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# Referential for the Initial Training of Doctoral Students
## « English Subject »

2022-2023

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## SUMMARY :

## Preface :

The status of the English language throughout the world is fundamental: it is the language of international studies, of publication in indexed academic journals. It is the linguistic tool that allows academics and researchers to communicate consciously and thoughtfully, without any ideological attachment, as is often done in foreign language learning. The project to develop complex universal and transferable skills of doctoral students thus, outlines an imperative training in English language to meet the expectations of the authorities of the country as expressed by the President of the Republic concerning.

To provide a reliable indicator of language ability and strengthen it to match expectations, the upper-intermediate level qualification B2 of the CEFR, the Common European Framework of Reference for Languages has been chosen. The choice of this benchmark will allow us to measure results that are visible and understandable by many countries in the world. These universities often set B2 as a threshold level to be able to meet the requirements of the post-graduate student's job (note-taking, reading, writing scientific articles, conference presentations, etc.).

The mission of the experts is to set up a training course in order to meet the requirements of the doctoral students' status in their respective specialties. Their ultimate task is the success of the roadmap determined by the MESRS according to well defined objectives.

## 1. Objectives of the course

The objectives of this doctoral program in English are to develop students' autonomy in their use of the English language in reading, writing, listening and interaction with the aim of acquiring level B2 of the Common European Framework of Reference for Languages. The CEFR is the reference framework for this teaching-learning process and uses the notion of communicative competence. These skills are described according to a global scale with six levels:

1. The introductory or discovery level (Beginners: A1)

2. Elementary or survival level (A2),

3. Intermediate level (B1),

4. Upper-intermediate or independent user (B2),

5. Autonomous advanced level (C1)

6. Proficient level (C2).

Each level is characterized according to four macro-skills:

1. Reading comprehension,
2. Oral comprehension,
3. Written expression
4. Oral expression

## 2. Operational Objectives

Doctoral students' needs and levels in English are heterogeneous. To address this disparity, we propose the following:

1. An online placement test to check the English skill levels of students. Then, the university can place each student in classes at the right level.

2. A teaching program based is based on the notion of communicative proficiency – the increasing ability to communicate and operate effectively in the target language. The descriptions of levels are skills-based (the 4 levels of the CEFR (A1, A2, B1, and B2).

3. Reaching the target level B2/C1 according to the CEFR.

This course is based on distance learning and include 5 detailed theme-based units organized as follow::

For each level, 30 hours of training are planned in the form of online scenario-based courses installed on Moodle platform (see annex).

At the end of the course, an achievement test will be assigned to measure how well students have mastered the subject matter in a course of instruction (achievement test to validate or not the level).

# CEFR LEVEL A 1

| Competences |
|---|
| **Listening:** |
| Students are able to understand simple standard speech which is very slow and carefully articulated and can recognize familiar words and very basic phrases concerning themselves, their families and immediate concrete surroundings when people speak clearly and slowly. |
| **Reading:** |
| Students can understand very short, simple texts, for example on notices and posters or in catalogues, picking up familiar names and basic phrases one at a time, and rereading as required. |
| **Spoken Interaction:** |
| Students can interact in a simple way provided that the other person is prepared to repeat or rephrase at a slower rate of speech and help with formulation. They can ask and answer simple questions in areas of immediate need or on very familiar topics. |
| **Writing: At this level:** |
| Students can write very simple message or postcards, for example sending holiday greetings, entering name, nationality, and address on a hotel registration form. |

