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ABSTRACT

This final performance report for the Providence Public Library literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to project goals for 1992-93. Topics addressed in this narrative section include: (1) contributions of the Family Writing Center to the development of the reading, writing, and communication skills of participating adults and school-age children; (2) family participation in a variety of interviewing, writing, editing, and computer keyboarding activities; (3) development of a computer lab handbook; (4) use of public library services by participants; (5) establishment and staffing of a computer writing lab; and (6) set up of a literacy and English as a Second Language referral database. Proposed and actual expenditures are compared. Activities undertaken are described, including student and volunteer recruitment, student writing activities focusing on the sharing of family stories, library tours and referral assistance, program evaluation, conference presentations on the project, and the establishment of the Writing Center Computer Lab. The role of the library, contributions of other organizations, facilities used, and project impact are summarized. Attachments include a program orientation outline, an oral history workbook, a teacher guide, examples of students' stories, and the computer lab handbook. (MES)

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ED 416 866

Providence Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

INSTRUCTIONS FOR PREPARING FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

General

The Final Performance Report will be used to provide information and data to the U.S. Department of Education for the Library Literacy Program, LSCA Title VI - CFDA No. 84.167.

The Final Performance Report for LSCA Title VI grants is required to be sent to the U.S. Department of Education 90 days after the end of the award period.

Submit an original and two copies to:

Executive Officer
Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

INFORMATION TO BE SUBMITTED IN THE FINAL PERFORMANCE REPORT

Grantees should include the following information in their Final Performance Report:

Part I: General Information

1. Name and address of organization receiving grant. For joint projects, provide complete list of all participating institutions or organizations.
2. Name and telephone number of persons preparing this report.
3. Grant Number (R167A-------).
4. Grant amount awarded and the actual amount expended. REPORT ON FEDERAL LSCA TITLE VI FUNDS ONLY.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
_X_ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)____________________

___ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
___ Employment Oriented
_X_ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) ____________________

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe)

Language Experience Approach

5. If this project involved tutoring, how was it provided? (check as many as applicable)

___one-on-one tutoring _X_small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes _X_ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _X_ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Through student and tutor evaluations of the program and through the observation of student writing. (See enclosed evaluation forms and sample student writing.)

An increase in the confidence of students was consistenly observed. Improvements were seen in basic speaking ability, vocabulary, and some grammar structures.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
_X_ curriculum guide
_X_ training manual
___ public relations audiovisual
___ training audiovisual
_X_ recruitment brochure

___ resource directory
_X_ evaluation report
___ survey
___ newsletter(s)
_X_ other (describe)
computer handbook
collection of student writing

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 52
Of those served, how many received direct tutoring service? 52
How many hours of direct tutoring service did they receive? 24
How many new volunteer tutors were trained? 26
How many current volunteer tutors received additional training? 10
How many volunteer tutors (total) were involved? 26
How many non-tutor volunteers were recruited? 4
How many service hours were provided by non-tutors? 38
How many librarians were oriented to literacy methods, materials, and students? 5
How many trainers of tutors were trained? 2

** An additional twenty-six area literacy tutors and adult new writers enrolled in the LVA-Providence, Dorcas Place and Brown University's Adult Academy programs also took part in a series of workshops which oriented them to the use of the Library's computer lab. They have continued to utilize this resource in their work together.

Part III: Narrative Report (Please see attached Narrative Report)

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

FINAL PERFORMANCE REPORT
for
LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

Part I: General Information

1. Organization receiving grant:

Providence Public Library
225 Washington Street
Providence, RI 02903

2. Report prepared by:

Linda Darman	(401) 455-8066
Roseanne Trissler	(401) 455-8041

3. Grant Number: R167A20005

4. Grant amount awarded: $26,962.58

Actual amount expended: $26,965.11

Part III: Narrative Report

1. Comparison of actual accomplishments to goals and objectives set forth in application.

The Family Writing Center has contributed to the development of the reading, writing and communication skills of the participating adults and school-age children. A total of 100 adults and children were served. Twenty-six literacy tutors and learners were trained in using the Writing Center Computer Lab and 74 adults and children participated in the Writing Center Program -- as opposed to the 80 projected. The number of program participants recruited for each cycle was decreased slightly after the pilot program held in the fall of 1992, as it was felt this was necessary in order to accommodate the students comfortably in the computer lab. Not all cycles ran for 8 weeks as originally proposed as it took longer than expected to set up the program and the computer lab and hire staff. (There was a 4-week pilot program in the fall and a 6-week program in January.)

Each week 7-8 families participated in a variety of interviewing, writing, editing and computer keyboarding activities using the English language. Each family produced its own family book of autobiographical sketches, which became the possession of the family at the end of the cycle. Almost every participant in the program contributed one story to a collection of autobiographical stories, entitled "Our Stories," which is now on display at the Rochambeau Branch Library. Students expressed pleasure about sharing their stories with others and seeing them in print. (A few students in the first cycle, the pilot program, did not have the time to contribute stories to this volume.)

Families were introduced to the language and operation of personal computers and basic word processing. Most students enjoyed this aspect of the program greatly and expressed an interest in gaining more computer experience. A very few students (notably, older students) could not see the immediate benefit of learning computer skills and preferred to devote their time to conversation practice.

The participants in the program shared their reactions to the computer experience and to becoming computer literate, and many of their comments appear in the handbook entitled "The Computer Lab: New Opportunities for New Writers," compiled by the Writing Center Coordinator. The handbook did not consist exclusively of student "tips" as was originally envisioned, as it was difficult for students to articulate enough information which could be useful to others. The Writing Center Coordinator, however, developed a good deal of material in preparation for, and in response to, the computer training done during the program period, and most of this material was included in the handbook. "The Computer Lab: New Opportunities for New Writers" was made available to other literacy and ESL programs and tutors in the city during the fall of 1993.

Participants in the Family Writing Center program were made aware of the resources and services available to them in the Public Library. Each participating family took part in a tour of the branch library during the second week of the cycle. Announcements were also made periodically throughout the cycle, by program and library staff, concerning library programs and events which could be of interest to the families.

Between 83% and 86% of the participants registered for library cards within the first month of each cycle, with the exception of the 4-week pilot program held in the fall. 64% of those students were able to register for library cards during the short duration of that cycle. Materials from the Adult Basic Collection were displayed in the program room periodically throughout each cycle. Participants in the program borrowed a total of 241 items from the library from February to June of 1993, making an average of 48 items for each of those months.

It was extremely difficult to document the participation of the families in regularly scheduled library programs, as no one from the literacy staff was present at these times. Also, the majority of the programs at the local branch were either for preschool children or were beyond the English language capabilities of the adult learners. We are presently reviewing our strategies for collecting this type of data in cooperation with branch library staff and librarians.

The Family Writing Center acted as a referral service for adults interested in pursuing more intensive English language training or tutorial services by referring approximately 69% of the adult learners participating in the program to more intensive literacy and ESL programs in the area after they had completed the Family Writing Center Program. Students are in the process of being followed up in order to record the percent who, in fact, registered for further language training. The Agency Assistants are instrumental in this follow-up process, contacting families and interpreting when necessary.

LAB

The Computer Writing Lab at the Rochambeau Branch Library was established in the Spring of 1993. Literacy and ESL tutors from Literacy Volunteers of America - Providence, Brown University's Adult Academy, and Dorcas Place Parent Literacy Center were notified through their agency newsletters and correspondence about the existence of the lab and the opportunity to be trained to use the computers for the purpose of their literacy instruction. A total of 16 tutors and 10 learners from the three agencies were provided with three 2 1/2 hour sessions, which trained them to use the computers and the word processing program. The number of learners who were trained by the Writing Center Coordinator fell short of the projected 20, as several tutors felt the need to acquire more computer skills before attempting to train and work with their learners on the computers. Some of them, therefore, took the opportunity to practice on their own in the lab before bringing their students to the lab for computer and literacy instruction.

The entire amount of money budgeted for purchasing computer software was not expended, as it proved to be difficult to find appropriate software created for the new Macintosh LC III computers. More programs are currently being created for Macintosh computers, but the selection was very limited at the time we were researching the market. For more information on software purchased see narrative under Section 3 - Activites: Establishing a Community Access Literacy Computer Lab.

SUPPORT STAFF

The Family Writing Center acted as a model for community cooperation in providing services for inner-city families in need of literacy and ESL assistance. A total of 10 volunteers, from Brown University and from the community, were trained as literacy tutors for the program. The projected total of 12 volunteers was not necessary due to the fact that several tutors stayed on for more than one cycle. Also one Agency Assistant from each of the two cooperating agencies (Jewish Family Service and Mt. Hope Neighborhood Association) was trained in all aspects of the project.

One of the two Agency Assistants was ill quite a lot which made it impossible for her to attend the program as much as expected. This resulted in a small surplus in the Contractual Services budget.

PRESENTATIONS

A presentation on the Family Writing Center Program was given by the Writing Center Coordinator, the Literacy Coordinator, and one Agency Assistant at the MATSOL (Massachusetts Association for Teachers of English to Speakers of Other Languages) Spring Conference. Another presentation, dealing with the use of computers in adult literacy and ESL, was given by the Writing Center Coordinator at the Literacy Volunteers of America, Rhode Island Spring Conference. The attendance at each was excellent and the response to the presentations was very favorable. Several participants mentioned later that they received information which would be useful for their own programs.

DATABASE

It took longer than anticipated to set up the lieracy and English as a Second Language referral database in the Library's Literacy Office. In the spring of 1993 the Literacy Coordinator was trained to use the database by the Supervisor of Intstitutional Library Services and Literacy at the Department of State Library Services. She, in turn, trained the Libarary's Reference Services Department staff and the Literacy Office staff in the summer of 1993. The system is extremely complex and requires a great deal of training. It has not been used for referrals at this point, but the Literacy Coordinator is in the process of evaluating it and attempting to determine the most effective way of using it. (See enclosure #9)

2. Comparison between proposed and actual expenditures by budget category.

BUDGET CATEGORY	PROPOSED EXPENDITURE	ACTUAL EXPENDITURE
Salary / Wages	$7080.00	$7712.59
Supplies	$12,081.52	$12,142.63
Contractual Services	$3,866.56	$3,575.00
Library Materials	$3,884.50	$3,534.89
Other	$50.00	0
Total	$26,962.58	$26965.11

The remaining $350 from the Library Materials budget line, the $292 unspent in the Contracual Services line and any additional remaining funds were applied to the Program Coordinator's salary line so that she could work an additional week with the project.

3. Activities undertaken.

PREPARATION FOR PROGRAM

Contact was established with the two cooperating agencies (Jewish Family Service and Mt. Hope Neighborhood Association) and two Agency Assistants were hired. Three Macintosh LC II computers, three Hewlett-Packard printers, and the Microsoft Works program were purchased and a small computer lab was established at the Rochambeau Branch Library, along with 2 computers donated to the Library by IBM.

Through the use of their agency resources, the Agency Assistants identified families in need of English language training and recruited them for the program at the beginning of each cycle. Students were interviewed by the Program Coordinator prior to each cycle in order to assess the level of their language skills and to provide families with an overview of the program.

Volunteer tutors were recruited through flyers and newsletters and trained at the beginning of each cycle (along with the Agency Assistants at the beginning of the first cycle). The training consisted of an introduction to using the Language Experience Approach and other methods in the teaching of English as a Second Language. Interviewing techniques used in the process of compiling oral histories were discussed, as well cross-cultural issues. The training took the form of presentation, group work, role-playing, and discussion. The initial training consisted of two 2

1/2 hour sessions and took place on November 2 and 4, 1992; January 20 and 21, 1993; March 15 and 17, 1993; and June 1 and 3, 1993. (See tutor training materials, enclosure #1) Tutors and Agency Assistants also received additional training and preparation in the half hour before each class meeting.

CLASSES

Four program cycles, for a total of 26 weeks, took place between November, 1992 and July, 1993: one 4-week pilot program starting in November, 1992; a 6-week program starting in January, 1993; and two 8-week programs starting in March, 1993 and June, 1993. Classes met for 1 1/2 hours twice each week.

Students were grouped according to level and were tutored in groups of 2-4 people. Parents and children worked separately. At the first weekly session, a theme related to the students' own experiences (native country, jobs, childhood, family relations) was introduced by the group tutor and a discussion followed, using Oral History interviewing techniques. Students then wrote and edited a short passage based on the discussion. In addition, children received help with school homework and illustrated the weekly Writing Center Program story. (See lesson plans, enclosure # 2)

During the second weekly meeting, families worked together and were instructed in the use of the computers and assisted in entering their writings onto the computer. More editing also took place at this time.

Families were encouraged to share their stories among themselves during this second session. In this way cultural information was passed among parents, grandparents and children (some of whom had been born in this country).

Families compiled albums of their writings and illustrations, thus creating small family histories, which became their possession at the end of the cycle. Some families made audio recordings of their stories which they were also able to keep after completing the program.

LIBRARY TOURS AND REFERRAL ASSISTANCE

All program participants were given a tour of the branch library, by a librarian, at the beginning of each cycle and were encouraged continuously during the course of the cycle to borrow materials from the Adult Basic Collection.

At the end of the program cycle, families received individual referral information regarding other ESL programs and literacy agencies in the area in order to continue their language studies. In some cases they were assisted in making contacts with these programs.

EVALUATION OF THE PROGRAM

During the last class of the cycle, students were asked to fill out a program evaluation form in order to assist us in meeting the expressed needs of the families being served. (See enclosure #3) At this time, each student was also asked to contribute a story to the library album entitled "Our Stories," which is now on display at the Rochambeau Branch Library.

After each program cycle, the Family Writing Center Coordinator, the two Agency Assistants, the program tutors, and when possible, the Providence Library's Literacy Coordinator met for a program evaluation session. The Writing Center Coordinator also met separately with the Agency Assistants at that time to assess the program, provide more training, and plan recruiting and other strategies for the upcoming cycle.

PRESENTATIONS

A presentation on the Family Writing Center Program was made at the MATSOL Spring Conference held at Northeastern University in Boston on April 2, 1993. (See enclosure #5) On April 24, 1993, the Writing Center Coordinator presented a discussion on the use of computers in adult literacy and ESL instruction, at the Literacy Volunteers of America, Rhode Island Conference held at Johnson and Wales University in Providence. This presentation included information about the specifics of planning and implementing such a program, as well as some of the theoretical considerations. (See enclosure #6)

ESTABLISHING A COMMUNITY ACCESS LITERACY COMPUTER LAB

After the Writing Center Program was well underway, efforts began to contact area literacy tutors who might be interested in computer training. This process took 2-3 months. Training was offered to literacy tutors and learners from Dorcas Place Family Literacy Center; Literacy Volunteers of

America, Providence; and The Adult Academy of Rhode Island. A total of 16 tutors and 10 learners participated in the training, which consisted of three 2 1/2 hour sessions, and which took place on March 13, 20, and 27 for LVA, and April 10, 17, and May 1 for Dorcas Place and the Adult Academy (morning and afternoon sessions respectively).

The Writing Center Computer Lab was opened to all trained tutors and their learners, as well as all participants in the Family Writing Center Program, in late March, 1993, for 6 hours a week. (Summer hours were decreased to 4 hours per week.) The lab is monitored by volunteers who are highly trained in using computers. Four lab monitors were given an orientation to the computer lab for this purpose. The lab has been used for an average of 5 hours each week.

Throughout the program period, the Program Coordinator compiled information which will hopefully prove useful to others who might be establishing a computer lab or using computers in the instruction of literacy, ESL, or writing. Family Writing Center Program participants and others using the computer lab were also asked to contribute observations on using computers in their studies. These materials were published in a small handbook, " The Computer Lab: New Opportunities for New Writers," which was made available to area literacy and ESL programs in the fall of 1993. (See enclosure # 8)

A small collection of computer software was purchased for the Computer Lab. These materials are specifically geared toward adult new readers and students of English as a Second Language. They are mainly reading, vocabulary development, and survival skill programs, based on subjects of interest to, and of necessity to, adult learners and new immigrants. Spelling, grammar, and typing programs were also acquired.

Subscriptions to News For You, a basic level newspaper, and Voices, a collection of learner writings, were also purchased, as they provided good support for the reading and writing activities underaken by the students in the Family Writing Center Program. The students seemed to enjoy them and find them useful.

4. The role of the library.

The 1992-93 Family Writing Center Project was a library based initiative which was designed and fully implemented by the Providence Public Library and its staff members. The Program Coordinator worked on an ongoing basis with PPL's LIteracy Office, the Director of Adult Services, the Data Processing Department as well as with all the staff members at the Rochambeau Branch Library throughout the grant period.

The Family Writing Center Program not only took place at the Rochambeau branch, but Branch Library staff also provided tours of the library and explained the library collection and services to all program participants. They also made periodic announcements during class time concerning upcoming library programs and events; they issued library cards to the students in the program and registered the children in the children's reading programs. Librarians and library staff have aided both the children and the adults in locating materials (including their native language materials) and have made ESL materials available to them.

5. Other agencies.

The two cooperating agencies involved with the Family Writing Center Program are the Mt. Hope Neighborhood Association and the Jewish Family Service. The Literacy Coordinator met with the agency directors initially to explain the goals and objectives of the program. Each agency then hired one Agency Assistant and continued to maintain loose contact with the Agency Assistant throughout the program period. They provided the Assistants with lists of newcomers to the area and in other ways attempted to help them identify people who might benefit from the services provided by the Family Writing Center Program. The Writing Center Coordinator also met with the agency directors after the initial pilot cycle to report on the progress of the program and to discuss other ways of working together. The agencies received monthly reports on the hours and activities of the Agency Assistants.

It is hoped that the collaboration with the Jewish Family Service and the Mt. Hope Neighborhood Association will provide a motivation and a practical training model for the future establishment of family ltieracy program by these agencies.

