STATE PEDAGOGICAL UNIVERSITY “ION CREANGĂ”

EDUCATIONAL DESIGN

TEACHER’S GUIDE

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TABLE OF CONTENTS

Foreword

This methodological guide **Educational Design** is to help In- Service English teachers, school managers and Master Degree students (majoring in Education) to be effective learners and effective teachers on the professional ground. This guidebook will help to develop the cognitive, meta- cognitive, motivational and affective strategies which are needed for qualitative Life Long Learning and their future teaching. The guide has structured the material as current theory mingled with research outputs in the field of Education.

This guidebook will develop the following competencies:

1. Knowledge of the mechanisms of learning a foreign language on cognitive, meta-cognitive and social levels, and simultaneous resolution of the issues regarding the transmission of linguistic knowledge and the formation of communication competencies in the foreign language.

2. Establishing the succession of learning units and detailing the thematic contents for each unit in relation to the competencies associated with them.

3. Choosing the appropriate methods for the different types of lessons: transmission of new knowledge, fixation, recapitulation, oral and written expression etc.

4. The use of educational approaches both in the process of transmitting knowledge in teaching English to native Romanian speakers, and in discovering and researching solutions.

5. The ability to use a repertoire of cognitive, meta-cognitive, motivational and affective learning strategies.

The textbook **Educational Design** focuses on creating learning experiences that are structured, engaging, and effective in achieving desired learning outcomes. By understanding principles of instructional design, educators can design activities and materials that promote deeper understanding and retention of content. Also, this resource book, **Educational Design** allows educators to tailor learning experiences to the needs and preferences of learners. By considering factors such as learners' prior knowledge, learning styles, and interests, instructional designers can create personalized learning paths that maximize engagement and motivation. It emphasizes creating learning experiences that are interactive, engaging, and motivating for learners. By incorporating active learning strategies, collaborative

activities, and multimedia elements, educators can capture learners' interest and foster a positive learning environment.

This guide based on instructional design principles will continuously improve the teachers' teaching practices and enhance their learning outcomes over time.

1. Conceptualizing the process of learning

1.1.Learning a foreign language in the context of the educational policy documents

In the context of today's society, knowledge of a foreign language of international circulation is an essential competence and a MUST. Taking this into account, there is a need for both students and students to be able to communicate in a language of international circulation.

Learning to teach is a complex and multifaceted process as it requires different types of knowledge:

- Content knowledge
- Pedagogical knowledge
- Teaching skills.

Definition: Content knowledge is based on the subject matter of the discipline. Teachers must also know how to translate content knowledge into learnable topics. Pedagogical knowledge refers to the understanding, expertise, and skills that educators possess about teaching and learning processes.

It encompasses a wide range of knowledge domains related to educational theory, instructional strategies, classroom management, assessment practices, and the psychology of learning. It can be related to:

- ✓ Levels of learning in the cognitive domain
- ✓ Instructional goals and objectives
- ✓ Lesson planning
- ✓ Wait time
- ✓ Inquiry
- ✓ Rules and procedures
- ✓ Criterion-referenced tests.

The Educational Policy documents that are regulating the process of learning a foreign language are:

- ✓ the Education Code of the Republic of Moldova, approved by the Parliament on July 17, 2014;
- ✓ Education Development Strategy: "Education-2030;
- ✓ Common European Framework of Reference for Languages;
- ✓ European Language Portfolio;
- ✓ Barcelona Council Resolution of March 2000;

- ✓ European Strategy for Multilingualism;
- ✓ Strategic Framework for Vocational Education and Training;
- ✓ National Curriculum;
- ✓ National Curriculum for Early Education, Primary Education, Secondary Education et al.

In Article 5 of Chapter 2 of EC, the tasks of education include:

(a) meeting the educational requirements of the individual and society;

(c) the development of national culture;

(d) promoting intercultural dialogue, tolerance, non - discrimination and social inclusion.

Article 11 of the same document describes the purposes of education:

(1) Education has as main purpose the shaping of the character and the development of a system of competences that includes: knowledge, abilities, attitudes and values that allow the active participation of the individual in the social and economic life;

(2) Education aims at the formation of the following key competences:

a) communication skills in the mother tongue; b) communication skills in foreign languages; etc., which define the profile of the student's personality determining him for lifelong learning.

The key competence- communication in the English language is formed within the school discipline- the English Language, which in the Republic of Moldova is currently introduced starting with the second grade of the primary cycle, from the age of 8. The program of study of the English Language in the Republic of Moldova is based on the Modernized National Curriculum (2018, 2019 editions), which targets the teachers who teach the foreign languages and the native language in the curricular area "Language and Communication".

The Foreign Language Curriculum is the basis for the elaboration of textbooks, exam sessions, assessment tests, calendar planning, etc. Through the implementation of the National Curriculum the process of Foreign Language acquisition has gradually moved from content-centered learning to learner-centered learning. Along with the above-mentioned Curriculum, there were developed the Foreign Language Curriculum II and the French Curriculum for bilingual classes.

The Curriculum is structured on levels of schooling: primary, secondary and high school. However, it is highly important to take into account the formation and

development of communication competencies in the English language the peculiarities of age, as well as the intellectual and psychological development of the student.

Curriculum can be categorized into various types based on different criteria such as its scope, purpose, delivery method, and educational philosophy. Here are some common types of curriculum:

Formal Curriculum: This is the planned curriculum that is documented, structured, and officially adopted by educational institutions. It includes subjects, courses, content, and standards that students are expected to learn.

Informal Curriculum: This refers to the unintended or implicit lessons that students learn from the school environment, interactions with peers and teachers, and school culture. It includes values, attitudes, and behaviors that are not explicitly taught but are acquired through daily experiences.

Hidden Curriculum: Similar to the informal curriculum, the hidden curriculum consists of values, beliefs, and norms that are indirectly conveyed through the structure and practices of the educational system. It includes aspects such as obedience to authority, conformity, and socialization.

Explicit Curriculum: This is the content and subjects that are explicitly taught in classrooms and outlined in instructional materials. It includes specific learning objectives, skills, and knowledge that are directly addressed by teachers.

Implicit Curriculum: In contrast to the explicit curriculum, the implicit curriculum consists of the values, attitudes, and behaviors that are indirectly conveyed through teaching methods, interactions, and classroom environment.

Core Curriculum: This refers to the essential subjects and skills that are considered fundamental for all students to learn. It typically includes subjects such as mathematics, language arts, science, and social studies.

Elective Curriculum: Elective curriculum offers students choices in selecting courses or subjects based on their interests, career goals, or personal preferences. It provides flexibility and allows students to explore diverse topics beyond the core curriculum.

Integrated Curriculum: Integrated curriculum combines multiple subjects or disciplines into a unified approach to teaching and learning. It emphasizes connections between different areas of knowledge and promotes interdisciplinary thinking.

Spiral Curriculum: Spiral curriculum revisits key concepts and topics repeatedly, with increasing complexity and depth at each encounter. It allows students to build upon their prior knowledge and skills over time, fostering deeper understanding and retention.

Differentiated Curriculum: Differentiated curriculum recognizes and accommodates the diverse learning needs, interests, and abilities of students. It involves tailoring instruction and assessment to meet individual learning styles and preferences.

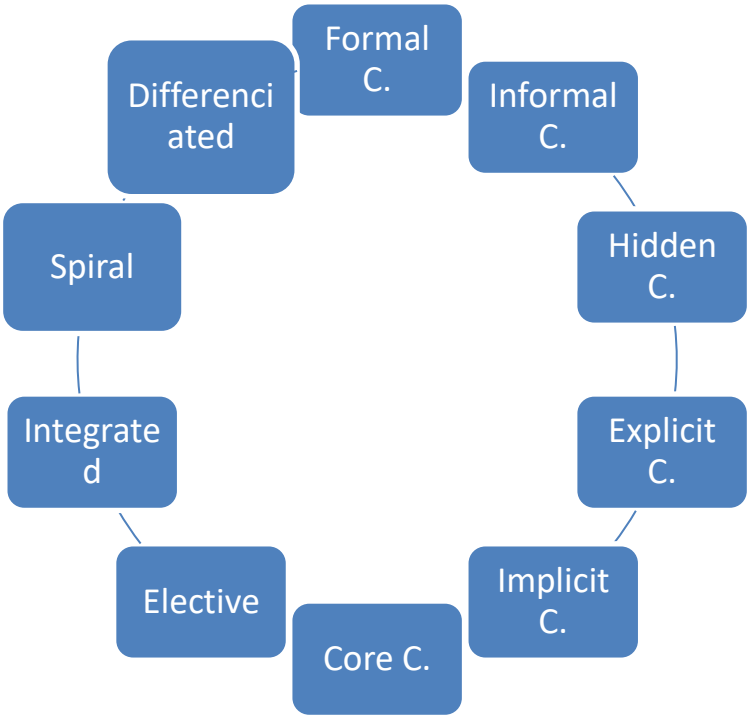


Fig. 1.1. Types of Curriculum

There are various models of curriculum that educational institutions and policymakers use to design, implement, and evaluate educational programs. These models provide frameworks for organizing educational experiences and shaping teaching and learning processes. Here are some commonly recognized models of curriculum:

Tyler's Rational Model: Developed by Ralph W. Tyler, this model emphasizes the systematic and logical approach to curriculum development. It consists of four key steps: identifying educational objectives, selecting appropriate learning experiences, organizing the curriculum, and evaluating its effectiveness.

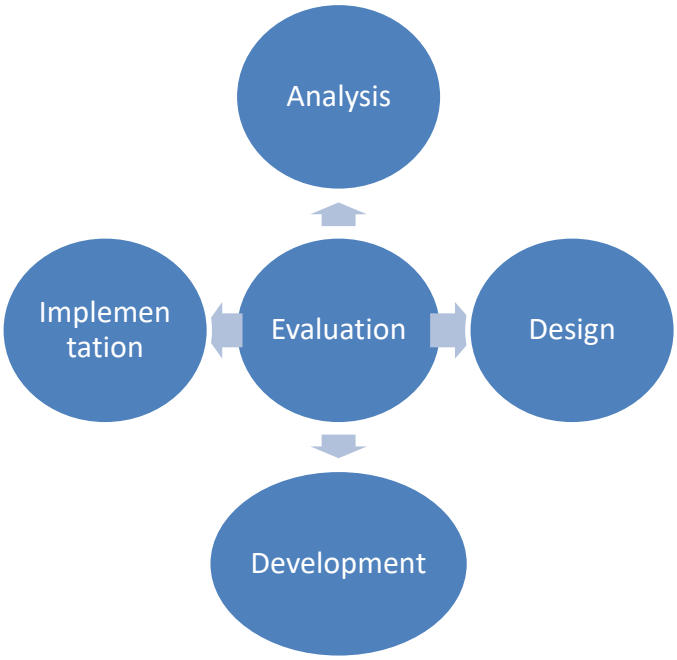


Fig. 1.2. Tyler's Rational Model

Taba's Model: Elizabeth Taba's model focuses on a more iterative and collaborative approach to curriculum development. It involves a cyclical process of diagnosing needs, formulating objectives, selecting content and learning experiences, organizing the curriculum, and evaluating outcomes.

Fig. 1.3. Taba's Model (Source: https://www.collidu.com/presentation-taba-teaching-strategy-model)

Wheeler's Model: This model, proposed by David Wheeler, emphasizes the interaction between curriculum elements and societal needs. It involves four stages: situational analysis, objectives, content selection, and organization.

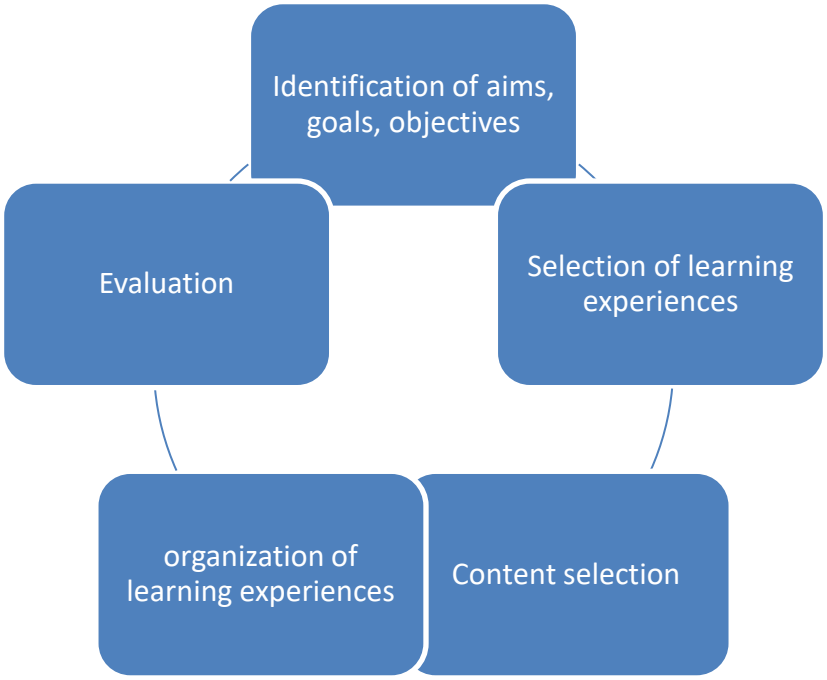


Fig. 1.4. Wheeler's Model

Hilda Taba's Model: Hilda Taba's model emphasizes the concept of the "spiral curriculum," where students revisit key concepts and topics at different levels of complexity and depth. It involves a continuous process of curriculum development, implementation, and evaluation.

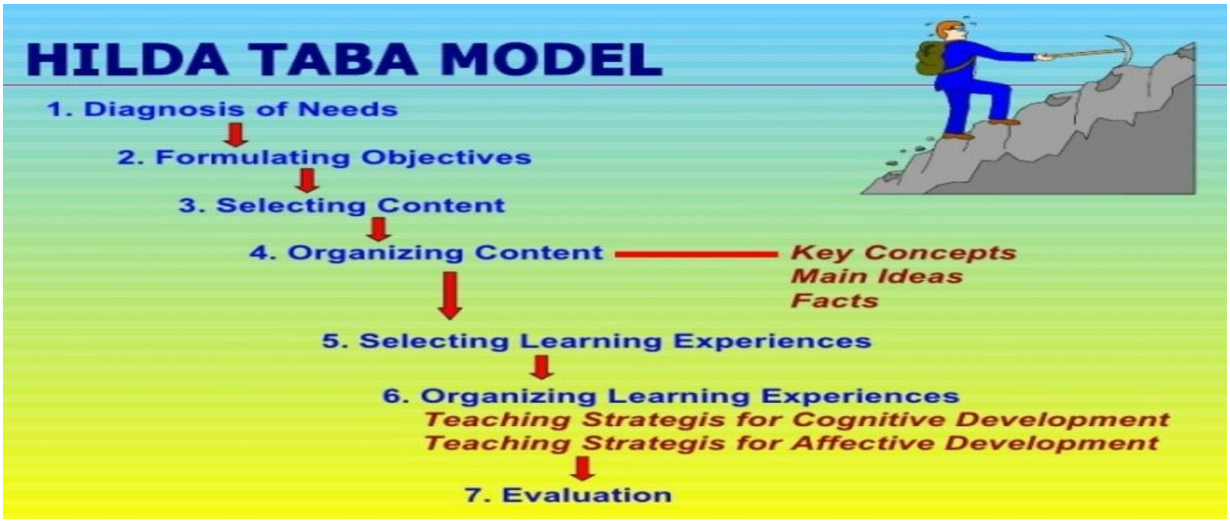


Fig. 1.5. Hilda Taba's Model Source: (https://educarepk.com/taba-model-of-curriculum-development.html)

Oliva's Model: Developed by J. Gordon Oliva, this model emphasizes the importance of considering various factors, such as learners' needs, societal expectations, and subject matter, in curriculum development. It involves four phases: planning, implementation, evaluation, and revision.

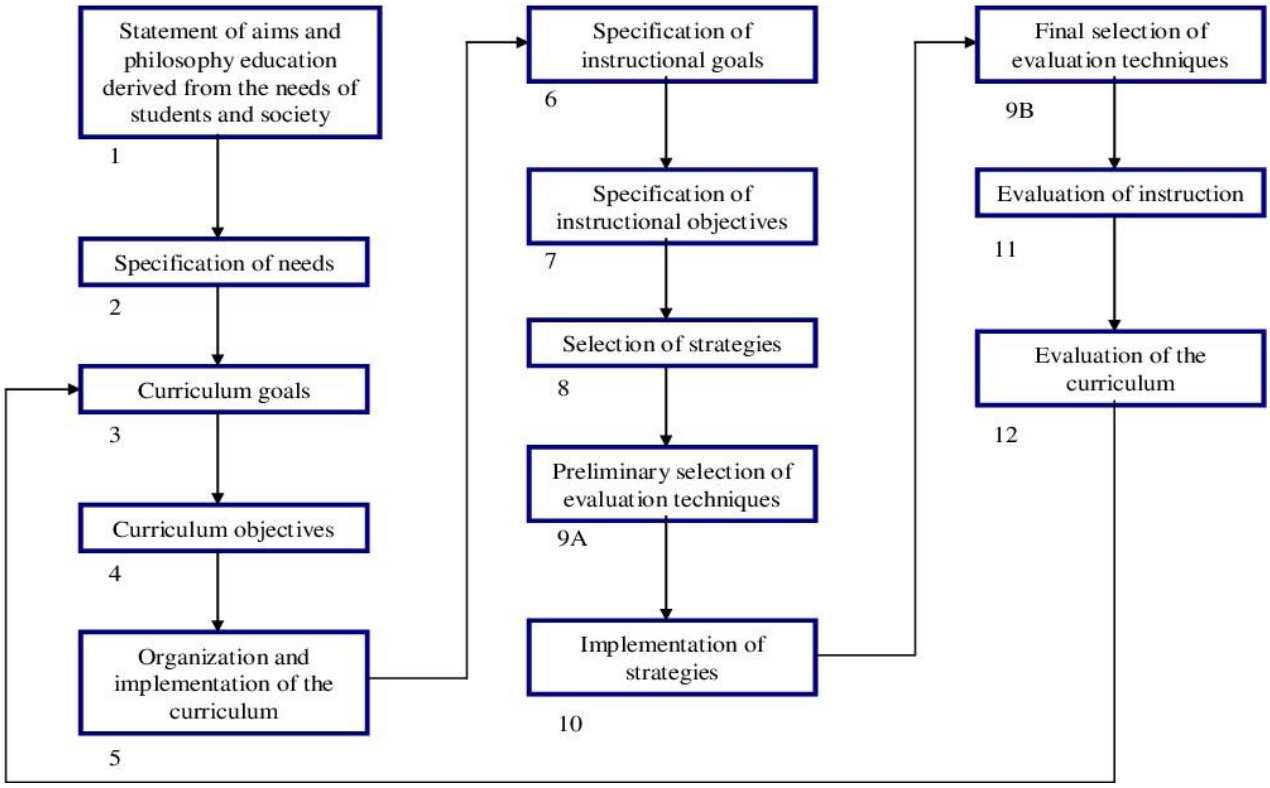


Fig. 1.6. Oliva's Model (Source: https://www.researchgate.net/figure/shows-the-twelve-components-of-Oliva-Model-In-this-Model-Oliva-pointed-out-that-it-is_fig1_314887007)

Jacobs' Model of Curriculum Mapping: This model, proposed by Heidi Hayes Jacobs, focuses on aligning curriculum with standards and assessments. It involves mapping out the curriculum to ensure that learning objectives, content, and assessments are coherent and aligned with educational goals.

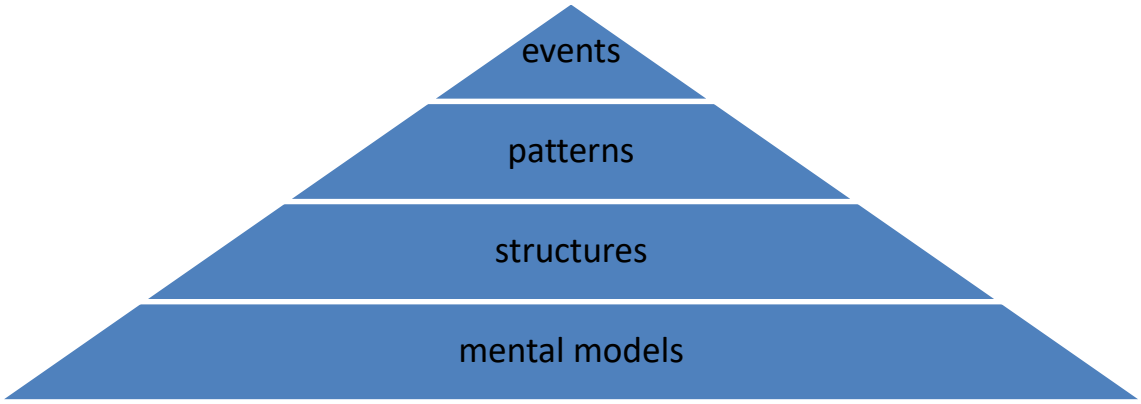


Fig. 1.7. **Jacobs' Model of Curriculum Mapping**

Posner's Model: This model, developed by George Posner, emphasizes the role of teachers in interpreting and implementing the curriculum. It involves three components: intended, implemented, and attained curriculum, which reflect the curriculum as planned, taught, and learned.

Kelly's Adaptive Model: This model, proposed by A.V. Kelly, emphasizes the adaptive nature of curriculum development. It involves continuous feedback and adjustment based on the changing needs of learners, societal demands, and educational goals.

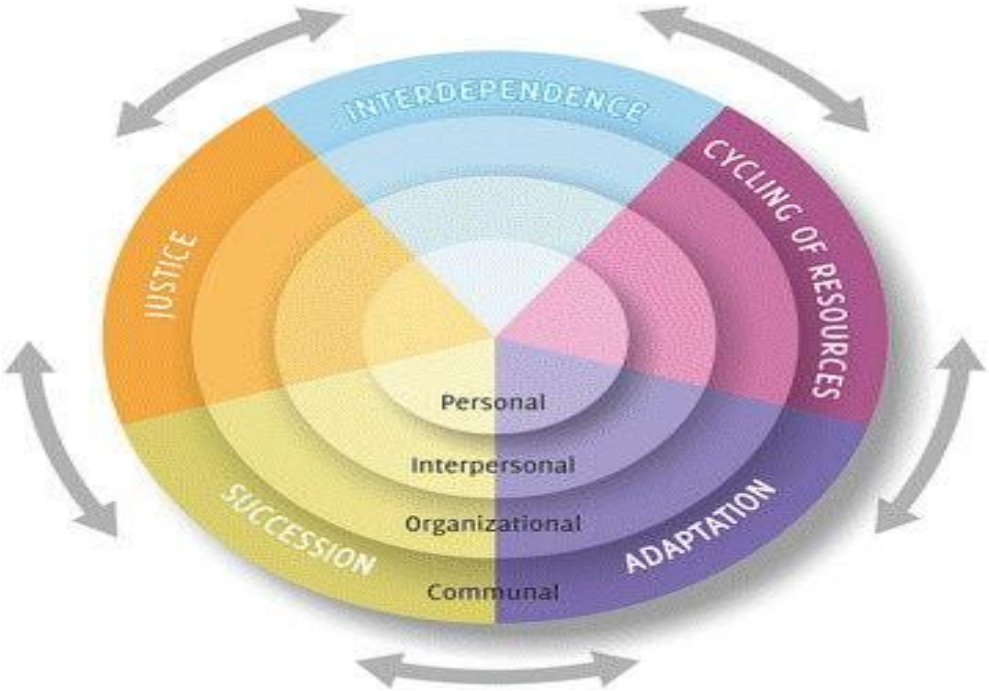


Fig. 1.8. Kelly's Adaptive Model (Source: https://www.researchgate.net/figure/Kellys-four-principles-and-the-dimension-of-justice-across-multiple-ecological-levels_fig1_277840727)

Bloom's Taxonomy: While not a comprehensive model of curriculum development, Bloom's Taxonomy provides a framework for categorizing educational objectives and assessing learning outcomes. It includes six levels of cognitive learning: remembering, understanding, applying, analyzing, evaluating, and creating.

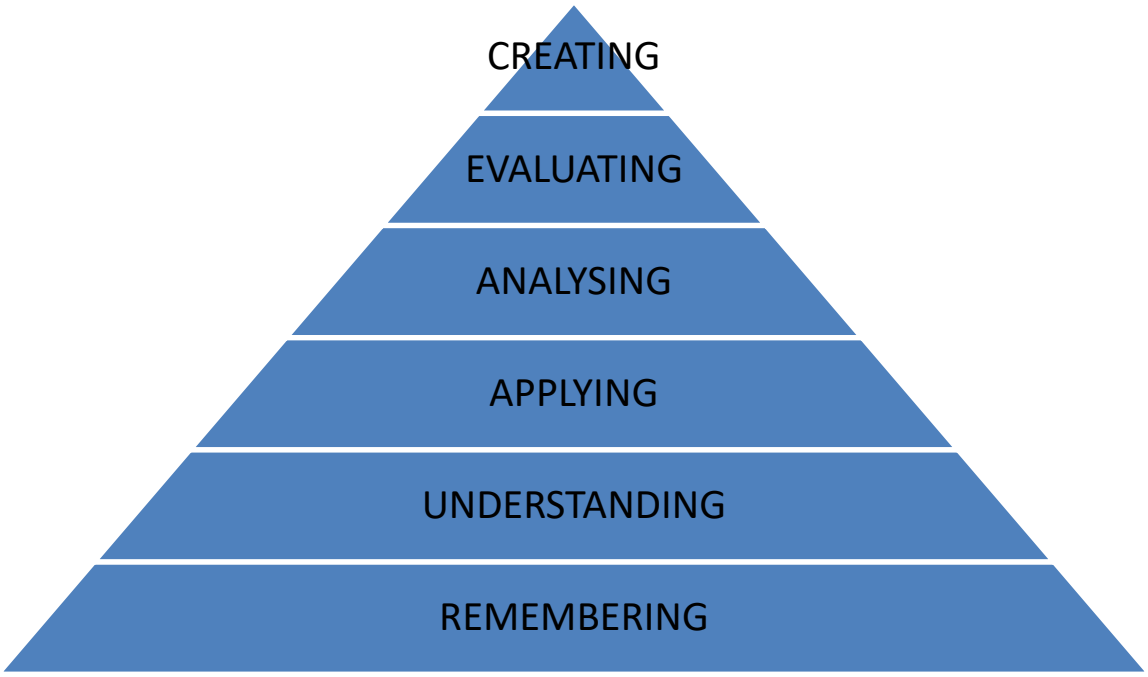


Fig. 1.9. Bloom's Taxonomy

Speaking of the importance of communicating in a foreign language, we must not neglect the fact that this is one of the key competences established by the European Commission. A few years ago, an event radically changed the attitude towards foreign languages in the world, primarily in Europe - the emergence of the Common European Framework of Reference for Languages: learning, teaching, assessment and the European Language Portfolio: a guide for teachers and teacher trainers. These two documents have revolutionized the concept of studying foreign languages, proposing a scale of knowledge and especially of competences in the field of language teaching-learning.

The Common European Framework of Reference for Languages describes in detail what learners of a language need to learn in order to use it for communicative purposes; it lists the knowledge and skills they need to acquire and develop in order to have effective language behavior. The description also encompasses the cultural context, which is the support of a language. Finally, the

Framework defines the levels of competence, which allow to measure the progress of the student at each stage of the learning process and at any time of life.

REFLECTION TIME

The Common European Framework of Reference for Languages describes exhaustively what is required to teach people who study a language, to use it for communicative purposes; it enumerates the knowledge and skills they must acquire and develop, in order to have an effective linguistic behavior. The description also encompasses the cultural context, which constitutes the support of a language. Finally, the Framework defines the levels of competence, which allow to measure the progress of the child/student at each stage of the process of learning at any moment of life.

The document was designed to overcome the communication difficulties that the professionals in the field of modern languages encounter due to the existing differences between educational systems. The framework provides education administrators, individuals responsible for developing programs, training staff, teachers, jury members, examiners etc. the tools, which will allow them to meditate on their ordinary activity to reconsider and coordinate their efforts to ensure that these efforts are responsive to the real needs of the students they are responsible for.

By providing a common basis, which includes a series of explicit descriptions of objectives, content and teaching-learning methods, the Reference Framework contributed to improving the transparency of courses, harmonizing programs and qualifications, favoring in thus international cooperation in the field of modern languages. The provision of some objective criteria for describing communicative competence led to the mutual recognition of the qualifications obtained in the various learning contexts and contributed to the expansion of mobility in Europe.

REFLECTION QUESTIONS!

1. What are the four basic curriculum concepts?
2. Analyze the curriculum development process: 1) needs assessment, 2) the planning session, 3) content development, 4) pilot delivery and revision, and 5) the completed curriculum package?
3. How do you plan a curriculum?
4. What are the competences denominated in curriculum?
5. What is subject matter in curriculum?

1.2. Didactics of the English language – pedagogy – teaching methodology

Definition: Didactics of the English language is a discipline that is essentially concerned with the science of teaching and instruction of the English language; pedagogy is focused more specifically on the strategies, methods and various techniques associated with teaching and instruction.

Pedagogy also refers to the ability of a teacher to match theoretical foundations or concepts with practical methods of knowledge transfer in education on language-related problems, while responding and adapting to the learning strategies of their students.

Finally, didactics is teacher-centered and based on the both: theoretical knowledge and practical experience. In comparison, pedagogy is learner- centred, since the teaching must be adapted to respond to the complexity of student needs. Therefore, "didactics" is a more generalized term referring to the theory and practical applications behind the science of instruction. It can also be viewed as the foundation or principal steps and stages involved in the act of teaching, within a specific domain. In the field of science, we speak of research, for instance, pertaining to the didactics of biology and medicine. In this context, the didactics of knowledge transfer often take place through teaching in a traditional setting (in the classroom), and most importantly through practical "hands on" sessions (laboratory) to prepare for professional insertion.

The history of language teaching is rich and varied. The emergence of methods has been dictated by the needs of society. Thus, the need to assimilate the

languages easily gave rise to direct methods, and the need to learn a foreign language in a very short period of time gave rise to intensive methods.

In modern science the concept of **method** (originates from the Greek methodos, lat. Methodus, fr. Méthode) is used with three meanings:

- general methodological meaning (as a means of knowledge, as a process of studying reality, natural phenomena and society),
- general didactic meaning (system of interrelational activities between teacher and students that ensures the assimilation of the training material),
- purely methodical sense (the method as direction in training that defines the strategy of the teacher's teaching activity).

