



**ORDIN**

mun. Chișinău

Nr. 1049 din 28 decembrie 2016

**Cu privire la aprobarea Curriculumului la  
Limba engleză în învățământul  
profesional tehnic**

În temeiul art. 64 pct. (2) din Codul educației al Republicii Moldova nr. 152 din 17 iulie 2014 (Monitorul Oficial al Republicii Moldova, 2014, nr. 319-324, art. 634), precum și în conformitate cu Ordinul Ministrului Educației nr. 1128 din 26 noiembrie 2015, Ministrul Educației emite prezentul

**ORDIN:**

1. Se aprobă Curriculumul la *Limba engleză în învățământul profesional tehnic*.
2. Curriculumul se aplică la disciplinele incluse în planurile de învățământ pentru învățământul profesional tehnic secundar, postsecundar și postsecundar nonterțiar.
3. Autorii Curriculumului la *Limba engleză în învățământul profesional tehnic* vor organiza seminare de diseminare în vederea implementării curriculumului aprobat.
4. Instituțiile de învățământ profesional tehnic vor asigura implementarea prevederilor prezentului ordin.
5. Monitorizarea executării prezentului ordin se pune în sarcina Direcției Învățământ secundar profesional și mediu de specialitate (dl. Silviu Gîncu).
6. Controlul asupra executării prezentului ordin se pune în sarcina dnei Cristina BOAGHI, viceministru.

Ministru

Corina FUSU



**Ministry of Education of the Republic of Moldova**

**Approved**

**Ministry of Education**

*[Signature]*

28 decembrie 2016

# English Language Curriculum for Vocational Education and Training

Chişinău 2016

**Approved: Order of the Minister of Education No. 1079 from December 28 2016**

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## I. INTRODUCTION

The present curriculum was elaborated according to the VET Strategy for 2013-2020 approved by the Moldovan Government's decision no.97 from 01.02.2013, the Code of Education, Law no. 152 of 17.07.2014, the Guide to Implementation of the Credit System in VET in the Republic of Moldova.

The curriculum aims at teaching English for vocational and professional purposes. The courses designed for VET students, with an intermediate or upper- intermediate level of English, assuming the existence of some basic knowledge. The number of hours dedicated to the course is 90 hours, of which 60 are supposed to be classroom activities and 30 will be assigned to individual work.

The course is designed to be taught during two semesters in postsecondary VET, usually in the 2<sup>nd</sup> semester of the third year of study and 1<sup>st</sup> semester of the fourth year of study; in secondary VET it is commonly studied in the 1<sup>st</sup> and 2<sup>nd</sup> semesters of the final year of study. The course is divided into 7 units, which are based on a wide range of topics intended to develop all the four language skills, students' language proficiency in their professional field of study and to enhance the students' critical thinking. English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty. English language for VET is learned not for the sake of gaining a general education, but to flatten the path to access or higher linguistic efficiency in academic, professional or workplace circumstances. This denotes that, the role of the curriculum is to help the learners build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace.

### **Characteristics of the English Language Curriculum for VET**

The English language curriculum for VET meets the needs of the learner and is centred on the language appropriate to specific activities. It aims at a harmonious integration of specific purpose competences with the stimulating environment that reflects students' necessities and desires to learn.

It involves the adoption of educational concepts and strategies with the help of which the students become active participants in the educational process.

The curriculum comprises key competences, discipline-specific competences, content elements and didactic strategies for the teaching-learning-evaluation process.

### **Curriculum status**

The present curriculum is a legal and binding document.

The main objective of the English language curriculum in VET is to form and develop the communicative professional competences.

The main aim of the teaching and learning process is to enable the learners to acquire information in its general sense in the field.

There are five broad objectives, on which specific teaching process is based and have to be reached:

- to reveal subject-specific language use; this objective aims to demonstrate to the students how the language is used in the target setting
- to develop target performance competencies; this objective is concerned with what learners do with language and the needed skills to be competent
- to teach underlying knowledge; this objective is focused on developing students' knowledge of the domain of study or work in addition to their language skills
- to develop strategic competence; the link between the context of situation and language knowledge and enabling efficient communication in the field
- to foster critical awareness; this objective aims at making learners aware of the target situation

The following four *principles* were considered in the process of curriculum development:

1. The principle of integrated approach - structuring the contents in an integrated way and aiming to develop and enhance students' communicative competences.
2. The principle of student-centered teaching-learning process - adopting a model based on active learning, centered on the student and which aims at using individual or group activities that allow the development of independence of action, originality, creativity and of the ability to work in a team, by combining all these with an individual pace of learning.
3. The principle of social functionality and utility of the didactic process - developing the abilities and competences necessary for students' social and professional integration. The fulfillment of the principle is realized by dealing with problem-solving situations, which can contribute to building the capacities of self-improvement and self-instruction.
4. The principle of interdisciplinary correlation.

The *functions* of the curriculum are the following:

The *normative* function, which is a legislative act and constitutes the basis for the elaboration of textbooks, guides and didactic materials.

The *scientific* function, which consist in the logical structure of contents, texts and grammar subjects.

