

Syllabus

1. Programme information

1.1. Institution	THE BUCHAREST UNIVERSITY OF ECONOMIC STUDIES
1.2. Faculty	International Business and Economics
1.3. Departments	Department of Modern Languages and Business Communication
1.4. Field of study	Applied modern languages
1.5. Cycle of studies	Licence
1.6. Education type	Full-time
1.7. Study programme	Applied Modern Languages
1.8. Language of study	Romanian, English, French
1.9. Academic year	2024-2025

2. Information on the discipline

2.1. Name	Interactive Methods in Teaching and Training								
2.2. Code	24.0223IF2.1-04.2								
2.3. Year of study	2	2.4. Semester	1	2.5. Type of assessment	Exam	2.6. Status of the discipline	A	2.7. Number of ECTS credits	3
2.8. Leaders	C(C)	lect.univ.dr. PANAIT Nicoleta-Adina					nicoleta.panait@rei.ase.ro		
	C(C)	Cadru asoc Prof.dr. MUREȘAN Laura Mihaela					laura.muresan@rei.ase.ro		
	S(S)	lect.univ.dr. PANAIT Nicoleta-Adina					nicoleta.panait@rei.ase.ro		
	S(S)	Cadru asoc Prof.dr. MUREȘAN Laura Mihaela					laura.muresan@rei.ase.ro		

3. Estimated Total Time

3.1. Number of weeks	14.00
3.2. Number of hours per week	3.00 of which
	C(C) 1.00
	S(S) 2.00
3.3. Total hours from curriculum	42.00 of which
	C(C) 14.00
	S(S) 28.00
3.4. Total hours of study per semester (ECTS*25)	75.00
3.5. Total hours of individual study	33.00
<i>Distribution of time for individual study</i>	
Study by the textbook, lecture notes, bibliography and student's own notes	10.00
Additional documentation in the library, on specialized online platforms and in the field	5.00
Preparation of seminars, labs, assignments, portfolios and essays	10.00
Tutorials	5.00
Examinations	3.00
Other activities	

4. Prerequisites

4.1. of curriculum	Academic study and communication skills
4.2. of competences	Advanced English language knowledge. English language communication competences. Interest in developing communication competences in an educational context.

5. Conditions

for the C(C)	Rooms with internet access and multimedia equipment.
for the S(S)	Rooms with internet access and multimedia equipment.

6. Acquired specific competences

PREFESSIONAL	C1	Effective communication in at least two modern languages (language B and language C), in a wide variety of professional and cultural contexts, by resorting to specific oral and written registers and linguistic variants;
PREFESSIONAL	C3	Adequate use of generally applicable documentation, information search, classification and storage techniques, adequate use of information resources (electronic dictionaries, databases), basic competences in text editing and correction, use of computer text editing programs and of document archiving techniques;
PREFESSIONAL	C4	Organizing professional, scientific and cultural events that require professional and institutional communication competences in languages A, B and C (company and product/service presentations and formal events, fairs and exhibitions);

7. Objectives of the discipline

7.1. General objective	Improving teaching / training and communication skills in English
7.2. Specific objectives	Facilitating the understanding of different approaches to teaching and learning <ul style="list-style-type: none"> • Expanding the repertoire of teaching strategies to support student learning • Improving planning / lesson design skills as well as material evaluation and selection • Improving self-assessment strategies, feedback and correct assessment in teaching and learning

8. Contents

8.1. C(C)		Teaching/Work methods	Recommendations for students
1	Introductory Course: The objectives of the discipline and the competences acquired as a result of learning, the specification of the working methods and tools, the requirements and the formative evaluation standards during the study and the final evaluation. Common European Framework of Reference for Languages and the European Portfolio of Languages. Principles and best practices of self-assessment of communication skills.	Lecture, use of PPT presentation, interaction with students, exchange of experience	Studying course support distributed electronically at the beginning of the activity. Participation in discussions and exchange of experience and views.
2	Theories about learning. Specificities of learning style and needs analysis from the perspective of linguistic competence and individual learning style.	Lecture, use of PPT presentation, interaction with students, exchange of experience	Studying course support distributed electronically at the beginning of the activity. Participation in discussions and exchange of experience and views.

