PREPARING FOR THE DIDACTIC DEGREE EXAMINATION

Guide for English Language Teachers

Peace Corps MOLDOVA

UNIVERSITATEA PEDAGOGICĂ DE STAT ION CREANGĂ DIN CHIȘINĂU
UPSC

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII AL REPUBLICII MOLDOVA

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Table of Contents

LIST OF FIGURES 3

LIST OF TABLES 4

FOREWORD 5

ABOUT THE GUIDE 7

SECTION 1. GETTING READY FOR SUCCESS 10

Why should you Aim for a Didactic Degree? 11

Getting Ready for the Attestation Process 14

The Big Day 15

SECTION 2. CONFERRING THE SECOND DIDACTIC DEGREE 17

2.1 Procedure for Conferring the Second Didactic Degree 18

2.2 Procedure for Case Study Analysis and Presentation 19

2.3 Case Study Typology 19

2.4 Case Study Presentation Algorithm 21

2.5 Examples of Case Studies and Possible Answers 22

Case Study 1 22

Case Study 2 25

Case Study 3 28

2.6 Examples of Case Studies for Your Practice 30

SECTION 3. CONFERRING FIRST AND SUPERIOR DIDACTIC DEGREE 35

3.1 Procedure for Conferring the First and Superior Didactic Degrees 36

3.2 Requirements for the Elaboration of the Didactic Situation 38

3.3 Procedure for Holding the Professional Competence Assessment Interview 38
3.4 The Algorithm for the Didactic Situation 39
3.5 Evaluation grid of the Professional Competence Assessment Interview 40

SECTION 4. DIDACTIC SITUATION MODELS **43**
4.1 Didactic Situation Models 44
Didactic Situation 1 44
Didactic Situation 2 57
Didactic Situation 3 64
4.2 Didactic Situations Examples for Your Practice 74

SECTION 5. EDUCATIONAL PRODUCT 74
5.1 Educational Marketing and Educational Product within the Context of Integrated Curriculum 75
5.2 The Educational Product Presentation Algorithm 76
5.2a Marketing Functions 76
5.2b Educational Product 77
5.2.c Evaluation Criteria for the Educational Product 80
5.3 The Educational Product Presentation Algorithm 80
1. Argumentation/ Explaining the need for change 81
2. Goal and SMART objectives 82
3. Implemented action plan 85
4. Qualitative and Quantitative Results /the Impact of the Training Program 87
5. Ensuring sustainability 109
6. Dissemination of the results. 109

APPENDIXES **110**
BIBLIOGRAPHY **112**

LIST OF FIGURES

Figure 1. *Stages for conferring the 2nd Didactic Degree*

Figure 2. *Case Study Presentation Algorithm*

Figure 3. *Stages for conferring the 1st Didactic Degree*

Figure 4. *Stages for conferring the Superior Didactic Degree*

Figure 5. *The Algorithm for the Didactic Situation*

Figure 6. *Defining Communicative Competence*

Figure 7. *Linguistic Competence (reception of oral messages) under the domain of Communicative Competence*

Figure 8. *Linguistic Competence (production of written messages) under the domain of Communicative Competence*

Figure 9. *Linguistic Competence (reception of written messages) under the domain of Communicative Competence*

Figure 10. *Production of Written Messages - the Linguistic Competence*

Figure 11. *Production of Written Messages - The Sociolinguistic Competence*

Figure 12. *Production of Written Messages - The Pragmatic Competence*

Figure 13. *Production of Written Messages - Pluri/Intercultural Competence*

Figure 14. *SMART Objective Overview*

Figure 15. *Example of Quantitative Results Graph*

Figure 16. *Research Methodology in Linguistic Education*

Figure 17. *Close-Ended Questions vs. Open-Ended Questions (Examples)*

Figure 18. *Types of interview*

Figure 19. *Example of Sociometric Test*

LIST OF TABLES

Table 1. Evaluation Grid of the Professional Competence Assessment Interview

Table 2. Educational Products

Table 3. Evaluation Criteria

Table 4. The Plan of Activities

Table 5. Implementation of the Plan

Table 6: Possible Risks

Table 7. Comparative statistical differences between Experimental Group (EG)- Control Group (CG)

Table 8. Evaluation Rubric: Paragraph Writing

Table 9. Types of Close-Ended Questions

Table 10: Types of Test Items and Their Characteristics

Table 11: Taxonomy of Tests

FOREWORD

Dear Colleagues,

As we gather to reflect on our shared purpose and passion for education, we invite you to join us in translating that reflection into action. Let us harness the energy of our 'whys' and channel it into meaningful steps that will propel us forward on our journey as educators.

Together, let us commit to:

- ***Fostering Inclusive Learning Environments:*** *Let's actively promote diversity, equity, and inclusion in our classrooms, ensuring that every student feels valued, respected, and empowered to succeed.*
- ***Embracing Innovative Teaching Practices:*** *Let's explore new methodologies, technologies, and pedagogical approaches that engage students and enhance their learning experiences.*
- ***Cultivating Lifelong Learners:*** *Let's instill in our students a love of learning and a thirst for knowledge that will extend far beyond the walls of our classrooms.*
- ***Advocating for Educational Equity:*** *Let's be champions for educational equity and social justice, advocating for policies and practices that level the playing field for all students, regardless of background or circumstance.*
- ***Collaborating and Sharing Resources:*** *Let's collaborate with our colleagues, sharing best practices, resources, and insights to support each other in our professional growth and development.*
- ***Nurturing Student Well-Being:*** *Let's prioritize the social, emotional, and mental well-being of our students, creating a supportive and nurturing environment where they can thrive academically and personally.*
- ***Engaging with Communities:*** *Let's forge strong partnerships with parents, caregivers, community organizations, and other stakeholders to create a holistic support system for our students.*

We invite you to join us in taking these actions and more as we continue our journey to inspire, educate, and empower the next generation.

Taking into account the current accuracy of the educational process, there is a strong emphasis made on active learning, and on the role of the teacher within student-centered learning, as he monitors prior knowledge, formulates objectives, and tasks, measures progress and understanding, evaluates and manages the level of student performance.

In order to capitalize on the opportunities for the student's integration into society, changes are needed in the educational system with reference to changing the teaching paradigm in the context of integrated teaching. The teacher must participate in his own training path, to know his psycho-pedagogical profile, his strengths, and limits, and to train himself, proposing to promote a qualitative education and to become a perfect agent of his own lifelong learning.

Within this support, emphasis was placed on the conceptualization of the educational product, the methodological aspects of the development and implementation of activities in the context of the product, as well as the measurement of students' knowledge and skills in order to solve current problems.

The educational product is a component of educational marketing that is about involving teachers in authentic contexts, searching for solutions, making decisions, and researching additional materials based on various resources, contents, and strategies, it stimulates the teacher's motivation and creativity by creating new integrative didactic projects and products.

Together, through our collective action and unwavering commitment to excellence, we can make a lasting impact on the lives of our students and ourselves for the future of education.

The authors

ABOUT THE GUIDE

The guide is addressed to English teachers from secondary education and other relevant teaching staff in the field of education and can be used in the continuous training of teaching staff, in the professional continuing training courses in order to improve the quality of the educational process.

The purpose of this support is to produce methodological guidance on the strategies for developing the educational product and on the activities of designing, organizing, conducting and measuring the qualitative and quantitative educational results. At the same time, this support is meant to train and capitalize on the creative potential of teaching staff so that they adopt a creative attitude in the process of defending the didactic situation and the case study, and of developing and implementing the educational product.

The guide provides theoretical material, tasks and examples to comprehend the algorithm for defending the case study/ didactic situation as well as to guide teachers in the creative process regarding the design, development and implementation of educational activities as a component part of the educational product.

The first section of the guide sets the context for reflection and action on the internal motivation to excel and strive towards obtaining a didactic degree, also it offers some tips to reduce anxiety and get more prepared for the day of the interview.

The second section walks you through the requirements of the teachers' attestation process for the second degree, it exemplifies case studies and how they can be analyzed and presented. You will find there a set of case studies for your practice.

The third section of the guide walks you through the procedure for conferring the first and the superior degree and provides practical examples of didactic situations models and a set of ten other examples for your practice. You will also find the evaluation grid for the professional competence assessment interview.

The fourth section of the guide offers guidance towards conceptualization and peculiarities of the educational product, what quality criteria it should meet and how this is built from the start. You will discover step by step guidance on how to build goals, objectives, how to set the measurables, what tools you can use and which methods and how you can quantify and analyze data you collected in the process of the educational product development, implementation, monitoring, evaluation, and reporting.

At the end of the guide, you will find a cheat sheet with some list of authors and the concept or terminology their names are associated with to help you browse through and prepare for any didactic degree examination.

THE OBJECTIVES ARE TO:

- → Ensure the correct use of specialized terminology.
- → Foster a critical and creative understanding of current practices in the design, organization, and implementation of educational products.
- → Identify educational resources that align with the design and development of the educational process, employing an integrative approach.
- → Integrate innovative didactic technologies into effective group communication activities, supported by reflective self-evaluation and task-based learning.
- → Develop educational products by utilizing educational technologies and resources, and effectively integrate these into classroom teaching.
- → Cultivate and enhance students' abilities for reflection, knowledge transfer, and reorganization in contexts promoted by a student-centered paradigm.

THE CONTENTS

The thematic vocabulary and communication tasks are intended for the teacher to facilitate the comprehension of the case study/didactic situation defense process, and the design, organization, and implementation of the educational product.

The guidebook includes concepts, offering the possibility of a motivating, individual and interactive didactic course with a dose of flexibility, adaptability, and enthusiasm. The didactic terms and the concepts revealed in this reference book as well as educational contents and resources constitute a solid basis for the training of the specific competences within the Language and Communication Curriculum Area.

SECTION 1. GETTING READY FOR SUCCESS

WHY SHOULD YOU AIM FOR A DIDACTIC DEGREE?

Getting a didactic degree can open up a range of opportunities and benefits:

1. **Professional Qualification:** A didactic degree equips you with the necessary skills and knowledge to become an effective educator. It provides you with pedagogical theories, teaching methods, and practical experience to excel in the classroom.
2. **Career Opportunities:** With a didactic degree, you can pursue a career as a teacher in schools, colleges, or universities. Additionally, there are opportunities in education administration, curriculum development, educational technology, and educational consulting.
3. **Impact on Society:** Teaching is a noble profession that allows you to make a positive impact on the lives of students. You have the opportunity to inspire, motivate, and shape the future generation.
4. **Job Security:** Education is a fundamental need, and teachers are always in demand. Having a didactic degree can provide you with job security, especially in subjects or areas where there is a shortage of qualified teachers.
5. **Personal Fulfillment:** Many people find fulfillment in teaching because of the satisfaction that comes from helping others learn and grow. It can be deeply rewarding to witness the progress and success of your students.
6. **Continuous Learning:** Teaching is a profession that encourages lifelong learning. As a teacher, you are constantly learning from your experiences, staying updated on educational trends, and adapting your teaching methods to meet the needs of your students.
7. **Community Engagement:** Teachers often play an active role in their communities, collaborating with parents, local organizations, and other stakeholders to create a positive learning environment for students.

Overall, getting a didactic degree can be a fulfilling and rewarding investment in your future, both professionally and personally.

INVITATION TO ACTION AND REFLECTION

Ask yourself: *Why did I choose this path? What motivates me to show up each day, ready to inspire and empower the minds of tomorrow? Is it the joy of seeing a student's face light up when they finally grasp a challenging concept? Is it the belief that education is the key to unlocking endless opportunities and potential? So, now what? If not now, when?*

Imagine the fulfillment and growth that awaits you when you embrace this opportunity. Take the leap and discover the extraordinary possibilities that await on the other side.

Check this TED TALK video or this one
https://youtu.be/pb7_YJp9bVA?si=AmsWBgOHs4siSuIO

You can find so many more to keep yourself motivated and moving! Act now!

Getting a higher didactic degree is aiming for excellence. It demonstrates a commitment to continuous learning, professional development, and mastery of one's craft. With advanced knowledge and skills gained through higher education, teachers are better equipped to innovate, lead, and make a profound impact on the lives of their students.

Teachers should aim for excellence for several reasons:

1. **Impact on Students:** Excellent teaching has a profound impact on students' academic achievement, personal development, and future success. Teachers who strive for excellence create engaging and supportive learning environments that inspire students to reach their full potential.
2. **Professional Satisfaction:** Pursuing excellence in teaching can lead to greater job satisfaction and fulfillment. When teachers set high standards for themselves and their students, they experience a sense of accomplishment and pride in their work.
3. **Continuous Improvement:** Teaching is a dynamic profession that requires ongoing growth and development. By aiming for excellence, teachers commit to continuous improvement, seeking out opportunities for professional development, reflection, and refinement of their teaching practices.

4. **Positive School Culture:** Excellent teachers contribute to a positive school culture characterized by collaboration, innovation, and a shared commitment to student success. Their dedication and passion for teaching inspire colleagues and students alike to strive for excellence in all aspects of their work and learning.
5. **Professional Reputation:** Teachers who consistently demonstrate excellence in their teaching practices build a strong professional reputation within their school community and beyond. They become respected leaders and mentors who are sought out for their expertise and guidance.
6. **Preparation for Challenges:** Striving for excellence prepares teachers to meet the diverse needs of their students and navigate the challenges of the teaching profession effectively. By maintaining high expectations and continuously refining their skills, teachers are better equipped to address issues such as student engagement, behavior management, and academic support.
7. **Contribution to Society:** Excellent teachers play a crucial role in shaping the future of society by nurturing the next generation of informed, engaged, and compassionate citizens. Through their dedication to excellence, teachers contribute to the broader goals of education and social progress.

In summary, teachers should aim for excellence because it benefits students, enhances professional satisfaction, fosters continuous improvement, contributes to a positive school culture, builds a strong professional reputation, prepares for challenges, and makes a meaningful contribution to society.

INVITATION TO ACTION AND REFLECTION

Take a moment to ask yourself: *Why settle for mediocrity when you have the potential to excel? Challenge yourself to reach new heights, unlock your full potential, and inspire greatness in your students and yourself.*

GETTING READY FOR THE ATTESTATION PROCESS

TEACHER DEGREE CANDIDATE PREP CHECKLIST

We often hear that when teachers prepare for their attestation process, they often complain about so many things to be done and feel overwhelmed. In order to avoid overwhelming yourself, please, take some time to self-assess your readiness and preparedness for the process. It is a suggestion to guide you through the process and perceive it as part of a marathon you are willing to sign up with your support instead of a sprint.

- ☑ I have read and fully understand the criteria I need to meet to qualify for conferring/ confirming a didactic degree (at least a year in advance or before you need to).
- ☐ I have scheduled time in my calendar for different categories of activities I need to do (demo classes, extracurricular activity, paperwork, and proofs collection, etc.).
- ☐ I have informed my colleagues/family/ students on what support I might need from them and when.
- ☐ I have decided what tasks to delegate to my people with specific asks.
- ☐ I have a set of templates ready to use for all the paperwork I need for my personal binder.
- ☐ I have prepared enough resources for my teaching activities.
- ☐ I have read enough resources/ at least one resource that exemplifies how to do well at the interview.
- ☐ I prepared some short self-care routines like regular short breaks and walks to keep me going.
- ☐ I am determined to succeed and celebrate my personal and professional achievements.
- ☐ I have a plan to reach out regularly to my support network of teachers/ colleagues/ relatives/ to reconnect and celebrate progress/ milestones.

THE BIG DAY

Reducing stress and feeling prepared for your interview is crucial for performing your best.

Here are some strategies to help you get ready and stay calm:

- **Prepare Thoroughly:** Thorough preparation is key to reducing anxiety. Research the content of the present guide, review common interview questions and case studies, and practice your responses. The more familiar you are with the process, the more confident you'll feel.
- **Mock Interviews:** Practice mock interviews with a friend, family member, or mentor. This will help you simulate the interview experience and receive feedback on your responses and body language.
- **Stay Organized:** Organize all necessary documents the night before the interview. Knowing that you have everything you need will help alleviate last-minute stress.
- **Visualize Success:** Spend some time visualizing yourself succeeding in the interview. Imagine yourself answering questions confidently, engaging with the interviewers/committee members, and leaving a positive impression.
- **Positive Self-Talk:** Replace negative thoughts with positive affirmations. Remind yourself of your qualifications, skills, and past achievements. Focus on your strengths and the value you bring to the table.
- **Relaxation Techniques:** Practice relaxation techniques such as deep breathing, meditation, or progressive muscle relaxation to calm your nerves. These techniques can help reduce anxiety and promote a sense of calmness.
- **Exercise:** Engage in physical activity before the interview to reduce stress and boost your mood. Exercise releases endorphins, which can help alleviate anxiety and improve your overall sense of well-being.
- **Get Adequate Rest:** Ensure you get a good night's sleep before the interview. Being well-rested will help you stay alert, focused, and more resilient to stress.

- **Dress Professionally:** Dress appropriately for the interview. Choose attire that is professional and reflects respect for the occasion. Choose comfortable clothes and shoes as it will be a long day.

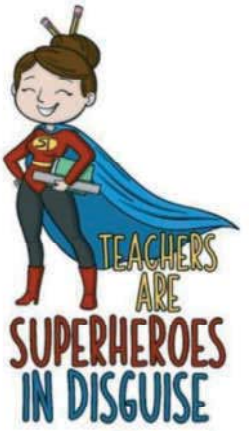
- **Plan Your Journey and Logistics:** Plan your route to the interview location in advance and consider doing a practice run if possible. Ensure you know the exact time, location, and any other logistics related to the interview to avoid unnecessary stress on the day.

- **Arrive Early:** Plan to arrive at the interview location early to avoid rushing and minimize stress. Use the extra time to relax, review your notes, and mentally prepare yourself.

- **Engaging in small talk upon arrival with anyone you meet there** can help establish a positive connection and set a comfortable tone for the interview and reduce anxiety when your turn comes.

- **Focus on the Present:** Instead of worrying about the future or dwelling on past mistakes, focus on the present moment. Concentrate on actively listening to the interviewers and responding thoughtfully to questions.

Remember that it's normal to feel nervous before an interview, but by implementing these strategies, you can effectively manage your stress and increase your confidence. You've got this!



SECTION 2. CONFERRING THE SECOND DIDACTIC DEGREE

2.1 Procedure for Conferring the Second Didactic Degree

- 2 Demo Lessons
- 1 Extracurricular Activity
- 50 ETSC
- Case Study Defense

The Second Didactic Degree is awarded through a rigorous examination process, detailed across several key stages. Candidates must undertake tasks ranging from gathering attestation materials to presenting public hours and extracurricular activities. The culmination of this process is the public defense of a case study before an Attestation Committee. For a concise overview of each stage, please consult *Figure 1*, where the stages are described in detail.