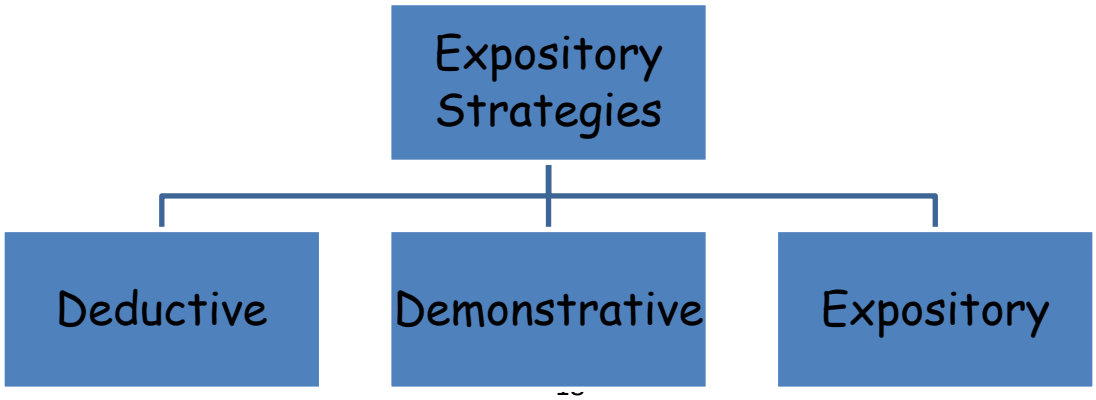
Method:
- a series of related and progressive acts performed by a teacher and students to achieve the objectives of the lesson;
- systematic plan followed in delivering contents in the process of instruction;
- a way, technique or process of or for doing something;
- a body of skills or techniques.

- **Technique** – the personal art and style of the teacher in carrying out the procedure of teaching.
- **Strategy** – set of decisions to achieve an objective that result in a plan (long term).
- **Teaching Strategy** – "careful plan" that performs an important function in achieving a specific outcome.

Methods are classified into:

-Direct Approach **- Experiential Approach**

Direct Approach is composed of:



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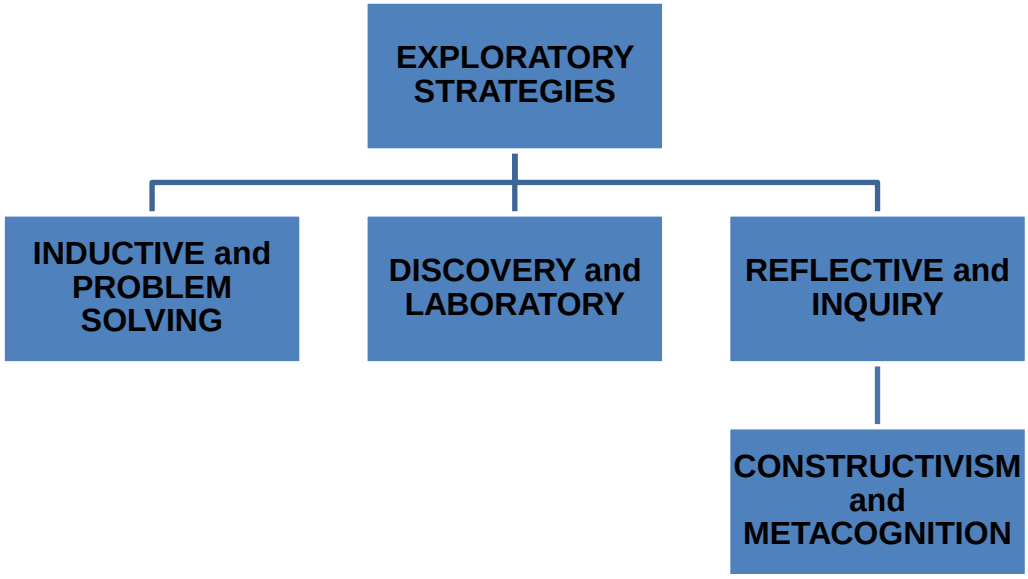


Table 1.1. **Expository vs. Exploratory Strategy**

Expository Strategy	**Exploratory Strategy**
• Less delivery time • Utilizes expositive strategies such as: Direct teaching, Deductive Process, Teacher controlled method • Less student involvement	• More delivery time • Utilizes discovery strategies such as: Inquiry teaching, Inductive process, Teacher facilitated method • High student involvement • Active-----interactive

Deductive Teaching: process of teaching that starts with a rule or general statement that is applied to specific cases/ examples.

Expository or Deductive Method: a telling method where facts, concepts, principles and generalizations, are stated, presented, defined, interpreted by the teacher and followed by the application of testing of concepts, principles, generalizations in new examples generated by the student.

Inductive Teaching: an exploratory method of logic where one arrives at a fact, principle, truth or generalization.

The terms **"EFL" (English as a Foreign Language**) and "**ESL" (English as a Second Language**) are closely related concepts in the field of English language education, but they have distinct meanings based on the context in which English is being learned and used:

ESL refers to the learning and teaching of English by individuals who reside in a country where English is the dominant or primary language.

Typically, ESL learners are immigrants or individuals who have moved to an English-speaking country and need to acquire English proficiency to communicate effectively in their daily lives, education, or work.

ESL instruction often focuses on developing practical communication skills in English, including speaking, listening, reading, and writing, to help learners integrate into the social, cultural, and economic aspects of the English-speaking community.

EFL, on the other hand, refers to the learning and teaching of English in environments where English is not the primary language spoken by the majority of the population. EFL learners typically reside in countries where English is not the dominant language, and they study English as a subject in schools, colleges, language institutes, or through other educational programs.

EFL instruction often focuses on developing English language skills for academic, professional, or personal purposes, rather than for immediate integration into an English-speaking community.

In both EFL (English as a Foreign Language) and ESL (English as a Second Language) contexts, a variety of teaching methods and approaches are utilized to facilitate language learning and proficiency development. These methods can be adapted based on the learners' proficiency levels, learning styles, and specific learning objectives. Here are some commonly used methods in EFL and ESL:

Communicative Language Teaching (CLT):

CLT emphasizes the importance of communication and interaction in language learning. Learners engage in meaningful, real-life language tasks and activities to develop their language skills. Activities may include role-plays, information-gap tasks, discussions, and simulations that encourage learners to use English for authentic purposes.

Task-Based Language Teaching (TBLT):

TBLT focuses on learning through the completion of tasks. Learners are presented with real-world tasks that require the use of English, such as solving a problem, making a decision, or completing a project. Tasks are designed to promote language use and skill development, with a focus on communication and meaningful interaction.

Audio-Lingual Method:

This method emphasizes the repetition and memorization of language patterns through listening and speaking drills. Learners practice language structures and vocabulary in controlled, structured activities to develop automaticity and fluency in English.

Grammar-Translation Method:

This traditional method focuses on the explicit teaching of grammar rules and translation of texts between the target language (English) and the native language of the learners. Learners engage in activities such as grammar exercises, translation tasks, and reading comprehension to develop language skills.

Total Physical Response (TPR):

TPR is a kinesthetic approach to language learning where learners respond physically to commands and instructions given in English. Activities involve actions, gestures, and movements that help reinforce vocabulary and language structures in a dynamic and engaging way.

Content-Based Instruction (CBI):

CBI integrates language learning with content learning in subject areas such as science, history, or literature. Learners acquire language skills while engaging with authentic content, which provides context and motivation for language use.

Situational Language Teaching:

This method focuses on teaching language structures and functions in specific situational contexts. Learners practice language in realistic situations, such as ordering food in a restaurant, making travel arrangements, or giving directions.

Cooperative Learning:

Cooperative learning involves collaborative activities and group work where learners work together to achieve common goals. Learners collaborate on projects, discussions, or problem-solving tasks, which promote language use, negotiation of meaning, and peer interaction.

REFLECTION QUESTIONS:

1. What is the difference between ESL and EFL?
2. What are the primary goals and objectives of the above mentioned teaching methods?
3. How do these teaching methods promote student engagement and active learning?
4. What are the considerations for assessing student learning within the teaching method?
5. What are the potential advantages and limitations of these teaching methods?
6. How do these teaching methods support the development of critical thinking, problem-solving, and other higher-order thinking skills?

2. The co-actors of the Educational Process

2.1. Teacher's role

The second part of the twentieth century was marked, among others, by the intensification of the concerns of clarity of the aims of education, contents, educational strategies and educational management as a new paradigm of curriculum, of learning-teaching-assessment processes- all being focused on a new variable - the quality of education.

Bontaș Ioan emphasizes that the quality of education is generally related to:

- a qualitative, harmonious, elevated, performant, flexible curriculum;
- an active, dynamic, student-centered learning;
- a well-organized educational management, dynamically connected with the social environment in which it takes place,
- professional teachers with the adequate training, who participate directly in the educational process.

According to the Education Code of the Republic of Moldova, art.3 "quality in education is a set of characteristics of a study program through which the expectations of the beneficiaries in relation to the quality standards are satisfied".

Șoitu L., Cherciu R. reveals that quality focuses on four main dimensions: 1. the structural dimension, 2. the instrumental-strategic dimension, 3. the socio-affective dimension and 4. the dimension of integration in the community. The teaching, learning, evaluation processes of the English language should be personalized for each student i.e. a condition of quality and efficiency of the training process, which focuses on the needs and requirements of the student and pursues the following objectives:

- Describes ways of organizing and analyzing the teaching, learning, assessment processes;
- Gives a broader approach to the teaching / learning / assessment process;
- Focuses on meeting the needs and interests of students;
- Shapes a partnership with the social environment in which the individual lives.

Personalization results from the relationship between teachers and students and the varied orchestration of the teacher to achieve different aspects of student development. Despite the fact that information and communication technologies are used, the teacher remains the main source of motivation for educational actors, constantly building the metacognitive skills of his successors. The teacher models and shapes the social and emotional behavior, the positive social climate of the class, organizes and coordinates the training in the desired direction for each student. Constructivist teaching places the teacher in a multidimensional position that requires a well-defined alloy of skills and competencies that honor him to participate in the teaching, assessment processes.

The first role of the teacher is to move from the **role of knowledge** provider **to co-participant of the knowledge** delivery process, placing a part of responsibility on the shoulders of students, turning them into active seekers of knowledge. Another aspect that needs to be changed in the school environment is the replacement of lectures with active learning methods. Even if, various working techniques can be introduced to involve students in the activity, however, this remains a passive approach, when the student is a receiving subject. Another role of the teacher is **the integration of self-paced learning programs**. The teacher

organizes the learning situations in such a way as to accomplish the teaching tasks in a reasonable period of time.

Another role is **to organize cooperation in** groups. Cooperative learning allows: achieving multiple social interactions; improving interpersonal relationships developing cognitive, social, communication skills; developing interpersonal intelligence; improving learning quality; active participation; involvement in learning tasks; sharing experiences; knowledge transfer; confronting ideas; analyzing, comparing ways of learning, acquisitions; reformulating ideas; assimilating new values, developing autonomy; critical thinking; a positive attitude towards learning, strengthening self-confidence and strengthening self-esteem. The next role is to ultimately consider the student as **responsible** for his learning process.

Other roles of the modern teacher are: **expert** of the teaching, learning proceses; **motivating agent**, which triggers and maintains the student's interest in the learning activity; class **leader**; student **counselor**; **model** for students; **reflective professional**; class **manager**. Cerghit I. completes this list with the roles: of **planning, organizing, leading and guiding students, controlling, taking decision** etc.

Joița E. delimits the following specific roles and competencies of the teacher: the teacher **facilitates, promotes, stimulates, trains, guides, communicates, evaluates, assesses, leads…**

In **K. Wadd's** view, teacher training includes the development of four basic components:
1) **charisma, 2) dominance, 3) intellectual power, 4) resources power.**

Another very important aspect in the development of the teacher's personality is **scientific and cultural, psychological and pedagogical** dimensions. The pedagogical aptitude is the "core" of the whole activity of the teacher, being formed on the basis of the following competencies: **professional, psycho-pedagogical, moral, socio-relational and managerial**.

The pedagogical aptitude appears as an instrumental and effective variable that ensures the good development of the entire didactic activity. The three types of competencies: **politico-moral competence, professional-scientific competence,**

psycho-social competence that make up the pedagogical aptitude do not act in isolation, but are integrated in the structure of the teacher's personality.

Shulman distinguishes 7 categories of knowledge which must be possessed by a teacher:

1. **content knowledge,**
2. **curricular knowledge,**
3. **pedagogical content knowledge,**
4. **general pedagogical knowledge;**
5. **knowledge of educational subjects and their characteristics,**
6. **knowledge of educational contexts,**
7. **knowledge of purposes, goals and values.**

Dogaru-Ulieru and Drăghicescu find that the skills that a teacher must have are:

- ✓ **methodological skills,**
- ✓ **communication and relationship skills,**
- ✓ **psychosocial skills,**
- ✓ **student assessment skills,**
- ✓ **technical and technological skills,**
- ✓ **career management skills**.

A professor must possess all the components mentioned above to successfully implement a personalized delivery of the instruction.

The first thing the teacher will ask the students to conduct a self-analysis, involving their personal reflection on the motivations, needs, desires etc. - an analysis of previous learning experiences in order to determine what were the effective learning approaches. Knowledge of students' learning profiles, estimation of prior knowledge, group learning experiences, motivation factors will provide a foundation for the further implementation of personalized constructivist instruction. Constructivism is a theory in psychology and education that suggests learning is an active process of constructing knowledge rather than passively receiving it. It posits that individuals build their understanding and knowledge of the world through experiences, reflection, and interactions with their environment.

This theory emphasizes the importance of learners' prior knowledge, beliefs, and experiences in shaping their understanding of new information.

Definition: Strategic delivery is:

- a transmission of knowledge, deliberate planning and execution of teaching and learning;
- an offer of cognitive, metacognitive, affective, action experiences;
- a form of motivation, stimulation, encouragement, involvement in projects to achieve the set objectives;
- a pedagogical intervention aimed at promoting the expected changes in behavior;
- a collaboration between teacher and student.

The constructivist activity of the teacher also changes the evaluation component. The teacher is constantly studying the mental potential of the student and looking for new evaluation models such as authentic evaluation, evaluation of student performance, and digital portfolios. Assessment of learning can be applied at two levels: students can tell when they can be assessed and they can contribute to their own assessment and that of their colleagues. The teacher establishes guidance and checklists to allow students to assess their own skills. He monitors and evaluates this self-assessment and uses it as part of the student's formal assessment.

The constructivist teaching and learning requires the restructuring not only of the educational institution, but also the hierarchy and media coverage of educational resources, strategies, methodologies, and the curriculum. Educational equity is not only the access and equal involvement of all participants in the educational process, but the personalization of the path taken by each learner, which consists of personalized curriculum, learning style, methodology of training created individually for each student and active involvement in the community life.

The factors that have the greatest influence on teaching, learning processes of the foreign language in a constructivist way are: class management; metacognitive processes; cognitive processes; family setting; interaction with the social environment.

Bontaş I. states that education is a socio-human phenomenon that ensures the transmission of theoretical and practical accumulations obtained by mankind throughout the socio-historical evolution of young generations, forming their

personality and professionalism necessary to carry out useful activities within social contexts.

In the traditional school within the educational field, the teacher was the only pole of authority, so the emphasis was on the teacher and the teaching process and not on the learning process. Traditionally, the educational system has dealt with contents that needed to be learned, memorized and reproduced.

According to Nicola I.:

Definition: education is a complex social activity, which is achieved through an endless chain of actions exercised consciously, systematically and organized, at every moment, a subject - individually or collectively - acting on an object - individually or collectively - in order to transform the latter into an active and creative personality, corresponding both to the present historical and social conditions and to his perspective, as well as to his individual biopsychic potential.

In modern didactics, the educational poles change their functionality; the student becomes the subject and partner of education, because the student together with the teacher forms an educational community. In the constructivist approach of learning the English language the learner is a partner of education, because the student together with the teacher forms an educational community. The teacher can play the role of consultant both to the parents and the students as a source of connection with the society. The student, in turn, is the teacher's partner in his own training process.

The society requires every individual to act in an authoritarian way. Nietzsche says that the inherited basic human characteristic is The Will To Power, a will to dominate, to have authority. Authority means power. Bocheński, a Polish philosopher, describes authority as a relationship between three elements: the bearer of authority, the subject, and a domain. In his view, the bearer is the one who holds the authority, the subject is the person for whom the bearer has the mentioned authority, and the domain is the environment in which the bearer holds the authority in relation to the subject. So, the teacher in this perspective presents himself as the bearer of authority, the student as the subject of authority, and respectively the field consists of the object of study that the teacher processes.

So, in the constructivist learning environment, from the object of education, the student transforms into the subject of education. Traditional education is a static element, while the constructivist education that advocates for personalized,

student-centered education is a dynamic element. The progressive school paved the way for an active, personalized learning, stimulated learning through discovery created activities in which the student is actively involved and motivated, triggered by the reflective teaching tasks. This is not a teaching method, but an extended teaching approach, which has as the output the optimal capitalization of the student as a subject of learning.

Vygotsky introduced the notion of ZPD, which means - Zone of Proximal Development. In any educational subject, two levels are delimited: the level of current development of the student and the level of potential development. The level of current development is what can be solved by the student, and the level of potential development is the solving of tasks by the student under the guidance of the teacher or in collaboration with group members. The difference between these 2 levels is the area of the student's next development level. The Russian author suggests that the development of the individual occurs better when the instructive activity is organized in the ZPD of each student. At first this process takes place slowly and only under rigorous supervision and monitoring, but later learning becomes an internal property of the individual. An effective pedagogue must work with each subject in his own ZPD. Thus, he must determine the boundaries of the ZPD, the differentiated and special tasks and the provision of the necessary training.

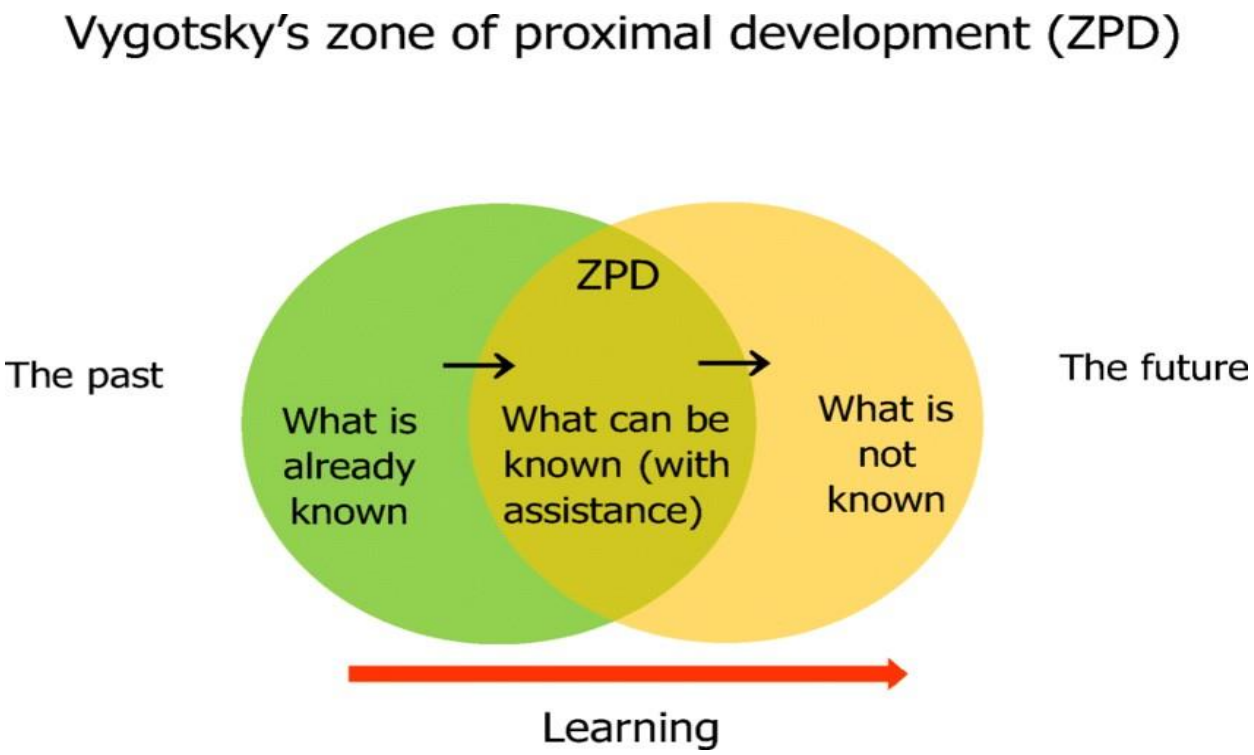


Fig.2.1. Zone of Proximal Development (Source: https://www.researchgate.net/figure/Vygotskys-zone-of-proximal-development-ZPD_fig5_334613532)

2.2. The student's role

The constructivist perspective on learning of the English language is an active strategy, which requires building a positive and meaningful teaching/ learning experience in a democratic, social, non-directive relationship. So, the process of instruction will be seen as a paradigm with a preponderant impact on capitalizing on human resources, in increasing the quality of activities. Constructivist instruction is an ethical position that includes valuing the subject of learning. It is a strategic option based on the potential of the educational subject to be actively involved not only in the learning process, but also in creating different partnerships with the community. And finally, constructivism is a way of approaching the instructive-educational process based on the needs, interests, aspirations of each student.

The directions in which the student focuses in the constructivist approach are:

- To take active participation in the learning process, seen as a process of collaboration between the educational institution and society;

- To communicate and actively participate in training, self-training, to be active in the relationship with his teachers and members of the group;

- Participate in the development of the learning path in terms of strategy, methods, style and preferred pace of learning;

Constructivist setting requires students to take responsibility for acquiring knowledge, and asks the teacher to become a skilled organizer of learning experiences. The teacher must generate a climate based on trust, a climate conducive to independent, creative thinking, constantly encouraging and motivating educational subjects.

The student in this new pattern of Constructivist learning has a different role: the student has greater autonomy, becomes more responsible, becomes a good knowledge strategist (being active, dynamic) and he is constantly involved in community life.

The target and the field of activity of the student will be: the choice of the contents/ the co-planning of the curriculum; constructing learning; choice of learning methods; active manipulation of knowledge; interaction with teachers; interaction with colleagues; group and individual work, research and exploration of problems, learning at one's own pace.

The curriculum developed for a constructivist approach incorporates the following dimensions:

1. developing a personal perspective;
2. developing an academic perspective: cognitive and metacognitive;
3. developing a global perspective;
4. developing strategies (student-centered, value-based, scientifically consistent, integrative, active-participatory).

Each student is unique in his own way, but to ensure successful management in the constructivist approach each student must possess the following key skills: working in groups (or independently, when needed); developing the ability to be a leader, taking responsibility for decisions and actions; independent gathering and processing of information; creative thinking, putting theoretical knowledge in practice; proving perseverance, precision.

A system of activities for students has been created by Hargreaves D. in the constructivist approach, which includes the following aspects:

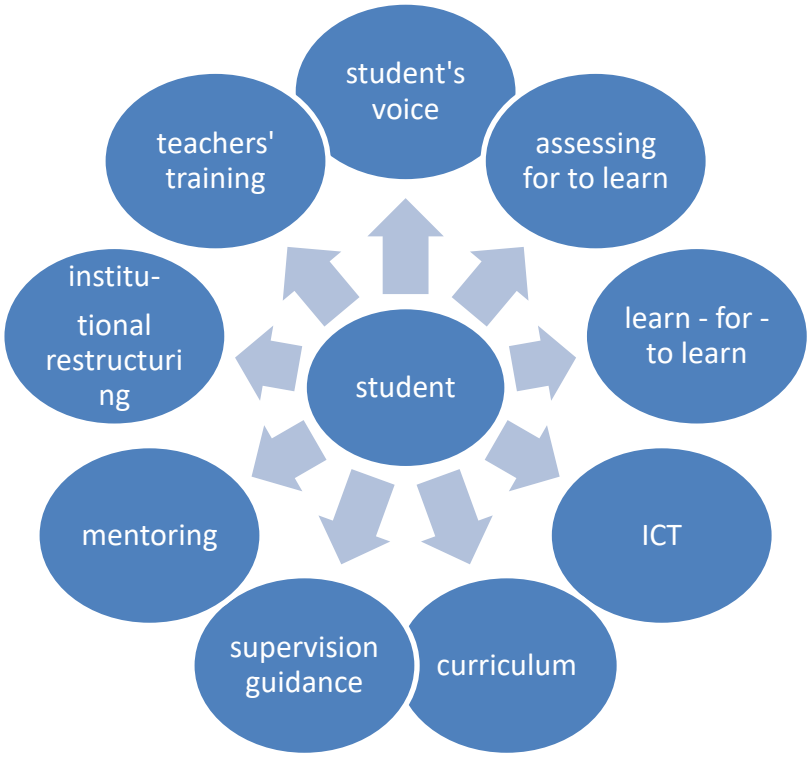


Fig. 2.2. Student's roles

In the constructivist environment the student must go through six levels: ***employment, responsibility, independence, confidence, maturity, participation in construction*** of knowledge.

Students perceive information better in different ways.

Definition: The **learning style** is the preferred way of receiving, processing, storing and updating information and is formed through education (Grigore E, Macri C.).

Definition: Negovan uses the term **cognitive style** - a form of control through which the individual is guided.

A distinction is made between the **global style** and the **analytical style** (vision of the fragmentation process of learning) according to:

• genetic component (there are four main learning styles: **auditory, visual, tactile and kinesthetic**);

• cerebral hemisphere which is activated in learning: **global style** (right dominance) and **analytical** or sequential style (left dominance).

Each person possesses several learning styles but usually prevails one; the predominant lifestyle can change over the course of life as well because of different learning backgrounds in which varied pitched competences are formed.

The study of learning styles was initiated by Aristotle in 334 BC who noted individual differences in children's behavior. Montessori M. was the first who focused on the individual differences of each student; she began to use different materials for students' self-realization, development and achievement. Nowadays, to determine the predominant learning style, various tests and questionnaires are administered. The first Intelligence Test was developed by Binet A. in 1904.

Kolb D. called individual differences in learning - learning styles and claimed that learning style is: *a result of hereditary equipment, past experience, and the demands of the present environment combining to produce individual orientations that give differential emphasis to the four basic learning modes postulated in experiential learning theory*.

The simplest and most common way to identify different learning styles is based on the senses. Commonly called the VAK model (visual, auditory, kinesthetic learning styles), this framework describes the styles of learners as visual, auditory or kinesthetic. Linksman R. demonstrated that some assimilate information better visually, others through hearing, kinesthetic senses, touch or movement. Because spatial, musical, interpersonal, intrapersonal, mathematical, linguistic intelligences are identified, their balance will influence their learning preferences and their effectiveness in different learning experiences. However, students often need to be guided and encouraged to participate in different ways of learning in order to develop their less-preferred skills.

Jung classified learning styles as follows:

- ✓ **extrovert and introvert type** (relationship to the world),
- ✓ **judge type** (judging type),
- ✓ **conscious** (perceiving) (sensory criterion),
- ✓ **sensitive and intuitive types** (after perceiving the activity),
- ✓ **reflective and emotional types** (according to the way of thinking).

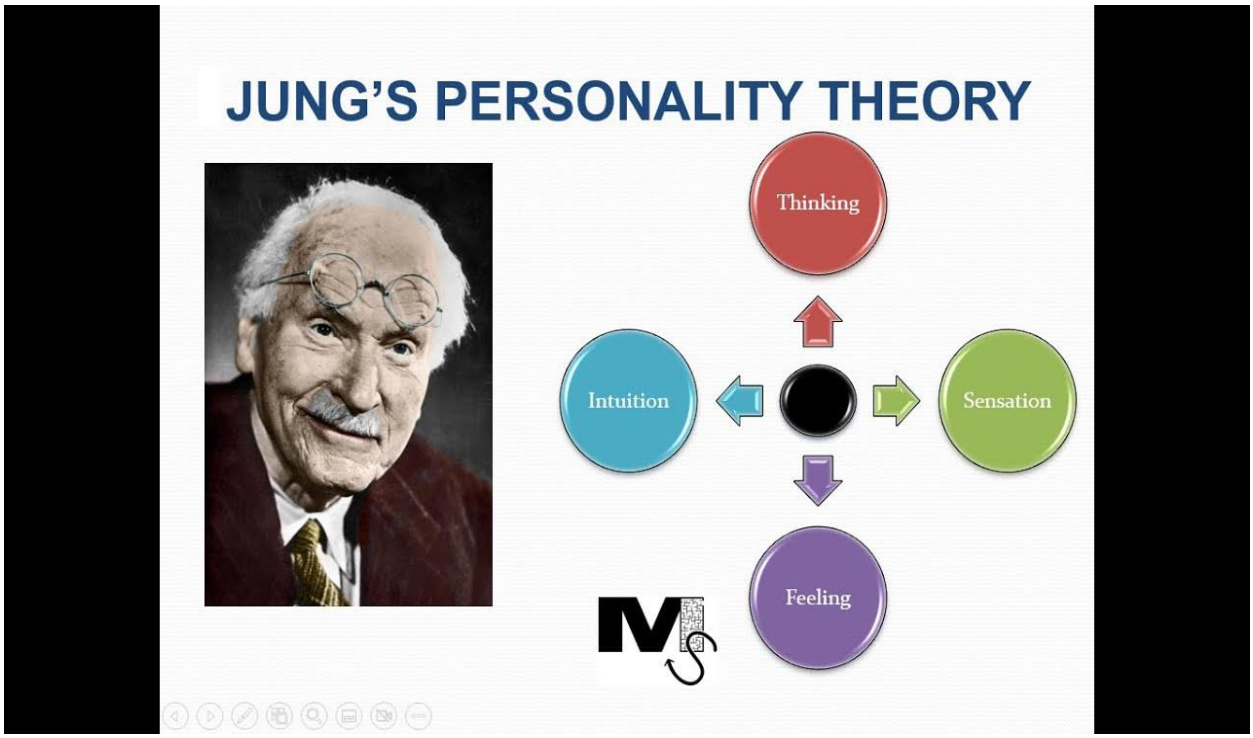


Fig. 2.3. Jung's Personality Theory

The ways of learning English by the student in the constructivist environment can be: the ability to study informally and involuntarily, to organize the own learning process in a self-directed and intentionally produced environment, monitoring and adjusting learning strategies; to be aware of the formulated objectives and competencies, to participate in the process of discovering and establishing the points of relevance; to learn to meet one's own needs and requirements; to learn by getting involved with a high degree of enthusiasm when active-participatory activities are organized.

2.3. Motivating students in personalized setting

According to Warger C. the biggest problem that teachers face is that of obtaining motivation, young people's interest in studies.

Definition: Motivation is an internal state, which causes behavior. Motivation is the set of dynamic factors that characterize an individual's behavior. Motivation has the character of an energy catalyst, but also of directing it. The learning motivation focuses on the totality of the factors that mobilize the student to achieve the instructive-educational actions.

Glasser' s Theory of Choice or Control of Motivation finds that behavior is never caused by the response to the external environment. On the contrary, the behavior is inspired by the needs of the individual. The theory of choice or control is based on the constitution of the behavior as a result of the inner feelings, of the needs that a certain individual possesses within a certain timeframework. The theory of choice is the psychology of inner control. It explains why decisions are made that determine the course of our entire existence.

In Glasser's view, behavior is seen as a two-part system: the first part contains routine behaviors, and the second contains reorganizing blocks of behaviors, which are the source of creativity. Glasser says that people control their behavior to meet their needs. He identifies five needs that guide behavior:

1. the need to survive and reproduce,
2. the need to belong (to love, to cooperate),
3. the need for power,
4. the need for freedom,
5. the need for fun.

