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**CURRICULUMUL DISCIPLINAR
LIMBA STRĂINĂ DE SPECIALITATE
(ENGLEZĂ)**

**SPECIALITATEA 42110 – JURISPRUDENȚĂ
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STANDARD CURRICULAR

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I. INTRODUCTION

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

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

The course is designed to be taught during one semester, in the 7th semester (the 3 semester of the third year of study). The course is divided into 12 units, which are based on a wide range of topics intended to develop all the four language skills, students' language proficiency in their professional field of study and to enhance the students' critical thinking. English would be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty. English language for specific purposes is learned not for the sake of gaining a general education, but to flatten the path to access or higher linguistic efficiency in academic, professional or workplace circumstances. This denotes that, the role of the curriculum is to help the learners build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace.

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

More than that it involves the adoption of educational concepts and strategies with the help of which the students become active participants in the educational process. The curriculum comprises key competences, discipline-specific competences, content elements and didactic strategies for the teaching-learning-evaluation process.

II. CURRICULUM STATUS

The present curriculum is a legal and binding document. The main objective of the English language curriculum for Business English I 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:

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

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

1. The principle of integrated approach-structuring the contents in an integrated way and aiming to developed 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 *evaluative* function, which consists in assessing competences specific to the discipline and the elaboration of tools and criteria for evaluation.

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

The curriculum concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The focal point is that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners. However, it is different not only in the nature of the learner but also with the aim of instruction. In fact, as a general rule, while in general English all four language skills: listening, reading, speaking, and writing, are stressed equally, in English for specific purposes there is a special 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.

III. SPECIFIC PROFESSIONAL COMPETENCES

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

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

3. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
4. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information.
5. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
6. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
7. Present information, findings, and supporting evidence in such a way that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
8. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
9. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
10. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
12. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the vocational and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
13. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
14. Read and comprehend complex various texts independently and proficiently.
15. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

IV. THE ADMINISTRATION OF THE COURSE

Term	Number of hours			Assessment	
	Total number of hours	Class work			Individual study
III	90	Theory	Practice	30	Final exam./ test
		30	30		
		60			

V. INDICATIVE BREAKDOWN OF HOURS PER UNIT

	Units of study	Number of hours			
		Total	Class work		Individual study
			Theory	Practice	
1.	People and Organization	6	2	2	2
2.	The World of Business	8	2	4	2
3.	The Marketing Strategy	8	3	3	2

4.	The Career Ladder	6	2	2	2
5.	Compete and cooperate	8	3	3	2
6.	Ethics and Social responsibility	6	3	1	2
7.	Job - related skills	6	2	2	2
8.	Motivation	9	2	2	5
9.	Decision making	6	3	1	2
10.	Careers	9	3	3	3
11.	The future of work	9	2	4	3
12.	Responsibility	9	3	3	3
	Total	90	30	30	30

VI. UNITS OF STUDY

Contents		
Unit I. People and Organizations		
Unit sections	Topics	Skills development
Our people are our greatest Assets	<ul style="list-style-type: none"> – The place where I live. – Types of working styles. – My most treasured possession. – What matters to me. 	<ul style="list-style-type: none"> – identifying places where people live and work; – discussing types of working styles; – exchanging information about working styles; – describing the most treasured possession.
Leadership and Organization	<ul style="list-style-type: none"> – Leader's skills and responsibilities Leadership: the pros and cons. – Business plan and activities. 	<ul style="list-style-type: none"> – discussing the advantages and disadvantages of being a leader; – distinguishing the most important skills and requirements one must possess to become a leader; – creating/ designing a business plan; – talking about business activities
Unit II. The World of Business		
Manufacturing	<ul style="list-style-type: none"> – A success fid company. – The company's <i>bottlenecks</i> Work's backlogs. – <i>Wellness</i> and the aspects of company life. 	<ul style="list-style-type: none"> – discussing about requirements for to create and hold a successful company; – speaking about bottlenecks one faces while creating a company; – discussing the aspects of a <i>company life and wealth</i>.
Services and Retailing	<ul style="list-style-type: none"> – E-mail complaining. – Occupational and work diseases. – Work injuries. – Online Marketing. – Simple Tenses. 	<ul style="list-style-type: none"> – writing e-mail of complaining about the service they had received; – using present tense in future time clauses; – evaluating occupational and work related diseases and injuries; – debating upon the advantages and disadvantages of the online

