she was now writing the information herself.

Dictated experience stories in group sessions

During the culture strand of the curriculum the learners were sometimes inhibited during group sessions and not willing to talk about their experiences. Most dictations of the strand occurred during individual tutoring sessions. Group sessions were reserved for follow-up activities. During the family life strand, however, the

learners and I did more group experience stories. By this time the learners felt comfortable working in a group and working with me. They were willing to share experiences with the group.

Dictated experience stories during group sessions were conducted by using two different strategies adapted from Stauffer (1970). With the first strategy one member of the group would tell about a family member or a family experience. This would be followed by other members of the group describing similar experiences. Group members who did not want to contribute did not have to. I used this method so that the learners who were the most proficient in English could dictate their experiences as a model to help the others who were not as proficient in English. This method worked very well. After a group member shared a story, another member was more willing to share his/her own information with the group. The steps involved in this strategy included:

1. We began the session by discussing a topic related to the curriculum strand, such as an experience with a grandchild. Sometimes these topics were initiated by the learners; at other times they were initiated by me. As we talked about the topic I observed which learners were interested and had experience with the topic.
2. I asked one of the learners who was interested to share the experience with us so that I could write it down.

3. As the learner talked about the topic I recorded the information on a chart. I asked the learner questions in order to obtain more information.
4. The group and I read the story from the chart, using assisted reading.
5. Another learner shared a similar story. Sometimes I had to ask someone to tell the story. At other times I did not have to ask; someone voluntarily began talking.
6. I recorded the second story on the chart and we read it with assisted reading.
7. After class I wrote the stories on paper and made a copy for each group member.

The number of stories told during this type of a session varied, depending upon the learners and how much time we had. An example of this group dictation method was a session held in which Maggie dictated a story about her youngest daughter. Pam followed with a dictation about her newborn grandson. I began the session by asking questions such as: What kind of things do you like to do at home? What kind of things do you like to do with your family?

I asked Maggie to share with the group some of the things that she and her youngest daughter enjoyed doing together. As Maggie talked to the group I recorded the information on a chart:

Maggie and Rhonda

Sometimes Rhonda helps me wash dishes.
She hangs out clothes.
She tries to sweep the floor.
She tries to fix the bed, but I won't let her.
She likes to write.

We go shopping together.
She looks at books.
She plays with dolls.
She wants to ride a bike.
She likes to dance.

After Maggie shared her story and we read it together as a group, I asked Pam to tell the group about her new grandson. She had already told us some information earlier. I knew that she was excited about the baby and would probably be willing to talk about him. I asked questions about the baby and Pam responded to those questions. I wrote her responses on the chart.

After the group read the material using assisted reading, we worked together to add words to the responses to make sentences. The group enjoyed reading the material because they were excited to here about Pam's new grandchild.

Pam's grandchild (grandson)

Jim
Beth's baby
Born in Jackson
Born July 30th
Sleeps at night

Jim is Pam's grandson.
Jim (He) is Beth's baby.
Jim (He) was born in Jackson.
Jim (He) was born July 30th.
Jim (He) sleeps at night.

The second strategy used for group language experience

involved each member of the group contributing something to the same story. For example, one learner would start the story with a sentence or two, another learner would add a few sentences, then another would add more sentences until everyone had added to the story. I used this method when I wanted to get each person to make a contribution, even if it were only a word or phrase. This method involved the following steps:

1. The learners and I began class by choosing a topic of interest relating to the family life strand. The topic was one with which all learners were familiar.
2. I asked one learner to share something about the topic. I sometimes asked this in the form of a question. I wrote the learners response on a chart.
3. As other learners shared information, I wrote their responses on the chart.
4. If the learners did not voluntarily contribute to the story I asked each of them a question to get them to talk and share with the group.
5. After all members had contributed we read the story from the chart using assisted reading.
6. After class I wrote the story on paper and made a copy to give to each group member.

This type of group dictation was used when we talked about our homes. Language experience dictations regarding their homes were a big part of this strand. I found that no matter how humble their homes may have been the learners still enjoyed talking about them to me and to the group.

We began talking about our homes during one of the group sessions. To begin the session we discussed all of the rooms that the learners have in their homes and the furnishings that are in those rooms. Each learner contributed to the discussion by describing his/her home and furnishings. I wrote all of their responses on a large white board and we did assisted reading with those responses.

The session was an excellent activity for generating oral language and building vocabulary. The learners were amused to discover that several of us used different terms for the same item. Most of the learners were able to respond to questions such as: What do you do in your kitchen? How many rooms are in your house? What activities do you and your family do in your living room? Who cooks in your kitchen? Where do your grandchildren like to play? How long have you lived in your house? Can you tell me about when you first moved into your house?

During the individual tutoring sessions we engaged in follow-up activities to the group session. The learners described their homes and furnishings in more detail. Maggie wrote her own description. Following the description that Maggie wrote about her house, she categorized and discussed colors that she thought would be appropriate for those rooms. I recorded the responses on paper to be used as reading material. Examples of dictations by Mattie, Maggie,

and James show the amount of vocabulary that was generated by this activity.

My House
by Mattie

Bathroom: commode, shower, sink
Kitchen: electric stove, sink, freezer, refrigerator table and chairs
Three bedrooms
Living room: couch, tables, television, ceiling fan chairs, coffee table, lamp

My House
by Maggie

I live in a house.
My house is too big.
I have a kitchen, a dining room, a living room, a bathroom, and three bedrooms.

My House
by James

Rent, lease an old house.
About $50.00 a month.
Was $100.00.
Off work, unemployed.
Now $50.00.
House has a kitchen.
Kitchen has a refrigerator, deep freezer, table and chairs, stove.
House has three bedrooms.
House has living room.
Living room: couch, chair, T.V.

Sometimes watch television.
Too tired.
Ain't got time.
One bathroom.

The subject of home always made James think about his garden. He spent time telling me about the garden and I recorded the information:

My Garden

Peas - 1/2 acre of peas
Talk about 4 acres of peas, but just talk, 1/2 acre
2 rows of tomatoes
This year - too much rain
Late in planting
Little bit of garden
Collards
Turnips
Corn- 2 rows of corn
Lease about 2 acres land
At community
This year - little bit of planting
Ruthie worked in garden.
Old and sick.

Structured language experience

In Using Language Experience with Adults: A Guide for Teachers, Kennedy and Roeder (1975) discuss a structured type of language experience called "The Directed Writing Method". This method involves in-class group writing which begins with structured, one-word written responses to the learners's own questions or to fill-in-the-blank exercises. Statements are used, such as "When I think of my children, I feel _____." The adults add one or two words to these statements and share these with group members.

I adapted this approach for use with the learners in my class. Rather than writing responses to the statements,

however, they gave oral responses which I recorded on chart paper. The steps to the strategy included:

1. I gave an open-ended statement about a topic we were discussing. From tutoring sessions with each learner I knew it was a topic that they all could discuss.
2. Everyone took turns completing the statement.
3. I wrote the responses on chart paper.
4. We did assisted reading with the responses.
5. As with the other group dictations I wrote this on paper and made copies to give to each learner to take home.

Using Catalogues

Catalogues were used extensively throughout this strand of the curriculum. The learners thoroughly enjoyed using them. We spent several class sessions working with them. We used the 1991 Sears Spring/Summer Catalogue, the 1991-92 Sears Fall\Winter Catalogue, and the Sears 1990 Home Catalogue. I was able to obtain enough catalogues so that each learner could have his/her own copy to work with.

The home and furnishings

We began our use of catalogues during one of the group sessions in which the learners discussed their own homes and furnishings. The session began by each of the learners describing their homes, the rooms in their homes, and some of the furnishings in those rooms. I recorded the information on the board and we read it together using

assisted reading.

The learners and I then looked through the catalogues and cut pictures out of them. These included pictures of furnishings, as well as various appliances that may be used in the home. Each person chose his/her own pictures and placed them in a book. I helped each person label the pictures as they described them to me.

The learners cut out pictures of living rooms, kitchens, dining rooms, bedrooms and bathrooms. They also chose pictures of separate furnishings and appliances. We talked about the pictures and used as many descriptive words as possible. This included different names for the same object such as "sofa", "couch", "loveseat". We also discussed colors, the material of the furnishings and room arrangements. This also gave us a chance to work with math and money because we were able to look at prices and compare the costs of various furnishings.

Some of the learners were quick to tell the group what they did or did not have in their homes as compared to the pictures that they were choosing from the catalogues. They had a grand time selecting kitchen appliances that they did not have at home. None of them had a dishwasher or microwave at home. Yet most of them chose the largest and most expensive of these items from the catalogues. They spent much time showing these pictures to each other and

comparing them.

I was surprised at how much time each learner spent choosing large pictures of rooms that were furnished. Some of them told the group that they were finding what they wished they had. Each of them, except for James, took a great deal of time matching the furniture and colors of each room that they chose. For example, each of Maggie's rooms contained wicker furniture and colors of green and pink. Sarah chose three different bedroom photographs that she wanted to place in her book. We labeled each item. She had a difficult time making a choice; she liked all of them. This gave me a chance to work with Sarah on comparing colors, material, furniture in the rooms, and the way that the furniture was arranged.

The learners really enjoyed working together on this activity. It was a wonderful springboard for discussion. It also gave them an opportunity to speak English with something that they enjoyed doing. The learners showed pictures to each other, described them to each other, and laughed about each others choices. They had so much fun that they didn't want to leave class. We continued to work on this type of activity for the rest of the strand. We also used this topic during individual tutoring sessions.

