



Ministry
of
Education

The Honourable Sean Conway, Minister
Bernard J. Shapiro, Deputy Minister

Curriculum Guideline

OHZ
373.1909713
059 DE/C-C9-
12

BUSINESS STUDIES

Senior Division
1987

Business English

Course Codes

The business English program includes the following courses:

- Business English, Basic Level (BBS/EBS)
- Business English, General Level (BBS/EBS)
- Business English, Advanced Level (BBS/EBS)

BUSINESS STUDIES

**Senior Division
1987**

Business English

Contents

4 Introduction

- 4 Program Description
- 5 Aims
- 6 Teaching Strategies
- 8 Evaluation of Student Achievement

11 Business English, Basic Level (BBS/EBS)

- 11 Introduction
- 12 Teaching and Assessment Strategies
- 14 Course Content

20 Business English, General Level (BBS/EBS)

- 20 Introduction
- 21 Teaching and Assessment Strategies
- 23 Course Content

29 Business English, Advanced Level (BBS/EBS)

- 29 Introduction
- 30 Teaching and Assessment Strategies
- 32 Course Content

Introduction

Program Description

Language, in all its forms, is the means by which we think, express our thoughts, and receive and convey ideas and information. Thus, we use language to organize our lives and to establish relationships with others. A business English course must be designed to help students appreciate the need for effective interaction between senders and receivers of messages. It will help students understand the importance of using formats that are appropriate to the context in which communication takes place. It will ensure that students have opportunities to develop a facility with language, examine effective communication models, and practise the kinds of communication skills required for success in the working world.

As illustrated in the diagram on page 5, this part of the business studies guideline authorizes three courses in business English. After completing two prerequisite English courses, students may earn a maximum of one in-school credit in business English at the basic, general, or advanced level of difficulty. Two additional credits in this program may be earned through a co-operative education mode of delivery as authorized in section 5.11 of OSIS. However, students may use only one business English credit as one of the five mandatory English credits required for an Ontario Secondary School Diploma.

Business English Courses

Senior Division

Basic Level	Business English (BBS/EBS)
General Level	Business English (BBS/EBS)
Advanced Level	Business English (BBS/EBS)

Aims

The aims of all business English courses are to provide students with opportunities to:

- become proficient in using language to communicate in a work environment for information, instruction, or direction;
- increase their understanding of issues, procedures, and situations in the world of work by means of the following:
 - a) reading work-related articles from current business periodicals, journals, newspapers, and books that form part of the daily reading of the world of work;
 - b) viewing business transactions and interactions on videotape and film or in their local business community;
 - c) listening to representatives from the world of work speak about current business or industry initiatives or concerns;
 - d) interacting, in small-work-group situations, with students, teachers, and representatives from their local business community;
- react to written, visual, and oral stimuli by using effective oral and written communication to share and express ideas, knowledge, feelings, interpretations, information, and instructions with other members of their class or work group;
- respond to communications by organizing information, drawing conclusions, and offering considered personal observations;
- develop an awareness of and a respect for the rights and opinions of those who belong to other social or cultural groups;
- learn to offer and accept constructive criticism as an aid to the development of self-awareness, self-confidence, and improved work habits and outcomes;
- become contributing members of their business community by taking pride in their accomplishments and demonstrating a commitment to a sense of personal responsibility, self-discipline, initiative, and effective work habits.

Teaching Strategies

In addition to the general teaching strategies included in the business studies policy document, *Policy for Program Planning and Delivery*, teaching strategies for business English courses are included in this section and in the descriptions of the specific business English courses that follow.

An Interactive Environment

A successful business English learning environment will be student-centred and will encourage students to participate in an interactive learning process. Students will find themselves learning from one another as well as from their teacher and representatives of their local business community. Communication in the classroom will provide supportive and positive reinforcement for students and encourage them to feel comfortable about taking risks and trying out new ideas. It will provide opportunities for students to share in both receptive (reading, listening, and viewing) and expressive (speaking, writing, and doing) activities. It should encourage them to clarify their thoughts, explore ideas, and use thinking and problem-solving skills to organize, summarize, and complete communications. It should provide opportunities for them to interpret the messages they receive, identify appropriate message-sending procedures, and communicate effectively in a variety of work-related simulations.

Appropriate Subject Matter

The materials selected for use in business English courses should provide models of good communication or should relate to business or industry issues and themes. They should include items from the various media (films; radio and television programs; tape recordings; articles from current periodicals, journals, and newspapers; books that form part of the daily reading of the world of work; and short examples of excellence in literature, including drama, fiction, non-fiction, and poetry). Students should identify examples of effective language or communication in these materials and should model their own work on them. A paragraph, short story, poem, or one-act drama that deals with a crucial aspect of human interrelationships can provide material that students could use as a springboard for a free writing assignment or as the basis for a role-playing, problem-solving exercise.

Interest Inventories

Students perform best when the subject matter is of particular interest to them. Teachers are encouraged, therefore, to use interest inventories and student questionnaires to determine work-related areas of interest for students in a business English course. Students should be encouraged to read and view a variety of materials that reflect their interests and that provide models of appropriate expression.

Comprehension Skills

Reading, viewing, and listening activities in a business English course should focus on the development of the skills students will need to comprehend factual business or technical information. Some students may require special instruction on how to develop these skills. Activities that precede actual reading, viewing, or listening (e.g., examining illustrations, scanning headings, discussing basic concepts, following an outline of the material to be presented, and using a table of contents or an index to identify and understand key vocabulary or directions) are important first steps for students as they acquire the receptive skills that are important in a work-related environment.

Some students may find it helpful if reading materials are read aloud to them, especially if these materials are above their independent-reading level. Some may need to have the purpose of either the reading or the viewing activity highlighted for them. Periodic guided practice in reading, listening, and viewing for information, direction, satisfaction, and accuracy, integrated into each unit of study, will help students improve their abilities in these areas and will enhance their ability to communicate effectively in the business world.

Writing Folders

In the working world employees are often assigned particular topics to write about or given materials that require summarizing or follow-up writing activities. To prepare students for this, teachers should require them to write responses to written or spoken communications and summaries of reports or articles. Writing folders can be used to help students organize their writing into first drafts, drafts for editing, and copies of finished writing assignments. At the end of the course each writing folder should contain evidence of the student's development as a business or industry writer and include samples of written summaries, instructions or directions, letters, news releases, articles, reports, and completed work-related job sheets or business forms.

The Writing Process

Writing activities should be based on the following stages:

1. *The prewriting stage.* Students identify the topic, purpose, audience, level of language, and content for the writing assignment. Correctness of communication is not an important focus at this point.
2. *The writing stage.* Students list the content points, arrange them in logical sequence, choose a writing format, follow an appropriate model, and create a first draft. It is useful for students to share their drafts at this point to help them clarify their ideas, add or delete detail, reorganize sequence, and rewrite to improve their written drafts.
3. *The final-edit stage.* Students should be encouraged to proofread and edit their own and other students' writing. This is the point at which they need to strive for accuracy, clarity, correctness of language, coherence, and maturity of expression. Handbooks, dictionaries, thesauruses, and other reference books should be available for regular use, and students should be encouraged to develop pride in the accuracy and presentation of their finished communication.

When assessment shows that a group of students requires direct instruction in a certain area of language use, specific lessons should be introduced, and opportunities should be provided for students to apply each concept in their daily writing activities. Little transference occurs when grammar lessons are taught in isolation or when students are not provided with opportunities to apply each concept learned directly to real writing practice.

While accuracy of expression is very important in business and industry, this aspect of writing should be stressed mainly in the final-edit stage of the writing process. A balanced emphasis should be placed on each of the stages of prewriting, writing, and revision.

The Use of Communication Technology

Major developments in computer technology associated with word processing, information storage and management, and telecommunications have substantially altered procedures in the business world. Thus, the use of business-related computer technology should be a part of a business English program.

The computer can be used in two ways for the delivery of a business English course. It can function as a tutor or electronic textbook, providing exercises or drills to improve the student's tools for writing (e.g., paragraph and sentence structure, grammar, spelling, punctuation). In addition, it allows students to compose text through the use of word-processing or text-editing programs, to construct or obtain information from data bases and spreadsheets, and to create graphics to clarify or enhance their writing.

Students in business English should have opportunities to use word-processing or text-editing equipment for their writing assignments. Computers make the processes of generating language, reworking and revising text, and producing neatly printed copy much easier for most students. In addition, such training allows students to put their thoughts directly into print, as they may be required to do in an office setting. Because word processing allows blocks of print to be moved and errors to be corrected easily, it encourages students to make ongoing changes to upgrade their written material. The neatly printed finished copy, which resembles the format that

would be required in a business setting, lends authority to students' work and thus generates self-esteem. Students should have opportunities to compose text at the computer keyboard both independently and in groups. Students learn by responding critically but with interest and respect to their own work and that of the other students in their group.

