

**Adult
Literacy
Resource
Institute/
SABES
Greater
Boston
Regional
Support
Center**



*A project of the
University of Massachusetts/Boston.
Sponsored by the Massachusetts
Department of Education and
the Boston BRA/EDIC/Office of
Jobs and Community Services.*

all write news

THE SUCCESS OF PROJECT-BASED LEARNING

by Evelyn Baum

Several years ago my husband and I were traveling in Holland. We were staying in a pretty B & B in the charming city of Delft—think Vermeer. Over a breakfast of warm rolls, Dutch cheeses and jams the proprietress greeted us in English, inquired of our day's itinerary and answered our many questions. Without missing a beat, she turned to the guests at the next table and conversed with them in French. She then launched into an animated conversation in German with her last table of visitors. Finally, she called to the waitress in the kitchen to bring more coffee. This she did in Dutch.

The question this raises for me is how is it that people in other countries (and for my remarks here I am only considering Europeans) seem to master several languages easily? I am not referring only to the well-educated professionals either. I've encountered capable English speakers throughout Europe in all walks of life, from shopkeepers to taxi drivers. Americans, on the other hand, are notoriously poor language learners. This, one might venture to say, is because of the poor quality of language instruction in our schools. Despite the fact that Adult Ed. teachers seem to approach language teaching in a vastly different manner than I recall as a high school or university student, our newest immigrants struggle terribly with their new language. It seems logical that we could learn a great deal about language instruction from our European counterparts.

In a course I took called "Language Acquisition and Learning Theories," a number of learning theories were presented for our analysis and interpretation and, hopefully, for future application. Whether any of these theories are based on European models, I don't know (certainly a worthy question for another inquiry). What I do know, however, is that there is no shortage of methods one can employ in teaching English to adult learners.

It would seem to me that one's students would benefit most by the

continued on page 2

HARVARD MEDICAL SCHOOL BEGINS HEALTH LITERACY PROJECT

by Jeannie Hess

Health NOW! (Helping Education and Literacy Through Health) is a new service and learning project begun this past year at Harvard Medical School. A collaborative effort between the Med. School and the A.L.R.I., funded through the Student Coalition for Action in Literacy Education, this is the school's first health literacy project. It succeeded in reaching well over 100 people in its first year. Founded on the principle that teaching about health is especially important in immigrant communities where many people struggle with language, an alien health care delivery system and different cultural backgrounds, Health NOW! trained Harvard medical, dental and public health students to become ESOL (English for Speakers of Other Languages) instructors and go out into community agencies and teach about health in ESOL classes. The Health NOW! project at HMS formed a natural relationship between students, faculty and staff who wanted to further understand their roles as providers of health information.

Students gained a background in the fundamentals of health literacy

continued on page 4

Sept./Oct. 2002

Vol. XIX, No. 3

Inside...

For Your Information 3
*(new MCAE website, new
assessment website, college
transition program, Laubach
book giveaway)*

**Teachers Reflect on Student
Persistence..... 5**
The A.L.R.I. JobBank 8

**Please share this newsletter
with others at your program.
The deadline for submitting
material for the next issue is:
Dec. 15.**

The Success of Project-Based Learning

continued from page 1

instructor's taking pieces from the many theories offered and melding them into a style that creates a learning environment in which the students flourish, acknowledging, at the same time, that this method is fluid and can be refined and reinvented as necessary. This contradicts the advice in some of our readings, but I favor it. After all, it allows for a flexibility that speaks to a wide range of student learning needs and styles. Further, it forges an environment of inclusiveness that enhances a comfort level for the students. This is what I attempt in my classroom.

When I reflect upon my teaching, I can't separate my style from the materials I use. None of our readings delved into the wealth of first-rate materials now available for adult learners beyond recommending realia and student writings. Both are fine but, I contend, of limited interest. I much prefer using a variety of available texts as a support which I can adapt and amplify to fit the students' needs as necessary. I'm a great fan of *Side by Side*, *Connect in English*, *Jazz Chants*, the *True Stories in the News* series and the *Hands on English* newsletter. These clever and creative materials have enabled me to reach my students in all kinds of ways, resulting in interesting, dynamic conversations, creative role playing, values clarification activities, plus, thankfully, a lot of fun and laughter, as well as solid learning. I don't underestimate the expertise the materials provide that, on my own, I could never capture. Nor do I feel apologetic for using them.

