Teaching Guide for English Culture and Literature 604-103-MQ

Quick FAQ

What is it?

The **Instructor Teaching Guide for English Culture and Literature 604-103-MQ**, designed for students working at approximately CEFR C1 level. It explains how the course addresses Ministerial Competency 4SA3 and supports instructors in applying the competency throughout the course.

It is the third resource in the course set, alongside the Lesson Notes, which focus on what to teach, and the Student Companion Manual, which provides the student version.

What is the main idea behind the guide?

The focus is not on adding new topics. Instead, the guide presents learning as a process that students can demonstrate, reflect on, and improve. Students are expected to communicate, revise their work, and apply what they have learned in new situations rather than simply produce one correct final answer.

What are the three main competencies?

1. Oral Interaction
Students take part in genuine exchanges where they listen, respond, ask questions, and build on what others say. This is developed in Units 5, 10, 13, and 15.

2. Writing Process
Students learn to plan, draft, revise, and edit their writing. The guide introduces ARMS for revision before CUPS for editing.

3. Reinvestment
Students use what they learn from a literary text to create something new. This becomes the focus of the Neighbourhood Voices Project in Units 12 to 15.

What are the five performance criteria?

The course develops the following areas throughout the 15 units:

a. Autonomy and self regulation
b. Progression
c. Grammar used to communicate meaning
d. Openness, respect, and curiosity
e. The ability to demonstrate intercultural insight

These elements are integrated into the course rather than treated as separate topics.

What teaching approach does the guide use?

The guide draws on the **approche actionnelle**, which views students as social actors who use language to accomplish meaningful tasks. It also incorporates backward design, professional judgment in assessment, and an experiential learning cycle.

How does the Neighbourhood Voices Project develop across the course?

Unit 12: Students read the novel and choose a pathway.

Unit 13: Students conduct their research and attend the required individual conference. The conference provides an opportunity to identify and address weak or unclear thesis ideas before drafting.

Unit 14: Students develop their final essay and discuss the Intercultural Insight criterion before they begin drafting.

Unit 15: Students present their work and complete a closing reflection.

What is the AI policy?

AI tools may be used as a brainstorming aid, but students must critically evaluate any suggestions they receive. The final ideas, evidence, analysis, and wording must be their own. Any use of AI must be acknowledged. Using AI without critical evaluation or presenting AI generated work as one's own may constitute academic dishonesty.

Does the guide add more work to the course?

No. The guide does not introduce new units or additional texts. It adds a small number of activities and checkpoints that support the existing course work.

How should Intercultural Insight be assessed if the instructor is not familiar with the community?

The focus is on the student's demonstrated ability to make and explain a meaningful connection. Instructors assess the skill shown in the student's work rather than their own familiarity with the community.

What if a student's connection is too broad or difficult to support?

Raise the issue during the Unit 13 conference. A weak or overly broad connection is usually a thesis problem, so it is better to address it before the student begins the final draft.

Edition: Fall 2026
Prepared by: Didimus Zencha Ayeseh