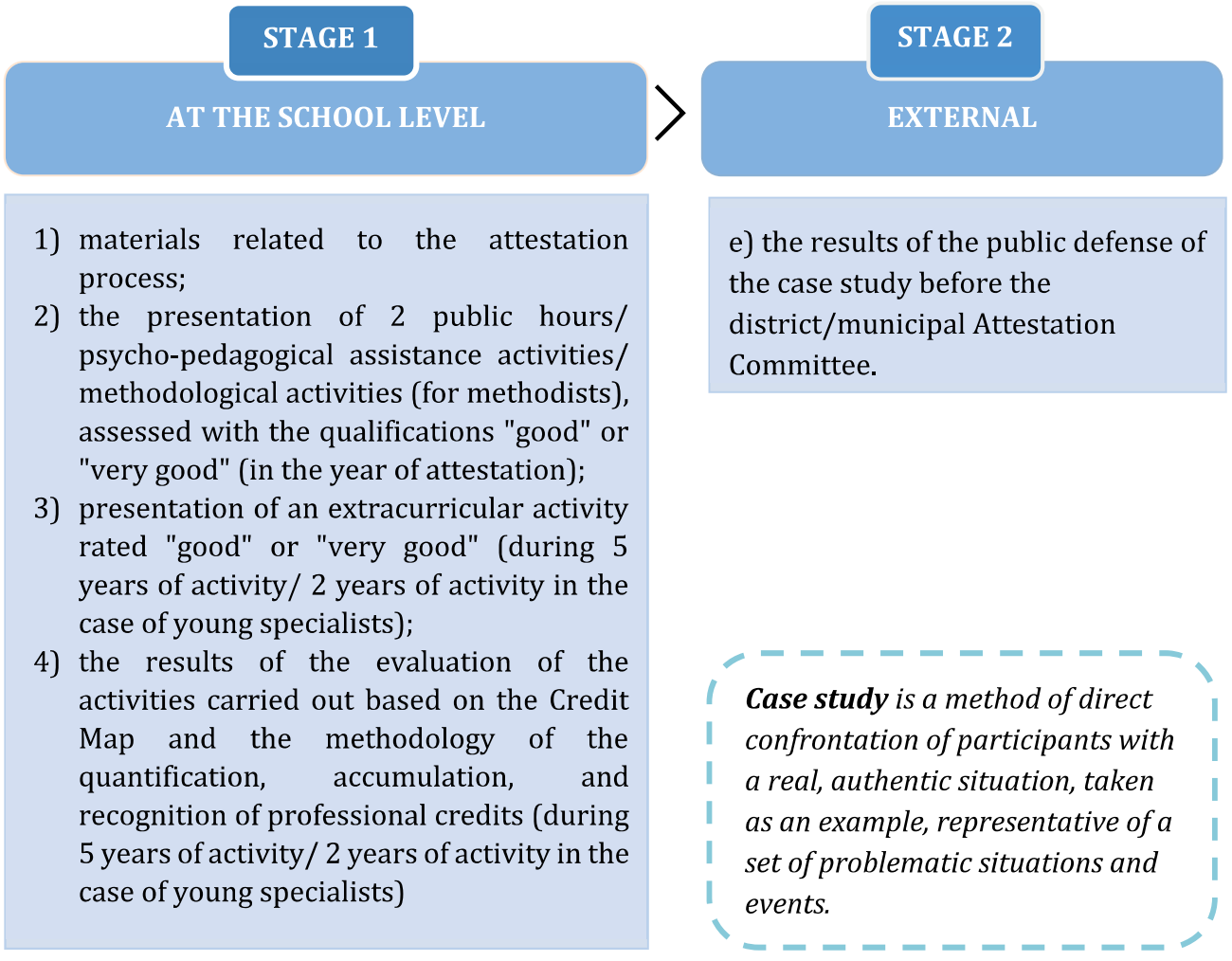


Figure 1. *Stages for conferring the 2nd Didactic Degree*

2.2 Procedure for Case Study Analysis and Presentation

Committee Prep Work	○ The committee will prepare in advance a case study for each candidate subject to evaluation.
Committee's Work	○ At the hearing, the President of the Commission shall assign a case study to each candidate. ○ The Commission will provide, as appropriate, questions clarifying or capitalizing on the teacher's experience.
Case Study Format	○ Case study will be conducted orally (in online or classic format). ○ A case study is offered to the candidate by the committee. ○ The candidate publicly delivers the answer, taking into account the presentation algorithm and the assessment criteria based on which it will be evaluated.
Case Study Time Allowed	○ Case study will be conducted orally (in online or classic format). ○ A case study is offered to the candidate by the committee. ○ The candidate publicly delivers the answer, taking into account the presentation algorithm and the assessment criteria based on which it will be evaluated.

2.3 Case Study Typology

A. Typology of the problem: Reference is made to the area in which the problem occurs.

e.g. Student-student interaction, student-teacher interaction, subject didactics, learning environment, curriculum, classroom management, teaching grading issue, teacher/ student miscommunication/ misinterpretation, etc.

B. Actors involved: The people involved can be detailed, both directly and indirectly, focusing on the protagonist.

e.g. Students, teachers, parents, colleagues, other teaching staff, school director, etc.

C. The context: When and what were the reasons for the problem.

e.g. WHEN: during the class, after classes, when introducing new vocabulary, at any stage of the lesson, etc.

WHAT: classroom management, student engagement, deficient communication, poor awareness of educational policies, development of specific skills, classroom routines,

D. Description of the situation. What happened? What happens? What are the reasons why we consider it an emerging problem?

e.g. students bullying, discrimination, lack of respect shown towards peers / teacher, deficient feedback and assessment, deficient competencies/ skills, playing favorites, cheating, misuse of mobile devices, etc.

E. Questions for candidates

1. **Possible risks.** Reference is made to the potential consequences / risks that may arise in the event that this issue is not solved.

e.g. lack of something, deficiency of something, etc.

In a situation when a student is always interrupting another it causes risks to students' participation during class, impairs chances and time for students to contribute, generates risks to the safety of the learning environment and minimizes chances for all student's development, participation, etc.

2. **The intervention.** What can be done to solve the problem?

e.g. (in a situation when students are interrupting each other- the aim is to achieve equal students' participation) the teacher has to intervene in a consistent manner as a monitor and discussion facilitator and invite each student to contribute, allowing up to 6 seconds wait time for other students' participation during class and making sure to communicate to students the expectation that you encourage to speak those who haven't spoken yet in class, etc.

3. **The solution.** What are the recommended actions to solve the problem?

e.g. Step 1: The teacher explains to students why each student's participation is important during classes.

Step 2: Exemplifies how each one of the students can be supportive of each other learning as a community of learners.

Step 3: Promote the student - centered environment through consistent intervention of encouraging those who haven't spoken yet in class and limit monopolizing the speaking by the same students in class, etc.

2.4 Case Study Presentation Algorithm

The Case Study Presentation Algorithm includes the following steps:

1. Defining the problem found in the case study.
2. Presentation of possible educational policy documents, in the context of solving the problem found in the proposed case study (code, law, guide, methodology, instructions, benchmarks methodological etc.).
3. Explaining the application of the case study in the regulatory acts in the context of the settlement of the problem found in the proposed case study.
4. Identifying the possible risks if this problem is not solved.
5. Presentation of personal intervention to solve the problem.
6. Enumeration of recommendations for avoiding the occurrence of such problems.
7. Expressing the proposed solutions in a coherent, convincing and reasoned way.

For a detailed overview of the process involved in presenting a case study, please refer to *Figure 2.*

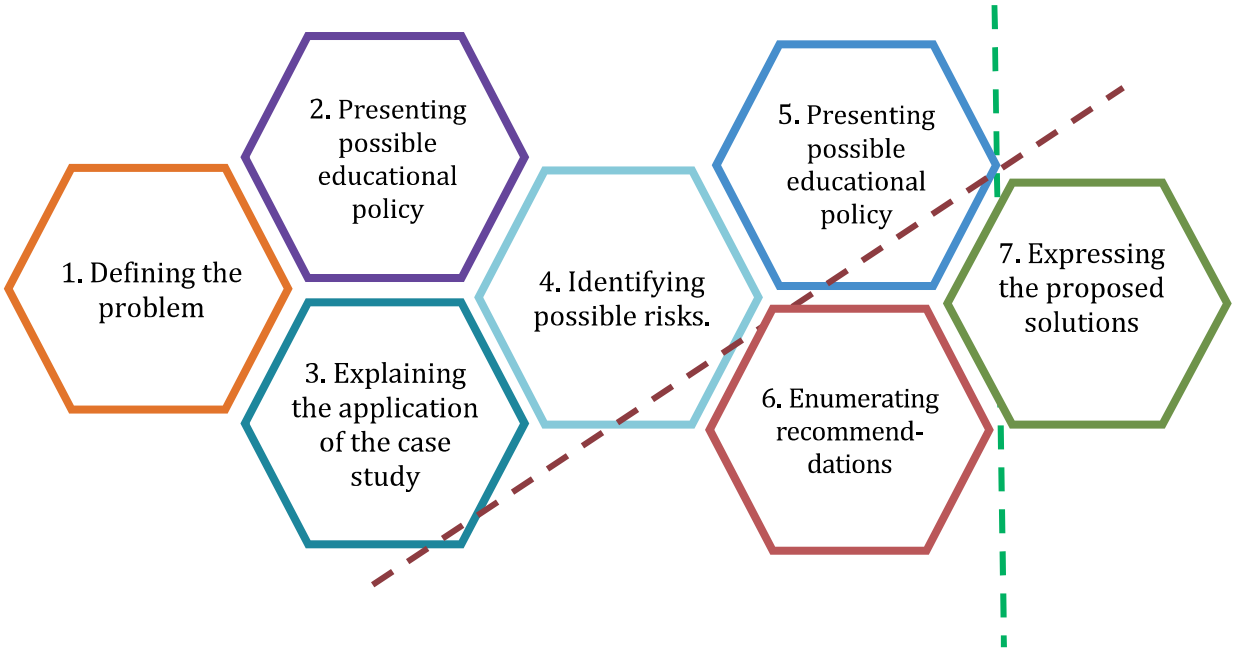


Fig. 2. *Case Study Presentation Algorithm*

2.5 Examples of Case Studies and Possible Answers

Case Study 1

Your group is rather large (e.g., 24 students). You have to test your students orally. You don't have enough time to test everyone in 45 minutes. Moreover, they make a lot of noise while you assess other students orally. What actions will you take in order to assess all your students?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

1. Defining the problem found in the case study.

The problem lies in conducting the oral assessment with a large group of students. Oral summative assessment is as important as the written form of summative assessment. Therefore, it is imperative that these oral assessments be carried out. Another problem that arises during the oral evaluation process is the noise of other students who are not directly involved with the answer.

2. Presenting possible educational policy documents, in the context of solving the problem found in the proposed case study (code, law, guide, methodology, instructions, benchmarks methodological etc.).

In an effort to address the issue highlighted in the suggested case study, I would like to mention the following educational policy documents:

- The Framework for Primary Education, Middle School and High School
- National Curriculum for Foreign Languages;
- Implementation Guide for the National Foreign Language Curriculum
- Methodological Guidelines Framework for Foreign Languages;

3. Explaining the application of the case study in the regulatory acts in the context of the settlement of the problem found in the proposed case study.

The educational policy documents stated above regulate the way of organizing and carrying out the summative oral assessment.

According to the *Framework for Primary Education, Middle School and High School*, classes can be divided into two groups only if they have more than 25 students. In the scenario described, there are 24 students in the class; therefore, the class cannot be divided, and for this reason, the teacher works with 24 students, which is a large enough number to carry out a lesson of English. This explains why conducting oral summative assessments is challenging.

The *National Curriculum for Foreign Languages* places a special emphasis on oral production, which is a very important aspect of communication in a foreign language. The oral summative assessment is as important as the written form of the summative assessment and aims to verify the degree of oral communication skills in the following areas:

- the correct perception of the message heard, read, or heard within the limits of the content standards;
- the use in new, unknown contexts of the acquired vocabulary;
- the production of oral messages in various contexts.

In this situation, each teacher must plan their oral assessment thoroughly so that they do not fail.

Implementation Guide for the National Foreign Language Curriculum provides explanations about what an oral summative assessment is.

Consequently, several guidelines for carrying out oral assessments are provided in the *Methodological Guidelines Framework for Foreign Languages*. First, it states the number of oral assessments that should be carried out within the school year. In each class, six summative evaluations must be completed throughout the academic year: three written, two oral, and one practical. It also describes the procedure of how to plan and better conduct the oral assessment. Additionally, this document specifies that the oral assessment may be conducted during two lessons, enabling us to assess every student.

4. Identifying the possible risks if this problem is not solved.

As mentioned above, oral assessments are very important in the teaching-learning-assessment process of the English language because they measure students' ability to communicate in a foreign language and help them develop these skills for life. If these evaluations are avoided by the teachers, the students risk not being able to communicate when they are put in such situations. Also, another risk would be the bad organization of the oral evaluations by the teacher. In this case, there will be chaos in the classroom, and the students' attitude will be frivolous. All this leads to the subjectivity of students' assessments.

5. Presenting the personal intervention to solve the problem.

In order to solve this problem, I would strictly follow the steps of organizing an oral summative assessment.

- establish the units of competence to be assessed.
- design cards containing assessment items.
- create the results recording sheets (grids, checklists, and rubrics)
- create tasks for students who are not involved in the assessment.

6. Enumerating recommendations for avoiding the occurrence of such problems.

A successful evaluation requires that the teacher has gone through proper preparation. It involves taking into account all the methodological guidelines before carrying out an oral summative assessment.

7. Expressing the proposed solutions in a coherent, convincing and reasoned way.

Case Study 2

A parent contacts you because his/ her son, who is in the sixth grade, was unable to complete the previous assignment. The parent appears to be upset because her son couldn't complete the task in a fair period of time since it was too hard. Moreover, he complains that the teacher always assigns too much homework. The parents also inform you that the school principal is aware of the situation. How would you handle the situation?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

1. Defining the problem found in the case study.

The problem lies in the degree of difficulty of the homework and its amount.

2. Presentation of possible educational policy documents, in the context of solving the problem found in the proposed case study (code, law, guide, methodology, instructions, benchmarks methodological etc.).

In the context of solving the problem revealed by the suggested case study, I would like to mention the following educational policy documents:

- The Framework for Primary Education, Middle School and High School;
- The Instruction Regarding Homework Management, in Primary, Secondary and High School Education;
- The National Curriculum for Foreign Languages;
- The Learning Efficiency Standards;
- The Benchmark for Evaluating the Specific Skills Taught to Students to the parents.

3. Explanation of the application of the case study in the regulatory acts in the context of the settlement of the problem found in the proposed case study.

In order to clarify the situation, the teacher should take some steps: first, present to the parents the *National Curriculum for Foreign Languages*, the *Learning Efficiency Standards*, and the *Benchmark for Evaluating the Specific Skills Taught to Students*. This will let them know what is expected of their child. Next, the parents should be familiar with the students' obligations. But most importantly, there should be collaboration between the teacher and the student's family.

On the other hand, the teacher should be aware of the requirements regarding homework management. The *Instruction Regarding Homework Management, in Primary, Secondary and High School Education* outlines the elements of homework, including its significance in helping students achieve their educational goals at home, its peculiarities, methodological advice for managing it, and the approximate amount of time students should allot to it. According to the instruction, the teacher quantifies the estimated duration of the average time needed to complete the task so that the amount of homework must not exceed, as a rule, one-third of the number of tasks completed in class during the lesson. It is also not allowed to give students homework with a high degree of complexity, including exercises that were not practiced in the classroom.

4. Identifying the possible risks if this problem is not solved.

As mentioned above, effective communication with parents is a fundamental prerogative for every educational institution that tends to have a successful development path. This lack of communication and information of the parents has negative effects on the teaching staff, just like in the given situation. It also impacts the student. In such a situation the student becomes frustrated and worried, his motivation decreases, he is not already self-confident because of his failures. All of this contributes to a decline in academic achievement, which may even lead to academic failure.

5. Presentation of personal intervention to solve the problem.

In order to solve this problem, the complexity and the amount of homework should be reconsidered by the teacher. It can be decided jointly with the parents and the student about an

additional recovery program. The student should be involved in various competitions, extracurricular activities, and educational projects, and the results should be appreciated verbally through rewards and diplomas awarded during the festive activities, thus increasing his motivation and interest in studies. At the same time, parents should be informed about the child's success and invited to the award ceremonies.

6. Enumeration of recommendations for avoiding the occurrence of such problems.

Effective collaboration with the family includes encouraging them to help teachers more often, applying the pedagogy of parents, working together to solve problems, and always having an open dialogue. Keeping in mind homework time management, considering homework level complexity, and providing ongoing motivation.

7. Expressing the proposed solutions in a coherent, convincing, and reasoned way.

Case Study 3

You once complained to one of your colleagues about a difficult student in your class, identifying the child by name and providing specific details about the student's academic history. Since your colleague doesn't know the student personally, you think there should be no problem discussing the student and the situation.

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?

1. Defining the problem found in the case study.

The problem lies in the disclosure of personal information.

2. Presentation of possible educational policy documents, in the context of solving the problem found in the proposed case study (code, law, guide, methodology, instructions, benchmarks methodological etc.).

In the context of solving the problem revealed by the suggested case study, I would like to mention the following Educational Policy Documents:

- The Declaration of the Child's Rights;
- LAW No. 338 from 15-12-1994 Regarding the Rights of the Child;
- The Regulation Regarding the Assessment and Marking of Learning Results;
- The Implementation Guide Regarding the Child Protection Policy;
- Code of Ethics.

3. Explanation of the application of the case study in the regulatory acts in the context of the settlement of the problem found in the proposed case study.

In order to clarify the situation, the *Code of Ethics* establishes standards of behavior in relation to students. Teachers should respect and apply the following rules of conduct: protection of students' personal data; respecting the dignity and recognizing the personal merit of each

student. *Likewise, LAW No. 338 from 15-12-1994 Regarding the Rights of the Child* draws attention to the right to defend dignity and honor. Every child has the right to defend their dignity and honor. The attack on the honor and dignity of the child is punished according to the legislation. In this context, the listed policies regulate the rights of the child and emphasize the idea that keeping personal data is an essential element of good child protection practices (The *Implementation Guide Regarding the Child Protection Policy*).

4. Identifying the possible risks if this problem is not solved.

In the situation described in this scenario, the risks could be very dangerous:

- bullying the child;
- lack of self-esteem;
- lack of motivation;
- personality disorder;
- depression.

5. Presentation of personal intervention to solve the problem.

In order to solve this problem, I would do the following:

- Have a discussion with the other teacher preventing him/her about the importance of not discussing this subject with anyone else and informing him/her about the risks;
- Conducting counselling with the school psychologist in case the information about the student has already been made public;
- Having a discussion with the student and explaining the situation;
- Providing the student with a selection of inspirational books.

6. Enumeration of recommendations for avoiding the occurrence of such problems.

In order to prevent such situations, every teacher must be aware of the existing legislation with reference to child protection. Moreover, teachers are obliged to respect the Code of Ethics and the confidentiality policy regarding their students.

7. Expressing the proposed solutions in a coherent, convincing and reasoned way.

2.6 Examples of Case Studies for Your Practice

1. A 5th grade pupil does not do his or her homework for a long period of time. The headmaster and his or her parents were informed about the situation. We are already in October, and the pupil does not have any marks. You have to motivate him or her to accomplish the given tasks. Both the pupil and the parents do not react to the remarks.

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

2. Your group is rather large. You have announced that you will have some pupils at schools, and some pupils will remain online because of some circumstances. You are supposed to use blended learning because this is a modern approach. You are to teach a new grammar topic. You are at a loss. What are you going to do?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

3. A gymnasium pupil did not complete all the tasks suggested for the summative evaluation. The student was absent for approximately 50% of the lessons. You have to give a mark for the first term. The headmaster and the parents were announced. Both the pupil and the parents do not react to the remarks. What can you do?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

4. You have a group of very good students. Despite this, one of them refuses to practice the pronunciation of the words, even though he is good at writing and speaking. He says that pronunciation is not the main thing he will need to communicate with foreigners. How will you motivate him or her to practice more and improve his or her pronunciation?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

5. One of your students is very good at speaking. He is very active during the classes and takes part in the discussions, but he is horrible at writing. He says he feels frustrated when he sees the paper in front of him and gets confused. What could be done to help him improve his writing?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

6. One of your students is constantly cheating during the tests, using his or her phone. You know this, but he or she doesn't react to your remarks and wants the highest marks possible. Being on a remote teaching assignment, you are not able to prove this. How could you design the evaluation so that your students didn't have any possibility of cheating?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

7. One of the parents always complains that your pronunciation is incorrect and insists on changing the group for his or her child or appointing another teacher. The parents even wrote a complaint letter to the school principal. What would you do?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

8. During the online English lessons, one of your students never turns his or her camera on and seldom answers. When you ask him or her, he or she just keeps silent, and you are not sure if he or she listens to you and understands the lesson. You have talked to his or her mother, and she assures you that her child always connects to the lessons, does his or her homework, and is very attentive, but he or she is shy and doesn't want to turn his or her camera on. It is difficult for you to appreciate him or her objectively, as you don't know if he or she does the homework and writes the test papers. What would you do as a teacher to solve this case?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

9. Being a remote teacher, you have assigned your students to watch a video related to the topic you will teach in your next lesson at home. Unfortunately, there were some students who did not accomplish the assignment, and because of them, you can't continue your lesson as you have planned. What would you do in the given situation?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

10. One of your students would like to change the group because he thinks you are too strict, give the students a lot of homework, and never talk to them about their everyday problems. He thinks the other teacher is very kind, and the students get little homework. They talk about different topics during the lesson, and all the students have very good marks, although they know English worse than the students in your group. What would you do to solve the conflict? Would you talk to the other teacher?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

11. There is a new student in your class. Generally, she is a quiet student, but sometimes she may shout at her classmates, or she may even be aggressive with them. The student is smart and talented. She draws very well. You have talked to her parents and advised them to go to the school psychologist. They were offended and said that their daughter doesn't have any problems. The teachers and her classmates are the ones who don't understand her. Being very angry, they even wrote a complaint to "Children's Rights." What would you do to solve the conflict?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

12. There are two new students in the 10th grade. They came from another school. They had good marks in English at their previous school, but it is rather difficult for them to keep up with the students in your class. Instead of trying to catch up with the other students, they always sit at the last desk, talk to each other, and disturb the other students. You talked to them and offered help, but they refused, saying they are good at English. They told their head teacher that you ask them the most difficult questions on purpose and give them bad marks. Their parents even wrote a complaint letter to the school principal. What would you do to solve the problem?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

13. There is a student in the 10th grade who has a good command of English and is always active at the lessons. But sometimes he makes fun of other students and monopolizes the lesson. Quite often, he disagrees with the marks and the remarks you make. You tried to explain to him that he doesn't behave properly, but he refuses to change something. Recently, he started to do his home assignments superficially and talk to his desk mate at the lesson. His parents think that their son is an excellent student, and he doesn't have any problems. The other teachers have told you that they encounter the same problems. How would you solve the conflict?