Nevertheless, I took the course to challenge my assumptions and expand my practice. I've been intrigued by the participatory approach for some time now but have lacked the courage to relinquish my center-stage role in the classroom. I admire anyone who can. The reluctance though has also been due, in part, to my limited understanding of how to implement such a radical departure from the familiar. I felt I needed a model, not just readings, an opportunity to see this method in motion. Much to my surprise, I recently discovered that the participatory method was unfolding right down the hallway from my class. What follows then is a teacher's inquiry of a colleague's practice. My research is based on course readings, interviews with the instructor and students, classroom observations, plus a final critique of my written summation with the instructor.

Barbara Johnson, a "Massachusetts Adult Educator of the Year" honoree, has taught ESOL in New Bedford for 34 years. Even so, she is forever inventing new means of reaching her students. Barbara would claim that she doesn't know much about the participatory method. She relies instead on instinct—and her instincts are right on target.

Barbara starts off each year, in her words, building community in her intermediate ESOL classroom. She emphasizes trust and sharing, collaboration and comfort. For example, when a student in her class completes a written assignment, he/she is to get up and find a classmate who needs help. This results in class "learning partners." In addition, Barbara advocates a lot of class brainstorming and voting on activities and projects.

This year Barbara proposed a field trip to her students. First, of course, she defined "field trip." Then a list of possible destinations was compiled by the students. Not surprisingly, this being New Bedford, the class settled on the Whaling Museum for their destination. Next, Barbara defined "committees" and the students assembled several. The students were now ready to launch their project, *sans* Barbara except for guidance upon request.

An "advance team" of students arranged a meeting with personnel at the museum, a list of class-generated questions in hand. So impressed was the museum staff with this delegation that a letter arrived a few days later inviting the class to visit for free! Talk about navigating systems. Meanwhile, the beleaguered class treasurer did double duty, having now to reimburse all of the students whose money she'd collected and notated. (Math skills thus were fearlessly entwined with the process.) Next, the class secretary, not the teacher, filled out the field trip request form and forwarded it to the administration. The request granted, the students set out for the museum, pens and notebooks in hand. Designated photographers were also at the ready. Although the students started their tour with one assigned docent, other docents noticed the students' interest and curiosity, and couldn't resist joining in. Soon, a train of them followed the students, shared information, and invited the class for return visits.

The learning didn't end there. The class gathered weekly in the aptly-named "Whale Circle." Short essays were written, with students assisting each other from the notes they'd taken at the museum. More information was accessed from the Internet; one student, adept at scanning in art work, shared this skill with the others. As new students enrolled in the class, old students would partner with them to catch them up to date with the class activities. Barbara said the project took on a life of its own. A visit to the public library resulted in library cards for all the students. Books for research were checked out, ranging from the life of whale men to cookbooks used on board whaling ships. Children's books about whales and whaling were also borrowed to share with students' families giving a boost to family literacy.

The "Whale Circle" decided to plan another field trip, this time a whale watch. Information is being gathered and

continued on next page



FOR YOUR INFORMATION

MCAE Launches New Website

The Massachusetts Coalition for Adult Education (MCAE) has recently been developing its new website at <www.mcae.net> and we want to make sure everyone knows about it. The website includes lots of information and links related to adult basic education, but we especially want to call your attention to the section that deals with advocacy. Click on "Legislative" and then on the icon on the left hand side of the page to sign up for the "MCAEannounce" e-mail list so you can get notices about the state budget and other advocacy issues sent directly to you via e-mail. You can also find there a link to the Massachusetts Secretary of State's website that tells people where to vote and who their state senators and representatives are. The address for the MCAE website is simple: <www.mcae.net>.