Listed below are some of the vocabulary terms that Pam and I wrote to label the pictures that she chose.

Homes and furniture

Bedroom, bathroom, living room, dining room, kitchen, bed, dresser, night stand, lamps, pictures, curtains, rugs, sofa, couch, chair, table, coffee table, ottoman, table and chairs, china cabinet, china, dishes, refrigerator, stove, sink, microwave, freezer, dishwasher, cabinets, commode, sink, bathtub, shower, bookshelf, books.

Using pictures and photographs of children and babies

Catalogues were used not only for obtaining pictures of homes but also for choosing and describing pictures of people. For example, when the learners were selecting pictures of the homes, furnishings and appliances, several of them wanted to discuss the pictures of the babies. Some of these pictures were cut and pasted in books, labeled and described. Vocabulary pertaining to the family was discussed in conjunction with this activity. The activity also led to an expanded discussion about some of their own grandchildren.

Using Local Newspapers

Food and home product advertisements from local newspapers were used during this strand of the curriculum. During one of our group sessions we worked with food advertisements that contained pictures of food items. We also identified the names and prices of each item. The learners chose and cut certain advertisements out of the

newspapers and placed them in books that they made. We labeled and discussed the items. This activity also gave us a chance to discuss prices of the products.

Book of Words and Pictures

I purchased large scrap books from a local department store for each learner to use. Catalogue pictures and newspaper food advertisements chosen by the learners were placed in these books. Maggie labeled her pictures and advertisements and I assisted the other learners by writing labels and descriptions for them. These scrap books were a convenient and easy way to keep the pictures organized. The labels and descriptions were used as reading material.

Imaginative Adjectives/Prepositions

One of our activities involved the use of picture cards that I made from commercial material, "Imaginative Adjectives/Prepositions". This was a set of large cards, each containing six pictures depicting adjectives and prepositions. I copied the large cards, cut them up into separate illustrations, and placed them in envelopes, along with the matching words. During one of our group sessions we worked as partners to sort the cards according to categories. We then described the cards and matched them with the appropriate descriptive words. I wrote the words on chart paper and we read them together as a group.

The cards were utilized in many ways. They were helpful in eliciting oral language, which was written down and then read with assisted reading. The pictures on the cards were entertaining. The learners enjoyed working and talking together. Some uses for the cards include:

1. The pictures on the cards are cut and pasted onto cardboard with rubber cement. The learners categorize the pictures into groups according to adjectives or prepositions.
2. The learners work together to come up with descriptions of the cards. These descriptions are written by the teacher on chart paper and read by the group with assisted reading.
3. The learners match words and/or sentences with the illustrations.
4. Pictures from the cards and words describing the cards are organized and classified in various ways by the learners.
5. New vocabulary terms that are learned are placed in word banks.

Workplace Literacy Strand

Introduction

The workplace literacy strand was developed during the two months after the family life strand. As with the family life strand, this strand took more time than I anticipated. Once we began the strand I became aware of printed materials that the learners needed to learn how to read and complete for their jobs.

The content of this strand was chosen by the learners' department supervisor, the learners, and myself. I spent much time working with the department supervisor in order to choose some of the information to be covered. This meant spending several hours on the factory floor talking with the supervisor. I wanted to make sure that our classes helped the learners read and complete the most necessary forms and paperwork. The supervisor was very supportive and helpful and took the time to explain certain papers to me that I needed to use in class. She asked me to help the learners in the following areas: completing the "Daily Labor Report" regarding production and down times; using the telephone to call in sick; and, reading sections of the Hourly Personnel Policies.

When we first began this strand several of the learners brought forms to me and requested that I help them read and complete the forms. These were the "Efficiency Down Time Report" and the "Sumrall Food Service" form. These were brought to me out of necessity. It seems that the learners were being penalized for not completing the down time report and losing money in coke machines for not filling out the food service form. Reading and completing these forms also became a part of our curriculum.

I chose to cover the following information based upon my own experiences with the learners and advise from plant

personnel: reading signs and other printed materials posted around the plant; reading visual aids posted above work stations; reading work-related simple books; and, describing and analyzing jobs through the use of video-tape. I also decided to include reading and completing simple types of application forms. I felt that it was a necessity for the learners to read and write their addresses and other personal information about themselves. This included reading information from drivers licenses and social security cards.

I included reading environmental print, such as road signs. I felt this was necessary because it was print that the learners were likely to encounter on an almost daily basis. The necessity of reading this print was apparent the day that James had to drive a large bus from the plant to his community which was about thirty-five miles. The driver was sick and James was the only one who could drive the bus to take the workers home. Some of the plant personnel were upset that James was driving because they knew that he could not read the road signs.

Some of the print that we worked with during this strand included signs that were not only posted in the factory, but in public places as well, such as "Do Not Enter" and "No Smoking" signs. The learners were interested in learning how to read this print and I felt that it would

help them function better in everyday life situations as well as on the job.

This strand of the curriculum was similar to the other strands in that the learners and I continued to meet in individual tutoring sessions as well as group sessions. However, it was different in that it was somewhat less individualized than the other strands. All of the learners needed to learn to read the same signs in the plant and fill out the same work-related forms. I spent more time introducing and working with new information in group sessions. This strand of the curriculum is presented, therefore, in a different way than the other two strands were presented. The strand is organized according to group sessions in order to show the way that the content was developed and taught.

During individual sessions the learners received additional help with the workplace materials. The sessions were also a continuation of other activities begun during earlier strands. For example, the learners and I continued to do language experience. We also continued to record books on cassette tapes for the learners to take home.

Pam was not able to attend the first eight of our group sessions. She had surgery and was on sick leave during this time.

First Group Session: Work Forms

For our group session today we began working with "The Efficiency Down Time Report," a form that the learners need to learn to read and complete for their jobs. We also spent time working with the "Sumrall Food Service" form that is used to obtain lost money from coke and snack machines. The necessity of the learners knowing how to complete these forms was brought to my attention recently by the learners themselves.

Maggie came to class one day with a "Sumrall Food Service" form that she needed help in completing. She had lost money in a coke machine and in order to get back the money she had to complete the form. She could read the form, but rather than complete the form independently, she brought it to me and asked for help.

Another similar incident occurred when Pam asked for assistance with a form. Two weeks before we began this strand she brought a form entitled "Efficiency Down Time Report" to class. She handed it to me and said "Class: Supposed to put in class." I talked with the new line supervisor and found out that the learners were supposed to be completing this form each time they attended class. If the forms were not completed and turned in at the end of each working day, the learners would be penalized for wire harnesses that they did not produce during class time. This

was occurring with all of them for they did not know how to complete these forms.

For this first group session we worked with both forms, the "Sumrall Food Service" form and the "Efficiency Down Time Report". We began our lesson with Maggie explaining to the group in English and in their first language what happened to her when she lost money in the machine. All of the group members indicated that they understood. This had happened to others as well.

We did a type of role play and pretended that each of us had just lost money in the machine. Each group member received a "Sumrall Food Service" form to complete. I wrote the words from the form on a chart, which we read together as a group. We then talked about how to complete each part of the form and I wrote this on the chart. Each student filled out a form, using my chart example. When confusion occurred, Maggie helped by interpreting in their first language. Vocabulary terms on the form included: Name, Shift, Amount, Date, and Machine.

Dates were to be recorded on the forms as numbers. For example, instead of writing "October," the number "10" was to be written. For James to understand this, it required going back through the calendar, starting with January and counting each month until we came to October and said "10."

After working with the food service form we worked with

the "Efficiency Down Time Report." It was quite an accomplishment for the learners to complete these forms. Maggie helped me explain to the group that the form needed to be recorded each time their machine was down, including class time. Vocabulary involved with the form included: Name, Date, Shift, Efficiency, Operation, Code, Rate, Quantity, and Down Time. As with the "Sumrall Food Service" form I recorded the information on a chart as we talked about it. The learners and I worked together and they helped each other complete the forms.

Second Group Session: Signs Posted in the Plant

During this group session we worked with reading signs posted in key areas of the plant, such as the breakroom, main entry and exit doors, and main bulletin boards. For examples of these signs, see Appendix B.

I walked around the factory to places that the students usually go, such as the breakroom and through the main doors to the clock-in, clock-out area. I took the signs that were posted in these areas and made copies of them to distribute during class. It would have been beneficial to the learners if they could have walked with me and chosen the signs that they wanted to read. However, time would not allow this. I also had to be careful not to embarrass the learners. They did not want other employees to know that they could not

read. I did not want to make the situation obvious to their coworkers.

During our session I gave each learner a copy of the signs. We discussed them and talked about where they were posted and what they meant. Again, Maggie helped with translations. The learners took copies of the signs home to read with family members. I kept copies for our classroom and posted them on our wall. The signs that we worked with during this session were:

STOP!
DID YOU
CLOCK
IN
AND
OUT
TODAY?

NO SMOKING AREA

THE PLANT WILL
DELIVER MESSAGES THAT
ARE EMERGENCY RELATED
ONLY..

PLEASE USE BREAKROOM
PHONE FOR ALL PERSONAL
CALLS.

BREAKROOM NUMBER
656 - 0000

PLEASE KEEP THE
BREAK AREA CLEAN

PLEASE PUT TRASH
WHERE IT BELONGS

NOTICE
Do Not Store Food On
The Counter.

One sign that was very important dealt with wearing safety glasses. The sign was posted beside every major entry and exit door into the plant, yet the learners could not read it.