Tasks:

- What might be the consequences of the given situation?
- What can be done to solve the problem?
- What are the recommended actions in order to solve the problem?

SECTION 3. CONFERRING THE FIRST AND SUPERIOR DIDACTIC DEGREES

3.1 Procedure for Conferring the First and Superior Didactic Degrees

- 2 Public Hours
- 1 Extracurricular Activity
- 1 Communication
- 2 Articles (Superior Degree)
- Educational Product
- Didactic Situation
- 60 credit hours (I Degree)/ 80 credit hours (Superior Degree)

The First Didactic Degree is conferred through a rigorous examination process, detailed across several key stages. For a concise overview of each stage, please consult *Figure 3*, where the stages are described in detail.

STAGE 1

AT THE SCHOOL LEVEL

a) materials related to the attestation process;
b) the presentation of 2 public hours/ psycho-pedagogical assistance activities / methodological activities (for methodologists), assessed with the qualifications "good" or "very good" (in the year of attestation);
c) presentation of an extracurricular activity rated "good" or "very good" and of a communication to the Pedagogical Council/Methodological Committee, training session at institutional level (during 5 years of activity);
d) the results of the evaluation of the activities carried out on the basis of the Credit Map and the methodology of the quantification, accumulation and recognition of professional credits (during 5 years of activity);

STAGE 2

EXTERNAL

e) the results of the **public defense** of the **Interview** for the assessment of professional skills (that consists of a didactic situation analyzed & presented) in front of the Republican Attestation Committee
f) the results of the **public defense** of the practical test - the presentation of the **educational product** from the contestant's educational practice before the Republican Attestation Committee.

***Figure 3**. Stages for conferring the 1st Didactic Degree*

The Superior Didactic Degree is awarded as a result of the examination:

STAGE 1

AT THE SCHOOL LEVEL

a) materials related to the attestation process;
b) the presentation of 2 public hours/ psycho-pedagogical assistance activities/ methodological activities (for methodists), assessed with the qualifications "good" or "very good" (in the year of attestation);
c) presentation of 2 communications at methodological seminars/conferences, round tables, trainings, training sessions at district/municipal/republican level (during 5 years of activity);
d) publication of 2 didactic articles in specialized journals/collections of articles or 2 scientific works (during 5 years of activity);
e) the results of the evaluation of the activities carried out based on the Credit Map and the methodology of the quantification, accumulation and recognition of professional credits (during 5 years of activity);

STAGE 2

EXTERNAL

e) the results of the public defense of the **Interview for the assessment of professional skills** before the Republican Committee of Attestation.
f) the results of the public support of the practical test - the presentation of the product/project from the educational practice before the Republican Attestation Commission.

Figure 4. *Stages for conferring the Superior Didactic Degree*

The professional skills evaluation interview is carried out on the basis of a didactic situation, a problem specific to the discipline taught in relation to a certain class/group, through which the candidate demonstrates specialized, psycho pedagogical and social skills.

3.2 Procedure for Holding the Professional Competence Assessment Interview

To ensure a thorough and equitable assessment of professional competencies, the following procedure will be adopted for conducting the Professional Competence Assessment Interview:

1. The professional skills assessment interview will take place orally (in online/offline format).
2. The attestation committee will elaborate in time didactic situations for each candidate subject to evaluation.
3. At the beginning of the interview, the Chief of the Committee assigns a didactic situation to each candidate.
4. **15** minutes are allowed to solve the teaching/didactic situation.
5. The candidate publicly defends his point of view, taking into account the presentation algorithm and the assessment criteria based on which it will be evaluated.
6. The time for the interview will not exceed **10** minutes for each candidate. The Committee will provide, as appropriate, questions clarifying or capitalizing on the teacher's experience.
7. The time for questions and answers shall not **exceed 5 minutes**.

3.3 Requirements for the Elaboration of the Didactic Situation

To ensure a comprehensive understanding and effective application, the requirements for the elaboration of the didactic situation are as follows:

1. Presents a process of training / development of habits, abilities, skills.
2. Aims at a methodological / didactic aspect in the English language learning (learning notions, applicability, formation of automatisms, formation of capacities, etc.).
3. Presents a pedagogical problem (there is an absence, lack of something, insufficiency, difficulties, etc.)
4. Refers to an extended number of students.

3.4 The Algorithm for the Didactic Situation

1. Defining the problem found in the proposed situation.
2. Explaining the notion derived from the proposed background.
3. Justifying the topicality of the identified problem.
4. Contextualizing the problem at curriculum level (competence, competence unit, content unit and class), as appropriate and other educational policy documents (instructions, guide, programs, methodological guidelines, methodologies, etc.) that reflect the problem
5. Listing 2-3 bibliographic sources or authors that address the given problem.
6. Presenting the own solving problem model: 2-3 relevant methods that ensure the solution of the problem and a recommendation for colleagues.
7. Bringing arguments that the proposed model is relevant and correlates with the principles of student-centered approach.

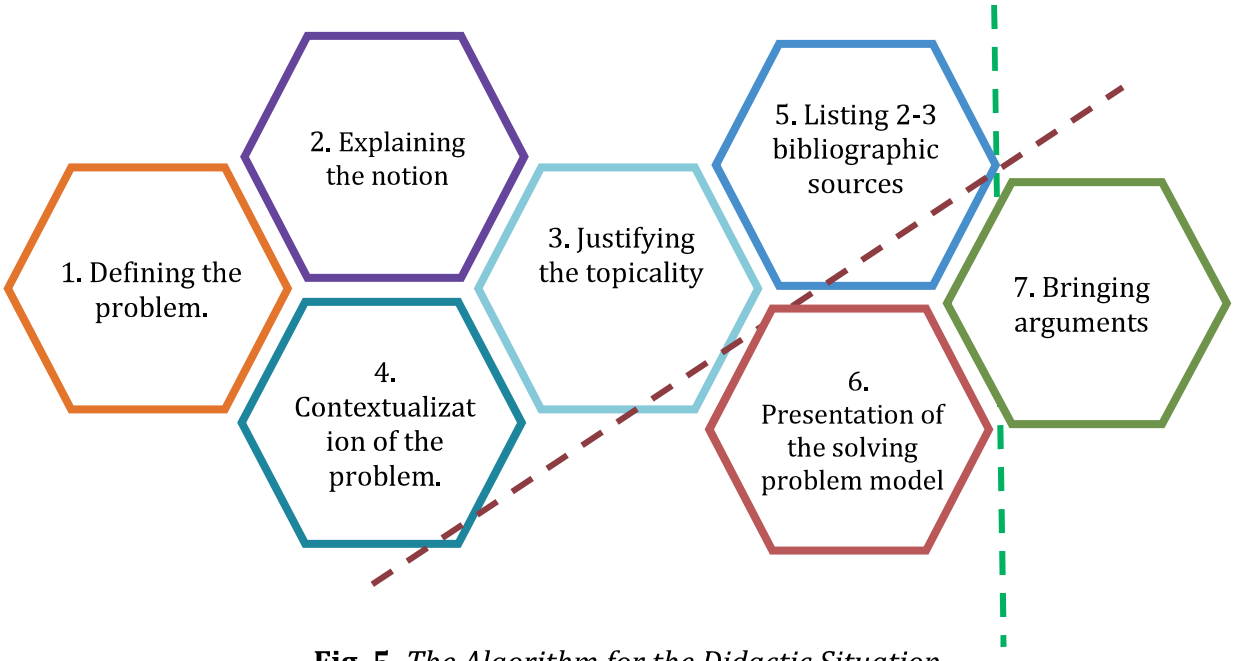


Fig. 5. *The Algorithm for the Didactic Situation*

3.5 Evaluation Grid of the Professional Competence Assessment Interview

The Evaluation Grid for the Professional Competence Assessment Interview outlines key criteria to assess an individual's performance. It emphasizes the importance of being *argumentative, knowledgeable*, and *well-informed*, highlighting the need for responses to be *succinct* and *consistent*. The criteria also stress the value of grounding answers in theory (*theory-based* answer), ensuring they are *convincing, fluent*, and *accurate.* This grid serves as a comprehensive framework for evaluating an individual's ability to effectively articulate and justify their professional competencies.

Table 1. Evaluation Grid of the Professional Competence Assessment Interview

	CRITERIA	POINTS
1. Give argumentation on the timeliness of the issue addressed in the context of the proposed situation.	a correct, complete, and unquestioned answer from the Committee	4 points
	a complete answer but obtained with clarification questions from the Committee.	3 points
	a partial and incomplete answer with several questions from the Committee.	2 points
	an inconsistent and incorrect answer	0 points
2. Demonstrates knowledge and application of educational policy documents in the context of the problem identified in the proposed situation.	a correct answer, with reference to the actual document (s) in which the identified problem is contextualized, obtained without questions from the Committee.	4 points
	a correct answer but obtained with clarification questions from the Committee.	3 points
	a partial and incomplete answer with several questions from the Committee.	2 points
	for not knowing the educational policy documents in which the identified problem is contextualized.	0 points
3. Refers to relevant bibliographic sources / demonstrates knowledge of the literature and provides scientific	an answer with reference to relevant bibliographic sources and obtained without question from the Committee.	4 points
	a complete answer but obtained with clarification questions from the Committee.	3 points

substantiation in the context of the proposed situation.	a partial and incomplete answer with several questions from the Committee	2 points
	not referring to relevant bibliographic sources in the context of the proposed situation. - No answer.	0 points
4. Identifies and presents its own model for solving the problem, in the context of the proposed situation.	an original, relevant, methodologically and scientifically correct answer in the context of the proposed situation, obtained without question from the Committee	4 points
	a relevant answer, methodically and scientifically correct, but obtained with clarification questions from the Committee	3 points
	a reproductive answer, without presenting its own model for solving the problem and obtained with several questions from the Committee	2 points
	a methodologically and scientifically incorrect answer.	0 points
5. Demonstrates, in the context of arguments, the application of student-centered principles.	a reasoned, methodologically and scientifically relevant answer to the application of the student-centered principles, obtained without question from the Committee.	4 points
	a less reasoned but methodologically and scientifically relevant answer to the application of the student-centered principles, obtained with clarification questions from the Committee.	3 points
	a less reasoned answer to the application of the student-centered principles and obtained with several questions from the Committee.	2 points
	lack of arguments regarding the application of the principles of student focus.	0 points
6. Demonstrates knowledge of the notions and contents specific to the discipline.	a correct answer, regarding the knowledge of the notions and contents specific to the discipline, obtained without questions from the Committee.	4 points
	a correct answer but obtained with clarification questions from the Committee.	3 points

	a partially correct answer and obtained with several questions from the Committee.	2 points
	a wrong answer.	0 points
7. Demonstrates consistency in the succession of ideas, correctness in expression, logical, convincing, reasoned.	consistency in the sequence of ideas, correctness in expression, logical, convincing, reasoned.	4 points
	consistency in the sequence of ideas, correctness in expression, logical character, but with fewer arguments or less convincing.	3 points
	attempts to express oneself coherently in the sequence of ideas, partial correctness in expression.	2 points
	inconsistency in the sequence of ideas, incorrect expression.	0 points

The didactic task is considered to be promoted by teachers who accumulated 60% and more of the total number of points and obtained the qualifications well, very well, excellently.

- 28 pp. - 27 pp. - excellent
- 26 pp. - 22 pp. - very good
- 21 pp. - 17 pp. - good

SECTION 4. DIDACTIC SITUATION MODELS

4.1 Didactic Situation Models

- Define
- Explain and Justify
- Contextualize within the Educational Policy Documents
- Refer to Scholars
- Present your Model of Teaching
- Student-Centered Learning

NOTE! You will see below an example of the didactic situation model and possible answers provided to you as a step-by-step guide. After the short version of a possible answer, you will find more references for you to develop your own more developed answer or personalize it. The following didactic situation models included provide you with references to develop your own answer.

Didactic Situation 1

As an English teacher you've probably experienced a time when your students are unable to speak fluently and accurately on different topics. It can be frustrating and often when proposed to make up situations, the students cut the conversation short. How do you handle this situation? How do you enhance the development of communicative competence in the English language? Explain the process of formation of students 'communicative competence (based on the 6th grade).

1. Defining the problem found in the proposed situation.

Your possible answer:

Communicative competence encompasses knowledge, skills, and motivation for efficient communication, as outlined in the 2019 National Curriculum. It emphasizes understanding and utilizing language effectively in both social and academic contexts, integrating linguistic, strategic, socio-linguistic, and discourse components for comprehensive communication abilities.

RESOURCES FOR REFERENCE FOR A MORE ELABORATED ANSWER:

The concept of communicative competence is a level of performance based on knowledge, skills, attitudes and an optimal motivation that focuses on the efficiency of the student in the communication activity. The 2019 National Curriculum in Secondary School prescribes interaction and correlation elements of communication construction (phonological, lexical and grammar), as well as the equivalence of the processes that define oral expression (speaking) and those that define written expression (writing), involving the affective, motivational and attitudinal functions of communication.

The best definition of communicative competence can be stated as the ability to understand and use language effectively to communicate in an authentic social and school environment. The Communicative Competence is built of: Linguistic (vocabulary, grammar, spelling etc.), Strategic (planning and assessing the act of communication), Socio-linguistic (social rules, cultural references) and Discourse (patterns of organization) components *(See Fig.3).*

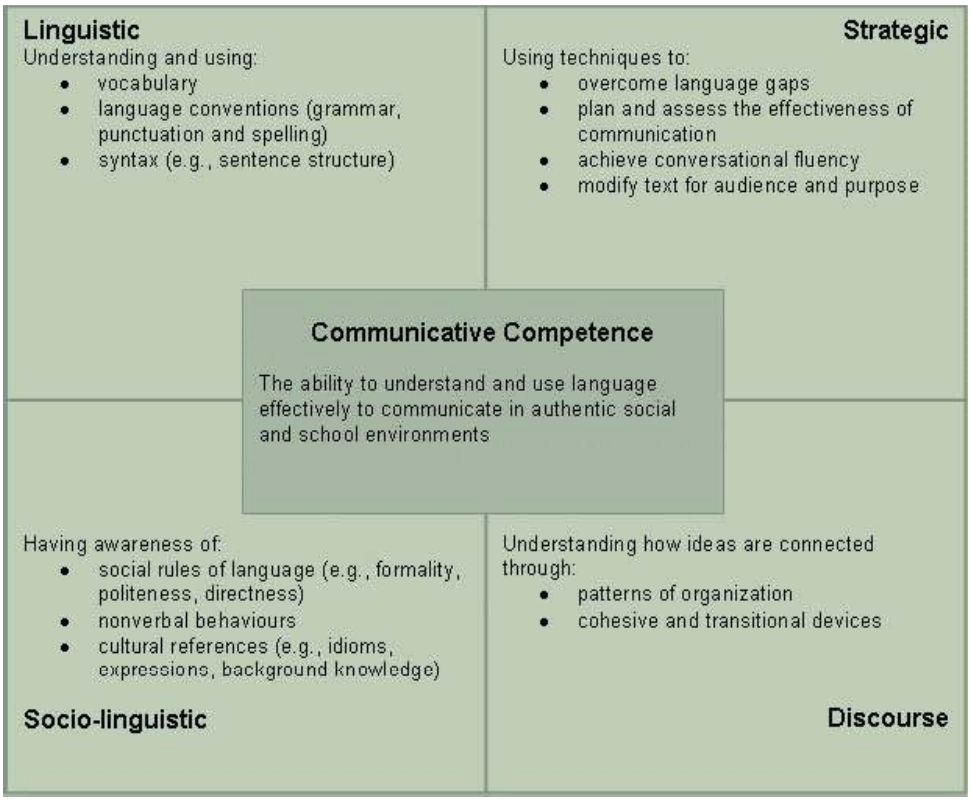


Fig. 6*. Defining Communicative Competence*
(Source: https://www.learnalberta.ca/content/eslapb/about_communicative_competence.html)

2. Explaining notion derived from the proposed background.

Your possible answer:

The development of oral and written expression is crucial for students' personal growth and social engagement, with English language education primarily aimed at enhancing communicative skills. Effective communication involves both transmitting and decoding information, requiring an understanding of linguistic, nonverbal, and cultural aspects to express and comprehend messages across diverse contexts.

RESOURCES FOR REFERENCE FOR A MORE ELABORATED ANSWER:

A requirement in preparing and educating pupils for the development of their personalities and preparation to participate in social life is the development of oral and written expression. The development of communicative skills is the main goal of English language training. Through communication, teachers control all aspects of how students' training is organized and developed.

Communication is built of transmission and decoding of the information based on specific physical and mental characteristics of the student, thus communicative competencies entail initiating and activating the act of communication. Communication competence refers to the capacity to express and comprehend messages across a range of social and cultural contexts. It entails knowledge of: linguistic stance, nonverbal clues, and cultural norms in addition to linguistic proficiency.

3. Justifying the topicality of the identified problem and contextualization

Your possible answer:

To foster fluency and accuracy, students must develop various communication skills, including expressing ideas, comprehending messages, and negotiating solutions, as emphasized in the 2019 Curriculum. Secondary school students need to master traits such as clear listening, vocabulary proficiency, linguistic knowledge, fluent speaking, and accurate writing to achieve communicative competence, which involves mastering fundamental concepts, applying knowledge, problem-solving, and addressing challenging questions across different contexts. Also, communicative skills require: active

listening, making up dialogues, use of formulas of politeness, being strategic while speaking, following the rules of oral and written communication.

RESOURCES FOR REFERENCE FOR A MORE ELABORATED ANSWER:

For the students to develop fluency and accuracy, communication skills must be capitalized: the capacity to communicate ideas, to comprehend messages, to interact verbally, to negotiate solutions, to generate ideas. The 2019 Curriculum states that by acquiring the concepts of word, phoneme, and grapheme and developing written communication skills and abilities, students learn about language's general functions, particularly its communicative ones.

Specific traits of the communication skills a student in a secondary school need to master are:

- the ability to hear messages clearly and accurately;
- the possession of a sufficient vocabulary for communication;
- the possession of sufficient linguistic and communication knowledge to achieve communication;
- the capacity to speak clearly and fluently in a variety of situations, including conversations, debates, and speeches;
- the capacity to write messages accurately.
- In order for a student to develop communicative competence, the students must:
- master a set of fundamental concepts depending on the issue that must be solved;
- develop skills and abilities to apply knowledge in straightforward situations, thus realizing the functionality of communication;
- solve a variety of problem-solving situations, thus becoming aware of functional knowledge in their own vision;
- solve significant situations in a variety of contexts that present challenging questions.

