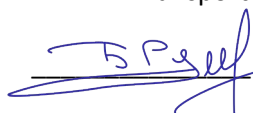**Ministrului Educației, Culturii și Cercetării al Republicii Moldova**

Centrul de Excelenţă în Transporturi

"Aprob"
Directorul Centrului de Excelenţă în Transporturi

Boris Rusu

"25" septembrie 2018

Curriculumul disciplinar
G.05.O.002 Limba străină tehnică(engleza)

Specialitatea: 71660 - Exploatarea tehnică a transportului auto
Calificarea: Tehnician mecanic în exploatarea tehnică a transportului auto

Chişinău 2018

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Adresa Curriculumului în Internet:

Portalul naţional al învăţământului profesional tehnic
http://www.ipt.md/ro/produse-educationale

Cuprins

I. INTRODUCTION

English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce, research from all over the world shows that cross-border business communication is most often conducted in English.

The present curriculum helps the learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation or workplace and expresses lots of opportunities to increase the chances of getting a good job.

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 are:
- to meet education demands of the population, support professional, career development and social protection of individuals;
- to feed economy with qualified staff competitive both on local and international labor market, ensure a match between the fast changing labor market and VET system;
- to maintain competitiveness of employed be re-training and professional development;
- to ensure professional development of minority groups and create employment opportunities for them.

The course designed for VET students, with an intermediate or upper-intermediate level of English, assuming the existence of some basic knowledge and information that will give students the most fundamental working knowledge about the car: engine, fuel system, exhaust system, cooling system, electrical system, break system etc.

The number of hours dedicated to the course is 60 hours, of which 30 hours are supposed to be classroom activities, classroom environment, and 30 hours will be assigned to individual work.

The course is designed to be taught during one semester in postsecondary VET, usually in the 1st semester of the third year of study.

The course is divided into 4 units, which are based on a wide range of topics intended to develop appropriate language skills, students' language proficiency in their professional field of study and to enhance the students' critical thinking.

English language for VET is learned not for the sake of gained a general education, but to flatten the path to access or higher linguistic efficiency in academic, professional or workplace circumstances.

Characteristics of the English Language Curriculum for VET

The English language curriculum for VET meets the needs of the learner and is centered on the language appropriate to specific activities. For this, the study aims to identify students' perceptions about the role of school activities in professional skills training. 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.

Therefore, the curriculum comprises:

Key competences,

Discipline-specific competences,

Content elements,

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 competences,(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:

The principle of integrated approach - structuring the contents in an integrated way and aiming to develop and enhance students' communicative competences.

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.

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.

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 (attitude and experience) from the field of language.

How is English for VET different from general English?

The most important difference lies in the learners and their purposes for learning English is that 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 structure. 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 automobile industry, 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

UC 1.   Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

UC 2.   Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

UC 3.   Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

UC 4.   Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information.

UC 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

UC 6.   Integrate and evaluate information' presented in diverse media and formats, including visually, quantitatively, and orally.

UC 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.

UC 8.   Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

UC 9.   Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

UC 10. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

UC 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.

UC 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.

UC 13. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

UC 14. Read and comprehend complex various texts independently and proficiently.

UC 15. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Specific competences formed within the course and their integration into professional skills characteristic of the future specialist.

Knowledge in a foreign language:

Using the usual technical terms specific for automobile industry;

Destination of auto parts

Abilities: - Expression of the nomenclature of parts and aggregates in a foreign language;

- Identifying the necessary and sufficient information for deciphering technical documentation;

- Applying the basic technical notions in a dialogue / situation;

- Selection of the necessary information for the acquisition of knowledge in the field of vehicle construction;

- Expression of personal opinion using specific terminology.

III.   THE ADMINISTRATION OF THE COURSE

| Term | Number of hours | | | Assessment |
	Total number of hours	Classwork	Individual study	
V	60	30	30	Final exam/test

IV.   INDICATIVE BREAKDOWN OF HOURS PER UNIT

| | Units of study | Number of hours | | |
		Total	Classwork	Individual study
I.	Life skills	6	4	2
II.	Health and wellness	8	4	4
III.	Science and technology	40	18	22
IV.	Compete and cooperate	6	4	2
	Total	60	30	30

V.   UNITS OF STUDY

Contents		
Unit I Life skills		
Unit sections	Topics	Skills development
1.1 Introduction to the car	- History of the car; - Costs and benefits.	- identifying the most relevant events in history of the car; - talking about costs and benefits of the car; - identifying advantages and disadvantages of using a car;
1.2 Car classification	- Classification methods; - Types of body.	- identifying classification methods;

