Frequently Asked Questions

English in Your Field of Study: Instructor Teaching Guide

1. What is the Instructor Teaching Guide?

The *Instructor Teaching Guide* is a pedagogical companion to the *Instructor Lesson Notes Handbook*. It explains the teaching principles behind the course and provides a concise, week-by-week teaching script that instructors can use during class.

2. How is this guide different from the Instructor Lesson Notes Handbook?

The **Instructor Lesson Notes Handbook** is the detailed reference resource. It contains full lesson plans, worked examples, rubrics, practice activities, and answer keys.

The **Instructor Teaching Guide** is the classroom-facing resource. It provides the pedagogical rationale, recurring teaching strategies, assessment guidance, and a condensed teaching script for each week.

3. How should the two resources be used together?

Use the **Handbook to prepare** each week's lessons and the **Teaching Guide to teach** them. The Teaching Guide gives instructors a quick reference during class while the full Handbook remains the detailed source for lesson preparation and assessment.

4. Is the guide aligned with the new *devis ministériel*?

Yes. The guide is designed around the new Ministère de l'Enseignement supérieur framework and organizes instruction around competency development, meaningful communication, field-specific learning, and the course's Production and Reception dimensions.

5. What is the central pedagogical principle of the course?

The course treats English as a **tool for students' own fields of study or dream jobs**, rather than as an abstract subject. Students are repeatedly asked to bring field-specific content into their English work, including research, writing, presentations, discussions, and final assessments.

6. How is the competency anchored in the student's field of study?

Each student's field of study or dream job becomes an anchor for research, vocabulary development, writing, speaking, and project work. This gives students a meaningful context in which to develop and demonstrate their English skills.

7. How is reinvestment applied in the course?

Reinvestment is built into the progression of the course. Students apply knowledge and skills developed in earlier weeks to increasingly complex tasks later in the semester.

For example, research skills from Week 2, vocabulary and presentation structure from Week 3, writing and grammar work from Week 4, and reading and question-formation strategies from Week 5 converge in the Mid-Term Speaking Exam in Weeks 6 and 7.

8. What is the three-class week rhythm?

Most weeks follow a three-stage rhythm:

Input or Strategy → Practice or Workshop → Application or Evaluation

The first class introduces or develops a strategy, the second provides guided practice, and the third gives students an opportunity to apply the skill in a meaningful context.

9. Why is the application stage important?

Application is where students demonstrate that they can use what they have learned. It also gives the instructor evidence of competency development and, where appropriate, evidence for assessment and the Progress Portfolio.

10. What is the Double-Threshold Rule?

Students must reach at least **60% independently in Production** and **60% independently in Reception**. They must also achieve an overall course grade of at least 60%.

Production includes writing and speaking. Reception includes reading and listening.

11. How should instructors use the Double-Threshold Rule when discussing grades?

Production and Reception should be considered separately. A student who performs well in speaking and writing but struggles with reading and listening requires different support from a student who is struggling across both dimensions.

12. What is the Progress Portfolio?

The Progress Portfolio documents students' development throughout the semester. It allows instructors to recognize **growth over time**, not only final performance.

Students collect drafts, self-assessments, and peer feedback. The instructor can compare early work with later work to identify visible progress.

13. How is the Progress Portfolio connected to reinvestment?

The portfolio makes students' development visible. Students revisit earlier work, reflect on their performance, respond to feedback, and apply what they have learned to subsequent tasks. In this way, learning is not treated as a series of isolated assignments.

14. How does the guide address French L1 interference?

The guide anticipates common and recurring patterns of French-to-English transfer. These include errors involving prepositions, question formation, modal verbs, verb tenses, false cognates, subject-verb agreement, and cohesion devices.

The recommended approach is to **anticipate and address these patterns through targeted instruction**, rather than simply marking them after they occur.

15. What is the recommended approach to feedback?

From Week 7 onward, the course uses the three-part feedback model:

Notice → Name the Gap → Suggest

The instructor first identifies a specific observation, then identifies what is missing in relation to the goal, and finally provides a concrete next step.

16. How should peer feedback be facilitated?

Peer feedback should be specific and connected to visible criteria. Students should avoid vague comments such as "It was good." Instead, they should identify a specific strength or area for improvement for each relevant category.

17. What is the role of the revised rubrics?

The revised rubrics include **Task Fulfilment** and **Communicative Effectiveness** alongside grammar and structure criteria.

Task Fulfilment asks whether the student has actually completed what the task requires. Communicative Effectiveness asks whether the intended message can be understood clearly by the target reader or listener.

