Frequently Asked Questions (FAQ)

English in Your Field of Study: Student Companion Manual

1. What is this manual about?

This 15-chapter manual accompanies the *English in Your Field of Study* course at the Quebec CEGEP level. It guides students through the reading, writing, listening, speaking, grammar, research, and communication skills they need throughout the semester.

2. Who is this manual intended for?

It is designed for Level III students taking *Formation générale propre* in English. Students from different programs can use it to develop English skills related to their field of study, academic goals, and future careers.

3. Is the manual aligned with the new *devis ministériel*?

Yes. The manual is designed to support the competency-based framework of the new ministerial course outline. Its activities connect language learning to meaningful tasks, field-specific communication, learner autonomy, and the development of communicative competence.

4. How does the manual follow the competency-based approach?

Students learn English by completing tasks that require them to understand, interpret, produce, and communicate information. They apply language knowledge to academic, social, and professional situations rather than studying grammar and vocabulary in isolation.

5. How is learning organized throughout the semester?

The manual contains 15 chapters, each corresponding to one week of the course. Every chapter includes an introduction, learning objectives, core content, worked examples, practice exercises, and a summary checklist. This consistent structure helps students follow their progress and prepare for upcoming tasks.

6. How does the manual develop the four language skills?

Reading and listening activities develop students' ability to understand information, identify main ideas, recognize supporting details, and interpret meaning. Writing and speaking activities help students organize ideas, explain information, present findings, and communicate clearly. The four skills are also brought together in integrated tasks.

7. How is reinvestment applied in this manual?

Reinvestment occurs when students use previously acquired knowledge and skills in new tasks. For example, they can reuse research skills, field-specific vocabulary, reading strategies, grammar, and writing structures in later presentations, essays, and integrated assessments. This progression helps them transfer learning to new academic and professional contexts.

8. How does the manual help students develop academic writing?

Students learn to plan, organize, draft, and revise their writing. They practise writing expository essays, developing paragraphs, supporting ideas with evidence, using transitions, and maintaining a clear line of reasoning. Templates and self-editing checklists help them apply these strategies independently.

9. What are TEEL and PEEL, and how do they support writing?

TEEL stands for Topic sentence, Explanation, Evidence, and Link. PEEL stands for Point, Evidence, Explanation, and Link. Both structures help students develop focused paragraphs, support their claims, explain their evidence, and connect ideas logically. They are useful reference structures for organizing academic arguments and explanations.

10. What is ARMS, and how can students use it?

ARMS is a revision strategy that stands for Add, Remove, Move, and Substitute. It helps students improve the content and organization of a draft by adding missing information, removing unnecessary material, moving ideas into a better order, and replacing unclear or ineffective wording.

11. How does the manual help students improve grammar and vocabulary?

Grammar is connected to communication tasks and the language students need to express their ideas accurately. The manual addresses topics such as verb tenses, the present perfect, modal verbs, prepositions, question formation, cohesion devices, and word families. Appendix B provides a grammar reference for revision and independent study.

12. How does the manual teach students to evaluate sources?

Chapter 2 introduces source evaluation and the CRAAP Test, which examines Currency, Relevance, Authority, Accuracy, and Purpose. Students learn to assess the credibility and usefulness of information before incorporating it into academic work.

13. How does the manual prepare students for oral presentations?

Students work on vocabulary development, presentation structure, research, and the organization of ideas. They also prepare for speaking assessments in which they must explain information, support opinions, and communicate

effectively. Templates and checklists help them plan and review their presentations.

14. What is the double-threshold rule?

The double-threshold rule means that students must meet three requirements: achieve at least 60% in Production, achieve at least 60% in Reception, and obtain an overall grade of at least 60%.

Production, which includes speaking and writing, represents 60% of the grade. Reception, which includes listening and reading, represents 40%. A satisfactory overall average alone is not enough if either dimension remains below 60%.

15. How does the manual support independent learning?

Each chapter provides learning objectives, worked examples, exercises, and a summary checklist. Students are encouraged to attempt activities before consulting the answer keys, monitor their progress, and use the appendices to review grammar, prepare assignments, and study for assessments.

16. Does the manual include resources for assignments and exam preparation?

Yes. Appendix A contains templates and checklists for source evaluation, essay planning, oral presentations, peer feedback, self-editing, listening notes, project proposals, and exam preparation. These resources help students organize their work and review the requirements of major tasks.

17. How does the manual address feedback and revision?

Chapter 7 focuses on giving and receiving feedback, while Chapter 8 develops revision strategies. Students learn to review their work, identify areas for improvement, and use feedback to strengthen subsequent assignments. These activities encourage reflection and greater responsibility for learning.

18. How can students use AI responsibly?

Appendix C addresses writing effective prompts, evaluating AI-generated content critically, and acknowledging AI use in accordance with academic integrity expectations. AI should support students' learning and revision, not replace their own thinking, research, or responsibility for submitted work.

19. How does the manual connect English learning to students' fields of study?

Students are encouraged to consider their current program, future occupation, and professional interests throughout the semester. Field-related vocabulary,

research activities, presentations, and writing tasks help them connect English learning to the communication demands of their chosen fields.

20. What makes this manual useful throughout the semester?

Its week-by-week organization, clear explanations, worked examples, practice exercises, templates, grammar reference, and progress log give students a consistent resource for learning and revision. It supports classroom instruction while helping students become more confident, independent, and effective English communicators.

21. Does this manual replace the instructor's explanations or course materials?

No. It complements classroom instruction and the official course materials. Students can use it to review lessons, catch up after an absence, practise skills, and prepare for assessments, while continuing to follow their instructor's directions and evaluation criteria.

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