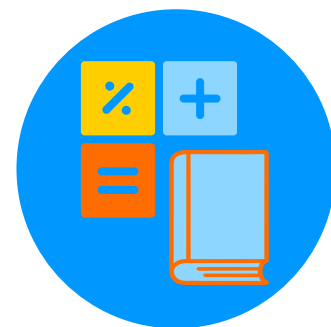


Navigating everyday texts

This learning scenario focuses on writing and understanding different texts used in everyday communication and work. These texts include e.g. e-mails, forms, instructions, memos, webpages.



Learning objectives

This scenario helps learners to

- understand basic structures of different texts
- improve skills in writing texts about everyday and work topics
- produce context-appropriate text
- gain basic knowledge in using AI tools for interpreting and writing texts

Target group

Adult learners with basic reading, writing, and digital skills, who may work in low-paid jobs. They can read and write small texts in one of the main languages of the country they live in.

Level

Intermediate ★★

Length

4 x 120 min

Mode

In-person



To study before the scenario



AI guide for educators: [Faktabaari](#)

Youtube video: [How educators are taming AI? Practical examples of educators using AI in classrooms:](#)

Emerging Technology tools used

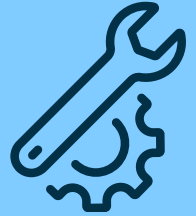
Digital mind map: [Miro](#) or [Mindmeister](#)

[Padlet](#) or [Flinga](#)

[Napkin AI](#)

[Google Gemini](#)

Educator / learner



Equipment needed

Computers/laptops for classroom learning, mobile phones, internet connection.

Description of the learning scenario

Session 1: Recognising different texts

The learning point: Learners will reflect on

- where they encounter different kinds of texts in daily life and work. After the session, learners can identify different texts that they face and produce.
- their own skills regarding producing and interpreting texts in their daily lives, including work.

The educator can ask the learners the following questions:

- “What kinds of texts do you consume and produce in your free time/everyday life?”

The educator will collect answers from the learners in a discussion and make a digital mind map of the answers using a digital tool, e.g. Miro or Mindmeister. After the session, the educator will send the mind map via e-mail/WhatsApp to the learners. The educator can also turn it into a visual summary (e.g. with Napkin AI) for learners to revise at home.

- “What kind of texts do you consume and produce in working life?”



The educator will organise a discussion and collect the answers using Padlet or Flinga.

- “Which of the texts are challenging, which are easy?”

The educator shows slides on which they have compiled different text types familiar from working life in their country. Each slide has only one example and a picture of the text. The learners then vote with a thumbs-up/down, which texts are easy and which ones are difficult. If a text type that has not been in the slide set emerges from the learners' answers, the educator can bring it up for discussion.

Homework

Task: e.g. filling in a form

The educator may need to have different types of forms available to suit the needs of different learner levels.

Before giving the homework, the educator needs to check:

- which learners already have a Google account / Gmail and will assist those who do not have it in creating one
- every learner knows how to open their Gmail inbox and new emails

The educator then gives instructions for the practical task to be completed on the phone before session 2 (sends the learners a link to a form by Gmail). In class, the learners can be shown an example link the educator has sent to their own Gmail and how to open it.

Session 2: Identifying information in text

The learning point: Learners will

- learn how to fill in different kinds of forms related to working life
- know how to identify the essential information in a form and how to answer clearly
- get familiar with good reading strategies, finding the main idea in a text, and learning new work-related vocabulary

The educator will instruct the group on good reading strategies: finding the main idea even if they don't understand everything in the text.



Together they will do the following activities:

- Review the form task in small groups: learners will discuss the answers to the form / forms that were sent as homework: which forms did the group members have and were their answers to the forms similar or different? The educator will then ask each group to share their thoughts.
- The educator will ask the groups to find five key words or expressions that are essential in the context of the forms.
- The educator will collect the expressions in a shared space (e.g. Flinga).

Group discussion: what are the essential elements in a text?

- Title, main idea of each paragraph, ending.
- The educator will bring to class and present a difficult text that can be used to practise the following issues:
 - How do you find the essential point in a text?
 - How do you express it and write correct answers?

The educator needs to bear in mind that vocabulary building is essential while reading.

Homework

Task: for next time (session 3), the educator instructs the learners to bring a text that they encounter in their daily life or work.

- If necessary, e.g. if a learner has no work experience or a learner's very low skill level requires, the educator gives three example texts that a learner can choose one to work with at home.
- The educator also makes a choice and instructs the learners, which format the text should be in (e.g. screenshot, photo, link, file in Google Drive or memory stick, paper)

Session 3 : Understanding and creating texts with good structure

The learning point: The learners will

- learn how to analyse and work with different kinds of texts in their daily life
- understand the structure of a good text and understand how to produce one
- learn how to use Gemini Writing Assistant

educator and the learners can choose to specialise in certain kinds of texts based on the needs of the learners, such as safety instructions, info bulletins, writing an official e-mail, or a educator's message.