The *procedural* function, which lies in creating conditions for the development of students' skills at working with a text, applying interactive and creative strategies.

The *evaluation* function, which consists in assessing competences specific to the discipline and the elaboration of tools and criteria for evaluation.

The *methodological* function implies the correlation between the contents, didactic strategies and competences, designing learning-evaluation activities by teachers and gaining cognitive acquisitions (knowledge, skills, and abilities) and acquiring values (attitudes and experience) from the field of languages.

### **How is English for VET different from general English?**

The most important difference lies in the learners and their purposes for learning English. VET students are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. The content is therefore built on an assessment of purposes and needs and the functions for which English is required.

The curriculum concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The focal point is that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners.

However, it is different not only in the nature of the learner, but also with the aim of instruction. In fact, as a general rule, while in general English all four language skills: listening, reading, speaking, and writing, are stressed equally, in English for VET it is a needs analysis that determines which language skills are most needed by the students, and the lesson/syllabus is designed accordingly. For example, it might emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it could promote the development of spoken skills in learners who are studying English in order to become tourist guides or waiters.

English for VET combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Thus, the student being able to use the vocabulary and structures that he/she learns in a meaningful context reinforces what is taught and increases his/her motivation.

The learners' skills in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. Learners approach the study of English through a field that is already known and relevant to them.

In this context, the responsibility of the teacher lies in the need to look for content specialists for help in designing appropriate lessons in the subject matter field she/he is teaching.

The teacher must play many roles in organizing the courses, setting appropriate learning objectives, establishing a positive learning environment in the classroom and evaluating student's progress.

## **II. COMPETENCES**

### **1. Key competences**

The key competences are defined as the sum of skills needed to live in a contemporary knowledge society [9,33]. Curriculum policies increasingly focus on competences that students are expected to develop during the whole process of learning across specific subjects or disciplines and that they need to succeed in education and for personal development, employment and inclusion in a knowledge society. The system of education from the Republic of Moldova aims at developing the following key competences:

- C1. Communication in Romanian language;
- C2. Communication in the mother tongue;
- C3. Communication in foreign languages;
- C4. Competences in mathematics, science and technology;
- C5. Digital competence;
- C6. Learning to learn;
- C7. Interpersonal, intercultural and social competences, and civic competence;
- C8. Entrepreneurship;
- C9. Cultural expression.

### **2. Specific professional competences**

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
2. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
3. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
4. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information.
5. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
6. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
7. Present information, findings, and supporting evidence in such a way that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.



8. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
9. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
10. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
12. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the vocational and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
13. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
14. Read and comprehend complex various texts independently and proficiently.
15. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

### III. THE ADMINISTRATION OF THE COURSE

| Term  | Number of hours       |           |                  | Assesment       |
|-------|-----------------------|-----------|------------------|-----------------|
|       | Total number of hours | Classwork | Individual study |                 |
| I /II | 90                    | 60        | 30               | Final exam/test |

### IV. INDICATIVE BREAKDOWN OF HOURS PER UNIT

|    | Units of study                          | Number of hours |           |                  |
|----|---|-----------------|-----------|------------------|
|    |   | Total           | Classwork | Individual study |
| 1. | <b>Life skills</b>                      | 12              | 8         | 4                |
| 2. | <b>Health and wellness</b>              | 12              | 8         | 4                |
| 3. | <b>Ambitions</b>                        | 12              | 8         | 4                |
| 4. | <b>Science and Technology</b>           | 14              | 10        | 4                |
| 5. | <b>Compete and cooperate</b>            | 14              | 8         | 6                |
| 6. | <b>Ethics and Social responsibility</b> | 12              | 9         | 3                |
| 7. | <b>Job - related skills</b>             | 14              | 9         | 5                |
|    | <b>Total</b>                            | <b>90</b>       | <b>60</b> | <b>30</b>        |