SABES Opens New Assessment Website

SABES has created a new Assessment Support Website, which can be found at <www.sabes.org/assessment>. It includes all sorts of information relevant to Massachusetts ABE workers regarding the new requirements and procedures for testing and accountability. The principal developer of the site, Marie Cora, the Assessment Specialist at the SABES Central Resource Center, invites you to send her comments and suggestions about the website at <mcora@worlded.org>.

Program Teaches Skills for College

The Cambridge Community Learning Center's Bridge Program offers free classes to help adults improve the skills they will need to attend and succeed at college. If you know of adults who have a high school or GED diploma and want to attend college but who are worried their skills aren't sufficient, you may want to refer them to this program, which offers help with college prep skills in writing, reading, math, computer skills, and study skills. Classes take place on Tuesday and Thursday evenings from 6:00 to 9:00 at Cambridge Rindge and Latin High School. For more information or to apply call Carole Sousa or Linda Huntington at 617-349-6366 (TTY: 492-0235).

Laubach to Award Book Grants

Laubach Literacy is seeking grant applications for this year's National Book Scholarship Fund, which distributes New Readers Press books and other educational materials to qualified adult literacy providers in the U.S. First priority is given to family literacy programs, but grants are also awarded to ESOL and ABE programs. Recipient programs must provide a cash contribution to Laubach Literacy of 10-20% of the grant award to defray costs. For more information or to apply, visit their website at <www.nbsf.org/>. The deadline for applications is December 5, 2002.

The Success of Project-Based Learning

continued from previous page

fund raising tactics are in motion. (Again, math skills are called into play.) In the meantime, Barbara's class is preparing a presentation for the learning center staff. The students will talk to us about whales and the whaling industry. A literacy volunteer is coaching the students in speaking clearly and projecting their voices to an audience. Photographs and displays are also in the works. Several students are putting together a PowerPoint production on their own to complement their program. They have even figured out how to incorporate whale sounds from a CD into their presentation. The students feel confident that they can handle staff questions. Thus, they have truly been empowered: the students are teaching the teachers!

I am very impressed by all I've learned and observed from Barbara and her class. I'm not sure if this is, in fact, a genuine example of the participatory method, but it certainly speaks to students taking charge of their learning. Surely a tremendous amount of space has to be granted to the students for such an undertaking to flourish. Barbara's hand is evident in this. She and her students together have certainly established a model from which other teachers can benefit. The message is clear: learning can evolve with resounding success in a classroom when the teacher grants her trust to her students. Bravo!

* * * * *

Evelyn Baum teaches ESOL in the New Bedford Adult Education Program.

The *All Write News* is published every two months by the Adult Literacy Resource Institute/SABES Greater Boston Regional Support Center, which is primarily funded by the Massachusetts Department of Education, the Boston BRA/EDIC/ Jobs and Community Services Department.

All signed articles represent the opinions of the individual authors and not necessarily those of the A.L.R.I. or its staff, nor does material included here necessarily reflect the views or policies of the Massachusetts Department of Education or the federal government.

Please send all material for the newsletter to the editor, Steve Reuys, at the A.L.R.I. (E-mail address: steve@alri.org; regular mail address: see last page of this issue. If sending by regular mail, please include, if possible, a computer disk (Mac or PC) with material saved as a "text only" document.) For more information or for permission to reprint articles, please call Steve at 617-782-8956 x14. Complete issues of this newsletter published since March, 1998, can be found in PDF format in the "Publications" section of our web page at: <<http://www.alri.org>>. Individual articles published since May, 1996, can also be found there in HTML format.

Harvard Med. Begins Health Literacy Project

continued from page 1

through their ESOL training and a seminar series that ran concurrently with the service component of the program. They learned that health literacy is the degree to which people can obtain, process and understand basic health information and the services they need to make appropriate health decisions. And they learned that functional health literacy, the ability of people to process factual information, adhere to medications, understand instructions for care, and more, is intimately tied to the larger picture of adult literacy in the United States.

