

# EXAMPLES OF TEXTS AT LEVELS

	Procedural	Technical	Personal	Group (Co-operative)	Organisational (Systems)	Public
LIT/NUM 1 Short Simple Heavily contextualised Everyday activity	Safety signs Safety procedures Simple recipes Directions	Home appliances Ticket machines Telephone	Cards Names Date of birth Expressing ideas/opinions Personal recounts	Group discussions Names of friends Invitations	Safety signs Exit signs Bills Receipts Order forms	Bus numbers Bus routes Magazines Public signs Menus Shopping
LIT 2 Routine Explicit Directly related to the learner	Simple forms instructions Signs	Logos Signs ATM's Microwave ovens Telephones	Forms Cards Messages Diary Calendar Personal recounts	Cards Meetings Discussions Rules	Safety signs Timetables Notes Bills/Accounts Bank forms	Maps Signs Notices Newspapers Food labels
LIT 3 Straight forward Routine Familiar Structure	Simple forms Workplace procedures Directions Recipes Safety procedures	Home technology Telephone answering machines Routine computer commands	Letters Messages Diary Personal goals	Oral recounts Meetings Discussions Directions Lists	Pay slips Accident report forms Timetables Notes Bills/Accounts Informal interviews	Maps Public notices Local newspapers Newsletters Articles in the newspapers
LIT 4 Routine/non routine Abstract vocabulary and ideas Specific structure	Repair manual Map reading Resumes Para-medical procedures	Brochures for machinery Manuals Computer commands Instructions for technology	Personal recounts Letters Narratives Personal reading Personal writing Resume	Debating Reports Minutes of meetings Agenda of meetings Group presentation Surveys	Leave forms Letters of application Letters of complaint Reports Workplace activities Handbooks Interviews Memos	Newspapers Public Meetings Brochures Public notices Reports



## TUTORS' TIPS

### USING CNLITNUM TO PLAN AND DEVELOP A LITERACY/NUMERACY PROGRAM

*How do you do it?*

**Investigate learner's starting point and goals**

This may be done by or in collaboration with a tutor co-ordinator. There is a module in the course to help you do this.

**Identify appropriate module**

**REMEMBER**  
- Most learners will not be at the same level across all the aspects - this is fine. Module level goes up as tasks become more difficult.

**Plan learning experiences & activities**

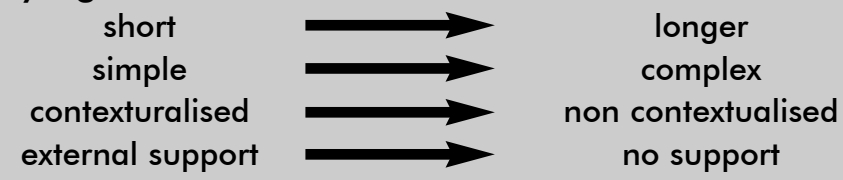
Learning experiences should be relevant, meaningful and fun and be across all the aspects of communication

**Enjoy carrying out of your literacy/numeracy program**

You can start with the learner's goals and map them back to the course.