Fig. 2.4. Motivation Theory

The motivation of students studying English may be different. It is unlikely that all members of the group will be equally interested in all aspects of education related to the discipline in question. Most of the time students will learn the same material and acquire the same skills. From the behaviorist perspective the source of motivation are the consequences of previous behaviors; from the cognitivist perspective the source of motivation is strengthening the neural paths and the internal structure (mental schemes, beliefs); from the constructivist perspective the source of motivation is the student's curiosity, his capacity for control over the

external environment. Estes identifies a significant number of factors to increase student motivation:

- continuous energization of students, clearly formulated expectations;
- setting short-term goals that make it easier to focus;
- correct and objective assessment; stimulating discovery, exploration, epistemic curiosity and active participation, understanding the needs;
- the teacher's teaching style, the emphasis on the quality of educational activities and not on quantity, encouraging participation in extracurricular activities;
- organizational culture of the educational institution (a flexible educational schedule and program);
- career guidance; family and parents' attitude.

Marton Hounsell & Entwistle state that motivation can be: **intrinsic** (the source origin represents the activity itself, satisfaction of results from performing this activity), **extrinsic** motivation (the origin of the source is outside the personality and didactic action).

Marzano introduces the notions of **desired status** and **perceived status**. When a differential threshold is not established between the desired status and the perceived state then we speak of submotivation; and respectively when the perceived status will not correspond to the desired status, then we speak of excessive motivation.

Definition: Excessive - motivation or submotivation can lead to poor results or failure. Excessive motivation as a maximum energy mobilization that leads to blockage, stress; submotivation leads to superficial treatment of the learning process. The problem is to find the optimal level of motivation that is found in the law of motivational optimum: increasing performance is proportional to intensifying motivation - called optimal motivation (Grigore E, Macri C.).

Fig. 2.5. Types of motivation

Performance plays a special role in the motivational process, which is a consequence of motivation. Performance is the result of the product between skills, motivation and the social role of the student in the team. The following strategies are known in the literature to motivate students in the learning process: *developing a realistic point of view, assessing the needs of the learner, developing cognitive impulse, capturing interest, using competition, technique of successive questions and cognitive dissonance, cultivating a positive attitude set towards one's own learning activity, the use of interactive teaching strategies, capitalizing on all the cognitive, metacognitive, affective and action resources available to students.*

Attention, according to Marzano, results from motivation, and is the natural consequence of excessive motivation. The key components of the motivational process and attention are the following:

- Personal attributes,
- personal ego,
- the surrounding world,
- purpose and efficiency.

If the teacher knows the student's temperament and learning style, he can motivate him to learn and participate in the didactic communication act.

2.4. Didactic personalized methodology

The learning process is viewed as an active intellectual operation involving the intellectual potential in carrying out the educational tasks. To respond to the heterogeneous student demands are recommended: active-participatory

instructional strategies; deep reflective exercises; good critical thinking skills; analysis of past learning experiences, identification of the effective approaches. The use of variety of educational strategies provides a nuance and personalization of the training activity too.

Knowledge acquisition is better achieved by algorithm, analysis, synthesis rather than by repetition or reproduction of the studied material. Student activation can be accomplished through action strategies such as discovery, modeling, case study etc. During the lesson the teacher assists, negotiates, guides the learning process of each student through the means of the personalized instructional strategies.

Implementation of a didactic strategy requires rigorous training as they designate certain ways of performing the tasks involved in the delivery of teaching-learning experiences. Methods are theoretical-action approaches that involve placing the learner in a learning situation to acquire prefigured skills. According to the theory of multiple intelligences each person has different types of abilities. The teacher is to consider the ways in which students can be different determining learning styles, perceptions, preferences, types of abilities.

B. Bloom has discovered six levels of learning domains: knowledge, understanding, application, analysis, synthesis, evaluation- learning starting from a simple memorization, which is the lowest level - to more complicated mental levels, up to the higher order – evaluation.

Fig. 2.6. Bloom' taxonomy (Source: https://trans4mind.com/counterpoint/index-study-education/bloom-taxonomy-learning-process.html)

In order to determine the learning style are taken into account two major aspects:

- The instructional strategies;
- Student control over the learning process.

Myers I. and Briggs K. (1962) developed the Myers-Briggs Personality Type Model based on Jung's Model describing personality and behavioral patterns according to preferences.

R. Dunn and K. Dunn (1976) determined 5 categories of stimuli that affect the learning process:

- **The Environmental Variable** (presence or absence of noise, light, temperature, spatial arrangement),
- **Emotional Variable** (motivation, perseverance, responsibility, conformity),
- **The Sociological Variable** (the learning process, the preference to learn alone, to learn with another person, with colleagues, with superiors),
- **Physiological Variable** (the preferred perceptive way (auditory, visual, tactile, kinesthetic), most optimal time for learning),
- **Psychological Variable** (global or analytical approach, lateralization of brain function: predominance of right or left hemisphere).

Kolb D. created the Learning Styles Cycle that highlights the student's experience that includes 4 stages: concrete experience, reflective observation, abstract conceptualization, active experimentation. According to Kolb learning is the process whereby knowledge is created through the transformation of experience. Thus, individuals can present a preference for one of the four styles:

- **Accomodating** (Active Experimentation + Concrete Experience),
- **Diverging** (Concrete Experience + Reflective Observation),
- **Assimilating** (Reflective Observation + Abstract conceptualization)
- **Convergent** (Abstract conceptualization + Active Experimentation).

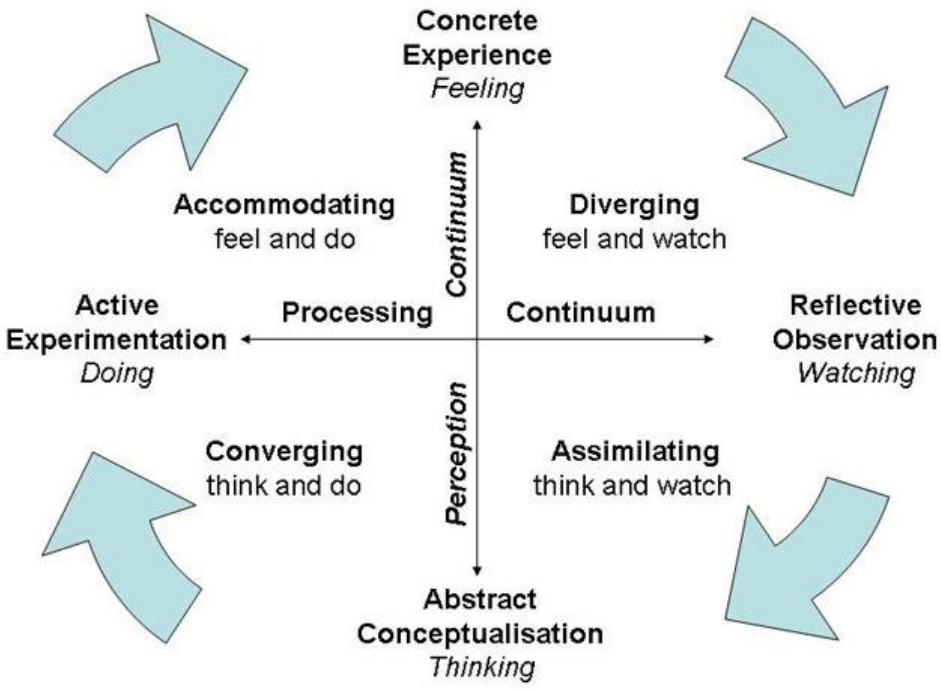


Fig. 2.7. Kolb's Learning Cycle (Source: https://www.structural-learning.com/post/kolbs-learning-cycle)

Gardner H.(1983) identifies: spatial, musical, interpersonal, intrapersonal, mathematical, kinesthetic, linguistic, naturalistic, existential intelligences.

Musical Intelligence is the ability to identify and produce musical sounds;
Kinesthetic Intelligence is the ability to use motor skills and body movements;
Linguistic Intelligence is the ability to communicate through language;
Mathematical Intelligence is the ability to understand logical reasoning and solve problems;
Spatial Intelligence is the ability to understand a space relationship and to perceive and create images;
Interpersonal Intelligence is the ability to communicate with others and to notice their feelings;
Intrapersonal Intelligence is the ability to understand one's own behaviors.

More and more educators have embraced Howard Gardner's theory of multiple intelligences. According to the theory of multiple intelligences, each

person has different types of abilities. Modern teaching techniques that are based on the theory of multiple intelligences using exercises that trigger musical/ rhythmic intelligence, visual/ spatial intelligence, bodily/ kinesthetic intelligence, are the most effective. Recent neurological research tells us that when students sing and move on music, their brain connections are involved in the working process and stimulated.

All types of intelligences are important in the teaching of the English language. The theory of multiple intelligences leads the teacher to accept various types of skills and talents of students and to build the personalized teaching process in such a way as to engage all types of intelligences. And Gardner's theory also requires the teacher to organize the assessment in the form of free choice, according to good will and sense, in accordance with the predominant type of intelligence.

Fig.2.8. Gardner's Multiple Intelligences (Source: https://additioapp.com/en/gardners-theory-of-multiple-intelligences/)

In constructivist approach of learning the English language there are considered all the ways in which students can be different, are determined learning styles, perceptual preferences, types of abilities and the types of intelligence they possess. To consider the student's individuality means to respect him as a personality.

The simplest and most common way to identify different learning styles is based on the senses (VAK Model): visual, auditory, kinesthetic model. A variation

on the acronym, developed by N. D. Fleming is VARK, or visual, auditory, reading/writing, and kinesthetic.

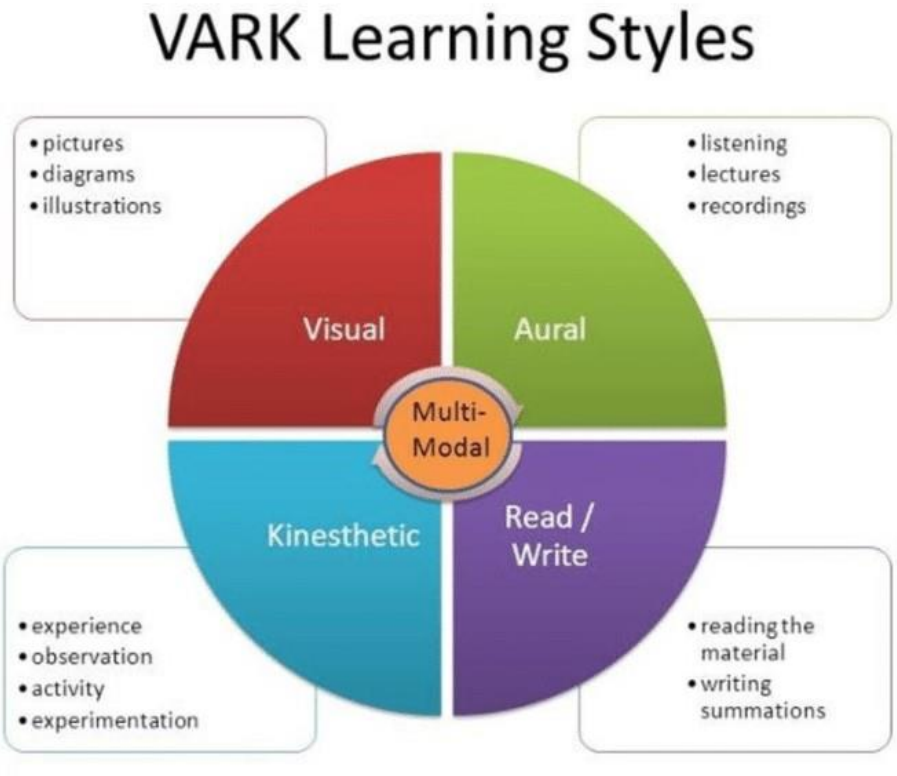


Fig.2.9.VARK Learning Styles (Source: https://www.researchgate.net/figure/VARK-Learning-Styles_fig13_353018470)

The ways students learn in the constructivist environment is varied:

- the student has the ability to learn informally and involuntarily by participating in the discovery process in a self-directed and deliberate environment;
- monitoring and adjusting learning strategies when the objectives are explicit and involve active participation;
- the student is motivated to learn by finding personal contact with the teacher through examples intentionally guided to meet the desired needs;
- working in teams building communicative, pragmatic, strategic competences.

The development of the educational strategy takes into account several directions: the elaboration of the objectives, the human resources, the teacher-student relationship, teaching content, teaching strategies, identification of the evaluation component.

The educational strategy focuses on the following goals:

- ✓ Changes in Learning Behaviour;
- ✓ Monitoring Progress with constant Adjustments;
- ✓ Maintaining collaboration and Support;
- ✓ Evaluation of success and student's learning enhanced through diverse curricular options, communication and the implementation of innovative instructional practices.

The development of the didactic method has to be done with the help of teaching aids, which facilitate the delivery, consolidation and evaluation of knowledge. The teaching tools fulfill the following functions: formative; motivational; evaluative.

Teaching aids and instructional materials are the set of tools used to carry out a comprehensive program. The instructional materials ensure personalized instruction and establish understanding, acquisition and interpretation of teaching contents; enhance the formation of didactic relationships; reinforce the skills and competences, reflective instruction; engage and motivate students; save time and energy. The use of teaching aids is based on the discipline of study and the type of lesson. The most commonly used aids are: audio aids (films, television, DVDs, film strips), visuals (maps, charts, objects, pictures, models, flash cards, chalkboard, projectors, slides, bulletin boards), audio-visual aids.

Methods can be classified into teacher centered and student centered.

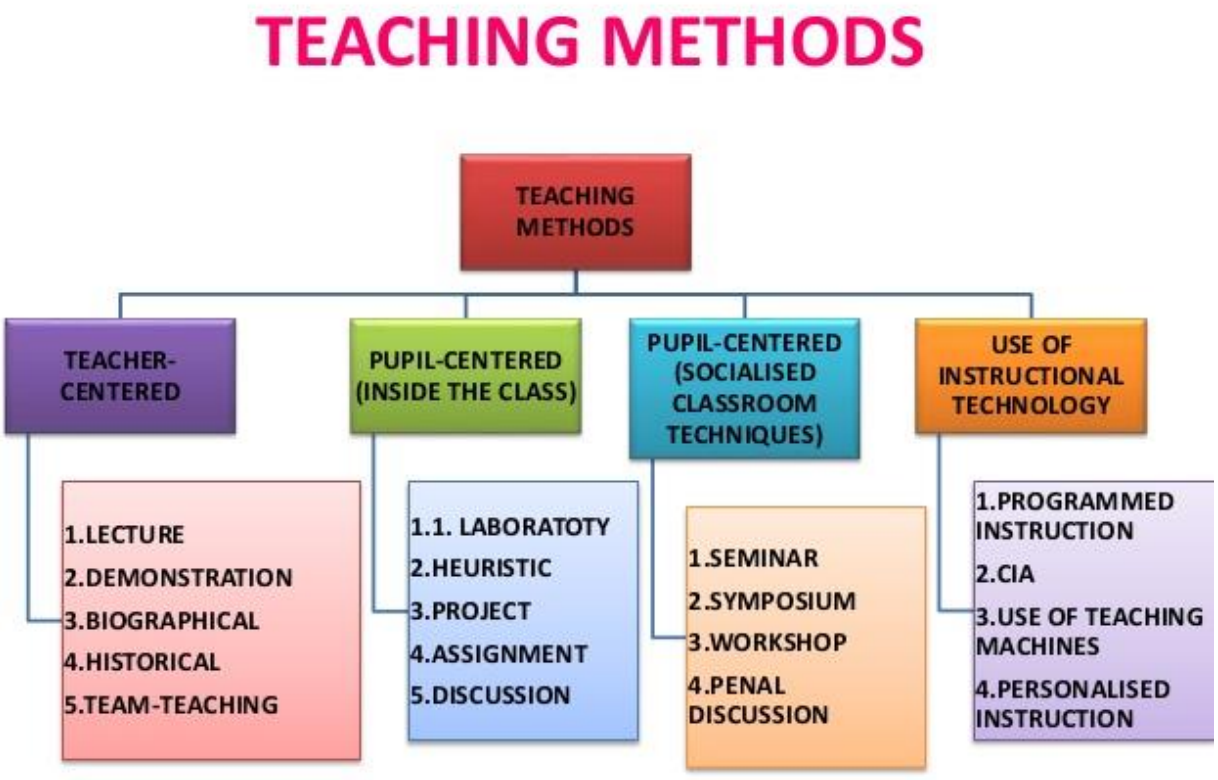


Fig.2.10. Classification of teaching methods (Source: https://zattyblog.wordpress.com/2017/10/01/week-1-online-discussion-differentiare-the-terms-of-instruction-teaching-and-technology/)

The emphasis of an activity is shifted from the teacher to the students using student-centered learning practices. Because they encourage motivation and incentives to learn, they are highly relevant to postsecondary and professional education. These methods highlight the interests, skills, and learning preferences of the pupils. In teacher-centered methods, the teacher is the primary authority figure, while in student-centered methods, the teacher serves as a guide or facilitator. Teacher-centered methods prioritize content delivery and mastery, while student-centered methods focus on the development of critical thinking skills and independent learning. Teacher-centered classrooms tend to be more structured and teacher-directed, whereas student-centered classrooms are more interactive and collaborative. Assessment in teacher-centered methods is often based on standardized tests and quizzes, while student-centered methods employ a variety of assessment strategies to evaluate different aspects of student learning.

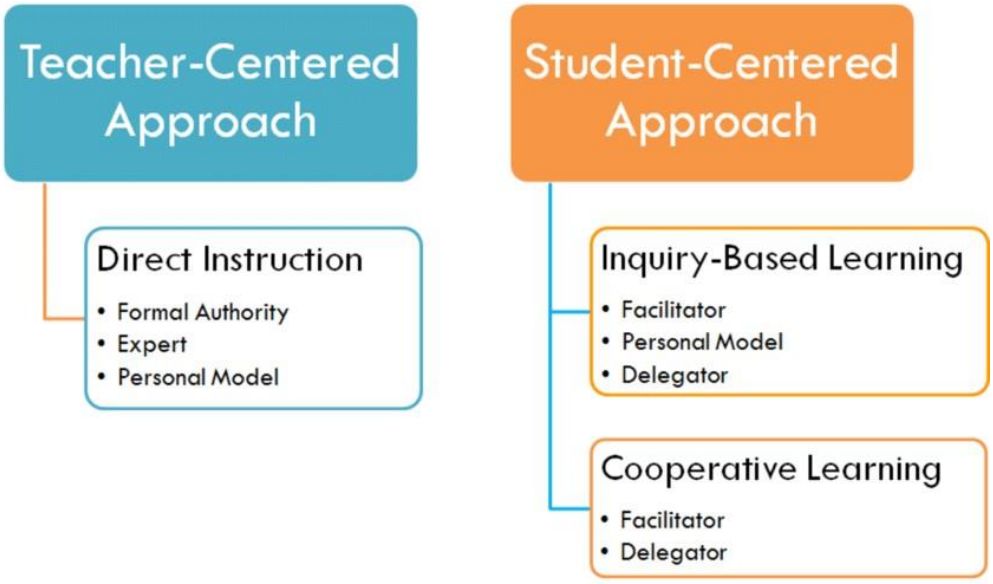


Fig. 2.11. Educational Approaches

Student centered methods emphasize active student participation through activities such as group discussions, projects, and hands-on learning experiences. Student-centered methods encourage critical thinking, problem-solving, and inquiry-based learning. Students are encouraged to explore topics independently and draw their own conclusions.

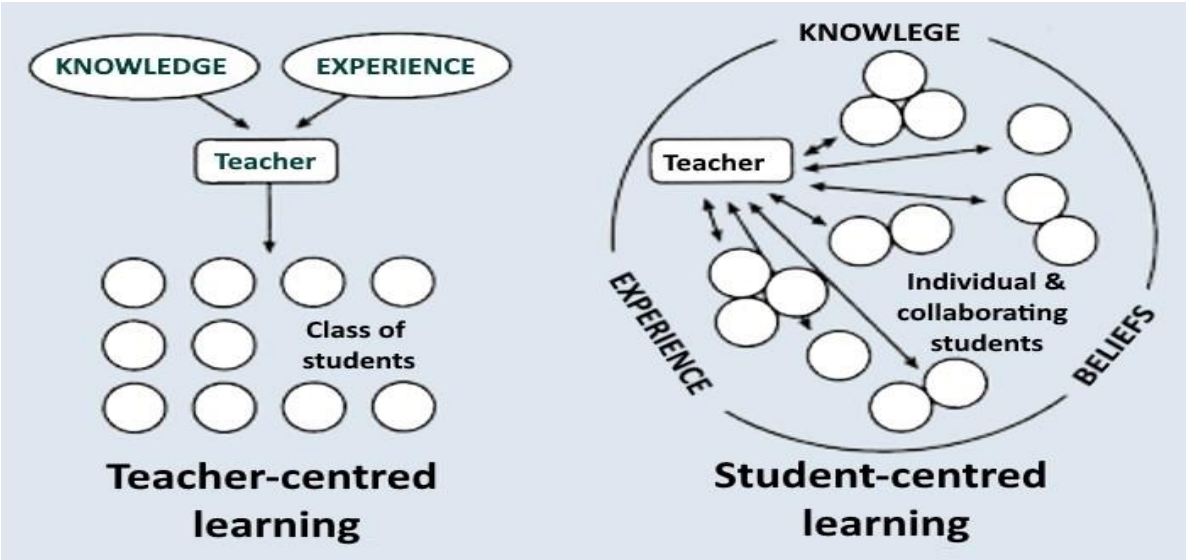


Fig.2.12.The Educational roles (Source: https://lo.unisa.edu.au/mod/book/view.php?id=610988&chapterid=102030)

Pedagogical research has shown that the diversity of students takes into account group work as it exceeds the personal effectiveness of each individual. Good work team members come in contact with the views of all members of the group. Collaboration within the group raises the performance of each student, elevates the academic performance to a higher level, contributes to the development of communication skills. The cooperation allows them to overcome their initial egocentrism and develop their flexible and creative thinking, builds a system of sound and strong interpersonal relationships and social behavior. Consequently, group work develops cohesion: openness, trust, self-disclosure, respect and support.

Individual differences between learners is a challenge as schools have to respond to a heterogeneous flow of students due to migration and globalization; the main goal for the globalized society is to ensure equal opportunities to learn and meet the needs of each student. Different achievement level students can be approached now through the light of personalization, learning styles theory that can bring the solution to the increasingly varied educational demands.

2.5. The teaching style

In the personalized environment, the personalized teaching activity is achieved through teaching styles, specific teaching behaviors, motivation, energy and connection to the socio-cultural profile of the students.

Definition: The teaching style means the way of organizing and leading the delivery process, the principles and methods of instruction.

The teacher establishes his own teaching style and directly influences the student's behavior in the learning process.

Lewin K., Lippit R. & White R.K. identified three teaching styles to control of the classroom:

- ✓ authoritarian,
- ✓ democratic,
- ✓ permissive style (laissez-faire).

Teaching style - is represented by the relatively constant specific behavior of the teacher during teaching, which reflects his conception and psycho-pedagogical

skills. According to **Mogonea** there are several teaching types of styles according to:

- The format of teaching methods: **expository; interrogative; conversative**.
- The status of the educational partners - **focused on the teacher, focused on the student; interactive**.
- The degree of abstraction of knowledge: **abstract; concrete**.
- The communication ability: **communicative; reserved, reluctant, non-communicative.**
- The way of addressing in communication: **direct, indirect**.
- The particularities of the affective behavior: **close, distant, impulsive.**
- The mobility of the didactic behavior: **adaptable - rigid, inflexible.**
- The way of reporting to the novelty: **open to innovation; closed, routine.**
- The leadership pattern: **authoritarian, democratic, laissez-faire**.
- The structure of the personality - **informative, formative-educational.**
- The teacher's personality components - **cognitive, affective (cold, impulsive, passionate, balanced); volitional.**
- The professional deontology - **responsible; detached; negligent**.

Ultimately, the best teaching style is one that aligns with the learning goals, engages students, and promotes their overall growth and development. Effective educators often use a combination of teaching styles and techniques to create dynamic and enriching learning experiences for their students. Borozan M. considers that the main indicators of the teacher's epistemic authority are knowledge (appropriate use of scientific terminology and action pedagogical language) and especially the use of a broad emotional spectrum with obviously positive-constructive dominance.

The author proposes the following recommendations regarding the quality of verbal discourse: ensuring clarity, vivacity, adequacy and addressability; increasing interpersonal impact and persuasive force can be achieved by paralanguage resources, facial expressions and gestures, by adapting voice volume and rhythm appropriate speech, by appropriately changing the intensity of the voice, by creating pauses between parts of speech, by maintaining permanent eye contact and adopting a natural and intelligent gestural style, by maintaining a

comfortable distance and by avoiding a fixed position on the chair.

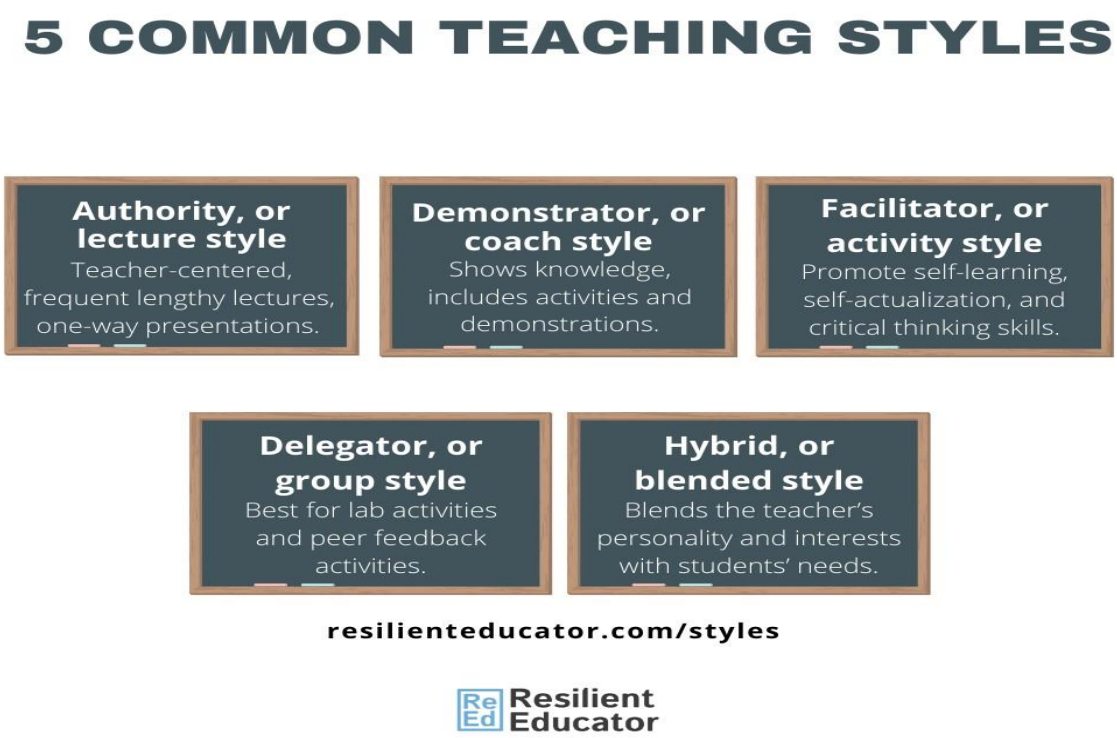


Fig. 2.13. Teaching Styles (Source: https://resilienteducator.com/classroom-resources/5-types-of-classroom-teaching-styles/)

Models of teaching are often called the models of learning as they are connected to acquiring ideas, knowledge, skills, values, means of thinking. The way of teaching impacts directly students' capacities to understand, recall, retreive and build new knowledge. Let's consider the following teaching models:

Group Investigation Model initially developed by Dewey proposed that entire school should be organized as „miniature democracy". Students participate in the development of the social system and, through experience, gradually learn how to apply the scientific method to improve human society. Later it was developed by Herbert Thelen who tries to combine the form and structure of democracy with scientific inquiry. According to him the classroom is a model of larger society with a corresponding social order and culture, with negotiation rules as discipline management. The inquiry is created by confrontation with an issue, a practical problem and later the group must formulate the inquiry. So, it is about identifying- formulating- pursuing the solution. The development of knowledge

should take place in a group which is an arena for needs, attitudes, interests and an instrument for adjustment to social negotiations. Group investigation model builds: respect for all, commitment to pluralism, independence of a learner, commitment to social inquiry, interpersonal warmth and affiliation, constructivist view of knowledge, disciplined inquiry, effective group process and governance.

Concept Attainment Model built by Bruner's Concept Attainment Theory is based on student's decision on building categories. This model is about how students attain concepts. In the process of this model students describe thoughts, discuss roles of hypotheses and attributes. It is a good inductive reasoning study and development of students'concept building strategies. Concept attainment model develops: sensitivity to logical reasoning in communication, tolerance of ambiguity, inductive reasoning, awareness of alternative perspectives, concept-building strategies.

Synectics is a model about enhancing creative thought developed by Gordon W. It is nothing but a guide to the development of innovations. **Gordon** summarizes synectics in four ideas:

1) creativity is important in every day life,
2) creativity can be taught, described and understood,
3) creativity is similar in all domains,
4) individual and group creativity is similar.

Gordon stresses that emotional component is more important than intellectual; by bringing the creative process to consciousness the teachers can directly increase the creative capacity of both individual and the group. Synectic model incorporates the metaphoric activity that is the creation of substitutions between a subject and an object by replacing its characteristics or functions. Otherwise saying creating a new idea from a prior one. Metaphoric activity allows people to find new ways and new meanings to human life and activity. Synectics develops: general creative capacity, creative capacity in specific domain, achievement in subject domain, group cohesion and productivity.

Fig.2.14. Synectic Model (Source: https://www.researchgate.net/figure/Synectics-process-climate-thinking-and-action-4_fig1_337714471)

Advanced Organizer Model by Ausubel states that this model should orient the students to the study of subject matter. Ausubel addresses to learning, teaching and curriculum as a unity, thus, it regards how curriculum is organized, how the brain processes the new knowledge and how teachers manage the curriculum and learning in an educational setting. Advance organizer model develops: conceptual structures, meaningful assimilation of information and ideas, interest in inquiry, habits of precise thinking.

