Frequently Asked Questions

1. What is this document?

This is the **Business English I Instructor's Handbook: Lesson Notes**, covering Weeks 1 to 15. It provides the complete week-by-week lesson content, including learning objectives, core material, worked examples, classroom activities, homework, and teacher notes.

2. Who is this handbook intended for?

It is designed for instructors teaching **Business English I** in Quebec CEGEP and continuing education contexts. It can also be adapted to other teaching contexts while maintaining the underlying task types and language progression.

3. Is the course aligned with the new Québec ministerial framework?

Yes. The handbook is explicitly aligned with Québec's renewed ESL/ALS ministerial framework and its **action-oriented approach (approche actionnelle)**.

4. What is the target competency?

The target competency is **EJ79: To communicate using forms of discourse appropriate to business administration.** Students are expected to select and use an appropriate form of communication in unfamiliar business situations, with increasing autonomy.

5. What does the action-oriented approach mean in this course?

Students learn English by completing **authentic workplace mandates and tasks** rather than studying grammar and vocabulary in isolation. The tasks require students to mobilize several elements of competency and communicate in situations similar to those they may encounter in the workplace.

6. What are the five elements of competency?

The handbook identifies five elements:

a. Analyze an authentic business situation before communicating.
b. Produce written business correspondence appropriate to purpose, audience, and register.
c. Take part in spoken business exchanges.
d. Research, evaluate, and summarize business information from varied sources.
e. Revise and correct written production autonomously.

7. How are Reception and Production addressed?

Reception focuses on understanding written and spoken business texts, while **Production** focuses on writing and speaking. The course balances both strands through the evaluation sequence and supporting formative activities.

8. How is reinvestment applied in the handbook?

Reinvestment is built directly into the evaluation sequence. The **Week 10 listening exam content is reused as source material in Week 11**, while the **Week 13 reading exam content is reused in the Week 14 final exam**. Students therefore use what they have understood to complete a subsequent productive task.

9. What is the purpose of the course portfolio?

The portfolio supports **self-regulated learning and learner autonomy**. Students keep drafts, peer feedback, and reflections throughout the semester. They later use this material to identify areas for improvement and develop a personal grammar revision plan.

10. How does the portfolio support self-regulated learning?

Students begin with a diagnostic self-assessment in Week 1 and continue documenting their development. They reflect after major writing exams, develop a grammar revision plan in Week 12, and submit the complete portfolio with a reflection on their progress in Week 15.

11. What cross-cutting dimensions are integrated into the course?

The handbook incorporates three dimensions identified in the renewed *devis*:

i. **Intercultural competency**
ii. **Digital and AI literacy**
iii. **Plurilingualism**

These are integrated across the semester rather than treated as isolated topics.

12. How is intercultural competency addressed?

Students compare Québec business norms with those of other cultures or language communities represented in the classroom. Dedicated activities appear in Weeks 2, 6, 9, 11, and 15.

13. How is AI literacy addressed?

The course teaches students to use digital tools, including AI, **ethically and transparently**. AI is not treated simply as something to prohibit. When AI assistance is permitted, students document their use in a short process log.

14. How is plurilingualism incorporated?

Students are encouraged to draw on French and other languages they already know to develop register awareness, note-taking strategies, and vocabulary. The goal is to use students' full linguistic repertoire as a resource for learning English.

15. What is the CRAAP Test used for?

The **CRAAP Test** is introduced in Week 4 as a framework for evaluating company research and the credibility of information.

16. How does the course address AI-generated information?

Week 4 specifically includes **evaluating AI-generated company information**. Students are expected to examine information critically rather than automatically accepting AI-generated content.

17. What types of business communication are covered?

The course covers a broad range of workplace communication, including:

1. Business e-mails
2. Memos
3. Short reports
4. Résumés and CVs
5. Letters of application
6. Inquiry letters
7. Complaint letters
8. Adjustment letters
9. Job interviews
10. Meeting agendas and minutes
11. Note-taking
12. Business presentations
13. Telephone conversations

18. How is grammar integrated?

Grammar is taught in relation to business communication tasks. Topics include personal pronouns and prepositions, modal auxiliaries, comparative and superlative adjectives, verb tense review, cumulative grammar review, and other language features needed for workplace communication.