# Detailed program of LEVEL A1

| UNITES | Communication objectives | Listening | Reading | Speaking | Writing | Grammar | Vocabulary |
|---|---|---|---|---|---|---|---|
| **1.Greetings And Giving Personal Information** (Formal and informal contexts) | -Say appropriate greetings(formal and informal -Respond to greetings, - Determine the appropriate -Use appropriate greetings in writing -Identify types of personal information to give according to the context | -Identify and respond appropriately to common greetings in English slowly -listen and repeat, and practice using greetings in different scenarios. | -recognize and read common greeting phrases in English -associate the phrases with their meanings. -practice reading the phrases out loud | -Participate in collaborative -Ask and answer questions - Practice giving personal | -Write a simple message using basic and appropriate greeting expressions -Complete a form with personal information | - Use of subject pronouns -Use the present tense -Use of question words -Use of subject pronouns - Use of titles (in formal settings) - contractions in informal settings | -Nationalities -Countries - Formal greetings -Informal greetings -vocabulary related to responding to greetings |
| **2. Describing Daily Routine** | -discuss various daily routines -develop speaking and listening skills learn and use new vocabulary relating to the topic -Use time expressions to describe daily routines. -Ask and answer questions about daily routines. | -Listen to infer daily routines -Listen to an audio describing families' everyday habits -Watch a video and answer multiple choice questions | -Daily schedules: -Job descriptions: Texts –Instructions texts -Personal anecdotes: narratives that describe someone's personal routine or habits | -talk about daily routines -Speak audibly in coherent sentences -Group discussion - Create scenarios to describe daily routines | -Write sentences describing learners' daily routines using the appropriate tense , sequencers and related vocabulary | -Simple present tense - Numbers - Adverbs of frequency -Personal pronouns -Telling the time -Daily activities - Possessive case | -Review time and days of the week -Introduce the vocabulary of daily routines -Return home - Watch TV -Prepare dinner |
| **3. Describing a place** | - Describe different types of places -Use location and direction prepositions -Use basic sentence structures to ask and answer simple questions about a place -practicing describing a place | -Listen to a description of a place and fill in the blanks -understand basic vocabulary. -listen to descriptions of different places and identify key features. | Text: Read a description of a place to complete a table -Advertisements -Brochures -Tourist guides | give oral presentations on describing a place to a partner .-use simple vocabulary and basic sentence structure | -Write a short simple descriptive paragraph -Your home -Where it is -Who lives there -- What it's like -How you feel about it | -Use descriptive -adjectives -prepositions -present tense - complete sentences - adverbs to describe people in sentences | -Vocabulary of describing places -positive words and expressions -negative words and expressions -Parts of a town -Natural places/ Natural features/ Parts of the countryside |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **4.Describing people** | -Learn how to describe people's physical appearance and personality traits using simple vocabulary and basic sentence structures. using some key vocabulary and sentence structures to describe people: | -Listen to understand -descriptions of people -Listen to answer questions | -Text: Understand descriptions of people's appearance and personality in written texts, using context clues and inference. - Personal information text -Physical description texts -Personality description texts | -practice pronouncing words related to physical appearance and personality traits accurately. -describe orally physical appearance and personality traits of people using appropriate adjectives and vocabulary. | -Write short description of a friend or a family member using appropriate vocabulary and grammar. | understand how to use verbs, adjectives, and adverbs to describe people in sentences -present tense verbs, comparative and superlative adjectives, and prepositions of place | -Use related vocabulary -Adjectives to describe hair -Face -Body -Hight -Weight Personality traits: Kind, funny serious outgoing shy |
| **5.Food** | -To introduce basic food vocabulary and concepts -To develop basic speaking and listening skills related to food and nutrition -To increase awareness about healthy eating habits Students will be able to describe the taste, texture and appearance of different foods. Students will be able to order food in a restaurant and ask for recommendations. | - Improve overall listening comprehension skills by focusing on pronunciation, intonation, and word stress in spoken English. - Identify key vocabulary related to food and cooking - Recognize different types of food and their characteristics - Follow a conversation or dialogue about food-related topics | Text: -Menu from a local restaurant -Pictures of different types of food (fruits, vegetables, meat, dairy, grains, etc.) -Food pyramid diagram -Flashcards with food vocabulary words -Worksheet with questions about healthy eating habits | -Discuss and describe the taste, texture and appearance of different foods using simple adjectives (sweet, sour, spicy, crunchy, soft, etc.). -role-play a conversation in a restaurant -order food and drinks, and make requests -Respond to request | -Write a short paragraph describing their favourite food using the vocabulary and adjectives learned in the lesson. | Nouns and articles: Introducing food-related vocabulary Present Simple tense: - Imperatives -Countable and Uncountable nouns -Modal Verbs -Adjectives -Prepositions | -food vocabulary and adjectives -Food items -Drinks -Cooking methods -Utensils and appliances -Adjectives to describe food -Quantifiers -Ordering food -Food-related idioms -Food culture |

# CEFR LEVEL A 2

| Competences |
|:---:|
| **Listening:** |
| They can understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment) and can catch the main point in short, clear, simple messages and announcement |
| **Reading:** |
| Students are able to understand short, simple texts containing high frequency vocabulary and shared international expressions. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables |
| **Speaking:** |
| Students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they cannot usually keep the conversation going of their own accord. |
| **Writing:** |
| They can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like 'and' , 'but' and 'because'. They can write a very simple personal letter, for example thanking someone for something. |

