



REPUBLIQUE DU BENIN
Fraternité- Justice - Travail

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

UNIVERSITE NATIONALE DES SCIENCES, TECHNOLOGIES, INGENIERIE ET MATHEMATIQUES



**ECOLE DOCTORALE DES SCIENCES, TECHNOLOGIES, INGENIERIE ET
MATHEMATIQUES
&
ECOLE NORMALE SUPERIEURE DE L'ENSEIGNEMENT TECHNIQUE**

CODE UE :

EDU2376

INTITULE UE:

ANGLAIS SCIENTIFIQUE

Responsable de l'UE :

Correction et Edition : Dr (MC) Jean Marc GNONLONFOUN

Chapter 1 – English for Technical and Vocational Education

Introduction

In the context of Technical and Vocational Education and Training (TVET), being able to express yourself clearly in English is a valuable skill. Whether you are presenting your training center, describing your technical skills, or sharing your teaching methods, English allows you to communicate beyond borders and access international resources. For many professionals in EFTP, English is no longer just an academic subject — it's a working tool.

Ce chapitre a pour but de vous aider à poser les bases de votre communication professionnelle en anglais, à partir de votre réalité quotidienne : votre spécialisation, votre environnement de formation, vos tâches techniques et pédagogiques. Vous allez acquérir ici le vocabulaire fondamental pour parler de ce que vous faites dans un centre ou un atelier.

1.1 Talking about Your Training Environment

Let's start with words and phrases you can use to describe your workplace.

Key vocabulary:

- *Training center, vocational school, technical institute*
- *Workshop, classroom, learning space*

- *Tools, machines, equipment, protective gear*
- *Instructor, trainer, technician, apprentice, trainee*

Examples:

- “I study at a public vocational training center in Cotonou.”
- “Our welding workshop is equipped with safety masks, gas cylinders, and metal tables.”
- “Each student has access to individual tools and materials.”

Apprendre ce vocabulaire vous permettra de présenter votre lieu de formation de façon simple et professionnelle, dès les premières phrases d'un échange.

1.2 Describing What You Do

Now let's focus on actions — how to describe what you do in your field.

Common verbs and expressions:

- *To repair, to weld, to assemble, to connect, to program, to measure*
- *To supervise trainees, to prepare materials, to follow safety procedures*

Examples:

- “I teach plumbing techniques to second-year trainees.”

- “We learn how to install electrical circuits and test them safely.”
- “My work involves both practical and theoretical instruction.”

Il est important ici de construire des phrases simples, au présent, avec des verbes clairs. Ces structures vous aideront à parler de votre rôle, que vous soyez apprenant ou formateur.

1.3 Presenting Your Specialization and Role

Describing your area of specialization requires slightly more technical vocabulary. You are no longer just saying *what* you do, but also *how* and *why*.

Useful phrases:

- “My field is...”
- “I specialize in...”
- “Our training program focuses on...”
- “We combine theory and practice through a competency-based approach.”
- “Evaluation includes hands-on activities and oral presentations.”

For example:

“I specialize in refrigeration and air conditioning. Our training program includes practical modules on cold-room installation, compressor maintenance, and gas handling techniques.”

Ce type de formulation vous servira dans toutes vos futures présentations, notamment dans les vidéos à produire pendant ce module.

1.4 From Vocabulary to Real Communication

Learning isolated words is not enough. You need to connect them, use them in real situations, and speak with clarity. That’s why this first practical assignment will ask you to present yourself and your professional background in English, using the structures we’ve just explored.

TP 1 – Individual Assignment

Title: *Introducing My TVET Specialization*

Type: Individual task

Format: Short video (maximum 3 minutes)

Language: English

Instructions:

You will record a short video in which you introduce yourself in a professional context. In your video, make sure to:

1. State your name and where you study or work
2. Present your field of training (e.g., mechanics, ICT, welding, hairdressing...)
3. Describe briefly your training center or workshop
4. Mention the type of technical skills or professional tasks you are involved in
5. Share why you chose this field and what your career goals are

You can use a phone or computer to record your video. Try to speak naturally, without reading. You may prepare notes, but avoid sounding scripted.