N O T I C E

SAFETY GLASSES
REQUIRED -
BEYOND THIS POINT

Daylight savings time

The Sunday that followed this group session was the day that Daylight Savings Time ended. We talked about the change of time and how we would have to turn our clocks back for one hour. I gave each learner a copy of the sign regarding the time change that had been posted around the plant for several days.

This lesson gave us a chance to work with the calendar and the clock. We found the day on the calendar and marked it. We worked with time and talked about the extra hour that they would get on to sleep on Sunday. We talked about setting their clocks and how to do this. The sign that we read together was:

Announcing..

DAYLIGHT SAVINGS TIME
ENDS
Turn your clocks
BACK
one hour on
Sunday, October 27 at 2:00 a.m.

Third Group Session:
Reading and Writing Personal Information

During this session we focused upon reading and writing basic personal information that is necessary to complete job applications and other paperwork. The personnel director and the department supervisor usually wrote this type of information for the learners.

For part of this lesson we used Entry to English Literacy: A Real-Life Approach. This book is written for adults who are learning English as a Second Language. We used several charts from the book onto which the students could record personal information about themselves. The charts had places that the students could print and sign their names and record their addresses and phone numbers. The charts were accompanied by photographs of adults and written dialogue between the adults. The dialogues consisted of questions and answers regarding spelling and signing names and telling addresses and phone numbers.

The learners began by writing and reading their names and addresses. I used chart paper to write examples and Maggie helped explain the information to the learners in their first language. We read and did assisted reading with dialogues of adults who were asking and answering questions pertaining to names and addresses. Reading the dialogues

also gave us a chance to engage in similar dialogues regarding our names, addresses, and phone numbers.

Writing addresses took much more time than I could have imagined. This was the first time that most of the learners had ever written their address. James Amos had to look at a piece of paper from his wallet onto which his name, address, and some other information was written. He asked me to tell him what his address was. I read the address to him and showed him how and where to record it. Maggie and Sarah were the only ones who knew their street and box numbers. Maggie could write this information although she had to have help in recording the state, zip code and city. Sarah told us her box number and street and Maggie and I helped her record this information. Mattie could not tell me, or tell the others in her first language, what her address was. She also did not have any cards with her or any paper with her address recorded. I left the classroom and went to personnel and got the information and wrote it down for her. She copied it onto the chart but she also kept my paper and took it with her in her pocket.

After working with addresses, we discussed how to use the telephone and telephone numbers. Those who had phones recorded their numbers on a form. We spent a great deal of time discussing area codes. None of the learners until this time knew our code.

The personnel director at the plant and the department supervisor were very excited about the students learning to write this personal information. This would allow the students to function in an independent manner that they had not been able to do until this time.

Fourth Group Session:
A Visit From the Governor's Wife

This was a very exciting session for us. The governor's wife came to the plant to visit our Workplace Literacy Classes. She came to our class, talked to the students, and looked at the books they have made and other materials we are using. The governor's wife is very interested in adult literacy in the state. Before she came, Maggie helped me by explaining to the other three learners in their first language who the governor and his wife were.

This lesson gave us a chance to use the newspaper. I brought one to the classroom and we looked at a picture of the governor and read information about him in preparation for our visitor. This visit did much to build the self-esteem of the learners. Not only did the governor's wife come to our room, but the President and CEO of the plant, who spent time talking with the learners and showing his support for our class and what they were learning.

For the remainder of the session we continued to work on reading and recording personal information. I used the

large chart to write down some of the personal information that the learners gave me. This gave us a chance to do some language experience and read the material together.

We talked about our birthdays and the learners completed forms which contained "Date of Birth," with "Month, Day, Year." These forms came from Entry to English Literacy. Mattie used a card that she carried in her pocket with her name and birthday recorded. I showed her where to put the information on the form and she copied her birthday. Sarah and Maggie knew their birthdays without having to look them up although Sarah had to have assistance in completing the form. James and I used his driver's license to obtain the date of his birthday. He did not know what his birthday was.

We also worked with learning how to read and complete information about "height" and "weight" and "color of eyes" and "color of hair." Terms covered were: height, weight, color of eyes, color of hair, brown, green blue, black, red, blond, ft., in.," Maggie helped the others understand color of hair and eyes. James and I looked at his driver's license to see where the information was recorded. None of the others had a license. As far as weight went, we estimated and the learners had a laughed about how much they weighed. We looked at different pictures of adults and talked about the terms male and female and "M and F." Each

student checked boxes with the appropriate term for himself/herself. We also talked about marital status. The following terms were covered: married, single, divorced, widowed, separated, Mrs., Miss, Ms., Mr." Each student checked appropriate columns and completed information about marital status.

Fifth Group Session:
Using Personal Information to Complete Forms

During this session the learners completed application-type forms that required them to write the personal information that they had been working with during previous sessions. The forms also required them to write their social security numbers. None of the students knew their Social Security numbers. I had to obtain the information from personnel for each of them except for James who had his card. The others, however, did not have their cards and Mattie and Sarah acted as if they didn't even know where their cards were. The form that we worked with was in Entry to English Literacy, Book 1. A copy of this form is found in Appendix C. The following information was contained on the form: Birthplace, Name, (Last, First, Middle Initial), Spouse's Name, Address, Phone, Social Security Number, Date of Birth, Sex, M And F, Height, ft. and in., Weight, lbs., No. of children, Occupation, Are you a U.S. Citizen? Yes, No.

Application forms from the Plant

We began reading and completing sections of the application form for the plant during the group session. This application form is found in Appendix D. We discussed how to apply for a job and the necessary procedures.

Areas of the application form that we began completing during the session included: Name; Street Address; City; State; Zip; Date; Phone; Social Security No.; Sex; and, Are you over 18 years of age?, We did not have time to finish the form. Some of the learners worked on it during individual tutoring sessions during the following weeks.

I used this form with the learners because I wanted them to actually use the information they had been working with on the official plant form. However, there was a problem with the form in that the print was too small. James and Mattie had a difficult time reading it. I helped them start completing sections of the form but when I realized they couldn't see it we stopped working on it. The form from the book with the larger print was more appropriate for use with these older workers who have a difficult time seeing.

I later obtained a magnifying sheet to be used with some of the required forms with small print. I also worked with Mattie and helped her get an appointment with the eye doctor to get her glasses changed.

Sixth Group Session: Work Forms, Aides and Manuals

Scrap Waste Forms

I noticed during this session how the learners had become more of a "group" and spent extra time helping each other. When they completed their "Efficiency Down Time Report" at the beginning of class, Maggie watched James and Sarah complete the form and assisted both of them. Sarah and Mattie also worked together and helped each other.

We went over the Green Scrap Form that the learners have to complete when the racks beside their work stations are filled with wires. The department supervisor said that several members of the group had been completing a small part of the form such as their names and the date. These were the areas that we had already covered in class.

During this class session we talked about the form, what it is for, and we read the words on the form. The learners completed the information that their supervisor told me was necessary for them to learn to read and write. This included: Part number; Operator (their name); Machine number; Date; Shift; Container Quantity; Meter in; Meter Out and the Total Quantity. Maggie helped with translating the purpose of the form, when it is to be filled out, and what they are to do with it.

Hourly Personnel Policy Manual

In my conversations with the department supervisor she indicated that she wanted me to cover some parts of the Personnel Policies Manual with the group. She wanted me to go over holidays and vacation times with them because they had difficulty understanding these. Several of the learners had missed work on days that were not holidays and claimed that they thought the day was a legal holiday. This happened to some of the other workers on American Indian Day. Although the Tribal Schools and the Tribe celebrate the holiday, the plant does not observe the day. Those who did not report to work that day said they thought it was a holiday for the plant as well. Although this was not any of the learners involved in my classes, the supervisor said that she was afraid they may be confused about some of the other holidays.

I obtained copies of the Hourly Personnel Policies Manual for each learner and we discussed the plant personnel matters of Leave, Vacation, and Holidays. This gave us a chance again to work with the calendar. We read the holidays together and various sections of bold print and the headings. It was interesting to note that Mattie was the first of the group to get out a pencil and underline these holidays. This was a topic that the learners wanted to spend time discussing. We also read the cover of the manual

and other information about the manual that the learners wanted to discuss.

Visual aides

During some of our first tutoring sessions of this strand the learners and I read parts of their visual aides that are posted above their work stations. I felt that it was important for them to understand the material that pertains to the specific job that they do.

I realized after working with them that these aides change, however, depending upon the specific task that they are working on and the specific harness that is being built. I decided to work with these aides during a group session so that we could spend time discussing them and discussing the differences between them. Although the learners work closely together in the same department, some of their specific tasks are different.

Before the group session I went out on the factory floor and took down the aides from Maggie and Sarah's worksites. (James's was missing; however, he was doing the same task as Sarah so his aide would be the same). Mattie also did not have a visual aide posted for some reason. I made copies of the aids that I found and distributed them to the students. We used these to discuss what they are, what they are used for, and what they mean. We marked certain key

words on the aides, such as Splice, Clip, Heatshrink, Solder,and certain colors that were listed. We read these words together. These words were not difficult for the learners because they are a part of their everyday terminology. I found that these were some of the easiest words that they learned to read.

We spent time with the aides in individual sessions just as we spent time with other materials covered during these group times. Examples of the aides are found in Appendix E.

Seventh Group Session: Life-Coping Skills

I was very excited during this session because the students came to class as a group. I was enthused to see that Maggie went to each student on the factory floor, told them it was time to come to class, and brought them as a group. The learners were very supportive of each other by the time we reached this session and really seemed to enjoy class.