## V. UNITS OF STUDY

| <b>Contents</b>                    |  |   |
|------------------------------------|--|---|
| <b>Unit I Life skills</b>          |  |   |
| <b>Unit sections</b>               | <b>Topics</b>  | <b>Skills development</b>   |
| 1.1 You and your community         | <ul style="list-style-type: none"> <li>- The place where I live;</li> <li>- Favorite places;</li> <li>- Family ties and Family Values;</li> <li>- My most treasured possession;</li> <li>- What matters to me;</li> <li>- Community = home. Community services (schools, hospitals, police offices, banks, etc)</li> </ul> | <ol style="list-style-type: none"> <li>1. identifying places where people live;</li> <li>2. talking about family values and family ties;</li> <li>3. exchanging information about families who have emigrated;</li> <li>4. describing the most treasured possession;</li> <li>5. holding a conversation on community services topic;</li> </ol>   |
| 1.2 Travel and the outdoor life    | <ul style="list-style-type: none"> <li>- People, places and things</li> <li>- The most iconic places to be visited</li> <li>- Tourism: the pros and cons</li> <li>- Outdoor activities</li> </ul>  | <ol style="list-style-type: none"> <li>6. Discussing the advantages and disadvantages of tourism;</li> <li>7. distinguishing the most iconic places in the world to be visited;</li> <li>8. predicting the future of tourism;</li> <li>9. designing a dream holiday;</li> <li>10. talking about outdoor activities;</li> </ol>  |
| 1.3 Race across the world          | <ul style="list-style-type: none"> <li>- Public transport and vehicles</li> <li>- At the airport, bus station, railway station</li> <li>- Transport issues</li> </ul>  | <ol style="list-style-type: none"> <li>10. identifying different means of transport;</li> <li>11. applying the necessary vocabulary to book a plane, train, bus ticket;</li> <li>12. predicting the future of public transport;</li> </ol>  |
| 1.4 Happiness and success          | <ul style="list-style-type: none"> <li>- Obstacles and challenges</li> <li>- What is happiness?</li> <li>- Goal setting</li> <li>- The price of greatness</li> </ul>   | <ol style="list-style-type: none"> <li>13. talking about the principles of a happy life;</li> <li>14. writing/setting personal and professional goals;</li> <li>15. analyzing the advantages (disadvantages) of planning your life and setting goals</li> <li>16. talking about challenges and obstacles;</li> <li>17. outlining the value of role-models in inspiring people;</li> </ol> |
| <b>Unit II Health and wellness</b> |  |   |
| 2.1 Lifestyle                      | <ul style="list-style-type: none"> <li>- A healthy lifestyle</li> <li>- Keeping fit</li> <li>- Outdoor activities</li> <li>- Wellness and the aspects of health</li> </ul>   | <ol style="list-style-type: none"> <li>18. scheduling and discussing about living a healthy life;</li> <li>19. comparing the importance of outdoor activities;</li> <li>20. discussing the six aspects of health (Social Health, Personal Health, Emotional Health, Mental Health, Physical Health, Spiritual Health) and their interaction;</li> </ol>                                   |

| <b>Contents</b>   |  |   |
|---|--|---|
| 2.2 The importance of being healthy                       | <ul style="list-style-type: none"> <li>- Human body and its functions</li> <li>- Health hazards</li> <li>- occupational and work related diseases/ injuries</li> <li>- Caring for your body</li> <li>- Public health</li> </ul>  | 21. holding conversations about the parts of the body and their functions;<br>22. speaking about health and fitness;<br>23. using present tenses in future time clauses;<br>24. evaluating occupational and work related diseases/ injuries   |
| 2.3 Food and nutrition                                    | <ul style="list-style-type: none"> <li>- National cuisine</li> <li>- Healthy eating plate and healthy eating pyramid</li> <li>- Eating out</li> </ul>  | 25. discussing about the importance of eating healthy food;<br>26. describing a national dish;<br>27. using passive structures;<br>28. classifying healthy food vs junk food, a class survey  |
| <b>Unit III Ambitions</b>                                 |  |   |
| 3.1 Professional networking                               | <ul style="list-style-type: none"> <li>- Jobs and professions</li> <li>- The working environment</li> <li>- Working day</li> <li>- Good prospects</li> </ul>   | 29. discussing about working environments;<br>30. describing different jobs and what they involve;<br>31. explaining job responsibilities and obligations;  |
| 3.2 Experts and high achievers or Fast lane to the future | <ul style="list-style-type: none"> <li>- Climbing the ladder</li> <li>- Hard work or talent</li> <li>- A career path</li> <li>- Job competition on the labor market</li> <li>- High achievers</li> <li>- Overcoming difficulties</li> </ul>  | 32. talking about ways to succeed in any job;<br>33. planning ones career and talking about students' career path;<br>34. discussing the ways of overcoming difficulties;<br>35. research and report writing on high achievers in a specific field;   |
| 3.3 Searching for a job                                   | <ul style="list-style-type: none"> <li>- Job application letter</li> <li>- Job application email</li> <li>- Job interview</li> <li>- Curriculum Vitae - a tool to promote and describe the academic, training and professional accomplishments</li> <li>- online profile</li> <li>- Follow up with a thank-you letter</li> </ul> | 36. writing a letter of job application;<br>37. identifying the most common interview questions asked by employees and answers;<br>38. acting out an interview;<br>39. being able to stand out with answers to the most common job interview questions;<br>40. writing a CV – Euro pass Documents;<br>41. writing an online profile;<br>42. writing personal information for a job application; |