Expected output:

Submit a video file (MP4 format), named:

TP1_YourName_Specialization.mp4

Cette première production orale vous permet de commencer à parler de vous et de votre métier en anglais, en lien direct avec ce que vous vivez en formation. Elle vous servira de base pour comparer vos progrès au fil des chapitres.

Chapter 2 – Describing Professional Practices

Introduction

In technical and vocational contexts, knowing how to describe a process, a task, or a tool in English is essential — not just for documentation or reports, but also for communicating with colleagues, partners, or clients. Clarity, precision, and structure are key. This chapter focuses on the **language of action**: how to present what you or your learners do, step by step, with the right vocabulary and tone.

Nous allons ici apprendre à structurer des descriptions techniques simples mais précises, comme si vous deviez expliquer une tâche à un stagiaire, rédiger une fiche technique ou présenter une séquence de formation en atelier.

2.1 Describing a Process: Step by Step

Useful phrases:

- “The first step is to...”
- “Then, you need to...”
- “Once this is done, the next phase consists of...”
- “Finally, you must check / test / verify...”

Example – Installing a Solar Panel:

“First, identify a suitable position on the roof.

Then, install the mounting system securely using screws and brackets.

Once this is fixed, place the solar panels on the mount and connect the electrical wiring.

Finally, test the installation to ensure it functions correctly.”

Ce type de description permet d’organiser la pensée, d’éviter les flous, et de montrer une réelle maîtrise du processus.

2.2 Describing Tools and Equipment

When talking about tools, it's important to include:

- The name of the tool
- Its function
- How and when it is used
- Possible safety considerations

Vocabulary examples:

- *Hammer, screwdriver, welding machine, testing kit, protective gloves, measuring tape*
- *To cut, to drill, to assemble, to measure, to adjust*

Example:

"The multimeter is used to measure electrical current and voltage. It is essential for diagnosing faults in electronic circuits. Before using it, always check that the device is properly calibrated."

Pour beaucoup d'apprenants, nommer les outils est facile. Mais les décrire avec précision, dans un anglais compréhensible par un non-spécialiste, est souvent plus difficile. Ce chapitre vous y prépare.

2.3 Describing Professional Tasks and Roles

Describing what a professional does involves both **verbs** (actions) and **nouns** (responsibilities or tools). You must also be able to distinguish between **routine tasks**, **occasional duties**, and **specific responsibilities**.

Examples:

- "As a refrigeration technician, I install and maintain cold storage systems."
- "My daily tasks include checking temperature levels and ensuring the compressors work properly."
- "From time to time, I also train new apprentices on safety procedures."

On attend ici des phrases structurées, précises, et adaptées à une communication professionnelle ou pédagogique.

2.4 Structuring a Technical Description

A good technical description is:

- **Clear:** no unnecessary words, no ambiguous expressions
- **Sequential:** the steps follow a logical order
- **Objective:** facts, not opinions
- **Functional:** someone reading it should be able to reproduce the action

C'est exactement ce que vous allez expérimenter dans le TP 2, qui vous invite à produire une fiche technique en anglais à partir d'une tâche réelle ou fictive.

TP 2 – Group Assignment

Title: *Describing a Professional Task in English*

Type: Technical writing (Group work)

Format: One-page technical sheet (Word or PDF)

Language: English

Instructions:

In groups of 3 to 5, choose a professional task from your TVET field (real or fictional). Together, write a short technical sheet (maximum one page) in English, describing the task clearly and professionally.

Your technical sheet should include:

1. **Title of the task**
2. **Tools and materials needed**
3. **Step-by-step procedure** (minimum 5 steps)
4. **Safety or quality control considerations**

You may add a small diagram or image if it helps illustrate your description.

Ce travail vous met en situation réelle d'écriture technique, avec un objectif clair : produire un document utile, compréhensible, et rigoureux. Il vous aidera à mieux structurer vos idées et à travailler la précision du vocabulaire dans votre domaine.