Students should use data-base programs both to access information and to create categories for data entry. The construction of a data base is a dynamic and interactive high-technology activity that stimulates thinking. Students can use spreadsheet and graphics programs to produce material that will clarify or enhance their written work.

Expression in a Variety of Modes

The expressive component in a business English communication program should not be confined to written assignments. Students need to develop their ability to organize and clarify their thoughts, to plan oral and visual messages, and to deliver these messages in a format and a context that are appropriate to a variety of situations. The procedures used to help students develop effective writing skills can be adapted to promote effective speaking and presenting skills. The identification of the topic, purpose, audience, level of language, and content of the presentation is as important to effective speaking and presenting as it is to effective writing.

Students need to plan their oral or visual materials as carefully as they plan their written assignments. Content points should be arranged in logical sequence; format and medium should be carefully selected; and students should be encouraged to share their first drafts with others to help them to clarify their ideas, supply or delete detail, reorganize sequence, and improve their ability to communicate orally and visually. Students may need practice in organizing information according to main points and supporting details. A sample oral report or visual presentation prepared by the class through a large-group discussion could be used to model appropriate organizing activities.

Students should be encouraged to identify appropriate behaviours for specific work situations and to recognize the importance of projecting a positive company image through both the appearance of company personnel and the appearance and presentation of the company's written or oral communication. Students should take part in work-related simulations and role-playing activities in order to practise clear and concise communications as well as the use of tact and diplomacy with clients, customers, fellow workers, and supervisors.

Evaluation of Student Achievement

General suggestions for the evaluation of student achievement may be found in the business studies policy document, *Policy for Program Planning and Delivery*. The following recommendations relate to all business English courses. Additional suggestions for assessment are included in the "Teaching and Assessment Strategies" section for each business English course.

Assessment for Development

Assessment in a business English course should be designed to help students identify their strengths and weaknesses, identify areas that require improvement, and help with the design of future assessment procedures. It should provide information about both students' skill development and their understanding and effective use of the communication process. Teachers should use assessment instruments that identify student strengths and weaknesses and plan appropriate individualized student programs to help students make the most of their potential. Formative evaluation should be used to help students work towards the achievement of individual course objectives, and summative evaluation should be used to assess the degree to which students have been successful in meeting these objectives.

While a systematic approach to the acquisition and execution of communication and problem-solving skills is stressed in this document, teachers should be careful to note and assess the individual variations in the way in which students approach communication problem-solving and decision-making activities and the way in which they make language choices, in order to help them further in developing their abilities in these areas.

Techniques for Assessment

Teachers are encouraged to develop flexible evaluation strategies that are appropriate for the variety of tasks assigned. Observation checklists, student-teacher and student-student conferences, questionnaires, interviews, skill and attitude surveys, interest inventories, rapid impression marking, analytic scales, the marking of oral and written assignments, and tests and examinations are all appropriate assessment techniques in a business English program. Some assignments might be scored holistically, with the teacher looking for specific strengths and weaknesses in performance or application, while other assignments might be marked for specific detail, with corrections and revisions assigned for each student.

The assessment techniques identified below are suggested for specific purposes, but teachers may find them useful for a variety of assessment purposes in a business English program.

Suggested Assessment Technique	Purpose
<ul style="list-style-type: none">■ teacher observation■ teacher-student conferences■ sample marking (teacher/peer)■ assignments■ short tests■ noting of participation skills in small-group work■ short communication assignments■ assessment of short-term and unit work assignments	<ul style="list-style-type: none">■ to diagnose student needs■ to develop a basis for feedback to and from the student■ to guide the student in communication skill development■ to assist students in self-appraisal activities■ to measure student achievement■ to gauge student progress, decide supplemental approaches, and report to students, parents, and school administrators

Evaluation: Balanced and Developmental

The evaluation of student performance in a business English course must take into account the student's stage of development as well as any learning exceptionality he/she might have. The assessment of student development in both receptive and expressive communication skills should include the assessment of the learning processes as well as the outcomes or products of each category. Individual student marks should reflect a balance among group learning activities, individual learning activities, and summative tests and examinations.

The assessment of student performance shall, then, reflect an emphasis on the following learning activities:

Activity	Emphasis
Writing as process	20-30 per cent
Group learning activities	20-30 per cent
Individual learning activities	20-30 per cent
Summative tests or examinations	20-30 per cent

Unit

The Communication Process

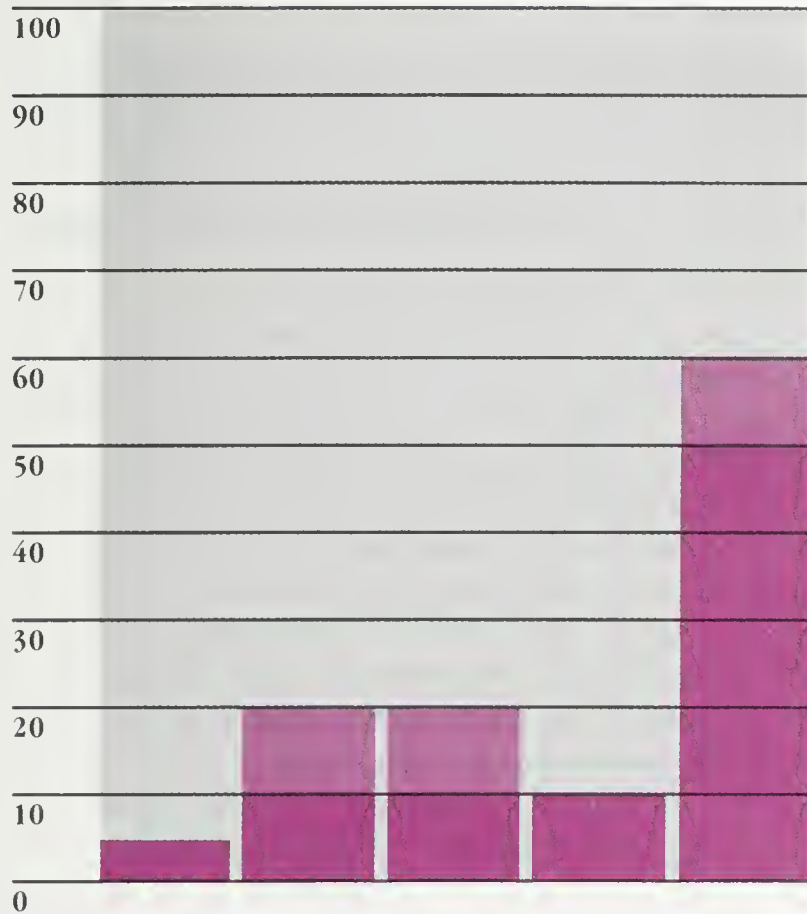
Listening, Viewing, and Reading Elements of Communication

Writing, Speaking, and Non-Verbal Elements of Communication

Interpersonal Skills

Business or Industry Applications

Per Cent of Course



Business English, Basic Level (BBS/EBS)

Introduction

Business English, Basic Level will provide students with opportunities to organize their thoughts about specific work-related topics and develop effective communication skills. Students may earn a maximum of one in-school credit in this course, for which two English credits are prerequisites. Opportunities for additional credits through the co-operative mode of delivery are available as authorized in section 5.11 of OSIS. Note that this course may form part of a school's business studies or English program. The credit earned may, at the student's discretion, be used as (a) a credit in business studies or (b) a credit in English. In addition, the credit earned may be counted as one of the eight required for a concentration in business studies. Students may use one business English credit as one of the five mandatory English credits required for an Ontario Secondary School Diploma.

Students should be provided with opportunities to:

- use language to obtain information, instruction, or direction, or to share their interests;
- increase their understanding of communication processes in the world of work by:
 - a) reading materials from current periodicals, journals, newspapers, and books that form part of the daily reading of the world of work;
 - b) viewing business transactions on videotape or film, or in their local business community;
 - c) listening to representatives from the world of work speak about business or industry and describe communication procedures for on-the-job activities;
 - d) interacting, in small work groups, with students, teachers, and representatives from the local business community;
 - e) analysing short passages from literature that are models of effective communication;
- apply problem-solving or decision-making strategies to solve work-related communication problems in ways that reflect communication practices in the workplace;
- examine ways to develop positive interaction between senders and receivers of communications;
- react to written, visual, and oral stimuli by expressing, both orally and in writing, their ideas, knowledge, feelings, interpretations, and instructions to other members of their class or in work-related groupings;
- listen attentively to grasp the essence of what is being said and to follow step-by-step directions carefully;
- respond to communications by organizing information, drawing conclusions, and making and evaluating appropriate responses;
- develop an awareness of and a respect for the rights and opinions of those who belong to social or cultural groups other than their own;

- learn to offer and accept constructive criticism to help them develop self-awareness, self-confidence, and improved work habits;
- strengthen their self-image and self-confidence through the successful completion of communication assignments and their effective interaction with members of their work groups;
- demonstrate an appreciation of the importance of non-verbal communication in the total communication process;
- prepare to become contributing members of their business community by taking pride in their accomplishments and demonstrating a commitment to a sense of personal responsibility, self-discipline, initiative, and effective work habits.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this basic-level course and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document, *Policy for Program Planning and Delivery*.