6. Library used for this project.

The Family Writing Center Program took place, and the Computer Literacy Lab was established, at the Rochambeau Branch of the Providence Public Library, located at 708 Hope Street, Providence, RI. Tutor training, student intake and meetings also took place at that location. Meetings also took place at the Providence Public Library, 225 Washington Street, Providence, RI 02903.

7. Impact of the federal project.

Thanks to the support received through the LSCA Title VI grant, the Providence Public Library was given the opportunity to offer the pilot Family Writing Center Program, thus expanding the scope of our literacy services and making more materials and resources available to adult new readers in our area. The Library's ability to offer the only public access computer lab to literacy tutors and learners in the city is a major addition to our literacy services. The program also acted as a model intergenerational literacy program which serves parents and their school aged children.

The positive response to the presentations made on the Family Writing Center project at regional and local conferences over the course of the grant period made it clear that numerous groups and graduate students were interested in not only learning more about this model, but several students expressed interest in the possibility of doing research on the program and its participants. The combination of the utilizing the oral history approach while also introducing basic word processing skills in this intergenerational model made it a very popular and challenging program for both the volunteers and program participants. The Library hopes to involve more graduate level education and communication students in the implementation and evaluation of the program in future years.

Thanks to the funding and recognition given to our project by the U.S. Department of Education, The Library is now in a position to gain further financial support from both local and national foundations to further develop PPL's literacy collections (both books and software) for adult new readers and to acquire other materials to supplement the program. The Library is currently in the process of applying for such support.

In summary, The Family Writing Center Program has made it possible for the Providence Public Library to better serve the literacy needs of both the residents of the city of Providence and the state of Rhode Island. This program could not have taken place, however, in its present form without the support of LSCA Title VI funds.

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PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
ORIENTATION PROGRAM OUTLINE

First Session

1. Introductions and welcome

2. Explanation of Literacy Office services

3. Handout: session information

4. Goals of the Family Writing Center program

5. Role of affiliated agencies and Agency Assistants

6. Profile of the families to be served

7. Structure of the program

8. Approach used: Oral History

8a. Oral history activity

9. Introduction to library staff

10. Cross-cultural activity

Second Session

1. Introduction to the Language Experience Approach and lesson structure

2. Language lesson / grid activity

2. General responsibilities of tutors

3. Tour of computer lab and computer practice

4. Questions/discussion

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PROVIDENCE PUBLIC LIBRARY
1993 LITERACY PROGRAMS AND SERVICES

INFORMATION, SUPPORT AND REFERRAL SERVICE

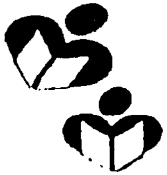
❖ This service provides adult new readers and tutors with information about Rhode Island's literacy and ESL programs.

Adult
Basic
Collection

THE 1992-1993 FAMILY LITERACY PROGRAM

❖ This intergenerational program works with parents and their preschool children weekday mornings at the:

- ❖ SOUTH PROVIDENCE
- ❖ SMITH HILL
- ❖ OLNEYVILLE
- ❖ FOX POINT
- ❖ KNIGHT MEMORIAL LIBRARIES



FAMILY LITERACY DAY CELEBRATION

❖ Each Spring, the Library welcomes area adult new readers enrolled in Providence programs and their preschool children to a morning full of reading related activities to celebrate their growing literacy skills and commitment to family reading. Activities include puppet theatre, storytelling, big books, tours, library card registration and giveaway books.

ABC COLLECTION

❖ A sizable collection of books, newspapers, read-along cassette kits and video programs for adult new readers.

TUTORING SPACE

❖ at all Library locations

TOURS

❖ All of the Library's locations offer special tours for area ESL, literacy & GED classes.

FAMILY WRITING CENTER PROGRAM

❖ This new oral history program for adult new writers and their school aged children takes place at the Rochambeau Branch. Participating families also become computer literate together as they type their family stories using the personal computers in the Library's new computer lab.

FOR MORE INFORMATION CALL: 455-8041

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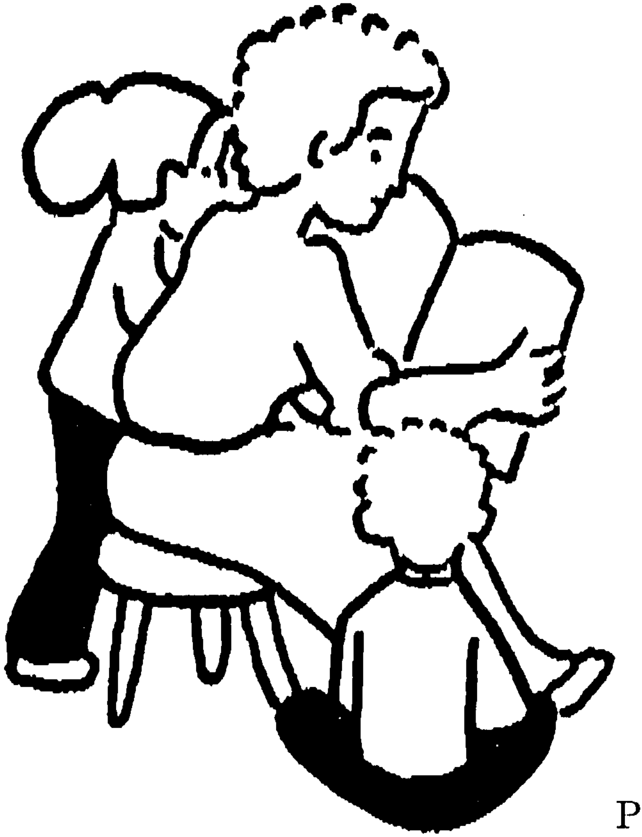
SHARE THE GIFT OF READING - SPREAD THE WORD!

FAMILY READING PROGRAM
Providence Public Library



Bring your children and join us in your neighborhood.

At **Olneyville** 1 Olneyville Square	Mondays & Thursdays 10:30 am - 12 noon
At **Fox Point** 90 Ives Street	Mondays & Thursdays 1:30 - 3:00 pm
At **Smith Hill** 31 Candace Street	Mondays & Thursdays 6 - 7:30 pm
At **South Providence** 441 Prairie Avenue	Wednesdays & Fridays 9:30 - 11:00 am
At **Knight Memorial** 275 Elmwood Avenue	Wednesdays & Fridays 10:30 am - 12 noon

Parents- Learn about children's books and how to share them with your child, practice reading and writing English, ESL tutoring.

Children- Come to a story hour and work with parents on activities.

FREE!

For more information, call 455-8041.

Become a Family of Readers - October 1992 to July 1993.

Funded by the United States Department of Education and the Rhode Island Foundation.

TESOL QUARTERLY 11/78

TEACHING BEGINNING READING IN ESL, BILINGUAL AND ADULT LITERACY CLASSES THROUGH LANGUAGE EXEPERIENCE

By **John F. Haskell**
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Like so many good ideas from other fields, the Language Experience Approach (LEA) for teaching beginning reading, which comes from the elementary language arts area, lies virtually unused and untried by most ESL, bilingual and literacy teachers. When I bring up the idea to a group of ESL teachers (in my best Moses-from-the-mountain manner), the immediate, and unfortunately, often sustained, response is either (a) if they are elementary school trained, "Oh, I already know about that." (though it is still unused in their classes), or (b) "You see, it proves that oral reading is valid after all." (obviously missing the point both of LEA and the criticisms of oral reading).

The Language Experience Approach was first suggested by Roach Van Allen, in part, as a means of teaching reading (decoding) skills to native English speaking children. It has been discussed at various TESOL meetings by such ESL and Reading specialists as Stanley Levenson and Pat Rigg (see bibliography below). According to Van Allen, Language Experience is based on the following:

A. What a student can/does think about, he can talk about;

B. What a student says can be written (or dictated to the teacher);

C. What has been thus written can be read.

The Language Experience Approach, when used by classroom teachers with second language learners, child and adult, has been extremely successful because it provides a way for the student to acquire the basic skills of reading, whether he is literate (able to read) in his first language or not, with comfortable, familiar and non-threatening material . . . his own.

It is an admirable approach, not only because of its simplicity but also because it allows for manageable individualization and utilizes the student's knowledge and interests. Best of all, it virtually eliminates the need for readability formulae, word frequency counts, and testing—where measurement is often inadequate and inappropriate if not impossible.

Essentially, the procedure includes the following elements, though there is no strict sequence of procedure and exibility is the by-word.

I

The student's "experience" may be a drawing, something he brings to class such as a picture, a souvenir, a recording or the like; or participation in an experience such as a trip or visit, a film or party, etc., planned by the teacher. Or it may simply be a discussion of some topic or event that the student relates to. The need for and the kind of stimulus will depend upon the level of the student (age) and the kind of lesson (individual or group).

II

The student is then asked to tell about his experience. The student may be telling the teacher, another student, a group of students or the whole class, depending upon the student's ability to communicate, the kind of follow-up exercise planned, and the reading need of the student. The goal is to get the student to talk about something he wants to talk about and for him to use his own words.

III

The student then dictates his "story" or "experience" to the teacher (or to another student), using his own words. The writer copies down the story just as it is told—errors and all. The teacher or fellow student may help the one dictating to find words, but *it is crucial that the dictation be written down just as the student says it*, that the student's (*not* the teacher's) words, phrasing, syntax be written down. Remember, you are teaching reading—how to decode the relationships between the spoken and written language—not grammar. At this stage the student will not learn incorrect language because he sees it in his reading materials: he doesn't *see* it. He is much too concerned with the experience and the process. Rigg points out that the greatest incidence of teacher failure occurs at this point, when teachers, to be helpful (i.e. to "teach"), edit and repair the student's story as it is being put onto paper, rather than copying it down exactly as the student tells it.

IV

The teacher then reads the story back to the student while the student reads along. In the very beginning the teacher may want to read the dictation back at the end of each sentence, helping the student to make immediate connection between his spoken words and their written forms. It also gives the student a chance to edit his dictation for the first time.

When the student is ready, he may want to read the story aloud to the teacher or to another student. Of course, he may read it silently to himself at any time. The more re-reading he does, the better. The teacher may help the student, pronouncing words or rereading the story with him. The student knows the words and understands the story; he is, at this point, learning to identify the written symbols of the words he has already spoken.

V

The student may also want to try writing the story himself. Students will gradually begin correcting and changing their own stories as they begin to recognize errors and as their vocabulary increases. As a normal process, second and third readings often result in self-editing.

Stories that the student has told and dictated or re-written can be made into individual readers. With children, the "readers" may include their own drawings thus becoming their own illustrated library, one they can share with other students, their families and friends. For adults they may become notebooks of "stories" which they can use to practice with or share. These notebooks then become a measure for the students (and the teacher) of their progress in language and writing as well as reading.

VI

When the basic skill of decoding has been achieved, teacher-prepared or commercial materials may be introduced. For children, these may be basal readers, storybooks and other activity materials. For adults, the materials might be application forms, driver's test materials, grocery store flyers and labels. Letter writing or diary keeping might be good transitional and on-going activities in view of their built-in experience or story-telling nature.

The Language Experience Approach can be used as a class, small group or individual ~~activity. Rigg suggests, in~~ her discussion of ideas for whole class presentation, the use of wordless picture books to initiate the "experience" telling.

Language experience takes advantage of student interests and knowledge rather than relying on the arbitrary selection of topics and materials that, though they may be interesting to some, are seldom motivating for all. It can be a step towards the understanding and use of vocabulary and materials in other areas of the student's life, helping him along in other courses or a job, rather than focusing solely on literature or culture. As Van Allen puts it,

> the basis of children's oral and written expression is their sensitivity to their environment, especially their language environment, both within the classroom and in the world at

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large. The continuing responsibility of the teacher is to help (the student) at all levels of ability become increasingly aware of the world in which they live—to 'talk' about . . . and to relate their observations and impressions to their own experiences.

In a bilingual program, the LEA allows students to begin with reading and writing in their first language almost immediately, as well as providing a means of moving gradually into the second language. (Although this may result in the students using both languages on occasion, the admonition that what the student says is what should be put to paper, still holds.) In adult literacy or ESL classes, where the students may be illiterate in their first language, Language Experience provides a simple way of moving the student into the process of decoding, just as it does for the child.

In all cases, since the approach is individualized and ungraded, it avoids the problems of "ability" grouping. Students can begin when they are able to express themselves; "readiness" becomes a matter of the student having something to say. Students learn to recognize the regularities and irregularities of spelling. Van Allen believes that this is because Language Experience makes no distinction between the development of reading skills and the development of listening, speaking, spelling, and writing skills. All are essential provide reciprocal reinforcement. All facets of language are used as experience related to the construction of printed materials. All the student's experiences which he can express, especially in oral language, are included as the raw material out of which reading refinement grows.

Unlike most commercially prepared materials, the Language Experience materials that the student reads tend to be "culture-fair" and meaningful to him because they are his words and his experience. Almost equally important, the student is not placed at a disadvantage because his oral skills are unequal to the material he is asked to read. As Levenson states it, Language Experience "values the language of each (student), faulty as it may be, as a beginning point for further development." In so doing it puts the thinking of each (student) at the heart of the teaching learning process.

Although I have emphasized Language Experience as a means of acquiring the decoding skill (so essential in the initial stages of the reading process), in order to establish a limit to [illegible] reading practice, Language Experience is, in truth, a rationale for the entire language learning/using experience. The student's entire knowledge, his every experience is the catalyst, the stimulus, the impetus for communication, whether in reading, writing, listening or speaking; whether in the classroom or at home, on the job or on the street. It is his need and his thoughts that will lead him, take him to successful language acquisition. It is the teacher who must be ready, prepared to navigate.

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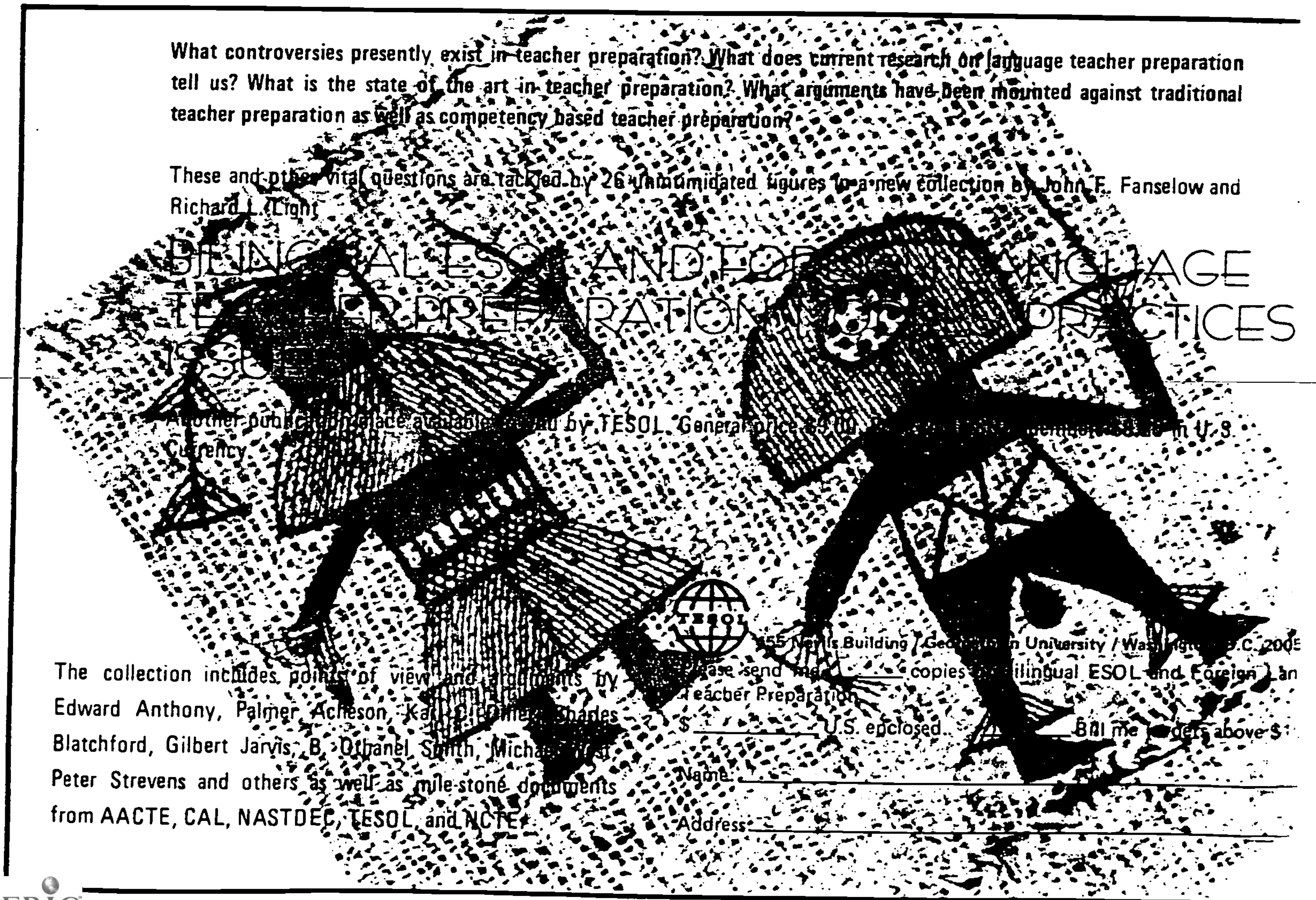
For further reading:

Levenson, Stanley. "The LEA (Teaching Beginning Reading to Speakers of Other Languages: The Language Experience Approach)." Paper given at TESOL Convention, Chicago, March 7, 1969. (ED 032 519)

Rigg, Pat. "Beginning to Read in English the LEA way", *SPEAQ Journal*, Vol. 1, No. 3, Autumn, 1977.

Van Allen, Roach and Claryce Allen. *Language Experience Activities*. Boston: Houghton-Mifflin, 1976.



