



Global Polyglots Net.
your professional language & communication assistant

GPN CURRICULUM OVERVIEW **(English)**

Using the CLT (Communicative language teaching), we cover the 4 skills (reading, writing, listening, and speaking), but we focus predominantly on fostering our students' oral skills (listening, speaking). In addition, we also continuously stress the importance of correct pronunciation.

GPN provides a bountiful selection of trained language professionals who will assist you with learning the language either in a classroom or on-line. For the details of the curriculum, feel free to [contact us](#). The main objectives for each level and course are explained below.

Regular Training Program

Newbie

Objective:

Through the use of various teaching tools (e.g. visual aids, tangible objects, body language and gestures), we aim to familiarize children with new vocabulary and short phrases in the target language (English, Chinese or French). After completing the Newbie program, learners will understand basic vocabulary in the target language and will be able to construct simple sentences, thereby preparing them for the Low Beginner or Beginner class.

Low Beginner

Objectives:

Speaking: Learners will determine a purpose for communication and respond using limited spoken English to routine questions in familiar situations.

Listening: Learners will determine a purpose for listening and can understand some frequently used key words in familiar contexts when spoken slowly and with repetition.

Reading: Learners will determine a purpose for reading and can read numbers, letters, and some common sight words. Learners can comprehend phrases and some simple sentences with familiar vocabulary with pre-reading assistance.

Writing: Learners will determine a purpose for writing and can print numbers, letters, and basic sight words related to personal information and other familiar contexts.

Beginner

Objectives:

Speaking: Learners have the ability to organize and produce spoken language in routine and familiar

situations with some control of grammar and intonation.

Listening: Learners can monitor comprehension, clarify purpose for communication and can understand simple phrases and sentences in context when spoken slowly with some repetition.

Reading: Learners can determine the purpose for reading by using pre-reading strategies, read common sight words, and understand sentence level reading. Learners can comprehend simple sentence level discourse with familiar vocabulary and frequent re-reading.

Writing: Learners can determine a purpose for writing, can write a simple sentences using familiar words and phrases to describe familiar objects, events, and experiences; using simple punctuation, and can demonstrate some control of basic grammar and spelling.

High Beginner

Objectives:

Speaking: Learners can organize information and ask simple questions related to survival needs and simple social interchanges with some control of basic grammar, intonation and pace.

Listening: Learners can listen actively, monitor comprehension of simple conversations with support of repetitions and slow rate of speech and use appropriate listening strategies.

Reading: Learners can use reading strategies that include previewing, viewing, and predicting and can read material in familiar contexts when vocabulary is controlled.

Writing: Learners can produce simple written texts, notes, or messages that are organized and present information to serve the purpose, context, using complete sentences with basic grammar structures (present and past tense) and use correct punctuation.

Low Intermediate

Objectives:

Speaking: Learners can express basic needs and can engage in social conversations in an organized way to address the reason for communicating and use some strategies to monitor the conversation. Conversations can include limited descriptions, concrete terms, and more complex grammar structures (passive voice, conditional).

Listening: Learners can monitor comprehension, use listening strategies when participating in a conversation or completing a simple task and can understand learned and new phrases in familiar context.

Reading: Learners can use reading strategies and context clues to comprehend and analyze clearly organized texts and can reflect on the meaning of the text and combine new knowledge with prior knowledge.

Writing: Learners can organize, convey, and revise ideas in simple paragraphs in familiar contexts with control of basic grammar structures, spelling and punctuation.

Intermediate

Objectives:

Speaking: Learners will be able to use both formal and informal language in familiar and unfamiliar situations, and give step-by-step directions.

Listening: Learners can comprehend conversations on familiar topics and can follow step-by-step

instructions. In addition, learners can distinguish informal language from formal language.

Reading: Learners can determine the meaning of unfamiliar words based on a variety of factors and can also understand and appreciate various genres of written work.

Writing: Learners can use the steps of the writing process to draft, edit, and polish longer, more detailed written works, as well as complete various day-to-day written tasks..

High Intermediate

Objectives:

Speaking: Learners can organize thoughts, provide information, and monitor communication in a conversation on a variety of day-to-day subjects with firm control of basic grammar, and are able to express thoughts creatively.

Listening: Learners can comprehend conversations on day-to-day subjects that are supported by repeating, restating, and adjusting rate of speech and can incorporate information from listening with prior knowledge.

Reading: Learners can read narrative prose and descriptive essays if the topic or context is familiar and analyze the meaning or purpose. Learners can use appropriate reading strategies, context clues and inference skills with familiar materials.

Writing: Learners can produce and edit well-developed descriptive and narrative paragraphs using basic punctuation and basic and complex grammar structures.

Pre-Advanced

Objectives:

Speaking: Learners can assert a viewpoint or argument and provide sufficient logical explanations. Learners can also give more detailed responses and even tell stories or give directions.

Listening: Learners can comprehend less familiar subjects that are supported by repeating, restating, and adjusting rate of speech and can incorporate information from listening with prior knowledge.