For our class discussion we talked about emergency situations and the phone numbers to use if an emergency occurs. The numbers included reservation numbers as well as the 911 emergency number. We looked at pictures that depicted situations in which to call the fire department, the doctor, an ambulance, the police, and the hospital.

Terms that we read and wrote were: fire, doctor and ambulance.

We discussed the 911 emergency phone number, which none of the students knew. We worked with the telephone book and found the emergency number in the book. We read words associated with the 911 number out of the phone book. All of the learners wrote down the 911 number to keep. This number has not always been in operation on the reservation. We discussed when to call the doctor, the police, and an ambulance. We also discussed: poison control, police, hospital, and fire department

Common environmental print: signs

We looked at pictures which depicted photographs of signs that are common. Some of these signs appear in the plant and around the plant and others appear in public places and in our town. These signs included: Stop, Ped Xing, No Bicycles, Walk, Do Not Walk, Phone, Out Of Order, No Smoking, No Parking, Danger: Keep Out, Rest Rooms, Men, Women, and Handicapped.

This session was to be our day of watching a videotape of the learners on the jobs, followed by a language experience session. When we went to the plant conference room and it was time to begin, however, we discovered that the VCR had been stolen. We had to postpone this activity

to a later session when I could bring a VCR to the plant to use.

Materials sent home

It was brought to my attention by the learners that they needed help with numbers. They needed help with counting, adding and subtracting, and counting money. Maggie told me that James had trouble counting money for the coke machine at work and that he could not count his change. We had spent some time working with prices and money during our family life strand when we chose pictures of food advertisements. However, the time spent was not enough for some of the learners.

Our time was so limited. When would I find time for everything that the learners needed? It seemed that every time I met with them I discovered more information that needed to be covered. I felt that I needed at least eight hours a day with them and that still wouldn't be enough time!

To try to give the learners extra help with math, I used the book, Entry to English Literacy, Book 1: A Real-Life Approach. I went over certain pages with the learners and the learners took them home to work. I did this so that they could practice with some math materials until we had time to work with real money and math problems in class. The pages that they worked were appropriate for adults. The

pages dealt with counting from 1 to 100. This was important for the students since they dealt with counting wires each day. Some of them could not count and relied upon machine counters.

In the workbook pages sent home, the numbers were presented in real life print that adults pay attention to daily. For example, numbers are shown on mailboxes, curbs, speeding zones, addresses on buildings, car tags, envelopes, money, telephones, pages of books. For counting objects, pictures of items that are appropriate for adults are included such as pictures of coffee pots, hammers, keys, garden tools, eating and cooking utensils, pens, coffee mugs, fruit, watches, shoes, clocks, furniture.

The material on money that I sent home with the learners dealt with recognizing and naming the value of the penny, nickel, dime, quarter, half-dollar, dollar bill, five dollar bill, ten dollar bill. Photographs of actual signs with prices on them were displayed in the material. Counting exercises were also provided. Photographs of adults in a store purchasing items and discussing the costs were also depicted in the materials.

Eighth Group Session:
Using The Telephone and Reading Books

For this group session we focused more attention on using the telephone. The department supervisor and I had

discussed the progress of the learners. She felt that Sarah and some of the other students still needed help in practicing communication skills on the telephone. Some of them were having problems calling the plant to report absenteeism or lateness. The problem was not only a lack of communication skills on the students' part but an inability to use the new phone system installed at the plant.

An Octel Voice Processing System was installed with the plant phone system. Callers were greeted at the switchboard by an automated attendant. The caller was prompted by a menu selection with step by step instructions on completing the call. This system caused difficulty on the part of the students who did not speak proficient English. According to the supervisor, they were very confused by the system and did not know how to use it.

The learners were also asking me to make phone calls for them, not just because they had difficulty finding access to use a telephone but because they were having difficult times communicating in English on the telephone. Mattie, for example, came to class one day and asked me to call the health center for her and find out about how she could get new glasses. I called the health center and received the information, wrote it down for Mattie to give to her granddaughter, and then I asked for a Native American staff member at the health center to talk to Mattie in her

first language to tell her exactly what she needed to do. Maggie also came to class one day and asked me to call the elementary school for her to obtain information about their son's lost glasses. Maggie was unsure how to make the call to the school and unsure of how to ask questions to obtain the information that she needed.

I gave each learner a list of plant employee extension numbers and we discussed who they were to call to report they would not be coming to work. We found the extension numbers of those they needed to call on the list: their immediate supervisor, the personnel director, or the secretary. The learners discussed what to do if they called the plant and could not reach them. We spent much time discussing how to call these numbers and how to use the Octel System. We went through all of the steps involved in calling the plant and reporting that they would not come to work. I had a phone that we were able to use.

For our language experience, I wrote some of the information that the learners told me on a large chart. Maggie gave us extension numbers from the list as we talked about what to do if they called and couldn't reach their supervisor. I recorded the numbers:

"0" - Secretary
You call and leave a message with the secretary.
You leave a message for the supervisor.
Ext. 420
The Personnel Director - 407

Working with the telephone was something that continued throughout the rest of the curriculum, especially as the learners continued to need assistance in calling other places.

Assisted Reading with work-related books

We read work-related books that pertained specifically to the reservation and to the factory in which we were working. These books had been written for the school system's social studies curriculum but they were still appropriate for the adults. The books were: James At Work; Eddie; and, LeAnne. I made copies of the books so that each learner could have his/her own copy to take home and keep. I recorded the books on cassette tapes for the learners to take home.

James At Work. This book showed an actual day in the life of Maggie's neighbor James, one of the Native American tribal employees. The book contained photographs of James doing his job around the reservation. He worked in maintenance and repairs. One of the photographs showed James at our plant fixing a machine that was broken. The book also contained pictures of James driving the bus, the same bus that James had to drive to his community one day.

When we first read this book in our group session the learners loved it. They knew almost all of the people pictured in the book. The learners enjoyed Maggie's

discussion about her neighbor when she told us that he really could not do all of the things that the book said he could do. One of the highlights of reading the book was when we came to the page which showed James at our factory fixing a machine. All of the learners, except for James, immediately recognized the name of the plant and were excited to read it.

Eddie: Learning About Economics. This book had also been written for the school system curriculum but was very appropriate for the learners. It was about a man named Eddie who worked at our factory building wire harnesses for trucks. The book described a great deal about the job and gave the reader a good indication of the work that goes on at the plant. It explained the building of a harness and how the harnesses are shipped to many different locations in the United States and Canada. The learners really enjoyed reading this book as well. During later individual sessions we taped the book on cassettes for them to take home.

LeAnne: Learning About Economics. James was not as interested in this book as were the ladies in the group. The book described the way that a girl, LeAnne, made money by selling the sweet potato pies that she and her grandmother made together. All of the characters were tribal members and the book was very realistic. The story described how the pies were made and how they were later

sold. Each of the learners, except for James, said that they made potato pies in a similar fashion and enjoyed cooking them.

I recorded the book on cassette tape for each of the learners except for James. He was not interested and, therefore, we pursued something else that he was interested in.

Ninth Group Session: Language Experience

Pam returned to work and joined us during this session. We were so glad to have her back in our group. Pam's great attitude about class and about life in general really made a positive contribution to our group. Although we were still working with our factory/workplace strand of the curriculum, this was the week of Thanksgiving. Family gatherings for holidays, such as Thanksgiving, are very important to these Native American people. For our class today, we discussed Thanksgiving and found the date on the calendar. We then did two language experience dictations. Maggie talked about what she will be doing for Thanksgiving and I wrote her words on chart paper, which we read with Assisted Reading. I asked Pam some questions about her Thanksgiving. I asked her to describe the food that she and her family would prepare for Thanksgiving. I wanted to get Pam back involved with the group right away.

THANKSGIVING

Maggie's Thanksgiving

We bake a small turkey.
We cook some hominy.
Me and my sisters will cook.
My brother's wife cooks hominy outside.
The family will be eating.
Sometimes kin folks show up and eat.
We make: Soup, Dressing, Potato Salad, Cake, Turkey, Hominy, Greens, Cabbage, Peas, Fried Chicken, Fry Bread
If it's nice and the sun is out, we go outside.
The older folks sit around and talk.
The kids play.
Play volleyball.
The children love to play volleyball.

Pam's Thanksgiving

Sarah is going to cook hominy.
We are going to cook: Turkey, Chicken, Dressing, Banana Pudding, Ham, Potato Salad, Pork Chops, Fry Bread, Peas, Fish

After reading these Thanksgiving stories with assisted reading I copied them on paper and gave each student a copy to take home with them. We read these again during our individual sessions.

Tenth Group Session:
Use of Videotape and Language Experience

During this group session the learners and I watched a video which showed each one of them working his/her job. While watching the video, I asked the learners questions to get them to talk about their jobs. I recorded the responses

and comments on chart paper which we read together after the video.

To make the video, I went in the plant and filmed each one of the learners. I tried, in earlier sessions without the video, to get the learners to tell me what they did on their jobs. They were not able to tell me in English what they did. Maggie was really the only one who could describe what she actually did. I decided that by watching a video of themselves performing their job tasks, they would be better able to discuss these tasks. For example, when we talked as a group about James "hanging his wires on the rack" Sarah would understand what we were talking about as she watched James perform this task on the video.

I was really surprised at how much the learners enjoyed watching themselves on the video. I played it several times for them when we first began our class. They had fun laughing at themselves and each other. James told the group "I look like old man. So slow." The group responded by agreeing with him.

I put the tape on Pause for each learner in the film. This gave us more time to discuss the learner's job and what he/she was doing in the film. I wrote the information on chart paper as we discussed it. For example, as we watched James perform his job we talked about how "James does Dip

Solder with the wires that he gets. When he finishes his job he hangs his wires on a rack."