		- presenting different types of bodies; - describing a model of a car according to classification methods;
1.3 Race across the world	- Public transport and vehicles; - Transport issues.	- identifying different means of transport; - applying the necessary vocabulary related to public transport; - predicting the future of public transport;
Unit II Health and wellness		
2.1 Safety principles	- Components of safety system; - Active and passive safety features; - Safety report.	- identifying the elements of a safety system of a vehicle; - distinguishing active and passive safety features; - comparing the importance of active and passive safety features; - decoding a safety report;
2.2 The fuel and the environmental impact	- The cost of misfuelling; - Exhaust gas.	- holding conversations on environmental impact of automotive industry; - analyzing the cost of misfuelling;
2.3 Improving the driver's comfort	- Cruise control system; - Parking distance warning system; - Distronic; - Auto parking; - Air conditioning.	- identifying the elements of a cruise control system; - explaining the advantages of parking distance warning system; - talking about the principles of distronic system; - holding conversations on driver's comfort features.
Unit III Science and Technology		
3.1 The structure of the automobile	- The exterior of a car; - The interior of a car; - Under the bonnet; - Tyres and maintenance; - The car production process; - Car configuration and equipment; - The instruments of the control panel.	- identifying the main auto parts; - holding conversations about the exterior and interior car parts; - talking about tips for car tyre care and maintenance; - describing how an automobile is made (manufacturing process

		and assembly); - knowing the instruments of the vehicle's control panel.
3.2 The engine	- The types of the engine; - The advantages and disadvantages of the petrol engine; - The advantages and disadvantages of the diesel engine; - Petrol engines versus diesel engine; - A new motor-vehicle engine (GDI Engines).	- understanding how the car's engine work; - classifying the types of the engine; - identifying and discussing about different types of the engine; - writing a list of advantages and disadvantages of the petrol engine/ diesel engine; - talking about the innovation of the engine.
3.3 Vehicle Systems	- The overview of the vehicle systems; - The braking system (mechanical and hydraulic system); -The suspension and steering system; - The fuel system (evaporation system); - The electrical system (starting and charging); - The cooling system; - The exhaust system.	- showing the major systems that make up the modern vehicle; - demonstrating how vehicle's systems work; - expressing the breakdowns of the vehicle systems and their regular maintenance; - speaking about the importance of the vehicle systems; - discussing about the vehicle systems and the primary task of safe vehicle control.
3.4 Vehicle electrical components	- The electrical system. How it works? ; - Headlights and other exterior lights; - The battery (use and maintenance); - Lithium-ion batteries.	- explaining how it works the electrical system; - describing the key components of the electrical system; - being able to explain how electronic components digitally control many vehicle operations; - talking about the batteries and their maintenance.
	Unit IV Compete and cooperate	
4.1 International car production	- World truck production; - The giants of the automobile industry.	- supplying essential information about truck production from countries around the world;

		- researching and making a report about the giant corporations that dominate the global auto industry.
4.2 Partners and Cooperation	- Types of Partnerships; - The Partnership Agreement; - Advantages and Disadvantages of Partnerships.	- recognizing and explaining the types of partners; - arranging a partnership agreement and leadership style; - writing a partnership agreement (the key provisions in a partnership agreement); - identifying the advantages and disadvantages of partnerships.
4.3 Supply, Demand and Competition.	- Degrees of Competition; - Supply and Demand: the market mechanism.	- distinguishing the degree of competition; - discussing about the types and nature of competition; - interpreting supply and demand mechanisms.

VI.   RECOMMENDED TIME ALLOCATIONS

No.	Topics	Number of hours		
		Total	Classwork	Individual study
1.	History of the car, costs and benefits	3	2	1
2.	Classification methods and types of body	3	2	1
3.	Components of safety system	4	2	2
4.	Comfort and driving assistance systems	4	2	2
5.	The exterior and the interior of a car	4	2	2
6.	Tyres and maintenance	4	2	2
7.	The car production process Car configuration and equipment	4	2	2
8.	The engine The types of the engine	5	2	3
9.	The advantages and disadvantages of the petrol engine/ diesel engine	5	2	3
10.	The overview of the vehicle systems The cooling system	5	2	3
11.	The braking system (mechanical and hydraulic system) The suspension and steering system	4	2	2
12.	The fuel system (evaporation system) The exhaust system	4	2	2
13.	The electrical system. How it works?	5	2	3