Chapter 3 – Reading and Understanding Technical Documents

Introduction

In TVET contexts, professionals often need to read and interpret a wide range of technical or educational documents: instruction manuals, equipment guidelines, safety protocols,

curriculum standards, or training plans. These texts are rarely designed for beginners. They are dense, precise, sometimes complex — and usually written in English.

This chapter helps you develop strategies to **read these documents effectively** and to understand their structure, vocabulary, and purpose.

Lire en anglais dans votre domaine n'est pas un exercice scolaire : c'est une compétence de travail. Vous devez être capable de repérer les informations clés, de comprendre l'essentiel d'un document même sans tout traduire, et d'en extraire l'idée principale pour la reformuler.

3.1 Types of Documents You Will Encounter

In technical fields:

- Instruction manuals
- Technical specifications
- Safety sheets
- Operating procedures
- Maintenance guides

In educational or pedagogical contexts:

- Curriculum frameworks

- Training program descriptions
- Evaluation grids
- Teaching guidelines
- Internship regulations

These documents are often highly formatted and full of domain-specific terms. They may include numbered sections, diagrams, charts, and standardized headings.

3.2 Strategies for Reading Technical English

When facing a complex text in English, here are useful strategies:

1. **Scan first, then read:** identify headings, keywords, diagrams, or bolded terms
2. **Look for structure:** many documents follow a logical outline (steps, parts, sections)
3. **Don't translate everything:** focus on understanding, not word-by-word translation
4. **Identify key functions:** What is this document for? Who is it addressed to? What action does it require?

Comprendre un document ne signifie pas le décoder entièrement. L'essentiel est d'identifier ses fonctions principales et de pouvoir le restituer de manière claire.

3.3 Vocabulary Focus: Technical vs Pedagogical Terms

Technical documents will often include:

- *Operating instructions, voltage, torque, air pressure, filter replacement, load capacity*

Pedagogical documents will use:

- *Learning objectives, assessment criteria, module duration, expected outcomes, practical sessions*

Knowing which register you are reading helps you anticipate the vocabulary and tone.

Example – Extract from a training program:

“Module 2 aims to develop trainees’ competencies in preventive maintenance of refrigeration systems. The course includes 12 hours of workshop practice and 3 hours of theoretical instruction.”

L'objectif ici n'est pas seulement de comprendre, mais d'apprendre à reformuler ce type de contenu pour un tiers.

3.4 Summarizing What You Read

Being able to summarize a technical or pedagogical document is essential. In the workplace, you may need to explain the content to a colleague, report to your supervisor, or introduce a document during a training session.

To summarize effectively:

- Start with the **purpose** of the document
- Mention the **key information or structure**
- Use **clear and simple English**
- Keep it **short and focused**

Exemple :

“This manual explains how to safely operate and maintain the electric welding machine. It includes safety rules, preparation steps, and troubleshooting procedures.”

TP 3 – Individual Assignment

Title: *Summarizing a Technical or Educational Document*

Type: Oral task (Individual)

Format: Audio or video recording (4 minutes max – MP3 or MP4)

Language: English

Instructions:

Choose a technical or pedagogical document related to your field (a user manual, curriculum guide, training framework, instruction sheet...). Read it carefully and prepare a short oral summary in English.

Your recording must include:

1. The title and nature of the document
2. Who it is intended for (target audience)
3. Its general structure and main purpose
4. Key points or sections worth highlighting
5. One or two things you found interesting or useful

Speak clearly and naturally, as if you were explaining the document to a colleague or supervisor. Do not read a script.

Cet exercice vous prépare à utiliser l'anglais pour partager une compréhension claire d'un document professionnel, ce qui est une compétence précieuse dans le monde de la formation technique.

Chapter 4 – Writing Scientific and Educational Content in English

Introduction

Writing in English, especially in an academic or professional setting, requires more than just vocabulary. You need structure, clarity, and a sense of purpose. Whether you're writing a short abstract, a lesson plan, or a training report, your message must be **organized, easy to follow, and appropriate for your audience.**

Dans le contexte de l'EFTP, cela signifie être capable de rédiger des contenus pédagogiques, des descriptifs de modules, ou encore des rapports de formation. Ce chapitre vous prépare à ces différents formats, avec une attention particulière à la logique et à la cohérence.

