Ministerul Educaţiei şi Cercetării al Republicii Moldova

Centrul de Excelenţă în Transporturi

„Aprob”
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_____
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Curriculum disciplinar

G.08.O.005 **Limba engleză de comunicare profesională**

Specialitatea: **0716.5 Exploatarea tehnică a transportului auto**

Calificarea: **0716.5.1 Tehnician mecanic/tehniciană mecanică în exploatarea tehnică a transportului auto**

Chişinău, 2025

Aprobat:

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Adresa Curriculumului în Internet:
https://cetauto.md/ro/exploatarea-tehnica-a-transportului-auto/

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I. INTRODUCTION

The knowledge of the English language is essential for students specialising in the **Technical Operation of Car Transport**, as it plays a crucial role in their professional training and future employment prospects. Proficiency in English not only enables effective communication but also enhances their ability to operate in an increasingly globalised automotive industry. It is a misconception to believe that students will naturally develop the necessary communication skills for their profession without structured support. English must be systematically integrated into their education, beginning with general language foundations and progressing to technical and professional applications.

In the field of car transport operations, communication encompasses various forms: verbal, non-verbal, written, and industry-specific terminology related to vehicle systems, maintenance, and repair procedures. Effective communication is essential for interpreting technical diagrams and manuals, preparing maintenance reports, interacting with international suppliers and partners, and complying with international standards. Furthermore, communication is a vital medium for the transfer and understanding of technical knowledge, making it indispensable for both learning and working environments.

The present curriculum has been developed in alignment with the Development Strategy **"Education 2030"**, approved by the Moldovan Government (2023), the **Education Code** (Law no. 152 of 17.07.2014), the **Description of the Qualification of the Mechanical Technician in the Technical Operation of the Car Transport** (2015), and the **Guide to Implementation of the Credit System in VET in the Republic of Moldova**. It aims to prepare students to meet labour market demands by equipping them with the linguistic and professional competencies necessary for success in the automotive sector.

The objectives of this curriculum are to:

- Support the educational needs of the population, promoting professional and career development;
- Provide the economy with skilled workers, competitive on both the national and international labour markets;
- Maintain the employability of individuals through opportunities for professional growth and retraining;
- Ensure equal access to education for minority groups.

The course is designed for vocational students who already possess a basic level of English, aiming to develop their abilities to an intermediate or upper-intermediate level. The curriculum addresses specialised themes relevant to car transport operations, including vehicle systems, maintenance procedures, fault diagnostics, technical reporting, safety practices, and effective communication with colleagues and clients.

The course includes 60 hours of instruction, divided into 30 hours of classroom learning and 30 hours of individual study. It is implemented over one semester in post-secondary vocational education and is structured into six units that focus on:

- Technical communication in the operation and maintenance of vehicles;
- Use of diagnostic and maintenance tools;
- Detection and reporting of mechanical system faults;
- Electrical and electronic system diagnostics;
- Professional communication in the workplace;
- Safety and environmental considerations in transport operations.

The ultimate aim of this curriculum is not to deliver a general English course, but to develop practical language skills for professional contexts, ensuring students are well-prepared to meet the communication demands of the automotive industry.

II. MOTIVATION, USEFULNESS OF THE COURSE UNIT FOR PROFESSIONAL DEVELOPMENT

Characteristics of the English Language Curriculum for VET

This curriculum is learner-centred and designed to meet the specific needs of students specializing in Technical Operation of the Car Transport. It integrates subject-specific competencies with real-world professional scenarios, fostering an engaging learning environment. By adopting an active learning approach, students become actively involved in their educational process, allowing them to apply their linguistic skills directly to their field of expertise.

The curriculum incorporates the following components:

- Key competencies relevant to professional communication in the automotive sector;
- Discipline-specific competencies necessary for automotive diagnostics and repair;
- Content elements that address both linguistic and technical requirements;
- Didactic strategies to enhance the teaching-learning-evaluation process.