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These and other vital questions are tackled by 26 unintimidated figures in a new collection by John F. Fanselow and Richard L. Light

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DESIGNING AN

ORAL HISTORY PROJECT

-- A Workbook for Teachers and Community Workers --

By Cindy Cohen
The Oral History Center
Fall, 1987

Note: This booklet is in draft form. Please send comments and suggestions to The Oral History, 186 1/2 Hampshire Street, Cambridge, Mass. 02139. Telephone: (617) 661-8288.

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INTRODUCTION

In recent years, educators and community workers have come to realize the tremendous potential of oral history methods for the preservation of the history and cultures of working people, ethnic and racial groups, women, children, older people -- groups whose perspectives traditionally have been overlooked in historical sources. Oral history is also being used to strengthen communities, by validating people's experiences, and by engendering a sense of pride **within** homogeneous groups and a sense of respect for diversity **among** groups. The methodology is a powerful teaching tool. It is used to impart skills, to generate enthusiasm for the study of history, and to create the shared understandings of the past which communities need in order to have a voice in shaping their future.

This packet is being created by The Oral History Center to help teachers, activity directors and community organizers design projects to meet their own particular goals. It is based on eight years of work in designing and implementing multicultural and intergenerational projects.

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The Oral History Center's approach to projects:

Several important values and beliefs underly the work of The Oral History Center. The most important of these are described here:

The lives of "regular" people are important, and their stories should be preserved and shared. Stories should be presented back to communities in ways which honor and dignify people's experiences.

Oral History projects should be primarily accountable to the communities from which stories are collected. This means that people from the communities should be involved in designing and evaluating projects and determining how the collected material is used; that projects should contribute to the vitality and viability of communities; that skills should be shared and that the material collected should be housed in accessible locations and presented to the community in accessible formats.

Oral History is a particularly valuable tool for creating and strengthening networks between old and young and among diverse cultural, racial and economic groups.

A shared understanding of the past and present is critical in order for communities to work together to shape their futures.

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Historical, Literary and Anthropological Perspectives on Life Stories:

Over the years, we have learned that there are many ways to conduct oral history projects, varying in goals, scope, product and intended audience. This packet is designed as a workbook, so that you can draw on the experiences of other people to shape a project which is appropriate to the context in which you are working, and to your own goals and resources.

In general, we have found it useful to understand that the stories we collect from individuals can be viewed from at least three different perspectives: **historical, literary and anthropological**. In the historical approach, we are interviewing individuals primarily to gather **information** -- about an era, for instance, or an event, or a particular industry or region. In this case, we are interested in stories because they are rich in detail and because they help us understand the impact of larger social forces on the lives of individual people. When collecting life stories with an historical perspective, we are particularly interested in the sequencing of events and the veracity of recollections.

The words "oral history," however, are also often used to describe the collecting of oral narrative to be appreciated for its value as literature. We are interested in the story as story, in the ways in which people create meaning out of their experiences. We explore the shape of the story, its rhythms and images. Secondarily, we are interested in the ways in which it

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conforms to or diverges from actual events. Oral literature is akin to fiction; it stems from an impulse to create.

Anthropologists are interested in life stories because of the insights they contain into the inner workings and worldviews of cultural groups. These groups might be as small as family units, each with its own "family folklore," or as large as whole societies, whose values and norms can be inferred from the "anthropological life story." Anthropologists analyze stories for both content and form, comparing them with other modes of cultural expression to discover the patterns of thought and behavior through which members of a group interpret their culture to themselves.

These different perspectives on the study of life stories are all equally valid. And they are not necessarily mutually exclusive. In designing projects in classrooms and communities, it helps to be clear about whether we are interviewing people for information, or collecting stories to be appreciated as literary forms, or whether we are seeking insight about cultural patterns. This clarity will help determine the kinds of training given to interviewers, the kinds of questions to be asked, and the ways in which we analyze and present the material we collect.

This packet is currently in draft form. Any suggestions you have about ways to make it more useful will be most appreciated! They will be considered for future drafts.

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PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER

Location: Rochambeau Library
708 Hope Street
Providence

Telephone: 455-8110

Coordinator: Linda Darman

Dates: June 7 to July 21 (7 weeks)

Times: Mondays 6:00-7:30 p.m.
Wednesdays 6:00-7:30 p.m.

First class: Monday, June 7 6:00 p.m.

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER

Suggested Themes

The day my child was born / For children: My first memory from childhood

A family trip or vacation

A special family celebration

How my family celebrates birthdays

A special childhood memory

Life in my native country / my community

My trip to America

Life in the United States

My best friend / A special person in my life

A story based on a family photograph

One major difference / the differences between my native country and the U.S.

My job / past job / profession / school life

Providence Public Library
Family Writing Center

TIPS FOR INTERVIEWING / FACILITATING CONVERSATION

1. Never interrupt the flow of a student's story, but try to have specific questions ready to ask when there is a natural pause.

2. Try to make questions as open-ended as possible in order to elicit more language production. (Note: "yes/no" and "who, when, where..." questions can also be useful, when working with beginning students or for clarifying information.) You may want to put some of the students' replies into sentence form, to be incorporated into their stories.

3. Relating some information about yourself (while being careful not to interrupt a student's story, or dominate the conversation) will be useful for your students for several reasons. (a.) It will give them personal information about you, an American (which is almost always of interest to students). (b.) It will give your students information about American (or your ethnic) culture. (c.) It may encourage your students to speak more, or jog their memories about the topic at hand.

4. Write new vocabulary words on the newsprint pad for reinforcement, and to make them available to the students when writing their stories. (Be sure to PRINT.)

5. Encourage students to ask each other questions. This will bring out more information, clarify information, and be good practice for both the listener and the speaker.

6. Never pry if you feel that the student is uncomfortable speaking about something. Try to avoid topics which may be painful for the student.

7. If necessary, let the students decide the direction of the discussion and which stories to pursue and eventually record. It will be our task to suggest a theme each week, but the students may want to modify it in ways that interest them. Never feel bound to the topic if the students do not express an interest in it. (It will then be your task to keep students on the track they have selected! Also please try to refrain from choosing another theme from our list, as this could confuse later lessons.)

8. Students may be encouraged to use their native language to help each other understand or express something they're unable to handle in English. (This is not a "English only" program.)

9. It may, at times, be necessary to speak slightly slower than you would to native speakers of English, but be careful not to speak loudly. Try to be conscious of not using too many expressions or idioms which learners may not be familiar with. This could greatly affect their understanding of what is being said.

THE WRITING PROCESS

A. Beginners

1. The tutor will be the scribe for beginning students who are not literate in English. Stories should probably not exceed 3 or 4 sentences.

2. Be sure that the student has had ample oral preparation before beginning the writing process and that the student is clear about the contents of the story.

3. You may make slight formal changes when writing the story in order to make it more grammatically correct or understandable, but be careful never to change the meaning -- or even the "flavor" -- of the story. Repeat what you are writing so that the learner can hear the correct form.

4. Ask questions whenever necessary, while writing, in order to clarify or develop information.

5. Read the completed story aloud once or twice. Then ask the student to read it.

B. Intermediate and Advanced Students

1. These students will write their own stories after the interviewing and discussion processes. Intermediates should be able to write a complete paragraph, and advanced students two or more paragraphs.

2. Don't interrupt the flow of a student's writing, but be prepared to offer help as the student writes or to help the student continue when he or she gets "stuck."

3. Read the story with the student and ask any questions necessary to help the student express him/herself more clearly.

EDITING

1. Read a story through completely before making any corrections or suggestions.

2. Always give some specific praise (on form, content, use of vocabulary, general improvement, etc.) before drawing attention to any mistakes or problems.

3. Encourage the student to make corrections him/ herself whenever possible. (For example, if you know the student knows the correct spelling or grammatical form, just point to the mistake and see if he or she can correct it.)

4. Do not expect to correct all mistakes in a story, but try instead to focus on one type of mistake (for example, irregular past tense) and just work on that. You may then want to base some practice for the whole group on that structure.

5. Whenever possible, write comments or corrections on a separate piece of paper as opposed to marking up the student's story.

Cross-Cultural Exercise

Please designate the level of importance you feel that each cultural group gives to each of the following issues. Then try to estimate how much importance you give it.

not important		somewhat important	very important	
1	2	3	4	5

	Hispanics	European Americans	Russians	Me
a. family relationships	___	___	___	___
b. the extended family	___	___	___	___
c. religion	___	___	___	___
d. education	___	___	___	___
e. punctuality	___	___	___	___
f. women's rights	___	___	___	___
g. respect for the elderly	___	___	___	___

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I. INTRODUCTION TO LANGUAGE EXPERIENCE APPROACH

The literacy/ESL approach used in the Family Writing Center program is a form of the Language Experience Approach (LEA), which is based on using the life experiences of the student as the primary resource for developing writing and reading activities. A preliminary discussion takes place relating to something in a student's personal experience, with the tutor and other students asking questons. Students then develop and write stories as a result of the discussion or "interview." (Tutors act as scribes, writing the stories of the beginning students who are unable to write in English.) The written stories are used for further language practice.

II. EXPLANATION OF LEVELS

A. Beginning:
1. not literate/pre-literate in native language
2. literate in native language, but unfamiliar with English

B. Intermediate: literate in native language plus 1-2 years English language training

C. Advanced: highly literate in native language plus 4-5 years English language training

III. LESSON FORMAT

A. First session

1. Introduction of topic (using a picture, a reading selection, a personal story of the tutor, etc.)
2. Formation of questions which can be asked about the topic
3. Discussion of topic, with tutor and students asking each other questions
4. Writing of stories (tutor acts as scribe for beginning students)
5. Reading of stories
6. Language activity based on student stories

B. Second Session

1. Editing of stories
2. Entering and printing of stories on computer
3. Family sharing and discussion of stories
4. Work on family books

IV. TIPS

A. Beginning

1. work on word and simple sentence level
2. use pictures, maps, books, etc.
3. tutor may need to model most questions and answers for student

4. stories will consist only of 3-4 sentences
5. tutor may need to act as scribe - student will copy story
6. lots of repetition and review

B. Intermediate

1. work on paragraph level
2. students can ask each other questions
3. tutor should write structures and vocabulary words on pad during discussion
4. vocabulary development
5. grammar practice

C. Advanced

1. work on composition level
2. vocabulary enrichment
3. discussion of idioms
4. grammar review / practice with complex structures
5. encourage students to edit own writing
6. students can develop/edit stories at home
7. advanced students can act as scribes for beginning students

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V. ADDITIONAL TECHNIQUES AND ENRICHMENT ACTIVITIES

A. Grid (especially helpful with beginning students)

name	country	U. S.	live with
Carlos	Mexico	2 years	mother

1. Tutor asks questions of first student and fills in grid:
    What is your name?
    Where do you come from?
    How long have you been in the U.S.?
    Who do you live with?
2. Tutor points to blocks and asks other students to repeat information about Carlos
3. Students ask each other questions to fill in rest of grid
4. Tutor points to blocks and students repeat information until each student can repeat entire grid

B. Tutor Stories

While students are writing stories, tutor takes a few minutes to write a story on the same theme (or as close as possible) and then shares it with the students. This will serve as a model for the students as well as giving them some information about their teacher!

C. Reading Comprehension

1. Students' printed stories are distributed to the group and read either silently or aloud.
2. Tutor asks questions to check the comprehension.
3. Questions can be true/false, sentence completion, open ended, etc., and should begin concrete and move toward abstract
4. Students can also be asked to create questions about the story.

D. Vocabulary Building

1. New vocabulary words can be written on newsprint pad during group discussion. After writing stories, students can review words and be asked to try using them in sentences.
2. Discuss vocabulary units in The New Oxford Picture Dictionary (food, seasons, travel, etc.), especially as they relate to weekly topic.
3. Use pictures from picture file or from magazines.
4. Use vocabulary games from game file.

E. Using the Tape Recorder (tapes can be taken home for practice)

1. Record students as they tell their stories. Students then use recording to write stories.
2. Students interview each other about topic - recording the interview - and then use recording to write stories.
3. Student reads written story and records. Tape can be played (either for the group or the individual) and stopped as needed for pronunciation or grammar correction.

4. Tutor reads story and records, pausing after each line. Student plays tape and repeats each line after the tutor.

5. Student or tutor records story. Group listens to the tape and tutor asks questions to check comprehension.

F. Grammar Exercises

1. Verb tenses: Students take their own stories, or one story from the group, and change verb tense throughout, making all other necessary changes (past to present, present to future, etc.)

2. Tutor reads first part of a sentence from a student's story and students take turns completing it with their own thoughts, using the proper tense, etc.

3. Prepositions: Tutor reads a student's story aloud, leaving out the prepositions (indicating a "blank"). Students write story as a dictation, inserting the proper prepositions. (Before beginning tutor can write list of prepositions on newsprint pad.)

4. Adjectives: Students use their own stories or are given group copies and are told to replace all adjectives with another adjective. Read new versions aloud and discuss.

BASIC COMPUTER / WORD PROCESSING VOCABULARY

Equipment:

- monitor
- screen
- keyboard, keys
- hardware
- software
- hard drive
- floppy disk / disk / diskette
- program / application
- mouse (Mac)

Types of Keys:

- letters
- numbers
- arrows - for moving the cursor
- function / command - for telling the computer what you want to do
- space bar - for making space between letters
- backspace / delete - for removing letters
- shift - for making capital letters
- enter / return

General:

- cursor / pointer
- options
- document
- select / highlight / choose
- access
- retrieve
- quit / exit
- save a document
- copy a document
- print a document
- exit/close a document

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Word Processing:

- insert
- delete
- block (IBM) / select / highlight
- font
- bold
- underline
- alignment (center, left, right)
- cut and paste

Macintosh:

- window
- icon
- dialogue box
- menu
- pointing
- clicking
- dragging

WORD PROCESSING ON MACINTOSH

TURNING ON THE MACHINE AND INSERTING YOUR DISK

1. Turn on the monitor and computer (two switches)
2. When you see the blue screen, put in your disk (metal end first)

CREATING A NEW DOCUMENT

1. Double click the hard drive icon (Macintosh HD)
2. Double click the Microsoft Works 3.0 Folder icon
3. In the Microsoft Works Folder window, double click the Microsoft Works 3.0 icon
4. Click the Word Processor icon
5. Click the "New" button to create a new document
6. The word processing screen will appear and you can begin typing

SAVING YOUR DOCUMENT AND PRINTING

1. Open the "File" menu and select "Save" or "Save As"
2. A dialog box will appear. Type in the name of your document
3. Click "Save"
4. Go back to the "File" menu and select "Print"
5. A dialog box will appear. Click "OK"

COPYING YOUR DOCUMENT ONTO THE FLOPPY DISK AND DELETING IT FROM THE HARD DRIVE

1. Return to the Microsoft Works window by clicking the close box (upper left corner)
2. Find your new document's icon
3. Point to your new document's icon. Click and drag it to cover your floppy disk icon
4. The floppy disk icon will be highlighted briefly showing that your document is being copied on the disk. "Now copying to floppy disk" will appear on the screen
5. When the copying is completed, point, click and drag your document's icon to cover the "Trash" icon
6. Open the "Special" menu and select "Empty Trash"

TURNING OFF THE COMPUTER

1. Close each window.
2. When you get to the blue screen, open the "Special" menu and select "Shut Down"
4. Your disk will be ejected. Take it out.
5. "It is now safe to turn off your Macintosh" will appear on the screen
6. Turn off the computer

OPENING AN EXISTING DOCUMENT

1. Turn on the computer and put in your disk
2. Double click your floppy disk icon
3. Double click your document icon

Remember : You can click outside of any icon or words which are highlighted to cancel the highlighting.

WORD PROCESSING ON MACINTOSH
(With "At Ease" Security System)

TURNING ON THE MACHINE AND INSERTING YOUR DISK

1. Turn on the monitor and computer (two switches)
2. When you see the blue screen, put in your disk (metal end first)

CREATING A NEW DOCUMENT

1. Click the Microsoft Works 3.0 button
2. Click the Word Processor icon
3. Click the "New" button to create a new document
4. The word processing screen will appear and you can begin typing

SAVING YOUR DOCUMENT AND PRINTING

1. Open the "File" menu and select "Save" or "Save As"
2. A dialog box will appear. Type in the name of your document.
3. Click "Save"
4. Go back to the "File" menu and select "Print"
5. A dialog box will appear. Click "OK"

TURNING OFF THE COMPUTER

1. Open the "File" menu and select "Quit"
2. Open the "Special" menu and select "Shut Down"
3. Your disk will be ejected. Take it out.
4. "It is now safe to turn off your Macintosh" will appear on the screen
5. Turn off the computer

OPENING AN EXISTING DOCUMENT

1. Turn on the computer and put in your disk
2. Click the Microsoft Works 3.0 button
3. Select the document you want by clicking on the name
4. Click "Open"

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WORD PROCESSING ON THE IBM
MACHINE "D"

A. TURNING ON THE MACHINE AND ACCESSING "WORD PERFECT"

1. Turn on the computer (2 switches)
2. Turn on the printer (1 switch)
3. You will see: C:\> Type **wp** and press **Enter**
4. Put in your floppy disk and close the latch

Note: Be sure the printer is on before you put your disk in the "A Drive"!