While it is useful to isolate reading, writing, speaking, thinking, listening, and viewing activities in order to help students identify and apply specific skills, a thematic approach should be used to integrate communication skills whenever possible. Such an approach is meaningful and interesting to students.

Teachers should strive for a balance between structure and flexibility. Students should be aware of specific objectives and expectations for each class and should be encouraged to develop consistent, reliable work habits. At the same time teachers should design lessons and communication activities that acknowledge the variety of skills, interests, and learning styles within each class. The fact that students learn in different ways should be reflected in the variety of approaches used in this course and in the selection of instructional materials at appropriate levels of difficulty.

Students in a basic-level business English program need to experience situations that will increase their self-confidence. Teachers can provide a learning environment conducive to such growth by:

- focusing on student strengths. While a particular student may be a poor reader, he/she may possess a wide knowledge of the business world through part-time employment experiences. These experiences can provide a springboard for reading and writing activities related to particular job assignments and may in fact contribute to the student's interest in and commitment to improving his/her reading ability;
- emphasizing the practical application of each skill taught. Communication activities in a business English classroom should be applicable to business situations and should appear useful to each student involved in the activity;
- employing application activities geared to each student's learning style and interests so that students meet with success more often than failure.

Students should be encouraged to develop their thinking skills throughout the course. The use of problem-solving models and related activities should help students to see alternative solutions to each communication problem examined and to organize and classify information effectively.

Classification exercises can be applied to report writing, notemaking, and notebook organizing. Teachers should encourage students to substantiate their opinions, engage in thoughtful discussions, and weigh alternatives to a variety of situations related to business communication.

Since students' communication competencies may vary widely in each class, teachers will have to assess individual strengths and weaknesses carefully when planning whole-class, small-group, or individual activities.

A business English course at the general level should be activity-based and should provide opportunities for student feedback after each activity. Students should be encouraged to monitor their own progress and to work to improve those areas in which they are weak.

Oral tests, checklists, questionnaires, student-teacher interviews, peer and self-evaluation, student-designed tests, and short communication assignments are effective assessment vehicles for students in this program. Assessment instruments should be designed to add flexibility and diversity to the program.

Individual student marks in this course should reflect the student's development in both receptive and expressive communication skills, should be based on both product and process, and should reflect the student's progress in group and individual formative and summative learning experiences, as well as in performance-evaluation activities. Short tests are more appropriate than examinations in this course. Such tests should be practical and directly related to business or industry issues.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for assessment purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Communication Process	5
II. Listening, Viewing, and Reading Elements of Communication	10-20
III. Writing, Speaking, and Non-Verbal Elements of Communication	10-20
IV. Interpersonal Skills	10
V. Business or Industry Applications	50-60

Course Content

The main items of course content for each unit are outlined in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items outlined in bold face are core content.

I. The Communication Process



Students will:

1. **use a sender-message-receiver model to develop appropriate and effective communications;**
 - identify sender, message, and receiver components in a variety of communications;
 - identify the importance of feedback in effective communication;
 - identify the factors that promote or impede effective communication and determine appropriate ways to overcome communication barriers;
 - determine how the background experiences and attitudes of either the sender or the receiver might affect communication;
 - determine how the conditions surrounding the sending of the message, the clarity of the message, and the non-verbal cues that accompany the message will affect the receiver's interpretation of the message;
 - identify the importance of body language in the communication process;
2. **classify a variety of communication activities and determine the appropriate use of formal and informal language;**
 - determine the appropriate level of language for a variety of communication intentions and audiences (e.g., job interviews, coffee breaks, telephone conversations, customer encounters, job-assignment instructions);
 - complete a variety of oral, written, and presentation activities designed for different audiences, using the appropriate level of language in each case;
3. **identify the importance of effective interpersonal communication skills;**
 - demonstrate within a group an understanding of effective group dynamics and interpersonal skills;
 - identify the role of each member of a team;
 - demonstrate appropriate attitudes towards peers, supervisors, and members of the general public;
 - demonstrate an understanding and a tolerance of values and opinions that are different from their own;
 - demonstrate an understanding of what constitutes ethical behaviour and practise courtesy in situations involving communication.

II. Listening, Viewing, and Reading Elements of Communication



Students will:

1. identify the important components of effective listening activities;

- given a series of communication situations, identify those that indicate listening and those that indicate hearing;
- simulate listening activities in which they differentiate between effective and ineffective listening techniques;
- identify potential barriers to effective listening and determine ways to overcome them;
- identify attitudes and habits that support positive listening;
- identify important prelistening conditions and activities;
- use a prepared form to identify relevant topics and main ideas in oral communications;

2. identify the important components of effective viewing activities;

- identify the intended audience for a variety of visual or non-verbal messages;
- identify the main ideas and important information in a wide variety of visually presented materials related to the world of work;
- interpret and follow pictorial instructions or directions;

3. identify the important components of effective reading;

- identify the importance of vocabulary skills to effective reading;
- practise vocabulary-building activities and use new vocabulary in meaningful contexts;
- demonstrate the use of different reading rates for such activities as scanning for interest, skimming for important components, and slowly and carefully reading for understanding and interest;
- read and react to different forms of written communication;
- read for instruction and direction;
- identify the main ideas and important facts in a wide variety of short, interesting reading materials.

III. Writing, Speaking, and Non-Verbal Elements of Communication



Students will:

1. describe and apply the components of effective writing;

- demonstrate an understanding of the importance of clarity, correctness, and level of language in a variety of communications;
- identify potential barriers to written communication and determine ways to overcome them;
- develop their writing ability by:
 - a) collecting data, organizing information, and using appropriate models to prepare first drafts of written materials;
 - b) sharing their drafts of written materials with other students in order to help them clarify ideas, supply or delete details, and rearrange or refine material;
 - c) preparing a revised draft of their written materials;
 - d) using appropriate reference materials to help them proofread and edit their drafts for accuracy, clarity, coherence, and maturity of expression;

2. describe and apply the components of effective speaking;

- identify a variety of speaking activities (e.g., participating in general conversations, making introductions, giving instructions, engaging in formal and informal conversations);
- identify potential barriers to spoken communication and determine ways to overcome them;
- identify the ways in which non-verbal communication contributes to or diminishes the effectiveness of public speaking;
- identify the importance of practice, appearance, facial expressions, quality of voice, posture, carriage, mannerisms, fluency, and tempo to effective speaking;
- participate in informal discussions and role-playing situations to practise speaking skills;

3. describe the importance of, and apply, non-verbal communication skills;

- identify the components of sender, message, and receiver in a variety of non-verbal communication situations;
- identify a variety of different forms of non-verbal communication and, using specific examples that include both verbal and non-verbal statements, determine the message being conveyed;
- identify the components of effective visual presentations (e.g., use of colour, clarity, neatness, appropriateness);
- identify potential barriers to effective non-verbal communication and determine ways to overcome them;
- prepare a variety of visual communications, such as advertising copy, diagrammed instructions, and announcements.

IV. Interpersonal Skills



Students will:

1. **demonstrate interpersonal skills in a variety of business or industry settings;**
 - role-play effective communications in a variety of business settings;
2. **describe various types of formal and informal business meetings;**
 - identify appropriate conduct at small, large, formal, and informal meetings;
 - describe effective formal meeting procedures and identify the responsibilities of the chairperson, the recorder, and the general membership at a meeting;
 - apply listening, reading, speaking, writing, and notemaking skills as part of a meeting function.