		marketing; – identifying text's main idea and message.
Unit III. Marketing Strategy		
Key players and level playing fields	<ul style="list-style-type: none"> – Price. – Competition. – Monopolizing 	<ul style="list-style-type: none"> – discussing about working environments; – understanding the meaning of <i>price</i> and <i>competition</i> concepts; – debating upon the aspects of <i>Monopolizing</i>; – developing speaking skills using the vocational vocabulary.
Products and Customers	<ul style="list-style-type: none"> – Customers' rights. – Products' quality. – Job competition on the labor market. – High achievers. – Overcoming difficulties. 	<ul style="list-style-type: none"> – talking about customers' rights and the violation of their rights; – debating upon the quality of Moldovan products; – discussing the ways of overcoming difficulties; – research and report writing on high achievers in a specific field.
Unit IV. The Career Ladder		
Human Resources	<ul style="list-style-type: none"> – Types of recruitment. – Parts of recruitment. – Requirements for application. – Motivation. 	<ul style="list-style-type: none"> – discussing about various types of recruitment; – identifying steps for recruitment; – identifying steps for a job application; – writing letters for application and motivation.
Accounts and Finance	<ul style="list-style-type: none"> – Company assets. – English – the dominant business. – Language, the language of computers and Internet. – Interacting safely and efficiently. – With machines/ work equipment. – Finance and financial support. 	<ul style="list-style-type: none"> – explaining how accounts and finance work; – understanding, finding and comment on companies and their assets; – commenting upon recent annual results of a company (students are interested in); – presenting the results and liabilities of a specific company; – writing a list of advantages and disadvantages of using networks; – planning and organizing a video-meeting; – talking about work equipment and their functions.
Unit V. Compete and cooperate		
Personal and Professional Development	<ul style="list-style-type: none"> – People and Motivation. – Hierarchy of Needs (physiological needs safety needs. – Social needs esteem needs self-realization needs). 	<ul style="list-style-type: none"> – discussing about people's motivation in personal and professional development; – determining the hierarchy of needs;

	<ul style="list-style-type: none"> – Personal and Professional Satisfaction and Dissatisfaction. 	<ul style="list-style-type: none"> – expressing personal and professional satisfaction and dissatisfaction.
Partners and Cooperation	<ul style="list-style-type: none"> – Types of Partnerships. – The Partnership Agreement Advantages and Disadvantages of Partnerships. 	<ul style="list-style-type: none"> – recognizing the types of partners; – arranging a partnership agreement; – writing a partnership agreement; – identifying the advantages and disadvantages of partnerships.
Unit VI. Ethics and Social Responsibility		
Know your rights	<ul style="list-style-type: none"> – 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 measures to be taken in case of rights' violation; – presenting and supporting a viewpoint with relevant arguments while exchanging messages on information collected from local published sources.
Attitudes and behavior	<ul style="list-style-type: none"> – Self-image. – Attitudes predict behavior. – Attitudes and behavior displayed in the workplace. 	<ul style="list-style-type: none"> – presenting and supporting a viewpoint with relevant arguments while exchanging messages on ethics and social responsibility issues; – participating in voluntary work; – interviewing native speakers on topics studied to obtain information from primary sources (teachers, Peace Corps volunteers, representatives of embassies, etc.); – working out projects for the well-being of the community; – developing ethical and socially responsible attitude, decision making and behavior; – cultivating and improving skills of planning and organizing social events/ projects; – 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.