19. Is grammar taught separately from communication?

No. Grammar is connected to the communication task of each week. The course uses grammar to support clearer and more appropriate business communication rather than treating grammar as an isolated subject.

20. What happens in Week 5?

Week 5 focuses on the **Letter of Application** and includes Writing Exam I. Students apply the correspondence, register, language, and résumé-related skills developed during the preceding weeks.

21. What happens in Week 7?

Week 7 is **Writing Exam II: Business Letter in Response to a Case Study**. Students respond to a business situation and produce an appropriate professional letter.

22. What happens in Week 8?

Week 8 focuses on **Job Interviews** and includes the Oral Exam. Students work with interview language and full sample exchanges before completing the oral assessment.

23. What happens in Week 10?

Week 10 develops **Business Listening Strategies** and includes the Listening Exam. Students work with a three-stage listening strategy and an authentic recording alongside scripted examples.

24. What happens in Week 11?

Students prepare and deliver an **oral presentation on a Québec employer**. The presentation uses a three-part framework and builds on the business research and communication skills developed earlier in the course.

25. What happens in Week 12?

Week 12 provides a **cumulative grammar review and quiz**. Students revisit language structures from the course and use their portfolio to identify areas requiring further review.

26. What happens in Week 13?

Week 13 focuses on **Business Reading Strategies**, including skimming, scanning, reading jigsaws, and multimedia texts. It also includes the Reading Exam.

27. What happens in the final exam?

The final evaluation is divided into two parts:

Week 14: Case-study correspondence and follow-up e-mail

Week 15: Simulated telephone conversation

Together, these tasks assess written and spoken business communication in workplace situations.

28. How does the course progress from week to week?

The course moves from foundational workplace communication toward increasingly independent performance. Students first develop business correspondence, research, and language skills, then apply them through writing, speaking, listening, reading, and integrated workplace tasks.

29. Does each week connect to the target competency?

Yes. Each weekly lesson begins with a **Why This Week Matters: Competency Connection** section. This keeps the weekly content connected to the overall competency rather than treating individual lessons as disconnected topics.

30. How are students prepared for authentic workplace communication?

Students repeatedly work with workplace mandates such as writing an e-mail, preparing a memo, researching an employer, responding to a complaint, participating in an interview, taking meeting notes, giving a presentation, and handling a telephone conversation.

31. Are the scenarios Québec-specific?

Yes. The handbook uses Québec workplaces and Québec-based employers wherever possible. Instructors working in other contexts can adapt company names and scenarios while maintaining the underlying task types and grammar sequence.

32. How does the handbook support learner autonomy?

Students are gradually expected to select appropriate communication forms, revise their own work, evaluate information, reflect on their progress, and use their portfolio to identify areas for improvement. These practices support the competency of 35. How does the handbook support instructors?

Each week follows a consistent structure: **competency connection, learning objectives, core content, worked examples, in-class exercises, homework, and teacher notes**. This gives instructors a complete teaching sequence while allowing adaptation to student needs.

36. Is this the same as the Instructor Teaching Guide?

No. This document is the **Instructor's Handbook: Lesson Notes**. It contains the detailed Week 1 to Week 15 lesson material. The separate **Instructor Teaching Guide** focuses on methodology, assessment philosophy, and classroom management guidance.

37. Is there a student version?

Yes. The handbook identifies a separate **Student Companion Manual** intended as the learner-facing version of the reference material, examples, and practice.

38. What makes this handbook different from a traditional grammar-based business English course?

The course does not organize learning around grammar topics alone. Grammar, vocabulary, reading, listening, research, writing, and speaking are brought together through **business situations and workplace mandates** connected to the target competency.

39. What is the central pedagogical principle of the handbook?

The central principle is that students should learn to **understand a business situation, determine what kind of communication is required, and produce an appropriate response with increasing independence**. This reflects the action-oriented, competency-based framework underlying the course.

40. What is the overall purpose of Business English I?

The course prepares students to communicate effectively in common professional situations by developing their ability to understand workplace information, select appropriate forms of business communication, produce clear written and spoken responses, evaluate business information, and revise their own work with increasing autonomy.

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