4.1 Basic Structure of a Scientific or Pedagogical Text

Most educational and technical texts follow a similar logical structure:

- **Title:** clear, informative, not too long
- **Introduction or Objective:** what is this text/module/report about?
- **Main content:** organized into sections, with headings and subheadings
- **Conclusion or Evaluation:** what are the results, the competencies developed, or the next steps?

Example – Structure of a training module outline:

1. **Title:** Electrical Safety in Industrial Environments
2. **General Objective:** To enable trainees to apply safety measures during electrical maintenance.
3. **Content:** Basic electrical risks, safety equipment, emergency procedures
4. **Evaluation:** Written quiz + practical simulation in workshop

Chaque partie doit rester courte, claire, et orientée vers l'action. Le style est factuel, sans effets de langage inutiles.

4.2 Writing Objectives and Outcomes

One of the most common writing tasks in TVET is to formulate **learning objectives** and **expected outcomes**. These must be specific, measurable, and realistic.

Useful expressions:

- “By the end of this module, trainees will be able to...”
- “This course aims to develop skills in...”
- “The objective is to understand and apply...”
- “Expected outcome: trainees will demonstrate the ability to...”

Example:

“At the end of this unit, learners will be able to install a basic refrigeration system and verify its operation according to safety norms.”

Formuler les objectifs de manière claire est essentiel pour tout document pédagogique.

Cela montre que vous savez où vous allez, et ce que vous attendez des apprenants.

4.3 Key Features of Good Writing

Here are some tips to improve your written English in scientific or pedagogical contexts:

- Use **short and active sentences**
- Avoid **repetition** and **vague words**
- Use **bullets or numbering** for lists or steps
- Choose **technical vocabulary** relevant to your field
- Always **reread and revise** before submitting

A good training outline must be readable and useful. Imagine that someone else (another trainer) has to use your text to conduct a session. Would it be clear enough?

4.4 From Ideas to Practice

In this first step of the progressive project, your group will write a complete **training module outline**. The focus is on clarity, structure, and relevance to your field.

Ce travail vous permettra d'appliquer tout ce que vous avez appris jusqu'ici : décrire un domaine, structurer une tâche, utiliser un vocabulaire professionnel, et maintenant... rédiger un document pédagogique complet.

TP Progressif – Step 1 (Group Task)

Title: *Drafting a TVET Training Module in English*

Type: TP progressif – First step (group)

Format: One-page training outline (Word or PDF)

Language: English

Instructions:

In the same group as for TP 2, write the outline of a **training module** related to your specialization. This module should be realistic and relevant to your local context.

Your document must include:

1. **Title of the module**
2. **General objective** (what the module aims to achieve)

3. **Key contents** (3 to 5 items – short phrases or bullet points)

4. **Evaluation methods** (how learning will be assessed)

Use clear, professional English. Avoid long sentences or unnecessary theory. Focus on action, structure, and concrete learning.

Ce premier livrable collectif servira de base à votre **présentation orale** à venir (TP Progressif – Étape 2). Il représente votre capacité à structurer une démarche pédagogique complète en anglais.

Chapter 5 – Giving Presentations in English

Introduction

Speaking English in front of others — whether it's a classroom, a team meeting, or an evaluation board — is often one of the most challenging tasks for non-native speakers. But with practice, structure, and the right mindset, it becomes not only manageable, but rewarding.

Dans ce chapitre, vous allez apprendre à **organiser une présentation orale professionnelle en anglais**, en vous appuyant sur le module de formation que vous avez déjà rédigé. Il ne s'agit pas simplement de parler anglais, mais de **vous exprimer avec clarté, confiance et cohérence**, en valorisant votre travail pédagogique.