Watching the film and describing the jobs also gave the learners a chance to discuss experiences that had happened to them. For instance, while we were watching James on the video, he interrupted the discussion we were having to tell us about the time that the dip solder blew up and went in the air. It got all over his clothes and he was burned in some places. Maggie explained to us that the reason the dip solder blew up was because the wrong liquids were being used.

The use of the video was successful in that much conversation in English occurred as we watched it. I was able to get information from the learners and record it in writing to use as reading material.

I was very grateful to the plant managers for allowing me the freedom to videotape the learners. The managers were always supportive of my work and gave me the liberty to go on the plant floor as much as necessary to do what I needed to do. This was really crucial to the success of our classes.

Eleventh Group Session:
Daily Labor Report and Downtime Report

The plant engineers devised a "Daily Labor Report" and a "Downtime Report" for some of the workers to begin using.

The two report forms were printed together on one sheet of paper and took the place of the "Efficiency Down Time Report." These reports became a requirement after some of the learners had finally begun completing the "Efficiency Down Time Report" independently, with no help from me.

The immediate supervisor brought the new report to my office and asked me if I would be the one to explain it to the workers in my classes. The engineer who devised the report explained it to me and I, in turn, went over it with the learners. I did not do this the first time by myself however. I solicited the help from one of the Native American supervisors to assist with language difficulties. He came to my classroom the first day that I gave the form to the learners. As I explained it, he interpreted any information that they did not understand into their first language.

I gave each of the learners the forms. We went through the forms together and the learners completed them, step-by step. Maggie was very helpful during this session and assisted some of the others. After this group session I had to spend several days helping each learner during our individual sessions. They had no difficulties with completing the parts that were the same as the earlier report. For example, they could all complete name, date, shift.

The supervisor indicated that our work with these forms was successful. All of the learners were completing the forms independently after two weeks. The supervisor was having more problems with other workers, not enrolled in our class, who could not read the forms. These forms are located in Appendix F.

Summary

This chapter presented the curriculum that was developed and implemented. The three strands of the curriculum were Culture Strand, Family Life Strand, and Workplace Literacy Strand. The next chapter presents my reflections of the six-month process. The impact of this process upon the learners is described. Further possibilities for curriculum development are discussed.

CHAPTER V

REFLECTIONS OF THE CURRICULUM DEVELOPMENT AND IMPLEMENTATION PROCESS

The purpose of this study was to develop and implement a whole language curriculum for limited English proficient, nonreading Native American adult factory workers at an automobile supplier plant. Chapter 2 contained the theoretical foundation and a review of the literature. A humanistic view of the adult literacy process, a cognitive theory of learning, and psycholinguistic theory were reviewed. Schema theory was presented as part of a reader-centered, psycholinguistic processing model of English as a Second Language reading. Chapter 3 described the processes involved in conducting a workplace audit, meeting the learners, and conducting formal and informal assessments of the learners. Results of the assessments are included. Chapter 4 documented the process of curriculum development and implementation. The curriculum consisted of three strands. These were as follows: (1) Culture Strand, (2) Family Life Strand, and (3) Workplace Literacy Strand.

This chapter presents the author's reflections of the process and product of curriculum development. The impact of the process upon the learners is described along with conclusions regarding the appropriateness of the curriculum.

Recommendations for educators of adult learners, based upon the results of the study, are included. Possibilities for further curriculum development and research are discussed.

The Impact of the Curriculum Process Upon the Learners

This section of the chapter describes the impact of the curriculum upon the learners. This impact is discussed in terms of anticipated outcomes and unanticipated outcomes.

Anticipated Outcomes

The learners were assessed at the beginning of the curriculum with formal and informal measures. Formal preassessment included the Adult Basic Learning Examination (ABLE); the Slosson Oral Reading Test (SORT); and, the ESL/Adult Literacy Scale. Informal assessments were conducted to examine recognition of sight words within the factory, prereading competencies, and English language proficiency. Detailed results of this preassessment are included in Chapter 3.

I anticipated that the curriculum would have a positive impact upon the learners involved. I expected the learners to progress in the areas that were informally preassessed and in areas covered in each of the three curriculum strands. However, I did not anticipate that the learner who was administered the formal assessment measure would show a gain on that measure.

Formal Assessment

Maggie was post-tested on the Adult Basic Learning Examination (ABLE). It was not required that she be post-tested on the Slosson or the ESL/Adult Literacy Scale. She was the only learner who took the ABLE at the beginning of the curriculum. It was not expected that she would make any gains on the test after having participated in the classes. The curriculum was developed for six months, which was not enough time to show any real progress on the test.

When Maggie was post-tested on the ABLE she did improve on the vocabulary section. The post-test grade equivalent for vocabulary was 4.1 as compared to 1.9 on the pretest. Reading comprehension and spelling scores showed no gain. One must be cautious when interpreting the results, however. The increase score in vocabulary may not represent a gain in cognitive ability but may represent a change in Maggie's emotional conditions. Sticht (1990) states that after adults adjust to the programs in which they are enrolled and feel more comfortable with the staff, their post-test scores may increase because of psychological factors. The increase of post-test scores over pre-test scores may be called "warm-up," "surge," or "practice" effects. This was probably the case with Maggie whose self-confidence seemed to increase dramatically during the course of the curriculum process.

Informal Assessment

Throughout the course of the curriculum the learners were informally assessed to determine progress in the same areas as assessed during the preassessment. All of the learners progressed although not at the same rate.

Recognition of sight words within the factory

Recognition of sight words within the factory was part of the preassessment of the learners. Maggie was the only one of the learners who could read any workplace material. Even she had difficulty reading some of the important signs. After the workplace literacy strand of the curriculum, each of the learners recognized some sight words from visual aides, signs, and other printed materials. The specific words recognized and the number of words learned varied according to each learner. Sarah, for example, learned to recognize more words from her visual aides than did the others. Maggie described the aides in more detail and could explain their use after working with them in class. James, on the other hand, recognized the least amount of words. However, he progressed in that he began to use the aides on a more frequent basis.

Prereading competencies

Seven print orientation concepts discussed in Gillet and Temple (1982) were examined throughout the curriculum

process. During the preassessment all of the learners, except for Maggie, had difficulty understanding most of these concepts. After participating in the curriculum development process, however, the learners had a better understanding of the concepts.

Knowledge that print, not pictures, are what we read.

During the preassessment the learners recognized that print, not pictures, is to be read. However, they could not point to the place to begin reading on a page of print. After participating in class and reading much print with assisted reading all of the learners knew where to begin reading on a page of print. Even James, who sometimes had the most difficulty understanding the concepts, pointed to the first words in his stories when reading them.

Directional orientation of print on the page. By the end of the curriculum the learners could move their fingers under the words of their stories as they read them with assisted reading. They understood the left-to-right directional pattern essential to reading. This was not the case during the preassessment, however, for some of them moved their fingers straight down a page of print.

Knowledge of the concepts of beginning and end of a story. The learners understood the concepts of beginning and end of a story after participating in class and reading many stories. They knew where to begin reading a story. During

the preassessment they had to be shown where to begin reading on a page of print.

Knowledge of the terms "top" and "bottom." Knowledge of the terms "top" and "bottom" was difficult for the learners during the preassessment. These terms were still difficult at the end of the curriculum for some of the learners, such as James and Mattie, because of their limited use of English. However, the learners knew where to begin reading on a page of print after participating in classes, which was an important accomplishment.

Knowledge of the terms "word" and "letter." During the preassessment the learners did not understand the terms "word" and "letter" because of their limited English proficiency. It was clear, however, that they did not understand the concept of word. When reading their first language experience dictations, most of them did not point to one word at a time, but rather to groups of words.

All of the learners showed progress in this area after participating in the study. They could point to individual words in their language experience stories. While James had a difficult time pointing to individual words on paper he could point to each word on his index cards as he read them.

Knowledge of punctuation. During preassessment, as well as after the development of the curriculum, the learners were not familiar with terms pertaining to punctuation, such

as "period" and "exclamation point." However, they did progress in their use of some of these punctuation marks. For example, they learned to pause at the end of a sentence while reading along with an accompanying cassette tape.

Letter recognition

During the preassessment Mattie had the most difficulty with letter recognition. She was not able to identify the letters of the alphabet or match upper and lower case letters. The other learners could recognize all or most of the letters. By the end of the curriculum Mattie improved in this area. She was able to identify some letters, such as those in her name and her address.

English language proficiency

Interviews with the supervisor, conversations with the learners, and dictated experience stories were used to assess English language proficiency during the preassessment. The preassessment information revealed that the learners were limited in English language proficiency. The same measures of assessment were used throughout and at the end of the curriculum process. Although the learners continued to speak with limited English proficiency at the end of the curriculum process, progress did occur. I was able to observe this progress as I engaged in conversations with the learners each day. Plant personnel also noticed an

improvement. The supervisor who worked with the learners each day, for example, stated that all of them had progressed, but especially James. As declared by the supervisor, "For the first time today I could understand James when he told me he was not coming to work tomorrow. I could actually understand what he was trying to say to me!"

Another plant employee commented on James's progress. The lady who serviced the snack machines pointed to James in the break room and stated, "You see that man sitting on that bench? Your class is sure helping him. He talked to me and I knew what he said. He could put the money in the machines and count it."

Dictated experience stories were used throughout the curriculum for assessment as well as for instruction. The first stories of the learners indicated that James, Pam, Sarah, and Mattie spoke with single words or word clusters. Of these four, Sarah and Mattie had the most difficult time describing their experiences in English.