Participants in the Health NOW! project learned that the face of low literacy is pervasive throughout society—and that there is something they could do about it! Many students, immigrants themselves or first generation children of immigrant parents, were motivated to participate not only for professional reasons, but for personal ones as well. Some had struggled to learn English or watched parents encounter difficulties accessing health care and health information. In many cases, they had to act as translators, so they were very familiar with the difficulties of learning new information—especially when faced with a barrage of new facts. Students in the project learned that one cannot “tell” if another faces low literacy; that depending on the level of health literacy required, even many educated people may have low health literacy; that low health literacy is more common in older patients, non-native English speaking patients; and that many patients with low literacy have not told their partners, employers or physicians. In addition, through videotaped vignettes and class discussion, everyone learned of the barriers to care for people with low health literacy. These include provider lack of awareness, patient shame, increasingly difficult treatment regimes and pressures to decrease opportunities for patient education.

Before the program began in the fall semester, agency sites were identified and an ESOL instructor agreed to provide a 12-hour training. Five community-based organizations expressed an interest in participating in the project. Eventually seven volunteers worked at the Boston Chinatown Neighborhood Center, the Vietnamese American Civic Association, the Haitian Multi-Service Center, SCALE in Somerville, and the Suffolk County Jail. The ESOL training, which involved a mixture of role-playing activities, discussions and peer teaching, provided students with information and understanding about how non-native speakers learn a new language. Some topics included in the training were examining U.S. culture through the eyes of an immigrant, understanding the dynamics between teacher and

student, and evaluating the needs of the learner. Throughout, a special emphasis was placed on health care, and in particular, how immigrants perceive health care in the U.S. and what language barriers they may have to good health care. Practical ideas for teaching activities, suggestions for how to establish a good rapport with learners, helping students think through curriculum planning issues, and providing resources rounded out the training.

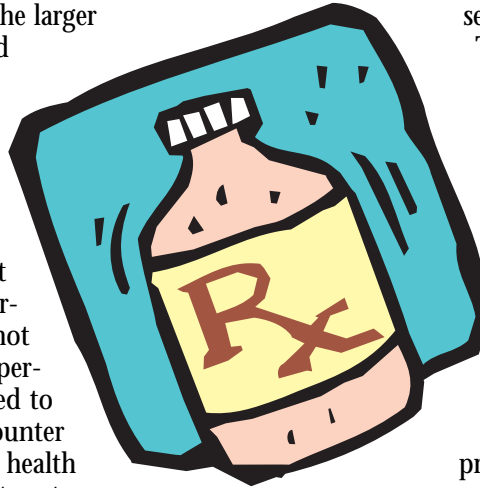
One of the main goals of the project was to focus on literacy as a communication issue for medical, dental and public health providers. The seminar series reflected this over-arching theme.

Topics ranged from developing community partnerships and trends in adult literacy to issues of diversity and immigration. An overview of adult literacy themes and more hands-on workshops focusing on curriculum and using pictographs in a clinical practice were part of the series as well. The seminar series took place throughout the entire academic year and was attended in part by other students who were not volunteering in Health NOW! but who were interested in the topics being presented. Some were volunteering in similar programs. Students expressed in reflection sessions that they found these seminars engaging and helpful in thinking about the overall picture of literacy and their future careers as doctors and health providers.

Here is what Anh Bui, a rising second year medical student, said about her experience in the Health NOW! program:

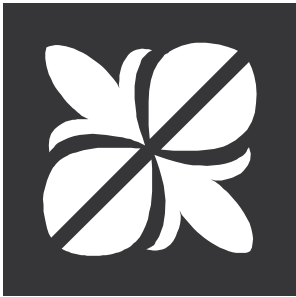
Health NOW! has helped me to achieve a greater awareness of the diverse range of literacy levels in the community, particularly with respect to health literacy, and its implications on the delivery of health care. Through the course of the year I have come to understand better not only on a practical level, but also on a more abstract level, the implications of this need and what I can do both as a student now and as a doctor in the future to meet this need. The seminar series helped to ground me in the facts and statistics related to literacy in general and health literacy in particular as well as exposed me to new areas I have not thought of before—from the diversity of people with health literacy needs and the ins and outs of academic-community partnerships to new ways of teaching and expressing ideas. In terms of my personal involvement with the Vietnamese-American Civic Association, I hope to have helped in whatever small way to improve the health literacy of the citizens of Dorchester,

continued on next page



TEACHERS REFLECT ON STUDENT PERSISTENCE

[As in past years, participants at a session of our most recent "Orientation for New Adult Education Staff" explored the issue of student persistence and retention. They read parts of the NCSALL report on this topic, as well as the article by Elizabeth Whitsey published in the last issue of this newsletter, and were then asked to write their responses. Portions of what some of them wrote are reprinted here, with the authors' permission. —Ed.]