B. SHIFTING WORK TO THE "A" DRIVE

1. Press **PF5**
2. Type = **A:** and press **Enter**
3. Press **PF7** 2 times
4. You are now ready to type a new document

C. SAVING AND PRINTING THE DOCUMENT

1. **Turn printer switch to "A"**
2. Press **PF10** to save
3. You will see: Document to be saved:
   Type the name of your document
4. Press the **shift key** and **PF7** to print
5. Type **1** to choose "Full Document"

D. EXITING WORD PERFECT

1. After your document prints, press **PF7**
2. You will see: Save document? Yes (No). Type **Y**
3. You will see: Document to be saved:
   Type the name of your document and press **Enter**
4. You will see: Replace? (Y/N). Type **Y**
5. You will see: Exit WP? No (Yes). Type **Y**

E. TURNING OFF THE MACHINE

1. Open the latch and take out your disk
2. The computer can now be turned off

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F. OPENING AN EXISTING DOCUMENT

1. Follow all of the steps of A above
2. When you have the blank screen, press **PF5**
3. Type **=A:** and press **Enter**
4. Press **PF5** again
5. Your documents will be listed. Use the arrow keys to highlight the document you want.
6. Press **1** to select the "Retrieve" option from the bottom of the screen
7. The document you selected will appear on the screen

WORD PROCESSING ON THE IBM
MACHINE "E"

A. TURNING ON THE COMPUTER AND ACCESSING "WORD PERFECT"

1. Turn on the computer and printer
2. Press **Enter** two times
3. You will see: C> Type **cd\wp50** and press **Enter**
4. You will see: C> again. Type **wp** and press **Enter**
5. Type **4** for "IBM Network"
6. Type your intitials and press **Enter**
7. Put in your disk (metal end first)

B. SHIFTING WORK TO THE "A" DRIVE

1. Press **F5**
2. Type = **A:** and press **Enter**
3. Press **F7** two times
4. You are now ready to type a new document

C. SAVING AND PRINTING THE DOCUMENT

1. **Turn Printer Switch to "B"**
2. Press **F10** to save
3. You will see: Document to be Saved:
   Type the name of your document and press **Enter**
4. Press the **shift key** and **F7**
5. Type 1 for "Full Document"

D. EXITING WORD PROCESSING

1. Press **F7**
2. You will see: Save Document? (Y/N). Type **Y** for yes
3. You will see: Document to be saved: XX. Press **Enter**
4. You will see: Replace XX? (Y/N). Type **Y**
5. You will see: Exit WP? (Y/N). Type **Y**
6. Take out your disk
7. Turn off the computer

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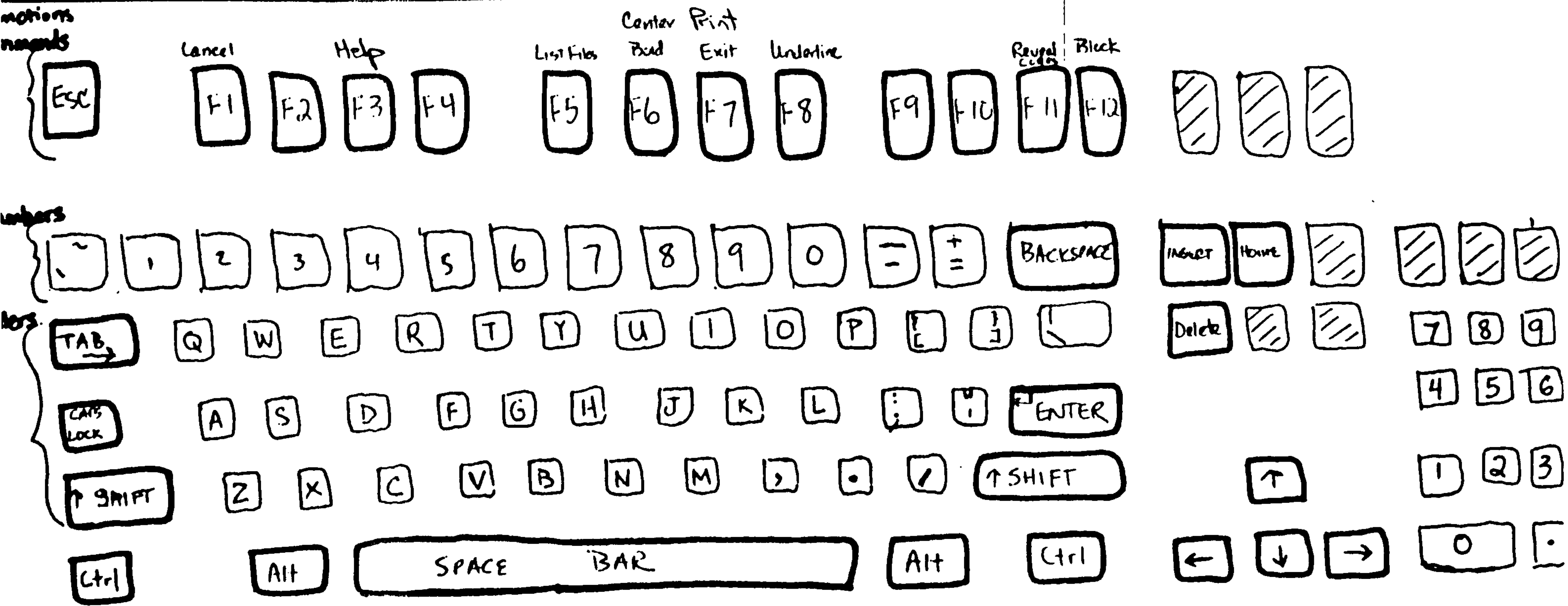
E. OPENING AN EXISTING DOCUMENT

1. Follow all of the steps of A above
2. When you have the blank screen, press **F5**
3. Type **=A:** and press **Enter**
4. Press **F5** again
5. Your documents will be listed. Use the arrow keys to highlight the document you want
6. Press **1** to select the "Retrieve" option from the bottom of the screen
7. The document you selected will appear on the screen

The EDIT Keyboard



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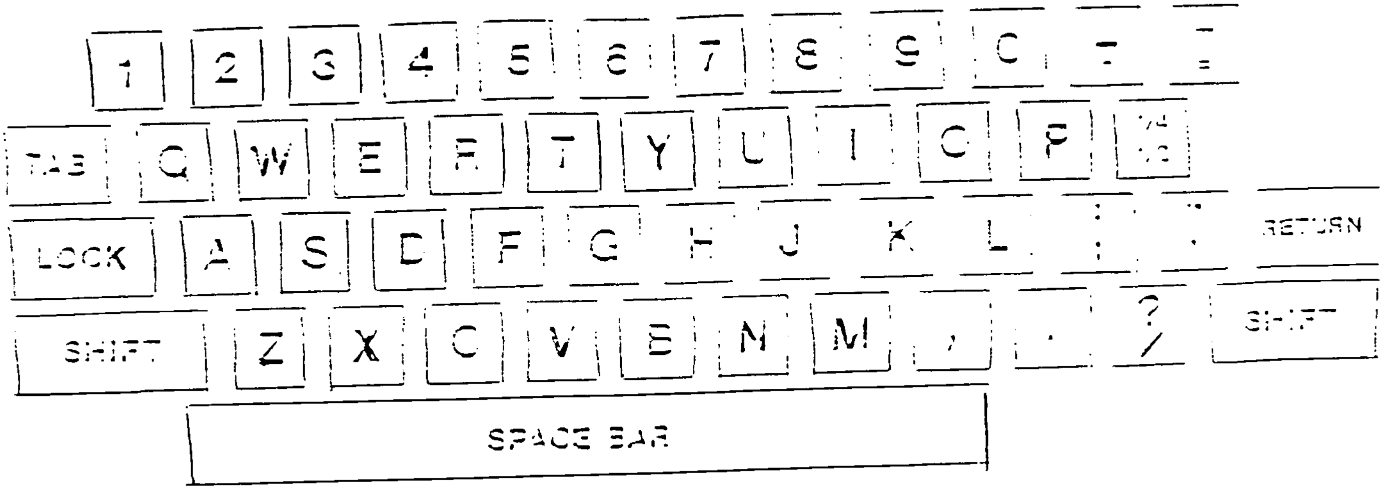
BASIC KEYBOARD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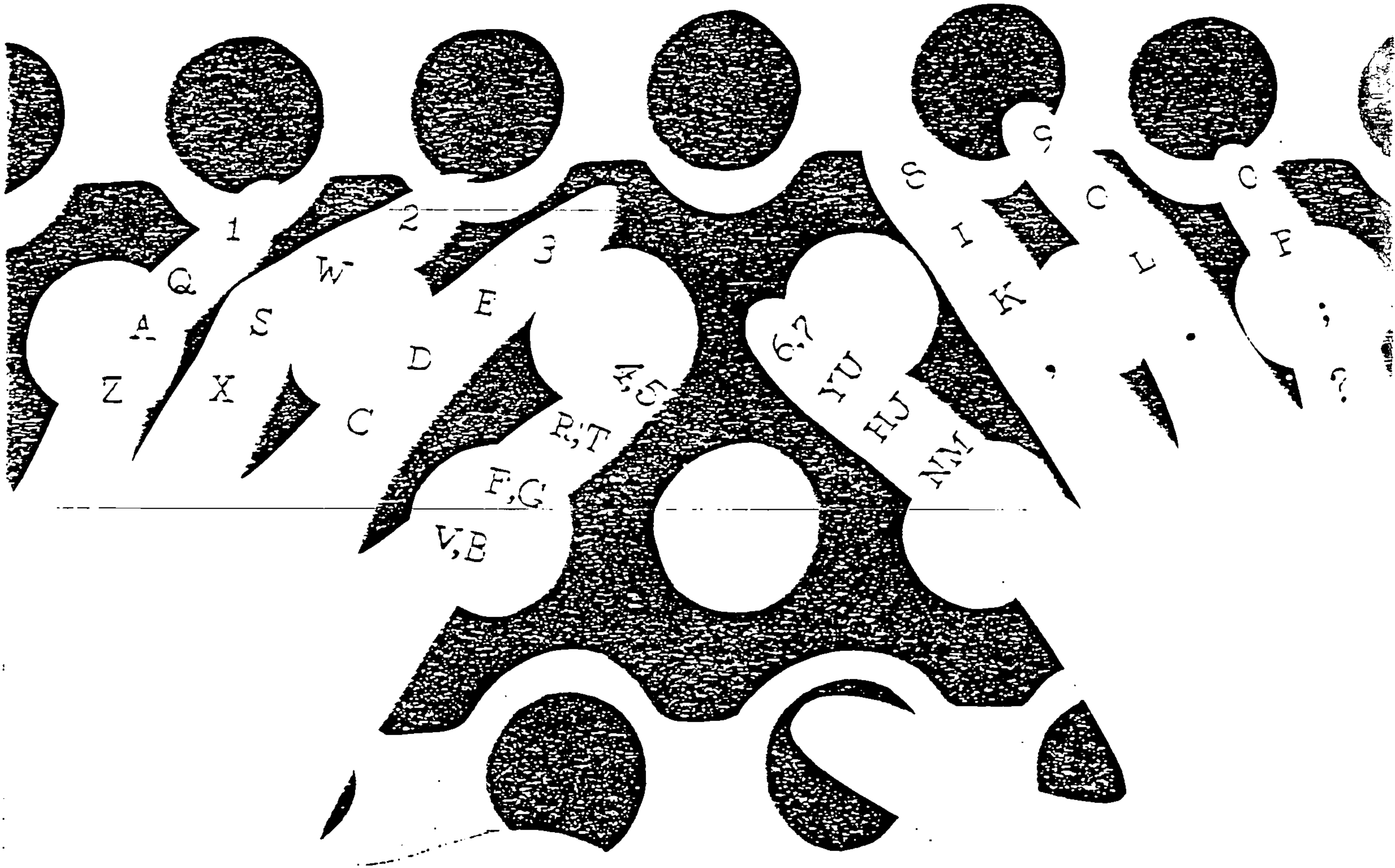
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#2

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
Monday, June 7, 1993

ADULTS

1. Introductions (in small groups)

2. Distribute family books

Have one person from each family write names of participating family members on sheet of paper with marker and place in book as title page.

Explain that it is their book to do with as they please. They should add photos, drawings, post cards, memorabilia whenever possible.

Each student should make one entry in the book each week (in whatever form: printed on computer or final handwritten copy).

3. Questions/Discussion

a. Beginning students: grid (use 3-4 of the questions below; model all questions and answers)

b. Intermediate/Advanced: As a group, brainstorm questions which students could pose to each other, or types of information students could volunteer about themselves, as a basic introduction both for the group and for the first story of their family books.

ex: Where do you live now?
What country do you come from?
How long have you been in the U.S?
How many people are in your family?
Do they live here or in your native country?
Do they live with you?
What is your occupation/profession?
Do you have a job now?
What do you like to do in your free time?
etc.

4. Write stories

Based on grid exercise or discussion

Remember to print lots of key words on the newsprint pad for use in writing

CHILDREN

1. Introductions

2. Homework

Ask if any of the children have homework they want help with. Explain that they can bring it to class each week. Students can work individually, in pairs, or as a group.

3. Reading (if time permits)

Select a picture book that appeals to the group and read it aloud for them. (You may want to discuss the pictures first as preparation.)

4. Drawing

Ask students to draw a picture of their family as an illustration for the evening's story.

5. Questions/Discussion

See adult lesson
Add questions such as:
What school do you go to?
What grade are you in?
What is your teacher's name?

6. Write stories

see adult lesson

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
Wednesday, June 9, 1993

COMPUTER LAB

1. Students will all go into computer lab together initially in order to receive a short orientation to the lab and computers. (See your computer vocabulary, IBM, and Mac handouts.)

2. Please act as guides, pointing out parts of equipment as we talk about them and answering any questions that come up.

Break into two groups. Half the students will stay in computer lab, half will go to program room.

3. Give each family a disk and write the last name on it. **(Please be sure the family uses the same disk each time they're in the lab.)**

4. Macintosh
   - a. Families should work together on one computer. One family member will sit at computer and turn it on.
   - b. Access "Mouse Practice" and let students go through it. All family members should get a turn. (If necessary they can go through program more than once.)
   - c. Access word processing screen. One family member will try to type a story. You will especially need to point out "delete," "shift," and "return" keys.
   - d. Try to encourage participation of all family members even though only one is at computer. (Also taking turns whenever possible.)
   - e. Save story on family disk and print.
   - f. Exit program and shut down.

   IBM
   - a. One family member will sit at computer and turn it on.
   - b. Help student to access Word Perfect and switch to "A Drive." (If time permits, let more than one family member try.)

c. One family member will type story. You will especially need to point out "backspace," "shift," "enter," and some function keys.
d. Try to encourage participation of all family members even though only one is at computer.
e. Save and print.
f. Exit program and shut down.

PROGRAM ROOM

1. Work with students on written stories they began on Mon. Help them to edit and make clean copies for use in the computer lab, or for entering in their family books.

2. Family members should read stories for each other (tutor models the reading first for beginners), and discuss them.

3. Children can work on illustrations for the stories.

4. Each family member should make a written entry in the family book -- either printed on the computer or handwritten. Illustrations should also be placed in book.

5. Do a little language practice based on the stories the students have written (grammar, spelling, pronunciaton, phonics, vocabulary-building, etc.).

If there is time...

6. Tape recorders will be at your disposal. Initially, the tutor can record the student's story, pausing after each sentence so that the student can play it back and repeat. Later, students will record their own stories.

FAMILY WITING CENTER

Monday, June 14, 1993

A. All students will be given a brief tour of the library in order to make them familiar with the collection and types of services available. One of the librarians on duty will conduct the tour. Please accompany your students and encourage them to ask questions.

B. Those students who don't have library cards will be given application forms to fill out. (Picture and address identificaiton are needed. Children's cards need to be signed by a parent.) Please help your students with this process, and hand completed applications in to Linda.

THEME: LIFE IN MY NATIVE COUNTRY

ADULTS

1. Some of the questions we'll be considering are:
    Did you live in the city or the country?
    What kind of house / apartment?
    Who did you live with?
    Did you work / go to school? Where? Doing what? Studying what?
    Was it far to your school / job?
    What was your daily routine?
    What was the climate like?
    What are the people like in your country?
    Describe the community? etc.

2. Begin by sharing some information about yourself (where you came from originally, where and how you lived, your past jobs or school experiences, etc.)

3. Ask students questions and especially help them to ask each other.

4. In writing their stories, students may have to concentrate on the answers to only a couple of the questions.

5. Write *your own* stories but remember to monitor your students' work. Select one type of error and try to have the student correct it.

CHILDREN

1. Help students with any homework they've brought.

2. Introduce the theme with pictures and excerpts from the books made available on China, the Dominican Republic and Russia.

3. See questions in adult section.

4. Children may not remember or may not have experienced life in the native country, in which case they should discuss what they have been told about it by family members. If they have not been told anything, they can work on things they would like to ask their families or what they imagine the native country to be like.

5. Encourage children to ask each other questions. They may want to compare stories or help each other to recreate stories about life in the native country.

6. Have students write a short paragraph based on the discussion.

7. Ask them to illustrate the story, either with a scene, an object, a person, or whatever else would represent the theme.

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
Wednesday, June 16, 1993

NOTES TO STUDENTS

1. Please bring in a family photograph to be used for a future story.
2. Lab hours (plus handout).

COMPUTER LAB

1. Please give all students computer handouts.
2. Students will learn more computer functions and enter stories.
3. Please encourage families to interact in the computer lab -- with regard to the computer and story.

PROGRAM ROOM

1. An effort must be made to be sure that:
    a. each family has a book
    b. each book has a title page
    c. all available work is entered in the book (stories and illustrations)
2. Students who did not write or edit stories on Mon. will do so first.
3. Families should be encouraged to share their stories.
4. Children should be encouraged to illustrate the week's story.
5. *Introduce the use of the tape recorder:* Students should be given time to practice reading their stories aloud. They can then record them and play them back. The group can work on pronunciation and listening comprehension.

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
Monday, June 21, 1993

MISCELLANEOUS

1. Remind students to bring in family photo.

2. Library cards

THEME: MY TRIP TO AMERICA

ADULTS

1. Introduce the topic with the reading from *Dimitry: A Young Soviet Immigrant*. (For beginning students, select only a few salient paragraphs.) Work on pronunciation, vocabulary and reading comprehension as appropriate.