V. Business or Industry Applications



Students will:

1. **identify a variety of communication processes and formats used in business and industry;**
 - classify business communication activities according to whether they require formal or informal language;
 - prepare a variety of simple oral, written, and presentation activities designed for different audiences;
 - identify the importance of communicating through speech, writing, and non-verbal means in a manner that enhances the message;
2. **identify potential barriers to communication in work situations and determine appropriate ways to overcome them;**
 - use a sender-message-receiver model to describe a variety of effective work-related communications;

3. develop communication skills in the following areas of job search: * investigating job opportunities, making inquiries by telephone, writing letters of application, preparing personal résumés, completing application forms, preparing for job interviews, following up after an interview;

- consult newspapers and other publications, employment agencies, student guidance services, friends, and relatives to identify job opportunities;
- follow models of résumés and letters of application in preparing their job-application materials;
- anticipate questions and prepare responses for a specific job-interview situation;
- role-play interview situations;
- identify the importance of personal appearance and effective communication skills in a job interview;

4. develop speaking and listening skills for a variety of business and industry contexts;

- identify the importance of thinking during oral communication;
- determine the factors that assist or impede the flow and understanding of oral communication;
- identify the importance of effective speaking and listening in a variety of work-related situations, such as participating in an interview, giving instructions or directions, and presenting information to customers, fellow employees, and supervisors;
- describe important prespeaking activities, such as identifying the audience, organizing thoughts, rehearsing materials, controlling voice quality and projection, and paying attention to expression and appearance;
- assess the importance for a speaker of appearance, facial expression, voice quality, posture and carriage, mannerisms, fluency, and tempo;
- practise giving and receiving instructions, introducing visitors, participating in small- and large-group discussions, and using a telephone, tape-recorder, or public-address system;
- apply verbal and non-verbal communication skills in informal discussions and role-playing situations;
- organize and follow prepared formats for delivering a variety of work-related communications;
- differentiate among face-to-face, telephone, and telecommunication messages;
- give and receive telephone messages effectively;
- identify important prelistening activities for a variety of work-related situations;
- use prepared forms to detail relevant topics and main ideas in a variety of work-related oral communications;

*See also Ontario, Ministry of Education, *Basically Right*, Resource Guide, English, Intermediate and Senior Divisions (Toronto: Ministry of Education, Ontario, 1984).

5. develop reading and viewing skills for use in business or industry and apply them;

- identify the important components of effective reading or viewing in business or industry;
- practise identifying the main ideas and important components in a wide variety of visually presented materials that are related to the world of work;
- interpret and follow pictorial or diagrammed instructions or directions;
- read for detail, scan for important points, and proofread and edit for the publication or presentation of the final product;
- identify the importance of specialized vocabulary skills;
- read and react to various forms of communication, including charts, notes, letters, short reports, summaries, instructions, and directions designed for different business or industry audiences;
- read for interest, information, instruction, and direction and demonstrate an understanding of what they have read;
- demonstrate an ability to use reference sources commonly employed in business and industry, such as a telephone book, a postal-code directory, suppliers' catalogues, city directories, dictionaries, handbooks, tables of contents, and the indexes found in procedures manuals and technical texts;

6. develop writing skills for use in business or industry and apply them;

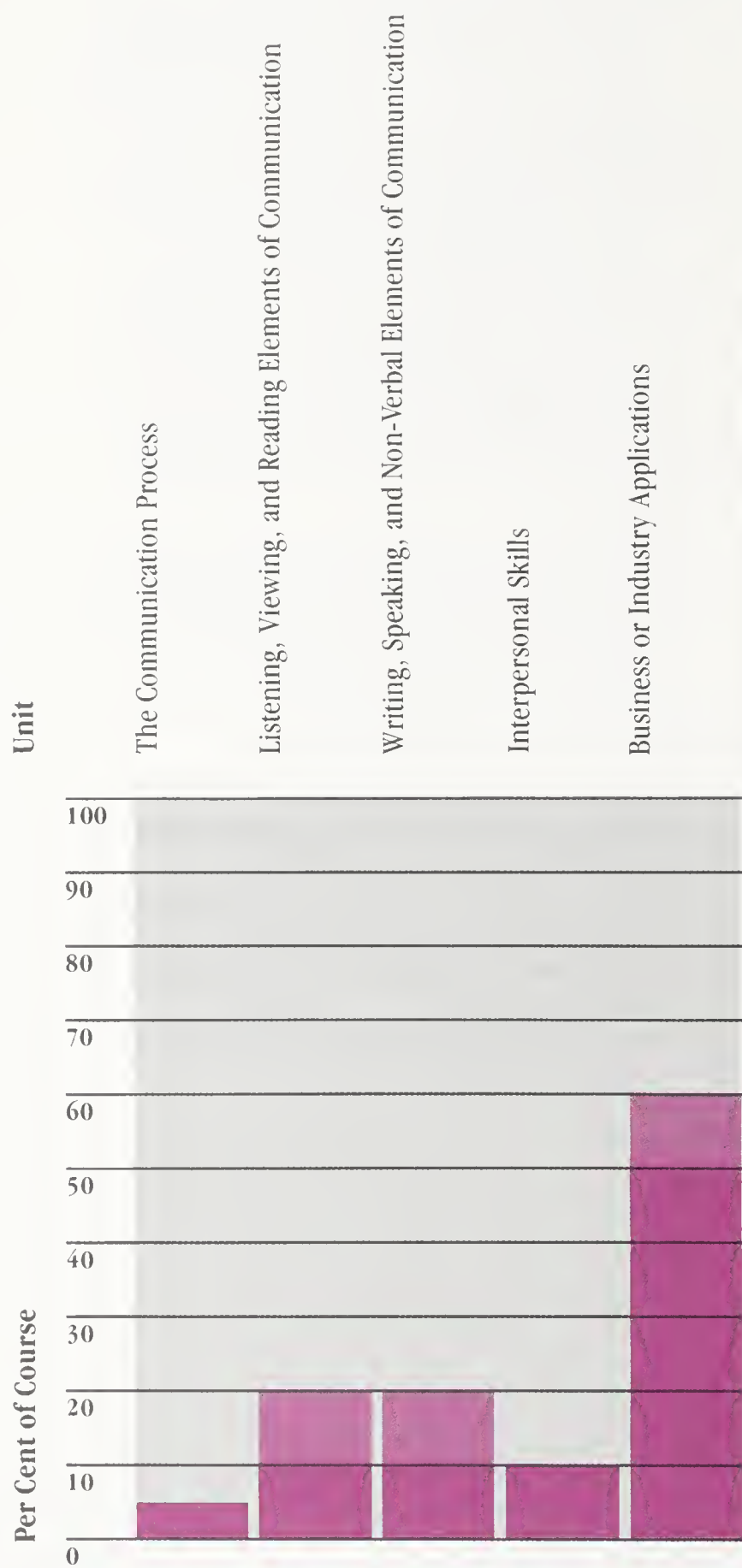
- differentiate between personal and business writing;
- use established procedures to write a variety of business or industry materials, including letters, summaries, records, short reports, and advertising copy;
- complete such business or personal forms as applications for employment, passports, birth certificates, social insurance, age-of-majority cards, driver's licences, and credit cards;
- prepare form letters, invoices, purchase orders, and statements of account;
- use word-processing equipment to produce a variety of writing assignments;

7. write a variety of short business or technical summaries;

- examine the format and purpose of a variety of formal reports, digests, and summaries and determine how materials such as charts, graphs, summaries, and audio-visual materials are used to support the information presented;

8. practise effective notemaking;

- use a prepared form to help them distinguish between main ideas and minor details in communications they read, listen to, or view;
- practise the skills required to clarify meaning and identify the principles of organization (e.g., simple listing, time order, cause and effect, comparison, order of importance);
- prepare accurate and legible notes from oral or written information.



Business English, General Level (BBS/EBS)

Introduction

Business English, General Level will provide students with opportunities to develop the communication skills required for success in a business or technical environment. Students may earn a maximum of one in-school credit in this course, for which two English credits are prerequisites. Opportunities for additional credits through the co-operative mode of delivery are available as authorized in section 5.11 of OSIS. Note that this course may form part of a school's business studies or English program. The credit earned may, at the student's discretion, be used as (a) a credit in business studies or (b) a credit in English. In addition, the credit earned may be counted as one of the eight required for a concentration in business studies. Students may use one business English credit as one of the five mandatory English credits required for an Ontario Secondary School Diploma.

Students should be provided with opportunities to:

- use language to obtain information, instruction, or direction in a work environment;
- increase their understanding of communication processes in the world of work by:
 - a) reading materials from current periodicals, journals, newspapers, and books that form part of the daily reading of the world of work;
 - b) analysing short passages from literature that represent models of effective communication;
 - c) viewing business transactions on videotape, on film, or in their local business community;
 - d) listening to representatives from the world of work speak about specific kinds of business or industry communications;
 - e) interacting in small work groups with students, teachers, and representatives from the local business community;
 - f) creating, revising, editing, and preparing in final form written business and industry communications;
- apply problem-solving or decision-making strategies to solve work-related communication problems in ways that reflect communication practices in the world of work;
- examine procedures designed to foster positive interaction between senders and receivers of communications;
- react to written, visual, and oral stimuli by expressing, both orally and in writing, their ideas, knowledge, feelings, interpretations, and instructions to other members of their class or in work-related groupings;
- grasp the essence of what is being said and carefully follow step-by-step directions;
- organize information, draw conclusions, and prepare appropriate communication responses, both orally and in writing;
- develop an awareness of and a respect for the rights and opinions of those who belong to social or cultural groups other than their own;

- assess the quality of their own communications and those of others in their working group and develop the ability to offer and accept constructive criticism in order to develop self-awareness, self-confidence, and improved work habits;
- demonstrate an appreciation of the importance of non-verbal communication in the total communication process;
- take pride in their accomplishments and demonstrate a sense of responsibility, self-confidence, self-discipline, initiative, and effective work habits.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this business English course at the general level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document, *Policy for Program Planning and Delivery*.