Also, communicative skills require: active listening, making up dialogues, use of formulas of politeness, being strategic while speaking, following the rules of oral and written communication.

4. **Contextualizing the problem at curriculum level (competence, competence unit, content unit and class), as appropriate and other educational policy documents (instructions, guide, programs, methodological guidelines, methodologies, etc.) that reflect the problem.**

Your possible answer:

The development of communicative competence is elucidated the most in the English Language Curriculum, where communicative competence is seen as a symbiosis of: SC1. Linguistic competence, SC2. Sociolinguistic competence, and SC3. Pragmatic competence. In the 6th grade when developing linguistic competence, the teacher needs to capitalize on: phonological, semantic, lexical and grammatical components (denominated by the Competence Units for reception of oral messages, production of written messages). This can be realized through the recommended activities: auditory training, associating words, imitation of actions, translations, word formation etc. and learning products: rhymes, quizzes, infographics, posters etc.

The development of communicative competence is elucidated the most in the English Language Curriculum, where communicative competence is seen as a symbiosis of:

SC1. Linguistic competence: Application of the linguistic norms in the formation of simple, correct messages, valuing the language as a system.

SC2. Sociolinguistic competence: The use of linguistic structures, demonstrating the functionality of the language within the framework of social contact.

SC3. Pragmatic competence: The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.

Sixth Grade		
Competence Units	**The content units(strands)**	**Recommended activities and Learning products**
Reception of oral / audiovisual messages	**Use of Language**	**Activities and Learning products**
Phonological component **1.1.** Discrimination of sounds, intonation patterns and phonetic features specific to the foreign language **Semantic and lexical component** **1.2.** Identification, by listening, of the meaning of words, common expressions and statements specific to the foreign language, spoken in isolation or in simple, short, clear contexts. **Grammatical component** **1.3.** Recognition of grammatical structures specific to the foreign language in familiar contexts.	• To notice • To locate objects in space/time • To ascertain • To give orders and directions • To imitate • To accept • To refuse • To compare **Elements of construction of communication***	***Activities:*** • Recognition of the phonetic elements (sounds, intonation patterns, etc.) while listening to / watching audiovisual materials. • Auditory training through phonetic exercises, and through watching cartoons, and simple, short audiovisual sequences. • Exercises of listening to the words, expressions, and statements under study. • Recognition of words and phrases that belong to certain lexical groups. • Associating words / sentences with pictures. • Crossing out the odd word. • Following instructions and directions. • Imitation of actions. • Identification of the type of sentence depending on the intonation. • Distinguishing the studied grammatical elements based on the context. ***Learning products:*** • Rhymes and lyrics. • Quizzes. • Simple, short messages / online messages. • Short, simple dialogues in audio and video format. • Simple posters and collages in traditional and digital format. • Infographics and simple concept maps.

Fig. 7. *Linguistic Competence (reception of oral messages) under the domain of Communicative Competence*

In the 6th grade when developing the *linguistic competence,* the teacher needs to capitalize on: phonological, semantic, lexical and grammatical components (denominated by the Competence Units for reception of oral messages, production of written messages) *See Fig. 7.*

This can be realized through the recommended activities: auditory training, associating words, imitation of actions, translations, word formation etc. and learning products: rhymes, quizzes, infographics, posters etc.

Production of written /online messages/mediation consists of (See Fig. 8):

Firstly, the phonological component emphasizes the importance of understanding and applying the intonation patterns and phenomena unique to the foreign language within everyday communicative contexts. This aspect is crucial for conveying the correct emphasis and emotion in speech, which can significantly affect the message's clarity and reception.

Secondly, the semantic and lexical component focuses on the ability to infer the meanings of unfamiliar words by analyzing their use in common contexts. This skill is vital for expanding

vocabulary and enhancing comprehension without constantly resorting to a dictionary, thus facilitating smoother and more intuitive language use.

Lastly, the grammatical component underlines the significance of employing syntactic structures and pre-learned grammatical forms to construct simple, yet accurate, messages. Mastery of grammar is fundamental in forming coherent sentences and expressing ideas clearly and effectively.

Together, these components form the foundation of proficient written and online communication in a foreign language, enabling individuals to convey their messages accurately and fluently.

Production of written /online messages/mediation	Use of Language	Activities and Learning products
Phonological component **1.4.** Observance of the intonation patterns and phenomena specific to the foreign language in everyday communicative contexts. **Semantic and lexical component** **1.5.** Deduction of the meaning of unknown words from common contexts. **The grammatical component** **1.6.** The use of syntactic structures and memorized grammatical forms in simple, correct messages.	• To express possession • To request information • To express the quantity • To express emotions and feelings • To order • To name • To locate in space / time • To ask • To answer • To approve • To deny **Elements of construction of communication ***	***Activities:*** • Exact reproduction of the intonation and pronunciation patterns under study, as pronounced by the teacher or audio/video recordings. • Expressive recitation of poems. • Singing songs, individually and in groups. • Translation of simple words, expressions, and sentences. • Incorporation of the words / expressions / grammatical elements being studied into simple, short sentences. • Word formation using suffixes and prefixes. • Replacing words with synonyms and antonyms. • Transforming affirmative sentences into negative ones and Vice versa. • Formulating questions / answers. ***Learning products:*** • Simple thematic dialogues. • Texts / short messages / online messages. • Dramatizations / role plays. • Descriptions. • Simple infographics / posters / collages in traditional and / or digital format.

Fig. 8*. Linguistic Competence (production of written messages) under the domain of Communicative Competence*

First, the orthographic component involves the learners' ability to recognize and understand the spelling and writing rules specific to the foreign language through reading. This foundational skill is crucial for accurate interpretation and production of written language.

Next, the lexical and semantic component focuses on the comprehension of a basic collection of words and phrases relevant to everyday contexts. This aspect is vital for building a practical vocabulary that enables learners to communicate effectively in common situations.

The third component, the grammatical aspect, entails the exploration of simple syntactic structures and grammatical forms that are part of a learned repertoire. Mastery of these elements allows learners to form correct sentences and understand the language structure.

The learning outcomes from these components are demonstrated through various products, including reading aloud to enhance pronunciation and fluency, worksheets for practice, simple tables, diagrams, or concept maps for organizing information, and the creation of audiovisual or online messages for practical application. Additionally, posters and collages, either in traditional or digital formats, along with simple linguistic lexical portfolios, offer creative outlets for language use. Finally, individual and group projects foster collaborative learning experiences and deeper understanding of the language.

Reception of written/ audiovisual messages	Use of Language	Activities and Learning products
Orthographic component **1.7.** Recognition, through reading, of the orthographic norms specific to the foreign language. **Lexical and semantic component** **1.8.** Understanding an elementary repertoire of isolated words and expressions concerning everyday situations. **Grammatical component** **1.9.** Examination of simple syntactic structures and grammatical forms, specific to the foreign language, belonging to a memorized repertoire.	• To name • To identify • To characterize / describe • To explain • To state • To disprove •To confirm • To deny • To inform **Elements of construction of communication ***	***Activities:*** • Reading an authentic short written message (printed, typed, handwritten). • Correctly reordering the words in sentences. • Specifying the meaning of the words by selecting synonyms / antonyms. • Associating a message with images / videos. • Selection of expressions and statements based on audiovisual support. ***Learning products:*** • Reading aloud. • Worksheets. • Simple tables / diagrams / concept maps. • Audiovisual / online messages. • Posters and collages in traditional and / or digital format. • Simple linguistic lexical portfolios. • Individual and group projects.

Fig. 9. *Linguistic competence (reception of written messages) under the domain of communicative competence*

By the end of the Sixth Grade, the pupil will be able to:

- ✓ use common expressions, statements, and simple, short texts, incorporating intonation patterns specific to the foreign language, in simple and coherent contexts;
- ✓ correctly use syntactic structures and simple grammatical forms in common situations;
- ✓ write legibly and neatly, following spelling and grammar rules;
- ✓ correctly read simple / online texts, applying meta-linguistic norms to properly transmit a written message;
- ✓ identify and adopt some elements and norms of verbal and nonverbal behavior in oral and written interactions;
- ✓ deduce the overall meaning of simple oral and written / online messages, referring to personal information and personal objects;
- ✓ request and provide information about people, objects, places, and animals;
- ✓ express opinions, feelings, and emotions;
- ✓ identify some linguistic and cultural similarities and differences, specific to the allophone country and the country of origin;
- ✓ understand the global meaning of excerpts from short, simple literary / non-literary texts on familiar topics, from the cultural heritage of the allophone country;
- ✓ observe the customary norms of verbal and nonverbal behavior specific to the culture of the allophone country, in situations from everyday life;
- ✓ recognize some possible difficulties in interacting with members of other cultures;
- ✓ participate in short social interactions, using everyday forms of politeness.

5. Listing 2-3 bibliographic sources or authors that address the given problem.

Hymes is one of the first who defined the communicative competence [20]. Communicative competence is thus viewed by Hymes as the interaction of Grammatical, Psycholinguistic, Socio-cultural systems of competence [20]. Communicative competence considers social rules, contextual appropriateness, volatile, and affective factors aside from the structural elements of language.

Chomsky separates competence and performance; he describes 'competence' as an idealized capacity that is located as a psychological or mental property or function and 'performance' as the production of actual utterances [5].

6. Presenting the own model of solving the problem: 2-3 relevant methods that ensure the solution of the problem and a recommendation for colleagues.

Developing communicative competence is an ongoing process that involves improving various aspects of communication, including speaking, listening, reading, and writing.

Your possible answer:

Developing communicative competence is an ongoing process that involves improving various aspects of communication, including speaking, listening, reading, and writing.

The outlined methods and strategies are designed to bolster communicative competencies across several domains, ensuring a holistic approach to language learning and communication enhancement.

*Developing **communicative competence** is an ongoing process that involves improving various aspects of communication, including speaking, listening, reading,*

In fostering *Active Listening,* the emphasis is on involving students in meaningful conversations, urging them to ask questions for better understanding, and creating an environment where they feel comfortable expressing themselves without interruptions. This approach not only enhances listening skills but also encourages a respectful and engaging dialogue.

For *Developing Speaking Skills,* the strategy includes regular conversational practice to build confidence, along with structured opportunities for public speaking and presentations. This helps in refining students' articulation and delivery. Recording and reviewing speaking exercises also play a crucial role in identifying and working on specific areas needing improvement.

To aid in *Expanding Vocabulary*, students are encouraged to read extensively and use digital tools and resources for vocabulary building. Keeping a vocabulary journal is also suggested to regularly note down and revisit new words and expressions, thereby reinforcing learning.

Reading and Writing Regularly are promoted through engaging with a variety of texts and undertaking diverse writing tasks. This exposure not only advances reading comprehension but also sharpens writing skills, offering students ample practice in articulating their thoughts in written form.

Lastly, *Role-Playing and Simulations* are recommended to provide students with practical, real-world communication experiences. Through these activities, students can practice and refine their communication skills in a controlled, supportive environment, preparing them for effective interaction in various contexts.

Together, these strategies offer a comprehensive framework for enhancing communicative competencies, emphasizing active participation, practical application, and continuous improvement.

RESOURCES FOR REFERENCE FOR A MORE ELABORATED ANSWER:

One model for developing the communicative competence can be Claude Simard's model [34], when the teacher focuses on **the verbal component, which integrates all the components of the language and contains:**

- The ***linguistic component***, which encompasses the entire lexical issue; this element considerably affects how well the message is received and produced. The majority of secondary school English language instruction incorporates vocabulary-focused sequencing. The section of the script devoted to reading texts—as well as the sequences intended to create spoken or written text—includes explanations of words and unfamiliar idioms. The learner must have sufficient vocabulary to carry out daily conversations in typical scenarios on some familiar topics in order to understand the amount of the vocabulary and how to use it. The linguistic component of communication competence includes vocabulary as well as a number of other morphological and syntactic knowledge, i.e. formation of grammatical concepts.
- The ***textual component*** calls for understanding the reading process as well as expressing one's own opinions and thoughts in relation to well-known facts and events. Additionally, it contains the components of text production, which entail not only thinking about a subject and putting it into words, sentences, and phrases, but also organizing those words, sentences, and phrases into meaningful structures.

- The ***discursive or pragmatic*** dimension refers to the understanding and application of the rules and practices that govern how language is used in context. Examples include understanding the specifics of the communication situation, using linguistic registers, adhering to verbal interaction standards, etc.

Here are some methods and strategies to help enhance the communicative competencies:

Active Listening:

→ Actively engaging students in conversations

→ Asking clarifying questions to ensure the student's comprehension

→ Avoiding interrupting and allowing students to speak

Developing Speaking Skills:

→ Engaging in regular conversations students to build confidence

→ Practicing public speaking or presentations to improve articulation and delivery

→ Recording and reviewing students' speaking to identify areas for improvement.

Expanding Vocabulary:

→ Reading widely to expose students to a variety of words and expressions

→ Using vocabulary-building apps and resources

→ Keeping a vocabulary journal to note and review new words regularly.

Reading and Writing Regularly:

→ Reading books, articles, and newspapers to improve comprehension and language skills

→ Writing regularly, such as journaling, blogging, or crafting essays, to enhance written communication.

Role-Playing and Simulations:

→ Engaging in role-playing scenarios to practice real-life communication situations

→ Simulating job interviews, negotiations, or difficult conversations.

Basic activities for the formation of communicative skills in the secondary classroom are:

- introductions: introducing oneself, introducing someone, illustrating, etc;

- descriptions: inventory, classification, reformulation, summary, comparison, definitions of objects etc.;
- activities that involve the use of imagination: location in time, space, dialogue, observation, invention etc.;
- storytelling: expressing ideas, convincing, arguing, questioning, confronting, judging, criticizing, etc.;
- reading based on images: development of mental processes; practice and improving correct and fluent expression skills; development of some emotional, moral and aesthetic feelings;
- text interpretation activities;
- identify activities: keywords, unknown words, words with figurative meaning;
- remember new terms: parts of speech, synonyms, lexical family, lexical field;
- comprehension activities: use language as a tool for constructing meaning;
- argumentation activities: generate different opinions about a situation, apply stages or schemes to argue;
- taking decisions: expressing opinion compared to the behavior of the main character; appreciate the advantages and limitations of the solutions, appreciate the facts the character in various situations;
- call to action: formulate commands that guide the action of the individual; coordinate the activity of a group; initiate an action - the completion of the action; give feedback, make appreciations; resolve a conflict.

7. Bringing arguments that the proposed model is relevant and correlates with the principles of student-centered approach.

The above-mentioned activities and methods enhance students' ability to communicate effectively in a variety of circumstances and can be improved using critical thinking, problem solving, collaborative learning, self-directed learning, and respect for diversity. This model correlates with student centered approach as it promotes students' overall academic and personal development as well as the improvement of their personalized communicative path.

Didactic situation 2

In today's digital world, it is rather difficult to get students engaged in active listening while teaching. What strategies will you use in the classroom to help your students develop their listening skills? (based on the 7th grade).

1. Defining the problem found in the proposed situation.

RESOURCES FOR REFERENCE FOR A MORE ELABORATED ANSWER:

The development of listening comprehension plays an important role in mastering a foreign language. Listening is one of the four primary language skills in English, alongside speaking, reading, and writing. It refers to the ability to understand and interpret spoken language, including both the words and the non-verbal cues, such as tone of voice and body language, used by a speaker to convey a message. Listening comprehension involves actively processing and making sense of spoken information.

In the context of English language learning, listening skill involves:

- ✓ Reception: Receiving and hearing spoken language, whether it's a conversation, lecture, interview, or any other form of oral communication.
- ✓ Comprehension: Understanding the meaning, context, and details of what is being said, including the main ideas, supporting information, or implied messages.
- ✓ Interpretation: Making inferences, drawing conclusions, and inferring meaning beyond literal words, often involving an understanding of cultural and contextual factors.
- ✓ Response: Being able to respond appropriately to what has been heard, whether it's asking questions for clarification, providing feedback, or engaging in a conversation based on the information received.

Effective listening skills are crucial not only in language learning but also in various aspects of life, including personal relationships, education, business, and social interactions. Developing strong listening skills is essential for clear communication and mutual understanding.

2. Explaining the notion derived from the proposed background.

Listening skills are of paramount importance in English as a Second Language (ESL) Education for several reasons:

- It takes good listening abilities to *comprehend* spoken English to participate in meaningful conversations, follow directions, and interpret lectures, audio materials, and dialogues in various contexts thus ESL learners need to be able to understand spoken language.
- Effective communication requires listening, which is a key *communicative s*kill. To reply effectively, ESL students need to be able to listen to peers and native speakers. Being able to listen well improves one's capacity to participate in conversations, ask questions, and give thoughtful responses.

But *it should be kept in mind*, there is a difference between *listening and hearing.* Hearing refers to the sounds that your ears receive, and it is a physical process rather than mental. By contrast listening requires more than that, it requires focus and concentrated effort, both mental and somehow physical. There are some learners that opt for more listening than speaking who are called good listeners.

3. Justifying the topicality of the identified problem.

RESOURCES FOR REFERENCE FOR A MORE ELABORATED ANSWER:

Listening skills are critically important in ESL (English as a Second Language) Education for several compelling reasons:

Listening is one of the primary ways in which language is acquired and represents the *Foundation for Communication*. Before ESL learners can speak fluently or engage in meaningful conversations, they must first listen attentively to native speakers and comprehend spoken English. Listening serves as the foundation upon which speaking and other language skills are built.

Effective listening provides ESL learners with exposure to *authentic* spoken English. This exposure is vital for understanding colloquial language, idiomatic expressions, accents, and different dialects, which are often encountered in real-life situations.

Listening helps learners develop strong *comprehension* skills. In academic and professional contexts, ESL learners need to understand spoken lectures, instructions, meetings, and conversations. Proficient listening ensures they can follow along and extract key information.

Listening to native speakers enables ESL learners to mimic correct *pronunciation* and intonation patterns. This leads to clearer and more natural-sounding speech, making communication more effective and easier to understand.

ESL learners expand their vocabulary by listening to a wide range of words and phrases used in context. *Exposure to new vocabulary* through listening helps learners understand and use words appropriately in their own speech and writing.

4. **Contextualizing the problem at curriculum level (competence, competence unit, content unit and class), as appropriate and other educational policy documents (instructions, guide, programs, methodological guidelines, methodologies, etc.) that reflect the problem.**

RESOURCES FOR REFERENCE FOR A MORE ELABORATED ANSWER:

Listening awakens awareness of the language as it is a receptive skill and learning to listen to the target language improves linguistic competence, sociolinguistic competence and pragmatic competence:

SC1.Linguistic competence: Application of the linguistic norms in the formation of simple, short correct messages, valuing the language as a system.

SC2. Sociolinguistic competence: The use of linguistic structures, demonstrating the functionality of the language within the framework of social contact.

SC3.Pragmatic competence: The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.

The listening process in the **7th** grade within the context of linguistic competence will target at:

1.1. Discrimination sounds, intonation patterns and phonetic features specific to the foreign language in the verbal flow in common contexts.

1.2. Distinguishing, by listening, the meaning of words and expressions in everyday situations.

1.3. Identifying simple grammatical structures, specific to the foreign language, in predictable contexts.

The listening process in the 7th grade within the context of sociolinguistic competence will target at:

2.1. Perception of the global meaning of a message in order to deal with simple communicative situations.

2.2. Identification of key information presented in a linear manner in social contexts of direct interest to the student.

2.3. Determining the linguistic structures needed for spontaneous and authentic communication.

The listening process in the 7th grade within the context of pragmatic competence will target at:

3.1. Identifying detailed information from written messages, formulated simply and clearly, regarding situations of everyday life by listening / reading/ watching.

3.2. Recognition of the key messages of warnings, instructions, and simple labels in the target language, placed on a product.

Activities to be organized to develop listening skills are:

- Listening to a message and filling in the blanks.
- Associating sounds with the appropriate graphemes.
- Selecting the correct option based on a message.
- Recognition of the words and expressions which belong to a certain lexical group in a certain context.
- Listening to the words, expressions, and statements being studied.
- Carrying out instructions and directions.
- Distinguishing the lexical / grammatical elements which are being studied from the context.
- Sequencing the actions in a text etc.
- Imitation of actions on hearing them.
- Kinesthetic games.