Unit VII. Job related skills		
Searching for a Job	<ul style="list-style-type: none"> – Letter of application. – Steps of interview's passing. – CV – Euro-pass document. – Personal information for a job application. 	<ul style="list-style-type: none"> – writing a letter for a job application; – identifying the most common interview questions; – writing a CV (Euro-pass); – writing personal information for a job application.
Requirements for a tightly paid job	<ul style="list-style-type: none"> – Skills and abilities for a job. – Requirements for a tightly paid job. 	<ul style="list-style-type: none"> – to identify the most important requirements a person needs to develop a tightly paid job; – characterizing the <i>ideal</i> business struggle; – creating a list for <i>Job related skills</i>.
The career ladder	<ul style="list-style-type: none"> – Skills and requirements to get success. – Obstacles and results within <i>career ladder</i>. 	<ul style="list-style-type: none"> – creating and relating the needs/ requirements for a successful career; – identifying obstacles one must overpass in his strengthen to have a successful career.
Unit VIII. Motivation		
Think success	<ul style="list-style-type: none"> – Think and grow rich; – Successful events in people/ our life. – <i>The Law of Success</i> – books related to career development. 	<ul style="list-style-type: none"> – depicting and identifying the steps of getting success; – exchanging information about working styles/ methods to success reaching; – describing the most successful events in their (students) lives.
It's all about the money	<ul style="list-style-type: none"> – Job's satisfaction and dissatisfaction. – Employee job satisfaction is low, motivation is lower. – Challenges of a highly but not preferred job. 	<ul style="list-style-type: none"> – discussing the advantages and disadvantages of working for money; – distinguishing the most important skills and requirements one must possess to become a highly paid worker; – creating/ designing a business plan; – talking about business activities.
Climbing the ladder	<ul style="list-style-type: none"> – The plan for a career path. – Job insecurity. – Appraisals, promotions and assesses. 	<ul style="list-style-type: none"> – developing speaking skills-promotion in big/ small companies; – debating on the advantages and disadvantages of a job for life or many different jobs; – reporting about skills necessity in a particular area of work.
Unit IX. The Decision making		
How do you decide?	<ul style="list-style-type: none"> – Decisiveness in our life. – Types of decision makers. – Consensus, confrontation, deci- 	<ul style="list-style-type: none"> – speak about the way we take decisions; – reporting about types of decision

	sion making.	makers – referring to themselves; – vocabulary developing – the use of specific phrasal verbs in different situations.
Which one?	– The importance of training sessions, conferences and exchange programs in our professional development. – The biggest conference in the world.	– reporting on the importance of conferences in workers' lives; – vocabulary development – the usage of specific terms in the field; – discussing about <i>The biggest conference in the world</i> .
Making up your mind	– Dealing with conflict. – Going forward. – Avoiding conflict.	– discussing about different types of conflicts; – reporting about the best solutions to avoid conflicts; – decision making – presenting reasons for to support their decisions (in different conflict situations – family, work, etc.).
Unit X. Careers		
Working conditions	– Different jobs' factors. – Worth the money? – Salary, working hours, benefits and the level of job satisfaction.	– discussing about working environments; – understanding the meaning of <i>price</i> and <i>competition</i> concepts; – debating upon the aspects of <i>career path</i> ; – developing speaking skills using the vocational vocabulary.
Experience	– Experience or lack. – Job competition on the labor market. – High achievers. – Overcoming difficulties.	– speaking about the importance of getting experience in a specific field; – reporting about the advantages and challenges within a job competition; – discussing the ways of overcoming difficulties; – research and report writing on high achievers in a specific field.
First impressions	– Introducing oneself and the company ones works. – Company profile. – Advices and recommendations about Moldova to foreign investors.	– meeting and greeting people; – creating a company profile; – debating upon the advices and recommendations given to international investors.
Unit XI. The Future of Work		
Making predictions	– The end of gender. – Brain Reserve Company. – Concerns about food and products' origin.	– discussing about the time aspects of work; – debating about female values as well as machine replacement instead of human being work; – reporting about the possibility and stages of vegan products ap-