2. Ask each student to write 3 questions related to the topic.

3. Students should ask each other questions. Answers can be put on a grid.

3. Some of the information should relate to the following:

    What was your main reason for immigrating to the U.S.?
    How long did you plan your trip? What were the difficulties?
    When did you come?
    How did you get here? (including stopovers, etc.)
    Who did you come with?
    How long did it take?
    Did anyone meet you when you arrived?
    etc.

4. Students could record their stories before writing. Use grid for organizing story.

5. Write and edit.

CHILDREN

Same as adults with addition of homework help and illustration.

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
Wednesday, June 23, 1993

PROGRAM ROOM

1. Students who did not finish writing and editing stories on Monday will do so first.
2. Families should be encouraged to share stories. Children can ask parents questions about the planning stages ~~of their trip, etc.~~
3. Use tape recorders to continue recording student stories.
4. Encourage students to look at and check out ABC books.

COMPUTER ROOM

1. Please inform students of new lab hours and give handout.
2. Enter stories.
3. Use word processing skills (inserting, deleting, spacing, etc.) to edit stories on the screen.

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
June 28, 1993

THEME: MY PARENTS / MY GRANDPARENTS

ADULTS

1. Begin by helping the students construct a family tree. Draw a blank one on the newsprint pad and have each student copy it and fill it out.

2. Students should then choose to discuss parents or grandparents.

3. If you feel like, begin by sharing a little about your parents or grandparents. Then have students tell their stories.

4. Kinds of information we could consider:

   Where did they come from?
   How did they meet? When?
   When did they get married?
   Where did they live?
   Was life difficult for them?
   What kind of work did they do?
   How many children did they have?
   What were living conditions like?
   Are they still living?
   Where do they live now?
   Do you have contact with them? / How often do you see them?
   etc.

5. Write your stories and edit.

CHILDREN

1. Help children with any homework they have brought.
2. Follow the adult lesson, but encourage the children to also illustrate their family trees.

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER

Wednesday, July 7, 1993

1. Group sharing of thoughts on using computers.

   Tutors may need to contribute their own thoughts first in order to get discussion going.

2. Writing of thoughts on using computers.

   Each student will be encouraged to write down at least one comment after the discussion. Tutors should assist, correct, etc.

3. Group sharing of stories.

   Each student should choose one story from family book to read aloud to group. (Students may want to practice first.)

4. Questions.

   Each student will be asked to write two questions for any two students in the group, based on the story read or just anything he/she may want to know about the other student. Students will then ask and answer questions aloud.

5. Individual work.

   Students may use remaining time to do any of the following:

   a. Type a previously written story
   b. Make entries and organize family book
   c. Edit a previous story
   d. Add to a previous story (should be typed or handwritten and placed in family book)
   e. Record stories

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
Monday, July 12, 1993

REMINDER TO STUDENTS

1. Next week will be the last week of classes. Students should be sure their family books are up to date. They should also be thinking about what they would like to do to continue their studies after our program. (We will be giving referrals on the last evening of class.)

2. Library calendar of events for July.

THEME: A FAVORITE CHILDHOOD MEMORY

ADULTS

1. Introduce the topic with the reading, "A Tranquil Place," taken from *Stories to Tell Our Children.* Read aloud while students follow along. Then have them read aloud. Work on new vocabulary and ask questions to check comprehension.

2. Tutors can share a favorite childhood memory based on an incident, a place, a person, a feeling, etc.

3. Students will share stories. They should be encouraged to ask each other questions.

4. Students can try tape recording their stories either before or after writing them. If done before, the recorded story can be used as an aid in writing. If done after, the tape can be played back and stopped occasionally in order to make pronunciation corrections or to ask for elaboration.

CHILDREN

1. Children's stories will be based on something from *earlier* in their childhood -- perhaps their *first* strong memory.

2. After working with the reading, children can be asked to illustrate their memories before speaking. Others can then try to guess what the drawing illustrates.

3. Write and edit stories.

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER

Wednesday, July 14, 1993

PROGRAM ROOM ACTIVITIES

1. Please be sure all families have family photograph to be used for Monday's lesson.

2. Edit stories produced on Monday in one of following ways:
    a. Edit on paper (pointing to corrections or writing them on a separate sheet of paper).
    b. Record story with corrections. Have student rewrite while listening to tape.
    c. Wait and edit story on computer.

3. Use stories as basis for reading comprehension activity. Students can read each other's stories and then answer questions about them, posed by tutor or author of story. (Using story previously printed on computer will make reading easier.)

4. Place all stories and pictures in family albums.

COMPUTER LAB ACTIVITIES

1. Enter stories on computers. Be sure students have acquired skills to access word processing, save, print, and shut down (and change drives on IBM).

2. Teach more editing skills and work with students to edit some of their work on the computer (even past stories).

3. Be sure students have computer handouts.

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
Monday, March 1, 1993

REMINDERS TO STUDENTS:

1. This is the last week of class. Students will be completing family books. (They should bring in anything they want to include on Wednesday.)

2. We will also have a little party on Wednesday.

THEME: A SPECIAL PERSON IN MY LIFE

ADULTS

1. If possible, brainstorm with the group questions they might ask each other about a special person. The questions and discussion should go from the concrete to the abstract. For example:

   What does this person look like?
   What is his/her relationship to you?
   What does he/she do?
   Why is this person special to you?
   What makes him/her different from other people?
   What characteristics do you like in him/her?
   Tell about something special you've done with him/her.
   etc.

2. Begin by telling about a special person in your life. *(Write key descriptive words on the newsprint pad.)*

3. Students will give their oral portraits. Other students should ask at least two questions each.

4. Help students to write about this special person.

5. If there is time, students can enter stories on the computer. If not, they can write a final copy by hand (here or at home).

CHILDREN

1. Children should begin by drawing a picture of the person they will be discussing, ***without telling who it is !!***

2. Tutor will model a story about a special person in his or her life (see adult lesson).

3. Each student will speak about the person they have chosen, ***without telling who it is.*** The others must try to guess who it is (father, friend, cousin, sister, etc.)

4. Students will write portrait of the person.

5. Either enter stories on the computer or have children write a clean copy by hand (here or at home).

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PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
Monday, April 26, 1993

ADULTS

A. Please ask all families to bring in a family photograph to be used for a later lesson. They should also be encouraged to bring in a few photographs for the family book.

B. Complete library card registration forms with those students who need cards. Forms should be handed in to Linda.

THEME: A MAJOR DIFFERENCE / DIFFERENCES BETWEEN MY NATIVE COUNTRY AND THE U.S.

1. Introduce the theme by reading aloud and discussing "Health Care Differences - Why?" from *Expressions*. (For beginners: be sure to read slowly and clearly. You may want to eliminate some extraneous sentences in order to make it shorter.)

2. Discuss the reading as a group. Students can practice reading passages silently and then aloud.

3. Discuss students' perceptions about differences between their countries and the U. S. Make a group chart to be filled in during the discussion:

My Native Country	The U.S.

Each student can write his or her own chart and list the differences. They can either choose one topic (such as health care, family structure, education, food, etc.) and discuss various aspects of it, or they can concentrate on one topic.

3. Students will develop a paragraph / story based on the charts and discussion.

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER
Monday, May 3, 1993

ANNOUNCEMENTS

1. Does everyone have a library card? Help students to fill out application forms, etc.
2. The computer lab is open for students' use on Tuesdays and Saturdays. Please give each family a schedule.
3. Please ask students to bring a family photo to class next time to be used for a lesson.

THEME: A FAMILY TRIP OR VACATION

ADULTS

1. Introduce the theme with the reading from *Expressions*. The tutor should read it aloud first as students follow along. Then students can take turns reading paragraphs. Discuss the story with your students. Check comprehension by asking questions and work on unfamiliar vocabulary.
2. The tutor can then briefly relate a trip or vacation experience he or she has had.
3. Students will tell about their experiences. (Note: It need not be a trip. Students can talk about a vacation or special weekend spent at home, for instance.) Encourage them to **ask each other questions.** Help students to formulate questions if necessary.
4. Some of the things which can be discussed:

   Who went on this vacation?
   Where was it spent?
   Was it your first time there?
   How did you get there?
   What things did you see?
   What things did you do?
   Did you take any pictures?
   How long was the vacation?
   What was your favorite part of the vacation?
   etc.

5. Students will write their stories. (Tutors should also write a story.)

CHILDREN

The children's lesson should essentially be the same as the parents, with the addition of homework help and illustrating the story. (Please encourage your students to do the latter as it really enhances the family book!)

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER

Monday, July 19, 1993

Please remind students that Wednesday will be the last class of the session. They are welcome to bring in anything they would like to place in their albums.

THEME: A FAMILY PHOTOGRAPH

1. Base the group discussion on the students' photographs. Encourage them to ask each other questions about the pictures.

2. Some of the following information should be gathered:

   a. Who is in the picture?
   b. Who took it?
   c. Where was it taken?
   d. When?
   e. Was it a special occasion?
   f. What are the people in the photograph doing?
   g. What is going on at the time?
   etc.

3. Write and edit stories.

4. Enter stories on the computer if there is time. (There may also be some computer time on Wednesday.)

5. We will also attempt to come around and take Polaroid shots of the students for their albums.

(CHILDREN should take a second photo upstairs if one is available. If not, they can try to remember it - and possibly draw a replica - or we can take a photocopy of it.)

PROVIDENCE PUBLIC LIBRARY
FAMILY WRITING CENTER

Wednesday, July 21, 1993

Our activities for the final class of the session will be the following:

1. Students will be asked to fill out an (anonymous) evaluation of the course. Please help students, individually or in small groups, to understand the questions and articulate answers. Please explain that the forms help us to design the course according to students' needs, which is our goal.

2. Students will receive individual referral information to help them plan for their future language training.

3. Each student will be asked to contribute a story to the library album (and sign a release form).

4. Books from the Adult Basic Collection will again be on display. Students should be encouraged to check them out (and helped to do so if necessary). They should also be made aware that books such as these are always available at all branches (the largest collection, of course, being at the Central Library).

5. Final additions to, and organizing of, family books.

6. Each student will be asked to share his or her favorite story written during the course of the program.

7. A certificate will be given to each student.

8. Refreshments will be served.

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#3

PROVIDENCE PUBLIC LILBRARY
FAMILY WRITING CENTER
Learner Program Evaluation

		YES	NO
1.	Did you like studying English with other students?		
2.	Did you like studying English with your family?		
3.	Did you like making a family book?		
4.	Did you like writing stories about your life?		
5.	What others things would you like to write about? ____________________ ____________________		
6.	Did you like using the computers?		
7.	Did the program help you with your **speaking**?		
8.	Did the program help you with your **reading**?		
9.	Did the program help you with your **writing**?		
10.	Did the program help you with your **listening**?		
11.	Did the program help you to use a **computer**?		
12.	What was the most difficult part of the program? ____________________ ____________________		
13.	Do you have any other comments or suggestions? ____________________ ____________________ ____________________		

#4

FAMILY WRITING CENTER

Program Staff Evaluation

Please take a few minutes to fill out this evaluation sheet and bring it to our evaluation meeting to be held next week. Thanks very much.

1. Did you enjoy participating in the Family Writing Center Program?

2. What did you gain from your experience?

3. Did you note any significant changes in or accomplishments by your learners over the course of this program cycle?

4. Did you find the lesson plans easy to follow?

5. Would you like more training? If so, in what areas?

6. Do you have any suggestions as to how this program can be improved or strengthened in the future?

7. Do you perhaps have a hidden talent you can share with us (i.e. expertise in art, music, drama, cross cultural activities etc.)?

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#5

Massachusetts Association of Teachers of English to
Speakers of Other Languages

MATSOL
SPRING CONFERENCE

APRIL 2 AND 3, 1993

NORTHEASTERN UNIVERSITY
BOSTON, MASSACHUSETTS

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FRIDAY, APRIL 2, 1993

8:30-9:15

Registration, Ell Student Building Auditorium — Publishers Exhibits Open All Day

9:00-9:50

1. **Beyond the Basal: Turn Your Basal Lesson into a Whole Language Experience**
   Mary Jane Maples, Scott Foresman
   Elementary: Publisher's Session, Demonstration
   Room 346 Ell Center

   You want to plunge into whole language, but you're not sure how? Use your basal ESL program as a springboard! Some ideas you can use on Monday.

   Mary Jane Maples has been developing materials for elementary school ESL for more than twenty-five years and is Senior ESL Editor at Scott Foresman Publishers.

2. **What Do We Say When We Say "American"?**
   Bethel Charkoudian, Hennegan School
   General: Rap Session
   Room 355 Ell Center

   Have you ever asked people north and south of the border of the continental United States how they feel about our taking the word "American" for our own? Ask them before you come to this rap.

   Bethel Charkoudian has taught ESL in the Boston Public Schools and at Pine Manor College and has more than a decade of experience working in bilingual settings as an educator, interpreter, tutor, and counselor.

3. **Providence Public Library's Family Writing Center Program: Community, Family Histories and Computers -- Strengthening Intergenerational and Cultural Ties Through Writing**
   Rosanne Boylan Trissler, Providence Public Library
   Linda Darman, Providence Public Library
   Anna Goman, Providence Public Library and Jewish Family Services
   Guillermina Sanchez, Providence Public Library
   Adult: Workshop
   Room 31 Snell Library

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Program staff will lead an issues and information-sharing session focusing on community partnerships, intergenerational cultural transfer and integrating the LEA and oral history approach in a writing program.

Rosanne Boylan Trissler coordinates the Providence Public Library system's literacy programs and services. **Linda Darman** coordinates an ESL/family literacy program for the Providence Public Library. The other panelists are also on the staff of the Library's Family Writing Center Program: **Anna Goman** and **Guillermina Sanchez**.

4. **Common Ground: Incorporating Spanish American Culture into Your Classes**
   Dianne Ruggiero, Middlesex Community College
   Darlene Furdock, Middlesex Community College
   Higher Ed/Vocational: Demonstration
   Room 4[illegible]5 Ell Center

   This presentation will provide an overview of a summer institute sponsored by the National Endowment for the Humanities on Spanish American language and culture that was held at Middlesex Community College.

   Dianne Ruggiero, a past Treasurer of MATSOL, teaches ESL at Middlesex Community College, has spent two years in Chad and taught EFL for the Peace Corps. **Darlene Furdock** also teaches at Middlesex and has lived and taught in Spain and Jordan.

5. **Computers in the Classroom**
   Nancy Philpott Cook, Methuen High School
   Adult/Middle/Secondary/Higher Ed: Workshop
   Computer Lab C, Second floor, Snell Library

   This demonstration/workshop will introduce novices and computer-phobes to the wonders of using computers in an ESL class. Participants will be given instruction i a non-threatening atmosphere. Limited to 18.

   Nancy Philpott Cook teaches ESL at Methuen High School and has 26 years of teaching experience. In 1990 she received the IBM Teacher of the Year Award for a of New England and New York.

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MATSOL CONFERENCE PRESENTATION

April 2, 1993

1. Introductions: Rosanne
   Linda
   Guia
   Anna

2. Survey of participants (audience) : types of students, programs; work with community, etc. (LD)

3. Brief introduction of PPL Literacy Office services and programs (RT)

4. ~~Goals/creation/funding of Family Writing Center (RT)~~

5. Mt. Hope / Jewish Family Service and agency assistants

   role of agency connection (LD):
   - level of interest, cooperation
   - assessment of community needs

   explanation of position ~~of agency assistant~~ (GS):
   - recruitment of students
   - liaison between agency and library
   - liaison between students and library:
     - translation
     - connection with cultural community
     - personal contact
   - function as tutors
   - trained to make referrals

   personal:
   - most interesting part of work as agency assistant
   - greatest challenge
     - GS: student lack of knowledge of programs available to them / value of program
     - AG: student expectations
   - experience of tutoring (GS)

6. Description of Family Writing Center (LD)

tutors: recruitment, training, etc.
oral history project/ family history / LEA
themes
computers
introduction to library
referrals

challenges: working as family (generational differences,
cultural differences, language gap)
size limit (computers)
volunteer tutors

Handouts

1. PPL Literacy Office programs and services
2. FWC brochure
3. Themes
4. Tips for Interviewing and Facilitating Conversation?
5. Tips for using computers

MATSOL PRESENTATION
April 2, 1993

DESCRIPTION OF FAMILY WRITING CENTER PROGRAM

Goals/Structure:

1. initial ESL experience for many -- starting point
2. work on all language skills -- main focus on conversation and writing (also homework help for children)
3. family communication / cultural communication
4. "partial" oral and written family history for families themselves
5. ~~"abbreviated" oral history project for community~~
6. introduction to computers/word processing (handout: tips) uses of computer (see computer/literacy outline)
7. introduction to library (collection and services) S are intimidated, unaware, unaware that it's free
8. referral at end of session

Approach used: Oral History (Family History) / LEA

1. purpose/philosophy of oral history: valuing and preserving culture (quote from Oral History Center handout)
2. types: historical, literary, *anthropological
3. excellent basis for learning language/literacy (motivation, satisfying and useful final product, feeling of accomplishment and value)
4. interviewing: parent/child, child/parent, student/student, tutor/student, student/tutor (tips handout given to tutors)
5. themes (handout)
6. method = LEA:
    themes = personal experiences
    tutor acts as scribe if necessary
    lesson is based on students' own stories

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#6

LVA CONFERENCE
Johnson & Wales University
April 24, 1993

Presentation Outline

I. Introduction (background, current position)

II. Survey of participants
  1. tutors/learners?
  2. does everyone work with adults?
  3. native-speakers or ESL?
  4. use computers in tutoring?
  5. use computers elsewhere? where? what types? what programs?