Curriculum Status

The present curriculum is a binding legal document that serves as the foundation for the development of textbooks, teaching guides, and evaluation tools.

The English curriculum for Technical Operation of the Car Transport differs significantly from general English instruction. It emphasizes professional contexts, focusing on practical applications rather than theoretical language study. While general English equally prioritizes listening, speaking, reading, and writing, this curriculum adapts to the specific needs of students, who must be proficient in interpreting technical manuals, diagnostic reports, safety regulations, and customer communication.

To achieve this, the teaching process is structured around five key objectives:

1. To reveal subject-specific language use – Demonstrating how English is used in the automotive diagnostic industry.
2. To develop target performance competencies – Equipping students with the necessary skills to communicate effectively in professional settings.
3. To teach underlying knowledge – Providing essential domain-related knowledge to complement language learning.
4. To develop strategic competence – Establishing a link between industry-specific contexts and language skills, ensuring efficient communication in the field.
5. To foster critical awareness – Encouraging students to become aware of professional communication standards and best practices.

Principles Underlying Curriculum Development

The following four principles were considered in developing this curriculum:

1. *The principle of an integrated approach* – Structuring content to develop and enhance students' communicative competencies in a professional context.
2. *The principle of a student-centred learning process* – Promoting active learning through individual and group activities that encourage independent thinking, teamwork, and adaptability.
3. *The principle of social functionality and utility* – Developing the skills and competencies necessary for students' integration into the workforce by engaging them in problem-solving situations relevant to their field.

4. *The principle of interdisciplinary correlation* – Establishing links between English language learning and technical subjects such as automotive engineering, mechanical systems, and safety regulations.

Functions of the Curriculum

The curriculum serves multiple functions:

- *Normative function* – Establishing a legal framework for the development of textbooks, teaching materials, and assessment tools.
- *Scientific function* – Ensuring logical structuring of content, technical terminology, and grammar topics.
- *Procedural function* – Creating conditions for students to develop their skills in reading, writing, speaking, and listening within a professional context.
- *Evaluation function* – Defining criteria for assessing students' competencies in technical English.
- *Methodological function* – Aligning content, teaching strategies, and competency development with industry requirements.

This specialized curriculum motivates students by directly linking English language learning to their career aspirations. It ensures that they acquire not only the linguistic tools needed to excel in their profession but also the confidence to apply these tools in real-world scenarios.

How is English for VET Different from General English?

The most significant difference between general English and English for Technical Operation of the Car Transport is the purpose of language learning. VET students require English to communicate a set of technical skills and perform job-related tasks. As a result, the curriculum is structured around industry-specific needs, rather than a broad academic approach to language learning.

Key distinctions include:

- A focus on language in context rather than abstract grammar study;
- The integration of English with technical subjects such as vehicle diagnostics, maintenance procedures, and safety protocols;
- A targeted approach to reading technical documents, writing diagnostic reports, and engaging in professional communication;
- Adaptability to the specific needs of students preparing for careers in automotive diagnostics, mechanical engineering, and customer service within the transport sector.

By embedding English language learning within the students' professional context, this curriculum reinforces motivation and practical application, ensuring that students are well-prepared for the linguistic challenges they will face in the workplace. The curriculum thus serves as a bridge between education and industry, supporting students in their journey toward professional success.

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.

III. COMPETENCES

1. Key Competences

Key competences are fundamental skills, knowledge, and attitudes necessary for success in both personal and professional development. They facilitate lifelong learning, employability, and active

participation in society. The education system in the Republic of Moldova aims to develop the following key competences, tailored to the needs of specialists in **Technical Operation of the Car Transport**:

C1. Communication in Romanian Language – Mastering effective verbal and written communication for professional, administrative, and technical documentation purposes.
C2. Communication in the Mother Tongue – Ensuring linguistic proficiency to facilitate professional collaboration and maintain cultural identity.
C3. Communication in Foreign Languages – Using English and other foreign languages to access international technical resources, communicate with suppliers, and understand global automotive standards.
C4. Competences in Mathematics, Science, and Technology – Applying mathematical concepts to diagnostic measurements, electrical calculations, and mechanical problem-solving in automotive systems.
C5. Digital Competence – Utilizing automotive diagnostic software, digital measurement tools, and electronic service records for efficient vehicle analysis and maintenance.
C6. Learning to Learn – Keeping up with emerging vehicle technologies, hybrid/electric vehicle systems, and industry innovations to enhance professional expertise.
C7. Interpersonal, Intercultural, and Social Competences, and Civic Competence – Collaborating effectively with clients, colleagues, and international partners while adhering to ethical and safety regulations.
C8. Entrepreneurship – Applying problem-solving skills to innovate diagnostic methods, optimize workflow efficiency, and develop business strategies in the automotive sector.
C9. Cultural Expression – Recognizing and respecting diverse automotive manufacturing standards, vehicle regulations, and industry practices across different regions.

2. Specific Competences

The specific competences for **Technical Operation of Car Transport** are aligned with professional tasks related to vehicle servicing, routine and preventive maintenance, fault detection, and adherence to transport regulations, ensuring technical efficiency and safety compliance.

SC 1. Communicate technical information clearly, adjusting tone and register for documentation, maintenance instructions, and customer service interactions.

SC 2. Use mechanical and electronic diagnostic tools (e.g., multimeters, testers, code readers) to identify and analyse issues in vehicle systems.

SC 3. Conduct research on national and international transport regulations, technical procedures, and operational standards, applying relevant information in workplace situations.

SC 4. Gather and interpret data from inspections, maintenance logs, and performance tests to ensure accurate assessment and servicing.

SC 5. Collaborate efficiently with drivers, service managers, and technical staff to coordinate maintenance plans and resolve operational problems.

SC 6. Interpret and present service reports, fault logs, and mechanical performance records to guide repair and maintenance decisions.

SC 7. Deliver structured oral or written explanations about mechanical operations or maintenance tasks to colleagues, supervisors, or clients.

SC 8. Integrate resources such as vehicle service manuals, diagrams, and online technical databases into daily maintenance and repair routines.

SC 9. Adapt communication strategies to suit both technical team discussions and customer-facing explanations, ensuring professionalism in all exchanges.

SC 10. Demonstrate confident use of mechanical and transport-related terminology in professional English across spoken and written contexts.

SC 11. Interpret unfamiliar technical language using service guides, contextual understanding, and online reference tools.

SC 12. Apply precise terminology related to mechanical, hydraulic, pneumatic, and electronic systems in vehicles to avoid miscommunication and ensure technical clarity.

SC 13. Identify and summarise essential information from technical literature, inspection protocols, and service checklists for practical use.

SC 14. Read and interpret technical documents such as system layouts, maintenance charts, and mechanical schematics with a high level of proficiency.

SC 15. Use visual and digital content, including training videos, animations, and virtual simulations, to reinforce understanding of mechanical operations and maintenance practices.

Integration of Specific Competences

These competences ensure that graduates of the **Technical Operation of Car Transport** programme are well-prepared to perform essential mechanical maintenance, diagnostics, and operational tasks in both local and international automotive service contexts. Key professional abilities include:

- Selecting appropriate inspection and repair procedures based on identified faults and service history.
- Communicating effectively with clients, drivers, and service teams about vehicle conditions and required interventions.
- Accessing and updating service records, technical bulletins, and vehicle histories through digital platforms.
- Analysing operational data and inspection outcomes to detect early signs of wear, inefficiency, or non-compliance.
- Applying problem-solving techniques to routine maintenance as well as to complex mechanical and operational challenges.
- Producing accurate and structured maintenance documentation, including repair logs, service records, and compliance forms.
- Engaging in continuous professional development through the integration of new technologies and maintenance methods.

These competences are designed to reflect real-world industry needs, ensuring that students gain the technical expertise, communication skills, and professional confidence necessary to thrive in the field of car transport operations.

