

university programmes of study, travel agencies, etc.). How do these texts employ traditional and newer forms of literacy to convey their message? What new skills and abilities are required to produce and understand these kinds of texts?

- 3 Consider the various events in which you participate with your friends or family members, such as birthday parties, religious ceremonies, shopping trips, sporting events, cultural events or games. Choose an event and make a list of all the texts that are used to plan and carry it out. Collect as many event-related texts as you can (originals, copies or photos). If possible, record an interview with one or more of the participants, in which you show them the texts you have collected and ask them to talk about how they produced or used the texts to prepare and conduct the event. Review the texts, the interviews and your own thinking about your production and use of these event-related texts. Then, consider any of the following questions:
  - (a) How were the texts you collected used in planning and carrying out this event; for example: as a replacement for spoken language; as a memory aid; as a way of solving a practical problem; to communicate information between participants; as part of a ritual; as a way of displaying something to the participants or those outside the event; to provide evidence relevant to, or about, the event; as a way of welcoming, threatening or otherwise involving those not present at the event; etc.?
  - (b) How were different media (printed text, images, audio, video, etc.) used in the event-related texts? Was more than one language used? How and for what purpose(s)?
  - (c) What roles in the production and use of texts were taken by the different participants in the literacy event? Was one person in charge, or was a team of people responsible for deciding how the texts would be created and used?
  - (d) Did you observe any gender- or age-related differences in the way different people participated in the literacy event? What were they?
  - (e) Were any new literacy forms or practices learned by any of the participants during the planning or carrying out of the event? Who was teaching and who was learning? How did this learning take place?
  - (f) What institutions were involved in supporting and structuring the event (for example, TV companies, transport providers, schools, government, religious authorities, etc.)?
  - (g) Has the way you produce or use event-related texts changed over time? Is this something the participants in the event know about? Is there any research into changes in the literacy practices that are involved in such events? What does this research suggest about your own literacy practices and those of your friends and family?