Reading: Learners can move beyond mere comprehension to interpreting, inferring, and identifying various aspects of the text.

Writing: Learners can utilize more complex grammatical structures in their written works. Learners can plan, draft, and revise their own written works.

Advanced

Objectives:

Speaking: Learners can organize thoughts and converse clearly on a variety of subjects using basic grammar, appropriate word choice, register, and pace and are able to express thoughts clearly and creatively using appropriate monitoring strategies.

Listening: Learners can comprehend conversations on a variety of subjects using monitoring strategies and incorporating new knowledge with prior knowledge.

Reading: Learners can read, comprehend, and analyze narrative prose and descriptive essays applying appropriate reading strategies, comprehension strategies and prior knowledge.

Writing: Learners can produce well-developed descriptive and narrative essays that include the mastery of

punctuation and grammar structures and can edit and revise to improve communication.

Writing Course

Target: College-bound students applying to foreign institutions (especially English-speaking institutions)

Objectives: Learners will read, write, and edit various types of documents, including resumes, business letters, creative writing pieces / essays, research papers, and reports. College-bound students applying to, for example, American universities are required to submit a written sample that demonstrates their writing ability (usually a creative piece) and (in some cases) a resume. The applicants are not only required to showcase their own individual style of writing, but are also expected to demonstrate some persuasive, grammatically correct, academic writing skills. Besides, while attending the college, students will need to complete various writing assignments. Students will also most likely need to correspond by email with faculty members in a polite and respectful manner, thus learning and writing all of these types of documents will be very useful to any college-bound student.

Your next step?

Today's high-ranking educational institutions and professional workplaces require diverse skills, not only in written and spoken languages (production), but also in communication (delivery). The **Specialized Training Program** will help you hone your already excellent *language* skills and sharpen your *communication* skills.

Specialized Training Program

Language and *communication* competencies are complementary, but are actually two entirely different capabilities. As GPN sees it, the former is responsible for choosing 'what to say,' while the latter enables a conscientious judgment of 'how to say' what we intend to say. The specialized training programs give trainees the opportunity to both master the target language and practice using the learned language to communicate effectively. The **Socio-Business Language** classes focus on language capability in a professional environment, whereas the **Professional Language and Communication Training** classes focus on communication competency, namely how to effectively use language to communicate in different professional settings.

Socio-Business Language Classes (SBLC)

Objectives:

Learners are given the opportunity to practice the language skills they have acquired. In this course, students are tasked with acting out social and business situations. Students will use the target language to perform various tasks, including (but not limited to):

- negotiating
- chairing and participating in meetings,
- conducting and taking part in video conferencing.

Learners use these various methods of communication to acquire the language competency required for running

business activities or departments of their professions (e.g. HR, Finance, Legal, Sales & Marketing, Customer Service, Engineering, R&D, Production, Operation & Support, Logistics, Purchasing, Delivery etc.) Learners will also be able to use the target language to elaborately discuss topics relating to social issues often raised in the media or in academic settings (e.g. civility, affirmative action, the environment, science and technology, health and technological advances, disasters and calamities, humanitarianism, workplace violence, brain drain, city features and traveling, culture and arts, etc).

Professional Language & Communication Training (PLCT)

Objectives:

This second specialization focuses more on communication rather than mere language proficiency. Thus, learners use the target language to master communication skills such as:

- making presentations
- debating (e.g. 'keeping your cool' in debates)
- press conferencing (e.g. identifying a possible controversy and avoiding it)

Topics are selected from different professional fields in order to suit the tastes and expectations of different types of audience (e.g. educational, medical, legal and political institutions; the media, religious groups, focus groups, etc.).

Circumstantial language functions such as apologizing, debunking rumors or false accusation (in a non defensive way), making persuasive excuses, offering help, extending invitations etc. are also taught in this course.

As reflected in the “smoke while praying” versus “pray while smoking” story below, any request or attempt for negotiation is fraught with failure if the message is not transmitted in an intelligent and strategic way. Therefore, this specialization (PLCT) will consider the use of communication techniques based on emotional intelligence and micro-expressions (gesture & body language) that might be required to translate emotion into meaning and meaning to action.

“Smoke While Praying” Vs. “Pray While Smoking”

Two friends are walking to a religious service. The first friend wonders whether it would be all right to smoke while praying. The second friend says, “Why don’t you ask the priest?” So the first friend goes up to the priest and asks, “Father, may I smoke while I pray?” The priest replies, “Oh no, my son, you should not! That is disrespectful to God. That is sinful and outrageous.” He goes back to his friend and tells him what the priest advised. His friend says, “I am not surprised. You asked the wrong question. Let me try.” And so the second friend goes up to the priest and asks, “Father, may I pray while I smoke?” To which the priest happily replies, “Absolutely, my son! Absolutely! You can always pray whenever and wherever you want to.

Source: Jha, 2010 (in Danarson, 2015:181)

URL: <http://iiste.org/Journals/index.php/EJBM/article/view/23199>