While it is useful to isolate reading, writing, speaking, thinking, listening, and viewing activities in order to help students identify and apply specific skills, it is essential for teachers to provide opportunities for students to integrate all of the communication skills. The teacher's role in this course is to emphasize the concepts that control effective communication, to provide activities that will develop students' skills, and to use practical business or technical applications to make the course relevant for students preparing to enter the working world.

Teachers should strive for a balance between structure and flexibility. Students should be aware of specific objectives and expectations for each class and should be encouraged to develop consistent, reliable work habits. At the same time, teachers should design lessons and communication activities that acknowledge the variety of skills, interests, and learning styles within each class. The fact that students learn in different ways should be reflected in the variety of approaches used in this course and in the selection of instructional materials at appropriate levels of difficulty.

Teachers can provide a learning environment conducive to the development of communication skills by:

- focusing on student strengths and encouraging students to use their experiences as a springboard for reading and writing activities related to particular assignments;
- emphasizing the practical application of each component of effective communication. Communication activities in a business English classroom should evolve from realistic business situations and should provide opportunities for students to recognize the vocational relevance of the learning activity;
- providing students with communication applications that are geared to their level of competency.

Students should be encouraged to develop and use their thinking skills throughout the course. The use of problem-solving models and related activities should help students to see alternative solutions to each communication problem and to organize and classify information effectively.

The use of a problem-solving model to provide a context for communication decisions will help students develop the skills required for effective questioning, predicting, synthesizing, and evaluating. All of these abilities are essential if students are to extend their language skills and be able to apply them effectively in the working world.

Teachers should encourage students to substantiate their opinions, engage in thoughtful discussions, and weigh alternatives to a variety of situations related to business communication.

Since students' communication competencies may vary widely in each class, teachers will have to assess individual strengths and weaknesses carefully when planning whole-class, small-group, and individual activities. A business English course at the basic level should be activity-based and should provide opportunities for student feedback after each activity. Students should be encouraged to monitor their own progress and to work to improve in those areas in which they are weak.

Teachers should teach the specific strategies that are used to obtain meaning from both print and non-print sources and should emphasize the similarities among them. They should begin with materials that are not too difficult for the students and proceed to those that present more challenge.

Oral tests, checklists, questionnaires, student-teacher interviews, peer and self-evaluation, student-designed tests, and short communication assignments are effective assessment vehicles for students in this program. Assessment instruments should be designed to add flexibility and diversity to the program. Short tests should be administered frequently to assess students' skill development and their understanding of individual communication concepts. Problems presented on tests and examinations should be practical and should be related directly to business or technical issues (e.g., questions might require students to apply concepts and skills to a new situation).

Individual student marks in this course should reflect students' development in both receptive and expressive communication skills, should be based on both product and process, and should reflect students' progress in group and individual formative and summative learning experiences, as well as performance-evaluation activities.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework

Unit	Per Cent of Course
I. The Communication Process	5
II. Listening, Viewing, and Reading Elements of Communication	10-20
III. Writing, Speaking, and Non-Verbal Elements of Communication	10-20
IV. Interpersonal Skills	10
V. Business or Industry Applications	50-60

Course Content

The main items of course content for each unit are outlined in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items outlined in bold face are core content.

I. The Communication Process



Students will:

1. **use a sender-message-receiver model to develop appropriate and effective communications;**
 - identify the sender, message, and receiver components in a variety of communications as well as the factors that assist or impede effective communication;
 - examine both the positive and negative effects on communication of environmental conditions; non-verbal factors, including body language; the attitudes of both senders and receivers; the clarity of the message; and the appropriateness of the level of the language used;
 - identify the importance of feedback in effective communication;
2. **classify a variety of communication activities and determine the appropriate use of formal and informal language;**
 - determine the appropriate level of language for a variety of communication intentions and audiences (e.g., job interviews, coffee breaks, telephone conversations, customer encounters, job-assignment instructions);
 - complete a variety of oral, written, and presentation activities designed for different audiences, using the appropriate level of language in each case;
3. **identify the importance of interpersonal communication skills;**
 - demonstrate within a group an understanding of dynamics and interpersonal skills;
 - identify the role of each member of a work team or committee (e.g., leader, recorder, group member);
 - design activities that will provide opportunities for students to demonstrate appropriate attitudes towards peers, supervisors, and members of the general public;
 - demonstrate an awareness and a tolerance of values that are different from their own;
 - demonstrate ethical behaviour and courtesy in a variety of communication simulations.

II. Listening, Viewing, and Reading Elements of Communication



Students will:

1. **identify the important components of effective listening activities;**
 - simulate listening activities in which they differentiate between effective and ineffective listening techniques;
 - identify potential barriers to effective listening and determine ways to overcome them;
 - practise effective listening skills in the classroom and in personal situations (e.g., eye contact with speaker, taking notes of key points);
 - listen to a variety of communication examples; detail relevant topics and main ideas; and identify organizational patterns (e.g., simple listing; time order; cause and effect; comparison or contrast; the sequencing of information from the general to the specific or vice versa; spatial order; order of importance);
 - differentiate between listening for information and listening to instructions;
 - follow the sequence of ideas in oral presentations and respond to the ideas by questioning, analysing, and evaluating;
 - listen to examples of well-delivered oral communications, noting the organization of the information presented, the technical devices used, and the impact of the message;
 - describe the effect on the message of a speaker's appearance, facial expressions, voice quality, posture, carriage, mannerisms, fluency, and tempo;
2. **interpret the message in a variety of viewing activities;**
 - identify the intended audience for a variety of visual or non-verbal messages;
 - identify the importance of careful observation in the viewing of visual presentations such as videos, movies, advertising copy, diagrams, pictures, and technical materials;
 - identify the main ideas and important information in a wide variety of visually presented materials related to the world of work;
 - interpret and follow pictorial instructions or directions;
 - interpret a variety of graphs and charts and list the reasons why each set of data was presented in the way it was;
 - using raw data, chart information on a graph;
 - identify the reasons for using charts and graphs to present certain kinds of information and to clarify the relationships among ideas;
3. **identify the important components of effective reading;**
 - use new vocabulary in meaningful contexts and identify the importance of vocabulary skills to effective reading;
 - using appropriate reading rates, scan for interest, skim for important components, and read slowly and carefully for understanding and interest;
 - read and react to different forms of written communication;
 - read for instruction and direction and demonstrate an understanding of instructions given.

III. Writing, Speaking, and Non-Verbal Elements of Communication



Students will:

1. describe and apply the components of effective writing;

- demonstrate an understanding of the importance of clarity, correctness, level of language use, format, and presentation in a variety of communication activities;
- identify potential barriers to written communication and determine ways to overcome them;
- determine the audience for and purpose of specific business or technical communications;
- read samples of well-written materials, from both business or industry and literature, to determine the kind of organization used, the technical devices employed, and the effect on the reader, as well as to identify models on which future communication assignments may be based;
- collect data, organize information, and use appropriate models to prepare first drafts of written materials;
- share drafts of written material with other students to help them clarify ideas, supply or delete detail, and rearrange or refine material;
- proofread and edit drafts to ensure accuracy, clarity, coherence, and maturity of expression;
- use appropriate reference materials to assist with proofreading activities;
- use word-processing equipment to produce a variety of communication assignments;

2. describe and apply the components of effective speaking;

- role-play a variety of speaking activities (e.g., engaging in formal and informal conversations, giving instructions, making introductions, participating in interviews, making telephone calls);
- identify potential barriers to spoken communication and determine ways to overcome them;
- assess the effect on a speaker's impact of appearance, facial expressions, quality of voice, posture, carriage, mannerisms, fluency, and tempo;
- using specific examples, determine the importance to oral communication of resonance, pitch, inflection, enunciation, pronunciation, tone, intonation, and tempo;
- develop strategies to improve conversations by analysing them, identifying strengths and weaknesses, noting potential problems, and suggesting improvements;
- identify the importance of listening in the oral communication process;
- organize information and present it orally in a manner that enhances communication;
- use a tape-recorder to practise public speaking;

3. describe the importance of, and apply, non-verbal communication skills;

- identify the components of sender, message, and receiver in a variety of non-verbal communication situations;
- describe a variety of non-verbal communications and determine both their effectiveness and whether or not they support what is being said verbally;
- identify the components of effective visual presentations (e.g., neatness, use of colour, clarity, appropriateness);
- identify potential barriers to effective non-verbal communication and determine ways to overcome them.