		pearance.
Organizing yourself	<ul style="list-style-type: none"> – Efficiency, memory and concentration and time management. – Work smarter, not harder. – Plan management. 	<ul style="list-style-type: none"> – defining, explaining and providing terms: <i>Efficiency, memory and concentration and time management</i>; – reporting about the way in which one can work less but keep his boss happy; – presenting a plan for their achievements for a year
Emailing	<ul style="list-style-type: none"> – Writing emails. – Passing on a telephone message. – Parts of an email, language and style tips. 	<ul style="list-style-type: none"> – reporting technical problems; – enquiring about products; – giving advices and complaining about an order; – exercising formal and informal language.
Unit XII. Responsibility		
What went wrong?	<ul style="list-style-type: none"> – People and responsibilities. – Hierarchy of Needs (physiological needs safety needs social needs esteem needs self-realization needs). – Personal and Professional Satisfaction and Dissatisfaction. 	<ul style="list-style-type: none"> – discussing about people's motivation in personal and professional development; – determining the hierarchy of needs; – expressing personal and professional satisfaction and dissatisfaction.
Compensation culture	<ul style="list-style-type: none"> – Insurance and compensation. – Types of accidents. – Insurance claim. 	<ul style="list-style-type: none"> – debating on types of insurance different countries provide; – reporting and speaking about different types of accidents people in Moldova are insured; – arguing on the insurance claim (vocabulary development).
Say sorry!	<ul style="list-style-type: none"> – Ways of apologizing. – Risky business. – Tips for delivering a good conversation. 	<ul style="list-style-type: none"> – debating on the manners, methods and ways of apologizing; – reporting about the steps one must follow when mistakes have been made (according to Peter Sandman – a risk communications consultant); – discussing and creating different good conversations (dialogues) following the communication steps.

VII. RECOMMENDED TIME ALLOCATIONS

Nr.	Topics	Number of Hours			
		Total	Class work		Individual study
			Theory	Practice	
1.	Our people are our greatest assets	2	1	1	
2.	Leadership and Organization	2	1	1	
3.	Test Paper	2			2
4.	Manufacturing	2	1	1	
5.	Services and Retailing	4	2	2	
6.	Test Paper	2			2
7.	Key players and level playing field	4	2	2	
8.	Products and customers	2	1	1	
9.	Test Paper	2			2
10.	Human resources	2	1	1	
11.	Accounts and Finance	2	1	1	
12.	Test Paper	2			2
13.	Personal and professional development	4	2	2	
14.	Partners and Cooperation	2	1	1	
15.	Test Paper	2			2
16.	Know Your Rights	2	1	1	
17.	Attitudes and behavior	2	1	1	
18.	Test Paper	2			2
19.	Searching for a job	2	1	1	
20.	Requirements for a tightly paid job	2	1	1	
21.	Test Paper	2			2
22.	It's all about the money	4	1	1	2
23.	Climbing the ladder	6	1	1	4
24.	Test paper	2			2
25.	How do you decide?	2	1	1	
26.	Working conditions	2	1	1	
27.	Test Paper	2			2
28.	Experience	2	1	1	
29.	First impressions	2	1	1	
30.	Making predictions	2	1	1	
31.	Test Paper	2			2
32.	Organizing yourself	2	1	1	
33.	Emailing	2	1	1	
34.	What went wrong?	2	1	1	
35.	Test Paper	2			2
36.	Compensation culture	2	1	1	
37.	Say sorry!	2	1	1	
38.	Final Revision – Test Paper	4	1	1	2
	Total	90	30	30	30

VIII. TEACHER GUIDED INDIVIDUAL STUDY

Tasks for individual study	Outcome	Ways of assessing	Number of hours
1. People and Organizations			
Corporation relationships	Report	Presentation PP	2
2. The World of Business			
Business operations (To off-shore or not to offshore?)	Report	Presentation PP	2
3. Marketing Strategy			
Marketing orientation and Strategic vision	Report/ PPT Presentation on Research(Brands affected by consumers' activism)	Report/ Presentation PP	2
4. The Career Ladder			
Company result and Liabilities	Report/ PPT Presentation	Presentation/ Demonstration PP	2
5. Compete and Cooperate			
Business Plan	Business Plan Sample	Report/ Presentation	2
6. Ethics and Social Responsibility			
Letter of Complaint	Written product (Letter of Complaint Template)	Presentation	2
Report on reference to violation of consumers' rights	Research and report on information collected from local published sources, making reference to violation of consumers' rights	Report/ Presentation	2
7. Job Related Skills			
Letter of Motivation	Written production (Letter of Motivation)	Presentation	4
CV – Euro pass	Written production (CV – Euro pass)	Presentation	2
8. Motivation			
Staff Morale	Report	Presentation PP	2
9. Decision making			
Decision making process	Report	Presentation PP	2
10. Careers			
Tips for hiring the right person for the job	Report/ PPT Presentation on Research	Report/ Presentation PP	2
11. The Future of work			
The world's getting smaller	Report/ PPT Presentation	Presentation/ Demonstration PP	2
12. Responsibility			
Company supply problems	Business Plan Sample	Report/ Presentation	2