At the end of the curriculum the learners still spoke in word clusters or single words. However, new vocabulary terms were learned during each strand of the curriculum by all of the learners. Sarah and Mattie continued to have a difficult time with their descriptions throughout the curriculum. To assist them photographs and questioning techniques were used. Sarah benefitted from a strategy in

which words were added to her dictations to make sentences. She learned to read these sentences and recognize the additional words in other contexts as well as in her own stories. At the end of each curriculum strand the learners were using descriptive names for objects and events that pertained to the strand.

Throughout the curriculum process, the learners became increasingly willing to share experiences with me and with each other. This was noted during the group sessions. When the learners first began working together as a group they were sometimes timid and reluctant to speak in English. By the end of the curriculum, however, they were much less inhibited and talked to each other more frequently in English. Maggie still had to translate information for the learners at the end of the curriculum. However, they appeared more relaxed than they did earlier and did not mind attempting to express themselves.

Maggie benefitted from the extra time that she spent translating information for the other learners. In order to provide assistance during the group sessions, she had to spend extra time working on the materials to be covered. This not only helped her with language but improved her self-confidence as well.

Progress Made Throughout the Three Curriculum Strands

All of the learners showed evidence of progress in areas covered by the three curriculum strands. The type of progress made, however, differed for each learner. The rate of progress, the amount of progress made, and the areas of identified progress differed for each learner.

Culture Strand

During the culture strand of the curriculum the learners dictated stories and made their own books about experiences at the Indian fair and about other cultural events and traditions. Photographs of cultural events and Indian works of art were used for language experience sessions. Commercially printed materials pertaining to the fair were read. These included books, bumper stickers, brochures, signs, and souvenir books.

Each learner progressed in a unique way during this strand of the curriculum. This progress was directly related to the learner's interests. Sarah, for example, was very interested in reading the commercially printed materials. She learned to read automobile bumper stickers, brochure covers, and pages of souvenir guides. The other learners were not as interested in reading these materials and therefore did not learn to read as many of them. Perhaps this was because they enjoyed spending their time describing

experiences for me to record. Sarah was also motivated to read simple books, such as Welcome to the Indian Fair. Not only did she learn to read this book independently, but she learned to read a story that she and I wrote together, based upon the structure of this book.

James enjoyed discussing the handmade Indian works of art, especially the stickball sticks and the rabbit stick. His use of English increased as he reminisced almost daily about long ago days, such as when he was involved in competitive games of stickball. He dictated stories and made a book to contain the stories and accompanying photographs. James actually learned to read some of his dictations.

The most meaningful activity for Mattie during this strand was making a book which contained photographs of her family participating in the Indian Fair. Mattie made the book and pasted the photographs into it. I wrote her descriptions of the family members in the book to accompany the photographs. Mattie took the book home and her granddaughter helped her learn to read it.

Pam and Maggie shared many of the same interests. They enjoyed talking about their interests and seeing their words written on paper. During this strand of the curriculum their main interests included recipes of traditional tribal foods and experiences that they had during the week of the Indian

Fair. Their dictations were recorded and placed into books that they made.

After Pam and Maggie made their books, however, they used them in different ways. Pam took her books home to receive assistance from her daughter, who helped her learn to read them. Often Pam and I made a book from her dictations before she learned to read all of the lines. Because of this daughters's help Pam progressed at a much faster pace than she would have with no additional assistance. Maggie learned to read her books in class so that she could take them home with her and read them to her daughter. Maggie was anxious to teach her daughter how to read.

Family Life Strand

During the family life strand the learners dictated passages about their families and their homes. These passages differed in length and in detail. The learners benefitted from participating in the language experience sessions although the benefits that they derived were different. All of the learners read parts of their dictations although some learned to read more words than the others.

Pam dictated a larger number of experiences than the other learners. She also learned to read more of her

recorded dictations than Mattie, James, or Sarah learned to read from theirs. As during the culture strand, Pam's daughter spent time helping her read these passages at home. Pam also copied her stories at home which improved her handwriting.

Even though James did not learn to identify many of the words from his dictations, he spent a great deal of time talking to me and to the group, which helped him improve in English proficiency. He learned to read some of the words that were written on index cards, such as his mother and father's names and descriptive words about them.

Sarah's dictations were limited to simple descriptions of family members. However, Sarah loved to work with me and add words to her dictations to make sentences. She learned to read some dictations that pertained to her aunt and to her brother and sister. Sarah also enjoyed looking at the "Language Development and Teaching Cards" and she learned new vocabulary terms that pertained to those cards.

Maggie spent an increased amount of class time engaged in writing. She wrote stories about herself based upon stories that she had read. She also assisted me during group sessions by translating information from one language to another when necessary. Maggie's supervisor observed an improvement in her attitude and self-confidence.

During this strand of the curriculum the learners worked with catalogues and newspapers and each made a "Book of Words and Pictures." New vocabulary terms were learned by each of the learners as they worked together to describe pictures and advertisements.

Workplace Literacy Strand

This strand included: reading and interpreting visual aides and printed materials posted above the work stations and other key areas of the plant; reading and completing forms and paperwork required daily for the jobs; reading signs within the factory; learning how to communicate more effectively on the job by using the telephone; reading work related books; describing and analyzing jobs through the use of a video; and, reading environmental print. Each of the learners showed progress during this strand. As with the other strands this progress varied.

The learners and I spent more time working together as a group than we did during the other strands. The workplace material was introduced during group sessions and reinforced during individual sessions. This increase in group time was beneficial to the English language development of the learners. Most group sessions consisted of discussions in which all of the learners participated and talked in English.

Each of the learners read some of the printed materials posted near their work stations and in key areas of the plant. These materials included visual aides and signs. By the end of the strand all of the learners, except for James, could independently complete the most necessary forms that were a requirement for their jobs. These included the "Efficiency Down Time Report," the "Daily Labor Report," the "Downtime Report," and the "Scrap Waste Form." James did learn, however, to complete enough information on some of these forms to satisfy his supervisor. Before our classes began James, as well as most of the others, could not complete these forms and the supervisor had to write them. This was very difficult for the supervisor who did not have the extra time.

The learners also completed forms that were helpful to them on their jobs, such as the "Sumrall Food Service Form" and types of applications with personal information. Again, James was the only learner who required assistance at the end of the strand. However, he learned to complete enough of the "Sumrall Food Service Form" that he could at least give it to the appropriate personnel to receive lost money from the coke machines.

By the end of the strand the learners were able to communicate more effectively on the telephone and with their supervisor. The supervisor was pleased with their progress

and stated that she was able to understand them much better. It was easier, according to the supervisor, to talk to them and discuss matters such as leave from work.

Unanticipated Outcomes

Before the curriculum process began I anticipated that the learners would improve in the areas discussed in the preceding section. I did not anticipate, however, the impact that our project would make upon the factory and key personnel within the factory. I did not anticipate that I would receive so much support from management.

Before we began the curriculum development process, most top level managers in the plant were unaware of the extent to which literacy problems existed. There was an increased awareness of this problem during the course of the curriculum development. There was also much support from management as they became aware of the problem and what was being done in my classes.

I was consulted on numerous occasions by management about matters that pertained to the learners. An example of this occurred when I was asked to read a memorandum that would be distributed to all personnel regarding sick leave. I was told, "You had better read this memo and see if your students can understand it. We realize we have been sending out memos that they couldn't read." I was also told,

"Please go over these W-4 forms with your students. They probably don't know how to do them. Someone needs to help them."

I was given an office next to the plant manager who visited our classroom frequently and talked to the learners. The Chief Executive Officer (CEO) also took the time to visit classes and encourage the learners about the work that they were doing. This type of support did much to increase the self-esteem of the learners.

Our classes were supposed to end after the six months of curriculum development. However, they were extended for another nine months. The CEO decided that he wanted me to continue working with the learners. He stated that he and others had noticed their progress and were pleased with what they were learning.

Conclusions

The whole language curriculum that was developed and implemented was appropriate for the learners involved in the study. The curriculum was learner centered and based upon the experiences and culture of the learners.

The instructional strategies were successfully used with the learners. Assisted reading with books and language experience passages, for example, helped the learners gain

experience with meaningful print and develop print orientation concepts.

The strategies had to be adapted in various ways to meet the needs of the learners. These adaptations were usually made because of the limited English proficiency of the learners. For example, the Language Experience Approach was adapted by using the structure of another story or book for a dictation and by increasing the number of questions asked.

Each of the learners benefitted from the curriculum in a unique way. Each learner progressed and learned to read and write materials that were specific to the strands developed. Each learner also increased his/her use of English on the job.

The impact of the curriculum upon the learners went beyond reading, writing, and speaking English. The curriculum development process was empowering and liberating to the learners as they recognized the value and importance of their own experiences and culture and as they became increasingly independent on their jobs. No longer did they have to rely on others to complete their paperwork. Self-confidence increased as they learned to read and complete necessary work forms and reports.

The curriculum developed in this study was based upon Freire's (1970, 1973, 1985) broad encompassing view of

literacy. The results of the curriculum process concur with Freire's (1970, 1973, 1985) belief that literacy can be empowering and liberating as it provides ways for adults to alter, as well as understand, their worlds. Freire stated that in order for the literacy process to be meaningful to the learners, adult programs must work with the experiences that adults bring to the educational sites. He called for student texts to be used as the basis of a literacy program. The present curriculum was built around the experiences of the learners. The use of language experience texts throughout the curriculum was successful. The learners were empowered and liberated as they recognized the value of their own experiences and culture.