IV. Interpersonal Skills



Students will:

1. **demonstrate interpersonal skills in a variety of business or industry settings;**
 - describe how the decision-making process works within a group or an organization;
 - determine the advantages and the disadvantages of group decision making;
2. **describe a variety of meetings used to conduct business in the working world;**
 - identify appropriate conduct at small or large formal and informal meetings;
 - consult at least two sources of reference used in Canada to determine the procedures for conducting a meeting;
3. **describe effective formal meeting procedures and identify the responsibilities of the chairperson, the recorder, and the general membership at a meeting;**
 - identify a specific topic and prepare an agenda for a meeting that will deal with this issue;
4. **apply listening, reading, speaking, writing, and notemaking skills in a meeting;**
 - prepare the records (notes) for a brief businesslike meeting.

V. Business or Industry Applications



Students will:

1. **identify a variety of communication processes and formats used in business and industry;**
 - classify business communication activities to determine the appropriate use of formal and informal language;
 - prepare a variety of oral, written, and presentation activities designed for different audiences;
 - identify the importance of speaking, writing, and presenting non-verbal communications in a manner that enhances the message and a company's image;
2. **determine from a variety of sources and situations (e.g., job interviews, coffee breaks, telephone calls, customer encounters, job-assignment instructions, performance reviews) the factors that assist or impede effective communication;**
 - identify potential barriers to communication in work situations and determine appropriate ways to overcome them;
 - use a sender-message-receiver model to develop a variety of appropriate work-related communications;

3. develop communication skills in the following areas of job search: * investigating job opportunities, making inquiries by telephone, writing letters of application, preparing personal résumés, completing application forms, preparing for job interviews, following up after an interview;

- consult newspapers and other publications, employment agencies, student guidance services, friends, and relatives to identify job opportunities;
- follow models of résumés and letters of application in preparing their job-application materials;
- anticipate questions and prepare responses for a specific job interview;
- role-play interviews;
- assess the importance of personal appearance and communication skills in a job interview;

4. develop speaking and listening skills in a variety of business and industry contexts;

- using specific examples, determine the importance of thinking in oral communication;
- predict, assess, and draw conclusions while listening to a speaker;
- describe the factors that assist or impede the flow and understanding of oral communication;
- assess the importance of effective speaking and listening in a variety of work-related situations, such as participating in an interview, giving instructions or directions, and presenting information to customers, fellow employees, and supervisors;
- determine important prespeaking activities (e.g., identifying the audience, organizing thoughts, rehearsing materials, controlling voice quality and projection, paying attention to expression and appearance) for a variety of work-related situations;
- assess the importance of a speaker's appearance, facial expression, voice quality, posture and carriage, mannerisms, fluency, and tempo;
- practise giving and receiving instructions, introducing visitors, participating in small- and large-group discussions, and using a telephone, tape-recorder, or public-address system;

- apply verbal and non-verbal communication skills in informal discussions and role-playing situations;
- organize and follow prepared formats for delivering a variety of work-related communications;
- differentiate among the skills required for face-to-face, telephone, and telecommunication messages;
- give and receive effective telephone messages;
- identify the importance of effective listening in a variety of work-related situations, such as participating in an interview, receiving instructions, giving directions, and learning about new products or procedures;
- identify important prelistening activities for a variety of work-related situations (e.g., taking telephone messages, receiving instructions, taking minutes or notes);
- use prepared forms to detail relevant topics and main ideas in a variety of work-related oral communications;

5. develop reading and viewing skills for use in business or industry and apply them;

- identify the important components of effective reading or viewing for business or industry;
- read material several times to clarify meaning and to identify the principles of organization;
- practise identifying the main ideas and important components in a wide variety of visually presented materials;
- interpret and follow pictorial or diagrammed instructions or directions;
- read for detail, scan for important points, and proofread and edit for the publication or presentation of a final product;
- identify the importance of specialized vocabulary skills;
- read and react to a variety of forms of communication (including charts, memoranda, letters, reports, summaries, instructions, and directions) that are designed for different business or industry audiences;

*See also Ontario, Ministry of Education, *Basically Right*, Resource Guide, English, Intermediate and Senior Divisions (Toronto: Ministry of Education, Ontario, 1984).

- read a variety of materials for interest, information, instruction, or direction and demonstrate an understanding of what they have read;
- demonstrate an ability to use reference sources commonly employed in business and industry, such as a telephone book, a postal-code directory, suppliers' catalogues, city directories, dictionaries, handbooks, tables of content, and the indexes found in procedures manuals and technical texts;

6. develop and apply writing skills for use in business or industry;

- differentiate between personal and business writing;
- use established procedures to write a variety of business or industry materials, including memoranda, letters, summaries, records, reports, and advertising copy;
- complete such business or technical forms as applications for employment, passports, birth certificates, social insurance, age-of-majority cards, driver's licences, and credit cards;
- prepare form letters, invoices, purchase orders, and statements of account;
- identify the importance of clarity, correctness, and the level of language used in written communication;
- use word-processing and other computer software to produce business or industry materials;

7. prepare a variety of short business or technical reports;

- identify the activities that must precede the writing of a business report. These include:
 - a) following a problem-solving model to determine the purpose of the report or the central problem or issue, to collect appropriate information or background data, to arrive at alternative solutions, to select a solution, and to evaluate it;
 - b) locating appropriate sources of information;
 - c) making use of the services of resource personnel;
 - d) examining established models for similar reports;
 - e) selecting supporting materials, such as charts, graphs, summaries, and audio-visual materials;

- examine the format and purposes of a variety of formal reports, digests, and summaries;
- apply the following steps to the preparation of reports, progressing from short one-page reports to two- or three-page reports that include a title page, a table of contents, footnotes, and a bibliography:
 - a) use a problem-solving model to determine the purpose of the report, collect data, formulate conclusions or recommendations, and select an appropriate model for their reports;
 - b) write an outline that arranges the information according to main points and details in logical order;
 - c) write a rough draft;
 - d) work in small groups to revise and edit this draft;
 - e) prepare a final copy;
 - f) proofread the final copy;
- prepare a report using a word-processing program;

8. practise effective notemaking activities;

- explain the importance of notemaking and summarizing in specific contexts (e.g., to extend memory, organize thoughts, gather information, review, summarize);
- use effective listening or reading techniques to help them identify main ideas and minor details in communications they read, listen to, or view;
- identify the major methods of communication (e.g., mail, telecommunications, telephone, television, newspapers, periodicals) and the types of information that they transmit;
- practise identifying main ideas, related details, and specific conclusions in speeches, lectures, films, television or radio broadcasts, telephone conversations, newspapers, magazines, reports, and library resource materials;
- write notes and summaries based on oral and written presentations.

Unit

The Communication Process

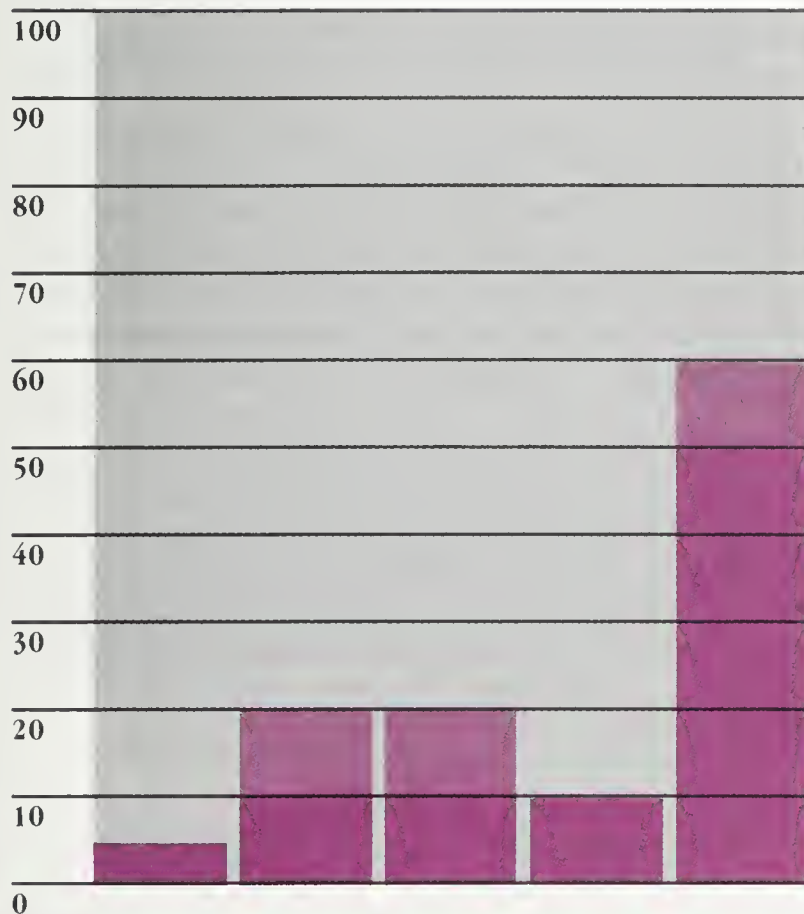
Listening, Viewing, and Reading Elements of Communication