IV. THE ADMINISTRATION OF THE COURSE

Term	Number of hours			Assessment	Nr of Credits
	Total number of hours	Classwork	Individual study		
VIII	60	30	30	Final exam/test	2

V. INDICATIVE BREAKDOWN OF HOURS PER UNIT

	Units of study	Number of hours		
		Total	Classwork	Individual study
I.	**Technical Communication in Vehicle Maintenance and Repair**	10	6	4
II.	**Diagnostic Tools and Troubleshooting Techniques**	10	4	6

III.	**Mechanical System Repair and Maintenance**	10	6	4
IV.	**Electrical and Electronic System Maintenance**	10	6	4
V.	**Professional Communication in the Automotive Industry**	10	4	6
VI.	**Safety and Environmental Considerations in Vehicle Maintenance**	10	4	6
	Total	**60**	**30**	**30**

VI. UNITS OF STUDY

Units of Competence	Content Units	Recommended Study Activities
Unit I: Technical Communication in Vehicle Maintenance and Repair		
UC1.1 Understanding and using technical terminology in English UC1.2 Communicating mechanical concepts clearly in written and spoken English UC1.3 Interpreting and explaining service manuals, schematics, and repair procedures	- The role of English in automotive mechanics - Common automotive abbreviations and acronyms - Exterior and interior vehicle parts - Basic mechanical systems and components - Reading and interpreting service manuals - Technical documentation and symbols	- Vocabulary exercises: Match mechanical terms with their definitions; - Listening comprehension: Analyse video tutorials on vehicle maintenance; - Labelling tasks: Identify and label exterior and interior vehicle parts; - Role-play: Simulate a mechanic-client conversation about a repair; - Reading tasks: Interpret and summarize technical texts; - Presentation task: Explain the function of a mechanical component; - Abbreviation challenge: Decode common industry acronyms; - Interactive quizzes: Reinforce knowledge of mechanical terminology; - Gap-fill exercises: Complete texts with missing mechanical terms; - Writing task: Compose a short article on the importance of English in vehicle repair.
Unit II Diagnostic Tools and Troubleshooting Techniques		

UC2.1 Understanding and describing diagnostic tools and procedures UC2.2 Interpreting and explaining fault codes and mechanical failures UC2.3 Writing technical reports on vehicle issues and repairs	- Common diagnostic tools in vehicle repair - Fault detection in engines, transmission, and braking systems - Vehicle performance testing - Interpreting fault codes and sensor readings - Writing diagnostic reports	- Workshop simulations: Explain the use of a diagnostic tool; - Live data analysis: Interpret and discuss vehicle sensor readings; - Fault code investigation: Research and present explanations for error codes; - Role-playing activity: Simulate a diagnostic consultation with a client; - Reading and summarizing diagnostic tool manuals; - Writing practice: Describe an engine fault diagnosis; - Comparative discussion: Differences between traditional and digital diagnostics; - Vocabulary crossword: Reinforce diagnostic terminology; - Listening exercise: Watch a tutorial on fault detection and take notes; - Technical report writing: Create a sample report on a vehicle fault.
Unit III: Mechanical System Repair and Maintenance		
UC3.1 Describing and explaining mechanical faults and repair procedures UC3.2 Writing structured repair reports UC3.3 Presenting maintenance evaluations in English to colleagues and clients	- Engine types, diagnostics, and repair - Transmission system troubleshooting and repair - Brake system diagnostics and maintenance - Suspension system fault detection and repair - Cooling and lubrication system maintenance - Writing service and maintenance reports	- Case study analysis: Discuss real-world engine faults and solutions; - Comparison exercise: Compare different engine types and performance; - Component labelling: Identify engine and mechanical parts; - Debate: Pros and cons of manual vs. automatic transmissions; - Scenario discussions: Explaining repair processes to non-technical clients; - Listening comprehension: Analyse expert discussions on performance issues; - Writing exercise: Explain a brake system failure and repair process; - Error correction: Identify mistakes in technical reports; - Presentation task: Explain a chosen mechanical repair process; - Role-play: Simulate explaining a transmission issue to a supervisor.
Unit IV: Electrical and Electronic System Maintenance		
UC4.1 Describing wiring diagrams, circuits, and electronic schematics UC4.2 Communicating findings from battery, alternator, and electrical diagnostics UC4.3 Writing and presenting	- Automotive electrical circuits and wiring diagrams - Battery, alternator, and starter system diagnostics - Lighting, ignition, and accessory system troubleshooting	- Diagram interpretation: Read and explain a wiring diagram; - Component identification: Match electrical system parts with their functions; - Listening & note-taking: Watch an expert diagnose an electrical fault; - Problem-solving discussion: Diagnosing battery issues in hybrid cars; - Hands-on vocabulary tasks: Label key ignition and lighting system parts; - Technical summarisation: Read and

