



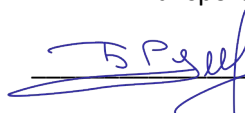
Ministrului Educației, Culturii și Cercetării al Republicii Moldova

Centrul de Excelență în Transporturi



"Aprob"

**Directorul Centrului de Excelență în
Transporturi**

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"25" septembrie 2018

Curriculumul disciplinar

G.08.O.004 Limba străină de comunicare profesională(engleza)

Specialitatea: 71660 - Exploatarea tehnică a transportului auto

Calificarea: Tehnician mecanic în exploatarea tehnică a transportului auto

Chișinău 2018

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Adresa Curriculumului în Internet:

Portalul național al învățământului profesional tehnic

<http://www.ipt.md/ro/produse-educationale>

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I. INTRODUCTION

Knowledge of the English language is important to learn to be able to communicate with others and in finding and maintaining a job. By assuming that students will learn proper communication skills without guidance is a big mistake. Students should begin learning basic communication skills throughout their educational experience and not only.

There are, of course, many types of communication. We use verbal communication, non-verbal communication, written communication and many different forms of. Additionally, communication plays an important role in the process of conveying knowledge as well. Communication is instrumental in education since it helps the instructor and the students to work together with each other. Communication is the most important component of any society.

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 purpose 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 by 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 and situations of communication involved: future trends, design, professional networking, searching for a job, ethics and social responsibility, safety, environmental awareness, job related skills, etc.

The number of hours dedicated to the course is 60 hours, of which 27 are supposed to be classroom activities, classroom environment, and 33 will be assigned to individual work.

The course is designed to be taught during one semester in postsecondary VET, usually in the 2nd semester of the fourth year of study.

The course is divided into 3 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:

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 (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. 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

- 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.

Choosing ways and means of communication appropriate to the context.

Differentiating communication functions.

Valuing the individual and group peculiarities of the interlocutors in order to achieve effective communication.

Using a specific, situational, communication language.

Addressing specific active listening behavior.

Using of lexicographic, encyclopedic, literary and documentary sources.

Applying techniques and scientific tools appropriate to the intellectual work skills required by content standards.

Integration of the terminological lexicon necessary for the study of all curricular areas in the active vocabulary.

Operationalization of scientific terminology within the limits of content standards.

Customized production of communication documents.

Supporting a speech in front of the audience, in the parameters you give.

Using various reading and writing strategies.

III. THE ADMINISTRATION OF THE COURSE

Term	Number of hours			Assessment
	Total number of hours	Classwork	Individual study	
VIII	60	27	33	Final exam/test

IV. INDICATIVE BREAKDOWN OF HOURS PER UNIT

	Units of study	Number of hours		
		Total	Classwork	Individual study
I.	Ambitions	24	12	12
II.	Ethics and Social Responsibility	18	8	10
III.	Job related skills	18	7	11
	Total	60	27	33

V. UNITS OF STUDY

Contents		
Unit I Ambitions		
Unit sections	Topics	Skills development
1.1 Future trends	<ul style="list-style-type: none"> - The car of the future; - Driving to the future; - Design. Describing a car design; - Electric car; - Autonomous car. 	<ul style="list-style-type: none"> - discussing future trends in automotive industry; - describing the component parts of a car design; - research and report writing about the car of the future;
1.2 Professional networking	<ul style="list-style-type: none"> - Jobs and professions; - The working environment; - Working day; - A career path. 	<ul style="list-style-type: none"> - discussing about working environments; - describing different jobs and what they involve; - explaining job responsibilities and obligations; - planning one's career and talking about student's career path;
1.3 Searching for a job	<ul style="list-style-type: none"> - Job application letter; - Letter of request; - Job application e-mail; - Job interview; - Curriculum Vitae – a tool to promote and describe the academic, training and professional accomplishments; - Writing a contract. 	<ul style="list-style-type: none"> - writing a letter of job application; - identifying the most common interview questions asked by employees and answers; - acting out an interview; - being able to stand out with answers to the most common interview questions; - writing a CV – Euro pass Documents; - writing an online profile; - writing personal information for a job application;
Unit II Ethics and Social Responsibility		
2.1 Approaches to ethical issues and social responsibilities	<ul style="list-style-type: none"> - Ethical values; - Social responsibilities; - Ethics and decision; - Making approaches (utilitarian approaches, individualism approach, moral-rights approach, Justice approach); - Planning, organizing, implementing, monitoring social programs, projects on Ethics and Social Responsibility issues. 	<ul style="list-style-type: none"> - Presenting and supporting a viewpoint with relevant arguments while exchanging messages on ethics and social responsibility issues; - Working out projects for the well-being of the community; - Developing ethical and social responsible attitude, decision making and behavior; - Improving skills of planning

