

SYLLABUS

European Linguistic Policy: Evaluation and Certification with CEFRL

1. Information on academic programme

1.1. University	„1 Decembrie 1918”
1.2. Faculty	Faculty of History and Philology
1.3. Department	Department of Philology
1.4. Field of Study	Philology
1.5. Cycle of Study	Master
1.6. Academic programme / Qualification	English and Englishes in the Global Age

2. Information of Course Matter

2.1. Course	<i>European linguistic policy: Evaluation and linguistic certification with CEFRL</i>			2.2. Code	MEE521		
2.3. Course Leader	Adina Curta, PhD						
2.4. Seminar Tutor	Adina Curta, PhD						
2.4.1. Laboratory Tutor							
2.5. Academic Year	II	2.6. Semester	4	2.7. Type of Evaluation (E – final exam/ CE - colloquy examination / CA -continuous assessment)	E	2.8. Type of course (C– Compulsory, Op – optional, F - Facultative)	Op

3. Course Structure (Weekly number of hours)

3.1. Weekly number of hours	4	3.2. course	2	3.3. seminar, laboratory	2
3.4. Total number of hours in the curriculum	56	3.5. course	28	3.6. seminar, laboratory	28
Allocation of time:					Hours
Individual study of readers					169
Documentation (library)					50
Home assignments, Essays, Portfolios					50
Tutorials					65
Assessment (examinations)					2
Other activities.....					2

3.7 Total number of hours for individual study	169
3.8 Total number of hours in the curriculum	56
3.9 Total number of hours per semester	225
3.10 Number of ECTS	9

3. Prerequisites (*where applicable*)

4.1. curriculum-based	
4.2. competence-based	

4. Requisites (where applicable)

5.1. course-related	Computer room, video projector, internet access
5.2. seminar/laboratory-based	Computer room, video projector, internet access

5. Specific competences to be acquired (chosen by the course leader from the programme general competences grid)

Professional competences	<p>C5 The elaboration and implementation of the cultural projects and policies to different levels (local, regional, national, European, cultural)</p> <p>C5.2 The use of specific theoretic knowledge for the explanation and interpretation of the particularities of various cultural</p> <p>C5.3 The identification of the available financing sources for the cultural projects</p> <p>C5.5 The elaboration of an audit plan of a cultural project, using a various spectre of quantitative and qualitative criteria</p> <p>SP5 The elaboration of a cultural project (including the argumentation of the revelation, objectives, necessary resources, activity planning, budget, implementation instruments, evaluation, and reporting)</p>
Transversal competences	CT 3 A self–assessment of the need for training and evolution in career, the development of skills acquired and to adapt to the requirements of a dynamic society.

6. Course objectives (as per the programme specific competences grid)

7.1 General objectives of the course	CORRECT USE OF THE METHODOLOGY IN FOREIGN LANGUAGE TEACHING.
7.2 Specific objectives of the course	<ul style="list-style-type: none"> Knowing, understanding and a correct using of the basic notions of the European Council documents regarding teaching/learning/assessment and status of foreign languages in Europe: CEFRL, ELP and Guide for the Development of Language Education Policies in Europe.

7. Course contents

8.1 Course (learning units)	Teaching methods	Remarks
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<ol style="list-style-type: none"> 1. CEFRL – general presentation, aims, functions. 2. CEFRL – Action based approach. 3. CEFRL – Assessment and European linguistic certification. 4. Skills approach in foreign language teaching. 5. CEFRL –Skills approach frame. 6. Self-assessment through ELP. 7. Guide for the Development of Language Education Policies in Europe – Linguistic policies in national education systems 8. Guide for the Development of Language Education Policies in Europe – Mastery of the English language and plurilinguism 9. Guide for the Development of Language Education Policies in Europe – Plurilinguistic and pluricultural repertoire 10. Guide for the Development of Language Education Policies in Europe – Linguistic varieties 11. Guide for the Development of Language Education Policies in Europe – Identifying needs in languages 12. Guide for the Development of Language Education Policies in Europe – Plurilinguism and plurilinguistic education 13. Guide for the Development of Language Education Policies in Europe –Formation of language teachers 14. Guide for the Development of Language Education Policies in Europe – Linguistic ideologies 	<p><i>Debate, discussion, problematization</i></p>	
<p>8.2 Bibliography</p> <ol style="list-style-type: none"> 1. Common European Framework of Reference for Languages, www.coe.int/lang 2. Guide for the Development of Language Education Policies in Europe, https://www.coe.int/t/dg4/linguistic/Guide_niveau3_EN.asp 3. European Language Portfolio - http://www.coe.int/en/web/portfolio. 		
Seminars + laboratories	Teaching methods	Remarks

<ol style="list-style-type: none"> 1. CEFRL – general presentation, aims, functions. 2. CEFRL – Action based approach. 3. CEFRL – Assessment and European linguistic certification. 4. Skills approach in foreign language teaching. 5. CEFRL –Skills approach frame. 6. Self-assessment through ELP. 7. Guide for the Development of Language Education Policies in Europe – Linguistic policies in national education systems 8. Guide for the Development of Language Education Policies in Europe – Mastery of the English language and plurilinguism 9. Guide for the Development of Language Education Policies in Europe – Plurilinguistic and pluricultural repertoire 10. Guide for the Development of Language Education Policies in Europe – Linguistic varieties 11. Guide for the Development of Language Education Policies in Europe – Identifying needs n languages 12. Guide for the Development of Language Education Policies in Europe – Plurilinguism and plurilinguistic education 13. Guide for the Development of Language Education Policies in Europe –Formation of language teachers 14. Guide for the Development of Language Education Policies in Europe – Linguistic ideologies 	<p><i>Elicitation; Cooperative learning</i></p> <p><i>Discussion and survey; Elicitation</i></p> <p><i>Team-based learning; Active learning systems</i></p> <p><i>Cooperative learning; Active listening</i></p> <p><i>Explanation; Active listening</i></p> <p><i>Explanation; Active listening</i></p> <p><i>Discussion and survey</i></p> <p><i>Team-based learning</i></p> <p><i>Active learning systems</i></p> <p><i>Discussion and survey</i></p> <p><i>Elicitation; Cooperative learning</i></p> <p><i>Elicitation; Active listening</i></p> <p><i>Discussion</i></p>	
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References

1. Common European Framework of Reference for Languages, www.coe.int/lang
2. Guide for the Development of Language Education Policies in Europe, https://www.coe.int/t/dg4/linguistic/Guide_niveau3_EN.asp
3. European Language Portfolio - <http://www.coe.int/en/web/portfolio>.

1. Corroboration of course contents with the expectations of the epistemic community’s significant representatives, professional associations and employers in the field of the academic programme

The content of the subject matter was analysed in the monitoring and assessment board of the MA programme. The board consists of representatives of employers and professional associations if the field.

2. Assessment

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Completing during the semester a research project on the improvement of the linguistic and communicational students' competence	Written	40%
	The presentation of the research project	Oral	20%
10.5 Seminar/laboratory	The presentation of the research stages during the seminary and their analyse by the teacher	Written Practice (portfolio)	20% 20%
10.6 Minimum performance standard:			
<ul style="list-style-type: none"> • Pass, average grade 5 • 			
<i>Proving competences in:</i> <ul style="list-style-type: none"> • exploring the relationship between professional practice, teaching/ training and intercultural communication through concepts such as intercultural communicative competence, cultural awareness and intercultural awareness 			

Submission date

01.10.2019

Course leader signature

Adina Curta, PhD

Seminar tutor signature

Date of approval by Department members

Department director signature

Senior Lecturer **Gabriel Bărbuleț**, Ph.D