Writing, Speaking, and Non-Verbal Elements of Communication

Interpersonal Skills

Business or Industry Applications

Per Cent of Course



Business English, Advanced Level (BBS/EBS)

Introduction

Business English, Advanced Level will provide students with opportunities to communicate effectively in business or technical contexts. This course is appropriate preparation for further education in a postsecondary institution. Students may earn a maximum of one in-school credit in this course, for which two English credits are prerequisites. Opportunities for additional credits are available through the co-operative mode of delivery as authorized in section 5.11 of OSIS. Note that this course may form part of a school's business studies or English program. The credit earned may, at the student's discretion, be used as (a) a credit in business studies or (b) a credit in English. In addition, the credit earned may be counted as one of the eight required for a concentration in business studies. Students may use one business English credit as one of the five mandatory English credits required for an Ontario Secondary School Diploma.

Students should be provided with opportunities to:

- use language to communicate effectively in business situations, assessing the needs of the sender and the receiver and organizing the message and the delivery to obtain the desired effect;
- increase their understanding of communication processes in the world of work by:
 - a) analysing business or technical issues that they read about in current periodicals, journals, newspapers, and books that form part of the daily reading of the world of work;
 - b) viewing business interactions on videotape, on film, or in their local business community;
 - c) listening to discussions by representatives from the world of work about specific kinds of business or industry communications;
 - d) interacting in small work groups that include students, teachers, and representatives from the local business community;
 - e) creating, revising, editing, and preparing in final form written business and industry communications;
- use problem-solving or decision-making strategies to help them think critically, organize information effectively, and draw appropriate conclusions about work-related issues;
- assess different ways to develop and use procedures to foster positive interaction between senders and receivers of communications;
- react to written, visual, and oral stimuli by expressing, both orally and in writing, their ideas, knowledge, feelings, interpretations, and instructions to other members of their class or in work-related groupings;
- organize information, draw conclusions, and prepare appropriate communication responses, both orally and in writing;
- evaluate a variety of communication forms used in a business or technical environment and select appropriate vehicles for the expression of their thoughts;
- analyse short passages from literature that are models of effective communication;
- assess a variety of samples of effective business or technical communications to determine the kinds of technical devices employed and the degree of conciseness of language used to elicit a particular response from the receiver and apply these devices in their business or technical communications;

- develop an awareness of and a respect for the rights and opinions of those who belong to social or cultural groups other than their own;
- assess the quality of their communication abilities and that of others in a group and develop the ability to offer and accept constructive criticism to help them develop self-awareness, self-confidence, and improved work habits;
- demonstrate an appreciation of the importance of non-verbal communication in the total communication process;
- take pride in their accomplishments and demonstrate a sense of responsibility, self-confidence, self-discipline, initiative, and effective work habits.

Teaching and Assessment Strategies

The teaching and assessment strategies included here are specific to this business English course at the advanced level and are suggested in addition to the general strategies for teaching and for evaluating student achievement outlined in the introduction to this program and in the business studies policy document, *Policy for Program Planning and Delivery*.

While it is useful to isolate reading, writing, speaking, thinking, listening, and viewing activities in order to help students identify and apply specific skills, it is essential for teachers to provide opportunities for students to integrate all of these skills. The teacher's role in this course is to emphasize the concepts that control effective communication in business or industry and to provide activities that will help students to develop and refine their communication skills.

The teacher should help students to use established organizational patterns and problem-solving models and to make effective communication decisions. Students should be encouraged to develop and use their thinking skills throughout the course, substantiate their opinions, engage in thoughtful discussions, and weigh alternatives to a variety of challenging situations related to business communication.

The use of a problem-solving model to provide a context for communication decisions and a structure for research will help students develop the skills required for effective questioning, predicting, synthesizing, and evaluating. All of these abilities are essential if students are to extend their language skills and to deal independently with the communication situations that they will encounter both at the postsecondary level and in the world of business and technology.

Teachers should teach specific strategies for obtaining meaning from both print and non-print sources and should emphasize the similarities among them. Materials should include examples of effective communication from literature and from business or industry sources. Students should be striving towards understanding and using a mature vocabulary, complex organizational patterns, and increasingly difficult concepts. In choosing print and non-print sources, teachers must be aware of the specific objectives towards which students are working. They must choose well-prepared and effective materials that will lead students to develop increasingly more sophisticated communication skills.

Individual student marks in this course should reflect students' development in both receptive and expressive communication skills, should be based on both product and process, and should reflect progress in group or individual formative and summative learning experiences, as well as performance-evaluation activities.

Students taking this advanced-level course should be required to maintain a high standard in all their activities. The evaluation of written work should reflect both process and product and should be based on content, organization or format, style, and mechanics. Students should be expected to use appropriate vocabulary and a pleasing variety of sentence structures, as well as to follow the principles of the format or organizational pattern that they are using. Oral presentations should be judged on content, organization, fluency, pacing, voice quality, articulation, volume, and tone. In group work students' speaking and listening skills, as well as their interaction within the group, can be observed and assessed.

The application of the communication and inquiry models and the many strategies learned throughout the course lend themselves to a problem-solving approach, and such an approach should be an important component of assignments, tests, and examinations at the advanced level. An important component of summative evaluation will be the application of concepts and skills to new situations.

Test items should be based on business or technical situations and should challenge students to organize and present information in a clear, concise, and appropriate manner.

The following table outlines the core units of content for the course and the percentage of class time and relative emphasis for evaluation purposes that should be allocated to each unit. Note that the sequencing of units is left to the discretion of the teacher. The percentages suggested here allow for the inclusion of optional material of local interest within each unit or as an additional unit.

Suggested Time and Evaluation Framework	
Unit	Per Cent of Course
I. The Communication Process	5
II. Listening, Viewing, and Reading Elements of Communication	10-20
III. Writing, Speaking, and Non-Verbal Elements of Communication	10-20
IV. Interpersonal Skills	10
V. Business or Industry Applications	50-60

Course Content

The main items of course content for each unit are outlined in bold-face type. Each of these is followed by more specific learning opportunities that relate to the main item of content. Note that all of the items outlined in bold face are core content.

I. The Communication Process



Students will:

1. **assess the interaction of the factors that affect communication and develop appropriate and effective communications;**
 - identify the factors that assist or impede effective communication;
 - examine the negative and positive effects on communication of environmental conditions; non-verbal factors, including body language; the attitudes of both senders and receivers; the clarity of the message; and the appropriateness of the level of the language used;
 - identify the importance of feedback in effective communication;
2. **choose the appropriate level of language, diction, sentence structure, and format for both the communication situation and the audience or receiver;**
 - complete a variety of oral, written, and presentation activities designed for different audiences, using the appropriate level of language in each case;

3. **demonstrate an understanding of effective group dynamics and interpersonal skills;**

- identify the role of each member of a work team or committee and simulate an effective group-work activity;
- design activities that will provide opportunities for them to demonstrate appropriate attitudes towards peers, supervisors, and members of the general public;
- demonstrate an awareness and a tolerance of values that are different from their own;
- display ethical behaviour and courtesy in a variety of communication simulations.

II. Listening, Viewing, and Reading Elements of Communication



Students will:

1. **identify the important characteristics of effective listening;**
 - determine effective listening techniques;
 - identify potential barriers to effective listening and determine ways to overcome them;
 - differentiate between listening for information and listening to instructions;
 - practise effective listening skills in the classroom and in personal situations;
 - listen to a variety of examples of oral communication and paraphrase, summarize, or critique each presentation;
 - follow the sequence of ideas in oral presentations and respond to them by questioning, analysing, and evaluating;
 - listen to examples of well-delivered oral communications, noting the organization of the information presented, the technical devices used, and the impact of the message;
 - describe the effect on the message of a speaker's appearance, facial expressions, voice quality, posture, carriage, mannerisms, fluency, and tempo;
2. **interpret the message in a variety of viewing activities;**
 - assess the importance of observing and discerning carefully when viewing visual presentations, such as videos, movies, advertising copy, diagrams, pictures, and technical materials;
 - identify the main ideas and important information in a wide variety of visually presented materials;
 - interpret and follow pictorial instructions or directions;
 - interpret a variety of graphs and charts and list the reasons why each set of data was presented in the way it was;
 - using raw data, prepare written summaries that include supporting information shown on a chart or a graph;
 - use a computer spreadsheet or graphics program to produce a graph or chart;
 - assess the importance of using charts and graphs to present certain kinds of information;
3. **apply the important components of effective reading;**
 - use new vocabulary in meaningful contexts;
 - using appropriate reading rates, scan for interest, skim for important components, and read slowly and carefully for understanding and interest.