| <b>Contents</b>                                    |  |   |
|--|--|---|
| <b>Unit IV Science and Technology</b>              |  |   |
| 4.1 Devices and Operating systems                  | <ul style="list-style-type: none"> <li>- Types of devices</li> <li>- Parts of devices</li> <li>- Input and output devices</li> <li>- Characteristics of devices</li> <li>- Technical specifications</li> <li>- Operating systems</li> </ul>  | <p>43. identifying and discussing about various devices and their functions;</p> <p>44. describing the types of computer systems;</p> <p>45. classifying devices and indicating their characteristics;</p> <p>46. interpreting the technical specifications of devices;</p> <p>47. describing a technical process and the areas of computing, using passive voice;</p>  |
| 4.2 Modern technologies in our daily life and work | <ul style="list-style-type: none"> <li>- A digital era</li> <li>- English- the dominant business language, the language of computers and Internet</li> <li>- Interacting safely and efficiently with machines/ work equipment</li> <li>- Types of communications               <ul style="list-style-type: none"> <li>E-mail</li> <li>Internet telephony</li> <li>Instant messaging</li> <li>Internet Relay Chat (IRC)</li> <li>Video –conferencing</li> <li>SMS and Wireless</li> </ul> </li> </ul> | <p>48. explaining how modern technology affects our lives (at work and at home);</p> <p>49. identifying tips for a user-friendly workstation;</p> <p>50. designing a workstation taking into account several safety precautions;</p> <p>51. talking about the importance of English language in the global marketplace;</p> <p>52. writing the advantages of using multimedia in a presentation;</p> <p>53. demonstrating how computers changed the way we work and study;</p> <p>54. classifying the types of internet communications;</p> <p>55. writing a list of advantages and disadvantages of using networks;</p> <p>56. planning and organizing a video - meeting;</p> <p>57. talking about work equipment and their functions;</p> |
| 4.3 Challenges of the modern world                 | <ul style="list-style-type: none"> <li>- Science and Technology: a blessing or a curse?</li> <li>- Technology vs environment</li> <li>- High - tech Projects</li> </ul>  | <p>58. speaking about environment and pollution;</p> <p>59. expressing attitudes towards science and technology;</p> <p>60. research and report writing about high-tech projects;</p>   |
| <b>Unit V Compete and cooperate</b>                |  |   |
| 5.1 Personal and Professional Development          | <ul style="list-style-type: none"> <li>- People and Motivation</li> <li>- Hierarchy of Needs<br/>(physiological needs<br/>safety needs<br/>social needs<br/>esteem needs<br/>self-realization needs)</li> <li>- Personal and Professional Satisfaction and Dissatisfaction</li> </ul>  | <p>61. discussing about people’s motivation in personal and professional development;</p> <p>62. categorizing the hierarchy of needs;</p> <p>63. expressing personal and professional satisfaction and dissatisfaction;</p>   |

| <b>Contents</b>   |  |  |
|---|--|--|
| 5.2 Partners and Cooperation  | <ul style="list-style-type: none"> <li>- Types of Partnerships</li> <li>- The Partnership Agreement</li> <li>- Advantages and Disadvantages of Partnerships</li> </ul>   | 64. recognizing the types of partners;<br>65. arranging a partnership agreement;<br>66. writing a partnership agreement;<br>67. identifying the advantages and disadvantages of partnerships;  |
| 5.3 Supply, Demand and Competition  | <ul style="list-style-type: none"> <li>- Degrees of Competition</li> <li>- Supply and Demand: the market mechanism</li> </ul>  | 68. distinguishing the degrees of competition;<br>69. discussing about the types and nature of competition;<br>70. interpreting supply and demand mechanisms;  |
| <b>Unit VI Ethics and Social Responsibility</b>   |  |  |
| 6.1 Approaches to ethical issues and social responsibilities  | <ul style="list-style-type: none"> <li>- Ethical values,</li> <li>- Social Responsibilities,</li> <li>- Ethics and Decision Making approaches (utilitarian approach, individualism approach, Moral-rights approach, Justice approach)</li> <li>- Planning, organizing, implementing, monitoring Social Programmes/campaigns/projects on Ethics and Social Responsibility Issues</li> </ul> | 71. presenting and supporting a viewpoint with relevant arguments while exchanging messages on ethics and social responsibility issues;<br>72. participating in voluntary work<br>73. interviewing native speakers on topics studied to obtain information from primary sources (teachers, Peace Corps volunteers, representatives of embassies etc.);<br>74. working out projects for the well-being of the community,<br>75. developing ethical and socially responsible attitude, decision making and behaviour;<br>76. cultivating and improving skills of planning and organising social events/projects; |
| 6.2 Know your rights  | <ul style="list-style-type: none"> <li>- Consumers' Rights</li> <li>the right to safety</li> <li>the right to be informed</li> <li>the right to choose</li> <li>the right to be heard</li> </ul>   | 77. research and report making on information collected from local published sources, making reference to violation of consumers' rights<br>78. discussing about the measures to be taken in case of rights' violation;  |
| 6.3 Attitudes and behaviour   | <ul style="list-style-type: none"> <li>- Attitudes predict behaviour</li> <li>- Attitudes and behaviour displayed in the workplace</li> </ul>  | 79. supporting a viewpoint with relevant arguments while exchanging messages on attitudes related to self-image and social acceptance;<br>80. talking about behavioural change-the most difficult outcome to achieve;  |
| <b>Unit VII Job related skills</b>  |  |  |
| to be developed considering specific needs of the VET learners and the profession/ trade/ speciality they study |  |  |