5.1 The Basics of a Clear Oral Presentation

A strong oral presentation in English should include:

1. **A clear introduction:** who you are, your topic, and what the audience can expect
2. **A logical development:** divide your content into 3–4 sections with simple headings
3. **Visual support:** a clean PowerPoint or slide show to help structure your talk
4. **A conclusion:** a short summary and possibly a recommendation or future outlook

Remember: you are not reading a text. You are talking to real people. Speak slowly, use short sentences, and repeat key points when needed.

5.2 Useful Language for Presenting

Here are some helpful phrases to use during your presentation:

Introduction:

- “Good morning. My name is... and I’m going to present...”
- “This presentation is about a training module we designed on...”
- “Our group focused on the field of...”

Transitions:

- “Let’s now move to the second part...”
- “As you can see on this slide...”
- “This leads us to the evaluation part...”

Conclusion:

- “To sum up...”
- “This module provides trainees with the necessary skills to...”
- “Thank you for your attention. We’re open to questions.”

Utiliser ce type de tournures vous permettra de rester fluide, même si vous êtes stressé ou que votre vocabulaire est limité. Ce qui compte, c'est d'être clair, structuré, et engagé dans ce que vous présentez.

5.3 Presenting as a Group

When working as a team, divide roles clearly:

- One person introduces the topic
- Another presents the contents
- A third explains the evaluation methods
- If needed, someone concludes

Each speaker should talk for about 1.5 to 2 minutes. Use visual slides (PowerPoint or Canva) to guide your audience, but avoid putting too much text on them.

La coordination entre membres du groupe est essentielle. Votre présentation sera évaluée non seulement sur l'anglais, mais aussi sur la **cohésion du discours et la fluidité du passage de relais**.

5.4 Recording Your Presentation

You may use Zoom, PowerPoint with audio, Google Meet recording, or any screen recording tool. Your presentation should include:

- The group members speaking (audio at least; video optional)
- The slides shown clearly
- A coherent structure from beginning to end

This is not just a language exercise. It is also a professional simulation: being able to **present and defend a pedagogical design in English** is a real skill in international TVET environments.

TP Progressif – Step 2 (Group Task)

Title: *Presenting Our Training Module in English*

Type: TP progressif – Step 2 (same group)

Format: Video recording (MP4 – 5 to 6 minutes)

Language: English

Instructions:

As a continuation of your work in TP Progressive Step 1, your group will record a short oral presentation in English, based on your training module outline.

The presentation must include:

1. A short introduction of the group and the module

2. An explanation of the module's objectives and content
3. The evaluation methods
4. A short conclusion and potential applications

Each group member must speak for at least 1 minute. Use a PowerPoint or visual support to accompany your explanation.

Ce TP vous permet de tester vos compétences orales dans un cadre concret, avec une production professionnelle à livrer. Il vous prépare à des situations réelles comme un entretien, une présentation devant un jury, ou une réunion de projet.

Chapter 6 – Using English in Professional and International Contexts

Introduction

Today, many TVET professionals are expected to engage with international partners, participate in regional projects, attend conferences, or apply for grants. In all these situations, English is the working language. You don't need to sound like a native speaker — but you do need to be **understood, professional, and confident**.

Ce chapitre vous aide à vous préparer à ces usages réels de l'anglais professionnel, dans des contextes multilingues ou internationaux. L'objectif est de pouvoir parler de vous, de vos projets, et de votre expertise en anglais, avec un vocabulaire simple mais adapté.

6.1 Communicating in Multilingual Teams

When working with colleagues from different countries or language backgrounds, English often becomes the “bridge” language. In these contexts, clarity, respect, and simplicity are key.

Tips:

- Speak slowly and clearly
- Avoid idiomatic or local expressions
- Use simple sentence structures

- Always check understanding (ex: “Is that clear?” / “Do you agree with this?”)

Les équipes multilingues valorisent les personnes capables de créer du lien et de faciliter la compréhension. L’anglais est ici un outil de coopération.