Activity to start the session: homework texts from session 2.

- The learners work with the texts they brought for session 2.
- The educator instructs the learners to open Google Gemini, and shows how they can summarise the main idea of the text using Gemini Writing Editor.

The educator shows the prompt to use in Gemini, e.g.:

- “Can you summarise the most important points of this text in a maximum of 5 bullet points?”
- “Tell me which five words you need to know in (chosen language) in order to understand the text.”

Learners will read the results. The educator leads a discussion on how reliable the results are. Here it’s important to reflect on the critical use of AI tools.

Additional tasks if there is time:

- Ask Gemini to pick e.g. 5 key words so that the text can be understood.

The learners save their summary in their own Google Drive and send the text to the educator by e-mail. If needed, the educator instructs the learners how to send an e-mail with an attachment or link. If there is no time, it will be done at the beginning of session 4.

Discussion:

- What kinds of texts did the learners bring and why?
- Why did learners bring a certain text?
- What are the main points of the texts?

Session 4: Reacting to texts and producing own texts

The learning point: The learner is able to

- react to essential texts they come across in their work or everyday life
- use online tools to write a document in an organised way

educator can choose from the following options:

A) The learners will write a response to the text they brought to last session. If needed, the educator gives a suitable text to respond to.



B) The learners will write about a text-related situation in their work or everyday life. If needed, the educator gives a learner an example situation.

They save the document (Google Docs and Drive).

The educator helps and guides the learners while they are writing, paying attention to how a learner understands key points in the text, and expresses their perspective/action they take in the situation.

When the text is ready, the learners will add their texts to Google Gemini Writing Assistant with a prompt:

- “Correct grammatical mistakes and give me feedback about the text grammar and structure.”

Discuss together, what kind of feedback was given and how well AI completed the task.

The educator goes around and checks the original and AI corrected texts.

The learners send their text to the educator by e-mail.

Feedback and assessment

At the end of session 4, the educator collects course feedback from the learners and summarises the main learning points of the sessions.

The educator tells the learners that each of them will receive feedback from the educator after the course e.g. by email or WhatsApp on the text they have written in session 4. In the feedback, the educator pays attention to:

- whether the text clearly states what the work situation was,
- what reaction the situation would have/has required,
- whether a learner can express the essential things concisely and understandably,

what support can be given to a learner if things didn't go well, e.g. instruct the learner to pay attention to certain points, come to a support session for additional guidance, use a certain website for assistance, or suggest another course that could be useful for the learner.



Things to note

How to prepare for homework?

The learners will work on computers in the class and do homework with their mobile phones at home. The educator informs the learners at the start of the course when the homework is to be completed, so that the learners will be able to reserve enough time for the tasks.

How does a learner complete tasks independently on a phone?

The educator gives instructions to all learners, taking into account their level of digital skills and is also prepared to offer additional guidance to those who need it. The educator makes sure when giving homework that all learners know e.g. how to use the necessary applications.

How to differentiate the scenario for diverse learner needs?

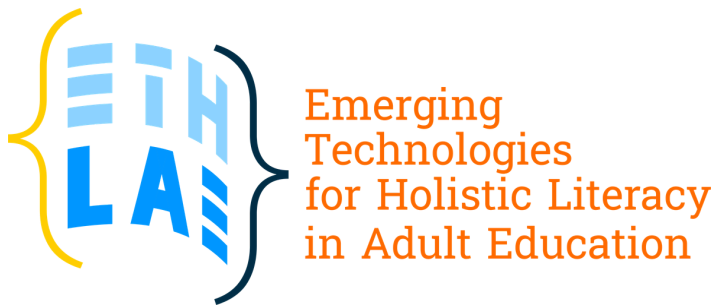
The educator can also provide alternative texts with easy, intermediate, and difficult vocabulary and content, so that the learner can choose the most suitable one.

If the learning situation or the learners' skill levels require that the learning material should be as clear and simple as possible, the educator can use AI to create plain-language learning materials or instructions for the learners.

How to use AI in producing plain language materials for teaching purposes?

Below is an example of a prompt the educator can write to AI:

You are an expert in plain language. You will simplify a difficult text so that the most important information and ideas remain. Choose only the key points. Use simple and common words. Do not use foreign words, technical jargon, specialised terms, or figurative expressions or idioms. Explain any professional terms and concepts. Write short, clear sentences in active voice. Start each sentence with the main clause. A sentence can have one subordinate clause. Write short paragraphs.



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