## VI. RECOMMENDED TIME ALLOCATIONS

| No. | Topics  | Number of Hours |           |                  |
|-----|---|-----------------|-----------|------------------|
|     |   | Total           | Classwork | Individual study |
| 1.  | You and your community                                  | 3               | 2         | 1                |
| 2.  | Travel and the outdoor life                             | 3               | 2         | 1                |
| 3.  | Race across the world                                   | 3               | 2         | 1                |
| 4.  | Happiness and success                                   | 3               | 2         | 1                |
| 5.  | Lifestyle   | 4               | 2         | 2                |
| 6.  | The importance of being healthy                         | 4               | 3         | 1                |
| 7.  | Food and nutrition                                      | 4               | 3         | 1                |
| 8.  | Professional networking                                 | 4               | 3         | 1                |
| 9.  | Experts and high achievers or Fast lane to the future   | 4               | 2         | 2                |
| 10  | Searching for a job                                     | 4               | 3         | 1                |
| 11  | Devices and Operating systems                           | 4               | 3         | 1                |
| 12  | Modern technologies in our daily life and work          | 6               | 4         | 2                |
| 13  | Challenges of the modern world                          | 4               | 3         | 1                |
| 14  | Personal and Professional Development                   | 4               | 2         | 2                |
| 15  | Partners and Cooperation                                | 6               | 4         | 2                |
| 16  | Supply, Demand and Competition                          | 4               | 2         | 2                |
| 17  | Approaces to ethical issues and social responsibilities | 4               | 3         | 1                |
| 18  | Know your rights  | 4               | 2         | 2                |
| 19  | Attitudes and behaviour                                 | 4               | 4         | 0                |
| 20  | Job-related skills                                      | 14              | 9         | 5                |
|     | <b>Total</b>  | <b>90</b>       | <b>60</b> | <b>30</b>        |

## VII. TEACHER GUIDED INDIVIDUAL STUDY

| Tasks for individual study | Outcome   | Ways of assessing | Number of hours |
|----------------------------|---|-------------------|-----------------|
| <b>1. Life skills</b>      |   |                   |                 |
| 1. Moldova Travel Guide    | Brochure/ PPT Presentation/ video (Stupeflix)/ Newspaper article<br>Postcards | Presentation      | 4               |

| Tasks for individual study   | Outcome   | Ways of assessing                          | Number of hours |
|--|---|--|-----------------|
| <b>2. Health and wellness</b>  |   |  |                 |
| 1.2 Leaflets on <i>Healthy lifestyle</i>   | Leaflets<br>Posters   | Presentation                               | 4               |
| <b>3. Ambitions</b>  |   |  |                 |
| 2.1 Leadership skills  | Report/PPT Presentation on Research (Types of leaders and work relationships in a company)                                    | Report/Presentation                        | 1               |
| 2.2 Successful persons/people  | Video production /<br>Newspaper article   | Video Presentation/<br>Presentation/Report | 1               |
| 2.3 CV and Motivation Letter   | Written product (samples of CV (Euro pass) & Motivation Letter)   | Presentation of CV and Motivation Letters  | 2               |
| <b>4. Science and technology</b>   |   |  |                 |
| 3.1 Devices & their functions  | Report/PPT Presentation<br>Advertisement  | Presentation/Demonstration                 | 2               |
| 3.2 A workstation design (safety precautions that should be taken into account (Room conditions, ergonomic, devices, electrical safety)) | Multimedia<br>Presentation<br><br>Poster  | Group presentation                         | 2               |
| <b>5. Compete and Cooperate</b>  |   |  |                 |
| 5.1 Business Plan  | Business Plan Sample  | Report/Presentation                        | 2               |
| 5.2 Partnership agreement – the rights and responsibilities of partners  | Written production (Partnership Agreement Template)   | Short Presentation                         | 2               |
| 5.3 Market impacts of changes in the determinants of demand and/or supply  | Diagram<br>Case study   | Presentation/Analysis                      | 2               |
| <b>6. Ethics and Social Responsibility</b>   |   |  |                 |
| 6.1 Letter of Complaint  | Written product (Letter of Complaint Template)  | Presentation                               | 1               |
| 6.2 Report on reference to violation of consumers' rights  | Research and report on information collected from local published sources, making reference to violation of consumers' rights | Report/Presentation                        | 2               |
| <b>7. Job related skills</b>   |   |  |                 |
| to be developed considering specific needs of the VET learners and the profession/ trade/ speciality they study                          |   |  | 5               |

## VIII. METHODOLOGICAL SUGGESTIONS

The didactic strategy brings together the tasks of learning with learning situations representing a complex and coherent system of instruments, methods, materials and other educational resources aimed at achieving the objectives.

Nowadays the teacher's role in teaching has greatly changed. He has become a manager, facilitator, guide, coordinator and seeks to enable his students to become active participants in the teaching process and its designed phases. Instruction should be less teacher centred, but more learner-centered. The learner-centered teaching engages students in the hard work of learning, it includes explicit skill instruction, teaches students how to think, solve problems, evaluate evidence, analyse arguments, generate hypotheses— all those learning skills essential to mastering the material in the discipline. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it, motivates students by giving them some control over learning processes and finally, it encourages collaboration. It sees classrooms as communities of learners, learning from and with each other. Having students work in pairs or small groups to solve problems creates space for powerful peer-to-peer learning and rich class discussion.

If we want students to manage information in a quality manner, it is necessary to provide them with a number of skills that will enable them to effectively classify the information and create a meaningful collection of ideas that will ensure practical action. It is also recommended the teachers comprehend the concept and value of critical thinking skills development in the classroom and see opportunities all around them for encouraging their students in this sphere.