troubleshooting reports for electrical faults	- Advanced vehicle electronic systems - Sensors and actuators in modern vehicles	summarise fault diagnosis cases; - Technical writing exercise: Draft an inspection report for an electrical fault; - Group discussion: Why are electric faults harder to diagnose? - Quiz game: Test knowledge of alternators, starters, and batteries; - Professional explanation task: Describe a car's electrical system to a beginner.
Unit V: Professional Communication in the Automotive Industry		
UC5.1 Writing professional documents (emails, reports, work orders) UC5.2 Creating an effective CV and cover letter for the automotive sector UC5.3 Conducting professional conversations and interviews in English	- Writing formal letters and emails - How to create a successful CV and cover letter - Common mistakes in professional emails - Writing and understanding work orders - Creating professional presentations for clients and colleagues	- Business email practice: Write a formal request for spare parts; - CV analysis & improvement: Review and enhance technician CVs; - Cover letter writing: Draft a strong cover letter for a mechanics job; - Mock interviews: Simulate a job interview for an automotive technician; - Technical vocabulary challenge: Identify common writing mistakes; - Listening task: Analyse a job interview and list key success strategies; - Grammar correction: Fix errors in technical emails; - Persuasive writing: Justify investing in a new repair tool; - Customer service role-play: Handle a client's complaint professionally; - Technical documentation task: Summarize a service manual in a formal report.
Unit VI: Safety and Environmental Considerations in Vehicle Maintenance		
UC6.1 Explaining workplace safety measures and risk prevention UC6.2 Describing environmental regulations in the automotive sector UC6.3 Communicating sustainability practices in vehicle maintenance	- Workplace safety protocols in automotive repair - Environmental impact of vehicle maintenance - Handling hazardous materials and fluids - Vehicle emissions and pollution control	- Safety sign identification: Match workshop safety signs with meanings; - Risk assessment simulation: Identify hazards in a repair shop; - Regulation analysis: Read and summarize automotive environmental laws; - Debate: Discuss the role of mechanics in pollution control; - Listening comprehension: Watch an OSHA safety training video; - Group discussion: The impact of electric vehicles on the environment; - Case study: Analyse real workshop accidents and discuss prevention; - Workplace role-play: Simulate giving safety instructions to a new employee; - Infographic creation: Design a guide on vehicle emissions; - Technical writing task: Draft a workshop safety procedure report

VII. RECOMMENDED TIME ALLOCATIONS

No.	Unit	Number of hours		
		Total	Classwork	Individual study
1.	**Technical Communication in Vehicle Maintenance and Repair**	10	6	4
2.	**Diagnostic Tools and Troubleshooting Techniques**	10	4	6
3.	**Mechanical System Repair and Maintenance**	10	6	4
4.	**Electrical and Electronic System Maintenance**	10	6	4
5.	**Professional Communication in the Automotive Industry**	10	4	6
6.	**Safety and Environmental Considerations in Vehicle Maintenance**	10	4	6
	Total	**60**	**30**	**30**