6.2 Participating in Conferences and Meetings

In conferences, webinars, or professional meetings, you might be asked to:

- Introduce yourself
- Present a training project
- Comment on a session
- Ask a question in public
- Write a summary or abstract

Useful phrases:

- “My name is... I work as a TVET trainer in...”
- “Our institution recently developed a program on...”
- “One question I have about this presentation is...”
- “I’d like to share an experience we had in our training center.”

Ces expressions simples, bien utilisées, vous permettront de participer activement à des échanges professionnels en anglais.

6.3 Writing Professional Emails and Project Summaries

In international communication, emails and summaries need to be:

- **Clear and direct**
- **Polite and professional**
- **Well-structured**, with a clear purpose

Example – Email opening lines:

- “I am writing to request information about...”
- “We would like to invite you to...”
- “Please find attached the draft of our proposal...”

Project summary tips:

- State the objective clearly
- Describe what the project aims to achieve
- Mention the main activities and expected outcomes
- Keep it under 200 words

Un bon résumé ou un bon e-mail peut faire la différence dans une candidature ou un partenariat.

6.4 The Pitch: Presenting Yourself and Your Project

The final task of this course is to create a **professional pitch** in English. It's a short video where you present:

- Who you are
- What you do
- What project or idea you are working on
- Why it matters
- What kind of support or collaboration you are looking for

Imagine you are speaking to a potential **funding organization**, **partner institution**, or **international expert**. Your tone must be clear, positive, and convincing — not perfect, but confident.

TP Final – Individual Assignment

Title: *My Professional Pitch in English*

Type: Final practical task (individual)

Format: Video pitch (MP4 – maximum 6 minutes)

Language: English

Instructions:

Record a video in English in which you present your **professional profile** and **project idea**. This is a personal pitch, intended to convince a partner, donor, or international collaborator to work with you or support your initiative.

Your video must include:

1. A short presentation of yourself (name, background, field)
2. A description of your current work or project idea
3. Why this project is relevant and impactful
4. What you are looking for (support, partnership, visibility...)
5. A clear and friendly closing

Be professional but natural. Avoid reading a written text. Focus on clarity and structure.

Cette dernière production vous permet de synthétiser toutes les compétences acquises : parler de vous, structurer un message, convaincre, et utiliser l'anglais comme un outil d'action dans votre domaine.

Final Synthesis Assignment – Individual Work

Title: *My Professional English Portfolio*

Type: Final evaluation (individual)

Format: Double production – Written (PDF) + Video (MP4)

Language: English

Expected Deliverables

To complete the course, each student must submit the following:

1. **A written portfolio** (maximum 5 pages – PDF format)

This document must be written entirely in English and should include:

- A short introduction about your background and field of training
- A presentation of your educational or technical specialization
- A description of a training project (real or fictional) related to your field
- Reflections on your experience during this course: challenges, improvements, new skills
- Insights about how you plan to continue using English in your career

This portfolio should be personal, clear, and professional — not a repetition of your TP content, but a synthesis and reflection based on your progression.

2. A short self-presentation video (maximum 6 minutes – MP4 format)

This oral production must:

- Present your profile and background
- Highlight your key takeaways from the course
- Include **short excerpts, summaries, or comments** on some of the tasks you completed during the TPs (TP1 to TP Final)
- Conclude with a personal outlook: how you see yourself using English in your future career

You may record yourself using any tool you prefer, but the audio must be clear, and the speech must be organized and understandable. You may use visual support (images, slides, etc.) if needed.

Final submission must include both files:

- FinalPortfolio_YourName.pdf
- FinalVideo_YourName.mp4

Ce devoir vous invite à rassembler et présenter les résultats de votre parcours dans ce module. Il évalue à la fois votre capacité à écrire en anglais, à parler de vous de manière fluide, et à mobiliser le vocabulaire et les compétences vues dans le cours.