The learners are to become people who think and learn critically. They have to go through the systematic process of critical analysis and reflection, a process that offers them information while they are attending school and serves as a framework system for later critical thinking and reflection. Therefore, teachers are to prepare an effective framework system for thinking and learning that is also clear and systematic. The ERR (Evocation, Realisation of meaning, Reflection) framework system is a way of thinking and teaching that enhances students' critical analysis, giving meaning and critical reflection. It consists of three phases and it is a good model of the best way people learn. The model describes the process of thinking in which students are included *before* the process of learning, *during* the process and *after* the learning process. The first phase of the ERR framework system is *evocation* (E). At this stage students are encouraged to use their knowledge and experience on a particular subject and to anticipate and determine the purpose of teaching and learning. This phase connects the previously acquired knowledge with knowledge that is being acquired. This enables the transfer of knowledge. The second phase is the phase of *realisation of meaning* (Rz) which gets the students through a new text analysis, thematic presentations or other form of presentation and new contents. Learners are expected to experience new content and integrate it into their own knowledge. At this stage information is acquired. In the phase of



**reflection** (R) students think about what they have learned in the context of their existing knowledge, rearrange the existing knowledge, build a link between the existing and new knowledge and create a new quality.

Among the variety of strategies that can be used, the more effective will balance individual and group accountability and require students to think about authentic complex issues. Some strategies of collaborative learning the teacher could consider for the lessons, which encourage team-working skills, enhance the communication ones, as well as develop critical thinking and reflective learning, are summarized in the table below:

| <b>Evocation(E)</b>  | <b>Realization of meaning(Rz)</b>   | <b>Reflection(R)</b>   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Brainstorming;</li> <li>• Brainsketching;</li> <li>• Brainwriting;</li> <li>• Clustering;</li> <li>• Free writing;</li> <li>• Free associations;</li> <li>• Bingo;</li> <li>• T-chart;</li> <li>• Star bursting;</li> </ul> | <ul style="list-style-type: none"> <li>• Reciprocal teaching ;</li> <li>• Jig-saw;</li> <li>• Double-Entry Journal;</li> <li>• DARTs (directed activities related to texts);</li> <li>• KWL table;</li> <li>• Intensive reading,</li> <li>• Guided reading;</li> <li>• Cube game;</li> <li>• SWOT;</li> <li>• Roleplay;</li> <li>• 6 Whys;</li> </ul> | <ul style="list-style-type: none"> <li>• Discussions in pairs;</li> <li>• Group discussion;</li> <li>• Concept mapping;</li> <li>• Venn's diagram;</li> <li>• Fishbone Diagram;</li> </ul> |

Some classroom techniques, such as debate, media analysis and problem solving, have a degree of universality and practicality that makes them almost instantly applicable to most teaching circumstances. These techniques can be used in large classes and small ones, in levels ranging from lower intermediate to advanced, and generally in all manner of teaching situations. It is important to mention that these are some techniques of many that are possible and the teachers are encouraged to develop techniques appropriate to their own situations.

The learning units deal with a different area of professional context. It is advisable to practice with students various dialogues, read texts and analyse authentic documents, such as annual reports, statistics, technical specifications, real newspaper reports and articles, operating instructions, advertisements, company descriptions/journals, which are beneficial to the language learning process. Whatever the level of your students along with a variety of exercises the study of authentic materials enable them to learn the important vocabulary and expressions in context.

## IX. EVALUATION AND ASSESSMENT SUGGESTIONS

Evaluation in teaching English is a purposeful, cyclical process of collecting, analyzing and interpreting relevant information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs (Rea-Dickens and Germanie, 1993; Genesee and Upshur, 1996; O'Mally and Valdez-Pierce, 1996).

Evaluation is a process that includes five basic components:

- 1) Articulating the purpose of the educational system.
- 2) Identifying and collecting relevant information.
- 3) Having ideas that are valuable and useful to learners in their lives and professions.
- 4) Analyzing and interpreting information for learners.
- 5) Classroom management or classroom decision making.

Classroom assessment provides feedback on the effectiveness of instruction and gives learners a measure of their progress.

Assessment process includes four fundamental components:

- 1) Measuring improvement over time
- 2) Motivating learners to study
- 3) Evaluating the teaching methods and techniques
- 4) Ranking the learners' capacities in relation to the whole group evaluation

The purpose of classroom assessment and evaluation is to provide learners the opportunity to show what they have learned rather than showing what they have not learned.

When evaluating students' performance, first of all their particular needs will be identified. Therefore, the teacher will guide the students to adapt to the specific features and requirements of the course, to the development of autonomy in their learning activities, to cooperation with peers and teachers. **Formative** and **summative** evaluations are recommended. **Formative assessment techniques** monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that teachers can adjust their teaching and students can adjust their studying. These assessments are suggested to be done often in the semester. The formative evaluation will be done after each learning unit. In the process of evaluating, knowledge application and integration levels will have a balanced weight. Pausing every few minutes to see whether students are following along with the lesson identifies gaps in comprehension. *Quizzes* can be great tools to evaluate students' prior knowledge, assess progress midway through a unit, create friendly in-class competition, and review before the test. Using quizzes to begin units is also a fun way to assess what your students already know, clear up misconceptions, and drive home the point of how much they will learn. Sometimes referred to as "*Minute Papers*", these popular assessment techniques have students reflect immediately following a learning opportunity (e.g., at the end of a class or after completing an out-of-class activity) to answer some questions. These tools can help

students develop skills to monitor their own learning and can provide the teacher with analytics on student responses and class performance so they can tailor their instruction to the students particular learning needs.