3	Principles of good student / learner centered teaching practices.	Lecture, use of PPT presentation, interaction with students, exchange of experience	Studying course support distributed electronically at the beginning of the activity. Participation in discussions and exchange of experience and views.
4	Course design for learning. Evaluating and adapting teaching materials according to course objectives and student needs. The specificity of the online environment and its impact on teaching and learning.	Lecture, use of PPT presentation, interaction with students, exchange of experience	Studying course support distributed electronically at the beginning of the activity. Participation in discussions and exchange of experience and views.
5	Interactive teaching methods and strategies for active learning, focused on the development of communication skills. Teaching and learning in class versus in an online environment.	Lecture, use of PPT presentation, interaction with students, exchange of experience	Studying course support distributed electronically at the beginning of the activity. Participation in discussions and exchange of experience and views.
6	Principles, types and class assistance techniques for observing the teaching and learning process.	Lecture, use of PPT presentation, interaction with students, exchange of experience	Studying course support distributed electronically at the beginning of the activity. Participation in discussions and exchange of experience and views.
7	Evaluation and feedback. Principles and types of evaluation of learning outcomes. How to give feedback - various approaches. Course evaluation and conclusions.	Interactive, with the involvement of all the course participants.	Studying course support distributed electronically at the beginning of the activity. Participation in discussions and exchange of experience and views.

Bibliography

- Borich, G., (2010), *Effective Teaching Methods: research based practice*, Pearson Education.
- North, B. et al., *British Council - EAQUALS (2011), Core Inventory for General English*, London: British Council & EAQUALS., British Council, London, 2011, Marea Britanie
- North, B. et al., *Council of Europe (2001), Common European Framework og Reference for Languages: learning, teaching, assessment*, Cambridge: Cambridge University Press & Council of Europe., Cambridge & CoE, Cambridge, 2001
- EAQUALS, EAQUALS & Alte (2000/2007), *EAQUALS-ALTE European Language Portfolio*, Bucuresti: QUEST Romania & PROSPER-ASE., PROSPER-ASE, Bucuresti, România
- Bolitho, R. and Rossner, R., *Language education in a changing world, Multilingual Matters*, 2020, Marea Britanie
- McKeachie, W. J., *Teaching Tips*, Houghton Mifflin Company, New York, 1999, Statele Unite ale Americii
- Kirkgoz, Y. and Dikilitas, K. (Eds.), *Key Issues in English for Specific Purposes in Higher Education*, Springer, Cham, 2018, Elvetia
- Grosu-Radulescu, L.-M. (Ed.), *Foreign Language Teaching in Romanian Higher Education*, Springer, Cham, 2018, Elvetia
- Bocanegra-Valle, A. (Ed.), *Applied Linguistics and Knowledge Transfer*, Peter Lang, Berlin, Bern, 2020, Elvetia
- Harmer, J., *The Practice of English Language Teaching*, Pearson, London, 2014, Marea Britanie

8.2. S(S)		Teaching/Work methods	Recommendations for students
1	Applying the principles of the Common European Framework of Reference for Languages (CECR) in practice. Self-assessment based on the European Language Portfolio. Correlation of self-evaluation outcomes with the establishment of learning objectives.	Case studies, concrete examples of students' and teacher's own activity	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
2	Creating a positive learning environment, including in virtual space, based on blended learning principles	Case studies, concrete examples of students' and teacher's own activity	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects

3	Student-centered vs. Teacher-centered approach. Teamwork, practical aspects of group activities / projects. Teaching portfolio.	Case studies, concrete examples of students' and teacher's own activity	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
4	Illustration of competence levels of the Common European Framework of Reference for Languages (CECR) and analysis of concrete examples in relation to CECR.	Case studies, concrete examples of students' and teacher's own activity	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
5	Starting from concrete examples, developing the learning objectives of the course by reference to CECR and Core Inventory for General English	Case studies, concrete examples of students' and teacher's own activity	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
6	Planning teaching according to learning objectives, by reference to CECR and Core Inventory for General English	Case studies, concrete examples of students' and teacher's own activity	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
7	Analysis of didactic materials in order to select and adapt them according to the learning and teaching objectives; developing / discussing / establishing criteria for the selection of teaching materials.	Comparing teaching materials by criteria	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
8	Assessment, selection and adaptation of teaching materials by target group (age, level of linguistic competence, length of course, etc.)	Video Illustrations, group activities	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
9	Interactive teaching methods and development of learning strategies, according to learners' needs and learning styles. Teaching face-to-face and in virtual space	Video Illustrations, group activities	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
10	Practical aspects of class assistance. Objectives and types of class assistance. Examples of tools for class assistance. Forms of feedback	Video Illustrations, group activities	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
11	European tools for (self) evaluation of teaching skills, eg: EAQUALS Framework for Teacher Training and Development; European Portfolio for Students of Languages - EPOSTL. Teacher motivation.	Video Illustrations, group activities	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
12	Platforme și proiecte care promoveaza inovatia in predare și invatare. Blended learning - aspecte practice. Stimularea autonomiei de invatare.	Video Illustrations, group activities	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
13	Teaching to numerous, mixed ability groups / series. Motivating students. Evaluating the learning progress. Preparation of Microteaching Sequences	Practical, group activities.	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects
14	Student presentations based on the bibliography studied. Feedback. Formulation of conclusions.	Presentations based on a chapter from Jeremy Harmer's book: The Practice of ELT.	Studying the materials for the seminar in advance, engaging in discussions, participating in group projects

Bibliography

- Barnes, L.B., Christensen, C. R., Hansen, A., (1994) Teaching and the Case Method, Harvard Business School Press, Boston

- Borich, G., (2010), Effective Teaching Methods: research based practice, Pearson Education
- British Council - EAQUALS (2011), Core Inventory for General English, London: British Council & EAQUALS.
- Council of Europe (2001), Common European Framework of Reference for Languages: learning, teaching, assessment, Cambridge: Cambridge University Press & Council of Europe.
- Dellevoet, L. & Muresan, L. (2008) "The European Language Portfolio in Romania and the EuroIntegrELP project" in Dooly, M. & Eastment, D., "How we're going about it": Teachers' Voices on Innovative Approaches to Teaching and Learning Languages, Cambridge: Cambridge Scholars Publishing.
- EAQUALS & Alte (2000/2007), EAQUALS-ALTE European Language Portfolio, Bucuresti: QUEST Romania & PROSPER-ASE.
- EAQUALS (2012) Framework for Teacher Training and Development, EAQUALS.
- McKeachie, W. J. (1999) Teaching Tips. Houghton Mifflin Company New York
- Muresan, L. (2012) "European Documents and Their Implications for Language Teacher Trainers: QualiTraining" in Diadori, P. (Ed.) How to Train Language Teacher Trainers, Cambridge: Cambridge Scholars Publishing (pp 64-80).
- Newby, D. et al. (2007) European Portfolio for Student Teachers of Languages - EPOSTL, Strasbourg: Council of Europe Publishing
- Ramsden, P. (1992) Learning to Teach in Higher Education, Routledge London

9. Corroboration of the contents of the discipline with the expectations of the representatives of the epistemic community, of the professional associations and representative employers in the field associated with the programme

The content of the subject and the approach in this module was correlated with the latest methodological approaches at the European level, by consulting the latest materials in the field of interactive teaching, in consultation with the European experts from the EAQUALS and QUEST Associations, as well as the project coordinators from ECML / Council of Europe.

10. Assessment

Type of activity	Assessment criteria	Assessment methods	Percentage in the final grade
10.1. C(C)	Using the recommended bibliography and writing an essay on one of the topics addressed in the course Develop a group project report	Active participation in discussions. Presentation and discussions.	20.00
10.2. S(S)	Active participation in discussions and activities. Creating a portfolio with the tasks/homeworks assigned during the semester.	Quality of the participation in discussions and activities, of the presentations and the tasks solved	30.00
10.3. Final assessment	The quality of the presentations and answers on course based topics.	Oral exam	50.00
10.4. Modality of grading	Whole notes 1-10		
10.5. Minimum standard of performance	Active participation in at least half lectures and seminars, participation in discussions, presentation based on the bibliography.		

Date of listing,
06/13/2026

Signature of the discipline leaders,

Date of approval in the
department

Signature of the Department Director,