ENSET MRTDDEFTP

Fiche récapitulative des travaux à réaliser

Titre de l'activité	Type	Format attendu	Travail
Introducing My TVET Specialization	TP	Vidéo (MP4 – 3 min max)	Individuel
Describing a Professional Task in English	TP	Fiche technique (1 page – Word ou PDF)	Groupe
Summarizing a Technical or Educational Document	TP	Enregistrement audio ou vidéo (MP3/MP4 – 4 min)	Individuel
Drafting a TVET Training Module in English	TP progressif (Étape 1)	Document structuré (1 page – Word ou PDF)	Groupe
Presenting Our Training Module in English	TP progressif (Étape 2)	Vidéo orale avec support visuel (MP4 – 5-6 min)	Groupe
My Professional Pitch in English	TP final	Vidéo de pitch professionnel (MP4 – 6 min max)	Individuel
My Professional English Portfolio	Devoir de synthèse final	Rapport écrit (5 pages PDF) + Vidéo (MP4 – 6 min)	Individuel

Parcours Pédagogique

Chapitre 1 – English for Technical and Vocational Education

- **Notions abordées :**

- Présenter son environnement de formation en anglais
- Décrire son activité professionnelle (tâches, rôles, contexte)
- Expliquer sa spécialisation et ses objectifs professionnels
- Vocabulaire de base pour se présenter dans un contexte professionnel

- **TP 1 (individuel) :**

Titre : Introducing My TVET Specialization

Format : Vidéo (3 min max – MP4)

Contenu : Présentation orale en anglais de son profil professionnel et de son centre de formation

Chapitre 2 – Describing Professional Practices

- **Notions abordées :**

- Structurer une description technique étape par étape
- Décrire des outils, équipements, tâches professionnelles

- Précision et clarté dans l'expression écrite technique
- **TP 2 (groupe) :**

Titre : Describing a Professional Task in English

Format : Fiche technique (1 page – Word ou PDF)

Contenu : Description d'une tâche professionnelle dans son domaine

Chapitre 3 – Reading and Understanding Technical Documents

- **Notions abordées :**
 - Identifier les types de documents techniques et pédagogiques en anglais
 - Techniques de lecture : scanning, repérage, résumé
 - Reformuler en anglais un document complexe pour un collègue
- **TP 3 (individuel) :**

Titre : Summarizing a Technical or Educational Document

Format : Enregistrement audio ou vidéo (4 min – MP3 ou MP4)

Contenu : Résumé oral d'un document technique ou pédagogique choisi

Chapitre 4 – Writing Scientific and Educational Content in English

- **Notions abordées :**

- Rédiger un module de formation en anglais (titre, objectifs, contenu, évaluation)
- Structuration d'un texte pédagogique clair
- Formulation des objectifs pédagogiques
- **TP progressif – Étape 1 (groupe) :**
 - Titre* : Drafting a TVET Training Module in English
 - Format* : Document structuré (1 page – Word ou PDF)
 - Contenu* : Plan de module de formation en anglais, rédigé en groupe

Chapitre 5 – Giving Presentations in English

- **Notions abordées :**
 - Structuration d'une présentation orale professionnelle
 - Langage de présentation (introductions, transitions, conclusions)
 - Travail en groupe et coordination en anglais
- **TP progressif – Étape 2 (groupe) :**
 - Titre* : Presenting Our Training Module in English
 - Format* : Vidéo orale (5-6 min – MP4) avec support visuel
 - Contenu* : Présentation orale du module de formation conçu à l'étape 1

Chapitre 6 – Using English in Professional and International Contexts

- **Notions abordées :**

- Utilisation de l'anglais dans les équipes multilingues
- Communication dans les projets, réunions, conférences
- Rédaction d'e-mails professionnels, résumés de projets
- Présenter un projet ou son profil à l'oral en anglais (pitch)

- **TP final (individuel) :**

Titre : My Professional Pitch in English

Format : Vidéo de pitch (6 min max – MP4)

Contenu : Présentation professionnelle personnelle, d'un projet ou d'une idée à défendre

Devoir de synthèse final (individuel)

- **Intitulé** : *My Professional English Portfolio*

- **Format attendu** :

- **Rapport écrit** (PDF – 5 pages max) : parcours, spécialisation, projet, bilan du cours, perspectives
- **Vidéo orale** (MP4 – 6 min max) : auto-présentation + synthèse des acquis

ENSET MRTDDEFTP