III. Writing, Speaking, and Non-Verbal Elements of Communication



Students will:

1. **present a variety of well-written materials that are directed to different audiences and that use different formats and levels of language;**
 - demonstrate an understanding of the importance of clarity, correctness, level of language use, format, and presentation in a variety of communication activities;
 - identify potential barriers to written communication and determine ways to overcome them;
 - determine the audience for and the purpose of specific business or technical communications;
 - read samples of well-written materials to determine the kind of organization used, the technical devices employed, and the effect on the reader, as well as to identify models on which future communication assignments may be based;
 - collect data, organize information, and follow appropriate models to prepare first drafts of written materials;
 - share drafts of written material with other students to help them clarify ideas, supply or delete detail, and rearrange or refine material;
 - proofread and edit drafts to ensure accuracy, clarity, coherence, and maturity of expression;
 - use appropriate reference materials to assist them with proofreading activities;
 - use word-processing equipment to prepare drafts of, edit, and produce various business or technical communications;
2. **describe and apply the components of effective speaking;**
 - prepare a book review on a book they have read dealing with contemporary business or technical issues;
 - identify potential barriers to spoken communication and determine ways to overcome them;
 - assess the effect on a speaker's impact of his/her appearance, facial expressions, quality of voice, posture, carriage, mannerisms, fluency, and tempo;
 - determine the importance to oral communication of resonance, pitch, inflection, enunciation, pronunciation, tone, intonation, and tempo;
 - develop strategies to improve conversations by analysing them, identifying strengths and weaknesses, noting problems, and suggesting improvements;
 - identify the importance of listening to oral communication;
 - organize and present information orally in a manner that enhances communication;
 - use a tape-recorder to practise public speaking;
3. **assess the effect of non-verbal communication in a variety of business or technical communication simulations;**
 - identify the components of sender, message, and receiver in a variety of non-verbal communication situations;
 - describe a variety of different forms of non-verbal communication and, using specific examples that include both verbal and non-verbal statements, determine the message being conveyed;
 - identify the components that make up effective visual presentations (e.g., neatness, clarity, use of colour, appropriateness);
 - identify potential barriers to effective non-verbal communication and determine ways to overcome them.

IV. Interpersonal Skills



Students will:

1. **demonstrate interpersonal skills in a variety of business or industry settings;**
 - simulate the decision-making process in a small-group situation;
 - determine the advantages and the disadvantages of group decision making;
2. **describe a variety of meetings used to conduct business in the working world;**
 - identify appropriate conduct in small or large formal and informal meetings;
 - consult at least two reference books used in Canada to determine the procedures for conducting a meeting;
3. **describe effective formal meeting procedures and identify the responsibilities of the chairperson, the recorder, and the general membership at a meeting;**
 - identify a specific topic and prepare an agenda for a meeting that will deal with this issue;
 - take notes at the meeting and prepare a set of concise and accurate minutes;
 - identify and apply debating strategies.

V. Business or Industry Applications



Students will:

1. **identify a variety of communication processes and formats used in business and industry;**
 - originate a variety of oral, written, and presentation activities designed for different business or technical audiences;
 - identify the importance of speaking, writing, and presenting non-verbal communications in a manner that enhances the message and a company's image;
2. **use a wide variety of sources and situations (e.g., job interviews, formal and informal meetings, letters, memoranda, performance appraisals, client or supervisor encounters) to determine the factors that assist or impede effective communication in the business world;**
 - identify potential barriers to communication in work situations and determine appropriate ways to overcome them;
 - use a sender-message-receiver model to develop a variety of appropriate work-related communications;

3. participate in activities designed to develop the communication skills required for a successful job or career search;

- consult newspapers and other publications, employment agencies, student guidance services, friends, and relatives to identify job opportunities;
- follow models of résumés and letters of application in preparing their job-application materials;
- anticipate job-interview questions and prepare an interview model;
- role-play interview situations;
- identify the importance of personal appearance and effective communication skills in a job-interview situation;

4. apply effective speaking and listening skills in a variety of business and industry contexts;

- assess the importance of thinking in oral communication;
- predict, assess, and draw conclusions while listening to a speaker;
- assess the factors that assist or impede the flow and understanding of oral communication;
- describe the importance of effective speaking and listening in a variety of work-related situations, such as participating in an interview, giving instructions or directions, and presenting information to customers, fellow employees, and supervisors;
- assess important preparatory activities for a variety of speaking situations (e.g., identifying the audience, organizing thoughts, rehearsing materials, controlling voice quality and projection, paying attention to expression and appearance);
- identify the importance of a speaker's appearance, facial expression, voice quality, posture and carriage, mannerisms, fluency, and tempo;
- participate in informal discussions and role-playing situations and apply effective verbal and non-verbal communication skills;
- organize and follow prepared formats for delivering a variety of work-related communications;
- differentiate among the skills required for face-to-face, telephone, and telecommunication messages;
- identify the importance of effective listening in a variety of work-related situations (e.g., participating in an interview, receiving instructions, giving directions, learning about new products or procedures);

- identify important preparatory activities for a variety of work-related listening situations;
- use prepared forms to detail relevant topics and main ideas in a variety of oral communications;

5. develop and apply reading and viewing skills for use in business or industry;

- identify the important components of effective reading or viewing;
- practise identifying the main ideas and important components in a wide variety of visually presented materials;
- interpret and follow pictorial or diagrammed instructions or directions;
- read for detail, scan for important points, and proofread and edit for the publication or presentation of a final product;
- assess the importance of specialized vocabulary skills and prepare lists of vocabulary specific to two or three industry areas of interest to them;
- interpret a variety of different forms of communication (including charts, memoranda, letters, reports, summaries, instructions, and directions) that are designed for different business or industry audiences;
- use reference sources commonly employed in business and industry, such as a telephone book, a postal-code directory, suppliers' catalogues, city directories, dictionaries, handbooks, tables of contents, and indexes found in procedures manuals and technical texts;

6. develop and apply effective writing skills for use in business or industry;

- analyse a minimum of two business reports (e.g., consumer, financial, demographic, research, tender/brief, proposal, or laboratory reports) to determine the purpose and format of a variety of business reporting models;
- use established procedures to write a variety of business or industry materials, including memoranda, letters, summaries, records, reports, and advertising copy;
- identify the importance of clarity, correctness, and the level of language used in written communication;

7. using appropriate procedures for effective writing, prepare a variety of short business or technical reports, following an established model for a business report based on research information;

- use a problem-solving model to determine the purpose of the report, to collect data, to formulate conclusions or recommendations, and to select an appropriate model for their reports;
- write an outline that arranges the information according to main points and details in logical order;
- write a rough draft of their reports;
- work in small groups to revise and edit their drafts;
- prepare final copies of their reports;
- proofread the final copies of their reports;
- use word-processing or text-editing equipment to prepare rough drafts and to edit and produce the finished copies of their reports;
- use computer spreadsheet and graphics programs to produce various types of support material to explain or enhance business communications;
- examine the format and purposes of a variety of formal reports, digests, and summaries;

8. write notes on and summaries of oral and written communications (e.g., speeches, lectures, films, television and radio programs, telephone calls, magazine and periodical articles, reports, and articles in textbooks);

- explain the purpose of notemaking in specific contexts (e.g., to extend memory, organize thoughts, gather information, review, summarize);
- use effective listening or reading techniques to help them identify main ideas and minor details in communications they read, listen to, or view;
- identify the major methods of communication (e.g., mail, telecommunications, telephone, television, newspapers, periodicals) and the types of information that they transmit;
- practise identifying main ideas, related details, and specific conclusions in speeches, lectures, films, television or radio broadcasts, telephone conversations, newspapers, magazines, reports, and library resource materials;
- write notes and summaries based on oral and written presentations;

9. apply their problem-solving skills to a debate of a current business issue and prepare an organizational plan outlining their reactions;

- sequence an argument according to the rules of debating;
- assess the importance of critical listening by refuting or countering arguments in the debate;
- summarize salient points and present them in a convincing manner, using an effective, substantiated concluding statement.