18. How should instructors calibrate grading?

Before grading a full set of assignments, instructors should review the relevant criteria and, where possible, compare a few borderline samples with

another instructor. This helps maintain consistency when evaluating criteria that require professional judgment.

19. How is AI integrated into the course?

AI is treated as a tool for **comparison, evaluation, and critical thinking**, not as an unquestioned source of answers.

Students can examine AI-generated responses, identify strengths and weaknesses, and evaluate accuracy and appropriateness. Instructors should also clearly distinguish permitted AI-supported activities from submitting AI-generated work as a student's own graded work.

20. How does the course address academic integrity?

Academic integrity begins early in the course. Students learn to find credible sources, summarize information, cite sources, avoid plagiarism, and distinguish their own ideas from information taken from other sources.

21. How are Diversity, Equity, and Inclusion addressed?

DEI is introduced explicitly in Week 9 and becomes connected to students' fields of study and later project work. Students discuss issues such as accessibility, representation, workplace accommodation, and language barriers.

Instructors should establish a clear discussion framework: **challenge ideas, not people**, and support opinions with reasons.

22. How should instructors handle sensitive DEI discussions?

Students should not be required to disclose personal experiences. Discussions can remain focused on field-level and workplace issues. The instructor's role is to maintain an academically productive discussion rather than determine whose personal opinion is correct.

23. How does the guide support mixed-level classes?

The field-of-study model naturally provides some differentiation because students work with different content. For language-level differences, instructors can adjust the depth or specificity of a task rather than creating completely different assignments.

Stronger students can work with more specific sources or tighter requirements, while students who need support can receive additional guidance during formative activities.

24. How are the four language skills integrated?

Reading, listening, writing, and speaking are developed individually when specific strategies need to be taught, but they are also brought together in later tasks and integrated assessments.

The course therefore moves from individual skill development toward increasingly integrated communication.

25. How does the course move from instruction to application?

The progression is deliberate. Students are first introduced to a strategy or language feature, then practise it with guidance, and finally apply it in a task that requires communication.

This progression allows instructors to move from **instruction → guided practice → independent application**.

26. How does reinvestment differ from repetition?

Repetition asks students to practise the same skill again. Reinvestment asks students to **transfer a previously developed skill to a new task or context**.

For example, students do not simply repeat their Week 3 presentation practice. They later use presentation structure, vocabulary, research, grammar, and question-formation skills in the Mid-Term Speaking Exam.

27. How does the course develop learner autonomy?

Students are progressively expected to research their own field, monitor their performance, respond to feedback, revise their work, maintain a portfolio, and prepare for assessments. The instructor provides structure and guidance while gradually increasing students' responsibility for their own learning.

28. How are assessment and instruction connected?

Assessment is integrated into the learning progression. Students develop the skills required for an assessment before being asked to demonstrate them under evaluation conditions.

The week-by-week structure therefore connects **learning objectives, classroom activities, practice, application, and assessment**.

29. What is the purpose of the week-by-week teaching scripts?

The scripts give instructors a concise overview of what each week is intended to accomplish, the core objectives, and the most important teaching moves. They are designed to be used during class without replacing the detailed lesson plans in the Handbook.

30. How does the guide support consistency between instructors?

Because the guide identifies common pedagogical principles, teaching strategies, assessment expectations, and weekly objectives, it can help different instructors maintain a consistent approach when teaching different sections of the same course.

31. What does the guide provide for each week?

Each weekly section identifies:

a. Why the week matters
b. Core objectives
c. Key teaching moves
d. Relevant assessment information
e. Common language difficulties or pedagogical considerations
f. The connection to the broader progression of the course

32. How does the course progress across the semester?

The course moves through a series of connected stages. Students begin with orientation, field selection, research, vocabulary, and foundational communication skills. They then develop reading, writing, speaking, revision, DEI discussion, and listening skills before moving toward final project work and integrated final assessments.

33. What is the role of field-specific content in assessment?

Field-specific content is not simply an optional theme. It provides the context through which students demonstrate their ability to communicate in English. Graded tasks repeatedly ask students to use English in relation to their field of study or future professional context.

34. How does the guide support instructors in preparing students for the final assessments?

The final assessments are prepared progressively throughout the semester. Research, vocabulary, reading, listening, writing, speaking, feedback, revision, and DEI discussion are introduced and developed before students reach the final project and integrated examinations.

35. What is the overall purpose of the Instructor Teaching Guide?

The guide helps instructors understand **why the course is structured as it is and how to teach it consistently**. It connects the detailed lesson materials to the broader pedagogical framework of the course and provides a concise classroom reference for each week.

Edition: Fall 2026
Prepared by: Didimus Zencha Ayeseh