Upon reading this article, the point that struck me the most was determining the positive and negative forces which affect a student's persistence in the classroom. As I reflect upon my own experience, I realize that I did this on my own, but not in a really

Harvard Med. Begins Health Literacy Program

continued from previous page

Massachusetts, but I have gained so much more in return: in particular, as a new resident of Boston, I have been given the chance to know my neighbors a little better by becoming involved with the community. In its totality, the Health NOW! project has helped me to become a more informed person, enriched by greater awareness and experience that will help me in my future career as a physician.

Projects at each community site were based on the needs of the agency and thus represented a wide array of efforts. At the Vietnamese American Civic Association health teaching took the form of developing and delivering health information on diabetes and hypertension via a neighborhood network TV show where ESOL is taught. At the Boston Chinatown Neighborhood Center, a medical and dental student worked in small groups using a case-based method that is utilized in their own schooling and developed an intensive curriculum they were able to leave with agency personnel. These and other projects will be continuing next year. If you are interested in learning more about Health NOW! or possibly in becoming a site, please feel free to contact Jeannie Hess at or 617-432-0951.

* * * * *

Jeannie Hess is Program Manager of Community Service in the Office of Enrichment Programs at Harvard Medical School.

conscious way. This type of advice could have proven invaluable to me 10 years ago. I was a very young mother who chose to leave a violent relationship and try to make it alone with my daughter. The basic struggle of just leaving this situation is a long story in itself, but I will sum it up by saying that I got myself free. "Free" meant living in one bedroom with my two-year-old daughter in a houseful of roommates. "Free" meant getting up at 5:00 every morning to get us both ready to take two trains and a bus to a daycare center where I worked for minimum wage as an assistant teacher and where I was blessed to find kind people who let my daughter be in another classroom for practically no money. Without this help I never could have made it. I was very young and completely ignorant about public assistance, and had been brought up to look down on it. I was exhausted and after several years of this struggle I decided I wanted to receive a college degree.

On my own I found out about welfare, and moved to working part time with food stamps and fuel assistance and as my daughter began public school I began. This type of counseling would have been what I needed. I struggled and I know that struggle was inevitable. I received my degree, graduating summa cum laude in three years including summers. I got half way through my master's but ran out of scholarship options and am too bogged down in student loans to go on. Now my daughter is graduating high school and I look at us and wonder about this career. Being unable to complete a student teaching position, as I need to have income and welfare is no longer an option, I moved into Adult Ed. The security of a full-time job with benefits is out of reach. Still we have no health insurance, yet I make more than the amount to qualify for Mass Health, yet not enough to pay for insurance myself. My salary still does not allow me to rent an apartment for us both in Boston, though I have been blessed in that area and am able to live by helping an elderly landlord.

I guess that I am missing the point about this assignment. I was just struck with the irony of our situations as Adult Ed teachers and counselors. Here we sit with all the work of college degrees behind us, yet most of us are struggling to make it as much as our students.

I would like to learn more about these exercises in helping students to identify the positive and negative factors affecting them. I can draw upon my own experience, but when I was working so hard to get a degree I also thought it would improve the quality of life for myself and my daughter. Raising a child with no child support payments is difficult at its best moments. I wish that I could feel more honest when I help my students work towards their goals, thinking that education will move them forward.

I know though that achieving my goals did make me feel stronger in life. It repaired a self esteem that was shattered. Although unfortunately I chose a profession which is highly undervalued in our current society, it still gave me the confidence to go out into the world, and on top of that I love

continued on next page

Teachers Reflect on Student Persistence

continued from previous page

my work. The students are an inspiration.

