Frequently Asked Questions

1. What is this handbook?

It is an **18-week Instructor's Lesson Notes Handbook** for *Communication orale en anglais (604-BVD-05)* in **Bureautique, comptabilité et coordination bilingue**, Formation continue.

2. What competency does the course develop?

The official ministerial competency is **00V1: Communiquer oralement en anglais**.

3. What are the six official competency elements?

The course develops students' ability to:

a. Welcome visitors
b. Receive and transmit telephone calls
c. Maintain a business conversation
d. Handle a complaint
e. Deliver an oral presentation
f. Transmit information and directives

4. Is the course aligned with the new ministerial competencies?

The course remains governed by its existing **00V1 competency and official devis**. The handbook does not change the competency or evaluation criteria. It draws on the **pedagogical principles of the new ministerial competencies** to enrich instruction.

5. What teaching approaches are used?

The handbook combines **Competency-Based Education (CBE)**, **Task-Based Language Teaching (TBLT)**, and the **approche actionnelle**.

6. What is the approche actionnelle?

Students use English as **social actors** to accomplish meaningful tasks for a purpose, audience, context, and concrete outcome.

7. What are the five communicative modes?

The handbook works with:

1. Reception
2. Production
3. Interaction
4. Mediation

8. What is mediation in this course?

Students practise relaying information, explaining information to another person, summarising a caller's needs, and helping two parties understand each other.

9. What is the Scenario Actionnel?

Week 15: Integrated Communication Tasks serves as the course's culminating *scenario actionnel*. Students complete a simulated workday combining reception, production, interaction, and mediation.

10. What is the Probationary Period Scenario?

From **Weeks 12 to 18**, students are framed as new employees completing a probationary period. Assessments become milestones in that workplace scenario while the official grading and competency requirements remain unchanged.

11. How is the course organized?

The handbook progresses through **18 weeks**, moving from communication foundations to workplace communication, presentations, assessment, integrated tasks, review, and final evaluation.

12. What does each weekly lesson contain?

Each week normally includes:

a. Competency connection
b. Learning objectives
c. Key vocabulary
d. Two-class lesson plan
e. Model passage or dialogue
f. Language focus
g. Authentic task
h. Practice exercises and test questions
i. Homework
j. Instructor notes

13. How is grammar treated?

Grammar and vocabulary are presented as **tools for communication**. They are taught in connection with the spoken task rather than as isolated exercises.

14. What authentic workplace situations are covered?

Students practise **reception, telephone communication, business conversations, complaints, instructions, information exchange, and oral presentations**.

15. Is there a CEFR reference?

Yes, but only as an **informal calibration tool**. The handbook places the course roughly around **B1 to B1+**, with no official CEFR designation for grading.

17. What are the major assessments?

The course includes:

1. Two listening exams
2. Speaking Exam 1
3. Final Speaking Exam
4. Formative and cumulative personal work/checklists
5. Integrated communication tasks

18. What is the Out-of-Class Engagement Program?

It includes three low-stakes activities:

a. Secret Shopper Task
b. English in the Wild Journal
c. Digital Pen Pal Exchange

19. What is the Learning Portfolio?

The portfolio makes students' **reflection, progression, and reinvestment** visible. Students keep selected voice recordings, short reflections, and goals for future learning.

20. Can instructors adapt the handbook?

Yes. The handbook provides a structured teaching framework, while instructors can adapt activities, scheduling, contexts, and resources to their institutional and classroom realities.

21. What is the main purpose of the handbook?

It gives instructors a coherent **week-by-week framework for developing professional spoken English through competency-based, task-driven, and action-oriented communication**.

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