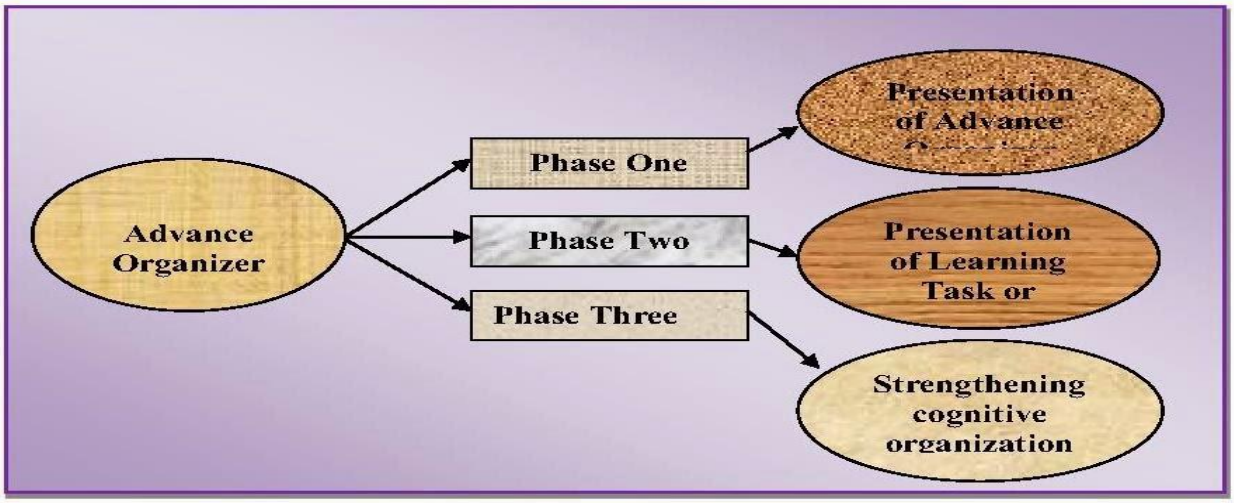


Fig.2.15. Advance Organizer Model (Source: https://gaveshnaa.blogspot.com/2014/12/advance-organizer-model.html)

Cognitive Development Model presented by Kohlberg Lawrence (in the USA) based on Piaget's work distinguishes levels of thinking in different stages. Human life is perceived as the process of assimilation of schemas in the process of life. He classifies the develoment in the following stages:

1) Sensoriomotor stage (0 to 2 years)
2) Preoperational stage (2 to 7 years)
a)Preconceptual thought (2 to 4 years)
b) Intuitive thought (4 to 7 years)
3) Operational stage (7 to 16)
a) Concrete operational thought (7 to 11 years)
b) Formal operational thought (11 to 16 years).

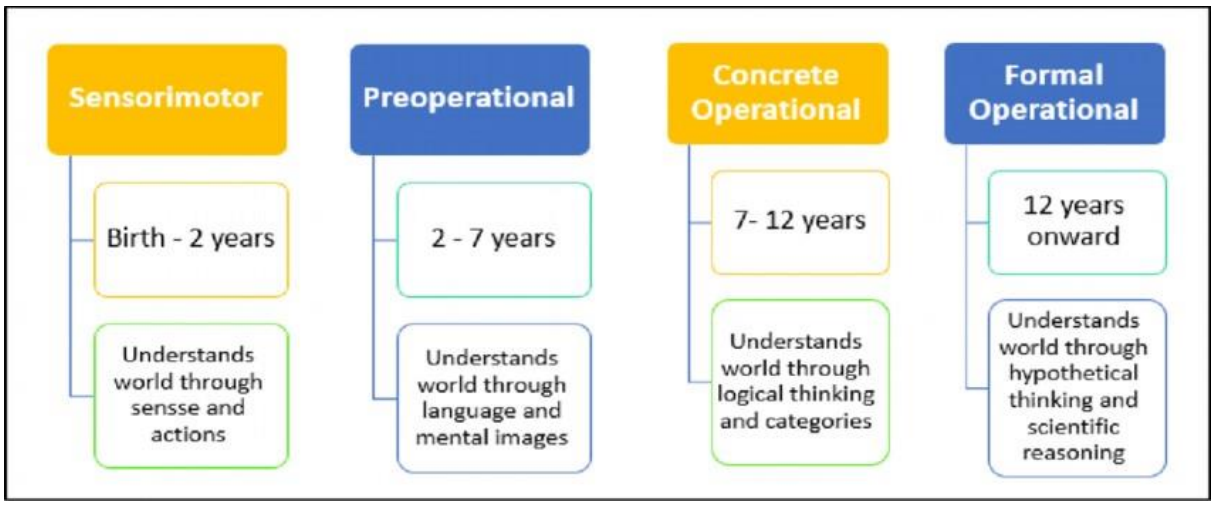


Fig.2.16. Cognitive development Model (Source: https://www.researchgate.net/figure/Piagets-Theory-of-Cognitive-Development_fig1_331461512)

According to this model instruction must be conducted in such a way to influence the student's level of thinking by exposing the student to higher stage of rational reflection.

Non-Directive Teaching Model approached by Carl Rogers places the student in the center facilitating the process of learning. The teacher is more like a facilitator who tries to create a non directive relationship. According to Rogers the student undergoes "a growth syndrome" which consists of: feelings release, insight

development, action, integration to new orientation. Nondirective teaching model develops: personal awareness, self-development, social and academic goals.

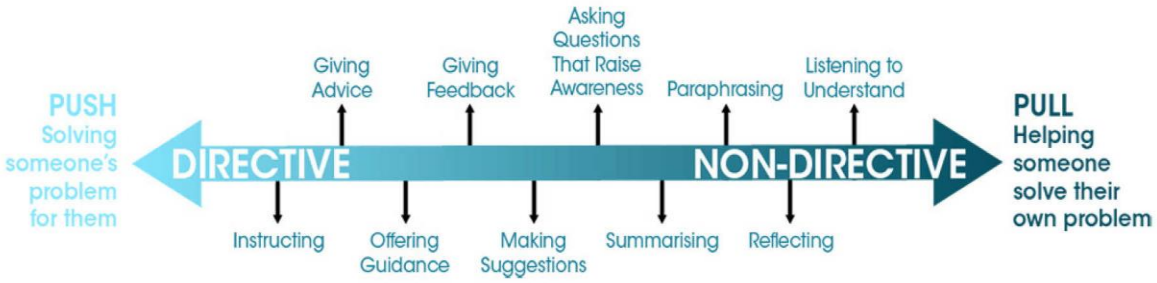


Fig.2.17. Directive - Non-Directive Teaching Models (https://www.imperial.ac.uk/personal-tutors-guide/developing-students/coaching/directive-and-non-directive-roles-for-personal-tutors/)

Inductive Thinking Model by Bruice Joyce states that thinking is a transaction between the person and knowledge. It is a process that is formed through the formation of the relation between the mind and information. According to this model thinking can be taught. There are three thinking skills: *concept formation, interpretation of data and application of principles*. The teaching strategies that are used are: identifying the data relevant for topic, grouping these items into categories and developing labels for the categories. Inductive thinking model develops: awareness of the nature of knowledge, sensitivity to language, attention to logic, concept formation process.

Behavior model by Skinner emphasizes the role of this model to create conditions to help students to porgress „here and now" which means to get the desirable results in short time and quickly. The model is based on two principles: operant conditioning (Skinner) that stresses reinforcement and counterconditioning (Wolpe) that stresses the substitution of adaptive response to a maladaptive response. Reinforcement is the essential component of the model and it increases the frequency of the response.

Mastery Learning described by John Carrol and B. Bloom explains that student's achievement is correlated to his aptitudes. The nature of aptitude demands a specific quantity of time and a specific way to be instructed. Mastery learning is straightforward, optimistic and clear. To establish a mastery learning

system takes careful development, it also places the teacher in an encouraging assisting role that has a positive effect on self-esteem of the students.

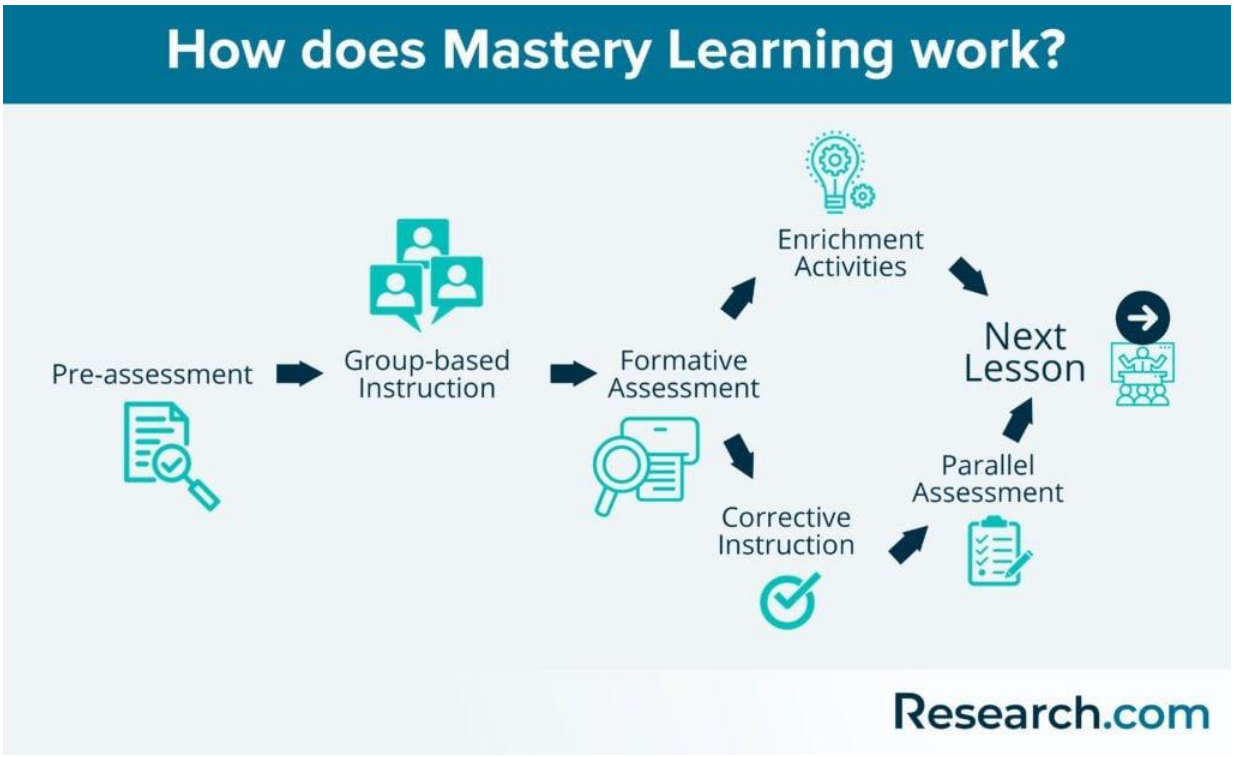


Fig. 2.18. Mastery Learning (Source: https://research.com/education/what-is-mastery-learning)

Adapting to Individual Differences by David Hunt describes human development in terms of complex systems of processing information. Optimal develoment occurs when the environment facilitates the conceptual work necessary for the person's conceptual growth. As all people are different and they are at different stages of their development, there should be conducted different teaching models to match the learner's progress. Hunt distinguishes 4 levels of integrative complexity: Low complexity, moderate complexity, moderately high complexity, and high complexity.

2.6. Pedagogical strategies for teaching / learning the English language in the EFL environment in the cognitive field

The process of teaching, learning the English language model must meet 2 objectives: that of teaching a content (teaching in the cognitive and metacognitive field), and a way of thinking necessary to achieve the proposed task.

- **Definition**: Cognition is the construction activity of knowledge and the product of this activity.

Bontaș claims that the cognitive-formative-applicative components of the educational process are: knowledge, habits, skills, and competences.

Definition: Knowledge is the cognitive component of the educational process expressed through information in the form of notions, concepts, ideas, theses, laws, hypotheses.

Habit is expressed by the ability to apply knowledge consciously, actively-participatively, correctly, as a total reflex.

Skill is the ability to apply information easily, quickly, efficiently and effectively, and automatically.

The area of key competences recommended by the European Commission - Communication in foreign languages in synthetic form is presented as follows:

Knowledge:

- Vocabulary
- Functional grammar
- the main types of verbal interaction and language registers
- cultural aspect and variety of languages
- conventions.

Skills / aptitudes

- ability to understand oral messages
- initiate, support and conclude conversations
- understanding and producing written texts appropriate to the individual's needs
- learning languages in an informal way
- attitudes
- appreciation of cultural diversity
- interest and curiosity about languages
- intercultural communication.

The cognitive system is based on information processing, which consists of mechanisms-operations-actions-procedures.

The training scheme of Habits- Skills- Abilities- Capacities- Competences has the following levels: early treatment; primary deep processing, mental image formation; abstract mechanisms (integration, categorization and conceptualization, construction of reasoning, problem solving, decision making) and mechanisms of memory systems.

The organization of the teaching / learning context has two extremes:

- one depends on the changes related exclusively to the teacher's role and management of the teaching / learning / assessment process, and
- the second extreme concerns the changes in the strategic planning of the educational institution i.e. to what extent the educational institution will support the didactic demands of the teacher.

Any teacher is looking for the answer to the question: How will I do? investigating the way that will allow him to perform better with the students he guides. The educational strategy is:

- result of the interaction of several processes or the set of procedures through which the collaboration between teacher and students is carried out in order to teach and learn a volume of information (Nicola I.);

- flexible action and operational approaches coordinated and connected to objectives and contexts that create the conditions for teaching and generating changes of attitudes and behaviors in various teaching environments (Cucos C.);

- the global theoretical-action system, based on the didactic principles that ensure the orientation, development and finality of long-term education, using the characteristics and values of resources, contents, methods, means and forms of organizing the educational process (Bontaș I.);

- the set of actions undertaken in an educational organization to achieve the objectives set in the long or medium term (Jinga I.).

Learning strategies are classified into:

Table 2.1. Learning strategies

Direct Strategies	**Indirect Strategies**
Cognitive Strategies (practicing, receiving- sending the info, analysing)	Metacognitive Strategies (planning, modeling, regulation)
Memorization Strategies	Affective Strategies (controlling anxiety)
Compensation Strategies (guessing)	Social Strategies (formulation, cooperation, empathy)

Cognitive strategies, according to **Gregore E, Macri** C. are ways/ techniques of processing, understanding information based on which there are selected, acquired and integrated new information into the knowledge base.

Joița delimits the following cognitive strategies, which are efficient and mandatory in the process of teaching/ learning/ assessment of English in the school environment, those related to learning construction, skills training, as the dominant activity when the student combines them in reality:

- **algorithmic strategy** (through imitation, repetition, concrete-intuitive knowledge, algorithmization),
- **heuristic strategy** (through direct observation, experimentation, simulation, debates, creative techniques, etc.),
- strategy determined by the type of reasoning: **inductive, deductive, analogical, combinatorial**,
- strategy of the type of action involved: **communicative, research, practical-applicative, ameliorative**,
- **combination** strategy (through their constructive characteristics or presentation format, through the dominant word, or varied combination),
- strategy determined by the type of the organization activity: **frontal, independent individual, by anticipated preparation** conducted outside the class.

By designing and carrying out personalized teaching-learning-assessment activities based on interactive teaching strategies, the teacher offers multiple opportunities to get involved in the process of their own formation, to freely express their ideas, opinions and to confront them. When elaborating the **educational strategy** in the process of instruction of the English language, several directions are to be taken into account:

1. Elaboration of objectives for certain educational tasks for structuring the curriculum;
2. Restructuring the didactic contents for the specific level of personalization of each student and delimiting the didactic strategies;
3. The methods by which the strategy and contents are established;
4. Human resources: teacher-student relationship;
5. Determining the evaluation component.

The relationship between learning style and learning strategy must be approached with great care: the subject's learning style directly influences the used learning strategies.

- Cognitive strategies cover the cognitive field and have been clearly elucidated in the theory of cumulative-hierarchical learning by Robert Gagne.
- Metacognitive strategies aim at the reflexive processes and the subject's ability to control his own learning process.

Language learning strategies (LLS) are used in the study of a foreign language – these are the steps used by students who learn a foreign language. Assimilated knowledge cannot remain in the memorization/ storage phase, but must be involved in new processes of exploration/ capitalization in new contexts. Language Use Strategies (LUS) are strategies that are involved in the process of knowledge transfer, which are divided into: retrieval, decoding, rehearsal, communication.

Regarding the study of the English language, there should be a focus on: metacognition, the linguistic component, the social component, personality traits, theoretical conceptualization. In a personalized approach it is necessary to establish clearly together with the students what competencies they will acquire. The following objectives are noted in the skills development process:

- To transform the instruction from a process based on memorization into a comprehensible process;

- Distinguish the essential from the less significant, learn to implement knowledge in concrete situations, and establish links between values and knowledge;

- To relate the terms, notions and their application in the social environment, to solve problems and to negotiate the solution of problems with the members of the group.

The progressive approach to assimilating English is the **competency-**based approach. **Competence** is a standard requirement for an individual when he is in a position to perform a task properly at a particular job. It includes a combination of theoretical knowledge, skills and practical knowledge, used to improve performance. Unlike the singular form for “competence”, the plural “competences” refers to a group of skills related to the level of excellence in a specific activity, the competence indicating only the level of sufficiency in terms of knowledge and skills that allow action in a variety of situations.

The approach based on the development of writing, speaking, reading and listening skills in English can be s**ynthetic** and the emphasis is on the language model, listening to the spoken language by the natives and tending to the ideal variant; and can be **analytic**, when skills are taught and learned separately; the emphasis is on learning. Another beneficial approach to the constructivist learning of English is the **procedure** approach, which tends to find methods and procedures that help the student to learn English according to the student's personal learning style. The democratization of the learning process takes place through the **process** approach, when the teacher gives up his authoritarian teaching style, and addresses directly students' needs and concerns. Other approaches to learning English that can be used in language learning are: content-based approach, problem based approach, task-based approach.

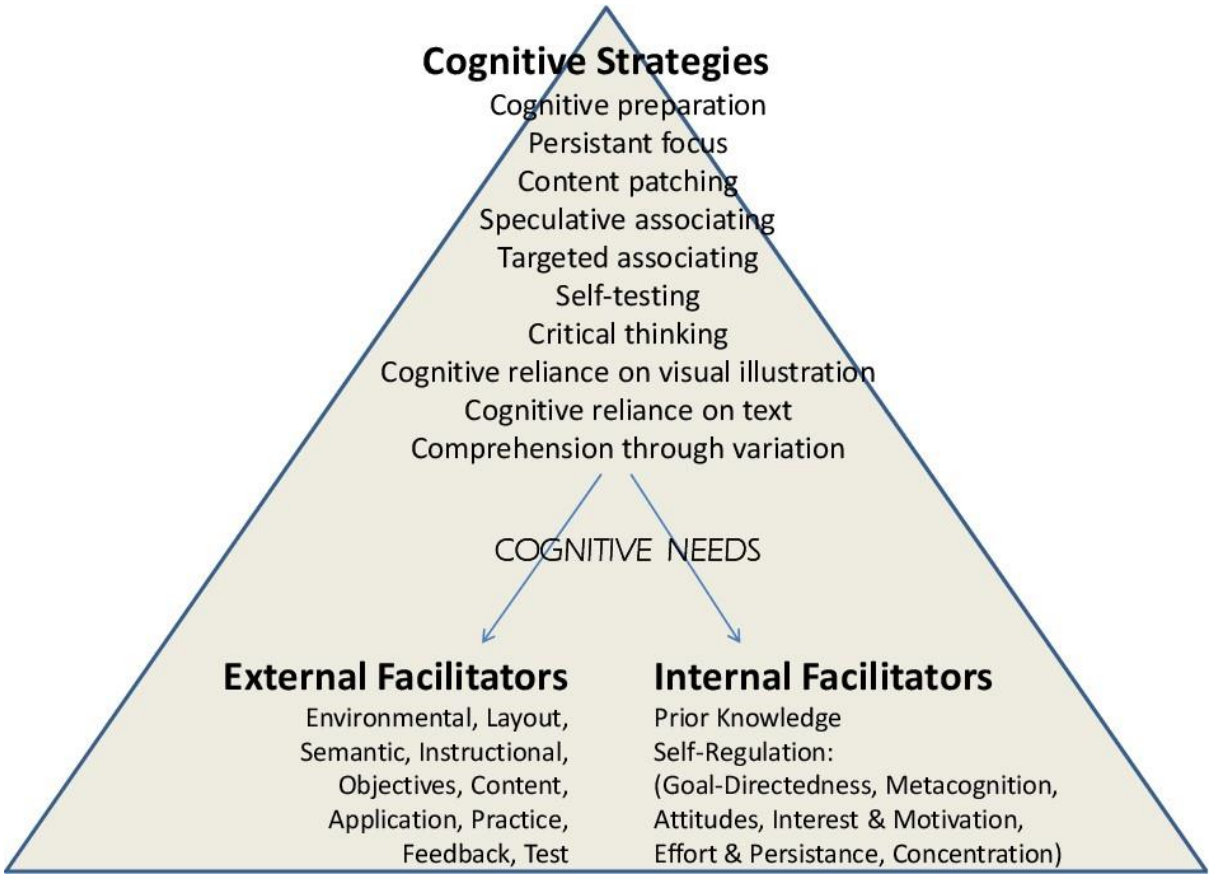


Fig.2.19. Cognitive Learning (Source: https://www.semanticscholar.org/paper/The-Strategic-E-Learner%3A-Variations-of-Cognitive-Wiklund-Engblom/259999d4e9efaa3fc945953d5efd06248603c114)

The cognitive domain incorporates cognitive processes that are organized into 4 categories: storage and retreat; information processing; information input/ output; use of knowledge. In teaching/ learning of the cognitive field in the English language discipline, the following principles must be taken into account:

1. Establishing the meaning;
2. Handover for transfer;
3. Application in the context of use;
4. Isolation of key attributes;
5. Progression from concrete through semi-abstract to abstract;
6. Modeling;
7. Similarity of the environment;
8. Active participation;
9. Maintaining energy;
10. Affectivity;
11. Finishing on time;
12. Material sharing;
13. Guidance;
14. Dealing with confusions;
15. The say-it-all relationship;
16. Mnemonics;
17. Sequential chains;
18. Practice;
19. Contiguity;
20. Cumulative reviews;
21. Awareness of results;
22. Strengthening;
23. Goal setting;
24. Reflective thinking.

REFLECTION QUESTIONS:

1. What do you feel are the biggest challenges facing today's education system?
2. Describe your teaching style?
3. How do you respond to children's struggle in the classroom?
4. How do you promote creativity and self-expression in the classroom?
5. On a scale of 1-10, what level of personalized learning do you provide in your classroom?
6. Are the students intrinsically or extrinsically motivated?
7. How would you define success in your career?
8. What differences do you see in your students?

3. Developing competences

3.1. Communicative competence in EFL setting

The National Curriculum has been undergoing serious transformations since 2000; The National Curriculum implemented in 2000 focused on objectives, Curriculum 2010 focused on Competences. The list of key competences, set out in this Curriculum, included the key competences recommended by the European Union and two more key competences, which reflected the specifics of the Moldovan educational ideal.

Definition: Competence refers to the ability, skill, or capability to perform tasks, duties, or functions effectively and efficiently. It encompasses the knowledge, skills, attitudes, and behaviors required to successfully carry out specific roles, responsibilities, or activities within a particular context or domain.

Key aspects of competence include:

Knowledge: Competence often involves possessing the necessary information, facts, concepts, principles, and theories relevant to a given field, profession, or task.

Skills: Competence encompasses practical abilities, techniques, procedures, and practices required to perform tasks or accomplish goals effectively. Skills can be technical (e.g., operating machinery), cognitive (e.g., problem-solving), interpersonal (e.g., communication), or a combination of these.

Attitudes: Competence may involve possessing the appropriate attitudes, values, beliefs, and mindset conducive to success in a given role or situation. This includes traits such as motivation, persistence, resilience, adaptability, and a positive work ethics.

Behaviors: Competence is demonstrated through observable actions, behaviors, and performance outcomes. Effective competence often involves consistently applying knowledge and skills to achieve desired results while adhering to relevant standards, guidelines, or ethical principles.

Professor Cabac V. identifies the following three stages of the development of competences:

- The first stage (1960-1970), in which the notion of competence is related to the innate capacity of the human being to learn a language and produce

grammatically correct sentences. In the first stage, the study of different language competences, including communication competences began.

- The second stage began in the period 1970-1990, in which the notion of competence is used in the theory and practice of language learning, and in communication and in other domains. During this period, about 40 competences are formulated: independent learning capacity, self-control, independence and originality of thinking, critical thinking, insistence, use of resources, personal responsibility, ability to improve conflicts, tendency to control one's own activity, adaptability, ability to make decisions, etc. In this period have been conducted experiments aimed at identifying the changes to be made in the training process to form and develop the desired competences.
- The third stage started in the '90s, which is characterized by the massive implementation of approaches focused on competence training and development. So far, there is no unanimously accepted definition of the term "competence". At the same time, the need to move from an objective-based education (what the student must learn) to a competence-based education (what the student must be able to do) has led to the identification of explicit definitions, possibly formulated in a less academic style, which could be used unequivocally in educational policy documents.

Definition: Key competences are a transferable and multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfillment and development, for social inclusion and professional insertion. They must be developed by the end of compulsory education and must act as a foundation for further learning as part of lifelong learning.

- The eight key competences are:

• ***Communication in the mother tongue***, which represents the ability to express and interpret concepts, thoughts, feelings, facts and opinions, both orally and in written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of cultural and social contexts.

• ***Communication in foreign languages***, which, in addition to the main dimensions of communication skills in the mother tongue, also involves the skills of mediation and intercultural understanding. The level of knowledge depends on several factors and the ability to listen, speak, read and write.

• ***Mathematical competence*** and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking to solve different problems in everyday situations, with an emphasis on process, activity and knowledge.

• ***Digital competence*** involves the confident and critical use of information communication technology (ICT).

• ***The competence to learn for to learn*** is related to learning, to the human ability to pursue and reflect on one's own learning, either individually or in groups.

• ***Social and civic competences***: Social skills refer to personal, interpersonal and intercultural skills and all forms of behavior that allow each person to participate effectively and constructively in social and professional lives. These skills are related to personal and social well-being. It is essential to understand the codes of conduct and habits of the different environments in which people work. Civic competences, in particular knowledge of social and political concepts and structures like democracy, justice, equality, citizenship and civil rights make possible the active and democratic participation of the people.

• ***The spirit of initiative and entrepreneurship*** is the ability to turn ideas into action. This sense involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve goals. The person is aware of the context of his own activity and is able to capitalize on the opportunities that arise.

• ***Cultural awareness and expression***, which involves appreciating the importance of cultural expression of ideas, experiences and emotions through a number of channels: music, theater, literature and visual arts. All these key competencies are interdependent, and the emphasis is, in each case, on critical thinking, creativity, initiative, etc.

According to the Common European Framework of Reference for Languages the communication competence includes linguistic, sociolinguistic and pragmatic competences and their correlation from an intercultural perspective, which contributes to the harmonious development of the student's personality and identity. Each of these components consists mainly of knowledge, skills and attitudes.

Definition: Communicative competence means the ability to hold a conversation based on deep knowledge, know how, ability to learn that involves

the complex development of the four integrative skills: listening, speaking, reading and writing.

In this educational context, it is interesting to research the process of developing conversational speech in which the competence to hold a dialogue is conceived as a "psychophysiological basis of speech activity" as a tool to achieve the objectives, but also as an educational purpose.

Communicative competence consists of:

I. Linguistic Competence- Discrimination of linguistic elements through the formulation of simple, short and correct messages, showing curiosity for the valorization of language as a system, which include: lexical competency; grammatical competency; semantic competency; phonological competency; orthographic competency; orthoepic competency.

II. Sociolinguistic Competence- The use of linguistic elements, demonstrating creativity for the functioning of the language within a social contact. These are indicators of social relations: greeting, addressing, exclamations, speeches; rules of politeness; expressions of popular wisdom: sayings, proverbs, phraseologies, clichés; register differences: official, neutral, unofficial, familiar, intimate; dialectal differences: territorial, social.

III. Pragmatic Competence- Adapting linguistic elements to common/ familiar contexts, proving correctness and coherence in structuring the message, students' knowledge of the principles according to which messages are organized, structured, adapted. It includes: a) discursive competence: ordering sentences in sequences in order to produce speech; discourse structure; b) functional competence.

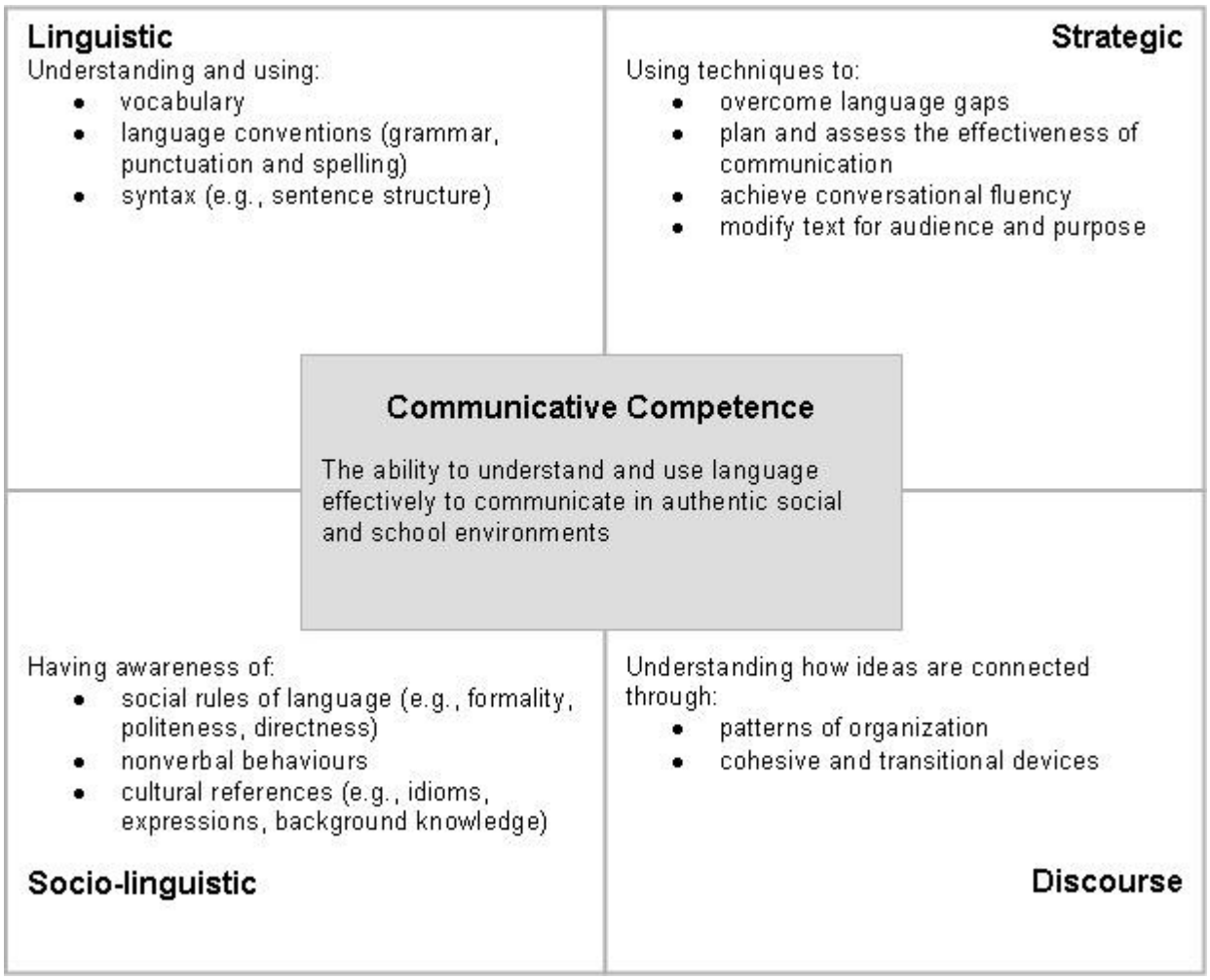


Fig.3.1. Defining Communicative Competence (Source: https://www.learnalberta.ca/content/eslapb/about_communicative_competence.html)

3.2.Integrating educational digital online resources in the development of communicative competence

Learning and teaching with technology is a fast-evolving domain for all educational stakeholders: teachers, students, researchers and parents. Student-centered learning is a wide variety of instructional approaches, learning experiences, constructivist strategies that address to different students' needs, abilities, aptitudes, cultural behaviors with the growing use of ICT.

Immersing varied opportunities for language practice using technologies improves and enhances the students' self-confidence, increases the students' motivation in altering the school culture. At the same time, the use of ICT in student-centered learning must be shaped in correspondence with the students'

needs, with the curriculum. It must be reconsidered the format of approaching the language skills giving an advantage to *process* rather than *form*, being aware of the negative side of the ICT use i.e. students' reluctancy to engage in cognitive and metacognitive effort, addiction to social networking, spending more time on social media instead of studying academic courses.

Kim et al. (2013) found out that students change their receptivity to technological innovation: they adopt a preference mode towards the device category they are most likely to work with, which is more convenient to them and gives free access to mobile content.

Mobile technologies increase the students' motivation and contribute to assertive changes in school culture. Ushioda (2013) considers motivation as a matter of choice and autonomy and differentiates two types of motivation while learning with the help of technology: the natural interest to use technology and a very strong desire to learn a foreign language with all possible means to master it. Ushioda (2013) states that, when integrating technology into the instruction, the teacher must give students freedom of choice and autonomy.

There is a demand for educators all around the world to make the right decisions about the technologies to be used in the classrooms.

Chapelle and Hegelheimer in 2004 in their article "Language teachers in the 21st century" have stressed the importance of teachers to be familiarized with "basic understanding of webpage design and creation", communication tools, understanding the nature of mobile apps, mobile-friendly access to resources. A challenge for the teachers is to use technology in particular learning contexts, aligned to the students' needs, curriculum, and within the boundaries of the educational and cultural background. Fortunately, the student-centered curriculum enhances and fosters the use of technology in the educational framework and does not constrain the use of particular technologies making stress on a digital product.

Teaching in a student-centered environment means the creation of the teacher-generated curriculum process by matching students' needs to the context and coursebooks. To ensure the match between the perceived students' needs and the coursebook content with the help of technology **Butler, Heslup, and Kurth** (2014) have elaborated a ten-step process consisting of:

1. Student needs, 2. Goals and objectives,
3. Test tasks, 4. Language and skills,

5. Sequence,	6. Materials,
7. Teaching,	8. Reflection,
9. Evaluation,	10. Revisions.

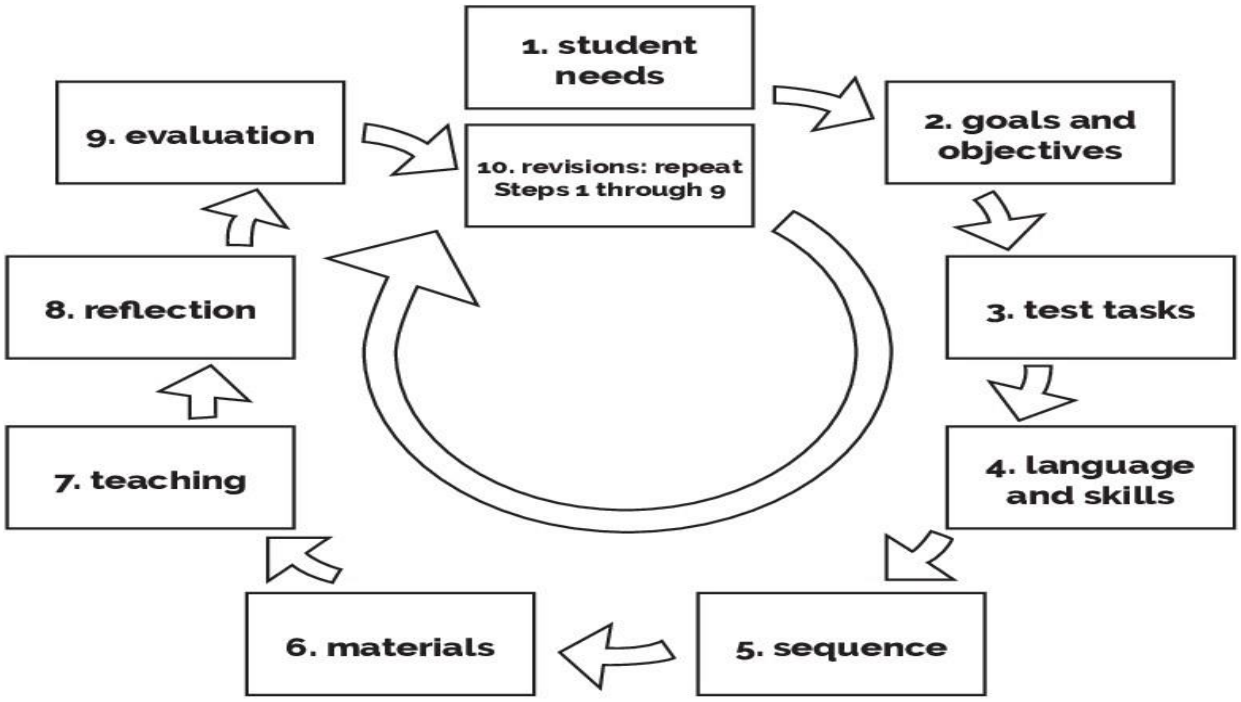


Fig. 3.2. 10 step process for developing teaching units (Source: https://www.semanticscholar.org/paper/A-Ten-Step-Process-for-Developing-Teaching-Units.-Butler-Heslup/24c164ba87395681acea937c96ea3d47436d69cd)

A basic element in technology integration in the curriculum is the teachers' collaboration. Wang and Cheng (2005) have conducted the research that has shown that curriculum reform can fail without collaboration and discussion among teachers.

Information and Communication Technology (ICT) can play a significant role in developing English language skills in various ways:

Listening Skills: ICT offers access to a wide range of audio and video materials such as podcasts, videos, and online lectures. Interactive listening activities, like dictation exercises or comprehension quizzes, can help learners improve their listening comprehension skills.

Speaking Skills: ICT provides opportunities for learners to practice speaking through voice and video calls, online discussion forums, and voice recognition

software. Language exchange platforms and virtual language communities enable learners to engage in real-life conversations with speakers of English.

Reading Skills: Digital texts, e-books, online articles, and blogs allow learners to access authentic reading materials in English. Online dictionaries, translation tools, and annotation software assist learners in understanding and interpreting texts.

Writing Skills: Word processing software and online writing platforms support learners in drafting, editing, and revising written texts. Collaborative writing tools facilitate peer feedback and collaborative writing projects. Blogging and social media platforms provide opportunities for learners to express themselves in writing and receive feedback from a global audience.

Vocabulary Expansion: Vocabulary learning apps, flashcard software, and online word games help learners expand their vocabulary in an engaging and interactive manner. Contextualized vocabulary activities, such as word association games and online quizzes, reinforce vocabulary acquisition.

Grammar Practice: Interactive grammar exercises, online grammar guides, and grammar correction tools assist learners in understanding and practicing English grammar rules. Grammar checking software helps learners identify and correct grammatical errors in their writing.

Cultural Awareness: ICT enables learners to explore English-speaking cultures through multimedia resources, virtual tours, and online cultural exchange programs. Social media platforms and online communities connect learners with speakers of English from diverse cultural backgrounds, fostering cultural awareness and intercultural communication skills.

For example, writing should be seen as a process, not as a product. The process of writing deals with prewriting, editing and grammar, word processing research and applications. Wresch (1984) states that using technology for writing helps students to see writing as an ongoing and dynamic process focusing more on the meaning rather than form.

Kessler, Bikowski, & Boggs (2012) have found out that to conduct collaborative writing engages students to take part in discussion boards, online chats, email communication, blogs, to search wikis. Writing must be approached as a collaborative activity. A word document can be written by one student, then distributed to another student, and then returned to the original student for review.

The idea is that the word document is shared among the students with new technologies like Google Docs that gives the opportunity to work together within a web-based document. **Collaborative writing** contributes to:

1. improve writing competencies;
2. a better sense of audience;
3. ameliorate the understanding and importance of knowledge in writing and stress the pivotal aspect of the writer in the writing process;
4. increase student motivation;
5. focus on discourse structures, grammar, and vocabulary usage.

Teachers must be trained to use in a flexible way digital tools, mobile learning applications, and learning materials and resources. One of the goals of ICT is to help the learners become informed and engaged global citizens, reflect on their own culture and foreign cultures, to live in a multicultural world.

The awareness of the necessity to adopt a critical view on past and present learning experiences initiates a behavioral change that consists of a strong and **increasing feeling of academic responsibility on the student's learning process**. The responsibility of the learning process is pivotal, it is an internal force that keeps the student motivated working on the assigned task. There are a lot of distractions in the virtual world but only the inner force of the student can keep him focused on the prescribed platform. The students perceive the teacher more as an advisor and guide, they must be conscious of the fact that they are the **doers** of their knowledge and expertise.

While digitalization in the classroom offers many benefits, there are also potential negative effects to consider:

Distraction: With digital devices comes the temptation for students to become distracted by non-educational content such as social media, games, or messaging apps. This can lead to decreased attention spans, reduced engagement in learning activities, and lower academic performance.

Tech Dependence: Over-reliance on digital tools and resources may hinder students' ability to develop essential cognitive and problem-solving skills. Students might struggle with tasks that require critical thinking, creativity, and independent problem-solving without constant access to digital aids.

Tech Inequity: Not all students have equal access to digital devices and internet connectivity at home. This can exacerbate existing inequalities, creating a "digital

divide" where some students have advantages in their learning due to access to technology, while others do not.

Privacy Concerns: The use of digital tools and online platforms in the classroom raises privacy concerns regarding the collection and use of students' personal data. Schools must ensure that they comply with relevant privacy regulations and take measures to protect students' sensitive information from unauthorized access or misuse.

Social Isolation: Excessive screen time and reliance on digital communication may lead to reduced face-to-face interaction among students, potentially contributing to feelings of social isolation or loneliness. Building interpersonal relationships and communication skills offline is essential for students' social and emotional development.

Physical Health Issues: Prolonged use of digital devices can lead to physical health issues such as eye strain, headaches, and musculoskeletal problems. Encouraging students to take breaks, practice good ergonomics, and maintain a balance between screen time and physical activity is important for their overall well-being.

Loss of Traditional Skills: Increased reliance on spell checkers, grammar correction tools, and other digital aids may lead to a decline in students' proficiency in basic writing and language skills. It's important to strike a balance between leveraging digital tools and ensuring that students develop fundamental literacy skills.

Teacher Training Challenges: Implementing digital technologies effectively in the classroom requires ongoing teacher training and professional development.

Education today needs teachers capable of providing students with quality education. Students' needs, which can be extremely diverse, are the driving force of continuous training designed as human, individual, or collective exigencies; they must be satisfied in time and space to ensure the normal development of the life and activity of the educational institutions. The fundamental change of conception of the "philosophy of education" and vision of the human being as a supreme value will bring more respect for the social reality, the mechanisms of real life, of the micro-cultures and personalities to whom the system and the organization are intended for.

REFLECTION QUESTIONS!

1. What skills are essential for students to demonstrate competence in applying their knowledge?
2. How do students' attitudes and mindset influence their competence in learning?
3. How do students adapt their competence to different learning contexts or tasks?
4. What support and resources are available to foster students' competence development?
5. How do cultural, social, or individual factors influence students' competences?
6. What strategies can be implemented to empower students to take ownership of their competence development?

4. English language interactive methods of teaching

4.1. Traditional and modern methods

As Cerghit I. stated, *there are no good or bad methods, but there are adequate methods, that are well or badly used*. Methods provide teachers with valuable frameworks, strategies, and guidance for effective language teaching, ultimately contributing to the success and satisfaction of both teachers and learners. It must be emphasized that each method has its advantages and disadvantages and, in the end, most teachers use a combination of several methods.

Traditional methods:

The Classical Method - The Grammar Translation Method- Advantages:

GTM emphasizes the teaching of grammar rules and structures. This can be beneficial for students who require a strong understanding of grammar for academic or professional purposes.

GTM helps develop translation skills, which can be useful for students who need to translate texts from the target language into their native language or vice versa.

The method often involves the analysis of literary texts, which can deepen students' understanding of language usage, vocabulary, and cultural context.

GTM can enhance students' cognitive abilities by requiring them to analyze language structures, make comparisons between languages, and develop problem-solving skills.

GTM exposes students to literary works written in the target language, allowing them to explore literature from different cultures and historical periods.

Disadvantages:

GTM tends to focus heavily on reading and writing skills at the expense of speaking and listening skills. As a result, students may struggle to communicate effectively in real-life situations.

The method does not prioritize communicative competence or the ability to use language fluently in everyday interactions. Students may find it challenging to engage in spontaneous conversations or understand authentic spoken language.

GTM often relies on rote memorization of vocabulary lists and grammar rules, which can lead to passive learning and limited retention of language knowledge.

Students may have difficulty applying grammar rules and vocabulary learned through GTM in authentic language use contexts. They may struggle to produce coherent sentences or comprehend natural language expressions.

GTM focuses primarily on literary and academic texts, which may not always reflect the language used in everyday communication. Students may find it challenging to connect what they learn in the classroom to real-life situations.

GTM typically involves a teacher-centered approach, with limited opportunities for student interaction.

The Audio-Lingual Method- Advantages:

ALM places a strong emphasis on listening and speaking skills, helping students to become more proficient in understanding and producing spoken language.

The method aims to create habits of correct language use through extensive repetition and practice. This can help students develop automaticity in using grammatical structures and vocabulary.

ALM typically involves immediate and explicit correction of errors, helping students to learn from their mistakes and achieve greater accuracy in language production.

ALM often prioritizes correct pronunciation and intonation, which can improve students' oral communication skills and overall intelligibility.

The method provides a structured framework for language learning, with clear objectives, sequential progression of materials, and systematic practice activities.

Disadvantages:

ALM tends to focus heavily on mechanical practice and memorization of language patterns, often at the expense of developing communicative competence and real-life language use skills.

ALM relies on artificial drills and scripted dialogues, which may not reflect authentic language use or real-life communication situations. This can limit students' ability to use language effectively in natural contexts.

The repetitive nature of ALM activities can lead to boredom and disengagement among students, especially those who prefer more interactive and dynamic learning experiences.

ALM places a strong emphasis on form-focused instruction, neglecting the development of meaning-focused language skills such as comprehension, critical thinking, and creativity.

ALM often focuses on a restricted set of vocabulary and language structures, which may hinder students' ability to express themselves fluently and flexibly in a wide range of contexts

Presentation, Practice, Production is the British version of the audio-lingual method and consists of three stages. In the first stage, the teacher introduces the language elements that must be assimilated. Students practice the language using reproduction and repetition techniques. The third stage refers to the use of the language presented and assimilated in an original and authentic way by the students. As in the case of the audio-lingual method, vocabulary and grammar are taught inductively. The model is the teacher, who is the one who coordinates the activity.

Modern methods:

Communicative language method focuses on communication. The main goal is student fluency. Emphasis is on "real" communication. Grammar is learned through practice. Students' mother tongue is not used. The techniques used are: discussions, debates, role-playing games, written communicative activities, drama,

etc. The main advantage of the communicative method is that it focuses on all language skills (reading, writing, pronunciation, listening), grammar. It is also engaging, in the sense that it offers students a functional, living language, which the student can relate to his direct needs and contexts (at the market, at the restaurant, at the train station, etc.), the context being also very important. The teaching process is focused on the learner and on the interactivity (teacher-students, students among themselves), which means that all students are both message recipients and senders of oral messages. The activities have a precise, short-term purpose that the students understand, such as discovering a rule, expressing a wish, a request, etc.

Instead of memorizing grammatical rules and isolated vocabulary, it presents a contextualized language and emphasizes the development of language skills in all areas through various activities such as discussions, debates, role-playing games, written communication activities, even theater. In this case, the teacher becomes rather a facilitator and a manager of the students' activity, and also their partner.

The disadvantage for the teacher is that it requires a much longer time to prepare for the classes. The choice of materials becomes crucial and, not infrequently, it happens that they have to be actually created by the trainer, which means that the preparation of the course can take more than the course itself. Also, since the courses are based a lot on communication and on learning the notions of grammar "on the spot", situations of confusion or disorganization can be created and therefore the trainer must have very clearly in mind a "plan" of the lesson, if things often deviate from the ordinary discourse.

This method is not very structured, and explanations may even be missing and therefore there is a risk that some students will learn certain elements of language incorrectly, which will be later more difficult to change.

The most timid students may not feel comfortable and find it difficult to do certain activities. Another disadvantage (but also an advantage) may be that the communicative method uses more "ready-made" statements. On the one hand, it can be seen as a disadvantage as it limits language to some extent.

The Direct Method invented by C. Berlitz has the objective to teach students to communicate in a foreign language. Translation is not allowed, the teacher uses real images, pantomime to suggest meaning. The mother tongue is not used at all. Grammar is taught inductively. Students practice vocabulary in context.

All four dimensions of language skills are developed: the ability to express oneself orally, the ability to receive the oral message, the ability to receive the written message and the ability to express the written message. The techniques used are: conversation, reading aloud, essays, compositions, rehearsals. The teacher's role is to be the student's partner. The interaction takes place between teacher and students, but also between students and students. Self-assessment is often used. There is no formal evaluation; this is done in the form of an interview.

The Silent Way is a method introduced by C. Gattengo, the basic principle attesting that teaching must be subordinated to learning. Students have an active role, being responsible for their own learning. They practice a lot, the main areas of emphasis being pronunciation and grammar. All four dimensions of language teaching are developed: the ability to express oneself orally, the ability to receive the oral message, the ability to receive the written message and the ability to express oneself in writing. The native language is used only when necessary. The teacher's role is to help students. The teacher is silent, but very active; speaks only to give certain suggestions. There is interaction between students. Mistakes are considered normal; students are encouraged to identify and correct mistakes. Emphasis is placed on continuous assessment.

Suggestopedia – the inventor of the method is Lozanov G.. The method consisted in applying the study of suggestion in pedagogy, developed in order to help students overcome learning barriers. The main goal is to accelerate the learning process using mental powers. Students sit as comfortably as possible (soft chairs, music, a pleasant atmosphere). They receive new names and new occupations, creating new biographies throughout the course. There are two stages of the lesson: one receptive and one interactive. Students participate in different activities: reading, interpreting dialogues, practicing various games, dramatizations. The elements that are emphasized are the vocabulary, the ability to express oneself orally, the ability to receive the written message and the ability to express oneself in writing. Grammar is not considered very important. Students' mother tongue is used if necessary. Mistakes are not corrected immediately, with an emphasis on fluency. There are no formal tests.

The Total Physical Response is introduced by Asher J. The method attaches great importance to the development of the ability to receive the oral message. One of the most important goals is for students to enjoy the learning

experience. The method aims to reduce stress in learning a foreign language. The initial part of the lesson consists of modeling; the teacher is giving orders, performing actions together with the students. In the second phase of the lesson the students demonstrate that they have understood the commands. In the initial stage the teacher speaks and the students respond nonverbally.

Later the roles change. The mother tongue is used only in the beginning, the teacher being the coordinator of the students, the students being his imitators. The students will speak when they feel that they are ready. The teacher is tolerant of students' mistakes. The evaluation consists of verifying the understanding by carrying out some activities.

Modern methods are preferred due to their increased effectiveness in terms of communication, developing the ability of oral expression. Other advantages would be the fact that the interaction between the teacher and the students and among students is increased. There are also game-based methods, which makes them more enjoyable, increasing students' motivation. This creates new opportunities for language development and its use in communication. The final conclusion is that traditional methods coexist with modern ones, each with its advantages, elements that can be used successfully at any time.

Communicative Language Teaching (CLT) is the cocktail of techniques that underlies the development of fluent communication skills in a foreign language. CLT aims to develop fluent speaking skills, which allows the use of language in real life situations. The teacher identifies a situation that may be encountered by the student in real life. This method keeps students in suspense about the outcome of the exercise during the class, which will vary depending on their reactions and responses. The communicative method includes multiple techniques whose primary objective is the development of fluent communication in English. Conversation, debate, discussions, role plays are just some components of the communicative method. The teacher facilitates the students' activities, the emphasis being on the interaction between the students. Tolerance is maintained for mistakes during discussions, and fluency in speech is encouraged. Demonstration and explanation replace translation of specialized terms. Grammar is learned functionally. Students are encouraged to interact with each other, to ask questions, to take control of the exercises in order to finally achieve the desired results. Students become confident.

The conversation is a part not only of the basic methods of the communicative method, but also the top preference method. **The method of conversation** consists in the dialogue between the teacher and the students, where the teacher is a partner, who not only asks, but also answers the students' questions. The conversation itself involves the participation of most students, thus obtaining a rhythm of interactive work, which attracts even the most introverted students. The conversation is led by the teacher, to outline one idea before moving on to others. Teaching through questions makes students to think. Students are actively involved, questions are asked to stimulate their curiosity. The logic of the topic is exposed, and students are encouraged to use it at the moment of discussion. Through conversation, students formulate their own assumptions, and prior knowledge is challenged and corrected.

- The most obvious advantages of the conversation as a teaching method are:
- The conversation is motivating, giving students the chance to demonstrate their success in learning.
- It is a dynamic, interactive and interesting activity for students. It offers students the opportunity to practice the application of acquired knowledge and recently acquired vocabulary.
- Encourages comprehension and memorization of knowledge.
- Allows the teacher to diagnose students' fluency and accuracy problems.
- Facilitates self-assessment and assessment of learning outcomes.
- Stimulates and facilitates the development of critical thinking.
- Significantly contributes to the development of communication skills.

Like any other method, the conversation has some disadvantages: It takes a long time. This method requires effort on the part of teachers in terms of developing the skills to ask different types of questions. Questions and feedback are the basic tools of this method.

One method that occupies an important place in the teacher’s menu is **Debate**. The debate is an exchange of verbal arguments between groups that have different opinions on the same topic, in order to practice formulating arguments. The organization of a debate begins with the choice of a topic to be debated. Students are asked to choose a statement and reflect on their own opinion and occupy a stance or position on that statement. Later they are to compose a speech in favor of their point of view.

The speeches will be given one by one by a representative of each team, all having the same number of minutes. During the speeches of the opposing teams they are not allowed to bring any counter-argument or make any comment. When someone is convinced of the correctness of what is said by members of another team, he joins their group. After the speeches, the opportunity is offered to discuss freely, with the help of a moderator, on those expressed in the speeches. The process ends after a previously set period of time, when all participants form a single team, around a single statement. This method requires active listening, verbal and nonverbal presentation and communication skills. The debate in English classes brings vitality, by involving all members of the group. It is a lively, challenging method that distracts students from the fear of speaking English. The search for arguments mobilizes them so that they forget the fear of making mistakes, so each of them speaks English without complexes.

Discussion is another important method, which consists in organizing the exchange of information and ideas, impressions and opinions, criticisms and proposals around a topic. The purpose of this method is to jointly examine and clarify some notions and ideas about some objects, phenomena, things, which contribute greatly to the development of communication skills in English. For interactive learning, discussion within the group of students is fundamental. The discussion involves the advancement of some ideas and the reception of a multitude of other ideas, but it is this variety that causes students' desire to express themselves, to be heard, inhibiting the fear of speaking. The discussion begins with establishing the rules of the discussion, placing the students in a semicircle, presenting the topic of the discussion.

Role play is a good interactive method by which students are directly involved in solving situations, being put in the position to assume the roles of the characters involved. The tone of the game is set by the teacher, who presents the situation, gives clear instructions, sets the basic rules, proposes or divides the roles, helps with clues those who are out of ideas. Role play helps students learn from experience. The game shows how they would handle a real situation. This method shows the difference between doing something and thinking about it. This exercise contributes a lot to self-knowledge. Students are often surprised by their reactions to certain situations in the role play. Being sure at the beginning of the game, that they have control over the situation and know how they will react in cases of crisis,

at the end of the game they discover with amazement that they had a different behavior than imagined.

Intensive teaching method

The teachers of all times were looking for the most effective, the most efficient, the most productive methods. But practice shows that creating the most effective, the most efficient, the most productive method is an almost unsolvable problem. The language teaching method involves a complex of teaching-learning techniques that are aimed at exploring the potential, of the students, which, being put into operation, activate both their memory and communication production process in the learning experience.

The fundamental principle in didactics is related to the principles of communication in the foreign language by means of constructing utterances, dialogues while discussing and conversing. Therefore, within the English language lesson, it is proposed to organize speaking activities by breaking the group in teams, being inveigled in an assertive and beneficial atmosphere, the student's creative incentives are highlighted in the most prominent way.

This method - **the intensive teaching method**- is focused on creating communication competencies – a process of sending and receiving information traditionally called as an act of communication. The term communication refers to a process in which a sender transmits a message to a receiver. This process involves several mandatory components:

1) the speaker 1 (still called sender, speaker) who can generate information.

2) the speaker 2 (listener, receiver, recipient) - the person who records/ receives the message.

3) message - a material support, a signal or a group of signals that is associated with an information.

Based on communicative principles, the intensive teaching method creates and develops in students several types of key skills:

1) Semantic-value competencies (conception of the world and the relationships that dominate between its elements,);

2) Instructive-cognitive competencies (mastering the elements of logical activity, the ability to formulate goals, plan, analyze, reflect, self-evaluate, make decisions);

3) Sociocultural competencies (accumulation of knowledge and experience in the field of national and international culture, knowledge of ethical, cultural and moral principles of other peoples);

4) Communication competencies (knowledge of foreign languages, ways of organizing relationships with close and distant people, skills of group cooperation, manipulation with different social roles), which requires knowing how to present information orally and in writing, to fill in a form, to write a request, a summary, a letter, a greeting card);

5) digital competencies (competencies to search, select, process and use the necessary information, to exploit different sources of information - ebooks, newspapers, magazines, manuals, maps, dictionaries, web tools, Internet).

These competencies have a complex character:

a) linguistic - the ability to interpret and to apply the lexical and grammatical units of a linguistic code in a communicative situation;

b) sociolinguistic - the ability to interpret and use different types of discourse related to the communicative situation;

c) referential - the ability to interpret and use the fields of experience, the objects from the surrounding world, as well as the relations between them in a communicative situation;

d) strategic - the ability to use verbal and non-verbal strategies to maintain contact with interlocutors and to direct the act of communication according to the intentions of the speakers;

e) pragmatic - the ability to use the information obtained in the previous interlocutory acts building other speech acts or communication strategies.

In the process of teaching foreign languages, four types of communication are used:

- didactic communication, which consists of explanations, requests for explanation, guiding activities;
- imitated communication, which is characterized by imitating the language models proposed by the teacher;
- simulated communication, an advanced competency when the student is practicing extended speaking;

- authentic communication in which students make decisions, express communication initiatives based on creative exercises, participate in real discussions.

4.2. Modern educational approaches

Definition: Task-based learning (TBL) is an approach to language learning that focuses on the completion of meaningful tasks as the central unit of instruction. Rather than solely focusing on grammar rules, vocabulary lists, or language structures in isolation, task-based learning emphasizes the use of language in real-world contexts to achieve specific goals or objectives.

In task-based learning:

Tasks: Learners are presented with tasks that they must complete using the target language. These tasks are often designed to simulate real-life situations, such as ordering food at a restaurant, making a phone call, or solving a problem with a partner.

Communication: The emphasis is on communication rather than accuracy. Learners are encouraged to use the language creatively and to focus on conveying meaning, even if they make mistakes along the way.

Problem-solving: Tasks typically involve some elements of problem-solving, which requires learners to draw on their linguistic resources to accomplish the task successfully.

Authenticity: Tasks are designed to be authentic and meaningful to learners, so they can see the immediate relevance of what they are learning to their lives outside the classroom.

Reflection and Feedback: After completing a task, learners reflect on their performance and receive feedback from the teacher or peers. This feedback helps learners identify areas for improvement and reinforces learning.

Tasks in task-based learning are formulated based on several principles to ensure they are meaningful, communicative, and relevant to learners' needs. Here's how tasks are typically formulated:

Real-world relevance: Tasks should simulate real-life situations that learners are likely to encounter outside the classroom. This could include tasks like planning a trip, solving a problem at work, or participating in a group discussion.

Clear objectives: Each task should have clear objectives or goals that learners need to achieve. These objectives may include specific language functions (e.g., making suggestions, expressing opinions), language skills (e.g., listening, speaking, reading, writing).

Task complexity: Tasks should be neither too easy nor too difficult for learners. They should provide an appropriate level of challenge to engage learners and promote language development.

Authenticity: Tasks should be authentic and meaningful to learners. This means they should reflect real-world language use and be relevant to learners' interests, experiences, and needs.

Task variety: Tasks should vary in terms of format, content, and cognitive demands to cater to different learning styles and preferences. This could include tasks such as role-plays, problem-solving activities, information-gap tasks, and creative projects.

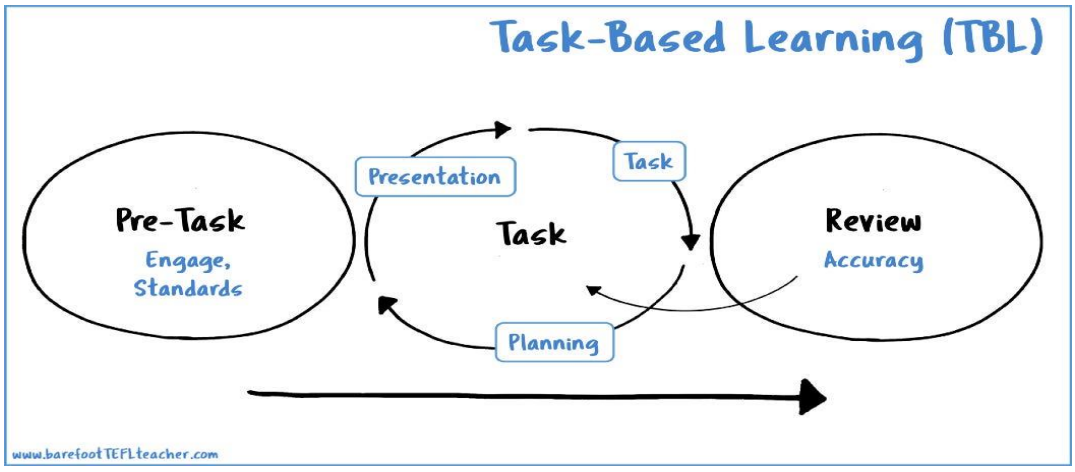


Fig. 4.1. Task based learning

Task sequencing: Tasks may be sequenced to build on each other and scaffold learners' language development. For example, simpler tasks may precede more complex tasks, or tasks may be sequenced to focus on specific language skills or functions.

Language focus: While the primary focus of task-based learning is on communication, tasks may also incorporate opportunities for language input, feedback, and language focus activities to address specific language points that emerge during task performance.

Collaboration: Many tasks in task-based learning involve collaboration and interaction among learners. Collaborative tasks promote opportunities for negotiation of meaning, peer learning, and the development of social and communication skills.

Definition: Problem-based learning (PBL) is an instructional approach that places students in the active role of problem solvers. In PBL, students engage in the investigation and resolution of real-world problems or scenarios, which serve as the driving force for learning. This approach is widely used in education, particularly in fields such as medicine, engineering, and business, but it can be applied to various disciplines.

Stages of PBL:

Introduction of a Problem: Students are presented with a complex, open-ended problem or scenario that mirrors real-world challenges. These problems are often ill-structured and may not have a single correct solution.

Student-Centered Exploration: Students work in small groups to explore the problem, identify what they know and what they need to know, and generate hypotheses or potential solutions. This exploration process encourages critical thinking, collaboration, and inquiry.

Research and Information Gathering: Students conduct research and gather relevant information from various sources, such as textbooks, articles, case studies, and interviews. This helps them develop a deeper understanding of the problem and its context.

Application of Knowledge: Students apply their existing knowledge and skills to analyze the problem, develop strategies, and propose solutions. They may also identify alternative approaches and evaluate the potential outcomes of each solution.

Reflection and Iteration: Throughout the problem-solving process, students engage in reflection to evaluate their progress, assess their learning needs, and make adjustments as necessary. This iterative process encourages metacognitive awareness and continuous improvement.

Presentation and Discussion: Finally, students present their findings, solutions, and recommendations to their peers or instructors. This allows for peer feedback, discussion, and further exploration of different perspectives.

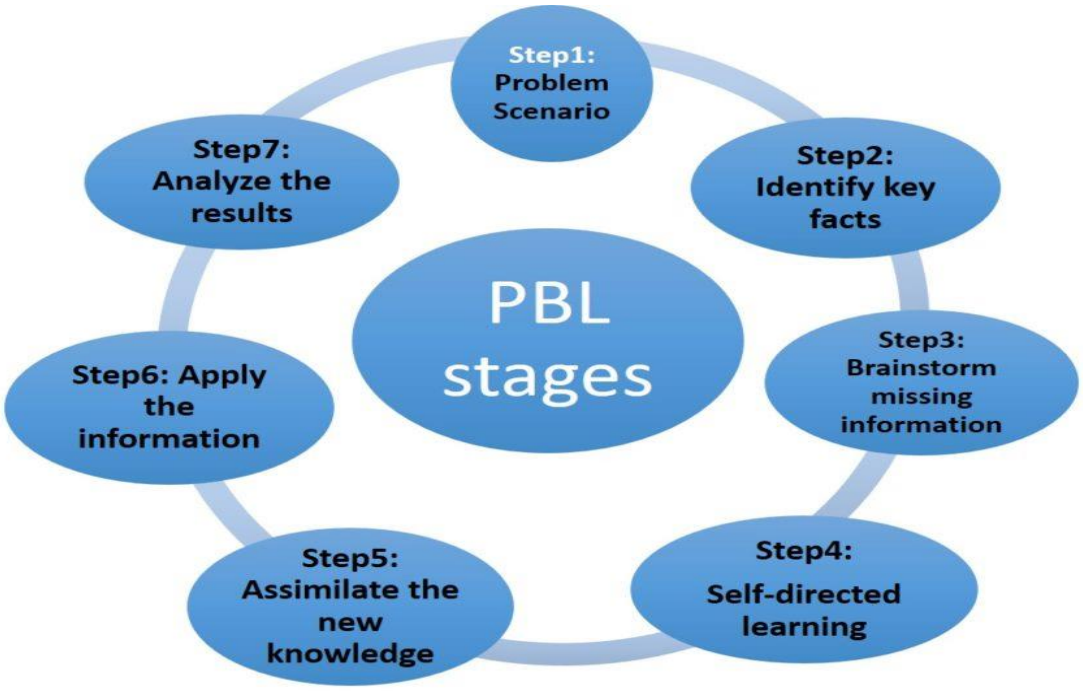


Fig. 4.2. Problem based learning

Key features of problem-based learning include:

Active Learning: Students take an active role in their own learning process, rather than passively receiving information from teachers.

Authenticity: Problems are authentic and relevant to real-world contexts, providing students with meaningful learning experiences.

Collaboration: PBL emphasizes collaboration and teamwork, as students work together to solve problems and share ideas.

Critical Thinking: PBL promotes critical thinking skills, such as analysis, synthesis, evaluation, and problem-solving.

Integration of Knowledge and Skills: PBL encourages the integration of knowledge and skills from multiple disciplines, fostering interdisciplinary thinking and application.

Project-based learning (PBL)

Definition: Project-based learning (PBL) is an instructional approach that involves students in the creation of a complex project or product over an extended period. In PBL, students work collaboratively to explore real-world problems, questions, or challenges, and create solutions or presentations that demonstrate their understanding and skills. This approach is rooted in constructivist principles and is

designed to promote deep learning, critical thinking, collaboration, and the application of knowledge in authentic contexts.

Here are the key characteristics of project-based learning:

Authenticity: Projects are designed to be authentic and meaningful, reflecting real-world issues, challenges, or tasks. This authenticity helps students see the relevance of their learning and encourages engagement and motivation.

Inquiry and Investigation: PBL begins with an open-ended question, problem, or challenge that sparks students' curiosity and inquiry. Students then engage in research, investigation, and exploration to gather information, analyze data, and develop understanding.

Collaborative Learning: PBL emphasizes collaboration and teamwork, as students work together in groups to plan, design, and execute their projects. Collaborative learning fosters communication skills, teamwork, and interpersonal skills.

Student Agency and Ownership: PBL gives students a high degree of autonomy and agency in their learning. Students have the freedom to make decisions about their projects, set goals, and take ownership of their learning process.

Integration of Disciplines: PBL often involves the integration of knowledge and skills from multiple disciplines. Projects may require students to draw on concepts and methods from subjects such as science, math, language arts, social studies, and the arts.

Sustained Inquiry: PBL projects typically unfold over an extended period, allowing for sustained inquiry and deep exploration of topics. This extended timeframe gives students the opportunity to delve deeply into their projects and develop a thorough understanding of the subject matter.

Product Creation: PBL culminates in the creation of a tangible product, presentation, or performance that demonstrates students' learning and understanding. This could be anything from a research report, a prototype, a multimedia presentation, a performance, or a community service project.

Reflection and Evaluation: Throughout the project, students engage in reflection to assess their progress, evaluate their learning, and identify areas for improvement. Reflection helps students develop metacognitive awareness and self-regulation skills.

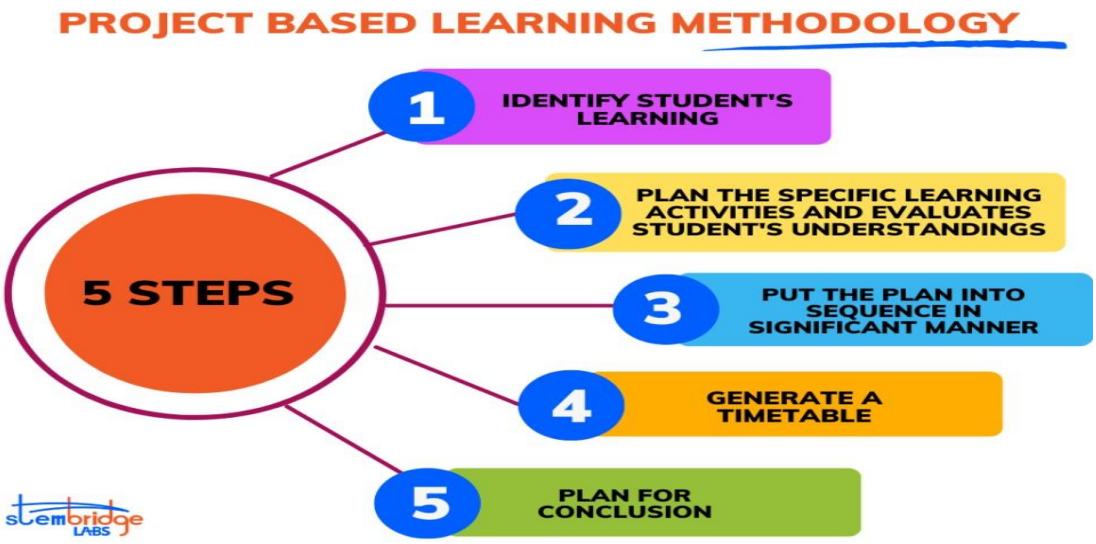


Fig. 4.3. Project based learning

Problem based learning vs Project based learning

While both problem-based learning (PBL) and project-based learning (PBL) are student-centered instructional approaches that emphasize real-world application, critical thinking, collaboration, and inquiry, there are key differences between the two methodologies:

Nature of the Task:

In problem-based learning (PBL), students are presented with a specific problem or scenario that serves as the focal point for learning. The problem is typically ill-structured and open-ended, requiring students to engage in critical analysis, research, and problem-solving to develop solutions or responses.

In project-based learning (PBL), students undertake an extended project or task that involves the creation of a tangible product, presentation, or performance. Projects in PBL are often multifaceted and may involve multiple steps or stages, such as research, planning, design, implementation, and reflection.

Focus of Learning:

Problem-based learning (PBL) focuses primarily on the process of solving a problem or addressing a specific challenge. The emphasis is on inquiry, investigation, and critical thinking as students work collaboratively to explore the problem, gather information, and develop solutions.

Project-based learning (PBL) focuses on the creation of a product, presentation, or performance that demonstrates students' learning and understanding. While projects in PBL may also involve problem-solving and critical thinking, the

primary focus is on the end result—the tangible outcome that showcases students' knowledge, skills, and creativity.

Duration and Scope:

Problem-based learning (PBL) often involves shorter, more focused learning experiences centered around specific problems or scenarios. PBL activities may be completed within a single class session or span several sessions, but they are typically shorter in duration and more narrowly focused.

Project-based learning (PBL) involves longer-term, more extensive projects that unfold over an extended period. Projects in PBL may span several days, weeks, or even months, allowing for sustained inquiry, exploration, and reflection.

Product vs. Process:

In problem-based learning (PBL), the emphasis is on the process of solving the problem, with less emphasis on the final product or outcome. While students may develop solutions or responses to the problem, the primary goal is the learning that occurs through the problem-solving process itself.

In project-based learning (PBL), the emphasis is on both the process of creating the project and the final product or outcome. Projects in PBL serve as vehicles for learning, allowing students to apply knowledge and skills in meaningful wa while also producing a tangible result that showcases their learning.

REFLECTION QUESTIONS:

How does the task align with learning objectives and curriculum standards?

How are tasks designed to promote language acquisition and communication skills?

What types of tasks are used (e.g., information gap, opinion exchange, problem-solving)?

How do tasks promote collaboration, critical thinking, and problem-solving skills?

How are projects structured to support inquiry, exploration, and discovery?

What role do students play in selecting topics, planning, and designing their projects?

What strategies are employed to foster collaboration, communication, and teamwork among students?

5. Didactic design

5.1. Short term and long term planning

Definition: A lesson plan is a detailed guide or blueprint that outlines the objectives, content, activities, materials, and assessment strategies for a single instructional session or class period.

It serves as a roadmap for teachers to effectively deliver instruction and facilitate learning in the classroom. Here are the key components typically included in a lesson plan:

Lesson Title: A descriptive title that conveys the topic or focus of the lesson.

Lesson Objectives: Clear and specific statements that outline what students are expected to learn or accomplish by the end of the lesson. Objectives are often framed using action verbs that describe observable behaviors.

Materials and Resources: A list of materials, resources, and equipment needed to facilitate the lesson, including textbooks, handouts, visual aids, technology, and any other supplementary materials.

Introduction: An engaging introduction or hook to capture students' interest and provide context for the lesson. This may include an overview of the topic, relevant anecdotes, or questions to stimulate discussion.

Instructional Sequence: A step-by-step outline of the activities and tasks that will be conducted during the lesson. This may include direct instruction, guided practice, independent practice, group work, discussions, and other interactive learning experiences.

Differentiation and Accommodations: Consideration of diverse learner needs, including accommodations for students with special needs, English language learners, and gifted students. Strategies for differentiation may include adjusting content, providing scaffolding, or offering alternative assessment methods.

Closure: A summary or review of key concepts covered in the lesson, along with opportunities for students to reflect on their learning and ask questions.

Assessment/Evaluation: Methods and criteria for assessing student learning and understanding during the lesson. This may include formative assessments, quizzes, discussions, observations, or other means of gauging student progress.

Extensions/Enrichment: Optional extension activities or enrichment opportunities for students who finish early or demonstrate advanced understanding of the content.

Reflection: Reflection on the effectiveness of the lesson, including what went well, what could be improved, and adjustments to be made for future instruction.

The English lesson long term plans and short term plans are structured according to the curricular requirements and the provisions of the Curriculum Implementation Guide as follows: number of hours per week, the project for the administration of the discipline. The didactic design documents transpose the disciplinary curriculum in a personalized way and are elaborated individually by each teacher in accordance with the normative acts.

The learning unit is an open and flexible structure of the educational approach, unitary from a thematic point of view, which takes place systematically and continuously over a certain period of time. The short term plan is made based on the Foreign Languages Curriculum, having as support the textbook and auxiliary teaching materials at the discretion of the teacher. When developing the Short term plans the teacher will take into account the logical sequence of elements of the teaching process: identifying units of competence, selecting content, determining the teaching strategy and learning activities, analyzing resources, establishing assessment tools. As well as long-term plans, short term plans are carried out in accordance with the provisions of the Curriculum Implementation Guidelines.

Short term plans are mandatory for beginning teachers and represents the understanding of the process from an operational perspective and is based on a procedural algorithm that correlates operational objectives, contents, resources, strategies. Short term plans will follow the framework: Evocation - Realization of meaning - Reflection - Extension (ERRE).

LONG-TERM PLANNING

In the process of developing long-term plans (LDP), the teacher will comply with the regulations in force, in accordance with the 2018 and 2019 Curriculum (as appropriate). It is recommended the observance of a unique design model, approved at the level of the institution, methodical commission, ensuring its functionality. Each teacher is entitled to develop the long-term plans every six months. The long-term plan is elaborated by the teacher, discussed within the

Methodical Commission and approved by the director of the educational institution. The component parts of the Long term plans are: the title sheet, planning the learning units.

Long-term plan is carried out in accordance with the provisions of the Curriculum Implementation Guidelines. At least 30% of the number of lessons in a learning unit will include audio-visual reception elements. The duration of the audio-visual reception sequences during the lesson is established according to the level of linguistic competence of the students, achieving a gradual increase.

FORMULATING OBJECTIVES

Definition: **Objective**

- Describes any specific conditions or context under which the action is performed.
- Specifies the subject matter or skill area.
- Describes the observable and measurable action that students are expected to perform.
- Defines the standards or criteria that will be used to assess it.

Objectives can be classified based on various criteria, including their scope, purpose, and level of specificity. Here are some common classifications of objectives:

Scope:

- ✓ **Macro-level objectives**: These objectives are overarching goals that encompass broader outcomes, such as the overall aims of a curriculum, program, or project.
- ✓ **Micro-level objectives**: These objectives are more specific and focused, targeting the learning outcomes of individual lessons, activities, or modules within a larger framework.

Purpose:

- ✓ **Instructional objectives**: These objectives focus on specific learning outcomes that learners are expected to achieve as a result of instruction or educational activities. They guide teaching and learning processes.
- ✓ **Organizational objectives**: These objectives pertain to the goals and targets of an organization, such as improving productivity, increasing revenue, or expanding market share.

- ✓ **Personal objectives**: These objectives are individual goals that people set for themselves to achieve personal growth, career advancement, or self-improvement.

Level of Specificity:

- ✓ **General objectives**: These objectives are broad and encompassing, providing a general direction without specifying detailed actions or outcomes.
- ✓ **Specific objectives:** These objectives are precise and clearly defined, specifying particular actions, behaviors, or outcomes that are expected to be achieved.

Cognitive Domain (Bloom's Taxonomy):

- ✓ **Knowledge objectives**: These objectives focus on the recall or recognition of factual information, concepts, or principles.
- ✓ **Comprehension objectives**: These objectives focus on understanding and interpreting information or ideas.
- ✓ **Application objectives**: These objectives involve applying knowledge or principles to solve problems, perform tasks, or make decisions.
- ✓ **Analysis objectives**: These objectives involve breaking down information into its component parts and examining the relationships between them.
- ✓ **Synthesis objectives**: These objectives involve combining elements or ideas to create something new or to generate original insights.
- ✓ **Evaluation objectives**: These objectives involve making judgments or assessments based on criteria or standards.

Temporal Dimension:

- ✓ **Short-term objectives**: These objectives are expected to be achieved in the near future, typically within a short timeframe, such as daily or weekly goals.
- ✓ **Long-term objectives**: These objectives are intended to be achieved over an extended period, often spanning months or years, such as annual targets or strategic goals.

Formulating objectives for a lesson is crucial for providing clarity to both the instructor and the learners about what is expected to be achieved by the end of the lesson.

Here's a guide on how to formulate objectives for a lesson effectively:

Understand the Content: Begin by thoroughly understanding the content and concepts that will be covered in the lesson. Identify the key points, skills, or knowledge that you want the learners to gain.

Consider Learning Outcomes: Determine the desired learning outcomes of the lesson. What do you want the learners to know, understand, or be able to do by the end of the lesson? Learning outcomes should be specific, measurable, achievable, relevant, and time-bound (SMART).

Focus on One or Two Main Objectives: Keep the objectives focused to ensure clarity and effectiveness. Identify one or two main objectives that capture the core essence of what you want the learners to achieve.

Use Action Verbs: Formulate objectives using action verbs that describe observable behaviors or actions. Common action verbs used in formulating objectives include "identify," "analyze," "synthesize," "demonstrate," "solve," "compare," "evaluate," etc.

Be Specific: Clearly specify what learners are expected to accomplish. Avoid vague or ambiguous language. Objectives should be explicit and leave no room for interpretation.

Align with Standards or Curriculum: Ensure that the objectives align with relevant educational standards, curriculum guidelines, or learning objectives established for the course or subject area.

Consider Bloom's Taxonomy: Consider incorporating Bloom's Taxonomy to ensure that objectives address different levels of cognitive complexity. Objectives can target remembering, understanding, applying, analyzing, evaluating, or creating, depending on the depth of learning desired.

Include Assessment Criteria: Define criteria or indicators that will be used to assess whether learners have achieved the objectives. This helps in evaluating learning outcomes effectively.

Communicate Objectives to Learners: Clearly communicate the objectives to the learners at the beginning of the lesson. This helps set expectations and provides a sense of direction for the learning activities.

Plan Instructional Activities: Design instructional activities, tasks, or exercises that are aligned with the objectives and facilitate the achievement of learning outcomes.

Monitor Progress: Throughout the lesson, monitor learners' progress toward the objectives. Adjust instruction or provide additional support as needed to ensure that learners are on track to achieve the desired outcomes.

Reflect and Evaluate: After the lesson, reflect on whether the objectives were effectively met. Evaluate learner performance and consider any adjustments needed for future lessons.

FORMULATING OBJECTIVES

Objectives typically include:

- **Action Verb**
- **Content or Skill**
- **Conditions**
- **Criteria.**

Describes the observable and measurable action that students are expected to perform ----**Action verb**.

Specifies the subject matter or skill area that the objective addresses---- **Content or skill**.

Describes any specific conditions or context under which the action is performed ---- **Conditions.**

Defines the standards or criteria that will be used to assess whether the objective has been met----- **Criteria.**

Example 1: Objective: "At the end of the unit on environmental sustainability, students will be able to analyze the impact of human activities on ecosystems by identifying and evaluating key factors contributing to environmental degradation, using at least three credible sources to support their analysis."

- **Action Verb:** "analyze"
- **Content or Skill:** "impact of human activities on ecosystems"
- **Conditions:** "using at least three credible sources"

- **Criteria:** "identifying and evaluating key factors contributing to environmental degradation"

Example 2: Objective**:** At the end of the lesson, students will be able to analyze a historical document, identifying key themes and presenting their findings in a written summary, with at least 80% accuracy.

- **Action Verb:** "analyze“
- **Content or skill:** " historical document"
- **Conditions:** “identifying key themes in a written summary"
- **Criteria:** "with at least 80% accuracy"

Bloom's taxonomy is a hierarchical model used to classify educational objectives. It was developed by educational psychologist Benjamin Bloom in the 1950s and later revised by Bloom along with other educators in the 1990s. The taxonomy is structured into a pyramid with six levels, each representing a different level of cognitive complexity. These levels, from lowest to highest, are:

Remembering: This level involves recalling facts, basic concepts, or specific details without necessarily understanding their meaning or significance.

Understanding: At this level, learners demonstrate comprehension by explaining ideas or concepts in their own words, interpreting data, or summarizing information.

Applying: Learners apply acquired knowledge or concepts to solve problems, complete tasks, or carry out procedures in new or familiar situations.

Analyzing: This level involves breaking down information into its constituent parts, identifying patterns or relationships, and recognizing underlying structures or principles.

Evaluating: Learners make judgments or assessments based on criteria and standards, often involving critical thinking skills such as comparing, contrasting, and synthesizing information.

Creating: The highest level of Bloom's taxonomy involves generating new ideas, products, or ways of thinking by combining elements in novel ways, solving complex problems, or designing original solutions.

Educators often use Bloom's taxonomy as a framework for designing learning objectives, assessments, and instructional activities that progressively challenge students to engage in higher-order thinking skills. By addressing each

level of the taxonomy, educators can promote deeper understanding, critical thinking, and creativity in their students' learning experiences.

The original Bloom's taxonomy, developed by Benjamin Bloom in the 1950s, consisted of three domains: cognitive, affective, and psychomotor. The cognitive domain, which is the most well-known and widely used, focused on cognitive skills or thinking skills. In the cognitive domain, Bloom identified six hierarchical levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, and evaluation. Each level represented a different type of thinking skill, with higher levels requiring more complex cognitive processes.

In 2001, a group of educators led by Lorin Anderson, a former student of Benjamin Bloom, **revised Bloom's taxonomy** to make it more relevant to modern educational practices and to better reflect advances in cognitive psychology and learning theory. The revised version retained the original structure of the cognitive domain but made several significant changes:

Revised Terminology: The names of the six levels were revised to better reflect the intended cognitive processes. For example, "knowledge" was changed to "remembering," "synthesis" became "creating," and so on.

Revised Order: The order of the levels was adjusted to better represent the progression of cognitive complexity. The revised order is: remembering, understanding, applying, analyzing, evaluating, and creating.

Addition of Knowledge Dimension: The revised taxonomy included a separate dimension called the knowledge dimension, which described the different types of knowledge (factual, conceptual, procedural, and metacognitive) that learners could acquire at each level of the taxonomy.

Revised Verbs: Some of the action verbs associated with each level were revised or updated to better reflect contemporary educational practices and terminology.

Overall, the 2001 revision of Bloom's taxonomy provided a more contemporary framework for educators to design learning objectives, assessments, and instructional activities that promote higher-order thinking skills and deeper learning. It emphasized the importance of not only remembering and understanding information but also applying, analyzing, evaluating, and creating new knowledge and understanding.

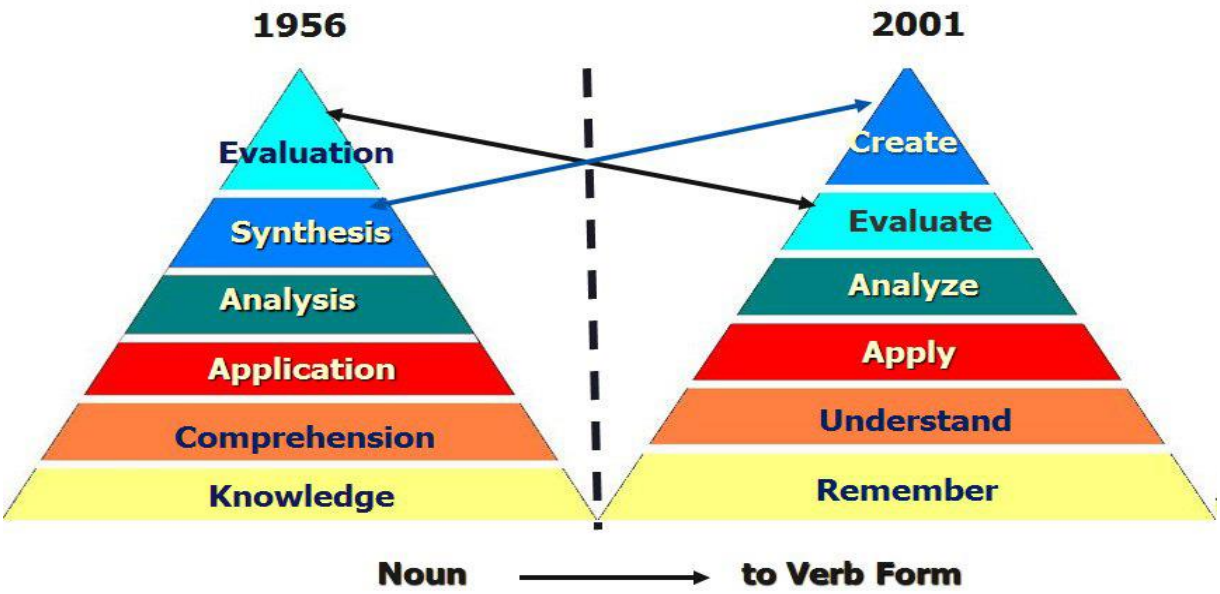
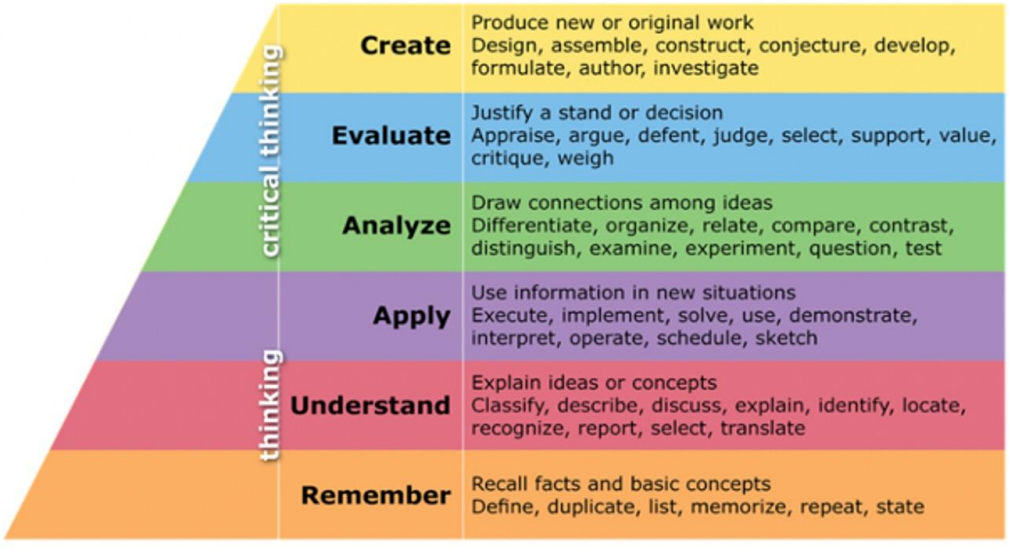


Fig.5.1. Revised Bloom's Taxonomy (Source: https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised)

In Bloom's Taxonomy, different action verbs are associated with each level of cognitive complexity. These verbs help describe the type of thinking or behavior expected of learners at each level. Here's a list of commonly used verbs associated with each level:



https://www.krausanderson.com/wp-content/uploads/2016/09/Bloom.jpg

Fig. 5.2. List of verbs describing the levels of thinking (Source: https://teaching.nmsu.edu/dearaggie/2022/11/assessments-align-with-learning-objectives.html)

5.2. Designing the evaluation process

In order to ensure the quality of the Foreign Language learning process, teachers will design an individual plan for each class that will include recapitulation activities/ consolidation or a plan for recovery (if necessary) of the curricular contents, depending on their realization and the degree of student participation. Therefore, it is recommended to revise the curricular contents and reschedule them in time, so as to ensure a continuity of educational purposes in order to form the targeted competencies according to the class and language level. Teachers will make a comprehensive analysis of the educational process and will identify curricular content that requires recapitulation / consolidation or recovery (as appropriate).

Definition: Evaluation refers to the systematic process of assessing, measuring, and making judgments about the value, effectiveness, quality, or merit of something.

In the context of education, evaluation typically refers to the assessment of student learning, instructional effectiveness, program outcomes, or the overall performance of educational initiatives. Evaluation serves several purposes in education, including:

Assessment of Student Learning: Evaluation involves assessing students' knowledge, skills, and competencies to determine the extent to which learning objectives or standards have been achieved. This may include the use of formative assessment techniques during instruction to monitor student progress and provide feedback, as well as summative assessments at the end of a learning unit or course to measure overall achievement.

Evaluation of Teaching Effectiveness: Evaluation may also involve assessing the effectiveness of teaching methods, instructional materials, and classroom practices in promoting student learning. This may include observing classroom instruction, reviewing lesson plans and curriculum materials, and soliciting feedback from students or colleagues to assess teaching effectiveness.

Assessment of Program Outcomes: Evaluation can be used to assess the outcomes or impact of educational programs, initiatives, or interventions. This may involve collecting data on program objectives, student outcomes, participant

satisfaction, or other relevant indicators to determine whether the program is achieving its intended goals and objectives.

Quality Assurance and Improvement: Evaluation plays a key role in quality assurance and improvement efforts in education. By systematically assessing the quality and effectiveness of educational activities and programs, stakeholders can identify strengths, weaknesses, and areas for improvement, leading to informed decision-making and continuous quality enhancement.

Accountability and Decision Making: Evaluation provides valuable information for accountability purposes, helping to demonstrate the effectiveness and efficiency of educational initiatives to stakeholders such as policymakers, administrators, funding agencies, and the public. Evaluation findings can inform decision-making processes related to resource allocation, programmatic changes, and policy development.

Research and Evidence-Based Practice: Evaluation contributes to the generation of empirical evidence and research findings in the field of education. By collecting and analyzing data on educational practices, interventions, and outcomes, evaluation helps to identify effective practices, generate new knowledge, and inform evidence-based decision making in education.

For this purpose, the **initial evaluation** will be carried out in all classes, after the first 2-3 lessons at the beginning of the school year. The initial evaluation will include items, formulated, on cognitive levels, mainly on the curricular contents taught between March and May 31 of the previous academic year. Based on the students 'results at the initial evaluation, the teachers will elaborate the Recapitulation / Consolidation Plan or the Study Recovery Plan, so as to ensure the coverage of all the “blank spots” identified in the students' knowledge. The results of the initial evaluation and the individual Plan per class will determine implicitly the design of the didactic approach for the study of the new subject.

Therefore, teachers will combine some contents to fit the number of hours according to the Framework Plan. The recapitulation/ consolidation plan or the Class Recovery Plan will be integrated in the long-term design, indicating the number of hours required to complete the study material. The terms of achievement will be established individually, depending on the class and the inclusion of students in the online educational process. The recapitulation/ consolidation plan or the recovery plan and the long-term plans of the new contents

will be elaborated by each teacher, will be discussed at the Methodical Committee and presented for approval to the administration of the institution by the end of September.

The initial evaluation can be organized in written and/ or oral form, with the function of diagnosis and prognosis. Following the initial evaluation, the level of preparation of the students at the beginning of the academic year will be established and the modalities of its development will be determined.

The results obtained at the initial evaluation are not recorded in the school register, but serve as benchmarks for measuring students' progress and designing the educational approach. **Formative assessment** is a component part of the competences development process, ensuring a continuous and prompt feedback with reference to the progress of the planned learning outcomes. The formative evaluation will be carried out during the learning unit, the rhythmicity of its application being established according to the number of hours, the level of preparation of the students, the complexity of the taught contents.

Each teacher must judiciously decide the number of formative assessments in the classroom, avoiding overloading students. **The summative evaluation** will be applied at the end of each learning unit, with the function of determining the extent to which students have achieved the expected learning outcomes and have acquired the skills necessary to communicate in a foreign language. Summative evaluation in the primary cycle is followed by differentiated post-assessment activities (recovery, training, development), in which conditions for reflection are provided. The forms of evaluation applied in the educational process in primary, secondary and high school education are: oral, written and practical (e.g. project, case study, investigation, etc.).

When applying the summative evaluation, the teachers are responsible for the elaboration of the evaluation tools: the evaluation rubric (for the evaluations based on the evaluation grid).

Each summative evaluation will necessarily be followed by the analysis of the assessment tests, which will include differentiated post-assessment activities. The analysis of the assessment test will be performed as a component of the first lesson of the next learning unit. In case of specific situations, the teacher may decide to give a full lesson at the discretion of the teacher and will fix this in the long-term

project. In high school classes, where semester theses are administered, summative assessments are not allowed, in order to avoid overloading students.

Rubrics are scoring guides that outline criteria for evaluating student work and provide clear expectations for performance. They help ensure consistency and transparency in assessment and offer feedback to students on areas for improvement.

Table 5.1. Oral production evaluation grid model: Speech/ Presentation CECRL Level: B1

Nr. d/o	**Criteria**	**Very good/ 5 p.**	**Good/ 4 p**	**Moderate/ 3 p.**	**Sat/ 2 p.**	**Unsat./ 1 pct**
1	The content reflects the topic					
2	The presentation is logically and coherently structured					
3	The student can explain notions, difficult concepts					
4	The information provided is updated					
5	The student brings simple arguments to support their own ideas					
6	The student generally speaks fluently, with some deviations, which, however, do not create impediments to understanding the information.					
7	The student pronounces the words correctly and clearly with an adequate volume of voice and a moderate rhythm					
8	The student maintains eye contact with the audience					
9	The student has an appropriate outfit and facial expressions					
10	The student has not exceeded the recommended time					

Portfolios are collections of student work assembled over time to demonstrate progress, achievement, and learning growth. They can include artifacts such as essays, projects, artwork, reflections, and self-assessments.

Observation involves systematically watching and documenting student behavior, interactions, and performance in various learning contexts. It provides insights into student engagement, understanding, and skills development.

Peer assessment involves students evaluating the work of their peers based on established criteria or rubrics. It promotes collaborative learning, critical thinking, and metacognitive skills, while also providing diverse perspectives on performance.

Self-assessment involves students reflecting on their own learning, progress, and performance. It encourages metacognition, self-regulation, and goal setting, allowing students to take ownership of their learning process.

Performance tasks require students to apply knowledge and skills to real-world scenarios or authentic problems. They assess higher-order thinking skills such as critical thinking, problem-solving, and creativity.

Checklists outline specific criteria or steps that students must complete to demonstrate mastery of learning objectives. They provide a structured way to assess student work and ensure that all components are accounted for.

Table 5.2. Checklist model. Written production: Test CECRL Level: B1

	Performance indicators	Yes	No
1	Have I developed the topic proposed for the essay?		
2	Are my ideas expressed in complete sentences?		
3	Do I explain or support my ideas in sufficient detail?		
4	Are the details I included directly related to the topic in question?		
5	Are my ideas arranged in a clear order?		
6	Do my paragraphs have thematic sentences?		
7	Did I use the correct punctuation at the end of the sentence and in each sentence?		
8	Did I spell the words correctly?		

9	Will the reader be able to understand my writing?		

Anecdotal records involve documenting observations, insights, and noteworthy moments about student progress and performance. They provide qualitative data that can inform instructional decisions and interventions.

Engaging students in **discussions and asking probing questions** can assess their understanding, reasoning, and ability to articulate concepts. It promotes active participation, critical thinking, and communication skills.

Technology-Enhanced Assessment: Utilizing technology tools and platforms for assessment, such as online quizzes, interactive simulations, and digital portfolios, can provide efficient and engaging ways to evaluate student learning.

Sporadic responses to the lesson are not grounds for grading. Only complex products will be noted, applicable to all grades. Pay attention to the observance of the balanced ratio between evaluations, taking into account the recommended ratio 3: 2: 1 (written evaluations, oral evaluations and practical tests).

The number of marks awarded to the student during a semester must be at least equal to the number of hours provided in the teaching Plan, but not less than two. When awarding the grade, the teachers will respect the principle of confidentiality.

The school product is a result of a process designed by the teacher to be performed by the student, colleagues and possibly parents based on well-defined criteria.

In grades VI - XII, the student will accumulate grades as follows: summative assessments (depending on the number of learning units), School products can be simple (e.g. collage, leaflet, online posting, etc.) and complex (e.g. presentations, infographics, essays, letters, group projects, etc.).

To achieve a complex product, the student needs to go through several stages and demonstrate skills of research, analysis, critical and creative thinking, but also to possess more skills. It is recommended for each teacher to carefully select the products proposed to the students for realization, so that they target several units of competence corresponding to the needs, interests and language level of the student. The Foreign Language Curriculum and Descriptor Assessment Methodology offer a variety of school products.

THE PERIOD OF ADAPTATION OF THE 5 FORM STUDENTS

The transition from primary to secondary education is a significant change, often difficult for the fifth grade students, and their adaptation will require a sustained effort from all educational actors. In order to ensure the qualitative implementation of the Curriculum and to create a student-friendly learning environment, teachers will consciously assume the mission of facilitating the adaptation process for students trained in accordance with the provisions of the Descriptor Assessment Methodology.

In order to streamline the process of adapting the fifth grade students to a new assessment system, in September-October will be established:

1. students' learning outcomes will be assessed without grading, using descriptors, and grades therefore, will not be registered in the school register;
2. teachers will explain to students the descriptor-grade correlation, thus preparing students to understand the meaning of grades;
3. teachers will inform parents about the specifics of the grading system and the importance of family involvement during the transition period;
4. during the months of November - December, the teachers will not record in the school register the grades from “1” to “4”. Students who have demonstrated insufficient results in the summative assessment will repeatedly take another test, with the same degree of difficulty.

In this regard, it is recommended for teachers to include at the end of the assessment test a checklist that will contain some reflective self-assessment questions. In the 5th grade the student will accumulate grades during the study year as follows: summative assessments (depending on the number of learning units) Also, students who have failed will be required to retake the summative assessment test. In order to ensure a positive result, the teacher develops a recovery plan and monitors the student’s achievement. The grade from the repeated assessment will be recorded on the day of the test, with the necessary specification in the field "Grades" in the school register.

The oral evaluation method is one of the most common. The main advantage of this method is the possibility of teacher-student dialogue, which involves a free discussion. In case of errors, the student can be corrected immediately or in case of ambiguity, the teacher can ask the student for additional information or a justification for the answer. It can be achieved through an interview, conversation, playback of content, etc.

The written evaluation method includes different forms: thesis, test, questionnaire, essay, paper, homework, portfolio, project, etc. An advantage is the ability to test a large number of students simultaneously. It is a more objective method than the oral one. The most traditional and at the same time most frequently used method of written assessment is the test.

The essay is a method taken from the literature and includes two types: free essay and structured essay. The free essay gives the student the opportunity to freely express his opinion on a given topic, without taking into account a certain structure or scheme. Instead, in terms of the structured essay, the student must submit to a certain structure, which will be useful for them to better organize their content. Along with the paper, the essay can assess only a certain aspect of the student's knowledge; for a general level of students' preparation it is necessary to apply other evaluative methods.

In English, there are two types of essays that are used in teaching and assessment: the opinion essay and argumentative essay. These are structured essays, both with a number of paragraphs. For example, in the opinion essay students start with the introduction, after which 2 paragraphs should include their opinion on the topic, another paragraph about a point of view opposite to the one presented in the essay, and in the end the conclusion.

Complementary evaluation methods are the project, the portfolio, the observation, the investigation, the self-evaluation, the questionnaire.

The project is a broader method. This involves the teacher formulating the topic and explaining the tasks, as well as the completion period. There follows a period in which students document themselves, collect data and apply the techniques suggested by the teacher. After the product is completed, a presentation of the project takes place. This method stimulates creativity and students can demonstrate the ability to investigate a given topic, to formulate a conclusion, using different methods and tools, as well as knowledge from various fields. The project is a successful method among students.

The portfolio can contain students' homework, class notes, compositions, worksheets, answers to questionnaires. These must be done by the student, alone outside the school or under the guidance of the teacher or parents. It can be an assessment tool as well as a self-assessment tool to quantify the achieved progress and a proof of what has been learned. The advantages of this method are the

stimulation of creativity and student involvement in the assessment process, the development of critical sense and motivation

In conclusion, all these methods can be effective and can be used for different purposes by the teacher. However, the teacher must diversify the assessment and focus it on the objectives of the lessons.

HOMEWORK

Definition: Homework serves as an extension of classroom learning, providing students with opportunities to reinforce concepts, practice skills, and engage in independent study.

When designing homework assignments, it's important to consider several factors to ensure that they are meaningful, effective, and manageable for students. Here are some guidelines for creating homework assignments:

Relevance to Learning Objectives: Homework assignments should align with the learning objectives and content covered in class. They should reinforce key concepts, skills, and topics discussed during instruction.

Clear Instructions: Provide clear and concise instructions for each homework assignment, including what students are expected to do, how to complete the task, and any specific guidelines or requirements.

Purposeful Practice: Homework should provide opportunities for students to practice and apply what they've learned in class. Assignments can include practice problems, reading assignments, writing tasks, research projects, or other activities that reinforce learning.

Differentiation: Consider students' diverse learning needs, abilities, and interests when designing homework assignments. Offer options for differentiation, such as providing additional support or enrichment activities to meet individual student needs.

Manageable Workload: Assign a reasonable amount of homework that is appropriate for students' grade level, developmental stage, and academic abilities. Avoid overwhelming students with excessive or overly complex assignments that may lead to stress or burnout.

Feedback and Support: Provide opportunities for students to receive feedback on their homework assignments and support them in understanding any concepts or skills they find challenging. Offer assistance, resources, and guidance as needed to help students complete their homework successfully.

Variety and Creativity: Keep homework assignments interesting and engaging by incorporating a variety of formats, activities, and topics. Encourage creativity and critical thinking with open-ended tasks, real-world applications, and project-based assignments.

Consistency and Routine: Establish a consistent homework routine with clear expectations for when assignments are due, how they will be submitted, and how they will be assessed. Consistency helps students develop good study habits and organizational skills.

Integration with Curriculum: Integrate homework assignments with classroom instruction to create a cohesive learning experience. Homework should complement and extend the learning that takes place in class, rather than being disconnected or irrelevant.

Communication with Parents/Guardians: Keep parents/guardians informed about homework expectations, purposes, and policies. Provide resources and support for families to help students complete their homework effectively.

The essential aspects of homework will be regulated in accordance with the provisions of the Instruction on homework management in primary, secondary and high school (each year an order of the Minister of Education and Research is issued). The volume of homework should not, as a rule, exceed ⅓ the volume of homework done in class during the lesson. The teacher will periodically check and monitor the rhythm of the student's homework, warning him about committed mistakes, giving explanations. For this purpose, it is recommended the elaboration of observation sheets, with the help of which it will be possible to evaluate both the process, the regularity of the homework, and the students' performances at different time periods. At the end of the learning unit and before the summative assessment tests, students will be offered work tasks with a synthesis and integration character.

No homework will be assigned during the days of transdisciplinary activities, after the summative evaluation tests, during the holiday period.

REFLECTION QUESTIONS:

1. What are the specific goals and objectives of the evaluation?
2. What do we hope to achieve through the evaluation process?
3. What evaluation methodology or approach can be used?
4. What instructional strategies will be used to deliver content and engage students?
5. How will the teacher differentiate instruction to meet the diverse needs of students?
6. How will the teacher accommodate students with diverse learning needs, including students with disabilities?
7. Are there opportunities for enrichment or extension activities for advanced learners?
8. How will the teacher capture students' interest and motivation at the beginning of the lesson?

SUGGESTIONS FOR FIELD EXPERIENCE: Practical Activities

1. **Interview a teacher and ask him or her to share strategies used in the classroom to motivate children. Also ask for suggestions on how you can increase your knowledge of a student, which in turn can affect the success of your motivational techniques**.

   A. Identify characteristics of a constructivist learning environment and look for examples of these characteristics in your field classroom.

   B. If available, examine a series or number of objectives in a lesson plan, curriculum guide, or teacher's edition and determine whether they primarily address the areas of knowledge, skill, or attitude. You might also discuss with a classroom teacher how or if she or he sets priorities for these three areas.

   C. Review Curriculum guides to see if you can identify areas in which teachers must engage in decision making. Specifically, look for opportunities for choice in the areas of content, strategies, and assessments.

D. If sharing information with other in-service or pre- service teachers at your school site, discuss the role of reflection as a critical part of the three-phase approach to teaching.

E. Given the opportunity, select a goal that appears in a curriculum guide, unit plan, or text and decide what available materials would provide the most effective instruction.

2. Examine the following statements and determine whether they are primarily a knowledge area (k), skills area (s), or attitudes area (a).

____ 1. Students practice typing 40 words per minute.

____ 2. Students are asked to name their favorite color.

____ 3. Students try to run a mile in 8 minutes.

____ 4. Students look around the room and identify examples of circles.

____ 5. Students determine the most economical way to provide energy to a community of 2,000 people.

____ 6. Students repair a broken television set.

____ 7. Students exhibit their willingness to discuss AIDS as a societal problem.

3. For the transdisciplinary "Sea Level Project", students researched how sea level rise would impact coastal states in Europe. From their research, they created a presentation and shared their knowledge with their class in a think-pair-share model. They also shared their research and learning with community members inside and outside the school.

a. Formulate the objectives for this activity.

b. Build the evaluation rubric.

4. Determine what objective levels are the following statements refering to:

____ By the end of this lesson, students will be able to **compute** their annual pocket money using this mathematical formula.

____By the end of this lesson, students will be able to **label** different parts of the human brain.

____ By the end of this lesson, students will be able to **defend** their proposed hypotheses.

____ By the end of this lesson, students will be able to **illustrate** how present perfect is formed.

____ By the end of this lesson, students will be able to **make** their own battery charger.

____ By the end of this lesson, students will be able to **demonstrate** how to work in a diverse culture.

____ By the end of this lesson, students will be able to integrate past simple tenses in the context.

____ By the end of this lesson, students will be able to **discuss** the factors that affect the solubility of a liquid.

____ By the end of this lesson, students will be able to **compare and contrast** individualism and collectivism.

____ By the end of this lesson, students will be able to **outline** various stages of design thinking.

____By the end of this lesson, students will be able to **recognize** different types of verbs.

5. **Analyse the following lesson plan. What does it focus on? What does it develop? What methods are used to develop skills and competences. What would you change in the design of the lesson plan?**

Lesson Title: Daily Routines Vocabulary

Objective: By the end of the lesson, students will be able to identify and use basic vocabulary related to daily routines in English.

Materials: Flashcards with images of daily routines activities (e.g., wake up, brush teeth, eat breakfast, go to school)**,** Whiteboard and markers**,** Worksheets with fill-in-the-blank sentences related to daily routines**,** Audio recordings of daily routines phrases (optional)

Procedure:

Warm-Up (5 minutes): Greet the students and engage in a brief conversation about their daily routines (e.g., "What time do you wake up in the morning?").

Introduce the topic of daily routines and explain that they will be learning new vocabulary related to this topic today.

Introduction to Vocabulary (10 minutes): Present the first set of flashcards one by one, saying the word aloud and showing the corresponding image.

Have students repeat each word after you to practice pronunciation.

Use gestures or actions to reinforce meaning if necessary.
Practice Activities (15 minutes):
Divide the class into pairs or small groups.
Distribute worksheets with fill-in-the-blank sentences related to daily routines.
Instruct students to complete the sentences with the appropriate vocabulary words from the flashcards.
Circulate around the classroom to provide assistance and monitor progress.

Review and Feedback (5 minutes):

Review the answers to the worksheet as a class, allowing students to share their responses.
Provide feedback on correct usage and pronunciation.
Address any questions or misunderstandings that arise.

Production Activity (10 minutes):

Ask students to work in pairs again.
Provide each pair with a blank sheet of paper or a mini whiteboard.
Instruct students to draw a simple comic strip depicting their own daily routines, using the vocabulary they have learned.
Encourage creativity and accuracy in their drawings and descriptions.

Extention (5 minutes):

Recap the new vocabulary words and expressions learned in the lesson.
Encourage students to continue practicing at home by describing their daily routines in English.
Thank the students for their participation and effort.

Homework (Optional):

Assign a short writing task where students describe their own daily routines in English.
Encourage students to review the vocabulary words and practice saying them aloud at home.

Reflection: After the lesson, reflect on the effectiveness of the activities and assess whether the learning objectives were achieved. Consider any adjustments that may be necessary for future lessons based on student engagement and understanding.

6. **Analyze the evaluation rubric. Build a personal evaluation rubric for the topic Travelling for the 7 th grade (or choose any topic for a specific grade).**

Criteria	**Excellent (4)**	**Good (3)**	**Fair (2)**	**Poor (1)**
Content Understanding	Demonstrates a thorough understanding of the chosen country's culture, history, geography, and customs. Information is accurate, relevant, and well-researched.	Shows a good understanding of most aspects of the chosen country, with some minor inaccuracies or omissions.	Demonstrates limited understanding of the chosen country's culture, history, geography, or customs. Information lacks depth or accuracy.	Shows little to no understanding of the chosen country's culture, history, geography, or customs. Information is inaccurate or irrelevant.
Language Proficiency	Uses advanced vocabulary and complex sentence structures effectively. Communicates ideas clearly and fluently. Minimal errors in grammar and pronunciation.	Uses a variety of vocabulary and sentence structures appropriately. Communicates ideas clearly with occasional minor errors in grammar and pronunciation.	Uses basic vocabulary and simple sentence structures. Communication may be somewhat unclear, with noticeable errors in grammar and pronunciation.	Uses limited vocabulary and basic sentence structures. Communication is unclear, with frequent errors in grammar and pronunciation.
Multimedia Presentation Quality	Presentation is visually appealing,	Presentation is visually appealing and	Presentation is somewhat visually	Presentation is visually unappealing,

	engaging, and well-organized. Utilizes a variety of multimedia elements effectively (e.g., images, videos, audio). Design enhances the overall message.	mostly well-organized. Multimedia elements are used adequately but may lack creativity or coherence. Design supports the overall message.	appealing but lacks organization or coherence. Multimedia elements may be poorly integrated or irrelevant to the topic. Design does not enhance the overall message.	disorganized, or chaotic. Multimedia elements are either absent or used inappropriately. Design detracts from the overall message.
Cultural Sensitivity and Respect	Demonstrates a high level of cultural sensitivity and respect for the chosen country's culture, traditions, and people. Avoids stereotypes and portrays cultural aspects accurately and respectfully.	Shows some awareness of cultural sensitivity and respect for the chosen country's culture, but may contain minor instances of stereotypes or inaccuracies.	Demonstrates limited cultural sensitivity and respect for the chosen country's culture. Contains stereotypes or inaccuracies that could be offensive.	Shows little to no cultural sensitivity or respect for the chosen country's culture. Contains numerous stereotypes or inaccuracies that are disrespectful.
Oral Presentation Skills	Delivers the presentation with confidence, clarity, and enthusiasm. Maintains eye	Delivers the presentation with clarity and mostly engages the audience. Demonstrates	Delivers the presentation with limited clarity or audience engagement. Demonstrates	Delivers the presentation with poor clarity and little to no audience engagement.

	contact, engages the audience, and effectively uses verbal and nonverbal communication techniques.	some confidence but may lack enthusiasm or occasional eye contact. Verbal and nonverbal communication techniques are used adequately.	little confidence, enthusiasm, or eye contact. Verbal and nonverbal communication techniques are used inconsistently.	Lacks confidence, enthusiasm, or eye contact. Verbal and nonverbal communication techniques are not effectively utilized.
Overall Impression	Exceptional project that demonstrates thorough research, creativity, and effective communication skills. Exceeds expectations in all areas.	Good project that meets most expectations and demonstrates adequate research, creativity, and communication skills.	Fair project that meets some expectations but lacks depth or clarity in certain areas. Requires improvement in research, creativity, or communication skills.	Poor project that does not meet expectations and demonstrates limited research, creativity, or communication skills. Needs significant improvement in all areas.

7. Read the following activities. Determine whether the activity refers to Problem Based Learning or Task Based Learning.

Topic: Supermarket Budgeting

- Objective: Apply mathematical concepts to create a budget for a week of groceries.
- Description: Students work in small groups and are given a set budget for a week's worth of groceries. They must plan a menu, find prices of items online or in-store, and create a budget that includes essentials like fruits, vegetables, proteins, and snacks. The activity involves addition, subtraction, and percentage calculations.

Topic: Sustainable Energy Design

- Objective: Design a sustainable energy system for a community.
- Description: Students work in groups to design a sustainable energy system for a community facing energy challenges. They research renewable energy sources, consider the community's needs, and propose a comprehensive energy plan. The activity integrates physics concepts, environmental science, and engineering principles.

Topic: Eco-Friendly Design

- Objective: Design an eco-friendly and sustainable school building.
- Description: Students work in groups to design a school building that incorporates eco-friendly features such as solar panels, rainwater harvesting, and green spaces. They research sustainable building practices, calculate energy efficiency, and present their designs to the class. This activity integrates science, technology, engineering, and mathematics (STEM) concepts.

Content: Economic Policy Analysis

- Objective: Analyze the impact of economic policies on a community.
- Description: Students explore the effects of economic policies (taxation, trade regulations, etc.) on a hypothetical community. They research economic indicators, interview community members, and analyze data to assess the policies' impact. Students then propose alternative policies for economic improvement.

Topic: Travel Itinerary

- Objective: Create a travel itinerary using the target language.
- Description: Students plan a hypothetical trip to a foreign country. They must use the target language to research and book flights, accommodations, and activities. The activity includes creating a daily itinerary with cultural excursions and communicating in the target language when faced with potential travel challenges.

Topic: Urban Planning and Traffic Flow

- Objective: Optimize traffic flow in a simulated urban setting.
- Description: Students analyze a simulated urban area's traffic congestion. They use mathematical models to understand traffic patterns, propose

changes to infrastructure, and optimize traffic flow. The activity integrates mathematics, engineering, and urban planning concepts.

Content: Fitness Program Design

- Objective: Develop a personalized fitness program.
- Description: Students design a personalized fitness program based on their fitness goals, incorporating elements of cardiovascular exercise, strength training, and flexibility. They research exercise routines, set measurable goals, and present their fitness plans to the class. This activity integrates health and physical education concepts.

Content: Disease Outbreak Investigation

- Objective: Investigate and propose solutions for a simulated disease outbreak.
- Description: Students are presented with a scenario where a mysterious illness has affected a community. In groups, students research the symptoms, potential causes, and ways to control the outbreak. They analyze data, consider ethical implications, and propose strategies to contain the disease. This learning scenario integrates biology, epidemiology, and public health concepts.

Topic: Literary Analysis and Adaptation

- Objective: Analyze Anna Karenina and propose a modern adaptation.
- Description: Students read the novel and research its themes, characters, and historical context. They then propose a modern adaptation, considering changes in setting, characters' backgrounds, and societal context. Students present their adaptations, discussing the relevance of the novel's themes to contemporary issues.

Topic: Historical Decision-Making

- Objective: Analyze historical event- BREXIT and propose alternative decisions.
- Description: Students choose a historical event and research the decisions made by key figures. They analyze the consequences of those decisions and propose alternative courses of action. Students present their findings, discussing the potential impact of different choices on the course of history.

Topic: Historical Debate

- Objective: Research and present different perspectives on the historical event Waterloo Battle.
- Description: Students are assigned roles representing different historical figures or groups with varying perspectives on this specific event. They research their positions and engage in a structured debate, presenting historical evidence to support their viewpoints. This activity develops research, critical thinking, and public speaking skills.

Topic: Book-to-Film Comparison

- Objective: Analyze and compare a book and its film adaptation.
- Description: Students choose a book and its film adaptation. They read the book and watch the movie, then work individually or in pairs to compare and contrast the two mediums. The activity involves writing a comparative analysis, discussing differences in plot, character development, and themes.

Topic: Cyber security Threat Simulation

- Objective: Analyze and address cyber security threats in a simulated environment.
- Description: Students engage in a simulated cyber security environment where they encounter various threats, such as malware and hacking attempts. They research and implement strategies to protect digital assets, analyze vulnerabilities, and propose measures to strengthen cyber security.

Content: Community Action Project

- Objective: Identify and address a community issue.
- Description: Students collaborate to identify a relevant community issue, such as homelessness or environmental concerns. They research the issue, propose solutions, and create an action plan. The activity involves designing awareness campaigns, collaborating with local organizations, and presenting their project to the class.

Topic: Social Inequality Investigation

- Objective: Analyze and propose solutions to address social inequality.
- Description: Students investigate a specific aspect of social inequality (e.g., income disparity, access to education) in their community. They research causes, effects, and potential solutions, presenting their findings and proposing strategies for promoting social equity.

8. Analyze the following task ideas for EFL (English as a Foreign Language) students that cater to various language skills and proficiency levels. Elaborate your own tasks for a specific topic.

Reading Tasks:

Read a short story or article and answer comprehension questions.
Summarize a reading passage in their own words.
Analyze characters, plot, or themes in a novel or short story.
Compare and contrast two texts on a similar topic.
Identify main ideas and supporting details in a text.

Writing Tasks:

Write a diary entry describing a recent experience or event.
Compose a letter or email to a pen pal, friend, or family member.
Create a narrative or descriptive essay based on a given prompt.
Write a persuasive essay arguing for or against a specific topic.
Craft a creative story or poem using vocabulary and grammar structures learned in class.

Speaking Tasks:

Participate in group discussions on various topics (e.g., hobbies, travel, current events).
Give a presentation on a research topic or personal interest.
Role-play different scenarios, such as ordering food in a restaurant or asking for directions.
Conduct interviews with classmates or native speakers on specific topics.
Practice pronunciation and intonation through tongue twisters or dialogue exercises.

Listening Tasks:

Listen to a podcast, news report, or song and answer comprehension questions.
Watch a video or movie clip and summarize the main points.
Complete gap-fill exercises based on audio recordings or dialogues.
Practice dictation exercises to improve listening and spelling skills.
Participate in listening comprehension activities such as bingo or "Simon Says."

Vocabulary and Grammar Tasks:

Create flashcards to practice vocabulary words and definitions.
Complete word puzzles (e.g., crosswords, word searches) using target vocabulary.

Practice using new grammar structures in sentences or short paragraphs.
Play vocabulary games such as charades, Pictionary, or word association.
Use online resources or apps for vocabulary and grammar practice exercises.

Integrated Tasks:

Plan and perform a skit or role-play based on a given scenario.
Write and perform a song or rap using target vocabulary and grammar structures.
Create a multimedia presentation on a specific topic, incorporating reading, writing, speaking, and listening skills.
Collaborate on a project with classmates, such as creating a newspaper or magazine featuring articles written in English.
Participate in language exchange activities with native speakers through online platforms or language exchange programs.

9. **Analyze the Task Based Learning Activity on the topic: ”Planning a vacation”. Formulate and design your own Task Based Learning Activity for a specific grade.**

Objective: Improve students' ability to discuss and plan a vacation using English for communication.

- ***Introduction (Pre-task):***
  - *Begin with a brief discussion about vacations, asking students about their dream destinations, favorite activities, or any previous vacation experiences.*
  - *Introduce the task by explaining that they will work in small groups to plan a vacation.*
- ***Task Instructions****:*
  - *Form small groups of 3-4 students. Each group will plan a week-long vacation to a destination of their choice.*
  - *Tasks: deciding on the destination, creating an itinerary, budgeting, and justifying their choices.*
  - *Group member roles: the trip planner, budget manager, or itinerary coordinator, etc.*
- ***Research and Planning (Task Cycle):***

- *Students conduct research using online resources, travel brochures, or other materials to gather information about their chosen destination.*
- *They collaborate within their groups to discuss and plan the vacation, considering factors like accommodation, transportation, activities, and budget constraints.*

- ***Group Presentation**:*
  - *Each group prepares a presentation to share their vacation plans with the class. Presentations should include details about the destination, activities, budget breakdown, and reasons for their choices.*
  - *The presentation should be conducted entirely in English.*
- *Class Discussion (Post-task):*
- *After each group presentation, facilitate a class discussion where students can ask questions, provide feedback, and discuss the similarities and differences between the vacation plans.*

Language Skills addressed:

- *Speaking: Presenting ideas, discussing options, justifying choices.*
- *Listening: Listening to other groups' presentations, understanding questions from classmates.*
- *Collaboration: Working in groups to plan and organize information.*
- *Vocabulary: Learning and using travel-related vocabulary and expressions.*
- *Assessment:*

Assessment criteria may include language accuracy, clarity of communication, effective collaboration, and adherence to the task requirements.

10. Analyze a Project Based Learning activity on Community Cultural Exchange! Identify the stages of PBL. Design your own Project Based Learning Activity based on a specific grade.

Project Title: "Community Cultural Exchange"
Description: In this project, ESL students will work in small groups to create a cultural exchange event that celebrates the diversity of their community. The goal of the project is for students to improve their English language skills while also learning about and appreciating different cultures.

Project Steps:

Research and Planning:

Students begin by researching various cultures represented in their community. They explore topics such as language, food, music, art, traditions, and customs.

Each group selects a culture to focus on for the project and develops a plan for their cultural exchange event. They outline the activities, presentations, and materials they will need.

Preparation and Implementation:

Students work collaboratively to prepare for their cultural exchange event. This may involve tasks such as:

- Creating posters, displays, and multimedia presentations about their chosen culture.
- Preparing traditional foods or snacks to share with classmates.
- Practicing language skills related to greeting guests, introducing cultural elements, and facilitating conversations.
- Groups may also invite guest speakers or community members from the culture they are studying to share their experiences and perspectives.

Event Day:

Students host their cultural exchange event in the classroom or school. They set up stations or booths representing different aspects of their chosen culture.

Classmates, teachers, and invited guests visit each station to learn about the culture, sample food, participate in activities, and engage in conversations with the student presenters.

Throughout the event, students use English to communicate with guests, share information, and facilitate interactions.

Reflection and Evaluation:

After the event, students reflect on their experiences and evaluate the success of their project. They discuss what went well, what could be improved, and what they learned from the process.

Students may also write reflections, create multimedia presentations, or participate in group discussions to share their insights and observations with their classmates.

Learning Outcomes:

- Improved English language skills, including speaking, listening, reading, and writing.

- Increased cultural awareness and appreciation for diversity.
- Enhanced teamwork, communication, and collaboration skills.
- Development of critical thinking, problem-solving, and creativity through project planning and implementation.

11. Analyze a Poblem Based Learning activity on Declining Bee Population! Identify the stages of PBL. Design your own Problem Based Learning Activity based on a specific grade.

Objective: Investigate the factors contributing to the decline in the bee population and propose solutions to address the issue.

- ***Introduction (Pre-Problem):***
  - *Begin with a brief discussion about the importance of bees in pollination and the potential consequences of a declining bee population.*
  - *Introduce the problem: "The local bee population in our community has been rapidly declining over the past few years. As concerned environmentalists, your task is to investigate the causes of this decline and propose solutions to address the issue."*
- *Form small groups of 4-5 students. Each group will be responsible for conducting a comprehensive investigation into the factors contributing to the decline in the bee population.*
- *Tasks: researching the impact of pesticides, habitat loss, climate change, diseases, and other factors on bees.*
- *Students are expected to propose practical and sustainable solutions to mitigate the decline.*
- ***Research and Investigation:***
  - *Students conduct research using various sources: scientific articles, reports, and documentaries*
  - *They collaborate within their groups to analyze the collected data, identify patterns, and formulate hypotheses about the causes of the decline.*
- ***Proposal and Presentation****:*

- *Each group prepares a comprehensive proposal that includes their findings, hypotheses, and proposed solutions.*
- *Groups present their proposals to the class, discussing the potential causes they identified, the evidence supporting their claims, and the proposed solutions*

***Class Discussion (Post-Problem**):*

- *After each presentation, facilitate a class discussion where students can ask questions, provide feedback, and engage in a critical analysis of the proposed solutions.*
- *Encourage students to consider the feasibility, ethical implications, and potential effectiveness of the proposed solutions.*

SKILLS ADDRESSED:

- *Research: Conducting scientific research to gather information.*
- *Critical Thinking: Analyzing data, forming hypotheses, and evaluating potential solutions.*
- *Collaboration: Working in groups to share findings and develop proposals.*
- *Presentation: Communicating scientific information effectively.*
- *Assessment:*

Assessment criteria may include the depth of research, clarity of presentation, evidence-based reasoning, and the feasibility of proposed solutions.

12. Define: Monodisciplinary, Interdisciplinary, Transdisciplinary, Multidisciplinary Approaches.

Teaching which involves one academic discipline and is focused on independent study subjects on their own merits------

Teaching which draws knowledge from different disciplines-------

Teaching which refers to the process of approaching a concept or problems from the perspective of different disciplines -------

Teaching which refers to the confrontation between fields and contents bringing new results and new bridges between them, offering a new vision of nature and reality------

13. Build the concept maps of the concepts: "*Monodisciplinarity", "Multidisciplinarity", "Interdisciplinarity" and "Transdisciplinarity."*

14. What approaches are these: "*Monodisciplinary", "Multidisciplinary", "Interdisciplinary" or "Transdisciplinary"*?

- Examining soil properties and have students study how tomato seeds germinate in each type of soil.
- Studying soil properties and seed germination in their science class; calculating the cost of materials in their math class; making salads from vegetables grown in technology education; drawing a map of the local school to help decide where to place the garden based on geographic direction?
- An entrepreneurial project to raise funds for those in need in their local community; to design and build a garden for an orphanage; to make and give for free food while helping children who are food insecure in the community?

15. Analyze example of an EFL (English as a Foreign Language) transdisciplinary project titled "Global Citizens". Design your own transdisciplinary project. Design the evaluation rubric.

Project Title: Global Citizens

Grade Level: High School

Subject Areas: English Language, Social Studies, Environmental Science, and Global Citizenship

Duration: 4 weeks

Objective: The objective of this project is to develop students' English language skills while fostering global citizenship awareness through an exploration of environmental issues impacting communities around the world.

Project Overview:

Week 1: Introduction to Global Issues

English Language: Introduce vocabulary related to environmental issues and global citizenship through reading comprehension exercises, discussions, and writing prompts.

Social Studies: Explore global environmental challenges such as climate change, pollution, deforestation, and water scarcity. Discuss how these issues impact different regions and communities.

Activities: Group discussions, brainstorming sessions, and multimedia presentations on global environmental challenges.

Week 2: Research and Inquiry

English Language: Conduct research on a specific environmental issue affecting a chosen region or community. Practice reading and summarizing articles, analyzing data, and citing sources.

Environmental Science: Explore the scientific aspects of selected environmental issues, including causes, effects, and potential solutions.

Activities: Collaborative research projects, data analysis exercises, and presentations on findings.

Week 3: Project Development

English Language: Develop persuasive writing skills by creating proposals for addressing environmental challenges. Practice structuring arguments, supporting claims with evidence, and using persuasive language.

Global Citizenship: Discuss the role of individuals and communities in addressing global environmental issues. Explore examples of grassroots movements and environmental activism.

Activities: Drafting project proposals, peer review workshops, and debates on environmental policies and solutions.

Week 4: Action and Reflection

English Language: Reflect on the project experience through writing reflective essays or journal entries. Practice expressing personal perspectives, insights, and lessons learned.

Global Citizenship: Plan and implement a community action project related to an environmental issue. Engage in activities such as tree planting, waste cleanup, or raising awareness campaigns.

Activities: Community action project implementation, group presentations on project outcomes, and final reflections on the project's impact.

Assessment:

Students will be assessed based on participation in class activities, quality of research and project work, oral and written communication skills, and contributions to the community action project.

Assessment rubrics will be used to evaluate English language proficiency, critical thinking skills, collaboration, and global citizenship awareness.

Integration of Transdisciplinary Skills:

Communication: Students will communicate effectively in English through reading, writing, speaking, and listening activities.

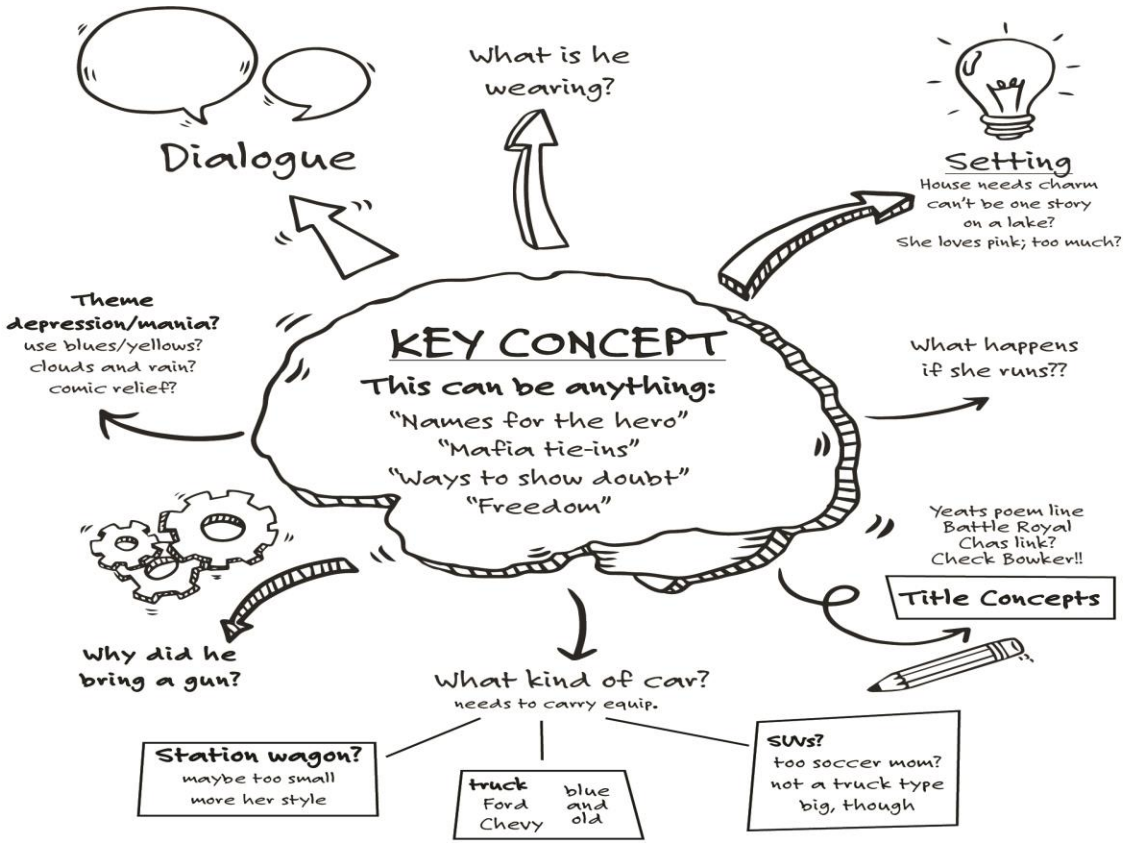
Critical Thinking: Students will analyze complex global issues, evaluate information from multiple sources, and develop creative solutions.

Collaboration: Students will work collaboratively in groups to conduct research, develop project proposals, and implement community action projects.

Global Citizenship: Students will develop awareness of global interconnections, empathy for diverse perspectives, and a sense of responsibility towards addressing environmental challenges as global citizens.

16. Identify the following methods. Design an activity using one of the methods depicted on these images and role play it.

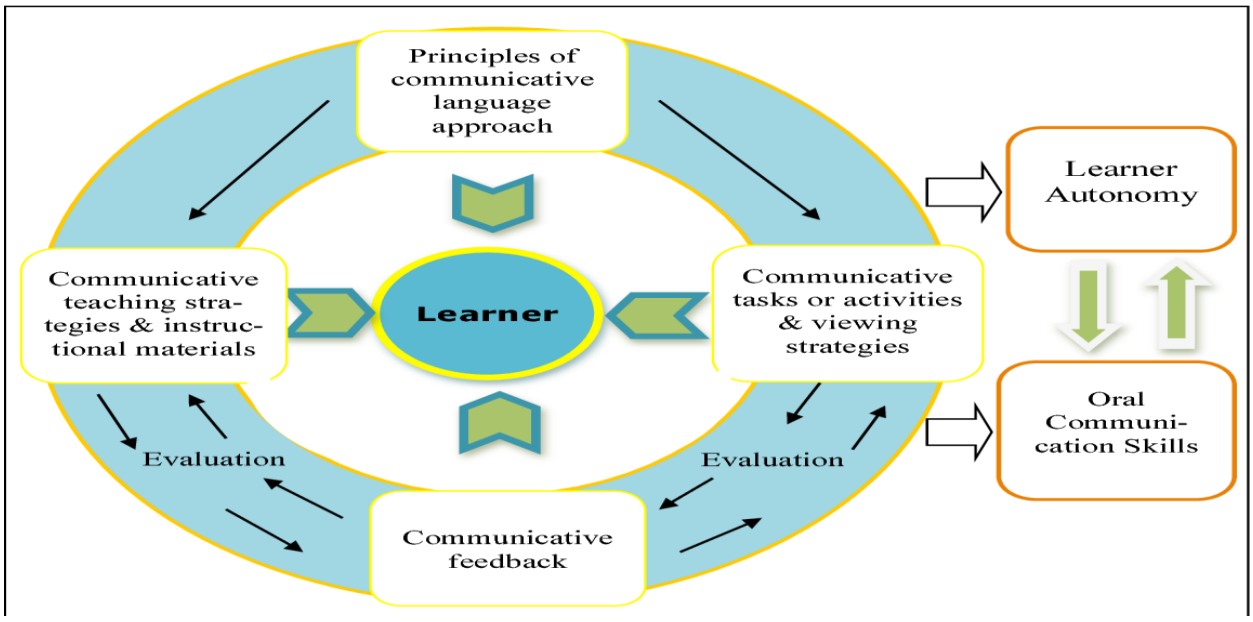
1.



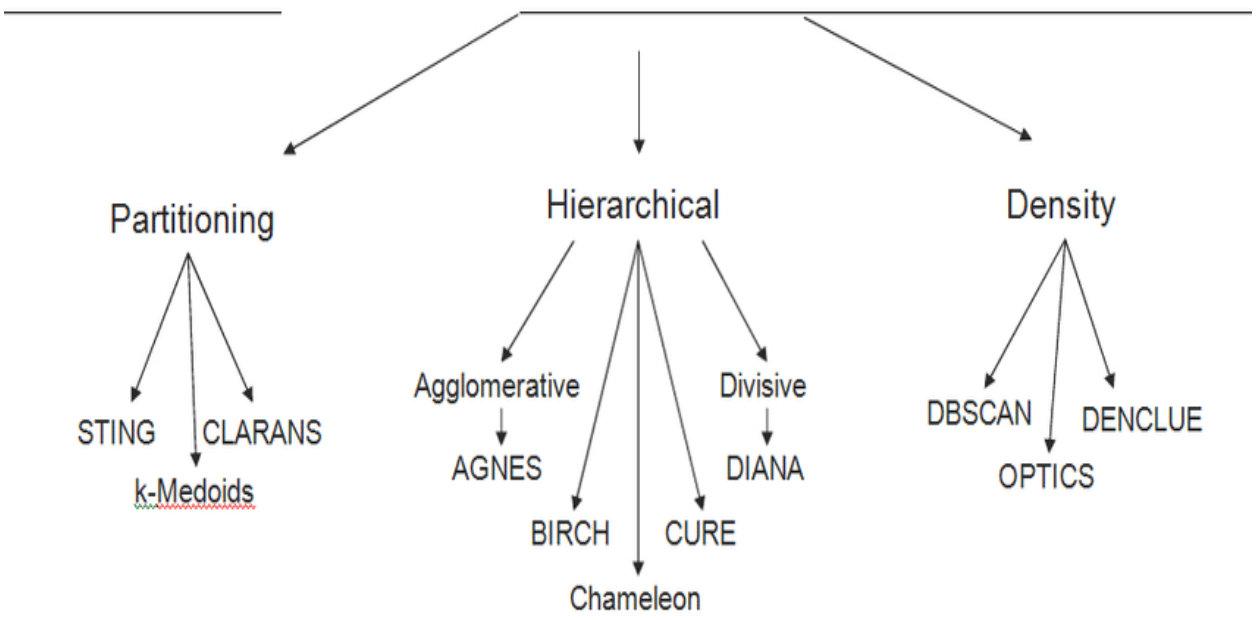
2.


Whole Group Discussion
Pair Group Discussion
Group Discussion
Pair Discussion
Solo Brainstroming
Snowball Topic

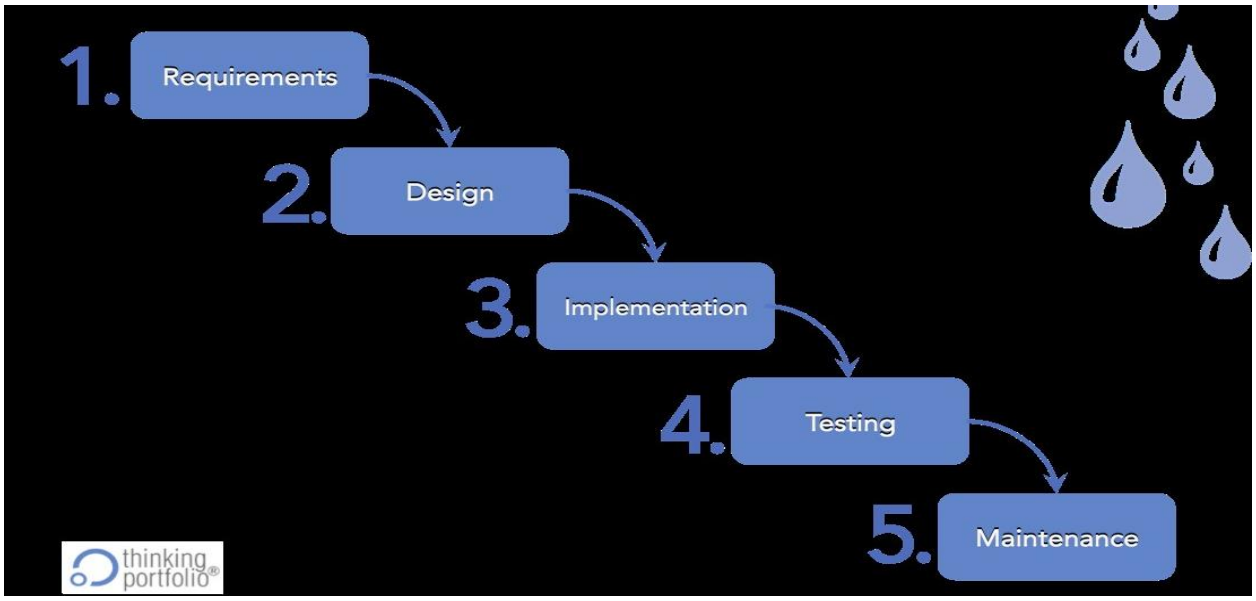
3.


Principles of communicative language approach
Learner Autonomy
Communicative teaching strategies & instructional materials
Learner
Communicative tasks or activities & viewing strategies
Oral Communication Skills
Evaluation
Evaluation
Communicative feedback

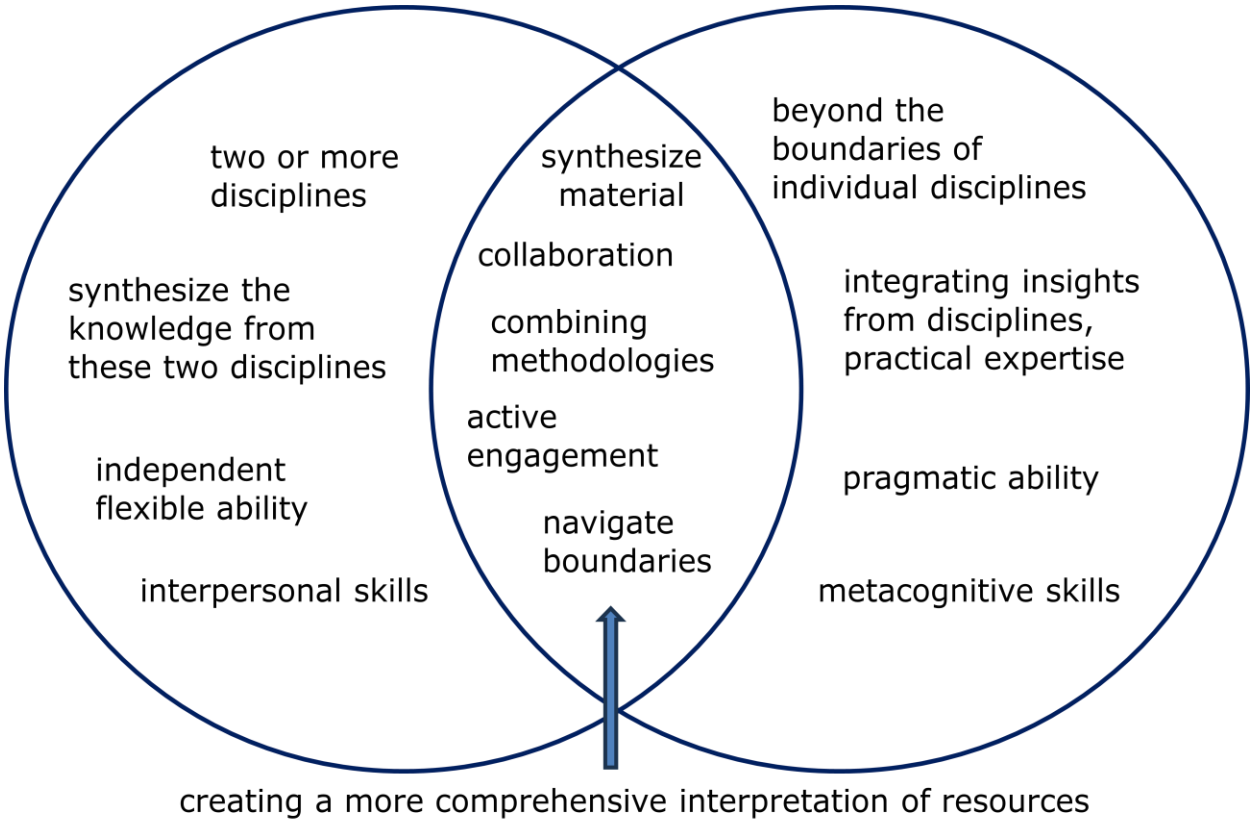
4


Partitioning
Hierarchical
Density
STING
CLARANS
k-Medoids
Agglomerative
Divisive
AGNES
DIANA
BIRCH
CURE
Chameleon
DBSCAN
DENCLUE
OPTICS

5.


1.
Requirements
2.
Design
3.
Implementation
4.
Testing
5.
Maintenance
thinking portfolio

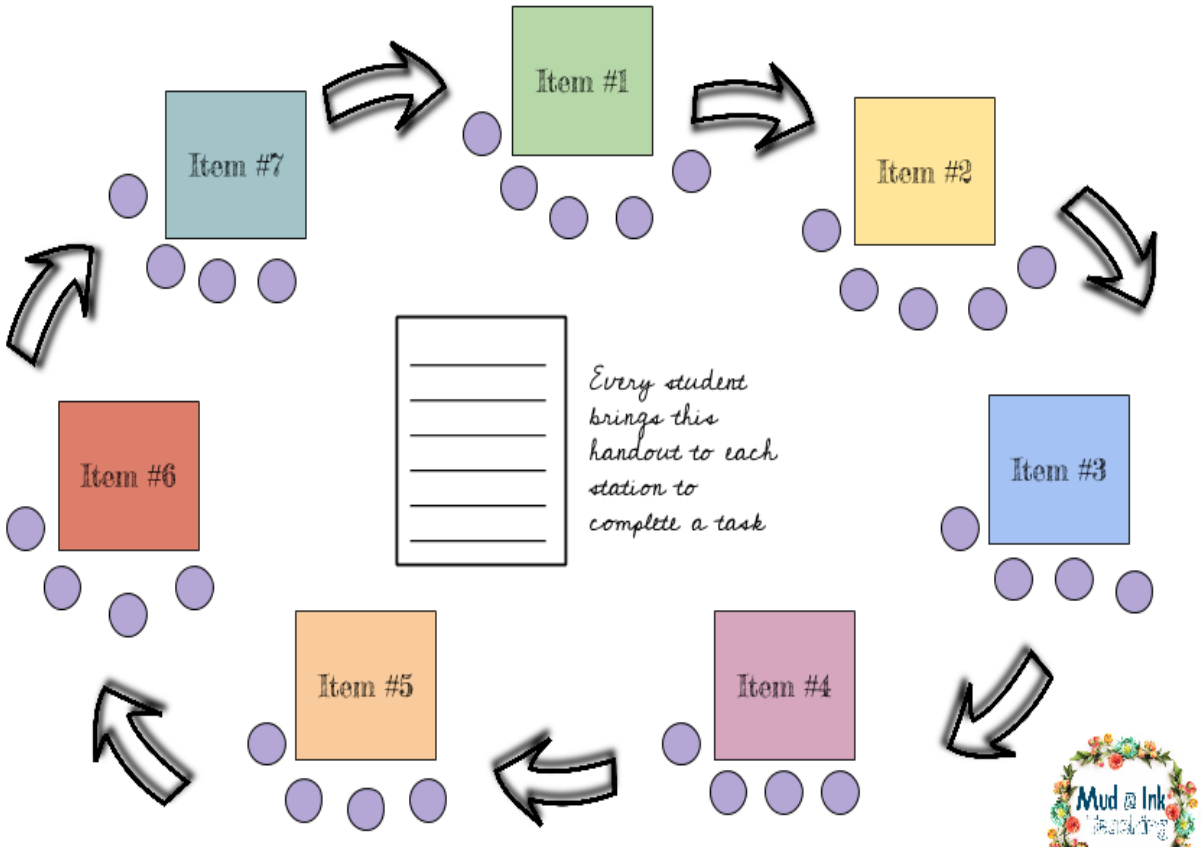
6.



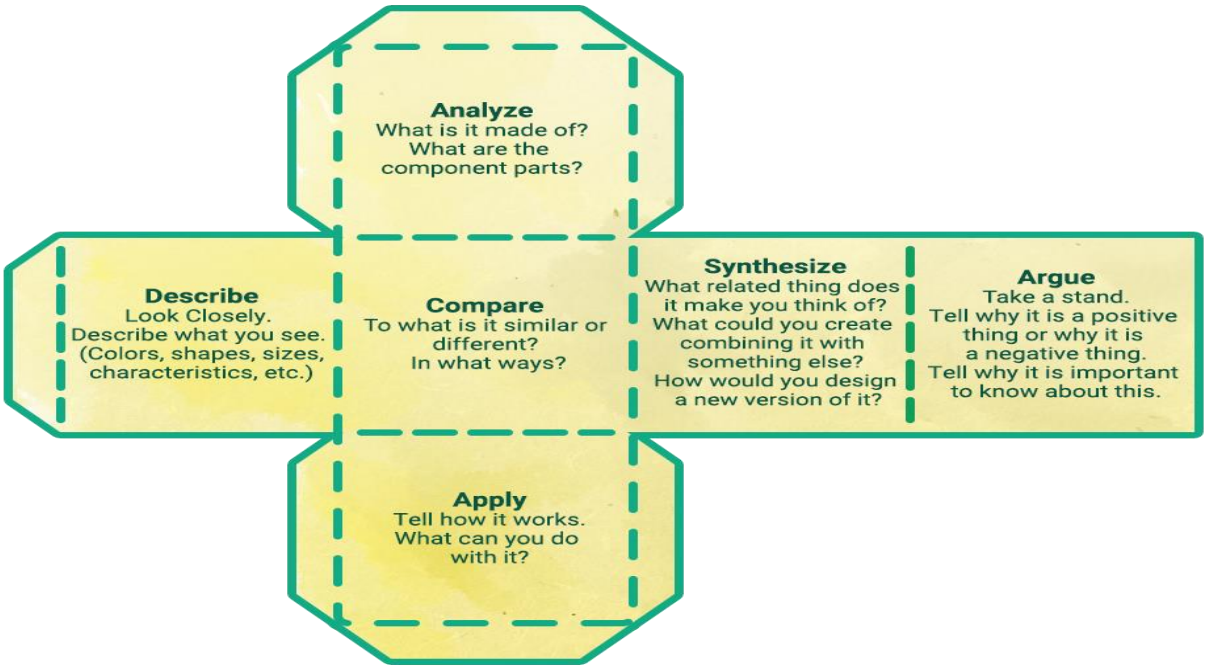
7.

1st Proposition	8 min	Introduce motion, define key terms, set burdens, establish mechanism or model if needed, offer substantive arguments
1st Opposition	8 min	Deal with proposed framework by proposition, clash with proposition arguments, offer own substantive arguments
2nd Proposition	8 min	Clash, offer new substantive arguments, defend 1st speaker's points
2nd Opposition	8 min	Clash, offer new substantive arguments, defend 1st speaker's points
3rd Proposition	8 min	Clash and Summarize Key Issues
3rd Opposition	8 min	Clash and Summarize Key Issues
Opposition Reply	4 min	Crystallize the round
Proposition Reply	4 min	Crystallize the round

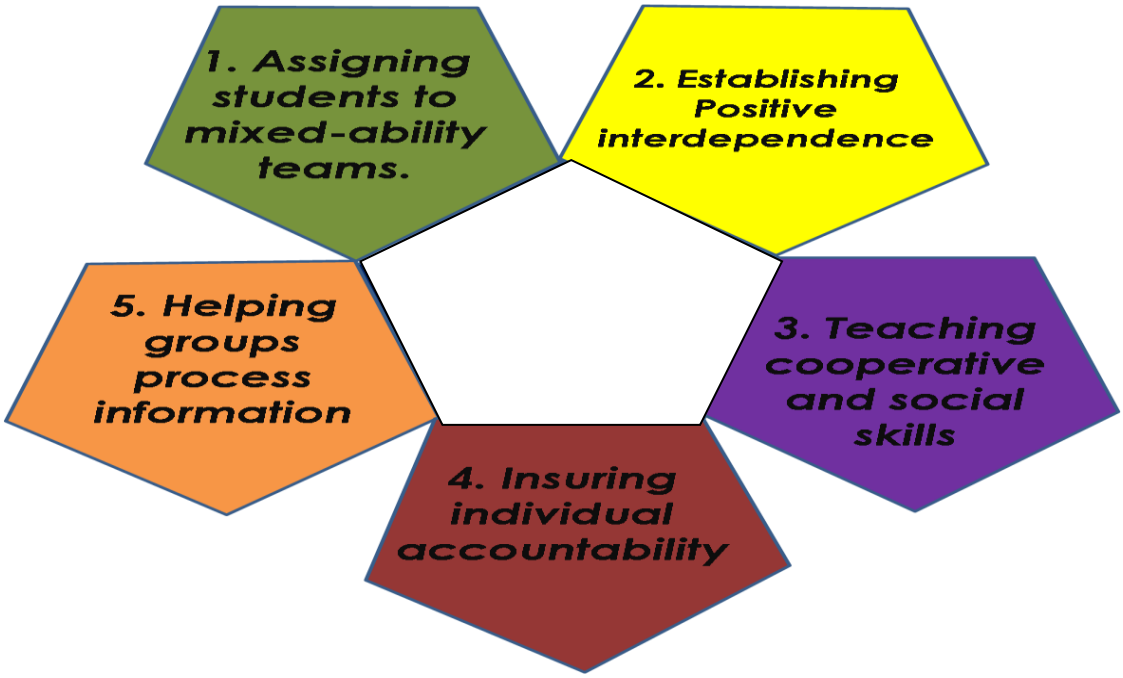
8.


Item #1
Item #2
Item #3
Item #4
Item #5
Item #6
Item #7
Every student brings this handout to each station to complete a task

9.


Analyze
What is it made of?
What are the component parts?
Describe
Look Closely.
Describe what you see.
(Colors, shapes, sizes, characteristics, etc.)
Compare
To what is it similar or different?
In what ways?
Synthesize
What related thing does it make you think of?
What could you create combining it with something else?
How would you design a new version of it?
Argue
Take a stand.
Tell why it is a positive thing or why it is a negative thing.
Tell why it is important to know about this.
Apply
Tell how it works.
What can you do with it?

10.



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