**Summative assessment techniques** evaluate student learning. These assessments are recommended at the end of the instructional course and measure the extent to which students have achieved the desired learning outcomes. This evaluation includes the final exam at the end of the course. The best tests cover several types of questions – *short answer, multiple-choice, true-false, matching, fill-in-the-blank, guess the word, short essay* – to allow students to fully demonstrate what they know. The purpose of the exam for the students could be to measure their learning over the 4 units, provide feedback to them about what they do and don't understand yet. For the teacher, the purpose could be to determine the effectiveness of instruction for the learning units to guide future changes of the course. Writing effective and efficient exams is a crucial component of the teaching and learning process. Exams are a common approach to measure student learning and provide a basis for assigning course goals. Most often, the results are used to provide students feedback on what they learned or evaluate the instructional effectiveness of a course.

Along with classic forms and assessment tools, we recommend the use of complementary tools, such as *project, portfolio, reports, multimedia presentations, case study, essays, self - assessment, systematic observation* of the activity and behavior of the students. Various *papers, projects, presentations* give students the chance to go deeper with the material, to use the knowledge they have acquired or to create something new from it. This level of application is an extremely important and often overlooked part of the learning process. These types of projects also give students who do not test well a chance to shine. Alternatively, submitting a *portfolio* at the end of a course can be a powerful way for students to see the progress they have made. More than just a collection of students' work for the semester, good portfolios also include reflections on their learning. Asking students to spell out the concepts or techniques used with each piece, the themes addressed, and hurdles faced also brings a sense of completion to the learning process. Its advantage is that the student is evaluated for his/her work on a longer period of time, reflecting progress rather than a test paper.

At the end of this course, the students will develop the communication skills they need to succeed in their career. It proposes activities and tasks focused on a wide range of different general professional context. They will enhance the essential writing, speaking, listening, reading and language skills and the use of English in social situations that are likely to be of use to anyone entering any kind of business. They will be able to deal with several topic areas: personal identification (greeting people and responding to greetings, completing forms with personal or company details, etc.); the office, general business environment and routine (arranging and re-arranging appointments and meetings, understanding office communications –writing letters and e-

mails, reports; negotiating; entertainment of clients, free time, relationships with colleagues and clients (discussing interest and leisure activities, etc.); travel and conference, meetings and video conferences; effective telephoning and conference calls, various types of communication; talking about facts; making presentations; products and services (describing and presenting products, explaining how something works, etc.), results and achievements, projects, travel, modern technologies, working with people, team communication ethics.

An important role in the evaluation process will belong to the evaluation of the **individual study**, which will take place according to a schedule set beforehand. During the individual study, the students will perform individual tasks according to a schedule. Individual study provides students with opportunities to improve their knowledge. Students are expected to attend all class meetings and present all the suggested outcomes. All of them will be included in a portfolio. The development of presentation skills is extremely useful, as it is the ability to write concise reports, essays, articles, design various diagrams. As a result, the students practise vocabulary related to their field and have the chance to do relevant research.

## X. DIDACTIC RESOURCES

| No. | Resource title  | Resource location  |
|-----|---|--|
| 1.  | Motivation. Types of Motivation                             | <a href="https://www.mindtools.com/pages/article/motivating-your-team.html">https://www.mindtools.com/pages/article/motivating-your-team.html</a>  |
| 2.  | Transportation  | <a href="http://www.roadandtrack.com/car-culture/features/a4418/feature-the-9-most-dangerous-things-drivers-do/">http://www.roadandtrack.com/car-culture/features/a4418/feature-the-9-most-dangerous-things-drivers-do/</a><br><a href="http://www.roadandtrack.com/car-culture/travel/a31012/future-of-public-transportation/">http://www.roadandtrack.com/car-culture/travel/a31012/future-of-public-transportation/</a> |
| 3.  | The Most Beautiful Places in the World                      | <a href="https://www.youtube.com/watch?v=SbeHjclOkgs">https://www.youtube.com/watch?v=SbeHjclOkgs</a><br><a href="https://www.youtube.com/watch?v=ShqlXa5qwSU">https://www.youtube.com/watch?v=ShqlXa5qwSU</a>   |
| 4.  | Maslow's Needs Hierarchy                                    | <a href="https://www.verywell.com/maslows-needs-hierarchy-2795961">https://www.verywell.com/maslows-needs-hierarchy-2795961</a><br><a href="http://www.simplypsychology.org/maslow.html">http://www.simplypsychology.org/maslow.html</a>   |
| 5.  | Expressing Satisfaction and Dissatisfaction                 | <a href="https://raisypalis.wordpress.com/2012/10/26/expressing-satisfaction-dissatisfaction-4/">https://raisypalis.wordpress.com/2012/10/26/expressing-satisfaction-dissatisfaction-4/</a>  |
| 6.  | Job Dissatisfaction: Causes, Reasons and Employee Responses | <a href="http://study.com/academy/lesson/job-dissatisfaction-causes-reasons-and-employee-responses.html">http://study.com/academy/lesson/job-dissatisfaction-causes-reasons-and-employee-responses.html</a>  |
| 7.  | Find the partner to fit your needs                          | <a href="http://www.tableau.com/partners">http://www.tableau.com/partners</a>  |
| 8.  | Partnership Agreements                                      | <a href="http://www.firstpracticemanagement.co.uk/knowledge-base/practice-administration/partnership-agreements/">http://www.firstpracticemanagement.co.uk/knowledge-base/practice-administration/partnership-agreements/</a>  |
| 9.  | Advantages and Disadvantages of Partnerships                | <a href="https://www.thecompanywarehouse.co.uk/blog/2010/03/01/advantages-and-disadvantages-of-partnership/">https://www.thecompanywarehouse.co.uk/blog/2010/03/01/advantages-and-disadvantages-of-partnership/</a>  |