VIII. TEACHER GUIDED INDIVIDUAL STUDY

Contents for Individual Study	Outcome	Ways of Assessing	Number of Hours
Unit 1: Technical Communication in Vehicle Maintenance and Repair			
The Role of English in Transport Operations	Informational poster on key English terminology in vehicle servicing	Presentation of the poster	2
Common Technical Terms in Vehicle Maintenance	Personal glossary of key terms used in mechanical servicing	Peer review and accuracy check	1
Vehicle Systems and Their Functions	Infographic on vehicle systems (engine, brakes, suspension, etc.)	Submission and feedback	1
Unit 2: Diagnostic Tools and Troubleshooting Techniques			
Basic Diagnostic Tools in Car Maintenance	Case study on identifying mechanical faults using basic tools	Written report evaluation	2
Measuring and Monitoring with Multimeters	Instructional slides on correct multimeter use	Oral presentation	2
Using Service Software for Vehicle Records	User manual for recording maintenance data	Hands-on demonstration	2
Unit 3: Mechanical System Repair and Maintenance			
Engine and Cooling System Maintenance	Comparative chart of engine types and servicing tasks	Accuracy check and feedback	2
Transmission and Clutch Systems	Troubleshooting chart for manual transmission faults	Case study discussion	1
Brake and Suspension Systems	Maintenance checklist for inspection and repair	Practical application	1
Unit 4: Electrical and Electronic System Maintenance			
Reading Wiring Diagrams	Annotated diagram with key symbols and explanations	Submission and peer review	1

Battery, Starter, and Alternator Functionality	Troubleshooting guide for starting system faults	Instructor evaluation	2
Lighting System Faults and Repairs	Problem-solution table for common lighting issues	Group discussion	1
Unit 5: Professional Communication in the Automotive Industry			
Writing Service Reports and Work Orders	Sample report for completed maintenance task	Instructor feedback	2
Preparing a CV and Cover Letter for a Mechanic Role	Final CV and cover letter tailored to transport technician job	Portfolio submission and revision	2
Workshop Communication and Customer Interaction	Three dialogue samples: complaint resolution, repair update, consultation	Peer feedback	2
Unit 6: Safety and Environmental Considerations in Vehicle Maintenance			
Workshop Safety Guidelines	Poster on safety signs and equipment use in a transport workshop	Presentation and evaluation	2
Environmental Aspects of Car Transport Maintenance	Short research article on reducing emissions and waste	Written submission and grading	2
Handling and Disposal of Used Oils and Fluids	Step-by-step guide for safe disposal of hazardous materials	Practical assessment	2

IX. METHODOLOGICAL SUGGESTIONS

The didactic strategy combines learning tasks with learning situations, forming a coherent system of instruments, methods, materials, and other educational resources designed to achieve the course objectives. In the field of **Technical Operation of Car Transport**, this strategy must be aligned with industry needs, equipping students with both theoretical knowledge and practical skills essential for diagnosing and resolving vehicle malfunctions.

In contemporary education, the role of the teacher has evolved from a mere transmitter of knowledge to a manager, facilitator, guide, and coordinator of the learning process. Instead of relying on teacher-centred instruction, educators must adopt a **learner-centred approach** that encourages students to take responsibility for their own learning. This method involves active engagement in problem-solving, evaluating diagnostic data, analysing automotive systems, and generating hypotheses based on real-world technical scenarios.

This approach enhances student motivation by providing them with **control over the learning process** and encouraging reflection on their progress. It also fosters **collaborative learning** by creating a dynamic classroom environment where knowledge is shared through teamwork and peer discussions. Group activities, such as pair work and small-group problem-solving exercises, offer opportunities for meaningful interaction and cooperative learning.

To succeed in the **automotive maintenance field**, students must be equipped with skills for organising and categorising information effectively. Developing a structured approach to learning helps them build a meaningful repository of technical knowledge that can be applied in real-world settings. Teachers should place emphasis on fostering critical thinking by integrating technical manuals, diagnostic reports, case studies, and digital simulations into classroom activities.

A structured methodology that effectively supports learning in **English for Professional Communication** is the **ERRE framework system** (Evocation, Realisation of Meaning, Reflection, Extension). This model enhances students' ability to analyse and critically reflect while integrating new knowledge in a structured manner.

