Frequently Asked Questions (FAQ)

Communication orale en anglais | 604-BVD-05

Instructor Teaching Guide

1. What is the purpose of this guide?

It explains the course philosophy, teaching strategies, assessment principles, and classroom procedures. It complements the Instructor's Lesson Notes Handbook without repeating the week-by-week content.

2. Does the guide follow the new ministerial competencies?

It draws on the action-oriented approach, authentic tasks, mediation, and reinvestment associated with the new ministerial competencies. However, the course has its own official *devis* (00V1) so formal alignment has been verified before producing this document.

3. What is the approche actionnelle?

It treats students as social actors who use English to accomplish meaningful tasks for a specific audience and purpose, such as welcoming visitors, handling calls, and resolving complaints.

4. How should instructors correct speaking errors?

Prioritise communication and fluency during activities. Address errors after the task, focusing on those that cause miscommunication and recurring language patterns rather than interrupting every mistake.

5. How can instructors reduce speaking anxiety?

Begin with pair work, provide thinking time, rotate roles, and give specific, constructive feedback. Build confidence gradually before asking students to perform in front of the whole class.

6. What is the Groupe Marchand probationary-period narrative?

It is a fictional workplace scenario introduced in Week 12 and continued through Week 18. It connects assessments and review activities to a realistic professional context.

7. Are the enrichment activities compulsory?

The Secret Shopper task, English in the Wild Journal, Digital Pen Pal exchange, Learning Portfolio, and Passion Project have different purposes and requirements. The guide recommends flexible alternatives where access is limited and identifies the Passion Project as optional and ungraded. Consult the Lesson Notes Handbook for the requirements of each activity.

8. How should the Learning Portfolio be assessed?

It is primarily formative and intended to help students track their progress. The guide recommends avoiding a quality-based grade for personal reflections; if required by departmental policy, a simple completion check may be more appropriate.

9. How are students evaluated?

The guide provides an overview of personal work, listening examinations, and speaking examinations, alongside quick-reference rubric criteria for the six competency elements.

10. What is the double-threshold rule?

Students must achieve at least 60% independently in Reception and Production. Success in one dimension cannot compensate for failure in the other.

11. How can instructors support Francophone learners?

Section 4 identifies common French-language interference patterns, including adjective order, false friends, verb-form errors, pronunciation difficulties, and word stress. These can inform targeted mini-lessons and corrective feedback.

12. Can the course be adapted for online or hybrid teaching?

Yes. The guide includes an FAQ on online and hybrid delivery. Instructors should preserve opportunities for authentic interaction, role-play, listening practice, peer feedback, and oral assessment.

13. Where can instructors find additional guidance?

The Lesson Notes Handbook provides detailed weekly teaching content. The

Student Companion Manual supports independent student practice, while the Examination Question Bank provides assessment items, answer keys, and rubrics.

In short: This guide helps instructors make consistent classroom decisions, encourage confident communication, and connect teaching strategies with the professional tasks students are expected to perform.

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