III. Description of FWC
  1. student profile
  2. JFC / Mt. Hope / agency assistants
  3. volunteer tutors / training / small groups
  4. oral history / family history
     philosophy, goals: preservation of culture
     intergenerational communication
     motivation for language practice
     (*themes, family albums, community album*)
  5. preparation: discussion / interviews / conversation
     (see handout: *Tips for Interviewing*...)
  6. LEA: themes are personal
     tutor acts as scribe if necessary
     lesson based on students' own stories
  7. writing, editing
  8. computers: hardware and software
  9. using computers
     a. basic vocabulary (*handout*)
     b. basic skills: accessing programs and files, using mouse (Mac), changing drives (IBM), saving, printing, some graphics
     c. basic word processing: editing, fonts, style, etc.

IV. Reasons for using computers in literacy / ESL
  1. acquisition of useful skill / overcoming fear of computers
    a. job
    b. school
    c. library
    d. home
  2. satisfaction of professional-looking final product
  3. variety in lesson

V. Using computers in literacy / ESL
  1. grammar / language / reading lesson
    e.g. subject-verb agreement
    verb tenses
    phonics
    pronouns
    reading comprehension
    methods: fill in the blank
    sentence completion
    correct the mistakes
    answer questions
    etc.
  2. writing lesson
    e.g. letter format
    capitalization, punctuation
  3. writing activity (handout: *Writing Activities for Computer*)
    e.g. journal
    letter
    family story
  4. educational software (check catalogues, stores, other programs / tutors)
  5. typing skills (see *Type It*)

    Keystrokes to Literacy

VI. *Tips for Using Computers in Literacy...*

VII. Questions

LVA-2

VII. Activity

1. Break into groups according to interest: using computers
   family history

2. Computer groups: create a lesson for computer

   Family history groups: brainstorm ideas for themes
   (if time, begin writing about one topic)

3. Discussion

LVA-3

#7

Special Thanks
to the Library's

Volunteer
Literacy Tutors

who made
this program
possible.

August 1993

THE STORIES IN THIS VOLUME WERE WRITTEN AS PART OF THE CURRICULUM FOR THE 1992-1993 FAMILY WRITING CENTER PROGRAM HELD AT THE ROCHAMBEAU BRANCH LIBRARY. STUDENTS IN THE PROGRAM ARE LEARNING ENGLISH AS A SECOND LANGUAGE AND HAVE COME TO THE PROVIDENCE AREA FROM THE FOLLOWING COUNTRIES:

BELORUSSIA
CAPE VERDE
CHINA
COLOMBIA
DOMINICAN REPUBLIC
IRAN
MOLDOVA
RUSSIA
UKRAINE

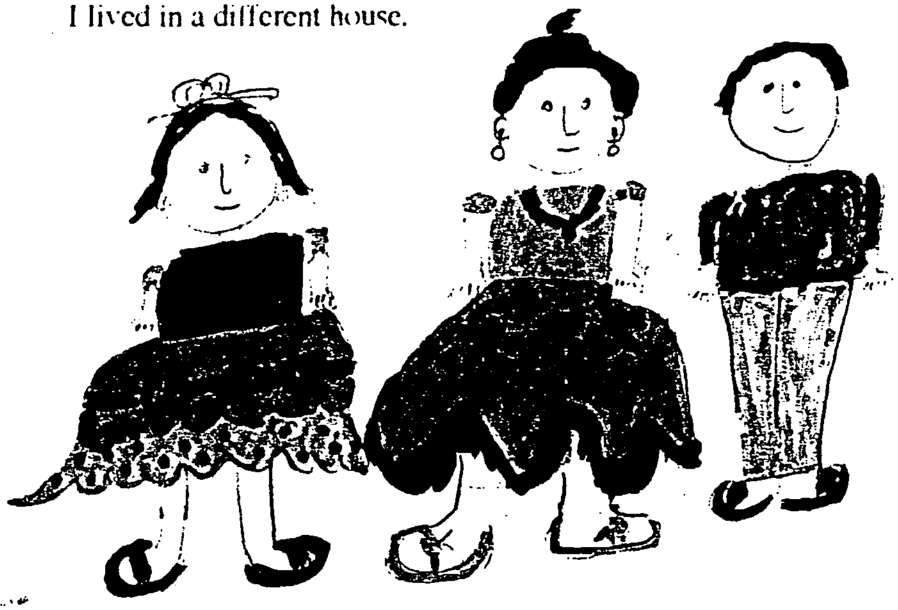
This program is funded by the U.S. Department of Education,
Library Services and Construction Act, Title VI

Shi Si Xu

Age 8
China

SHI SI'S STORY OF 1990

I was five years old.
I played with a chinese boy and girl .
Their names were Rao Xin and Xin Xin.
I lived in a different house.



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It was my first time to uisit New York city to go uisit my family and my cousins. I had so much funuisiting my cousins and family. I was hauing a good time at day that I went to uisit my family and my cousins. they lived in New york city. Jessica ortiz

Jessica Ortiz

Age 13 • Dominican Republic

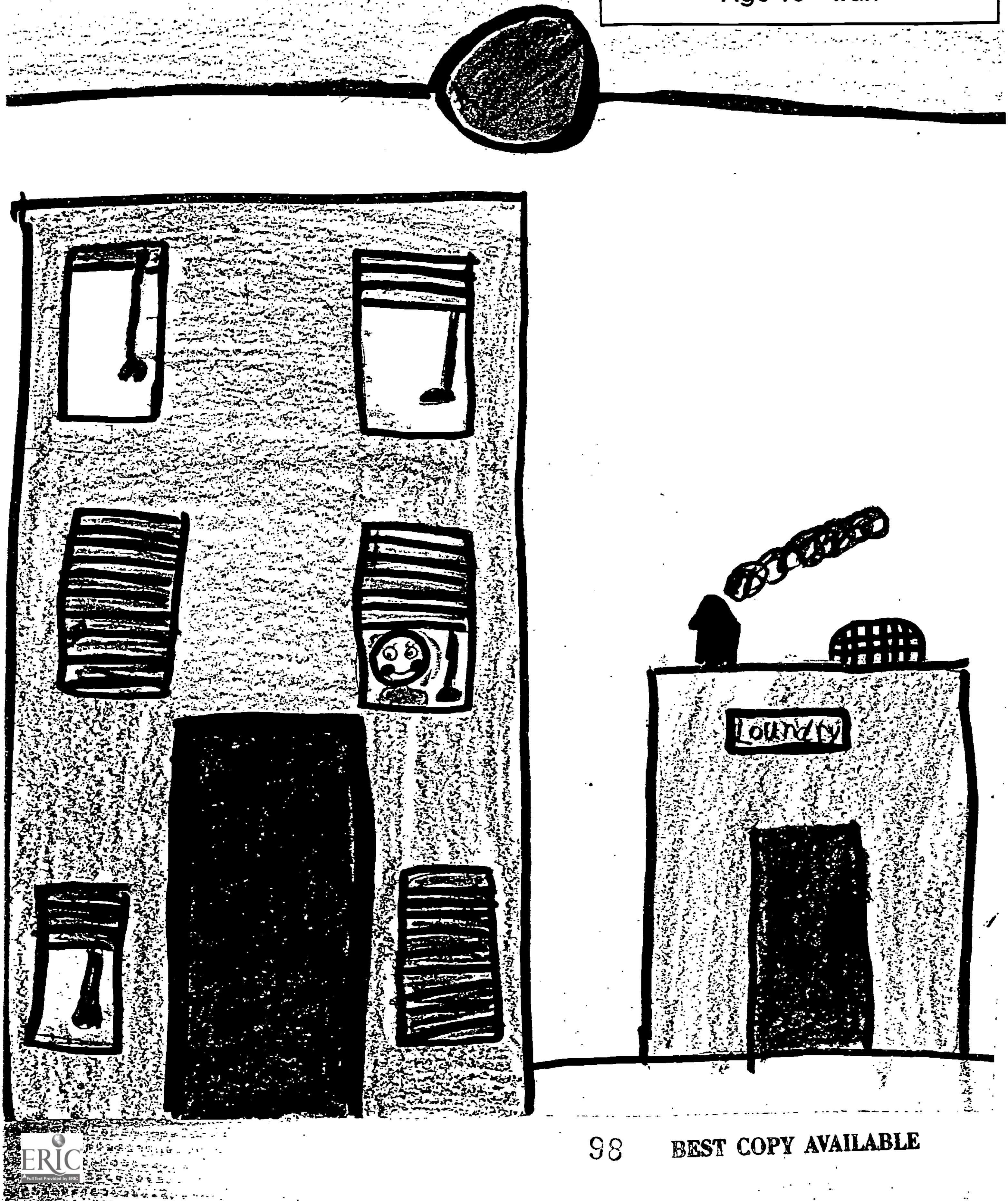
Rita Magidin

Russia

A very special person in my life was my mother. She was a very shy and kind person. She worked in a school, as was a teacher. My mother taught her students and me to be honest and kind. She was very special to me, just because she was my mother. She died ten years ago. My kids never saw their grandmother, but I try to teach them like my mother taught me and my sister. I want to be like my mother. I miss her very much.

Shima Parsifar

Age 10 • Iran



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My name is Alexandra Perdomo

I want to go to D.R because I want to know how it is over their because a lot of people told me it's fun lots of fun .They even told me about a beach called Boca Chica that a lot of people go to .And I want to know how it really is if it's really fun like they say it is .And I want to go visit my cousin's and my grandmother to see how their doing if their doing good or bad and to see if they have any problems .And my other reasons why I want to go to D.R.is to have fun and hang around with my best friend and my cousin's.But some times I think about it because it's expensive and hard. And because the lights go off alot and there's hardly no hot water........?

Alexandra Perdomo

Age 13 • Dominican Republic

my family is very good .
I have three children
I live in providence.RI .
my children go to school evers day .
I like to dance.

This is a letter about how they live in Dominican Republic.
In DR they live in wood houses and they are ugly but some are pretty.People want to move because in the Unith Stater they have jobs, money and light and food. In DR all of the people come like my mother she came because she did not like it there.Some people look crazy because because they are born like that.The one thing you will like it the beach.One the end of the week a man comes and give water to them.

Julia Fernandez

Dominican Republic

I enjoy going different places, shopping for clothes and dining out. Last winter I went to Maine and New Hampshire with a friend who skiis, I saw the Old Man of the Mountain, and passed many beautiful areas . The area I am from does not have big mountain with the snow on them , thry were beautifull westayed in motels with swimming pools , we would go to dinner and go dancing, the motel had three bands, so we went from one to the other until we grew too tired to dance anymore, it was after two o'clock, so after a snack we went to bed. The next day I spent the day watching the skiers from the lodge the fire place was going and it was lovely in the lodge.

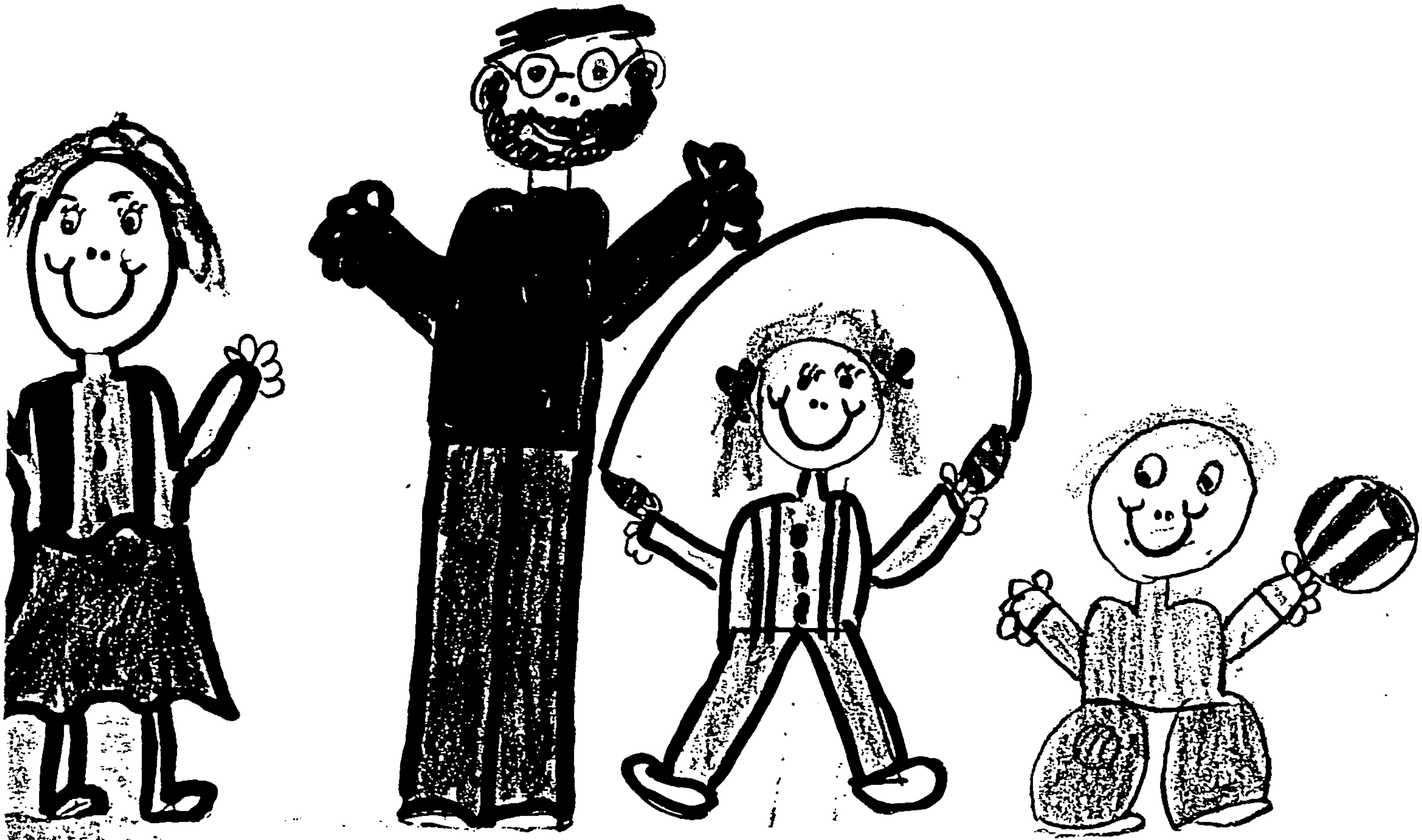
Julia Margarita Fernandez

ERIC

Shima Parsifar

Age 10 • Iran

Shima Parsifar
age 10
Iran



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Anna Berin

Age 11 • Russia

Anna Berin 11/18/92

Do you like to fly. Yes I do in a balloon.

I like to eat ice cream, chocolate cake, watermelon.

I was born in Russia. I came to the U.S.A. in 1990.

I was in Russia for 6 years. I finshed first grade and 1/2 second grade!

Odilanda Sanchez

My name is Odilanda Sanchez. I came from the Dominican Republic. I lived in U.S. for ten years. I lived in Providence for five years. My address is 105 Abbott St., Apt. #22, my telephone number is 274-8426. I have two children, one daughter's name is Arleney and my son is Lisandro.

I live happy in America because I want a good education for my children. I am interested in learning English because I want a good job for my life for a new future.

I have a big family, seven sisters and brothers, my mother who lives in Providence. I love my children, they are the most important thing for me.

I like church, I go every Sunday, I go to Holy Name with my children and friend whose name is Julia, she lives near my house.

Odilanda
Sanchez
Dominican Republic

Arleney Sanchez

Age 9 • Dominican Republic

My name is Arleney Sanchez and I have a good life with my mom and brother and me. In school I have a great time with my friends. My best friend is joan. My best thing to do is study. I live at 105 Abbott st. 22#. I also go to holy name. My teacher's name is miss ceci When I grow up I want to be a nurse . The things I like to do best are cook, wash, go to the beach .I got brown eyes ,and black hair and little ears . My mommy said that I got fingers like my great great grandmommy my mom name is odilanda my brother name is lisandro.

Hello. My name is Monte Santos. I live in Providence on Ivy St. I have been in United States four years. I like it here so much. I work at Carla Corp. in East Providence. I live with My Brother and my sister in Law.

I was born in Cape Verde. I lived there 25 years. I lived with my mom and dad. I went to school for 8 years. I lived in Cabecalinho S.Nicolau. I had a good life there . I enjoyed with my mom and dad going to the beach and party. I would go to another island to visit my friends.