No.	Topics	Number of hours		
		Total	Classwork	Individual study
14.	World truck production	**3**	**2**	**1**
15.	Partners and Cooperation	**3**	**2**	**1**
		60	**30**	**30**

VII.   TEACHER GUIDED INDIVIDUAL STUDY

Tasks for individual study	Outcome	Ways of assessing	Number of hours
I. Life skills			
1.1 Presentation of a Moldavian auto salon	Report / PPT Presentation / Presentation on research	Report / Presentation	1
1.2 Presentation of an International auto salon.	Report / PPT Presentation / Presentation on research	Report / Presentation	
1.3 Mass media campaigns in road safety	Video production / Newspaper article	Video Presentation / Advertisement	1
1.4 Responsibility – the key to success	Report / Presentation on research	Analysis	
II. Health and wellness			
2.1 Leaflets on Healthy lifestyle	Leaflets Posters	Presentation	1
2.2 The first aid in case of accident	Presentation / PPT Presentation	Presentation	1
2.3 The impact of automotive industry on the environment	Report / Presentation on research	Report / Presentation	2
III. Science and technology			
3.1 Innovation in the automobile industry	Report/ PPT presentation Advertisement	Presentation/ Demonstration	5
3.2 A service station design (safety precaution that should be taken unto account – room conditions, ergonomic, devices, electrical safety)	Multimedia Presentation Poster	Group presentation	4

Tasks for individual study	Outcome	Ways of assessing	Number of hours
3.3 Car performance	Presentation	Demonstration	4
3.4 Automotive fluids (Oil and filters)	Advertisement	Presentation/ Demonstration	3
3.5 Emerging car technologies	Multimedia Poster	Presentation/ Demonstration	3
3.6 Common breakdowns	Report/ PPT presentation	Presentation/ Demonstration	3
IV. Compete and cooperate			
4.1 Business plan	Business Plan Sample	Report/ Presentation	
4.2 Partnership agreement – the right and responsibilities of partners	Written production (Partnership Agreement Template)	Short Presentation	1
4.3 Market impact of change in the determinants of demand and/ or supply	Diagram Case study	Presentation/ Analysis	1
4.4 Work contract agreement	Written product	Presentation	

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 centered, 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, analyze 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 oj reflection (R) students think about what they have learned in the context of their existing knowledge, rearange 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:

Evocation(E)	Realization of meaning(Rz)	Reflection(R)
Brainstorming;	Reciprocal teaching;	Discussions in pairs
Brainsketching;	Jig-saw;	Group discussion
Bramwriting;	Double-Entry Journal;	Concept mapping
Clustering;	DARTs (directed activities related to texts);	Venn's diagram
Free writing;		Fishbone Diagram
Free associations;	KWL table;	
Bingo;	Intensive reading;	
T-chart;	Guided reading;	
Star bursting;	Cube game;	
	SWOT;	
	Roleplay;	
	6 Whys;	

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 Germanic, 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 hew 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, which will be done in oral and written form. The oral part of the exam will enable students to communicate in English on specific subjects of their profession, to respond in an appropriate manner using the necessary vocabulary and to solve any problem that has arisen. Written tests are also based on special technical concepts and offer 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 practice 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	https://www.mindtools.com/page/article/motivating-your-team.html
2.	Maslow's Needs Hierarchy	https://www.verywell.com/maslows-needs-hierarchy-2795961 http://www.simplypsyhology.org/maslow.html
3.	Expressing Satisfaction and Dissatisfaction	https://www.raisyapalis.wordpress.com/2012/10/26/expressing-satisfaction-dissatisfaction-4/
4.	Job Dissatisfaction: Causes, Reasons and Employee Responses	http://study.com/academy/lesson/job-dissatisfaction-causes-reasons-and-employee-responses.html
5.	Find the partner to fit your needs	http://www.tableau.com/partners
6.	Partnership Agreements	http://firstpracticemanagement.co.uk/knowledge-base/practice-administration/partnership-areements/
7.	Advantages and Disadvantages of Partnerships	https://www.thecompanywarehouse.co.uk/blog/2010/03/01/advantages-and-disadvanteges-of-partnership/
8.	Competition: Definition, Characteristics, Types and Importance	http://www.yourarticlelibrary.com/siciology/competition-definition-characteristics-types-and-importance/35120/
9.	The Market forces of supply and demand	https://baripedia.org/wiki/Supply_ and_ demand: How markets work/
10.	Science and Technology video quiz	http://www.eslvideo.com/eslvideo_quiz_adv.php?id=23028
11.	Technical English	https://www.pearsonelt.com/catalogue/business-english/technical-english.html

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