1. **Evocation (E)**: This phase connects students' prior knowledge with new information. Teachers can activate background knowledge through brainstorming automotive terminology, discussing common vehicle issues, and predicting causes of malfunctions based on industry scenarios.
2. **Realisation of Meaning (R)**: In this phase, students engage with new learning materials such as technical documents, diagnostic software tutorials, industry reports, and video case studies to acquire relevant information.
3. **Reflection (R)**: Students restructure their knowledge by comparing diagnostic approaches, debating case studies, and engaging in peer discussions to validate their understanding of automotive systems and fault detection techniques.
4. **Extension (E)**: The acquired knowledge is applied to real-world scenarios, such as simulating vehicle diagnostics, preparing fault reports, drafting technical emails, or role-playing client interactions.

Strategies for Each Phase of the ERRE Framework

To support effective learning, the following strategies can be implemented at each stage:

- **Evocation (E)**: Brainstorming technical terms, predictive questioning, free writing on automotive topics, and mind-mapping diagnostic processes.
- **Realisation of Meaning (R)**: Guided reading of repair manuals, analysing digital diagnostic tool outputs (OBD-II data, DTC readings), interactive presentations, and reciprocal teaching.
- **Reflection (R)**: Concept mapping, case study evaluations on real-life vehicle malfunctions, peer feedback sessions, and group discussions.
- **Extension (E)**: Simulated vehicle inspection reports, creating technical documents (e.g., work orders, maintenance plans), role-playing diagnostic consultations, and problem-solving real-world case studies.

To enhance the relevance and effectiveness of language learning, lessons should incorporate **authentic materials** that reflect real-life professional contexts. This includes:

- Technical specifications and service manuals
- Diagnostic trouble code (DTC) charts and wiring diagrams
- Automotive safety regulations and environmental impact reports
- Repair and maintenance logs
- Professional email and report writing samples
- Job descriptions and interview transcripts for automotive specialists

These materials help students develop technical vocabulary and professional communication skills essential for success in the automotive industry.

To ensure students are fully prepared for real-world applications, teachers should balance individual responsibility with collaborative learning. Activities such as diagnostic case studies, interactive simulations of vehicle malfunctions, and role-play scenarios help students practice applying their knowledge in professional contexts.

By engaging students in activities that encourage critical thinking, collaboration, and hands-on practice, educators can create a robust and practical learning framework. The strategies outlined above can be adapted to different proficiency levels and classroom settings, ensuring an effective and relevant learning experience for future professionals in Technical Operation of Car Transport.

X. EVALUATION AND ASSESSMENT SUGGESTIONS

Assessment and evaluation are essential components in the teaching and learning process of **English for Technical Operation of Car Transport**. They ensure that students acquire the language and communication skills needed to function effectively in a technical environment, particularly in vehicle maintenance, servicing, and workshop operations. Proper assessment offers valuable insights into student

progress and instructional effectiveness, enabling educators to adapt their teaching strategies to better meet learners' needs.

Evaluation in vocational education is a continuous, systematic, and purposeful process of collecting, analysing, and interpreting data to support meaningful student learning and professional growth. According to contemporary researchers and frameworks (Black & Wiliam, 2018; Darling-Hammond & Adamson, 2014; OECD, 2020), effective assessment goes beyond measuring what students know—it fosters critical thinking, applied problem-solving, and communication skills within authentic, real-world contexts. It plays a crucial role in preparing learners for the demands of modern workplaces by connecting learning outcomes with industry-relevant performance standards.

In this field, assessment must be tailored to measure a student's ability to understand, apply, and communicate technical knowledge related to the operation, servicing, and inspection of vehicles. The evaluation framework is built around five core components:

1. **Defining Learning Objectives.** Establishing clear, achievable goals related to professional communication in a transport workshop or service station.
2. **Collecting Relevant Data.** Monitoring student progress through classroom observations, oral activities, service report writing, and technical documentation.
3. **Providing Contextualized Learning Experiences.** Designing meaningful tasks such as writing maintenance records, interpreting vehicle manuals, or simulating customer interaction.
4. **Analysing and Interpreting Performance.** Identifying learners' strengths and areas for improvement to tailor feedback and support.
5. **Making Informed Pedagogical Decisions.** Using assessment data to refine curriculum planning, instructional strategies, and individual support.