Recommendations for Educators of Adult Learners

Five recommendations are made for educators of adult learners. These recommendations are based upon the results of the present study. First, each adult learner must be recognized as a unique individual with his/her own special needs, interests, and experiences. The educator must determine who the learner is, the needs of the learner, the interests of the learner, and the prior experiences of the learner. The curriculum is then developed based upon knowledge of these factors.

Second, the educator must establish a good rapport with the learner beginning with the first initial meetings. This is accomplished by the educator spending time with the learner in informal conversations. The goal of these conversations should be for the learner and educator to get to know each other and for the educator to determine the needs and interests of the learner. Meetings should also include other persons who are significant to the learner. In a workplace literacy program, for example, supportive supervisors help to establish a rapport between the learner and the educator.

Third, the educator must become immersed in the setting where the curriculum will be developed. The curriculum should not be created external to the situation in which it will be implemented. In a workplace literacy project, for instance, the educator must be emerged in the workplace environment. It is necessary for the educator to become familiar with the environment and actually become a part of that environment.

In order to accomplish this goal, the educator must first conduct a workplace audit in order to obtain a systems knowledge of the business. The educator must then spend several hours of time meeting with key personnel in the business to establish a good relationship with those individuals. The educator must place his/her classroom

within the workplace in order to be readily accessible to the learners and to their supervisors.

Fourth, for the educator involved with a workplace literacy project, he/she must obtain the support of key personnel within the plant. Plant personnel need to be committed to the project and assist the educator in meeting the needs of the learner. This support is obtained by the educator and workplace personnel working together and spending time in informal meetings discussing the learners and their needs.

Fifth, the educator must adapt strategies and materials to meet the needs of each individual learner. For example, the Language Experience Approach may be adjusted to meet the needs of the ESL learner. This is accomplished by the educator asking many questions and assisting the learner with descriptive words and phrases.

Curriculum Development and Research Possibilities

Several areas for further curriculum development and research need to be explored. These include: (a) using more writing within curriculum strands, (b) the development of additional whole language curriculum for workplace employees, and (c) the development of whole language curriculum within traditional Adult Basic Education classes.

The inclusion of more writing within curriculum strands

would most likely be beneficial to adult learners. Because of time constraints the present study did not focus upon writing, except during the workplace strand when the learners completed forms and necessary paperwork. The writing that was done by the learners during this last strand was very successful. The learners were empowered through the development of a new skill which would assist them immediately on their jobs. Further curriculum development and research might indicate that the addition of writing within other strands would assist adult learners in different areas of their lives.

The present whole language curriculum was successfully developed with limited English speaking employees in the workplace. The curriculum was effectively implemented as part of a workplace literacy project. Results suggest the appropriateness of similar curriculum development and research for other workplace literacy programs.

The learners in the present study were only a few of many workers in their industry. During the course of curriculum development other workers requested to attend class and receive assistance in reading and writing. Some of these workers could read and write; however, their skills were limited. Some spoke English as a first language while others were limited English speaking. Based upon the effects of the current curriculum it seems reasonable that a

whole language curriculum would be appropriate for these adults as well as the learners in the present study.

The positive outcomes of the present study suggest that a whole language curriculum is suitable not only for workplace employees but for adult learners enrolled in Adult Basic Education Classes (ABE) as well. Curriculums that value and place emphasis upon learner experiences and culture would surely be appropriate for adults in various educational settings.

The Adult Basic Education classes on the reservation in which the author works are not using a learner-centered whole language curriculum. The adults enrolled in these classes would probably benefit from such a curriculum. Many of the adults are nonreading and limited English proficient as were those in the present study. Further curriculum development and research needs to be conducted in this area.

The purpose of this study was to develop and implement a whole language curriculum for nonreading, limited English speaking Native Americans who worked in a factory setting. The months of curriculum development were very meaningful to me as well as to the learners involved. After participating in the process and becoming so intimately involved with the learners, I feel a great sense of pride and personal satisfaction. It was truly a rewarding experience to work with each of the learners and watch them develop into

individuals who actually felt more liberated and empowered than when they began the process.

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Indian Fair Materials:
Pamphlets, bumper stickers, Official Souvenir Program

Local Newspapers

Magazines: Ladies Home Journal
Christian Parenting

Tribal Newspapers, Special Fair Editions

APPENDICES

APPENDIX A

CLASSROOM CONVERSATIONS

Classroom Conversations

One of the first conversations with James

Susan: "Hi James. How are you today?"
James: "Well, fine. Look like feeling O.K." Rosie bad, not feeling good."
Susan: "I'm sorry. What's the matter with Rosie?"
James: "Well, look like feeling bad, old, sick. Not eat, just old."
Susan: "I am so sorry she's sick."
James: "Yea, he sick. Go doctor. Say he go hospital. Have pain in side."
Susan: "James, what did the doctor say?"
James: "Yea, cancer, side hurt, may cancer."
Susan: "Oh, I hate to hear that. Is she going to the hospital?"
James: "Yea, he go. Go Saturday."

A conversation with Maggie

Maggie: "I'm tired out. We busy today. They say we have to make quota.
Susan: "I know you are tired, standing on your feet all day. What do you mean by your quota? What is your quota?"
Maggie: "Oh, we have to make certain percent. I been making my quota. They want you to make 100%. Sometimes I make quota, or come close."
Susan: "What happens if you don't make your quota?"
Maggie: "Oh, they tell you about it. They put it on a chart. They want you to make so many."
Susan: "How many is the quota? How many wires do you have to make?"
Maggie: "It depends on the job. It changes. Some jobs have more, some have less."
Susan: "Do you have to make a quota each day?"
Maggie: "Yea, each day you do jobs. You have quota for jobs.

APPENDIX B

SIGNS POSTED IN THE PLANT

DID YOU
CLOCK
IN
AND
OUT
TODAY?


ENTERPRISE WILL
DELIVER MESSAGES THAT
ARE EMERGENCY RELATED

ONLY.

PLEASE USE BREAKROOM
PHONE FOR ALL PERSONAL
CALLS.

BREAKROOM NUMBER
656 - 9028


NO SMOKING AREA

NOTICE

Do Not Store Food On

The Counter.

Thank-you.

PLEASE KEEP THE

BREAK AREA CLEAN

PLEASE PUT TRASH

WHERE IT BELONGS

APPENDIX C

APPLICATION FORM

From Entry to English Literacy by Kathleen Beal

Name _____
last first middle initial

Spouse's name _____
last first middle initial

Address _____
street

_____
city state zip code

Phone ( ) _____ – _____

Social Security Number _____ – _____ – _____

Date of Birth _____

Age ___ _____

Sex ☐ M ☐ F

Height _____ ft. _____ in.

Weight _____ lbs.

No. of children _____

Occupation _____

Are you a U.S. citizen? ☐ yes ☐ no

Birthplace _____

APPENDIX D

Plant Application Form

APPLICATION FOR EMPLOYMENT

PERSONAL

Last Name	First	Middle	Date
Street Address			Home Phone ( ) —
City, State, Zip			Business Phone ( ) —
Have you ever applied for employment with us? ☐ Yes ☐ No If Yes Month and Year _____ Location _____			Social Security No
Position Desired			Pay Expected
Apart from absence for religious observance, are you available for full-time work? ☐ Yes ☐ No If not, what hours can you work? _____			Will you work overtime if asked? ☐ Yes ☐ No
Are you legally eligible for employment in the United States?			When will you be available to begin work? _____
Other special training or skills (languages, machine operation, etc.)			
How did you learn of our organization?			

EDUCATION

SCHOOL	NAME AND LOCATION OF SCHOOL	DATES ATTENDED	COURSE OF STUDY	NO OF YEARS COMPLETED	DID YOU GRADUATE?	DEGREE OR DIPLOMA
College					☐ Yes ☐ No	
High					☐ Yes ☐ No	
Elementary					☐ Yes ☐ No	
Other					☐ Yes ☐ No	

DO NOT ANSWER ANY QUESTION IN THIS SECTION UNLESS THE BOX IS CHECKED

If the employer has checked the box next to the question, the information requested is needed for a legally permissible reason, including, without limitation, national security considerations, a legitimate occupational qualification or business necessity. The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion, sex or national origin. Federal law also prohibits discrimination on the basis of age with respect to certain individuals.