Monte Santos
Cape Verde

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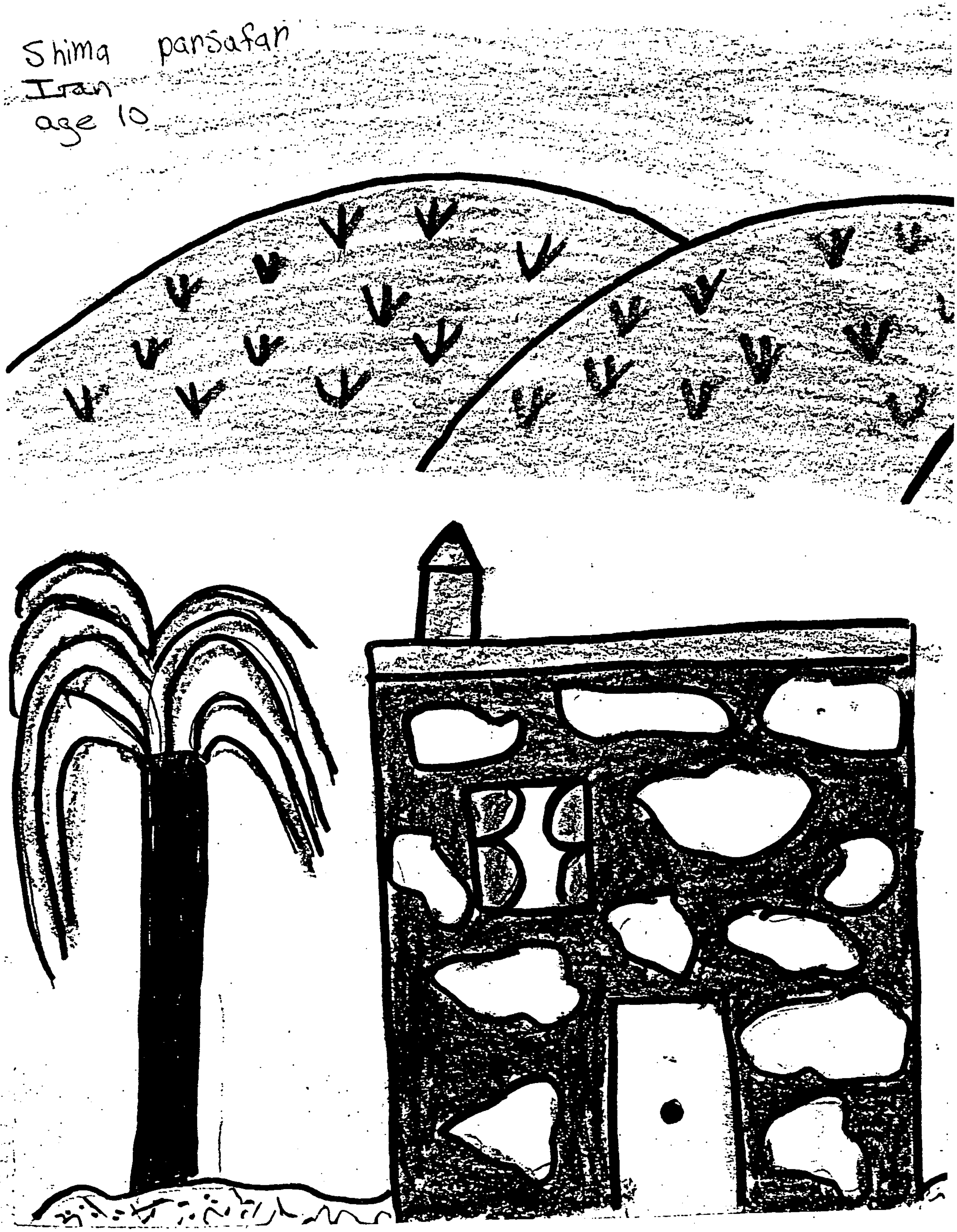

Shima parsafan
Iran
age 10

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Life in Russia

In Russia I lived in a big city - Moscow, the capital of Russia, which has more than 8 million people.

My family live in a 10 floor building on the fifth floor. We had a 4 room apartment.

I was a lawer. I took part in different trials as a defender of my clients.

Often I had to go to the legal office. It took me about one hour by the bus.In my free time I like to read books, play with my children and meet with my friends. I love theatre very much. I like classical music. I like the nature of Rhode Island, but I know too little about this part of America.

Margarita Sukhareva

Russia

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Elvia Formal

Colombia

Vacation 92 By Elvia Formal.

We went to Colombia for a couple of months last winter. We met very nice family Elvia, Oliva, Margarita, Adela, Ligia, Alba-Lucia, Luis, Eriberto, Uriel, Gildardo, Orlando, Mario. These are my brothers and my sisters- nice group.

One thing we remember about the trip is Priscilla got scared when the horse showed his teeth. Priscilla olso played with the dog. When the dog got mad Priscilla petted him. The dog got relaxed.

Michael Sukhavev

Age 10 • Russia

My trip to America.

I left my country six month ago. I came to America in December 17. I came to America by plane. Icame with my mother and father. Our relatives met us when we arrived.

My trip to Planerskoye.

When I was 7 years old I went to Planerskoye. I went with my parents. It was a big rock in the sea. It was a zoo there. I liked to swim in the sea. I would like to go there again.

The end

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Remembrance

When I was 7 years old I lived in a big house with a big yard.There were many children in our yard. Our favorite games were war and playing with sand.

There was not TV at that time,so we liked to go to movies.Most favorite film was "Tarzan".Every child wanted to be like Tarzan because he was strong and nice.

Besides we liked swiming in the river Sozh and caught fish with poles.

There was very interesting time for us

Naum
Sorkin
Belorussia

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Life in my native country

I lived in Byelorussia in Gomel. Gomel is very nice city. Gomel has a big river and very nice beach. There are many blueberies in the woods.

Iworked in the factory for motor as economist. I took a bus to my work. It was a 10 minute ride. I had friends in my work. Sometimes I visited them. Sometimes they came to me.

I woke up at 6 o'clok. I prepared breakfast. On breakfast I ate eggs, tea, sometimes I ate coffe with chesse. I came back from my work at 5 o'clock. Then I prepared dinner,washed dishes.

My Family Tree.

I don't remember my maternal grandparents.But my paternal grand parents lived many years together.My grand father was nanager of the farm.
My grand mother kept her family.My parents grew up together in a village in Moldovia.My father was an historian, my matherwas electrical enginer.They lived together 20 years. My father died when he was45 years old.
There life was difficult .Hard times were in our country.There was a difficult war and after the war were hard years . My sister and I studied in university. In 1972 my husband and Imet on the beach. Ihave one sister .She lives in Providence.

I like different kinds of food , but especially I like roast chicken with ketchup,ham with garlik,salat from fresh vegetables and any kind of fish.
Also I like sea food, chicken wings and liver.
I use grapes,cherries,
peaches and apricots for dessert. I do not use icecream, becouse there are
a lot of fats in this food, but Iike it too.

IRINA and SVETLANA GOMAN.

Russia

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My trip to America

I'm from Moldova. In 1991 in Moldova begin the war . My famili come to in USA bekase in Providence my wife hade a sister and her family. In decembr 1992 we kome from moldova to Moskova and flew NY.NY we drove in car to Pawtuket..o

Xingjian Xu

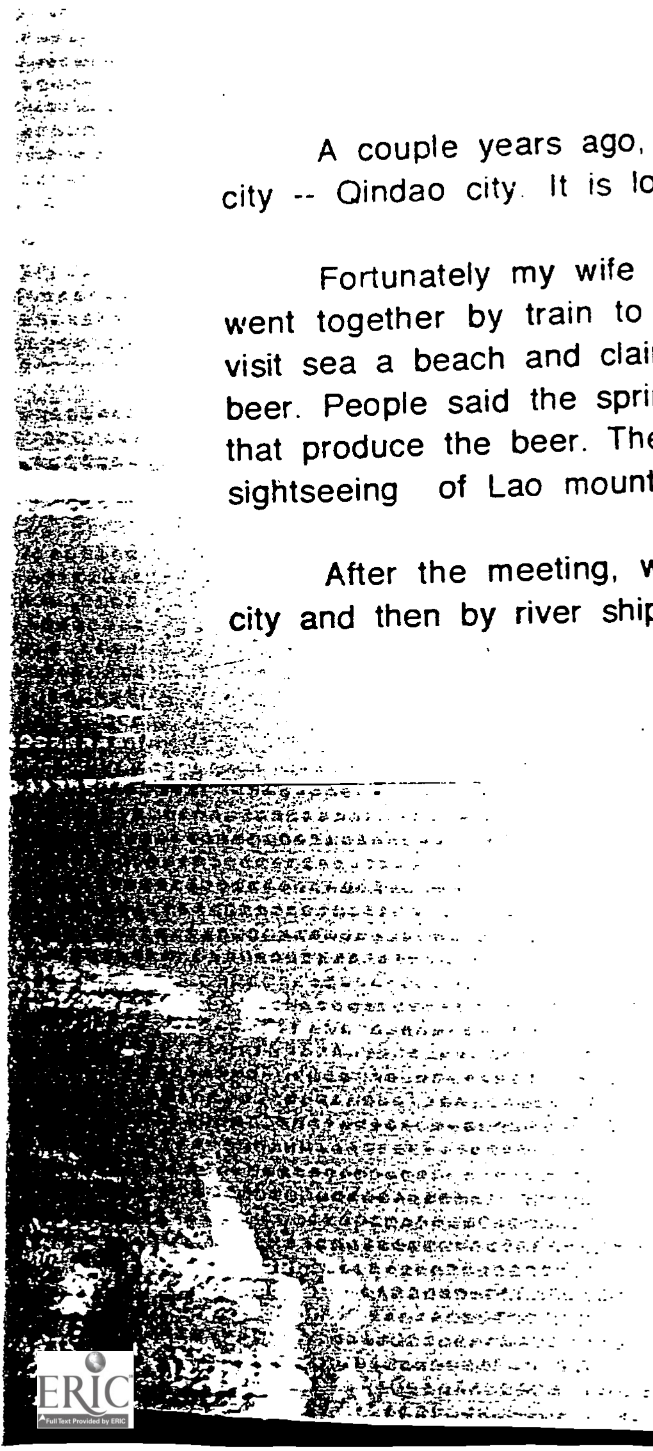
China

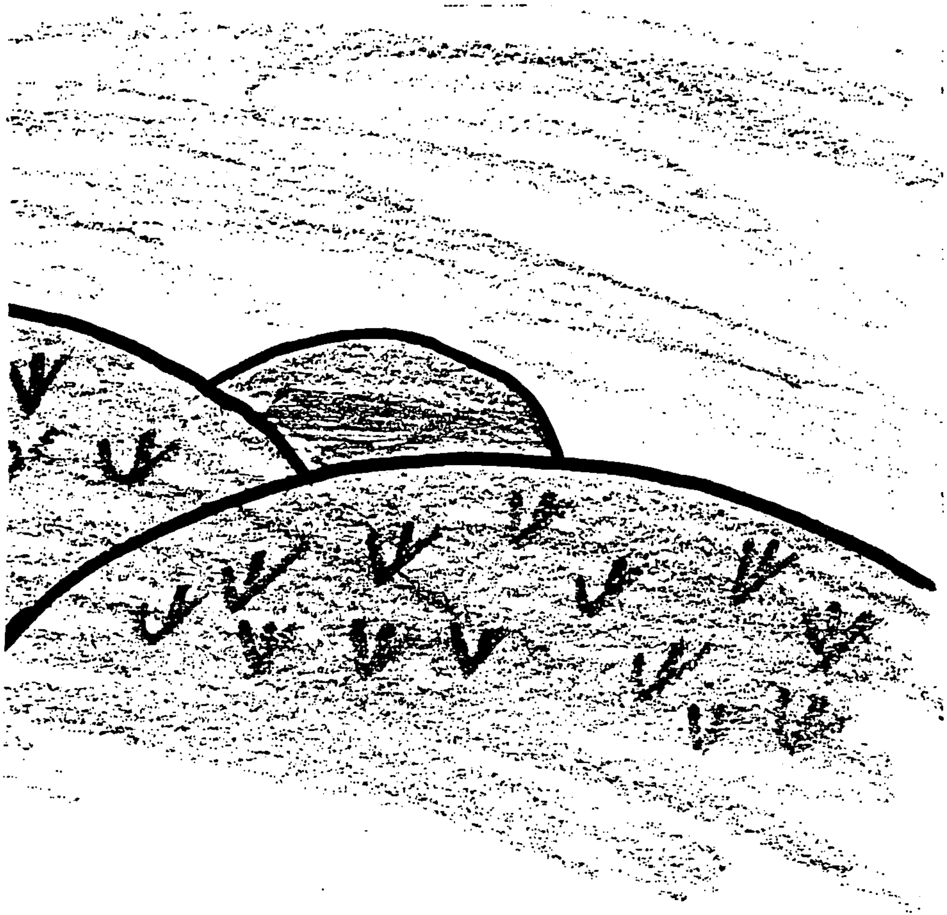
A GOOD TRIP

A couple years ago, I attended a national conference at sightseeing city -- Qindao city. It is located beside Yellow Sea in northeast of China.

Fortunately my wife and daughter had a vacation in that time, so we went together by train to start this trip. During this time, we went to visit sea a beach and claimed Lao mountain that is famous with Qindao beer. People said the spring water in the Lao mountain is major sources that produce the beer. The mean of the letter on this picture is the sightseeing of Lao mountain is very famous in the world.

After the meeting, we returned to Wuhan by sea ship via Shanghai city and then by river ship to Wuhan city. It was a good trip for my family.





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Mikhail Gorman

Belorussia

I lived in the city of Gomel in Belorussia.
I worked on the Telephone Company.
I was a worker.
I studieed in the institute.
Then I worked as an electrical engineer.

BEST COPY AVAILABLE

My name is Nadezhda Gorman. My family flew in America to New York,after to Providence. I lived in Belarys city Gomel.My son,my husband live at 70 Ninth St. My daughter and her husband live in Gomel. I worked in the telephone company.My husband too. I and Mikhail study english at JCC.I have two sister,they live in Gomel.My mother live in Gomel.I had small dog.Her name is Tastka.

Nadezhda Gorman

Belorussia

Mikhail Berin

Russia

My first vacation in U.S.

Two years ago I had my first vacation in U.S. I drove to Florida with my family.I drove two days.In Miami we go to the Sea World. We can see lot of any kind of fish, sharks and other ocean animals. We drove to the Safari park. In this park all animals walk around your car. This is terrying, because you can't leave the car.

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Dear Galina and Lena,
I want to ask you some questions. Do you have a lot of money? is it a bad time in Russia? I will like come to Russia. I think that its bad time in Russia. I hope your holiday is nice.

Love, Elina

Elina Kaplan

Age 8 • Russia

Dimitry Magidin

Age 11 • Russia

My special person is my grandfather. He is my mothers father. He came to visit us from Israel last summer. He brought presents from Israel and he bought more present for are family. He want with me to JCC and saw how I swim. He staid one month before going to Israel. When my grandfather left I was lonely and sad. The rest of the summer was not fun like with my grandfather.

Winston Taveras

Age 11 • Dominican Republic

"About my past & future"

I was born in the Dominican Republic in the city of Santo Domingo. I came to the United States in 1991. When I was young I used to play basketball whith my cousins in the courts, and I rode bikes outside in the back yard.

The people in Domiinican Republic were frendly, but somme of then were not frendly. There iobs were hard for then because their jobs were not important for them. the bosses didn't pay for those jobs.

When I go back to Dominican Republic this summer I will visit my grandparents, my uncles, my cousins, and my father. I will also go to the beach and go to my aunt's house.

by Winston

Olga Makovetskaya

Age 10 • Russia

Things we like to do on birthdays. I like to do things on my brithday and I will like to go roller skating . And I like to go to the movies.And the school that I go to is Easy Hopkins Middle school.what kind of aninlas do like I like A dog and a cat and a turtle. my birthday is november 2 1979.

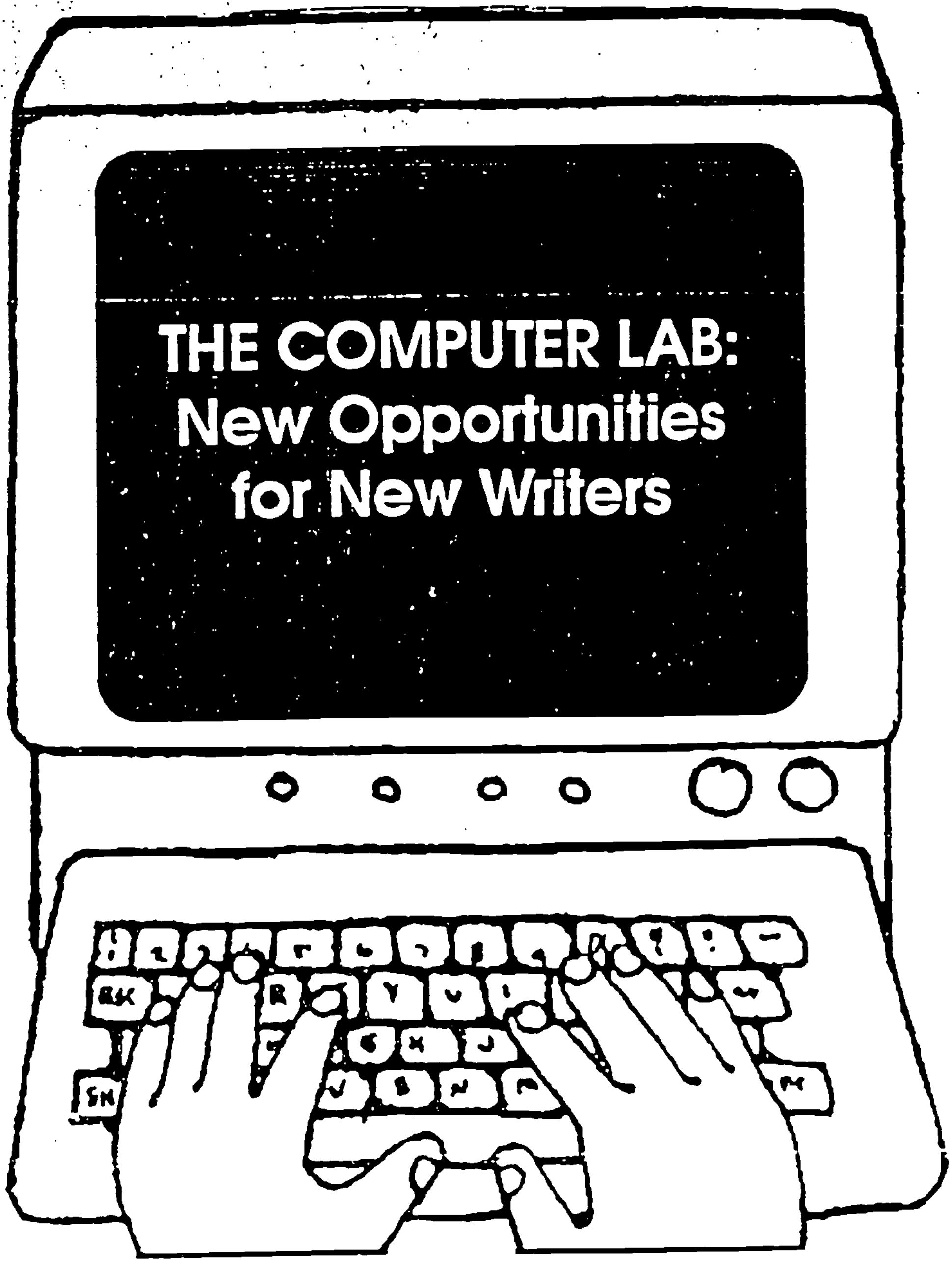
This was my first time in New York. When I came to New York first I saw a lot of gum in the vending machine. In Russia we didn't had a lot of gum, and we didn't had vending machine. Than I saw strange people. Than we wait like about 3 hours. Than we walked to the bus with one black person, he drived with us, maybe because we didn't know what should we do, and this black man was helping us, he was American I think, and he talk in English. Than when we get out from the bus, we walked in the some kind of room, their was some people who checking if anybody have anything illegal nobody had this. Then we get in the air port, and we flew to Providence.