Learning products created in the process of developing listening skills are:

- Simple / online messages.

- Rhymes and lyrics.
- Comic strips.
- Worksheets.
- Posters and collages in traditional and digital format.
- Individual and group projects etc.

5. Listing 2-3 bibliographic sources or authors that address the given problem. Several scholars and researchers have made significant contributions to the field of listening skills development:

According to Hornby (2005) the act of listening means: "To pay attention to somebody/something that you can hear" [19].

Larry Vandergrift is a prominent researcher in the field of second language listening. He has conducted extensive research on listening comprehension strategies, including meta-cognitive strategies that learners use to monitor and improve their listening skills. His work has helped educators understand how learners can become more effective listeners [37].

John Field is known for his research on the concept of "bottom-up" and "top-down" processing in listening [11]. He has contributed to our understanding of how listeners use their knowledge of grammar, vocabulary, and discourse to understand spoken language. Field's work has influenced the design of listening materials and classroom activities.

Rivers Wilga made significant contributions to the field of language teaching and learning, including listening skills. Her research emphasized the importance of integrating listening and speaking skills in language instruction and promoting authentic communication in the classroom [30].

6. Presenting the own model of solving the problem: 2-3 relevant methods that ensure the solution of the problem and a recommendation for colleagues.

According to Penny Ur there are some problems that students have during listening activities:

1. Trouble with sounds
2. Cannot understand fast, natural native speech
3. Find it difficult to keep up
4. Get tired.

That is why there is a huge need to go through the following stages of listening activities planned during the English lessons to ensure successful listening sessions:

1. Pre-listening activities. They are also known as introductory activities since they introduce the text's subject and concentrate on its linguistic context. All of these issues, which include arousing curiosity, fostering self- confidence, and enabling comprehension, are addressed in this stage. The teacher encourages students to start the work right away, and sometimes teachers may allow them time to look up essential words, unfamiliar words, and helpful structures that will help them grasp and anticipate the activities that will be given.

2. While–listening activities. In these exercises, the teacher aims to practice listening sub skills while the student receives a series of comprehension activities to build listening skills. A student gets the ability to confirm his or her assumption about the meaning of the text throughout that period. Teachers should pay close attention to how their students are acting and feeling while participating in a listening activity. It is feasible to switch on the audio again if certain students are unable to complete the work and feel under pressure. In general, this phase is the hardest for the teachers to manage, because the students do the work on their own, and actively analyze the material.

3. Post-listening activities. The final stage, post-listening, asks students to discuss how a textual issue connects to their own lives or to express their opinions on specific passages. The purpose of these exercises is to apply the information learned from listening and to summarize the concepts.

Here are some commonly used methods to teach listening:

- After listening to a paragraph or audio clip, can be offered to students' *comprehension questions* that call for them to recall specific facts, key concepts, or viewpoints presented in the content. They record their listening experiences in *listening journals*, where they can also record new terminology and consider how well they comprehended the material. Setting up listening centers with audio resources and headphones will allow for one-on-one or small group listening practice.
- *Transcription* is another method used in ESL instruction. Asking students to write down or transcribe what they hear is a good method to improve listening. This exercise strengthens spelling and vocabulary while also enhancing listening accuracy.

- Utilizing the listening comprehension activities that are pre-recorded and provide: *Multiple-choice questions, true/false statements, and fill-in-the-blank* tasks is another way to foster listening skills.
- By telling *stories or anecdotes* to the audience, the students practice retelling the tales in their own words.
- *Simulations and role-playing* in which students are required to pay attention to and act upon certain cues or instructions.
- Giving students *a list of items (such as words, phrases, or pictures*) and instructing them to listen to a text or audio clip while matching the items on the list to what they hear enhances listening comprehension.
- Encouraging the students to listen to one another- this can involve *group conversations*, *pair projects, or presentations* where students talk, and their peers listen before giving feedback or summaries.
- *Progressive listening* involves beginning with simpler audio elements and progressively introducing more sophisticated ones as learners gain proficiency. With time, learners can develop their confidence and skills thanks to this continuous growth.

7. Bringing arguments that the proposed model is relevant and correlates with the principles of student-centered approach.

This model of teaching listening, described above, reduces miscommunication or poor listening as through these methods students gain confidence; as ESL students grow as listeners, they gain more assurance when speaking English in everyday contexts. Gaining self-esteem and overcoming linguistic hurdles in a personalized way are made possible by this confidence boost.

Along with speaking, reading, and writing, listening is one of the four basic language abilities that lead to language development. Strong listening abilities offer a strong basis for the growth of other linguistic abilities as well.

Didactic situation 3

Writing, in general, is undoubtedly some of the most valuable skills; obviously, having these skills makes it much easier for students to communicate and to participate in the English language classroom. However, there exists a purpose for writing outside of these immediate practical purposes. What is that? Explain how do you develop Writing in the English language classroom? (based on the 12 grade).

1. Defining the problem found in the proposed situation.

Strong writing skills enhance students' chances for success**. Writing** is an extremely complex cognitive activity in which the writer is required to demonstrate control of varied variables simultaneously. Writing is a method of communication and a means of expressing thoughts, ideas, and information through the use of written symbols.

2. Explaining the notion derived from the proposed background.

Writing is an essential factor of language. Teaching writing can be a rewarding process that helps students develop their communication and critical thinking skills. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function.

3. Justifying the topicality of the identified problem

Nowadays, students are lacking writing skills as they spend most of their time using their equipped smartphones, and they depend on electronic devices or gadgets which provide instant or ready- made answers/results available on the internet. They use their valuable time in searching what others are writing, instead of learning the language skills. Naturally students, having good writing skills, are always successful at expressing their ideas and reaching their goals. They should develop writing skills for their multiple benefits and success in life. The process of writing is to teach students how to write with coherence, appropriate grammar structure and acceptable spelling.

4. **Contextualizing the problem at curriculum level (competence, competence unit, content unit and class), as appropriate and other educational policy documents (instructions, guide, programs, methodological guidelines, methodologies, etc.) that reflect the problem.**

The guidelines for developing the writing competence can be followed in the 2019 Curriculum as a constituent part of:

- *the linguistic competence*, *the sociolinguistic competence, the pragmatic competence,* the *pluri/intercultural competence* under the umbrella of Production of written/ online messages. There are clearly stipulated areas to be capitalized such as: Orthographical component, Grammatical component (for the linguistic competence) with Recommended learning activities and concrete outcomes (See the *Fig. 10*).

The Orthographical Component underscores the importance of mastering spelling rules unique to the foreign language. Students are expected to apply these rules accurately while crafting written messages, ensuring their written communication is not only correct but also reflects a deep understanding of the language's orthography.

The Grammatical Component emphasizes the functional application of grammatical structures that are specific to the foreign language across various forms of writing. This involves using grammar not just correctly, but also effectively, to convey clear and nuanced messages in the target language.

To demonstrate their grasp of these components, students are encouraged to produce a variety of Concrete Outcomes or school products. These include:

Online texts/messages: Engaging with digital platforms to create contextually relevant and grammatically correct texts.

Well-developed statements: Formulating comprehensive statements that showcase linguistic precision and clarity.

Translations: Applying language skills to accurately translate texts, highlighting understanding of both the source and target languages.

Worksheets: Completing exercises that reinforce grammatical and orthographical knowledge.

Descriptions: Crafting detailed descriptions, employing a rich vocabulary and correct language structures.

Concept maps/ infographics: Visualizing information and linguistic concepts in a structured and aesthetically pleasing manner.

Reading logs: Maintaining records of reading activities to track exposure to the language and new vocabulary.

Newspapers/magazines: Creating print or digital publications that incorporate various language skills and creative expressions.

Illustrated lexical portfolios: Compiling vocabulary with illustrations to enhance memory and understanding of new words.

Individual/group projects: Undertaking projects that allow for the practical application of language skills in both traditional and digital formats.

Production of written / online messages Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
Orthographical component 1.10. Accurate use of the spelling rules specific to the foreign language in writing messages. **Grammatical component** 1.11. Functional use of grammatical structures specific to the foreign language in writing various types of messages.	• To describe • To inform • To present • To state • To remark • To explain • To express • To compare • To assert / deny • To offer **Elements of communication ***	**Activities:** • Exercises involving writing words / expressions / sentences with elements of dictation. • Fitting words / phrases into sentences. • Translation of sentences. • Filling in the gaps. • Formulation of questions / answers. • Identifying and correcting mistakes. • Restoring punctuation marks. • Transformation of sentences according to a model / rule. • Open-ended sentence completion. • Integration of the corresponding lexical and grammatical structures into statements / descriptions / messages, tables, questionnaires, etc. • Completing worksheets. **Concrete outcomes (school products):** • Online texts / messages. • Well-developed statements. • Translations. • Worksheets. • Descriptions. • Concept maps / infographics. • Reading logs. • Newspapers / magazines in traditional and digital format. • Illustrated lexical portfolios. • Individual / group projects in traditional and /or digital format.

Fig. 10. *Production of Written Messages - the Linguistic Competence*

The sociolinguistic competence fosters the capitalization on (see Fig. 11):

These competences within language learning are a critical skill set that enables learners to adeptly navigate the complexities of social interactions and cultural nuances. This competence

is essential for the effective use of language in diverse communicative contexts, allowing learners to adjust their communication in response to the roles and relationships of the speakers involved. It emphasizes the importance of understanding and integrating socio-cultural diversity into communication, the strategic use of verbal and non-verbal cues to articulate viewpoints within various social contexts, and the adaptation of language resources to craft functional texts tailored to specific communicative purposes.

To demonstrate mastery of these sociolinguistic skills, learners are guided to produce a range of concrete outcomes. These include the creation of functional texts that fulfill practical communicative needs, the design and implementation of online questionnaires or forms for information collection, the preparation of thematic presentations in both traditional and digital formats, and the development of content such as sensational news, documentary videos, and persuasive essays or speeches. Additional outcomes involve the interpretation of research results, the creation of business cards reflecting the linguistic and cultural practices of allophone countries, presentations of favorite web pages, and more. These varied products showcase the learners' ability to apply their sociolinguistic competence in creating meaningful, context-appropriate, and culturally aware communication.

Production of oral / written/ online messages. Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.5. Integration of the sociocultural diversity into various communicative situations, depending on the role of and relationships with the speakers. 2.6. Use of verbal and non-verbal language to argue a point of view according to the social context. 2.7. Adaptation of the language resources for writing functional texts for various communication purposes.	• To ask for or offer recommendations and suggestions • To express advantages / disadvantages • To reformulate a message to clarify a situation • To approve / deny • To explain the causes of a problem • To request confirmation / refutation of information • To describe experiences, events, dreams, hopes, ambitions • To express intentions • To convey moods and emotions: surprise, curiosity, fears, uncertainty • To express various degrees of certainty • To provide personal information • To explain and justify plans, intentions and actions • To draw up a formal invitation • To order arguments sequentially and logically. **Elements of communication ***	**Activities:** • Practicing the techniques of dictionary usage. • Completing online forms with personal information. • Analyzing educational offerings and making a brief presentation of the information in a leaflet. • Writing a CV, a letter of motivation. • Synthesis exercises involving modification and transformation (reduction, expansion, restoration). • Developing a list of instructions, an announcement or a business card. • Selecting and presenting information about universities from allophone countries. • Presenting information using a diagram Venn. • Application of writing techniques to an argumentative essay. • Composition exercises: paragraph, summary, structured essay. • Presentation of a public speech lasting 2-3 minutes. **Concrete outcomes (school products):** • Functional texts. • Online questionnaires / forms. • Thematic presentations in traditional and / or digital format. • Sensational news. • Documentary videos. • Interpretations of research results. • Business cards of from the allophone countries. • Presentation of a favorite web page. • Persuasive essays / speeches

Fig. 11. *Production of Written Messages - The Sociolinguistic Competence*

The narrative centers on the development of pragmatic competence within language learning, highlighting its role in enabling learners to use language flexibly and effectively across diverse contexts. This competence empowers learners to seamlessly integrate language resources, producing instructions, advertisements, and personal or professional diary entries. Additionally, it enables the structured presentation of daily activities and the design of reports on group activities, individual projects, or routine tasks. Learners also develop the skill to support simple linear arguments on various everyday topics.

To demonstrate pragmatic competence, learners engage in the creation of diverse school products. These include essays, both in traditional and digital formats, providing a platform for expressive and organized writing. Speeches allow learners to showcase their ability to present ideas persuasively. Crafting CVs, brochures, travel journals, and press articles further demonstrates their proficiency in creating varied communication materials. Group and individual projects underscore practical application, while the composition of correspondence, including letters and emails, hones written communication skills. Lastly, the production of invitations, announcements, and commercials in both traditional and *digital formats exemplify the versatility of pragmatic competence across different communication mediums.*

Production of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.4. Flexible integration of language resources, to produce instructions, short ads, and diary pages of personal / professional interest. 3.5. Presentation of an experience related to daily activities in a structured text. 3.6. Designing a short report about the development of a group activity / an individual project /daily activity. 3.7. Supporting a simple linear argument with reference to various everyday topics.	• To write a press article • To comment on a survey • To carry out an investigation • To write a poster / flyer / letter / summary • To draft a report / press article • To describe • To argue • To comment • To develop **Elements of communication ***	**Activities:** • Delivering a formal / informal speech that will contain: an introduction, arguments, and a conclusion. • Development of functional / discursive texts which comply with specific conventions. • Composition of a personal text and other complex functional texts. • Development of a structured essay. • Writing e-mails / letters about facts, events, etc. • Transforming a written biographical file into an oral / written text. • Creating a traditional / digital portfolio. **Concrete outcomes (school products):** • Essays in traditional and digital format. • Speeches. • CVs in traditional and digital format. • Brochures / travel journals / press articles. • Group / individual projects. • Correspondence (letters, e-mail). • Invitations / announcements / commercials in traditional and digital format.

Fig. 12*. Production of Written Messages - The Pragmatic Competence*

Intercultural competence is as a critical facet of language learning, focusing on its role in fostering a deep understanding and appreciation of diverse cultures through the lens of literature and language. This competence enables learners to identify with characters from both

literary and non-literary texts, providing detailed justifications for these connections. It also involves organizing language resources to elucidate or link events from these texts, thereby enhancing comprehension and critical thinking.

A key aspect of this competence is the application of explicit criteria to contrast the cultural elements of the allophone country with the learner's country of origin, fostering a nuanced understanding of cultural differences and similarities. Moreover, learners are encouraged to articulate their personal opinions and interests in the culture, history, language, and literature of the allophone country, contributing to a well-rounded intercultural perspective.

To manifest this competence, learners are tasked with creating a variety of concrete outcomes. These include case studies that explore cultural phenomena, essays and press articles that articulate insights into cultural comparisons, and travel logs that document personal experiences and reflections on cultural immersion. Individual and group projects offer platforms for collaborative exploration of cultural topics, while presentations, whether in traditional or digital formats, allow for the sharing of knowledge and perspectives. Commercials and digital ads encourage the creative application of cultural knowledge in marketing contexts. Cultural and linguistic portfolios, alongside scrapbooks or lap books on cultural topics, serve as comprehensive records of learners' journey into understanding and appreciating the richness of intercultural experiences.

Production of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.4. Self-identification with characters from literary / non-literary texts being studied, with a detailed justification. 4.5. Organization of language resources to explain / correlate events from literary / non-literary texts being studied. 4.6. Application of explicit criteria to compare cultural aspects specific to the allophone country and the country of origin. 4.7. Explanation of the rationale behind one's personal opinions and personal interest in the culture, history, language and literature of the allophone country.	• To express an opinion • To justify • To write a press article • To comment on a survey • To describe • To argue • To comment on a work of art • To reformulate a statement / message • To recommend • To compare • To express opinions • To evoke possibilities • To describe personal dreams / intentions, and projects • To express indifference, annoyance, disappointment, pleasure, regret, and surprise **Elements of communication ***	**Activities:** • Development of digital photo / video collages. • Presentation of a favorite character from a short story / novel / story / etc. • Writing a structured / unstructured essay on cultural topics. • Commenting on quotations from literary / non-literary texts / proverbs / maxims which have been studied. • Presentation of a public discourse on cultural issues, using photo and digital resources. • Completing a Venn diagram with information about cultural / behavioral similarities and differences, based on literary / non-literary texts, films, and short stories. • Creating a real / virtual / imaginary reading room for young people, following an action plan. • Production of messages / letters / commercials, using multimedia resources. • Clear and reasoned presentation of personal opinions during thematic discussions. **Concrete outcomes (school products):** • Case studies. • Essays. • Press articles. • Travel logs. • Individual and group projects. • Presentations in traditional and digital format. • Commercials / digital ads. • Cultural and linguistic portfolios in traditional and digital format. • Scrapbooks / lap books on cultural topics.

Fig. 13. *Production of Written Messages - Pluri/Intercultural Competence*

5. Listing 2-3 bibliographic sources or authors that address the given problem.

According to Nunan writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader [27]. For ESL students, the method of journal writing has been recommended as a non-intimidating way to practice writing. This method, also known as interactive journals, enables contact between students and teachers using a special notebook created for written conversations.

Graham, 2006; Nightingale, 1988 considered that teaching writing requires abilities regarding displaying a variety of behaviors, from using spelling, punctuation, and grammatical standards to stressing key phrases with the use of suitable words to present the text as a coherent whole [13; 25].

DeFazio, et al., 2010; Graham & Perrin, 2007 state that writing instruction increases students' ability to acquire, understand, construct, and reflect on the new information [8; 14].

6. Presenting the own model of solving the problem: 2-3 relevant methods that ensure the solution of the problem and a recommendation for colleagues.

There are three well-known approaches to teaching writing, they are: Product-based approach, Process-based approach, and Genre-based approach. The most effective model to teach writing in the XII th grade is the Process Approach. The Process Approach stresses writing activities which move learners from the generation of ideas and the collection of data through to the publication of a finished text. Process approach is learner centered in which learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration.

According to Steele, Process Approach involves eight stages:

- Brainstorming
- Planning/Structuring
- Mind Mapping
- Writing the First Draft
- Peer Feedback
- Editing
- Final Draft and
- Evaluation and Teachers' Feedback

Stage 1: Ideas are generated by brainstorming and discussion.

Stage 2: Learners extend their ideas into a note form and judge the quality and usefulness of ideas.

Stage 3: This stage helps learners make the relationship of ideas understandable, organizing their ideas into mind map or linear form.

Stage 4: In this stage, students prepare the first draft in the classroom usually in pairs or groups.

Stage 5: Then drafts are exchanged for students' reading and responding from each other's works. In this way, students develop an awareness of the fact.

Stage 6: Considering the feedback of other students, drafts are improved with necessary changes.

Stage 7: Finally, students prepare the final draft with necessary changes.

In Stage 8, the final draft is evaluated by the teachers providing feedback on it.

Students get pivotal benefits using this Process Approach as Process Approach is learner – centered. The advantages of writing as a process are:

- Students can show their latent abilities in the writing process;
- Learners build up their power of thinking and creativity;
- They understand the importance and value of developing their writing skills;
- They can concentrate on strategies and processes of writing with their own abilities and potentials;
- They are enabled to reach their objective and purpose.

7. Bringing arguments that the proposed model is relevant and correlates with the principles of student-centered approach

Writing is a recursive, mental process transforming ideas into written messages. The development of writing competencies in English evokes the need to develop the ability to construct a variety of genres and consolidate writing structures, to develop the ability to summarize and infer, to extract information from lecturing a text, and then relay the information in a clear and coherent manner. The stages of process writing correlates with the principles of student-centered approach and are flexible and repetitive that can take place simultaneously, revealing not only what was learned, assimilated, but also what was passed through the cognitive and meta-cognitive framework of the learner.

4.2 Didactic Situations Examples for your Practice

DS 1. Your class is a melting pot of different ability levels. In the process of teaching language, you need to reach every student, so that everyone leaves your class with the feeling that he/ she is valued. How would you teach these students the four language integrated skills? How would you cope with the situation? List some solutions.

