



Cycle de Formation des cadres d'appui : Préparateurs des laboratoires

1. Title of the Module:

English for Physics/Chemistry/Biology/Geology.

2. Prelude and Competency :

The aim of this module is to introduce trainees to technical English related to their field of work. As a matter of fact, trainees have not had any contact with the language during their higher education that lasted, at least, for three years. Therefore, an review of general English lessons, taught in high school, is necessary to help trainees refresh their background linguistic knowledge. hence, the module is divided into two main parts; the first semester aims to enhance the linguistic skills of trainees including general English basic grammar, vocabulary, functions and writing skills. The second semester, on the other side, focuses more on technical topics related to the trainees field of work. The choice of the topics and language skills goes hand in hand with the trainees' needs and the trainers of scientific departments recommandations. Trainers are highly invited to focus on related topics in the different teaching/learning opportunities.

The main objective is to enhance the written and oral communicative competencies of trainees in addition to enriching their technical terminology.

3. Objectives :

By the end of the module, trainees should be able to :

- Improve the trainees' linguistic background knowledge and boost their language professioncy.
- Introduce trainees to technical English related to school labs.
- Help trainees understand user guides and notes of different machines, devices and equipments used in the labs.
- Acquire oral and written professional communication skills.

4. Prerequisite :

- A pre-intermediate level of English language.
- Basic knowledge of technical terminology.

5. TIME CREDIT

Module components.	Courses	Case studies Activities	others	Assessment	Time Credit
	Total Credit Hours	15	15		4
Percentage.	44%	44%		12%	100%

UNITS	TOPICS	TARGETED SKILLS	TIME
1	Get down to business	<ul style="list-style-type: none"> ➤ Technical concepts and lab terminology. ➤ Being aware of technical symbols of substances. ➤ Verbs and adjectives related to lab activities. ➤ Filling in an inventory form. ➤ Reporting to your class. ➤ Preparing your technical glossary. 	6 hours
2	Simulating lab experiments	<ul style="list-style-type: none"> ➤ Knowing your main tasks as a laboratory professional. ➤ Preparing a 'to do list' Before, during and after an experiment. ➤ Describing your work place. ➤ Demonstrating a scientific experiment in front of your class. 	6 hours
3	Machines and devices.	<ul style="list-style-type: none"> ➤ Knowing names of the different machines and devices. ➤ Reading a notice or a user guide of a machine or a device including it's : components, usage, important messages, warnings, advice,..... ➤ Translating a user guide page. 	6 hours.
4	Equipments management and stock taking	<ul style="list-style-type: none"> ➤ Preparing exact statistics. ➤ Filling in an invoice. ➤ Using ICT skills to manage your stock. ➤ Reporting to the head of the department. ➤ Sending an email requesting material for your lab. 	6 hours
5	Risks and crises management	<ul style="list-style-type: none"> ➤ Types of lab risks. ➤ Security measures ➤ Getting ready for a professional meeting. ➤ Preparing a briefing. 	3 hours
6	Professional development	<ul style="list-style-type: none"> ➤ Knowing about your professional skills. ➤ Developing professional knowledge. ➤ Reading and translating technical signs and messages. 	3 hours

6. Module implementation :

a. Methods of implementation :

The aim of this model is to enhance the communicative competencies of trainees. Also, to help them improve their linguistic competencies to be able to easily read and understand notes, user guides and emails related to physics, science, biology and geology. The focus is to enrich the trainees terminology related to their field of studies and work.

➤ **Activities and mode of work.**

- Courses
- Case studies.
- Pair-work.
- Group-work.
- Class discussion.
- Lecturettes.

➤ **Tools and supports :**

Variety of activities and tasks will be provided to trainees in additions to lessons and lectruettes provided by ,both, trainees and the trainer. These activities include :

- Case studies.
- Presentations.
- Discussions.
- Demonstrations.

b. EVALUATION :

Assessing learners aims to evaluate the learning process. It should go hand in hand with the module objectives. A variety of assessment methods is provided to satisfy the different learning needs. Trainees are required to sit for a diagnostic test to highlight the learning needs and design activities that cater for the needs. A formative assessment mode is carried out to evaluate the learning process and provide possible changes and modifications related to the teaching. Finally, a mid-term and the end of the semester exam to evaluate the learning process vis a vis the module objectives.

- Mid-term test : (25%)
- Final exams : (75%)