# Detailed program of LEVEL A2

| UNITS | Communication Objectives | Listening | Reading | Speaking | Writing | Grammar | Vocabulary |
|---|---|---|---|---|---|---|---|
| **1.The World Around Us** | -Learn about animal life, characteristics, habitats<br>-Engage into discussion about wild life<br>-Develop awareness about the impact of human activities on the environment | -Listen to identify types of questions<br>- Listen to elicit information<br>-Listen to identify opinions<br>**Pronunciation**<br>Intonation in questioning (raising/falling) | Text: Amazing Facts about the Natural World<br>-an article about Global Warming<br>-A photo to describe | -Talk about natural issues Pets<br>-Ask about favorite domestic animals | -Write a descriptive paragraph about animals as dogs and cats,<br>and the impact of human life | -close-ended questions<br>-Question words<br>-Use modal verbs in questions<br>-Use of article (review) | -Animal features<br>- Vocabulary of nature<br>-Adjectives |
| **2. Jobs** | - identify and describe different jobs and occupations<br>- learn new vocabulary related to jobs and occupations practice | -speaking and listening skills through discussions and role-play activities<br>-share thoughts about different jobs and occupations | Text:<br>Finding a job<br>-an article about employment<br>-Identify jobs through pictures<br>-Job Adverts | -Talk about dream jobs<br>-say why<br>-act out a conversation<br>- | -Writing a paragraph describing a dream job, or a parent job | Present tense for immediacy<br>-Use<br>because, but<br>-relate sentences with coordinating conjunctions | -use appropriate vocabulary when talking about jobs accurately describe various job roles and functions |
| **3.Make Small Talk** | -make small talk<br>-Describe a daily routine schedule<br>-Develop cultural awareness<br>-Discuss differences in everyday habits | -Listen for main ideas<br>-Listen to summarize<br>- Confirm the correct paraphrases<br>**Pronunciation:**<br>-Intonation of tag questions | Text: a business email and agenda<br>-an article about formal dinner<br>-A photo story | - Talk about the weather<br>-Use question tags<br>- ask and answer do you mind questions<br>- | -Write a formal and an informal email message<br>-Formal e-mail etiquette | -Tag questions<br>-short answers<br>-Present continuous<br>-verb usage: present and past tense overview | -Asking about proper address<br>-Intensifiers<br>-Manners and etiquette |
| **4.Health Matters** | -Show concern and offer help<br>-Make a medical or dental appointment<br>-Discuss types of treatments<br>Talk about medication | -Listen about activate vocabulary<br>-Listen for details<br>-Auditory discrimination<br>**Pronunciation**<br>Intonation of lists | Text: Human body<br>-A medicine label<br>-A patient information form<br>-A photo story | -Introducing disappointment expressions<br>-Show concern<br>-Questions of possibility<br>-Confirm an appointment<br>-Express emphatic thanks | -Write a paragraph comparing two types of medical treatments in simple words | -Should<br>-Have to<br>Imperatives<br>-Determiners<br>-comparatives and superlatives<br>Adjectives (personality, feelings) | Emergencies<br>Symptoms<br>Medical treatments<br>Medication |
| **5. Reading for pleasure** | -Recommend a book<br>-Describe reading habits<br>-Discuss online reading<br>Interact showing interest | -Listen to take notes<br>-Listen to infer point of view<br>**Pronunciation** Sentence stress with short answers | questionnaire about reading habits<br>-Article about internet impact on our reading habits<br>-A photo story | -Talk about interest in a topic<br>-discuss a novel or a short story | Write a paragraph summarizing a short story | Adjectives<br>-Embedded questions<br>-Punctuation<br>-Noun clauses | -Genres of books<br>-ways to describe a book<br>-Ways to enjoy reading |

# CEFR LEVEL B 1

## Compétences

### Listening:

Students are able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

### Reading:

Students are able to understand factual texts on subjects related to their interests that consist mainly of high-frequency everyday or job-related language. They can recognize significant points in straightforward newspaper articles on familiar subjects and can understand the description of events feelings and wishes.

### Speaking:

Students at this level can exploit a wide range of simple language to deal with most situations likely to arise whilst traveling. They can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).