I lived in the country of Cape Verde and i loved it very much becouse everyone knew and cared for each other. Temperature is warm just like the people, the music is lovely the poems written about the country is beoutiful, the beaches are surrounded by white sand and clear water. Most of my family are back home therefore i am always in contact with my people. My two sons and doughter live here and whenever they have an opportunity to go back and visit they do so.

Margarida Santos

Cape Verde

#8



THE COMPUTER LAB: New Opportunities for New Writers

Family Writing Center Program
Providence Public Library

TABLE OF CONTENTS

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INTRODUCTION

The Providence Public Library's **Family Writing Center Program** is designed as a first-step literacy program for parents, grandparents and school-aged children. Students practice their English language and reading and writing skills by sharing family stories and developing a family book, which, in turn, becomes the basis for a record of a partial oral history of the immigrant families in the community.

As part of the program, students have the unique opportunity of learning basic word processing skills using the Microsoft Works program on Macintosh LC II computers.

The Family Writing Center computer lab is also open to area literacy tutors and their learners during non-program hours. These tutors and students have received computer training at the Family Writing Center.

This brochure contains some of the ideas which have developed out of the training of students to use computers, as well as students' reactions to the computer experience. We hope it will be helpful to agencies interested in setting up a computer lab for their adult new learners.

L. Darman
Family Writing Center Coordinator

The 1992-1993 Family Writing Center Program was funded by a LSCA Title VI Grant totalling $26,962.58 from the U.S. Department of Education.

COMPUTERS AND THE TEACHING OF LITERACY/ESL/WRITING:

IDEAS FOR TUTORS & INSTRUCTORS

IN THE BEGINNING...

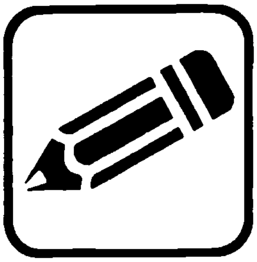
1. Stress the **use** of the computer as opposed to knowledge of it. (Use computer terminology naturally in training; give out a computer vocabulary handout only when students are familiar with some of the terminology.)

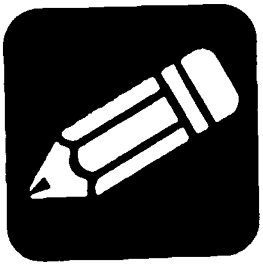
2. Spend time, initially, making students feel comfortable and not intimidated by the computer. Allow them to explore and experiment.

3. At first, have the computer ready for use by the student. Later, explain accessing, retrieving, etc., and have the student perform these functions.

4. Don't feel you have to be an expert before teaching the use of the computer. Teachers and students can explore together.

5. Try to avoid "taking over" at the computer. Let students try everything themselves, even if it goes slowly (unless the student becomes frustrated!).





AT THE COMPUTER...

6. As soon as possible, have students create something themselves on the computer - their names and addresses, a sentence or two about themselves, etc.

7. Two, or even three, students can successfully work on a computer at the same time. Students share information, help each other and contribute different skills to the learning experience.

8. Teach only one way of performing a function at a time, in order to eliminate confusion and overload.

9. If possible, students should print out everything they create on the computer. This provides a feeling of accomplishment and a final product to look at and take home.

10. The computer's "spell check" can be a time-saving and instructive tool for a more advanced student, but may be frustrating for a beginning student.

11. A graphics program such as Print Shop is very useful for providing variety in the lesson and for allowing the student to become comfortable with the computer. Students can make greeting cards, title pages for a book they've written, signs, designs, etc.

12. If there is time and interest, typing exercises will give a student a very useful skill as well as more satisfaction in using the computer.

13. Be careful to not let the acquisition of computer skills get in the way of the acquisition of literacy skills. The computer should be a tool and not an obstacle.

IN THE LAB...

14. A security system can be installed on lab computers in order to prevent the accidental loss of important systems, etc. Students should not use teacher disks for the same reason.

15. Tutors and students should use lab disks only, in order to prevent the spread of computer viruses. A virus protection program can also be purchased and installed on lab computers.

AT HOME...

16. Encourage adult students to share their computer experience with their children and to ask the children about their school computer experiences. Hopefully children will be interested in exploring the computer with their parents (especially if there is a computer at home).

WRITING ACTIVITIES FOR THE COMPUTER

WORD PROCESSING

journal
letter
story/book
newsletter/newspaper article
poem
family history/family story
shopping list
book review/movie review
resume

SPREADSHEET

daily/weekly schedule
budget
chore chart for children

DATABASE

addresses & telephone numbers
birthdays and anniversaries
recipes
personal library

GRAPHICS PROGRAM

greeting cards
invitations
thank you notes
signs/posters/flyers
banners

COMPUTER LAB DO'S AND DON'TS

DO (+)

+ arrange to have someone monitoring the lab at all times

+ establish a specific set of lab guidelines and rules

+ have a system for signing in and out of the lab

+ initiate time limits, if necessary, to insure that everyone gets a turn at a computer

+ make hardware and software manuals available to lab users

+ recycle scrap paper in printers for rough drafts and practice documents

+ try to arrange free practice time for those interested

+ check your equipment at the end of the day to be sure all power switches are turned off

DON'T (-)

- allow eating or drinking in the lab

- purchase one printer for each computer - more than one printer can easily be hooked up to the same printer

- allow horseplay (a computer is an expensive piece of equipment)

- turn computers on and off between users, as this uses too much energy

Key Computer Terminology for Macintosh Computers

Equipment

monitor
keyboard
mouse
disk
printer

Equipment Use

click
double click
type
press

Word Processing in Action

create
save
store
delete
edit

Saving Work

documents
files

TUTOR OBSERVATIONS

The following represent viewpoints of some of our tutors on working with students who are very new to the use of personal computers and word processing programs.

****

"Make sure you know how to start the computer, center text, change drives and print before you start training other people on the computer."

****

"I think the greatest challenge to students new to the computer is overcoming their fear of the machine. They are intimidated by it and don't have enough confidence in themselves because they are learning something new and unfamiliar; therefore, they ask for help when they really don't need it to do all the little things they want to do. They know it (the computer) but tutors should strive to help them feel more confidence in themselves."

****

"Allow people new to the computer plenty of time to master the basics such as using the mouse and familiarizing themselves with the command keys."

****

"The most rewarding moment as a tutor is watching the excitement on the face of someone just as they are printing out their first piece of original work."

STUDENTS' THOUGHTS & SUGGESTIONS

The following represent viewpoints of some of our adult new learners...

****

"Before using the computer you should read the instructions carefully. Listen to the teacher. Practice so you know the instructions well. They explain how to move on the screen. You will learn how to use the keyboard, a little mouse and screen. Practice using the mouse. If you know how to do these things, it will be easy to use the computer."

****

"It is good having the instructions on the wall above each computer."

****

"My advice for people who will use computers for the first time is to read the instructions carefully, practice moving the arrow on the screen, use games for practicing to use the mouse and learn the meaning of different options."

****

"I think some time is required to get acquainted with the computer. One has to know about all the buttons. It's difficult to study it in a short time."

****

"The best thing that I like about the computer is putting my writing into print and learning the keyboard. The most difficult part is starting the computer."

****

"Computers are very important. It is necessary for work because more and more jobs require this skill. I learned a lot. Write your stories, make corrections and put your stories on the computer. Continue to practice with the computer, so you become acquainted with the functions."

****

ERIC

ADDITIONAL LITERACY SERVICES OFFERED BY THE PROVIDENCE PUBLIC LIBRARY

- The **Family Literacy Program** which serves adults and their preschool children at 5 branch library locations

- A **Literacy Information, Support and Referral Service** that provides referral assistance to Adult New Readers and tutors about programs throughout the state

- **Space** for literacy tutoring

- A growing **collection** of interesting materials for Adult New Readers

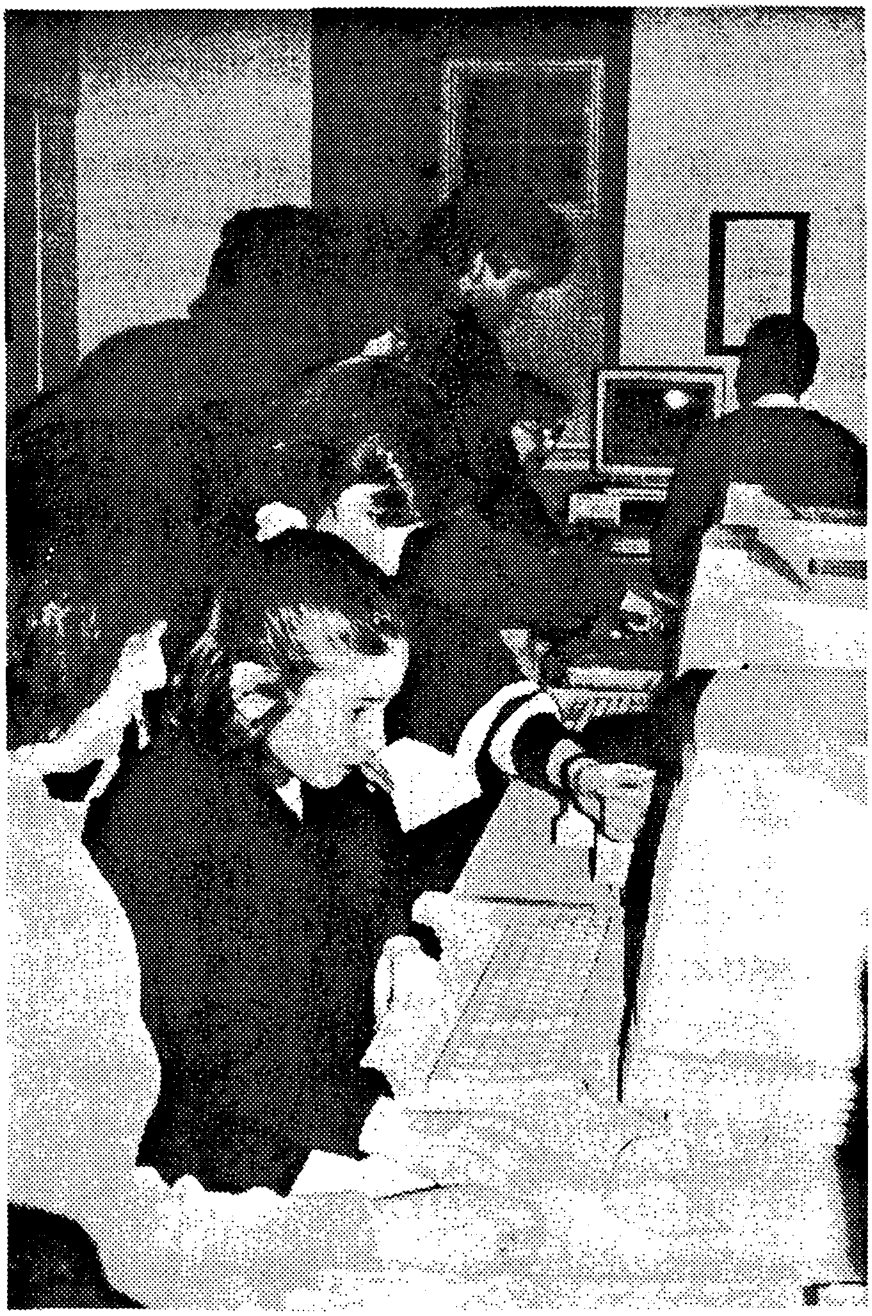
Adult
Basic
Collection

- Group and individual **tours** of the Library

- **Consultation services** to agencies interested in establishing or enhancing literacy/family literacy programs and services

For more information please call (401) 455-8000.

ERIC
Full Text Provided by ERIC



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#9

PROVIDENCE PUBLIC LIBRARY

Literacy Office

Evaluation of Paradox Literacy Directory

Reference Department

1. Do you find the literacy directory's software program easy to learn? Why/Why not?

2. Would it be practical for general use in the Reference Department (i.e. making literacy referrals)? Why/Why not?

3. Would you recommend that all Reference staff learn how to use it? Why/Why not?

4. Would it be best for the database to be located in the Reference Department?

5. How could this resource/database be improved?

#9a

PROVIDENCE PUBLIC LIBRARY

Literacy Office

Evaluation of Paradox Literacy Directory

LIteracy Office Staff

1. Do you find the literacy directory's software program easy to learn? Why/Why not?

2. Do you think this database would be helpful to you in making literacy referrals on a regular basis? Explain.

3. Would it be practical for general use at all branch library locations? (i.e. making literacy referrals)? Why/Why not?

4. Would you recommend that all literacy staff and adult and children's services staff members learn how to use it? Why/Why not?

5. How could this resource/database be improved?

INDIVIDUALS INTERESTED IN:

- ★ **Volunteering**
- ★ **Acting as Program Interns**
- ★ **Referring interested parents to take part in the program**

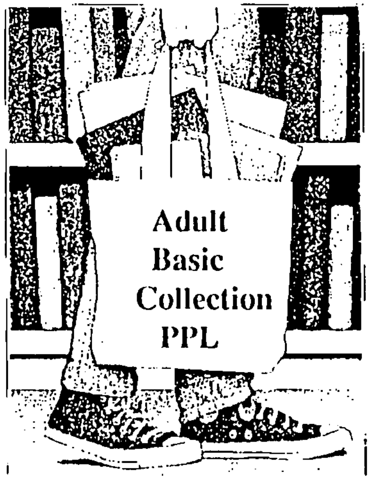
should contact the
Library's Literacy Office:

Family Literacy Program
Literacy Office
Providence Public Library
225 Washington Street
Providence, RI 02903

455-8000

The 1992 Family Writing Center is funded by the U.S. Department of Education.

Cooperating Community Agencies:
Jewish Family Services
The Mt. Hope Neighborhood Association



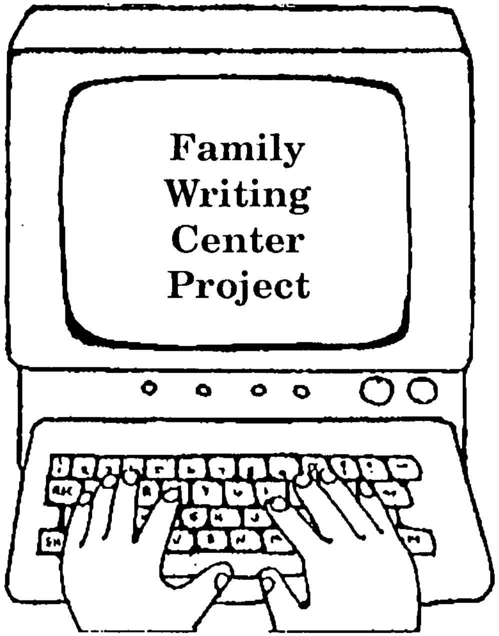
The Providence Public Library's **Information, Support and Referral Service** can help. The Library provides:

- **Referrals** for Adult New Readers for tutors, classes or testing
- **Information** for tutors and others who are interested in helping adults who can't read
- **Space** to tutor an Adult New Reader
- A growing collection of **Interesting materials** for Adult New Readers
- Group and individual **tours** of the Library

Adult Basic Collection

PPL , 1992 HKG

#10



1992

PROVIDENCE PUBLIC LIBRARY

Rochambeau Branch
Library
708 Hope Street
455-8110

Providence Public Library's Family Writing Center Program

Grandparents
Parents
+ Children
FAMILY HISTORY

Writing
Typing
+ Computers
LITERACY

Every family has its special stories. We are actively creating them each day, though we seldom stop to realize it.

Providence Public Library's **Family Writing Center Program** is an oral history literacy project which is designed to:

- Collect and help record family stories of both local native English speakers and refugee families who wish to **strengthen their basic English skills.**
- Promote **parent - child interaction** in English through interviewing and information gathering activities.
- Introduce the participating families to the basics of **typing and operating a personal computer.**
- Assist each family to print their own **Family Book of Stories.**

THE PROGRAM

- Area **adult new readers with children** (ages 6-12 years) are welcome to participate.
- This is a **cooperative community project** on behalf of the Library's Literacy Office, adult and children's services staff, community agency assistants and a team of volunteer tutors.
- **It runs year-round** and is comprised of 3, eight-week cycles (including Winter, Spring and Summer sessions).
- The program takes place **two evenings each week at the Rochambeau Branch Library** between 6:00 - 7:30pm.

EVENING 1: Parents and children work separately in small groups with literacy tutors interviewing one another and writing stories about their pasts, presents and futures. Both the parents and children will be writing about the same theme.

EVENING 2: Family members practice their basic keyboarding skills and then type their stories using the personal computers in the Library's computer lab.

VOLUNTEERS AND PROGRAM INTERNS

Family Writing Center volunteer tutors are provided with ongoing training. This includes both an orientation program and one half hour of training and planning assistance before each session.

Providence Public Library welcomes area students from local colleges and universities to join the project as program interns. Students are also welcomed to observe the program in session.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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