GPN Curriculum Overview
(English)

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)

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