DS 2. In the process of teaching, you notice that your students are passive and show little interest in the subject of the lesson. What strategies will you use to engage these students in active learning?

DS 3. Being on a remote teaching, your 9th graders have been assigned to carry out a project. Their task is to design a leaflet to advertise a place of interest from Moldova. What criteria will you include in your assessment rubric? Bring some arguments.

DS 4. In the process of teaching a group of students with advanced digital skills, you feel the need to keep up with them in order to get their attention and motivate them to study English. How will you integrate the digital products in the teaching - learning process in the classroom?

DS 5. In order to create authentic learning contexts, it is necessary to integrate elements of mediation in the tasks you develop for your students. Bring some specific examples of tasks that are based on the Curricula 2018/ 2019. What is task-based learning from the perspective of the new Curriculum?

DS 6. In today's digital world, it is rather difficult to get students engaged in active listening while teaching. What strategies will you use in the classroom to create engaging activities that will help your students develop their listening skills?

DS 7. In the context of modern society progress and the new requirements of adaptability in various life situations, modern pedagogy recommends new teaching-learning approaches that are reflected in the National Curriculum. How will you teach a grammar topic using the communicative action approach? Bring examples.

DS 8. In the process of assessing your students' language skills, you use various Types of assessment. What are these and how do you design them according to educational policy documents regarding the English language? What is the role and place of the oral assessment? How will you organize it with your students?

DS 9. In the process of designing new curricula contents for the upcoming school year, you identify that you have got a new group of students, and you are challenged to make the long-term planning for this group. How do you ensure continuity in the process of teaching? Bring specific examples.

DS 10. In order to create authentic learning contexts, it is necessary to integrate elements of mediation in the tasks you develop for your students. Bring some specific examples of tasks that are based on the Curricula 2028/ 2019. What is task-based learning and content-based learning from the perspective of the new Curriculum?

SECTION 5.

EDUCATIONAL PRODUCT

5.1 Educational Product: Conceptualization and Particularities

- Educational Marketing
- SMART Objectives
- Qualitative and Quantitative Results
- Sustainability
- Dissemination of Results

The development of an Educational Product involves a multifaceted approach, beginning with the strategic application of Educational Marketing. This approach is essential for effectively identifying and engaging the target demographic, ensuring that the educational product not only meets the needs of its audience but also resonates with them on a meaningful level. Central to this process is the establishment of SMART objectives, which serve as a clear and structured roadmap for the project. By defining goals that are Specific, Measurable, Achievable, Relevant, and Time-bound, the project team can pursue clearly defined outcomes with precision and purpose.

Equally important is the assessment of both Qualitative and Quantitative Results. This dual-focused evaluation allows for a comprehensive understanding of the product's impact, encompassing both the measurable outcomes and the deeper, subjective experiences of the end users.

Sustainability emerges as a critical consideration in the creation of educational products. It's imperative that these products are designed with longevity and resource efficiency in mind, ensuring they can continue to deliver educational value without contributing to environmental degradation or becoming technologically outdated.

Furthermore, the Dissemination of Results plays a crucial role in the lifecycle of an educational product. Sharing the successes, challenges, and lessons learned from the development and implementation phases not only elevates the profile of the product but also enriches the broader educational ecosystem. By circulating findings and insights, developers can foster a culture of continuous improvement and innovation within the educational community.

In sum, the creation of an educational product is a comprehensive endeavor that extends beyond mere content development. It encompasses a strategic approach to marketing, goal setting, impact evaluation, sustainability considerations, and the sharing of knowledge and

outcomes. This holistic framework ensures that educational products are not only effective and engaging but also sustainable and beneficial to the broader educational landscape.

5.2 Educational Marketing and Educational Product within the Context of Integrated Curriculum

Modern marketing is a complex concept within an interdisciplinary science with an integrative, multidimensional character, specific to the market economy with major implications in the activity of any organization, institution, indispensable in achieving performance. Educational marketing is the process of planning and executing the conception, establishment of the price/cost of promotion and distribution of ideas, goods and services, in order to create exchange and satisfy individual and institutional objectives.

Marketing orientation in the field of education means market research and adapting the offer to the educational demand, which means not only building a student-centered education, but even designing study programs that are required by the market. The marketing orientation in the sphere of education expresses a rethinking of the educational offer.

5.2.a Marketing Functions

In the context of educational product development, understanding and integrating marketing functions is crucial for aligning educational offerings with the needs and expectations of learners and the labor market. The marketing functions tailored to educational processes are multifaceted and encompass:

Researching Needs and Requirements: This involves a thorough investigation into the needs of consumers, in this case, the trainees, as well as understanding the demands of the labor market through the recognition of professional qualifications. It's essential to gauge what learners seek in their education and how these needs align with current and future job market trends.

Dynamic Connection to the Educational Market: Establishing a responsive link between the educational institution and the market it serves ensures that the curriculum, teaching methods, and overall educational experiences remain relevant and appealing to

current and prospective students. This adaptability is key to staying competitive and effective in fulfilling educational and professional aspirations.

Enhancing Trainee Satisfaction: The ultimate goal of integrating marketing functions into the educational process is to boost the satisfaction levels of trainees. Positive feedback from students regarding study programs is indicative of their contentment, which often stems from their perceptions of how well the educational process is organized and delivered. This satisfaction is not only a measure of the quality of education but also a critical factor in evaluating the performance of teaching staff. It is typically assessed through questionnaires that solicit students' opinions on various aspects of academic behavior and teaching quality.

In summary, the adaptation of marketing functions to educational processes is instrumental in bridging the gap between educational institutions and the evolving needs of learners and the labor market, ultimately leading to enhanced satisfaction and success for both students and educators.

PRODUCT *is the final result of an educational or creative process, result of analysis of a set of complex phenomena or actions in the achievement of educational objectives.*

PRODUCT - *a material resulting from a work process; the totality of objects or goods obtained in the production process*.

5.2.b Educational Product

The product is one of the most important achievements of the teaching staff as a component of educational marketing. The basic activity of educational institutions consists in the creation and supply of educational products by providing educational services through the prism of curricular and extracurricular activities.

An educational product refers to the reorganization of the educational process, the way of carrying out the tasks addressed through the direct connection with the objectives of extracurricular activities, the introduction of new ways of capitalizing on knowledge, skills, and competences. The teaching staff develops and implements an educational product that represents the performance at the local, district or national level.

Its constituent elements and particularities are:

- The complexity of the educational services;
- Parameters of educational services;
- The co-participation of trainees in the provision of the educational service;
- Access to educational services;
- The term of service.

The Educational Products recommended by the Ministry of Education and Research are as follows:

Table 2. Educational Products

Educational Products For Conferring/Confirming the First Didactic Degree	Educational Products For Conferring/Confirming the Superior Didactic Degree
1. Educational project developed and implemented in the institution/community (in accordance with the discipline for which it is certified).	1. Educational project developed and implemented at national level (in accordance with the discipline for which it is certified).
2. Methodology for training certain skills, used by the candidate, in accordance with the discipline for which they are certified.	2. Methodology for training certain skills, developed by the candidate, in accordance with the discipline for which he is certified.
3. Elaborated didactic materials, manuals, including digital ones and their application in the classroom/within psycho-pedagogical or group activities.	3. Didactic materials developed, manuals, including digital ones approved by the ministry or within a specialized department and proposed for implementation in schools.
4. Curriculum at the decision of the institution, approved by the Teaching Council of the Educational Institution or at the level of the Rayon/ Municipal Department of Education	4. Curriculum at the decision of the institution, approved by the National Council for Curriculum (presentation of own contribution).

and proposed for approval in the CNC (presentation of own contribution).	
5. Teaching/learning/assessment strategy with ICT elements, approved by a specialist department and used in the classroom.	5. Teaching/learning/evaluation strategy, including the use of ICT, developed within a working group approved by the ministry and proposed for implementation in schools.
6. Specific work program with gifted students/with SEN etc.	6. Specific work program with gifted/SEN students, etc., developed within a working group approved by the ministry proposed for implementation in schools
7. Transdisciplinary activities and effective ways of developing integrative skills.	7. Set of transdisciplinary activities, presentation of the own model for solving a didactic problem.
8. Program for capitalizing on the results of continuous training and professional development in the activity with students.	8. Continuous training capitalization program and professional development in the activity with teachers at district/region level.
9. Program to create the well-being of students and teachers, at the level of the educational institution.	9. Program/Strategy for creating the well-being of students and teachers, at district/region level, etc.
10. Pedagogical/ psycho-pedagogical research with an action level, application, etc.	10. Applied research, regarding the development of a methodology, regulation, methodological benchmarks, methodological guides, instructions, developed within a working group at the level of the ministry etc.
11. Didactic support proposed in the continuous training activity with teachers, at the institution level.	11. Didactic support proposed in the continuous training activity with teachers, at the district/region or national level.
12. Educational partnership project with the subject specific to the discipline to which it is certified, developed and implemented in the institution/community.	12. Educational partnership project with the subject specific to the subject to be certified, elaborated and implemented, at the district/region or national level.
	13. Educational policy documents elaborated and implemented, at district/region or national level.

5.2. c Evaluation Criteria for the Educational Product are:

To effectively gauge the quality and impact of an educational product, a set of comprehensive evaluation criteria has been established. These criteria are designed to assess various aspects of the product, from its presentation to its objectives and overall sustainability. Detailed in Table 3 below, the Evaluation Criteria serves as a benchmark for determining the effectiveness and potential success of the educational product in question.

Table 3. Evaluation Criteria

	Evaluation Criteria	Scoring
1	Public Presentation of 7-10 slides (summary/essentialized texts, pictures, diagrams, tables, etc.)	0-2
2	Describing the Need for Change	0-2
3	Elaboration of SMART Objectives	0-2
4	Demonstrating the Impact on the Educational Process	0-2
5	Ensuring sustainability/ Dissemination of the results	0-1
6	Argumentative Answers to Additional Questions	0-1

TASK 1. Analyze the existing problems from your professional environment that you would like to change for the better. Identify several educational product ideas to be developed by you in near future.

5.3 The Educational Product Presentation Algorithm

To effectively communicate the value and structure of an educational product, it is essential to follow a systematic approach. The Educational Product Presentation Algorithm provides a structured framework for this purpose, ensuring that all critical aspects of the product are clearly articulated and understood. This algorithm comprises the following key steps:

1. Describing the problem and Explaining the Need for Change
2. Setting Goals and Developing SMART Objectives
3. Implementing the Action Plan
4. Evaluating Qualitative and Quantitative Impacts
5. Ensuring Sustainability
6. Disseminating the Results.

1. Describing the Problem and Explaining the Need for Change

The argumentation of the educational product represents the description of the problem in an innovative format, in the approach of a formative context, in the pragmatic functional model of teaching/learning school disciplines with new ways to capitalize on the ability to implement knowledge, through modern, interactive, student-centered practices in order to increase motivation and the involvement of students to demonstrate their abilities.

The argument itself must contain:

- performing an analysis, synthesis of the situation created in the institution, community
- proposing hypotheses to initiate change
- independent documentation of the problem or insufficiency
- elaboration, argumentation of conclusions.

In order to justify the need for change, the following analysis procedure needs to be followed:

1. the context to be addressed, establishing the relationship between the real and the ideal situation;
2. the actors (students) who must act to solve this situation;
3. the set of resources that need to be acquired in the form of: knowledge, abilities, attitudes.

The teaching staff must ensure that the educational product through the prism of the proposed methodology with a reformatory / innovative character solves the problem differently than through the traditional methodology.

TASK 2. Identify a product from Table 2 that you would like to develop and write 10-15 sentences describing the professional didactic problem/ deficiency/ lack of resources and give arguments to hold this idea. Explain your motivation and need for change. Give a title to your product.

Individual work: Give a title to your product. Formulate two or more titles and identify the most successful one.

Reflection topic: Choose two different products from the list of recommended products. Formulate the argumentation for both products. Through the Venn diagram reflect what is different in the need for change when choosing different products?

2. Setting Goals and Developing SMART Objectives

Setting a clear goal and defining SMART objectives are fundamental steps in the development and implementation of any project, including educational products. These components serve as the backbone of the project, guiding all subsequent actions and decisions. Here's a closer look at the distinctions and purposes of each:

A goal:

- is a broad concept that needs to be achieved;
- it is the result of an activity/a set of activities, being defined to solve the general problem;
- is the solution to the problem that was previously described;
- is a realistic vision towards which all actions are oriented;
- defines the results or changes that the project will bring;
- indicates "where we want to get to"/"what's next" to be solved.

An objective:

- sums up the set of specific actions to achieve the goal;
- is an endpoint, not a process, it is a result of the product implementation;
- provides a more detailed picture of what needs to be done in a certain period of time;
- is concrete and measurable;
- must be completed before the completion of the project;
- indicates "what needs to be done to solve the problem".

SMART objectives are considered essential in the development and management of any educational product, including personal development. SMART is an acronym for Specific, Measurable, Accessible, Relevant and Time-bound. SMART objectives outline the specific steps that the researcher will take to achieve the research aim. SMART Objectives respond to the questions: what, why, who, when and how. The SMART Objectives should be regularly checked during the research project to ensure that the researcher is staying focused and decides if there is a need to review or revise them. The SMART Objectives help the researcher to clearly understand the purpose of his research and also make research meaningful.

Steps to Writing Clear and Measurable Thesis Objectives:

- Determine the level of knowledge required to meet the objectives.
- To ponder and reflect on the type of change the researcher wishes to affect.
- Choosing an action verb.
- To come up with a set of objectives.
- To review the objectives on a regular basis.

Objectives are statements that give answers to the following questions:

1. **Who:** Who is involved in this goal?
2. **What:** What do I want to achieve? What should be changed? To what extent should it be changed? Who is the change aimed at? Where will the change take place? When will the change take place?
3. **Where:** Where can this goal be achieved?
4. **When:** When do I want to achieve this result?
5. **Why:** Why do I want to achieve this goal?

The objective must be: Specific, Measurable, Achievable, Relevant/ Real, Time-bound.

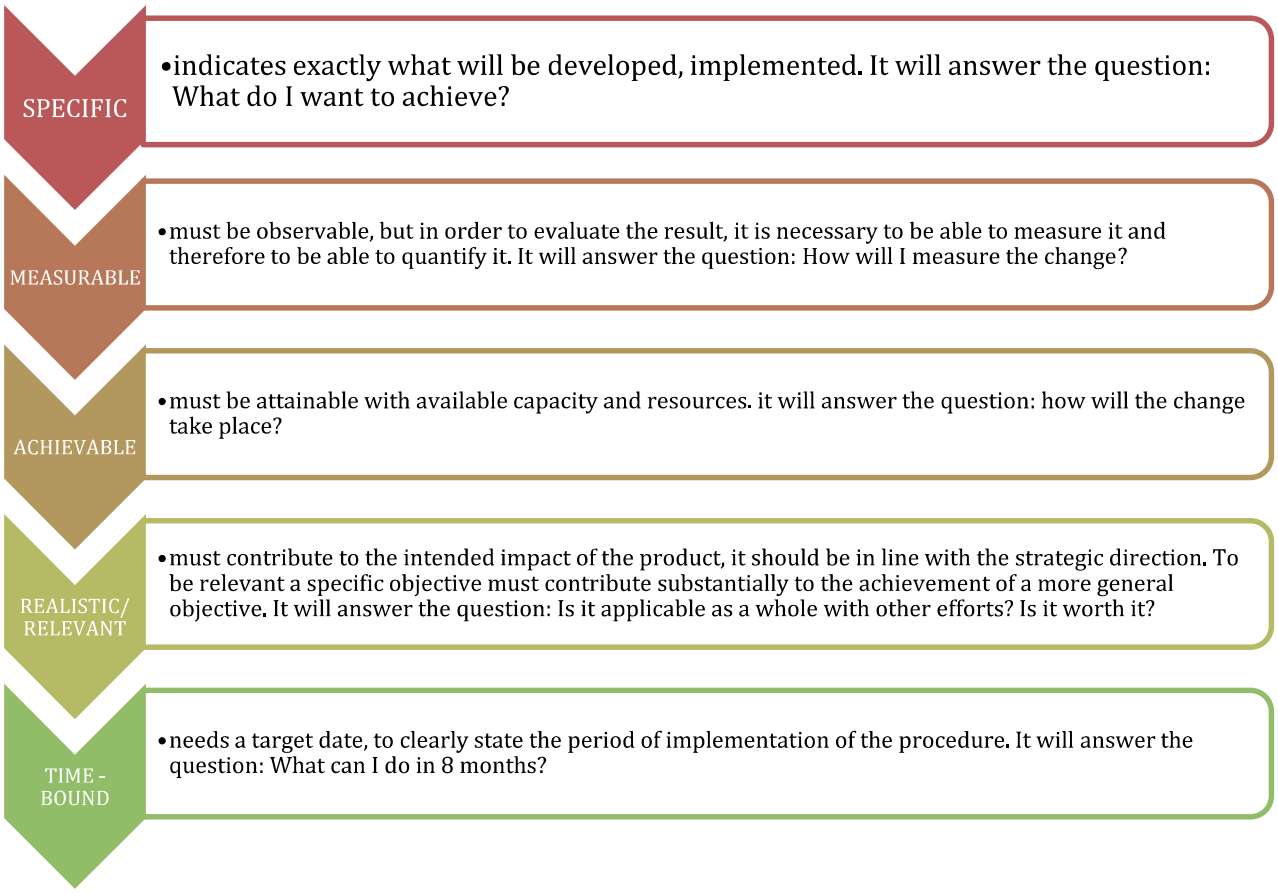


Fig. 14. *SMART Objectives Overview*

APPLICATION EXERCISE 1. Consider and capitalize on the product nr. 2 (*methodology for training certain skills*) from Table 2: Educational product, and analyze the Goal and formulate the SMART Objectives using the following sample:

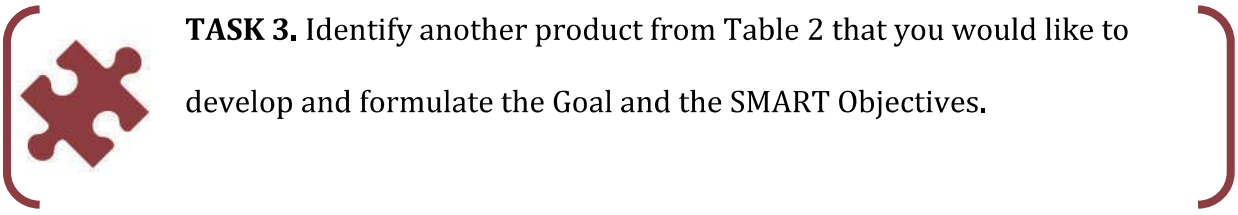
Title: The Stylistics of The Digital Letters

Goal: Sharing life experiences, facts, states of mind, opinions and establishing a mutual relationship between the readers and the author of the letters through correct spelling, style, grammatical and linguistic rules.

SMART Objectives:

.....

.....



TASK 3. Identify another product from Table 2 that you would like to develop and formulate the Goal and the SMART Objectives.

3. Implemented Action Plan (What? When? How? Resources?)

The way to implement the process of initiating an educational product involves the following stages:

1. Design Stage:

- → Establishing the theme and learning units;
- → Selection of specific skills and evaluation of the initial level of their training;
- → Identification of the set of knowledge, abilities and attitudes;
- → Designing the training-evaluation approach;
- → Anticipation of learning outcomes;
- → Determination of the product or products needed to be made by the students.;
- → Identifying the team members;
- → Determining the roles and responsibilities of each team member;
- → Establishing the terms of realization.

2. Implementation stage

- → Monitoring the training process;
- → Giving and receiving feedback;
- → Progress monitoring;
- → Immediate and permanent regulation of training activities;

3. Evaluation stage

- → Analysis of the obtained data;
- → Presentation of the results;
- → Final evaluation of the level of competence;
- → Reflections and sustainability.

The Action Plan can be presented in different forms: in a table or descriptively.

APPLICATION EXERCISE 2. Analyze the proposed model of planning the activities within your training program. Outline a plan for your product.

Table 4. The Plan of Activities

Goal:														
Objective:														
List your activities			Months (or weeks)											
Activity	Responsible person	Target group	1	2	3	4	5	6	7	8	9	10	11	12
1.1														
1.2														
Results	Indicators		Descriptors											
1			Type of Instrument											
2			Other											
Objective:														
List of activities			Months (or weeks)											

Table 5: Implementation of the Plan

Activities	**Months**																								**Who is responsible**
	Autumn Semester												**Spring Semester**												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Project Result 1:																									
Activity 1.1																									
Activity 1.2																									
Activity 1.3																									
Project Result 2:																									
Activity 2.1																									
Activity 2.2																									
Activity 2.3																									
Project Result 3:																									

There can appear different risks during the implementation of activities.

Table 6: Possible Risks

#	**Risks**	**The Impact on expected results**	**The level of risks** (low-1, medium-2, high-3)

4. Evaluating Qualitative and Quantitative Impacts

Quantitative and qualitative results are obtained in the process of measuring and appreciating the aims of the educational product, of efficiency by comparing the results with the proposed objectives. Thus, the quantitative and qualitative results must refer to the following aspects:

- how students' progress in regard to the fulfillment of specific skills;
- what cognitive abilities the students develop;
- how the new notions are integrated and how the new knowledge is applied;
- what motivates students;
- how effective some interventions are.

Qualitative research focuses on opinions, concepts or experiences.

Examples of qualitative results that can be observed during an investigative design include: student responses to various surveys, student responses to interviews, observation grids, analysis of educational documents, video recordings, audio.

Examples of quantitative results include statistically processed responses to surveys, tests, etc. *Quantitative results in education are engaged in measuring and evaluating the increase or decrease in the level of development of skills, abilities, knowledge through the application of statistical methods.*

Testing is an important part of the on-boarding process. To measure the knowledge gained, the progress achieved within a product, and to monitor the learning process, a test or an instrument will be built.

Quantitative results are illustrated on graphs and charts.

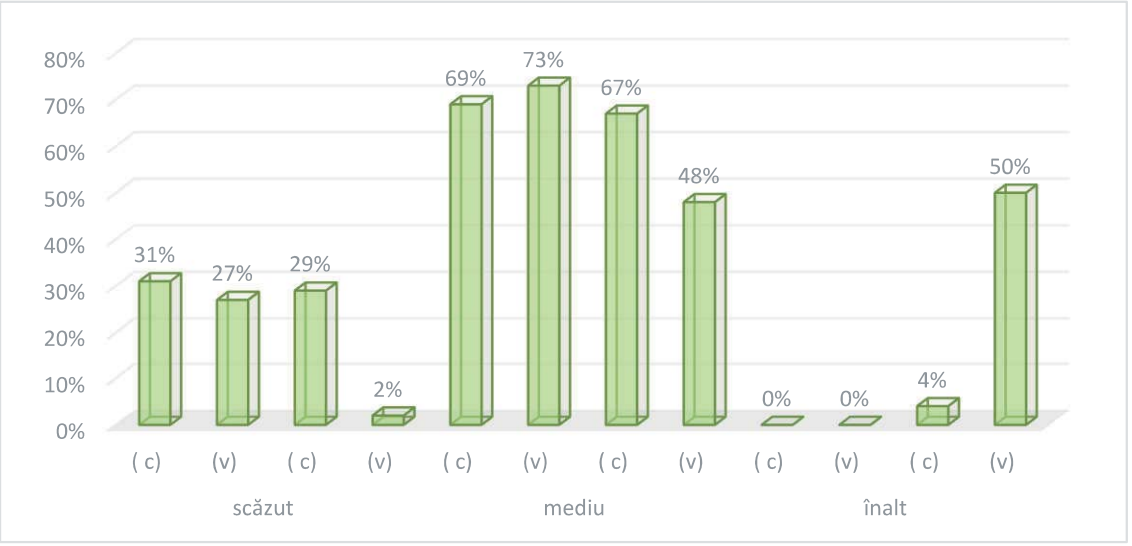


Fig. 15 *Example of Quantitative Results Graph*

4.a Analysis, Processing and Interpreting the Quantitative data.

The quantitative data means the data obtained by applying different research methods and is presented quantitatively, in numerical form, so that it is suitable for statistical processing. During the first stage, the data is subject to summary processing, respectively it is analyzed, ordered, grouped, classified, systematized. A critical evaluation of the research, based on the positive aspects and negative aspects; it is not unimportant to note the mismatches, differences, things with which research does not correlate. The condensation of the data obtained in the diagrams, tables, the calculations of percentages, classifications, reports to evaluation scales, structure charts, comparison charts, drawing graphs, calculations of statistical indices that express the central trend in a group like: average, median or variation: amplitude, simple deviation, mean deviation, dispersion, deviation standard.

APPLICATION EXERCISE 3. Analyze how was measured the level of the development of the meta-cognitive skills in the English Language Classroom.

To measure the level of development of meta-cognitive skills in English language teaching, the Meta-cognitive Awareness Inventory (MAI) is used, developed by G. Schraw and R.S. Dennison

[33]. The Meta-cognitive Awareness Inventory (MAI) is a scale which measures awareness and incidence of meta-cognitive regulation behaviors and is based on two dimensions:

1. knowledge about cognition: procedural, declarative, conditional knowledge;
2. regulation of cognition, with the use of meta-cognitive strategies: monitoring of understanding, information strategies, planning, development, evaluation.

After applying the tests, the experimental data are obtained by calculating the accumulated score; the percentage representation of the questionnaire items contributes to determining the levels of utilization of meta-cognitive skills. Descriptive statistical calculations can be performed using a variety of statistical formulas. E.g:

Mean point: The "average" number; found by adding all data points and dividing by the number of data points:

$$\bar{x} = \frac{\sum_{i=1}^{k} n_i x_i}{n}, \text{ unde } \sum_{i=1}^{k} n_i \text{ este efectivul total}$$

Student's t-test, in statistics, a method of testing hypotheses about the mean of a small sample drawn from a normally distributed population.

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

The analysis of the quantitative results of the sample of students is carried out at the beginning and end of the educational approach: the ascertaining stage and the formative stage, in order to evaluate to what extent, the educational intervention program within the educational product produced significant differences at the level of the dependent variables investigated (Table 10).

Table 7. Comparative statistical differences between Experimental Group (EG) - Control Group (CG)

Variables	EG/CG	N	M	SD	t	df	p
1. Students' Progress	EE	44	7,95	1,44	4,867	86	0,001
	EC	44	6,34	1,65			
2. Global Reading Strategies	EE	44	4,068	0,29	6,61	69,018	0,001
	EC	44	3,47	0,51			
3. Problem Solving Reading Strategies	EE	44	4,50	0,27	10,753	62,824	0,001
	EC	44	3,49	0,55			
4 .Support Reading Strategies	EE	44	4,33	0,49	7,611	86	0,001
	EC	44	3,49	0,53			
5. Listening strategies/ Planning	EE	44	22,22	3,13	11,676	86	0,001
	EC	44	12,86	4,30			
6. Listening. /Problem solving	EE	44	20,95	5,38	3,929	86	0,001
	EC	44	16,09	6,19			
7. Listening/ Mental translation	EE	44	13,15	4,05	5,847	73,497	0,001
	EC	44	8,90	2,61			
8. Listening/ Person Knowledge	EE	44	10,97	3,40	5,683	71,702	0,001
	EC	44	7,54	2,107			

This table data shows the impact regarding the degree of formation of communication skills (writing, reading, listening and speaking) in English from the perspective of the utilization of metacognitive strategies (post- test). For the products developed by the students, the teaching staff must formulate evaluation criteria depending on the population of students and the level of development.

APPLICATION EXERCISE 4. Analyze the evaluation criteria for the students' writing skills: paragraph writing from the National Curriculum and elaborate the evaluation rubric for it using the table below as a reference.

Table 8. Evaluation Rubric: Paragraph Writing

	Content & Organization		**Unity & Coherence**		**Grammar & Vocabulary**		**Format & Presentation**
10 9 8 7 6 5 4 3 2 1	**Topic Sentence** - States topic and controlling idea - Neither too general nor too specific **Supporting Sentences** - advance the main idea through sufficient use of supporting points - provide specific detail (e.g., examples, explanations, reasons, statistics, locations, descriptions) Concluding **Sentence** - restates the main idea or adds a comment Thoughtful, interesting content appropriate to assigned task. Achieves paragraph objective to persuade, inform, or entertain	10 9 8 7 6 5 4 3 2 1	**Order** (e.g., time order, spatial order, order of importance) Paragraph expresses a consistent point of view/ train of thought Use of transition or linking words (e.g., for example, however, furthermore, in other words) All supporting sentences refer to the main idea (i.e., no irrelevant sentences) Proper use of pronouns, synonyms, and references as applies to referents Correct use of coordinating and subordinating conjunctions	10 9 8 7 6 5 4 3 2 1	**Correct spelling** Correct punctuation Correct capitalization Correct grammar - verb tenses - singular vs. plural forms - subject verb agreements - use of function words (i.e., conjunctions, prepositions, articles) No run-on sentences, Fused sentences, or comma splices High level vocabulary appropriate to content. Good, varied word choice Good use of modifiers (i.e., adjectives and adverbs) and/or relative clauses.	5 4 3 2 1	**Proper use of margins** Proper paragraph indentation Double spaced Correct font style and font size Inclusion of title in correct position Inclusion of name, class, and student number Neat, clean presentation Fulfills minimum word or sentence requirement
	Content & Organization ____ /10		Unity & Coherence _____ /10		Grammar & Vocabulary _____ /10		Format & Presentation _____ / 5
Student Name:				TOTAL SCORE ____/ 35			

To measure the fidelity of the tests there are used different methods. The methods for verifying the fidelity of the tests are: 1. the method of internal consistency; 2. test-retest method; 3. the method of parallel tests; 4. the method of halving the test. From the variety of test fidelity verification methods, there may be used the internal consistency method. Cronbach's alpha method for scales / tests with several items is the most used fidelity coefficient. This coefficient indicates the inter-item consistency of the analyzed scale, and it is based on an average of the correlations between the scale items. A scale is considered to have a satisfactory fidelity when the fidelity coefficient is greater than 0.70 and a very good fidelity, if the fidelity coefficient is greater than 0.80.

4.b Methods for constructing Data Collection Instruments:

The components of the pedagogical research methodology and its main subcomponents are:

1. ***The system of research data collection methods:***

- self-observation method
- observation method (systematic)
- the method of observation as a participant
- psycho-pedagogical / didactic experiment
- survey method
- the method of analyzing the portfolios / products of the activity of the education subjects
- the method of researching curricular documents and other school documents
- method of tests and other written assessment tests
- case study method
- sociometric methods

2. ***The system of research data measurement methods***

*3.****The system of mathematical-statistical processing methods and interpretation of research data.***

4.c Research Methodology in Linguistic Education

Exploring the multifaceted approaches to research in the field of linguistic education is essential for understanding and enhancing learning outcomes. The following methodologies (Fig.16) are instrumental in this exploration:

Figure 16. *Research Methodology in Linguistic Education*

A. Self-observation is a research method that entails the researcher immersing himself in a personal experience or situation and studying his own feelings, thoughts, inner states, feelings, motivations, expectations, desires, reactions, behaviors, and benefits in order to gain a thorough understanding of the phenomena under investigation. It is, in fact, an experienced observation, or an examination of one's own circumstances or experiences.

Basically, self-observation makes possible processes that we could grade as follows: self-assessment, self-knowledge, self-analysis, self-questioning, self-criticism, self-planning, self-monitoring, etc. So, self-observation creates the premises of Valli's "reflection on action", "reflection in action", "deliberate reflection", "personalistic reflection" and "reflection for action".

B. Observation method. The term "observation" comes from the Latin word "servant", to which is added the prefix "ob", giving it the meaning of "to have before the eyes", "to have the eyes on", "to research". In general, observation involves the intentional and systematic pursuit of objects, phenomena, and events, in their natural state, in normal conditions of existence and

development, for the purpose to know them as deeply as possible and to discover their essential features. In addition to their quality of being observable, the facts must also be objective. In the scientific approaches, objectivity means that an observation can be repeated, replicated, i.e. performed by several people in a variety of conditions. If more researchers register the same effect under different conditions, the observation is objective, and the fact is required to be included in the theories.

The method of systematic observation, as a data collection method in pedagogical research, entails the intentional, methodological, and systematic pursuit of an event or a complex of educational events in their natural state of existence and development (without the researcher's intervention), in order to explain, understand, and improve them. The observer states and identifies educational facts, interpreting them from the standpoint of their inherent meanings and the research hypothesis; the observer states and identifies pedagogical facts, interpreting them from the perspective of their intrinsic meanings and the research hypothesis.

The observation is best accomplished by direct contact with the research item or using various audio-video recording devices; in both situations, the observers must be eyewitnesses to the phenomena under investigation. However, systematic observations on the recorded materials can be made in addition to direct observations.

Depending on the degree of involvement of the researcher, the observations can be:

- non-participatory: passive, empirical, in which the observer does not hide his own identity as a researcher;

- participatory observations: active, systematic, in which the observer becomes a member of the group, participates in the development of pedagogical events, without leaving the impression that he is researching them.

Regarding the observation, it can be spontaneous, natural- the research is not purpose-oriented) or deliberately induced- research is based on a specific purpose, clear objectives and possibly a hypothesis, an observation protocol with good observation indicators delimited.
Regardless of its nature - spontaneous or induced observation involves not only contemplation but driven careful attention to objects and phenomena, skillful interpretations, comparisons, correlations and interrelationships with other objects and phenomena. The act of sensory perception needs to be completed and extended through making personal reflections, mental

operations, reasoning, judgments, interpretations on those also observed through scientific approaches that reveal as well as possible the causal relationship.

Observation protocols are structured and adaptable instruments that are adjusted according to the researcher's goals and objectives and represent main documents that supply the information needed for subsequent analysis and interpretation. The following are the structural aspects that go into the creation of observation protocols:

a) the characteristics of the observation: the subject of the observation (dimensioning of the observed field), the purpose of the observation, the objectives of the observation, the type, nature of the observation: transversal (during a learning unit, a semester or school year) or longitudinal (the same classes are pursued during school years);

b) the context of the observation: date, place of development, setting, context (formal, non-formal or informal) in which the observation is made, the extension of the observation in time, the periodicity of the observation of the phenomena, the concrete aspects that will be observed, the categorical framework and the thematic framework of observation;

c) the samples or populations involved (revealing the characteristics of interest from perspective of observation and research);

d) the instruments necessary for observation;

e) description of observational indicators;

f) the ways of recording, capitalizing and interpreting the observations made - both during the observation, as well as at the end of it;

g) opinions and feelings of the researcher regarding those observed, which could be useful in interpretation of observation data.

In teaching practice, they operate with various types of observation protocols, which contain certain grids of categories that allow the classification and recording of observation data in certain headings. These can refer, for example, to the design, implementation, and evaluation of the didactic activity; to the teacher-pupil relationship, to the moments of the activity, to verbal exchanges in the group. It is not advisable for a grid of observations to include more than categories.

Observational indicators are directly observable, identifiable, recordable, and objectively measurable referring to the quantitative dimension of a qualitative manifestation of the

investigated phenomenon. They ensure the junction between qualitative and quantitative, between theoretical and practical, the empirical and theoretic in the research and explanation of educational phenomena. Mainly, they refer to issues such as: actions, reactions, behavior of educators, students, the characteristics of the educational environment, the products of the children's activity and aim to cover the multitude of manifestations of the studied phenomenon. Thus, the system of observational indicators allows establishing correlations and interdependencies between the variables of the studied phenomena, as well as the construction of an overview of their complex structure.

C. Survey. The survey is an interactive research method that involves a direct exchange of information between the researcher and the subjects being studied, in which data (opinions, facts, educational needs, interests, motivations, knowledge, behaviors, desires, and aspirations) are collected in relation to specific phenomena, situations, and manifestations. However, in the case of surveys, the communication relationship is dual, but strongly asymmetric, because the researcher designs, conceives, formulates, and addresses a series of questions, stimulating the investigated subjects (students, teachers, parents, and educational system managers) to respond and thus collect information about their personality and behaviors.

Survey - an interactive research method that involves a direct exchange of information between the researcher and the subjects being studied.

The survey makes it possible to conduct extensive research by collecting data and information from a large population of individuals, in order to know as thoroughly as possible, the investigated phenomena and, of course, in correlation with the research hypothesis.

The specific tool used in the surveys is the questionnaire (in Latin "questio" means search, research, question, interrogation), which is a system of questions (most often asked questions but there can be also used graphics, drawings, photographs, etc.), usually written, well-structured in a certain sequence, based on methodological, logical and psychological considerations.

The researcher will develop a collection of answers connected to researched events, situations, and manifestations by using questionnaires, which he would not be able to know directly and personally due to their spread in space and time.

Written or verbal formulations are the two ways in which the interviewed subjects can provide replies, thus we separate two investigative procedures to correspond to the two variants: **a)** indirect survey it is given in written form; **b)** direct or oral investigation.

The steps that are usually followed in conducting an investigation are the following:

1. defining the problem, the desired outcomes, and the purpose of the study;
2. selection of respondents;
3. development of investigation tools (questionnaires, interview grids);
4. conducting the field survey.

Types of Surveys:

- Descriptive Surveys: The goal is to describe your 'respondents' and, to be able to generalize that description to a larger population;
- Explanatory Surveys: These surveys go beyond description (although they do gather descriptive data) and attempt to establish why things might be the way they are;
- Panel Study: A panel study involves asking the same (not similar) sample of respondents the same questions at two or more points in time;
- Face-to-Face Surveys: This mode of surveying allows surveyors the opportunity to establish rapport, build trust, motivate respondents, clarify questions, read nonverbal cues, and probe appropriately.

The questionnaire is a tool often used in pedagogical research. Usually, the questionnaires include two parts:

Questionnaire *- a research instrument that consists of a set of questions to collect information from a respondent.*

a) the introductory part – that consists of the following elements:

- the researchers which are motivated by the need to apply the questionnaire, making a summary integration of this tool in the whole research;
- the general and specific advantages of the respective investigation;

- the purpose and objectives of the research are specified, in a synthetic and comprehensive manner;
- it is specified who initiated the research and investigation and for what purpose;
- the necessary clarifications and recommendations are made regarding the way to complete the questionnaire, emphasizing the importance of sincerity and honesty with which the answers are given.

b) the actual questions: the questionnaires can include from 2-3 questions to quite many, depending on: the object of the research, the type of research, the proposed finality, the technique survey, type of questions, quality and number of survey operators, available material resources, time availability. If the number of questions is very large, the questionnaire can be administered in two or more meetings.

The use of the questionnaire as a research tool requires compliance with certain requirements in formulation of questions:

→ to delimit very clearly and in detail the problem to be researched;

→ to delimit and operationalize the concepts we work with;

→ the questions should be in accordance with the research topic and hypothesis;

→ the questions should be clearly and concisely formulated, using accessible language;

→ the questions should concern a certain, well-defined aspect and should not suggest the answer;

→ to follow the particularities of the interviewed subjects.

The **taxonomy of the questions** design of the questionnaires

1) Depending on the content, the questions can be: - factual; - of opinion; - of knowledge.

2) According to the form of recording the answers, the questions can be: - open; - closed; - mixed, semi-open, semi-closed.

Close-Ended Questions force respondents to choose from a range of predetermined responses and are generally easy to code and statistically analyze. See examples of closed questions in the table below:

Table 9. Types of Close-Ended Questions

Name		Exapmle
Type 1	Yes/No Agree/Disagree	1. Do you like studying in groups? *Yes/No* 2. Is working in teams of 4 bad for your learning process? *Agree/Disagree*
Type 2	Fill in the blank	3. How much time do you need to do the task? _____
Type 3	Choosing from a List	4. What would you do most often to retell the text? ▪ *Learn words* ▪ *Read the text many times* ▪ *Translate the text and then read* ▪ *Write the summary*
Type 4	LIKERT TYPE SCALING (Each Answer Is Given Points):	5. It is normal for teenagers to drop out? *1 Strongly disagree* *2 Disagree* *3 Unsure* *4 Strongly agree* *5 Agree*

The **Open-Ended Questions** ask the subjects to construct the answers in the desired way (they are not restricted) and, subsequently, they are mostly accurate and complete. Basically, after recording the text of the question, in the questionnaire is provided a free space, in which the questioned subject will record the answer.

Their main advantages of Open-Ended Questions are:

- ✓ they do not suggest answers
- ✓ indicate the level of knowledge of the subject about the researched problem
- ✓ allow obtaining various information about the researched problem.

For a practical illustration of how open-ended questions differ from closed-ended ones and the type of responses each can elicit, refer to *Figure 17*, which showcases examples of both.

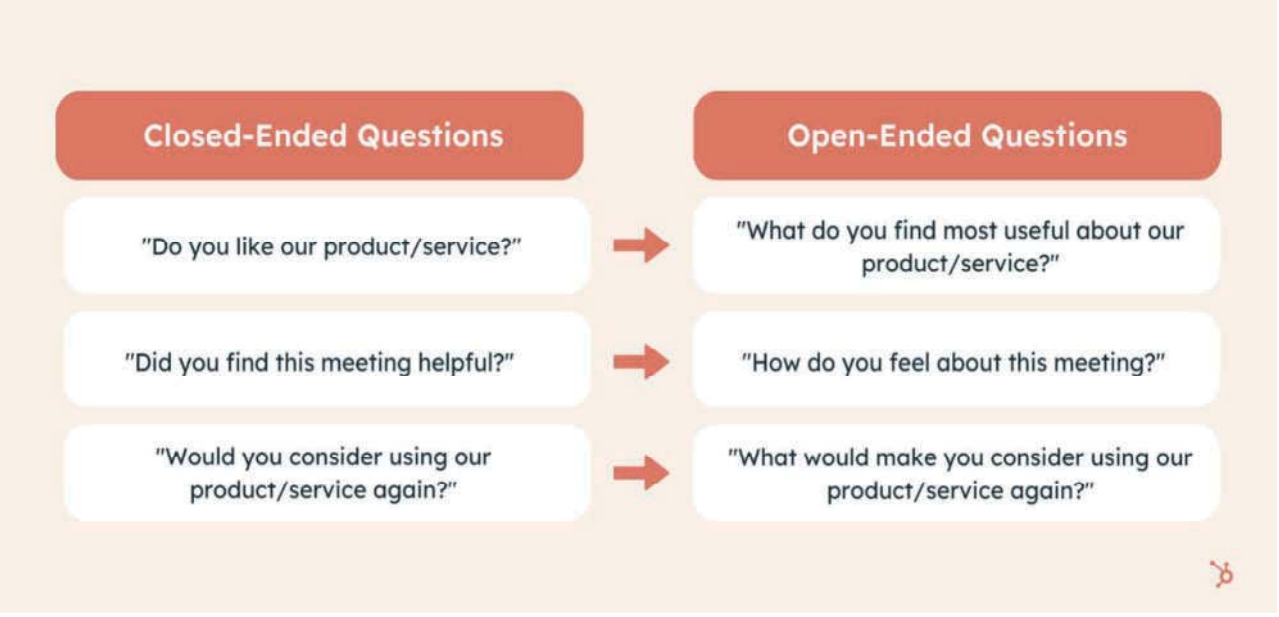


Figure 17. *Close-Ended Questions vs. Open-Ended Questions (Examples)*

However, data processing for open-ended questions is more difficult than for closed questions, especially if the population is characterized by a great variability of opinions. The closed questions only allow the choice of an answer from several possible variants, explicit and fixed in the questionnaire.

The mixed, semi-open, semi-closed questions contain, in addition to the set of explicit variants, other types of statements like: "Give examples of Other situations…", "express other opinion…" etc. The respondent is asked to give the explanation, in the desired manner.

D. Interview. The interview, as a research method in education, offers a versatile and dynamic way to gather rich, qualitative data directly from participants. This method allows for an in-depth exploration of individual experiences, perceptions, and opinions related to educational topics, making it invaluable for researchers seeking to understand complex issues from a personal perspective.

Interviews can vary greatly in their format and execution, primarily categorized based on their composition. They can be:

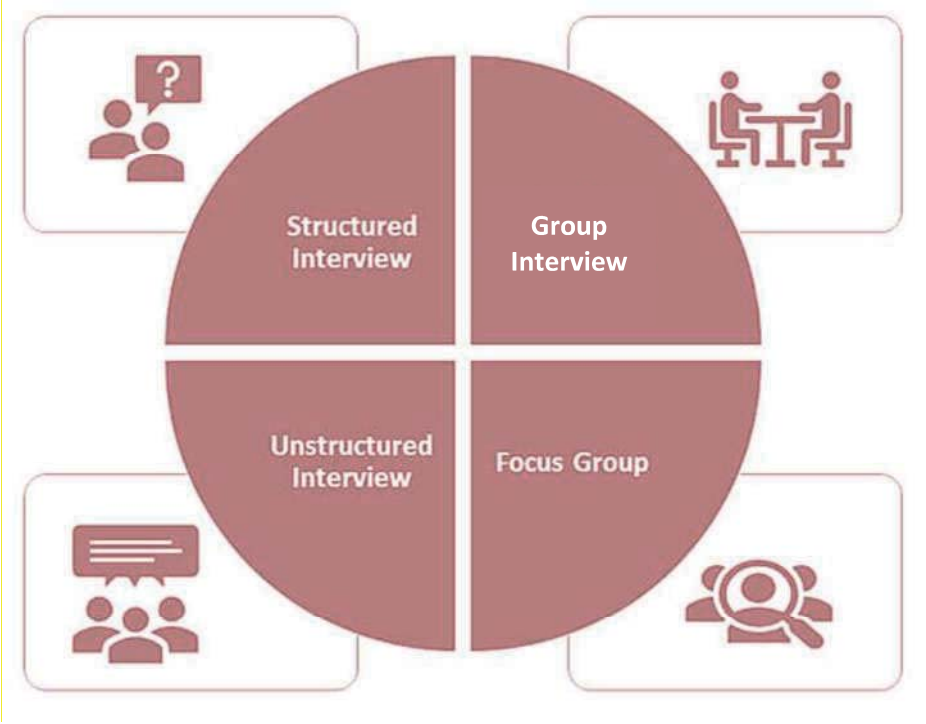


Figure 18. *Types of interview*

Structure Interview: These interviews are meticulously planned and structured by the researcher to address specific research questions or topics. The setting, questions, and participants are selected with the research objectives in mind, ensuring that the discussion remains focused and relevant. This type of interview often involves a formal arrangement where both the interviewer and the interviewee are prepared for a structured dialogue, which can range from highly structured interviews with set questions to semi-structured interviews that allow for more flexibility in the conversation.

Unstructured Interview and with Informal Groups: Interviews conducted with spontaneous and informal groups tap into the natural interactions and discussions among participants. These settings can provide a more relaxed atmosphere, potentially leading to more open and honest exchanges. Such interviews might occur in settings where groups naturally gather or during events, making it possible for the researcher to observe and engage with participants in a less formal context. This approach can be particularly effective for exploring social dynamics, cultural norms, and collective perceptions within educational environments.

Group interview. The group interview completes and, at the same time, articulates the data and information related to investigated subjects, obtained in different ways.

Group interviews can be organized with children, parents, and community members. Interviewees can be also teachers, managers within the education system paying attention to issues such as:

- the group should not be too large - it is preferable for it to include 5-12 people
- the duration of the interview should be between 1 and 2 hours
- the interviewer should know well the profile of the group, the nature of the interpersonal relations, the particularities of the individual members, aspects related to group life, and thus to succeed in communicating with the group, to overcome difficult moments as easily as possible, to settle tensions and conflicts and, if it is possible, even to avoid them, to encourage them to achieve an authentic communication by making real the opportunity to listen, collaborate, cooperate and respond.

Focus groups. A special attention should be given to a variant of the group interview, known as focus group, which is a structured group interview in which participants can participate in the discussion as follows:

- answering, in turn, a certain common question (circle technique);
- engaging in the discussion generated by launching a controversial idea;
- building answers based on the presentation of a scenario of ideas;
- participation in brainstorming (which can be considered totally unstructured interviews).

It is recommended that the number of questions to be answered in a focus group will not be too large - optimal 7-10 questions, well-chosen and clearly formulated in advance. In this way, the duration of the interview will be in the optimal interval of 1.5-2 hours and in the end of the interview there will be allocated 10-15 minutes for unforeseen questions.

We also remind you that thanks to structured group interviews with experts, it is possible to apply the **Delphi method** - a survey-like *forecasting method*, which requires the interviewed experts to make intuitive assessments of certain events.

E. Method of Analysis of Portfolios - products of the activity of the educational subjects.

The method involves analysis, in terms of product, but also process, from the perspective of certain parameters, established in accordance with the purpose and objectives of the research, of the data provided by the portfolio owners. It is essential that the analysis performed on the students' portfolios has in view both dimensions of the students' activity products. The portfolio should be viewed as:

- the process of search, information, documentation, research, testing, collection, processing and interpretation of data, i.e. the entire chain of theoretical and applied intellectual actions that precede the elaboration of the product, as well as the dynamics of these actions;

- the final product, which can be: intellectual (software, scheme, drawing, ideal model, idea, explanation, argumentation) or material (material model, device, defense speech).

F. Method of Researching Curricular Documents and other Educational Policy Documents involves analysis, from the perspective of certain parameters, established in accordance with the purpose and objectives of the research, of the data offered by:

- official curricular documents, which are also a source of documentation, as we have shown above, and which provides the milestones of educational activities;
- various educational documents, which allow the collection of concrete data related to the didactic process and learning. The documents analyzed can be:
- component materials of the educators' portfolio: calendar planning, lesson plans of learning units, didactic activity projects, worksheets, psycho-pedagogical worksheets of children, pedagogical tests of knowledge, essays, overhead projector foils, drawings, materials or models, software, personal records.
- official documents: internal regulations, reports, minutes, files / reports of observation of teaching activities, worksheets / evaluation reports of teaching activity, reports pre-inspection and inspection, schedules.

- archived documents.

G. Method of Tests and other written assessment tests

The test method has a wide applicability in the educational process precisely in the evaluation, as well as in the pedagogical research allowing to obtain valuable information about the personality of the investigated subjects, their level of skills and knowledge, their behaviors etc.

Tests are research tools made up of a set of items, which aim at measuring knowledge of the informative and formative background acquired by the investigated subjects focusing on identification of the presence or absence of knowledge, abilities, skills, behaviors, mental processes.

The item is a question, a problem, a topic, task, or a unit of content that makes up an independent unit of test.

According to the type of cognitive behavior required, the items are classified into two broad categories:

1) Items with open (free) answers, which involve the elaboration, construction of the answer by the subject. The size of the correct answers can vary from very short formulations (a word, a mathematical formula), short formulations and broad formulations (an essay).

2) Items with closed answers, which involve selecting an answer from several offered variants. These items contain the correct answer along with other, incorrect variants, as well as instructions for selecting and recording the answer.

This category includes:

- dual choice or dichotomous items
- items with multiple choice
- pair or association items.

Dual or dichotomous items require the subject to select the correct answer from two variants: "true / false"; "Yes No"; "right / wrong"; "agree / disagree"; "choose variant 1 / variant 2".

Items with multiple choice ask the subject to select the correct answer from several variants already elaborated. They are made up of a premise, namely the wording task (introductory part of the item) and several possible answers, one of which is correct, the rest being called distractors. Pair or association items are practically a particular case of multiple-choice items, which requires the subject to establish correspondences or associations between words.

Table 10: Types of Test Items and Their Characteristics

Type of Test Item	Description	Examples
Open Answer Items	Involve the elaboration, construction of the answer by the subject.	A word, a mathematical formula, short formulations, essays
Closed Answer Items	Involve selecting an answer from several offered variants.	Dual choice items, multiple choice items, pair or association items
Dual Choice/ Dichotomous Items	Require the subject to select the correct answer from two variants.	"True/False", "Yes/No", "Right/Wrong"
Multiple Choice Items	Ask the subject to select the correct answer from several variants.	Includes a premise and a number of possible answers, one of which is correct
Pair or Association Items	Require the subject to establish correspondences or associations between words.	Establishing correspondences or associations

Taxonomy of tests:

To provide a structured overview of the diverse range of tests utilized in educational and psychological assessments, the following table (Table 11) categorizes tests based on their application scope and method of administration.

Table 11: Taxonomy of Tests

Category	Subcategory	Description
By Number of Subjects	Individual Tests	Subjects solve the test individually.
	Group Tests	Organized in small groups of 6-7 students.
	Collective Tests	Organized in larger groups, solve tests together.
	Combined Tests	Combine elements of individual, group, and collective tests.

By Field of Research	Psychological Tests	Designed to study the mental configuration and personality.
	Pedagogical Tests	Intended to study the informational and formative background.
	Sociometric Tests	Intended for the analysis of social groups and relationships.

1) According to the number of subjects to which it is applied at the same time, the following tests are distinguished:

- individual tests (subjects solve the individual test)

- group tests (subjects are organized in small groups of 6-7 students and solve the test within a joint activity)

- collective tests (subjects are organized in groups of more than 6-7 students and solve test together)

- combined tests (combine the above variants).

2) Depending on the field of research in which it falls, the tests can be:

- psychological tests - designed to study the mental configuration of people, psychological tests of personality (for example, aptitude tests, tests of educational success, psychometric tests, psycho-diagnostic tests, memory tests, intelligence tests, projective tests)

- pedagogical tests - intended to study the informational and educational background of the person

- sociometric tests - intended for the analysis of the structure of social groups and relationships, inter individuals within groups.

Pedagogical knowledge tests make up the basic category of knowledge tests and have a wide applicability, extended to the scale of the entire educational process; they can be used either at the macro level, in order to organize education as a whole, or at the micro level, in order to improve the educational practices.

G. Case Study Method is both a teaching method and a research method and psycho-pedagogical intervention.

The case study represents a particular experience or situation, often a problem-solving situation, which is studied intensively over a period.

The case study is a concrete intensive investigation of a contemporary phenomenon in real life context based on multiple data sources; the boundaries between phenomenon and context are not clearly delimited.

Efficient use of the case study method as a method of pedagogical research went through certain stages and considered specific requirements:

I. Clearly establish the topic and objectives of the research.

II. Creating a coherent theoretical framework with the focus on achieving delimitations and conceptual operationalizations allowing the performance of theoretical analysis and interpretations. The theoretical framework is necessary, because only with the help of sequenced concepts is gained transparency; also, it is the main vehicle for generalization of the results in the case study. Therefore, outlining a theoretical framework is a solution to lessen one of the disadvantages of the case study - the fact that it does not allow the formulation of generalizations and for creating the premises for transforming the case into an authentic instrument of investigation.

We draw attention to the fact that the case study is criticized for its lack of rigor and a solid basis for generalizations.

H. Sociometric methods are used to study the groups of subjects investigated as social groups, organizations, with their own structure. They aim to investigate the nature, configuration and the intensity of interpersonal relationships within a group and the phenomena that appear on their basis: communication, influence, collaboration, competition, tension, leadership, evaluation and so on.

Taxonomy of sociometric methods: Sociometric methods within Social Work Theory are classified into three broad categories, which are distinguished by their objectives:

a) Sociometric test - which highlights the preferential status of the individual in the small group to which he belongs;

b) Social configuration test - which highlights the structure and the overall state of the preferential relationships from the level of small groups;

c) Psychodrama - scientific exploration of "reality and real life" through dramatic method."

The approach, which is based on principles of creativity, spontaneity, combines sociometry, group dynamics, and role theory in order to evoke cognitive, emotional, and behavioral responses.

SOCIOMETRIC TEST

Name and Surname _____

Group_____ **Date** _____

1) Which of your colleagues would you rather learn / play with?

1……..

2……..

3……..

4……..

2) Which of your colleagues would you not like to learn / play with?

1……..

2……..

3……..

4……..

3) Name the colleagues you would like to be part of the group you work in and which consists of 5 people.

1……..

2……..

3……..

4……..

5……..

i. …… ..

Figure 19. *Example of Sociometric Test*

5. Ensuring Sustainability

Durability refers to the ability of the product to be continued after the expiration date. Durability is the conviction of the teaching staff that the intellectual and physical investment of the participants will not be lost. The idea of product sustainability could be clearer in the context of the idea "how can the activities of the educational product be further planned?"

6. Dissemination of Results

Dissemination means sharing research results with potential users - colleagues in education and research. By sharing the research results with the rest of the scientific community, the contribution of the actors involved to the quality of the educational system is guaranteed. Dissemination means communication by promoting the activities of the product and its results to the public, in a manner as accessible as possible to a diverse and not necessarily specialized audience: the mass media, the general public, the local community. The dissemination of the results is carried out through presentations, publications, training at the institution/ district/ municipality/ republic level.

TASK 4. Outline the Action Plan for your potential product. Determine the instruments for measuring the development of a certain competency. Stress the difference between the qualitative and quantitative results.

TASK 5. Highlight the steps that will be taken before, during, and after the product is finalized to ensure that the impact of the activities undertaken will continue long after it is completed. Describe how continuity will be ensured, how the project's achievements will be sustained after the activities will have ended.

APPENDIXES

Appendix 1

List of suggested reading for obtaining second, first/ superior degree

Concept	Author	Source
Assessment	Lenz, P. and Schneider, G. (2004)	A bank of descriptors for self-assessment in European Language
English Language Learning	North, B., Piccardo, E. (2016)	Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Developing illustrative descriptors of aspects of mediation for the CEFR.
Methodology	Scrivener, J.(2005)	Learning teaching, Macmillan Publishers Limited, UK.
Teaching Approaches	Ellis, R. (2017)	Teaching as input. In L. L. C. Wong & K. Hyland (Eds.), Faces of English education: Students, teachers, and pedagogy. New York: Routledge.
Methods and Techniques	Vizental A. (2008)	Metodica predării limbii engleze, Editura Polirom, Iaşi
Teaching Grammar	MCKAY, S. L. 1987.	Teaching Grammar: Form, Function and Technique,London: Prentice Hall.
Student-Centered Learning	Gass, S. M. (2017)	Input, interaction, and the second language learner. New York: Routledge
Reading	Almasi, J. F. (2003)	Teaching strategic processes in reading. New York: Guilford Press
Methods of Teaching English	Lantolf, J. P. (2000)	Sociocultural theory and second language learning. New York: Oxford University Press
Positive environment	MacIntyre, P. D., & Mercer, S. (2014)	Introducing positive psychology to SLA. Studies in Second Language Learning and Teaching, 4(2), 153–172.
Vocabulary	Kerr, P. (2015)	The learner's own language. ExELL, Explorations in English Language and Linguistics, 3(1), 1–7

Teaching Passive Voice	Hinkel, E. (2004)	Tense, aspect and the passive voice in L1 and L2 academic texts. Language Teaching Research, 8(1), 5–29
Reading	Caldwell, J.S. (2002)	Reading assessment: A primer for teachers and tutors. New York: Guilford Press.
Authentic Context	Echevarría, J., Vogt, M., & Short, D. J. (2016)	Making content comprehensible for English learners: The SIOP model (5th ed.). Pearson.
Learning Language	Ferreira, F. y Nikole, D. (2007)	The 'good enough' approach to language comprehension. Language and Linguistics Compass 1/1–2, 71-83
Listening	Field, J. (2008)	Listening in the language classroom. Cambridge: Cambridge University Press.
Reading	Koda, K. (2005)	Insights into second language reading. A cross-linguistic approach. New York: Cambridge University Press.
Listening Comprehension	McBride, K. (2009)	Podcasts and second language learning: Promoting listening comprehension and intercultural competence. In L. B. Abraham & L. Williams (Eds.), Electronic discourse in language learning and language teaching (pp. 153-167). Amsterdam: John Benjamins
Lexical Transfer	Dissington, P. A. (2018)	Addressing the problem of negative lexical transfer errors in Chilean university students. Profile: Issues in Teachers´ Professional Development, 20(1), 25–40
Code Switching	Littlewood, W., & Yu, B. (2009)	First language and target language in the foreign language classroom. Cambridge University Press, 44(1), 64

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