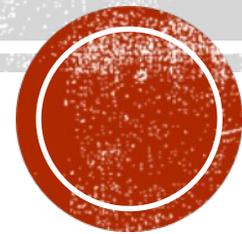


PRIORITATI

**FORMAREA CADRELOR
DIDACTICE**



LECTURA PROGRAMEI ȘCOLARE ȘI ELABORAREA DOCUMENTELOR DE PROIECTARE CURRICULARĂ

- Lectura programei școlare și relaționarea competențelor cu sugestiile de contexte de comunicare/ vocabular și cu elementele de gramatică funcțională;
- Valorificarea suporturilor de învățare în crearea de contexte de comunicare care să faciliteze predarea integrată a celor cinci competențe (1 -2 dominante);
- Elaborarea documentelor de proiectare:
 - Planificarea anuală – conform programei
 - Proiectul unității de învățare

(MODELE – REPERE METODOLOGICE PENTRU APLICAREA CURRICULUMULUI ÎN DOMENIUL LIMBILOR MODERNE - <https://rocnee.eu/index.php/curriculum/reperemetodologice2022>)



CADRUL COMUN DE REFERINȚĂ PENTRU LIMBI – NIVELURI LINGVISTICE

- Organizarea atelierelor de formare pe tema nivelurilor lingvistice conform *European Framework of Reference for Languages* și a *Common European Framework of Reference for Languages: Learning, Teaching, Assessment - Companion Volume with New Descriptors*
- Reading
- Listening
- Writing
- Speaking
- Interaction



CADRUL COMUN DE REFERINȚĂ PENTRU LIMBI – NIVELURI LINGVIȘTICE

Common Reference Levels C2-A1	
C2	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
B1	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Common Reference Levels C2-A1	
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
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READING

READING FOR INFORMATION AND ARGUMENT A1-C1

Can recognise significant points in straightforward newspaper articles on familiar subjects.

Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.

Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.

Can identify specific information in simpler written material he/she encounters such as letters, brochures and short

READING FOR ORIENTATION A1-B2

Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).

Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.



READING

READING COMPREHENSION	
	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension
	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.
	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
	Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.

READING COMPREHENSION	
C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.
C2	Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language
A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.



LISTENING

	LISTENING TO AUDIO MEDIA AND RECORDINGS
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
B2	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.
B1	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
A1	No descriptor available

	LISTENING AS A MEMBER OF A LIVE AUDIENCE B1-C2
	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
	Can follow most lectures, discussions and debates with relative ease.
	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.
	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.



WRITING

CREATIVE WRITING	
C2	Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
B2	Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play. Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.
B1	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story. Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.
A2	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people

REPORTS AND ESSAYS (C1 - B1)	
	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem.
	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.
	Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.



SPEAKING

	OVERALL ORAL PRODUCTION: C2-A1
	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
	Can produce simple mainly isolated phrases about people and places.

	OVERALL ORAL PRODUCTION
C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple mainly isolated phrases about people and places.



ORAL INTERACTION

CONVERSATION C1 - A2	
	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.
	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.
	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.
	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
	Can use simple everyday polite forms of greeting and address. Can make and respond to invitations, suggestions and apologies. Can say what he/she likes and dislikes
	Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks. Can convey degrees of emotion and highlight the personal

CONVERSATION	
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.
B1	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
A2	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.
A2	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address. Can make and respond to invitations, suggestions and apologies.



EVALUAREA – FORME ALTERNATIVE DE EVALUARE

- Relaționarea programei școlare cu evaluarea - în termeni de descriere a rezultatelor învățării (programa școlară) și măsurare a acestora (evaluarea)
- Testele predictive, formative și sumative



EVALUAREA – FORME ALTERNATIVE DE EVALUARE

- Modalități alternative de evaluare continuă:
 - portfolios
 - journals and diaries
 - writing folders
 - teacher observations
 - peer and teacher-student conferences
 - audio-visual recordings
 - checklists
 - self-assessments
- Exemplu
- Portfolios
 - a collection of samples of students' work
 - used to give evidence of progress in learning
 - contain a documentation of students' learning activities, ideas and reflections
 - various types
 - personal portfolio
 - record-keeping portfolio
 - group portfolio
 - thematic portfolio
 - multiyear portfolio



EVALUAREA – FORME ALTERNATIVE DE EVALUARE

- Exemplu

Diaries, journals, writing folders

- implemented as alternative assessment in different forms
 - daily records of student progress
 - general journals of learners' lives
 - records of current issues and news events
 - collections of writing samples from across the curriculum
 - etc.
- encourage learners to
 - reflect on what they have learned and how they have learned it
 - make links across the curriculum

- Exemplu

Audio and video recordings

- teacher or learners record performance of a variety of tasks requiring use of FL within authentic/real-life settings
- ideal for keeping record of learners' speaking and listening skills
- allow students to demonstrate higher-order thinking skills, knowledge of sociocultural conventions in target language
- motivating for learners
- make it possible for teachers to compare performance at different points in time
- give students chance to demonstrate speaking and presentation skills without pressure of performing in front of large class



VALORIFICAREA TEXTULUI LITERAR – RĂSPUNSUL CREATIV – INTENSIV ȘI BILINGV

▪ COMPETENȚA DE MEDIERE

Mediation language activities and (re)processing an existing text occupy an important place in the normal linguistic functioning of our societies.” (CEFR, p.14)

- Mediating communication
- Mediating concepts
- Mediating a text, *among others*:
 1. Expressing a personal response to creative texts (including literature)
 2. Analysis and criticism of creative texts (including literature)



VALORIFICAREA TEXTULUI LITERAR – RĂSPUNSUL CREATIV – INTENSIV ȘI BILINGV

- **Four types of response to creative texts**
 - engagement: giving a personal reaction;
 - interpretation: ascribing meaning or significance to aspects of the work;
 - analysis of certain aspects of the work;
 - evaluation: giving a critical appraisal.
- **Descriptor Scales - Creative Texts and Literature**
- Reading comprehension scales
 - Reading as a leisure activity (the purely receptive process; descriptors taken from other sets of CEFR-based descriptors)
- Mediation/Literature scales
 - Expressing a personal response to creative texts (less intellectual, lower levels)
 - Analysis and criticism of creative texts (more intellectual, higher levels)



VALORIFICAREA TEXTULUI LITERAR – RĂSPUNSUL CREATIV – INTENSIV ȘI BILINGV

- **Progression up the scale**

- At the lower levels the user/learner can say whether they liked the work, say how it made them feel, talk about characters and relate aspects of the work to his/her own experience, with increased detail at B1.
- At B2 they can give more elaborate explanations, comment on the form of expression and style and give their interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.
- At the C levels, they can give broader and deeper interpretations, supporting them with details and examples. (*CV p106*)



RECOMANDĂRI

- Organizarea sesiunilor de formare cu toți profesorii de limba engleză, chineză și japoneză (în județele/ municipiul București unde se predau ultimele două limbi moderne menționate) de către inspectorul de limbi moderne și profesorii metodiști/mentori, astfel:
 - elaborarea unui suport de curs pentru a aborda tematica anterior prezentată (inclusiv elaborarea proiectului de CDȘ sau CDȘ - CLIL);
 - susținerea a cel puțin 4 ore /lună (la nivelul catedrei/cercurilor pedagogice – suplimentar tematicii propuse);
 - evaluarea cadrelor didactice, realizarea planurilor remediale și monitorizarea cadrelor didactice cu performanțe scăzute.