I would like if my program had a better understanding of single parenthood, domestic violence, and poverty. Not just the agencies available for referral but all the psychological factors that go into the adult learning process. Officially titled or not, I know many teachers who end up listening to students and their problems. The ESOL teacher, for example, is often the student's connection with the United States' culture, customs, and values. How do we effectively understand how to help someone from another culture to adapt and function within our society which may be so different than anything they have ever known?

I think I have many more questions than answers.

—*Beth Butterfoss*



One example of how we help women as workers and adult learners is to provide appropriate child care assistance. While women are in ESOL classes offered by our program, or while they are in a meeting learning about how to start a cooperative, we offer child care to young children and/or homework help for

older children. Sometimes we also provide food for the family as well. This encourages the women to participate on many levels. They are freed up from child care and cooking duties, and the enrichment for their children is an added incentive to participate.

If we had more resources, I would like to pursue the collective management of positive and negative forces described in the article. Right now, management of these forces happens one-on-one between the member and a CEW staff person, with little, if any, involvement of other members. I would like us to spend more time encouraging women who are members of CEW to discuss these problems, share wisdom, experience, and other resources, and come to common solutions together, such as the transportation sharing described in the article. This also gets at the idea of self-efficacy. But the problem for many of our members is that they, for whatever reason, are not comfortable talking about their problems in a group setting. For some, it is simply outside of their cultural understanding to talk about your problems with anyone. For others, their problems may relate to other members in a group, like having relatives involved in rival gangs. And for others, post-traumatic stress, or the stress of an ongoing trauma, produces shame and anxiety that prevents people from sharing their experiences. What might overcome these is a long-term process of trust building among members of the group.

—*Stacey Cordeiro, Cooperative Economics for Women*



One of the supports cited in the NCSALL article is self-efficacy. Self-efficacy is supported on many levels in my program. My approach to working with students is based on a strong professional and personal commitment to strength-based counseling. Rather than viewing individuals from the traditional per-

spective of pathology or deficits, I focus on the strengths that students have, both personally and in their academic abilities. Although they are labeled "high school dropouts" by our society, our students are often quite successful in other areas of their lives such as work, parenting, community and church participation/leadership, etc. I often work with these students to name these skills and strengths, sometimes in the context of developing a résumé. Our teaching staff is extremely supportive and provides positive encouragement and feedback at every opportunity.

We also utilize peer tutors and have graduates visit and speak with students on a regular basis. We also work hard to establish a sense of community. With a small program such as ours, we are able to bring in a lot of guest speakers, take occasional field trips and host parties for special occasions. We have weekly program meetings with all GED staff and students in attendance. In these meetings, we go over the schedule for the week, review policies, and discuss problems and concerns of the student community. Staff previously ran these meetings but we are starting to have them facilitated by students. Students also take the minutes of the meeting. Our goal is to help each student learn to facilitate meetings. We believe that this will help to empower students as learners and as community members. Students elect representatives to our Adult Education Advisory Board and have participated in focus groups, United Way meetings and other agency-wide events. We have student/staff conferences to do goal setting and to review assessments and portfolios.

As Whitsey describes in her article, she found that in an open enrollment program, students were more successful if they entered in a group rather than individually. Students also enjoyed participating in a hands-on, project-based math curriculum. Whitsey found that attendance increased during the duration of the special math program.

In my program, we have been successful using these models as well. We do a one-day orientation program at the start of our program terms. Our terms follow the traditional school year calendar with breaks at the December holiday season, the February school vacation and the April/Spring vacation. Orientation activities are often based on team building, getting-to-know-you activities and cooperative games. We also have an open enrollment model, but have students enter the program on Monday mornings. Mondays are when we have our weekly program meetings. We try, as

continued on next page

Teachers Reflect on Student Persistence

continued from previous page

much as possible, to have students enter in groups and have found, just as Whitsey did, that this practice increases student retention.

We also work to develop hands-on projects and to teach across disciplines. Our math teacher often teaches percentages by taking students to Filene's basement to study the famous "automatic markdown system." We recently paired the state election with our own student election of representatives to the advisory board. Students read about the election and took an online voting survey offered by WBUR. We followed that with a voter registration drive, encouraging our students who are of age to register to vote. We try as much as possible to link academic work with real-life applications.