# Detailed Program of Level B1

| Units | Communication Objectives | Listening | Reading | Speaking | Writing | Grammar | Vocabulary |
|---|---|---|---|---|---|---|---|
| 1. Living in a Digital Age | *Talk and write about computer applications in everyday life | *Listening for specific information for short descriptions | *Matching texts to pictures *Deciding where removed sentences should go in a text | *Discussing what computers can do in particular areas | *Summarizing a discussion | *Collocations | *Basic computer terms, computers in education, banks, offices, airports, libraries, entertainment, etc |
| 2. New Technologies | *Talk and Write about future trends in computing *Make predictions about future trends | *Understanding specific information about RFID tags from a class discussion | *Matching short texts with pictures *Understanding the main features of new technologies from short texts | *Discussing predictions about future trends | *Writing captions for pictures *Making predictions about future trends | *Future continuous, future perfect, future perfect continuous | *Terms related to Nanotechnology, Artificial Intelligence, Biometrics, smart homes, Ubiquitous computing, RFID |
| 3. Leisure time | *Exchenging infotmation *Talking about leisure *Exchanging contact details | *Comparing people's work-life balance | *Understanding work-life balance | *Talking about likes and dislikes *Ending a conversation | A paragraph/an essay on why should employers care about work-life balance | *Past simple and present perfect | *Words like work-life balance, take time off, work flextime, relaxing, etc. |
| 4. Jobs in Computing | *Discussing personal qualities and professional abilities for different jobs *conducting/ having a job interview | *A job interview | *Job advertisements | *Discussing personal qualities and professional skills | *Letter applying for a job *Writing a CV | *Simple past/ present and past perfect *Present and past perfect continuous | *Different jobs, different letters: application, motivation, cover letter, etc. |
| 5. Working together | *Talk about working in teams, understand the ground rules for conducting effective meetings, present and discuss plans, encourage people, and talk about future plans. | *Encouraging people to join a team | *Creating a plan for effective teamwork | *Discussing how to encourage and motivate people | *Advantages and disadvantages of virtual teamwork | *Future, will, going to, and modal verbs | *Teamwork and partnerships, joining forces, complementary skills, etc. |

# CEFR LEVEL B 2

## Compétences

### Listening:

Students can understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar. They can understand the essentials of lectures and most TV news and current affairs programs and can understand the majority of films in standard dialect.

### Reading:

At this level, students can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. They can understand contemporary literary prose and can adapt style and speed of reading to different texts and purposes, using appropriate reference-sources selectively.

### Speaking:

Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They are able to take an active part in discussion in familiar contexts and can account for and sustain views clearly by providing relevant explanations and arguments.

### Writing:

Students are able to write clear, detailed text on a wide range of subjects related to their interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can write letters highlighting the personal significance of events and experiences.

# Detailed Program of Level B2

| Units | Communication objectives | Listening | Reading | Speaking | Writing | Grammar | Vocabulary |
|---|---|---|---|---|---|---|---|
| **1.Making a presentation** | *Welcoming the audience, introducing the topic<br>*Presenting visuals effectively<br>*Strategies for a good conclusion, handling the question and answer session | *Listening to different opening, body , and conclusion of a presentation | *Presentation tips, and strategies for good presentation conclusions | *Discussing how to deal with nervousness before, and during a presentation | *Writing on how cultural differences might affect the way a presentation is made | *Rhetorical questions, adverb +adjective construction, sequencing, simple past , present perfect, future, and future perfect | *Terms related to giving your position, function, introducing a topic, stating a purpose, summarizing a point, explaining a visual, making recommendations, and inviting questions. |
| **2.Communications** | *Talk about communications<br>*Explain procedures<br>*Deal with situations on the phone | *Stages in communications development | *Communication technologies | *Solving a communication problem | Advantages and disadvantages of Teleconferencing | *Modal verbs- obligation and prohibition | *Collaborate with, have access to, etc.<br>*Word families<br>*teleconferencing phrases |
| **3. Culture** | *Talking about cultural differences<br>*Narrating past events<br>*Giving explanations | *Two people talking about culture | *Investigating an intercultural communication problem | *Talk about films, TV, and books | * Working across cultures | *Narrative tenses- past continuous, past simple, and past perfect | *Cultural differences<br>*Hierarchical, risk taking, sensitive to, etc. |
| **4. Ethical Business** | *Talking about ethical business<br>*Explaining plans and arrangements<br>*Inviting and recommending | * Responding to spontaneous invitations | *Characteristics of an ethical business | *Discussing the case of companies that have an image problem because of their activities | *A paragraph/ essay on how companies' activities promote their ethical position | *Talking about the future<br>*Using all types of future | *Ethical business<br>*Act responsibly, reduce the impact, credibility, etc. |
| **5. Setting up a business** | *Talking about starting up a new business<br>*asking about work and life<br>*Socializing, asking a favor<br>*Talking about activities and results | *Advice about funding a start-up | *Describing the structure of different forms of business | *Discussing how to avoid saying 'no' | *A paragraph/ essay on the help and advice someone may need in setting up a new business | *Present perfect simple and continuous<br>*Giving advice<br>*Enumerating reasons | *Gap in the market, company capital, unlimited liability, partnership |

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