		and organizing social projects/events;
2.2 Know your rights	- Consumers Rights (the right to safety, the right to be informed, the right to choose, the right to be heard).	<ul style="list-style-type: none"> - Research and report making on information collected from local published sources, making reference to violation of consumers rights; - Discussing about the measure to be taken in case of rights violation;
2.3 Attitudes and behavior	<ul style="list-style-type: none"> - Attitudes predict behavior; - Attitudes and behavior displayed in the workplace. 	<ul style="list-style-type: none"> - Supporting a viewpoint with relevant arguments while exchanging messages on attitudes related to self-image and social acceptance; - Talking about behavioral change-the most difficult outcome to achieve;
2.4 Safety	<ul style="list-style-type: none"> - Work place health and safety; - Employee well-being. 	<ul style="list-style-type: none"> - Discussing about working conditions; - Identifying the most common issues the employee meet; - Discussing the ways of overcoming difficulties;
2.5 Environmental awareness	<ul style="list-style-type: none"> - Participating in the recycling of used products; - Protection of the environment. 	<ul style="list-style-type: none"> - Holding conversation about the environment issues; - Explaining how new technology affects the environment; - Research and report writing about environment protection;
Unit III Job related skills		
3.1 Workshop activities	<ul style="list-style-type: none"> - Body work repairs; - Vehicle incident report; - Restoring the vehicle to the customer. 	<ul style="list-style-type: none"> - Holding conversations about car body issues; - Writing a report about a vehicle incident; - Discussing the ways of overcoming the difficulties; - Analyzing the car restoring time to the customer;
3.2 Job adverts	<ul style="list-style-type: none"> - Setting out job advert structure(short introduction, role responsibilities, person specification, rewards, location); - Appealing to your audience. 	<ul style="list-style-type: none"> - Applying the necessary vocabulary to a job advert writing; - Outlining the most important needs; - Analyzing the advantages and disadvantages of choosing this job;

VI. RECOMMENDED TIME ALLOCATIONS

No.	Topics	Number of hours		
		Total	Classwork	Individual study
1.	The car of the future	4	2	2
2.	Design. Describing a car design	4	2	2
3.	Jobs and professions	4	2	2
4.	Job application letter.	4	2	2
5.	Job interview. Curriculum Vitae	4	2	2
6.	Writing a contract	4	2	2
7.	Ethical values and social responsibilities.	4	2	2
8.	Consumers Rights	4	2	2
9.	Work place - health and safety	6	2	4
10.	Protection of the environment	4	2	2
11.	Body work repairs	6	2	4
12.	Vehicle incident report	5	2	3
13.	Restoring the vehicle to the customer	4	2	2
14.	Setting out job advert structure	3	1	2
	Total	60	27	33

VII. TEACHER GUIDED INDIVIDUAL STUDY

Tasks for individual study	Outcome	Ways of assessing	Number of hours
I. Ambitions			
1.1 Leadership skills	Report / PPT Presentation on research (Types of leaders and work relationships in a company)	Report / Presentation	2
1.2 Successful persons/people	Video production / Newspaper article	Video Presentation / Presentation / Report	4
1.3 CV and Motivation Letter	Written product (samples of CV (Euro pass) & Motivation Letter)	Presentation of CV and Motivation Letters	6
II. Ethics and social responsibilities			
2.1 Letter of Complaint	Written production (Letter of Complaint Template)	Presentation	2
2.2 Report on reference to violation of consumers rights	Research and report on information collected from local published	Report/Presentation	2

Tasks for individual study	Outcome	Ways of assessing	Number of hours
	sources, making reference to violation of consumers' rights		
2.3 Road rules	Presentation ()knowledge about basic road rules) Video production	Presentation/ Video Presentation	2
2.4 Traffic Responsibility	Research (Action aims at raising awareness in the public on traffic safety and individual responsibilities)	Report	2
III. Job related skills			
3.1 Report on a vehicle incident	Written production (Essential steps after a car accident)	Report/ Presentation	3
3.2 Writing an advert	Written production (Advert Template)	Presentation	2
3.3 Interview	Research (Tips that will help you to get the job)	Report/Presentation	3
3.4 8D Report	Written production (8D Report Template)	Report/ Presentation	3

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 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:

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

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 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, 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 contexts. 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.simplypsychology.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-agreements/
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