**NOTES:**  
Most learning experiences can be made more difficult/easier by modifying the text.

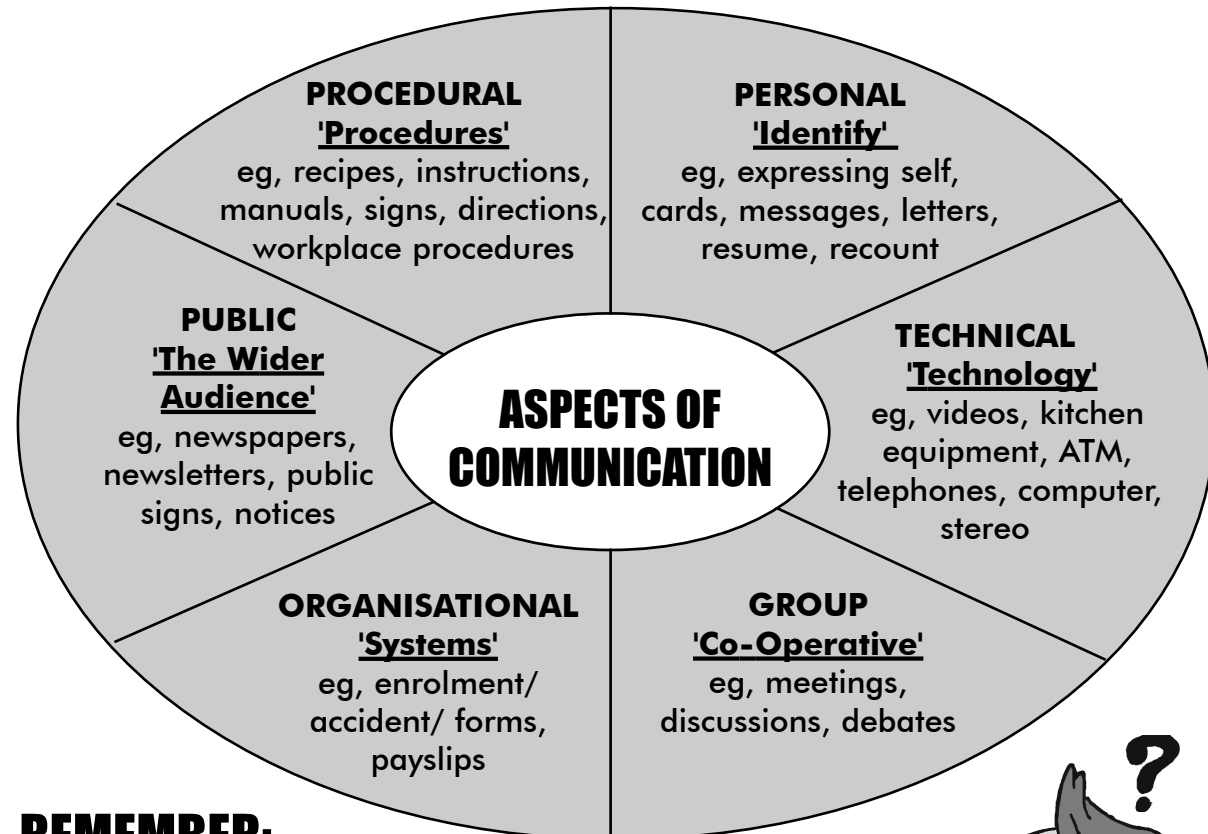


# ASPECTS OF COMMUNICATION

*Why so many learning outcomes?*

CNLITNUM is built on the principle that literacy and numeracy are social practices. As literacy/numeracy tutors, we need to take a broad view of the literacies that our learners need in their lives. The learning outcomes and content of CNLITNUM reflect the aspects of communication.

Look at the aspects and ask - Does my literacy program encourage my students to read/write and speak in all these contexts with a range of texts???



## REMEMBER:

Many texts (oral/written/spoken) will often belong to more than one 'Aspect'.

Learners need to interpret and produce texts. Visual texts not just words and numbers should be considered.

### Collect texts wherever you go:

tourist brochures	menus	magazines
maps	bus timetables	hotel forms
cereal boxes	tickets	signs and posters
diaries		

**STORE THEM IN AN OLD BOX OR PUT THEM IN A SCRAPBOOK/ DISPLAY FOLDER.**

## REMEMBER AT ANY LEVEL

### Learning Outcome

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. Procedural Communication | 4. Co-operative Communication   |
| 2. Technical Communication  | 5. Organisational Communication |
| 3. Personal Communication   | 6. Public Communication         |

# PLANNING ACTIVITIES

1. Identify student interests/goals.
2. Brainstorm possible literacy activities related to this interest/goal.
3. Map activities to course:
  - a. Which aspect(s) of communication are they?
  - b. Do they require the learner to interpret/create texts?
  - c. Is there a range of oral, written and spoken texts?
  - d. Can the text/task be made simpler/more complex to suit student level?
  - e. Refine series of learning activities.
4. Develop a similar activity to use as an assessment item (the tutor co-ordinator may handle this role).
5. Organise learning activities in a logical sequence and prepare any materials.
6. Implement program, keep student work samples as assessment evidence.



## EXAMPLE:

