

Protea Textware



Windows

No Authoring

Title: The **CGEA CD-ROM**

Type: **Reading, writing and numeracy practice**

Publisher: Open Training Services,
Victoria University with **Protea Textware**

Machines: **IBM**

Language: **English**

Level: **Intermediate to Advanced**

System Requirements

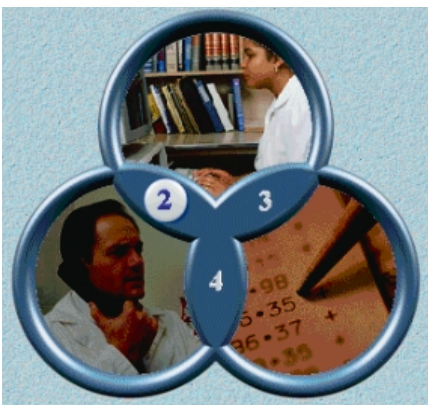
Microsoft Windows version 3.1,95/98, NT
SVGA with 256 colours,
PC 486/66MHz, 16MB RAM minimum. 2x
CD player, microphone
The CGEA CD-ROM is networkable.

Single-user:	£65.00
5-user licence:	£120.00
10-user licence:	£185.00
Site licence:	£220.00

Additional CDs (with multiple-user licences): **£15.00**

Installation works in three ways. Either copy the contents of the CD onto the licenced number of hard drives, or buy extra CDs to insert into each machine (they cost £15 each) or else copy the contents onto the server network.

This is the accredited adult literacy and numeracy course produced by ARIS, the Adult Education Resource and Information Service, Language Australia, on behalf of the Adult Community and Further Education Board, Victoria, Australia.



CGEA

Certificates in General
Education for Adults

The CGEA CD-ROM is an interactive multimedia computer resource for adult literacy and numeracy learners.

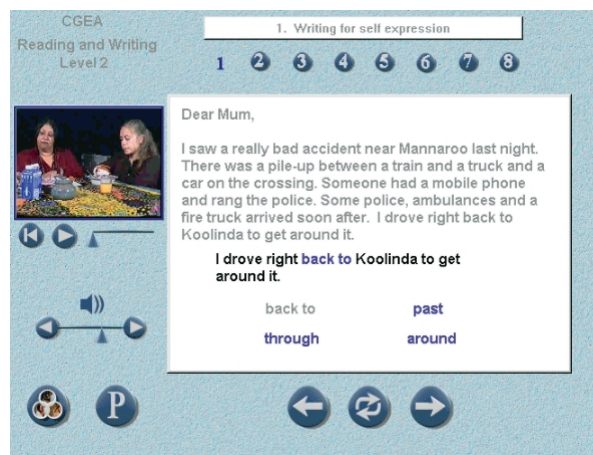
The CD was implemented by Protea Textware, who are a distinguished Australian company – they produced the highly successful *Interactive Picture Dictionary* and *Issues in English* – and here they will not disappoint their many users who have come to expect high quality graphics, intuitive navigation and, a trademark of Protea, clearly enunciated sound prompts to guide less fluent users (the target audience after all) through the process. Here Protea respect their adult learners and do not demean them with a condescending tone.

The program is not confined to specific Australian examination requirements but is immediately extendable to learners of English everywhere in the world working at higher levels.

Protea provide a slim but more than adequate printed manual, covering not only the installation of the program and operating procedures, but also a clear statement of the levels, streams and learning outcomes, and offering a skills and themes index.

Although each 'Learning outcome' contains one broad theme video clip which provides a context, it is in fact possible to dispense with these video clips even though the makers strongly recommend that learners watch the video before beginning the activities. The videos are inauthentic clips "starring" actors who play simple roles.

The writing skills features that I have managed to look at are much more sensitively managed than another venerable writing skills program, coincidentally called Proteus, written in the early 'eighties by the late Bob



Leonard, which worked on the rather mechanistic principle of "where, when, why, what, how" followed by "argue for" and "argue against" plus

"conclusion." Which has its pros and cons.

The starting selection in CGEA (made via a rather nice VENN diagram) are Reading and Writing, Oral Communication, and Numeracy and Mathematics.

Level 2, Active listening, Practice activity, for instance asks learners to Listen to the news on a radio. Then answer the questions:

What was the first news item about?

What were the key words or main ideas?

What do you think about this subject? Write your opinion in three or four sentences or tell someone what you think.

The program obviously cannot and does not set out to evaluate the students' input, but on completion the students are invited to compare their version with the model version offered by the authors. This student directed comparison is the main form of activity in writing although students' work can be printed and presented to a human teacher for comments.

I have spent less time with Numeracy, but noted that the program includes *Numeracy for interpreting society - data and numerical information, Numeracy for knowledge – formulae, graphics and algebraic techniques, and problem solving*. Being pretty innumerate myself I could make good use of it.

The program is divided into two parts, (a) the learning activities with feedback and (b) additional practice and/or assessment activities which the teacher needs to correct.

There is in general a dearth of programs for reading and writing work at higher levels and this program elegantly steps in to fill this gap.