

Curriculum Guide for Intensive Communication Skills Series

A. Format

- Ten 3-hour sessions over two weeks
- Two modules offered successively: *Intensive Speaking and Listening* and *Intensive Reading and Writing*

B. Purpose

- The purpose of this series of skills courses is for learners to focus on their language skills instead of learning about English.
- It is production and accuracy-oriented.

C. Approach

- These courses take a task-based approach. Centered on activities, learners are actively *doing* language construction.
- Grammatical and pronunciation accuracy is dealt within context of the activity.
- Spiralling activities are grouped according to themes.

D. Level

- The curriculum addresses Canadian Language Benchmarks level 6 and above.
- This course is for intermediate to advanced level students.
- The minimum entry level is Benchmark 5.
- Because of the possible range of levels of individual students within one class, the instructor must assess at which range of Benchmarks to gear the class. It is expected that most students will perform at Benchmarks 6-8 with varying degrees of accuracy. Students will have the opportunity to do tasks at Benchmarks 9-12 to push their personal boundaries.

E. Assessment

- Observation: instructors immediately complete feedback as learners carry out tasks.
- Instructors complete and give learners feedback checklists and anecdotal records on learner products and processes.
- Learners will also use self- and peer- assessment checklists.

F. Core Curriculum Elements

Speaking and Listening Module

- listening comprehension: both global and concentrated
- error analysis and correction strategies of grammar and pronunciation
- making presentations
- leading group discussions
- explaining information and ideas
- functional language for business and academic contexts
- note-taking strategies

Reading and Writing Module

- error analysis and correction strategies
- composition skills: paragraphs, summaries, essays, reports, letters, email
- reading faster
- synthesizing information from different sources
- vocabulary strategies
- reading comprehension and fluency
- dialogue journal writing

G. Time Management

Speaking and Listening Module

9 -9:30	Directed conversation
9:30-10:30	Listening
10:30-10:40	Break
10:40-11:45	Presentations, Negotiation Simulations
11:45-12:00	Error correction and feedback

Reading and Writing Module

9 - 10:30	Reading and Comprehension
10:30-10:40	Break
10:40-11:15	Writing composition
11:45-12:00	Writing Workshop, including error correction and feedback

H. Activity Packages

Choose activities from

- Listening Resource Package
- Speaking Resource Package
- Reading Resource Package
- Writing Resource Package

These packages include hand-out blackline copy masters for each activity. Please ensure that these are returned to the resource package.

Many activities also require tape recorders, overhead projectors, cards, and other aids. Please ensure that you have collected your materials BEFORE going to the location, as these are not available to us at the schools.

I. Some Techniques

Activities draw upon the following techniques:

1. **Guided conversation:**
 - Student leader prepares topic and questions related to topic.
 - Student leader is responsible for maintaining conversation.
2. **Presentation:**
 - Student chooses article and prepares worksheet and these are copied for each participant.
 - Student leads discussion about topic, gives summary of article, directs participant to read and answer questions, explains ideas and vocabulary, and leads second discussion.

3. **Error correction:**

- Instructor collects errors from individual feedback forms and puts on overhead projector.
- Students correct either in partners or as group.

4. **Dictogloss:**

- Students listen to dictated text three times, taking notes.
- Work in groups to rewrite text on overhead projector paper.
- Present to group.
- Group correction.

5. **Meetings/Jigsaw:**

- Class is divided into groups that represent different points of view of a controversial topic.
- Students read, research position, articulate position, consider opposing points of view.
- Students meet with opponents to summarize, discuss, disagree, persuade, and reach consensus.

6. **Writing Workshops:**

- Instructor photocopies enough student individual writing for each member of the group.
- Group reads and responds to writing.
- Instructor may set objectives: content, organization, logic, structure, punctuation, etc..

J. Appendix

See Appendix for:

- Sample Module Outlines
- Speaking/Listening Skills Checklist
- Reading/Writing Skills Checklists
- Module Outline and Introduction for students
- Student Background Questionnaire
- Module Evaluation