IX. METHODOLOGY

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.

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, analyses 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.

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, Realization 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 *realization 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 will be used, we mention:

Evocation (E)	Realization of meaning (Rz)	Reflection (R)
Brainstorming	Reciprocal teaching	Discussions in pairs
Brain sketching	Jig-saw	Group discussion
Brain writing	Double-Entry Journal	Concept mapping
Clustering	DARTs (directed activities related to texts);	Venn's diagram
Free writing	KWL table	Fishbone Diagram
Free associations	Intensive reading	
Bingo	Guided reading	
T-chart	Cube game	
Star bursting	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 will be used during classes and, in levels ranging from lower intermediate to advanced, and generally in all manner of teaching situations.

X. EVALUATION AND ASSESSMENT

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 Germany, 1993; Genesee and Upshur, 1996; O'Mally and Valdez-Pierce, 1996).

Evaluation is a process that includes five basic components:

- Articulating the purpose of the educational system.
- Identifying and collecting relevant information.
- Having ideas that are valuable and useful to learners in their lives and professions.
- Analyzing and interpreting information for learners.
- 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:

- Measuring improvement over time.
- Motivating learners to study.
- Evaluating the teaching methods and techniques.
- 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. *Formative* and *summative* evaluations will be used. *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* are the same 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. This evaluation includes the final exam at the end of the course. The tests cover several types of questions – *short answer, multiple-choice, true-false, matching, fill-in-the-blank, guess the word, short essay* – to allow students to fully demonstrate what they know. The purpose of the exam for the students is to measure their learning over the 7 units, provide feedback to them about what they do and don't understand yet. Along with classic forms and assessment tools, will be used the following complementary tools: *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.

At the end of this course, the students will develop the communication skills they need to succeed in their career. 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 rearranging appointments and meetings, understanding office communications -writing letters and emails, reports; negotiating; entertainment of clients, free time, relationships with col-

leagues 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.

XI. DIDACTIC RESOURCES

Nr.	Resource title	Resource location
1.	Motivation. Types of Motivation	https://www.mindtools.com/paees/article/motivatin2-vour-team.html
2.	Maslow's Needs Hierarchy	https://www.vervwell.com/maslows-needs-hierarchv-2795961 http://www.simplypsychology.org/maslow.html
3.	Expressing Satisfaction and Dissatisfaction	https://raisvapalis.wordpress.com/2012/10/26/expressing-satisfaction-dissatisfaction-4/
4.	Job Dissatisfaction: Causes, Reasons and Employee Responses	http://studv.com/academv/lesson/iob-dissatisfaction-causes-reasons-and-employee-responses.html
5.	Find the partner to fit your needs	http://www.tableau.com/partners
6.	Partnership Agreements	http://www.firstpracticemanagement.co.uk/knowledge-base/practice-administration/partnership-agreements/
7.	Advantages and Disadvantages of Partnerships	https://www.thecompanywarehouse.co.uk/blog/2010/03/01/advantages-and-disadvantages-of-partnership/
8.	Competition: Definition, Characteristics, Types and Importance	http://www.vourarticlelibrarv.com/socioloav/competition-defimtion-characteristics-types-and-importance/35120/
9.	The Market forces of supply and demand	https://baripedia.org/wiki/Supply_and_demand:_How_markets_work
11.	Science and Technology video quiz	http://www.eslvideo.com/eslvideo_quiz_adv.php?id=23028

XII. REFERENCES

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