| No. | Resource title   | Resource location   |
|-----|--|---|
| 10. | Competition: Definition, Characteristics, Types and Importance | <a href="http://www.yourarticlelibrary.com/sociology/competition-definition-characteristics-types-and-importance/35120/">http://www.yourarticlelibrary.com/sociology/competition-definition-characteristics-types-and-importance/35120/</a>   |
| 11. | The Market forces of supply and demand                         | <a href="https://baripedia.org/wiki/Supply_and_demand:_How_markets_work">https://baripedia.org/wiki/Supply_and_demand:_How_markets_work</a>   |
| 12. | Healthy eating plate and healthy eating pyramid                | <a href="https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/#healthy-eating-pyramid">https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/#healthy-eating-pyramid</a>   |
| 13. | Apply for a job  | <a href="http://www.wikihow.com/Apply-for-a-Job">http://www.wikihow.com/Apply-for-a-Job</a>   |
| 14. | Interviewing skills  | <a href="http://www.gcflearnfree.org/interviewingskills/what-to-do-during-an-interview/1/">http://www.gcflearnfree.org/interviewingskills/what-to-do-during-an-interview/1/</a>   |
| 15. | How to make a video resume                                     | <a href="https://www.youtube.com/watch?v=PTbyvLGqTR4">https://www.youtube.com/watch?v=PTbyvLGqTR4</a><br><a href="https://www.youtube.com/watch?v=S5RDxIRXh8c">https://www.youtube.com/watch?v=S5RDxIRXh8c</a><br><a href="https://www.youtube.com/watch?v=HUpiqbcWt3A">https://www.youtube.com/watch?v=HUpiqbcWt3A</a> |
| 16. | Science and Technology video quiz                              | <a href="http://www.eslvideo.com/eslvideo_quiz_adv.php?id=23028">http://www.eslvideo.com/eslvideo_quiz_adv.php?id=23028</a>   |

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**Unit IV Science and Technology.**

## Devices and Operating systems

**Objectives:**

The students will be able to:

O<sub>1</sub> – to identify 7-8 input and output devices by describing their functions;

O<sub>2</sub> – describe the basic features of devices by illustrating their technical specifications;

O<sub>3</sub> – interpret an authentic material, experiencing "real" language by using words and constructions related to devices.

| Lesson stages          | Objectives   | Activities   | Strategies   |
|------------------------|--|--|--|
| Evocation              | O <sub>1</sub>                                     | The students are asked to make a list of IT devices, classifying them into input ( <i>scanners, cameras, webcams, keyboards, mouse, etc</i> ) and output ( <i>display screens, printers</i> ) devices.   | Clustering   |
| Realization of meaning | O <sub>1</sub><br>O <sub>2</sub>                   | The students are divided into 2 groups. Each group deals with various devices.<br>The tasks are to read the information and to draw a branch diagram for the texts that describes the input and the output devices, indicating their basic features and their functions.   | Group work<br>DARTs (directed activities related to texts)<br>-Intensive reading<br>-Diagram construction                                      |
| Reflection             | O <sub>1</sub><br>O <sub>2</sub><br>O <sub>3</sub> | The study and analysis of some authentic materials, such as technical specifications, operating instructions etc, which provide authentic information and exposure to real language.<br>Activities based on learning and practicing the new vocabulary related to devices.   | Authentic materials<br>Pair work<br><br>Worksheets with exercises: -Q&A<br>-Fill-in-the-gap<br>-Matching<br>-Associating<br>-True / false, etc |
| Extension              | O <sub>2</sub><br>O <sub>1</sub><br>O <sub>3</sub> | Choose a device and write an advertisement, respecting the steps of writing a compelling and effective ad. ( <i>decide where to publish the ad, tailor it to the audience, write an attention – grabbing headline, write a bridge to keep the audience reading, create desire for the product, tell the audience how to get the product.</i> ) | Labeled diagram,<br>Individual or pair work  |