ENGLISH IN YOUR FIELD OF STUDY

Lesson Notes: Instructor's Handbook

Formation générale propre | Level III

Communicating in English on Topics Related to One's Field of Study

Quebec CEGEP | Competency-Based Approach (CBA)

Core Competency

"To communicate with ease in English on topics related to one's field of study, using appropriate reading, writing, listening, and speaking strategies."

Weeks 1 to 15: The Complete Fifteen-Week Semester

Prepared by:

Didimus Zencha Ayeseh, M.A., M.Ed., LL.B., DIPES II, DIPESS I

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Preface

This Instructor's Handbook was developed to support the teaching of English in Your Field of Study, the course in which students explore English through the lens of their own field of study or dream job. According to the official program, English in Your Field of Study is the program-specific version of the second required Formation Generale English course at the CEGEP level.

Students who arrive in this course can already build a three-part paragraph, ask basic questions, and use the four principal verb tenses from that first course. This handbook does not re-teach those foundations from zero. Instead, it revises them briskly in the early weeks and then pushes students toward more demanding, field-specific tasks: evaluating the credibility of a source, citing that source correctly, summarising it accurately, and using it as evidence in a structured expository essay and oral presentation.

The defining feature of English in Your Field of Study is its orientation toward the student's programme of study or intended career. Every comprehension homework, every vocabulary list, and every presentation topic is anchored in the student's own field. This gives the course an authenticity that a generic English class cannot offer, but it also means the instructor must be flexible, since thirty students may bring thirty different fields into the same classroom on the same day.

As with the previous companion handbook for 604-102-MQ, every lesson in this document is built around the Competency-Based Approach (CBA) required by the Ministère de l'Enseignement supérieur du Québec, and every activity is mapped to either the Production dimension (speaking and writing, 60%) or the Reception dimension (listening and reading, 40%) of the course's central competency. The double-threshold rule applies here as it does across the Formation Generale English sequence: both dimensions must independently reach 60%, and the overall course grade must also reach 60%.

This handbook now covers the complete fifteen-week semester, Weeks 1 through 15. That spans Stage 1 (orientation and diagnostic), Stage 2 (research skills, summary writing, presentation structure, essay writing, reading strategies, grammar, and the Mid-Term Speaking Exam), Stage 3 (revision strategies, diversity, equity, and inclusion discussions, further grammar consolidation, the Mid-Term Writing Exam, and the Listening Homework), and Stage 4 (the Final Project Proposal, the Final Writing Exam,

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the Final Speaking and Interaction Exams, and the Integrated Reading and Listening Exams that close the course).

Each week follows a consistent structure: an At a Glance summary, a statement of why the week matters within the competency framework, clear learning objectives, a three-class lesson plan with timing, full grammar or skills instruction with examples, at least one classroom activity, a practice exercise with an answer key, a short list of Teacher Notes addressing common French first-language (L1) interference errors, and a hyperlink to a short, freely available video that reinforces the week's key skill. Icons, tables, and simple charts are used throughout to make the material easy to scan during class preparation and during the lesson itself.

It is my hope that this handbook proves as practical and reliable a companion for English in Your Field of Study as the equivalent handbook has been for 604-102-MQ, supporting confident, well-prepared teaching across the full fifteen-week semester.

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How to Use This Handbook

Read the At a Glance box at the top of each week first. It tells you the stage, the number of contact hours, and whether a graded evaluation is due.

Follow the three-class lesson plan in order. Timings are suggestions for a 150-minute week (three 50-minute periods) and can be compressed or stretched to match your own timetable.

Grammar sections are written for direct classroom use. You can project or read them aloud; example sentences are ready to copy onto the board.

Every Practice box includes an Answer Key so that you can correct in class without extra preparation.

Teacher Notes flag the errors most commonly caused by transfer from French (L1 interference). Use these to anticipate mistakes before students make them.

Each week links to one short YouTube video. These are optional but useful for flipped-classroom homework, for absent students, or for students who want extra reinforcement.

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