We offer incentives for good attendance. Students who attend 85% of scheduled class days receive a book store gift certificate for \$10. Students who have 100% attendance get a gift certificate for \$15. —*Pat Pestana, Jobs for Youth*



It has been my experience that students often underestimate the progress they are making as they learn English. Students frequently focus on the frustration of not being able to communicate freely, and not on the improvements they make. Because learning a language is such a drawn-out process it is understandable

that students do not fully become aware of their own progress on their own. But because, as the article states, an awareness of progress is an important factor in maintaining motivation, it is crucial for ESL programs to provide the means for students to gauge their progress.

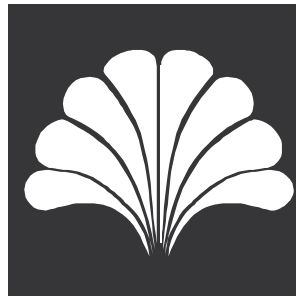
In my particular program I believe we could do much more to provide students with a measure of their progress. Recently we have begun to use the BEST long form assessment test to comply with DOE accountability requirements. So far we have used the results only for internal purposes, and have not sought to translate them for the students. Although in many ways this test is not the most proper to give students feedback on their progress, it can be useful in providing students a picture of their English abilities. I think that we should work on not only providing the students with the results, but also helping them to understand how the results could give them a measure of progress. Since the plan is to test the students at quarterly intervals, the results from these tests could provide students with a sense of their progress, and give them the motivation to continue their efforts.

—*Juan Gonzalez, La Alianza Hispana*



I think that it is important to be aware of the physiological and emotional states of my students. Many of the students in my class come to class with a lot of baggage. They have had experiences that I can't even imagine living through. As a teacher I try to talk to my students on a personal level if they seem to be having a bad day or if they seem to be down. There is no way that I am going to be effective at teaching the lesson that I planned if the student is distraught over what is going on in his or her life. I feel that all the teachers in my program make an exceptional effort to reach out to the students and to help them through difficult situations. Teachers need to care about their students beyond just wanting to get the material across. The students need to know that we care and want them to be healthy and happy people.

—*Christy Cobler, Jewish Vocational Service*



Of the four supports, the one that most interests me as an ESOL teacher is the first. In reading the authors' description of the "force-field" theory, I began to see an interesting correspondence between their discussion of persistence and some of the ideas presented by Leo van Lier in his book, *Interaction in the Language Classroom* (Longman, 1996), which explores the concept of motivation in detail, and traces some of the ways that curricula can be designed to help engender and support it. It seems to me that the normal practice, in which curricula are designed and instituted in advance before intake even commences, in many cases hinders learner persistence. Too often, a program's goals are locked in place before we even know what learners' real needs are. I am interested in researching and developing flexible, modular curricula that can be quickly adapted to learners' requirements, and altered as the need arises.

Whitsey's article was extremely interesting to me, because just a day before reading it I was discussing some of the issues it brings up with my boss. I am particularly concerned about her findings that students who experience the intake process as either a positive or negative one will frequently report the same feeling toward their class or the program as a whole. I am currently working on a way to eliminate some of the aspects of the intake process which our students report as negative, while simultaneously making the process more effective in helping us to place students more appropriately.

—*Michael Noonan, Northern Essex Community College*

REMEMBER THE A.L.R.I. JOB BANK!

People seeking jobs in the adult basic education field—

You're urged to come in to look at our Job Listings Book to see what jobs are out there at programs in our region and to leave a copy of your résumé in our Résumé Book.

Adult basic education programs (especially programs in the Greater Boston area)—

You're reminded to mail, fax, or e-mail us copies of your job announcements for our Job Listings Book anytime you have openings, and you're also welcome to come in and look through our Résumé Book for possible job seekers.



Adult Literacy Resource Institute

989 Commonwealth Avenue
Boston, MA 02215

*Massachusetts
Readers: Please
Open Promptly—*

*Announcements
of Upcoming
Staff Development
Activities at the
A.L.R.I. Enclosed*