Well-structured assessments ensure validity (measuring the competencies intended) and reliability (consistent and fair results). In the context of car transport, these competencies include the ability to communicate effectively about vehicle systems, workshop safety, service procedures, and client interaction.

Functions of Classroom Assessment

Assessment should serve both teacher and student by:

- Monitoring student development across units.
- Enhancing motivation and self-awareness of progress.
- Informing teachers about the effectiveness of instructional methods.
- Evaluating students' ability to communicate during technical operations, such as performing inspections, explaining malfunctions, or completing vehicle checklists.

Effective assessment is transparent, inclusive, and competency-based, highlighting student growth rather than focusing solely on shortcomings.

A well-balanced assessment strategy integrates **formative** and **summative** assessment methods to provide a comprehensive understanding of student learning.

Formative Assessment

Formative assessment occurs during instruction and helps guide learning. It allows for continuous feedback and adaptation.

Examples relevant to **Technical Operation of Car Transport** include:

- **Diagnostic Quizzes:** On systems such as brakes, steering, and powertrain components.
- **Think-Pair-Share Tasks:** Students discuss how to conduct a routine vehicle inspection or replace a component.
- **Exit Tickets:** Students write one safety rule they learned and one maintenance-related question they still have.
- **Peer Reviews:** Evaluating each other's workshop checklists or service descriptions.
- **Real-World Task Simulations:** Simulating a conversation with a client to explain a service procedure or recommend maintenance.
- **Self-Assessment Logs:** Students reflect on new terminology, tool usage, or workshop protocols learned.
- **Error Correction Sessions:** Identifying and correcting language errors in technical service reports.

- **Interactive Surveys or Polls:** On topics like environmental impacts of car transport or daily workshop procedures.
- **Guided Reading:** Comprehension exercises based on vehicle user manuals or service protocols.
- **Role Plays:** Customer reception scenarios, handling complaints, or recommending routine servicing.

These strategies encourage active participation and reinforce content in practical contexts.

Summative Assessment

Summative assessment measures learning at the end of a unit or course and evaluates the student's ability to use language and knowledge in operational contexts.

Examples include:

- **Written Exams:** Testing comprehension of technical texts, industry terminology, and service workflows.
- **Oral Exams:** Explaining maintenance steps, identifying vehicle parts, or simulating interactions with colleagues or clients.

Alongside traditional assessment methods, complementary tools such as projects, portfolios, reports, multimedia presentations, case studies, essays, and self-assessments are strongly encouraged. These methods provide learners with opportunities to delve deeper into topics, apply their knowledge creatively, and develop new insights. Such projects also enable students who may not excel in traditional testing to showcase their abilities.

To promote autonomous learning, students' **teacher-guided individual study efforts** should also be assessed. Examples include:

- **Research Tasks:** Investigating modern vehicle technologies or sustainable transport practices.
- **Online Quizzes:** Focused on workshop safety, component vocabulary, or procedures.
- **Learning Journals:** Tracking new terms, practical experiences, and skills mastered.
- **Component Presentations:** Explaining how specific parts work (e.g., suspension, alternator) and common failures.

To create an inclusive, objective, and practical evaluation framework, teachers should:

- Align assessments with the real-world requirements of the car transport field.
- Provide clear assessment rubrics and performance descriptors.
- Offer timely, constructive feedback focused on improvement.
- Use diverse assessment forms to address all learning styles.
- Integrate authentic materials, such as service records, technical documentation, and safety manuals.

By blending technical training with language learning and applying consistent, meaningful assessment practices, educators can support students in becoming competent, communicative professionals in the car transport sector.

XI. 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/
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