Communication orale en anglais

604-BVD-05

Instructor's Lesson Notes Handbook

An 18-Week Course for Bureautique, Comptabilite et Coordination Bilingue (Formation Continue)

Developed with reference to the pedagogical framework of the new ministerial competencies

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Preface

Teaching oral communication at the college level asks something different of students than a traditional grammar or writing course. Success here is not measured by a well-organised paragraph on a page, but by what a person can actually do with spoken English in front of another human being: welcome a stranger, calm an upset customer, explain a task clearly, or hold a conversation that goes somewhere. This handbook was developed to support instructors teaching Communication orale en anglais (604-BVD-05), the second English course in the Bureautique, comptabilite et coordination bilingue program.

This course sits within Formation continue rather than Formation generale, which means it follows its own official ministerial devis (competency code 00V1, "Communiquer oralement en anglais"), separate from the ALS sequence used in the general English courses. The six official elements of this competency, welcoming a visitor, handling telephone calls, maintaining a business conversation, handling a complaint, delivering a presentation, and transmitting information and directives, form the backbone of every week in this handbook and are named explicitly wherever they apply.

At the same time, this handbook has been deliberately built to reflect the pedagogical spirit of the new ministerial competencies currently being implemented across Quebec ALS and FLS programs through the Ensemble pour la reussite initiative, even though this specific course predates and sits outside that reform's formal scope. Where useful, each week frames its central task using the approche actionnelle: students are treated as social actors who use English to accomplish a real task, for a real audience, in a real context, producing a concrete outcome, rather than as students completing a decontextualised drill. A short section immediately following this preface explains this choice and its scope in more detail, so that instructors understand exactly what has been adapted and why.

Every week in this handbook follows a consistent structure: why the week matters and which competency element it targets, learning objectives, clearly defined new vocabulary with at least two examples each, a two-class lesson plan with timing, a model dialogue or passage, a language focus section, an authentic communicative task, practice exercises with a suggested answer key, and instructor notes drawn from

common classroom experience. Where a short, freely available video usefully supports a week's theme, a genuine working link has been included.

It is my hope that this handbook offers not only a practical week-by-week teaching script, but also a coherent picture of how a competency-based, task-driven oral communication course can prepare students for confident, professional spoken English in the workplace they are about to enter.

Integrating the New Ministerial Competencies: Scope and Approach

Why This Section Matters

Since 2024, the Ministere de l'Enseignement superieur has been implementing new competencies (les nouvelles competences) for Anglais langue seconde (ALS) and Francais langue seconde (FLS) courses within Formation generale, supported by the Ensemble pour la reussite resource hub developed through the Entente Canada-Quebec. Communication orale en anglais (604-BVD-05) is a Formation continue course with its own separate, currently unchanged devis (competency code 00V1). This handbook does not alter the official competency, its elements, or its performance criteria, since these remain the ministerial standard the course must meet. What this handbook does is apply the reform's pedagogical philosophy, which the Ministere itself presents as adaptable good practice rather than a mandated method restricted to ALS courses, to enrich how each week is taught.

Four Principles Drawn from the New Competencies

The following four ideas, drawn directly from the Comprendre and Adapter sections of the Ensemble pour la reussite resource hub, recur throughout this handbook:

- **Communication over content and correction.** The new competencies privilege communication, process, learning progression, and learner autonomy over an exclusive focus on content mastery and grammatical correction. Every week in this handbook builds toward a spoken outcome, with grammar and vocabulary presented as tools that serve that outcome rather than as ends in themselves.
- **The approche actionnelle.** Learners are positioned as social actors who use language to accomplish meaningful tasks, tied to a real or realistic audience, purpose, context, and concrete outcome. Each week in this handbook includes an "Authentic Task" section, framed explicitly in these terms, that goes beyond a simple communicative exercise.
- **Experiential learning: action, reflection, and reinvestment.** Learning develops through cycles of action, reflection, self-regulation, and reinvestment, where a skill practised once is deliberately revisited later in a more complex or integrated form. Week 15 of this handbook (Integrated Communication Tasks) is built directly around this cycle, and the Week 16 review week uses student reflection from Week 15 to target instruction.