

Summary of Course

- Curriculum Guide to *Intensive Communication Skills Series*
- Two two-week modules: Speaking/Listening & Reading/Writing
- Ten 3-hour sessions
- Adult learners of English as a Second Language

How was need identified?

- Student feedback from other courses
- Market showed interest in short courses
- International students had restricted access to current offerings
- Lack of offerings for Intermediate level

What was analyzed?

- *Analysis of learner:*
Canadian Language Benchmarks Level 5+ description
- *Analysis of need for instruction:*
Production and accuracy-oriented
- *Analysis of the nature of content:*
Divide by skills and course prerequisite is CLB 5+,
analysis of skills (discourse & task analysis)
- *Analysis of context:*
Classroom based, short-term, small groups

How was it designed?

- *Developed learning objectives:*
Objectives based on functional approach to language
- *Sequenced content:*
Divided by skills & spiraled rather than sequence to reuse authentically
- *Designed learner assessments:*
Immediate and detailed feedback within context by creating assessment checklists linked to target language functions

How was it designed?(cont.)

- *Selected instructional strategies:*
Authentic activities with no “teacher talk” Create activities that would engender target language functions
- *Selected appropriate instructional media:*
Collected in Skill Activity Resource Packages

Example:

CLB: Suasion



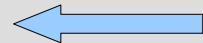
Objective: learners will persuade others through explanation



Instructional Strategy: Learner-centred task-based



Activity: Negotiation Simulation



Assessment:

learner has persuaded others to own point of view
(effectively / somewhat/ ineffectually)



How was it developed?

- Collected/created materials that support activities
- Created Activity Resource Packages with photocopy masters
- Created timelines for modules: daily and for entire module

How was it developed?(cont.)

- Created curriculum guide, introduction and outline for students, student background questionnaire
- Secured classroom space, arranged for tapes and tape recorders/players, video recorder/player, OHP acetate & pens, etc.

How was it implemented?

- No prototyping and testing: many activities already in use elsewhere
- Individual instructors had much leeway in choosing activities or including their own
- Feedback from first round evaluation led to revision for second round.

How was it evaluated?

- Learners evaluated course with questionnaire
- Results: Extended feedback sessions each day

Questions?