Advanced English for Professional and Academic Communication

Instructor's Handbook

Niveau IV - Très Avancé | Pondération 2-1-3

Teaching Nuanced Communication Across Field-Specific, Academic, and Professional Discourse

Instructor's Lesson Notes: Weeks 1 to 15 (Complete Course)

Aligned with the New Ministère de l'Enseignement supérieur Framework (Devis ministériel)

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Preface

Teaching English at the college level to students at the very advanced level requires a different posture from teaching at earlier stages. By Niveau IV, students already communicate with reasonable ease. The task now is to help them communicate with nuance: to choose register deliberately, to move fluidly between everyday and technical discourse, and to produce writing and speech that a specialist and a non-specialist could both follow. This handbook was developed to support instructors delivering Advanced English for Professional and Academic Communication, the Formation générale propre course for students at the Très Avancé level in the Ministère de l'Enseignement supérieur du Québec English as a Second Language sequence.

This course proceeds directly from the foundation built in the Language and Culture lesson notes. Where language and culture developed the four integrated skills of listening, speaking, reading, and writing around social, cultural, and literary themes at the advanced level, Advanced English for Professional and Academic Communication assumes that foundation is in place and pushes students toward a fifth, distinguishing competency: moving between French and English sources with precision. This course pairs, in the Ministère's own devis, with the common-sequence course culminating in 604-103-MQ, and it is the discipline-specific course that students take once they have reached the Très Avancé level. Instructors coming from the 604-102-MQ classroom will recognise the pedagogical DNA of this handbook: the same competency-based scaffolding, the same three-part paragraph and essay habits, the same emphasis on authentic texts, now extended into field-specific and language-to-language work.

The central competency for this course, as stated in the ministerial devis, is to communicate in English in a nuanced way across different forms of discourse (communiquer en anglais de façon nuancée dans différentes formes de discours). Four skill areas carry this competency forward: Speaking, Reading, Writing, and a fourth area unique to this level, Language to Language, in which students express ideas in English drawing on source material written in French. This last skill area distinguishes this course from every course that precedes it in the sequence and deserves careful, explicit attention throughout the semester.

This handbook combines curriculum planning, language pedagogy, classroom practice, and assessment into a single resource, exactly as the other handbooks did. Every lesson promotes the integration of all four skills while pushing students toward

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increasingly sophisticated productive tasks: an infographic that must be visually clear and linguistically precise, a midterm oral presentation grounded in bilingual source material, and a final video project that functions as a piece of professional communication in the student's own field of study.

Special attention has been given in these notes to three threads that run across the first five weeks and resurface for the rest of the semester. The first is register: students at this level must recognise and control formal, neutral, and informal English deliberately rather than by instinct. The second is precision in verb grammar, including the passive voice and modal perfects, both of which allow nuanced, hedged, and professional expression. The third is the French-English interface itself: code-switching, false cognates, and gallicisms, which become genuine liabilities in written English once a student's vocabulary is sophisticated enough that a slipped calque no longer sounds like a beginner's mistake but like a careless one.

Although developed specifically for the Cégep level, the pedagogical principles here apply equally to any advanced ESL context in which students must move between two languages professionally. Instructors are encouraged to adapt the field-specific examples to the programmes their own students are enrolled in.

This handbook covers the complete 15-week Winter term semester in three five-week blocks. Weeks 1 to 5 carry students from course orientation through the Infographic submission and the introduction of the Midterm Speaking evaluation. Weeks 6 to 10 carry them through the Midterm Speaking evaluation itself, the Grammar Test, the Reading Discussion built around two genealogy-themed texts, and the launch of the Final Project, One-Oh-Three Be TV. Weeks 11 to 15 complete the Final Project, from script draft through final presentation, and close the semester with the Final Writing evaluation.

Continuity Across the Fifteen Weeks. The throughline across all fifteen weeks is nuanced communication: the ability to choose register deliberately, to vary sentence structure with intention, to control an increasingly sophisticated set of grammatical tools, and to move accurately between English and French sources. Register and sentence-type control, taught explicitly in Week 5, become the backbone of the Midterm Speaking evaluation. Verb grammar, covering tenses, the passive voice, and modal perfects in Weeks 1 to 4, is completed in Week 6 with gerunds, infinitives, and the four conditional forms, giving students the full grammatical toolkit the ministerial devis

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expects before the Grammar Test. The Language to Language skill, opened in Week 2 through code-switching and false cognates, matures into sustained work with French-language sources in the Midterm Speaking evaluation and again as a formal requirement of the Final Project. Weeks 11 and 12 apply that same throughline to a new register, writing for the ear rather than the eye, since a broadcast script behaves differently from an essay. Weeks 13 and 14 shift from writing to performance and back again, and Week 15 closes the course on the same task that opened it, the opinion paragraph, now grown into a fuller and more controlled piece of writing.

Key Terminology. Nuanced communication refers to the ministerial devis's central competency for this course: communicating in English in a way that is deliberately shaped for audience, purpose, and context, rather than merely grammatically correct. Register describes where a piece of language sits on the formal-neutral-informal spectrum, and controlling it deliberately (rather than by instinct) is a recurring skill across the semester. Language to Language is the fourth, distinguishing skill area at this level, in which students express ideas in English while drawing on source material written in French; it is assessed formally in the Midterm Speaking evaluation and the Final Project. The competency-based approach (CBA) is the ministerial pedagogical framework underlying the devis, in which every lesson is designed to build toward an explicitly stated, assessable competency rather than toward content coverage for its own sake.

Course Sequence: From 604-102-MQ to 103. Advanced English for Professional and Academic Communication is the discipline-specific companion course that students take at the Très Avancé level, once the common-sequence competencies built in courses such as 604-102-MQ are firmly established. Instructors should note the following points of continuity so that the classroom experience carries forward what students already know:

- **Competency progression:** the reception and production skills developed in 604-102-MQ (listening, reading, speaking, writing on social, cultural, and literary themes) are the direct foundation for the more nuanced, field-specific communication tasks in this course.
- **Grammar carry-over:** verb tenses, sentence and paragraph structure, and revision strategies taught in the earlier courses are treated as prerequisite

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