☒ Sex ☐ Male ☐ Female — DOB _____

☒ What was your previous address? — How long at present address? _____ Years

☒ Are you over 18 years of age? ☐ Yes ☐ No If not, employment is subject to verification of minimum legal age — How long at previous address? _____ Years

☒ Have you ever been bonded? ☐ Yes ☐ No If Yes, with what employers? _____

☒ Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses, which has not been annulled, expunged or sealed by a court? ☐ Yes ☐ No If Yes, describe in full

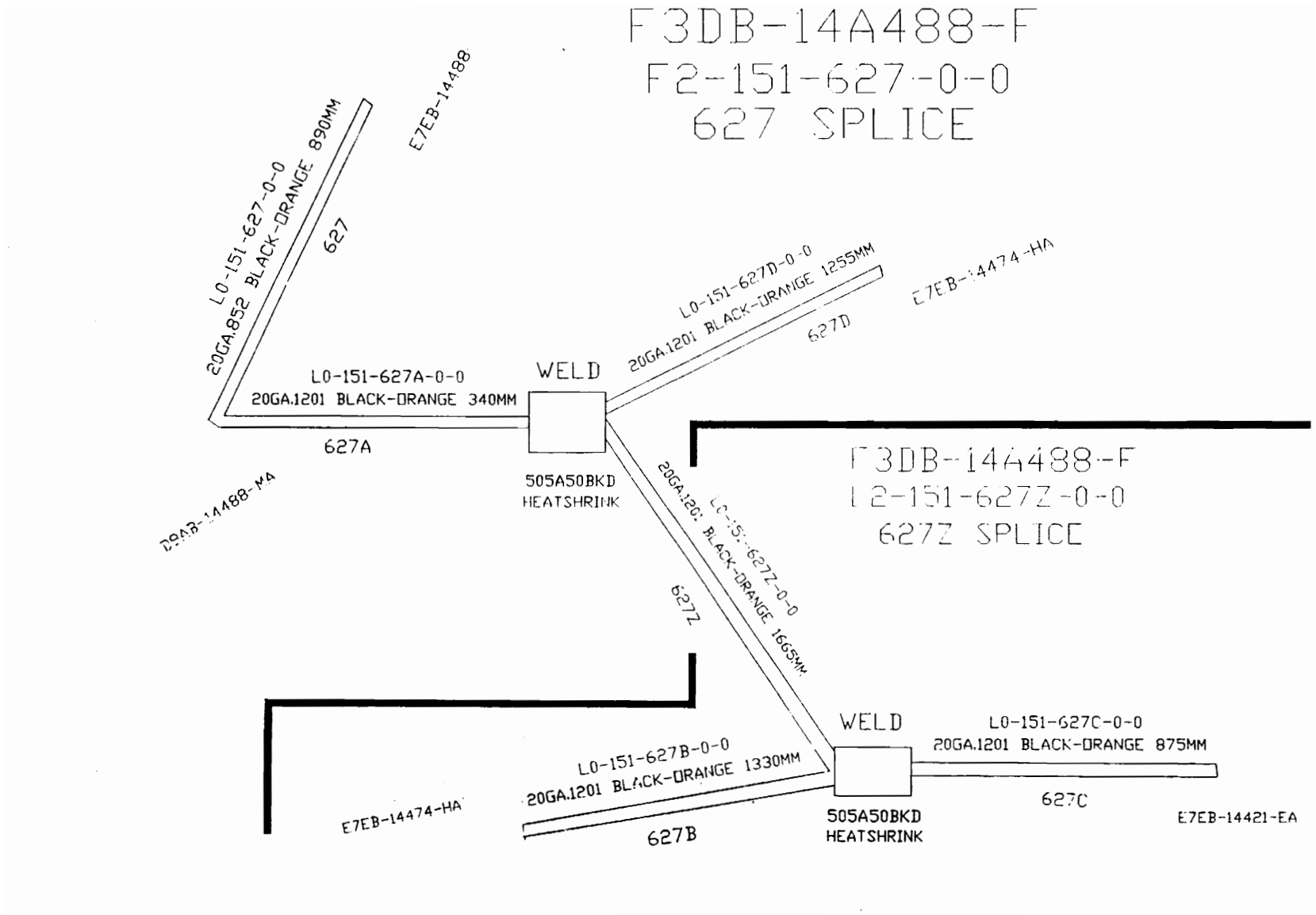
☒ Names of References

☒ Have you received Workmen's Compensation or Disability Income payments? ☐ Yes ☐ No If Yes, describe

☒ Have you physical defects which preclude you from performing certain jobs? ☐ Yes ☐ No If Yes, describe limitation.

APPENDIX E

VISUAL AIDES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WELD
505A50BKD
HEATSHRINK
E7EB-14488-HA
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627Z
WELD
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627C
L0-151-627B-0-0
20GA.1201 BLACK-ORANGE 1330MM
627B
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HEATSHRINK
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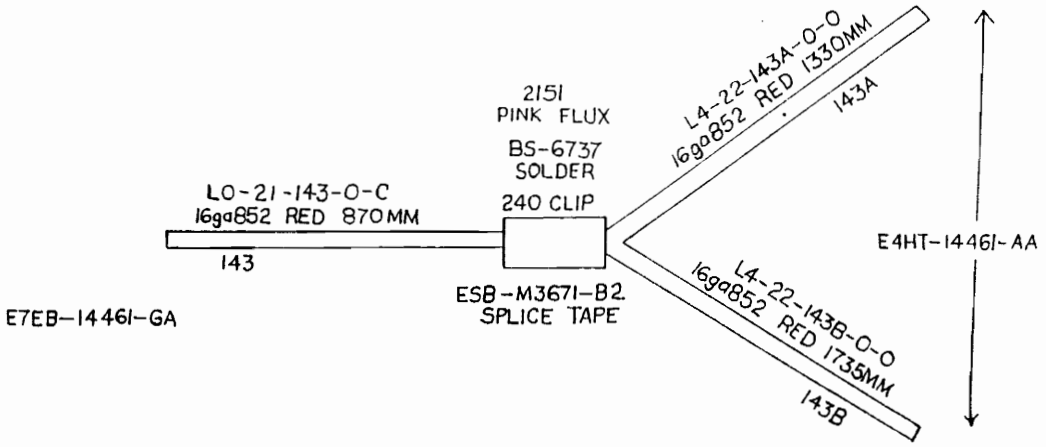
E9HT-14K073-HA
F2-22-143-0-C
143 SPLICE



320 PCS/HR

APPENDIX F

DAILY LABOR REPORT AND DOWNTIME REPORT

DAILY LABOR REPORT

OPERATOR NAME _____ DATE _____

DEPARTMENT _____ SUPV. _____

CLOCK # _____ SHIFT _____

MAC TYPE	PART #	DESCRIPTION	QTY	START	STOP	ENGINEERING USE ONLY	
		TOTALS					

DOWNTIME REPORT

REASON FOR DOWNTIME	CODE	DOWN TIME START	DOWN TIME STOP		
TOTALS					

DOWNTIME CODES

A: MACHINE PROBLEMS
B: OUT OF MATERIAL
C: SAMPLE WIRE
D: NOT SET UP PROPERLY
E: OTHER (DESCRIBE):

ADDITIONAL COMMENTS:

NOTE: FOR MACHINE TYPES LABEL AS FOLLOWS - SPLICE CLIP = SC, WELDER = W, HEATSHRINK CONVEYOR = HSC, HEATSHRINK TOASTER = HST, HEATSHRINK COIL TOASTER = HSCT, DIP SOLDER = D, MANUAL PRESS = P

VITA

Mary Susan Tomat Franks was born October 3, 1953, in Savannah, Georgia. She graduated from Hershall V. Jenkins High School in June, 1971. Her Bachelor of Arts Degree in Psychology was received in June, 1976, from Armstrong State College, Savannah, Georgia. She received her Master of Arts Degree in Curriculum and Instruction from Virginia Tech in June, 1983. She completed the requirements for the Doctor of Education in March, 1992.

She was employed as a teacher at Pathway Day School, Savannah, Georgia, from August, 1976 until June, 1981. She was also Elementary Coordinator for the 1980-81 school year. She assisted in the establishment of Blacksburg Christian Schools, Blacksburg, Virginia, in 1981 and was an instructor during 1981-82. She worked as a Graduate Assistant at Virginia Tech from September, 1982 until December, 1984. She supervised student teachers in the Pulaski County school district. She also served as a Graduate Instructor at Virginia Tech during 1984.

From August, 1985 until March, 1990 she worked as a Curriculum Specialist with a Native American reservation school system. During this time she supervised and assisted classroom teachers and coordinated the development and implementation of a curriculum for grades kindergarten through eighth. The curriculum included a basic framework

for reading, math, and language arts and one-hundred and eighty units in the areas of social studies, science, and health. This work continued until March of 1991 when she joined the Adult Education staff of the Department of Education on the reservation. She is presently with the same project and is employed as Curriculum/ESL Specialist for a Workplace Literacy Project in a manufacturing plant.

Mary Susan Tomat Franks

A WHOLE LANGUAGE CURRICULUM FOR NONREADING, LIMITED ENGLISH PROFICIENT NATIVE AMERICAN ADULT FACTORY WORKERS

by

Susan T. Franks

(ABSTRACT)

The purpose of this study was to develop a whole language curriculum for limited English proficient, nonreading Native American adult factory workers. The curriculum was based upon a humanistic view of the adult literacy process. Cognitive and psycholinguistic theories of learning were used as the theoretical foundation for the curriculum. Schema theory was presented as part of a reader-centered, psycholinguistic processing model of English as a Second Language reading.

The curriculum was developed as it was implemented, with adult learners in the workplace setting. The study documented the process of development and implementation during a six month time period and the impact of this process upon the learners involved.

The curriculum content consisted of three strands: (1) Culture Strand, (2) Family Life Strand, and (3) Workplace Literacy Strand. The instructional strategies implemented within each strand represented an integrated or

whole language approach. Strategies used repeatedly throughout the curriculum were Assisted Reading (Hoskisson, 1975) and the Language Experience Approach (Stauffer, 1970).

The learners were assessed at the beginning and throughout the implementation of the curriculum with informal measures to determine: (1) recognition of sight words within the industry, (2) prereading competencies, and (3) English language proficiency. Assessment measures indicated that the learners progressed in these areas, as well as in areas covered by the three curriculum strands. Each learner read and wrote materials that were specific to the strands developed. The type of progress made differed for each learner, depending upon background knowledge, experiences, and interests.

The impact of the curriculum upon the learners went beyond an increase in reading and writing skills. The process was empowering and liberating to the learners as they recognized the value of their own culture and experiences and as they became increasingly independent on their jobs. Self-confidence increased as they learned to read and complete necessary work forms and reports.