

T E F L THROUGH **INCLUSIVE LENSES IN MOLDOVA**

Didactic Support for English Teachers



T THROUGH **E** INCLUSIVE **F** LENSES **L** IN MOLDOVA

Didactic support for English Teachers
from Secondary Education



Chişinău 2023

This teaching resource has been produced by Peace Corps Moldova within the framework of English Education Community of Practice Project for 2022-2023, financially supported by USAID Moldova.

This resource has been designed to support English Teachers from Secondary Education to use creatively their Students' Textbooks topics/ content to implement the National Curriculum using digital tools for inclusive education.

Developed based on the Memorandum of Understanding between the Ministry of Education and Research and the Peace Corps Moldova, signed on April 28th, 2022.

Coordinators:

- Ana ȚÎBULEAC, English Education Program Manager, Peace Corps Moldova
- Diana PANFIL, English Education Program Specialist, Peace Corps Moldova

Authors:

- Ana ȚÎBULEAC, English Education Program Manager, Peace Corps Moldova
- Tatiana LUNGU, Psychologist, Superior Didactic Degree, Deputy Director of Republican Center for Psycho Pedagogical Assistance
- Daniela MUNCA-AFTENEV, President of "Academy for Innovation and Change through Education" NGO
- Diana PANFIL, English Education Program Specialist, Peace Corps Moldova

Editor:

- Evelina GOROBET, Scientific Researcher, English Teacher, Chișinău State Pedagogical University "Ion Creangă"

Reviewers:

- Lucia ȘCHIOPU, Ph.D. in Education, Associate Professor, Chișinău State Pedagogical University "Ion Creangă"
- Daniela TÎRSÎNĂ, English teacher, Superior Didactic Degree, Center for Excellence in Economics and Finances, Chisinau
- Natalia COJUHARI, English teacher, Superior Didactic Degree, Theoretical Lyceum "M. Eminescu" in Bălți, Lead Specialist at Bălți Department of Education, Youth and Sports
- Svetlana LUNGU, Superior Didactic Degree, Theoretical Lyceum "M. Eminescu", Chișinău

DESCRIEREA CIP A CAMEREI NAȚIONALE A CĂRȚII DIN REPUBLICA MOLDOVA

TEFL: Through Inclusive Lenses in Moldova: Didactic support for English Teachers from Secondary Education / coordinators: Ana Țîbuleac, Diana Panfil ; authors: Ana Țîbuleac, Tatiana Lungu, Daniela Munca-Aftenev, Diana Panfil; Peace Corps Moldova. – Chișinău: S. n., 2023 (Print-Caro). – 259 p.: fig., fot., tab. Aut. indicați pe vs. f. de tit. – Referințe bibliogr. la sfârșitul art. – Financially supported by USAID Moldova. – [60] ex.

ISBN 978-9975-165-72-3. – ISBN 978-9975-165-73-0 (PDF).

811.111:37(075)
T 32

Tipar: "Print Caro", mun. Chișinău, str. Columna, 170

Didactic support for English Teachers from Secondary Education

TEFL THROUGH INCLUSIVE LENSES IN MOLDOVA

March 2023

4	List of Abbreviations
5	Foreword
6	Peace Corps Approach to Development
8	Section I. TEFL THROUGH INCLUSIVE LENSES
9	Peace Corps Moldova in EFL Sector (A. Țîbuleac)
20	Individualization of the Educational Process for Pupils with Special Educational Needs within the English Language Lesson (T. Lungu)
39	The Role of Digital Tools and Platforms in Student-Centred Education (Daniela Munca-Aftenev)
53	Annexes
70	Section II. TEACHING PRACTICES
71	The Journey from English Teacher to the Inspiring Community of Best Practices (D. Panfil)
73	Multilevel Classes: Special Needs Students
132	Multiple Intelligences: Theory in Practice and Easy Read Technique
192	Mnemotechnics
213	Our Authors
253	Annexes



LIST OF ABBREVIATIONS

ADA – Americans with Disabilities Act

ADHD – Attention Deficit Hyperactivity Disorder

EE – English Education

EE CoP – English Education Community of Practice

FAPE – Free Appropriate Public Education

ICT – Information and Communications Technology

IDEA – Individuals with Disabilities Education Act

MoECR – Ministry of Education, Culture and Research

PBIS – Positive Behavior Interventions and Supports

PC – Peace Corps

PITL - Public Institution Theoretical Lyceum

SEN – Special Needs Students

TL - Theoretical Lyceum

Susan MARTIN
Country Director
Peace Corps Moldova



Foreword

The Peace Corps is a service opportunity for motivated Americans to immerse themselves in a community abroad, working side by side with local leaders to tackle the most pressing challenges of our generation.

Since 1960, over 240,000 Americans have served in over 60 countries worldwide.

The Peace Corps Mission is to promote world peace and friendship by fulfilling three goals:

- To help the people of interested countries in meeting their need for trained men and women.
- To help promote a better understanding of Americans on the part of the peoples served.
- To help promote a better understanding of other peoples on the part of Americans.

The Republic of Moldova invited the United States Government to open a Peace Corps Mission here in 1992. In 1993, the first group of English Education Peace Corps Volunteers arrived in Chisinau. Since that first arrival, over 1,500 Peace Corps Volunteers have served in Moldova.

Peace Corps Volunteers serve as English co-teachers, Health Education co-teachers, and Community Organizational Development facilitators.

Over the last 30 years, Peace Corps Moldova has enjoyed a positive collaboration with the Government of Moldova, the Ministry of Education, Culture and Research (MoECR), Rayon Departments of Education, and local schools around the country. Through the tenure of the English Education Program, 516 English Education Volunteers have co-taught in 208 schools throughout the Republic of Moldova.

The Government of the Republic of Moldova is committed to instating English as a foreign language for all public institutions of general education as a national priority. Peace Corps is recognized as a key partner to the Ministry of Education, Culture and Research (MoECR) by contributing to the implementation of the education strategic plan, and is uniquely positioned in Moldova to incorporate team-teaching with native English speakers in the classroom.



Hannah GARDI

Director of Programming and Training
Peace Corps Moldova

Peace Corps Approach to Development

The Peace Corps' approach to development is unique. The Agency sends trained, skilled Americans abroad on behalf of the United States to work side by side with host communities to tackle some of the most pressing challenges of our time: inclusive education, adolescent health access, civic engagement, youth development, climate change, etc. Peace Corps Volunteers live and work in communities that are beyond the reach of other development agencies, giving Volunteers the credibility, community support, and access, they need to achieve measurable results. Typically, while living and working in small communities, Peace Corps Volunteers build powerful relationships of trust with the people they serve. In the process, Volunteers and their community members gain intercultural understanding and a life-long commitment to service.

Peace Corps Moldova is committed to supporting host communities to meet their locally-driven development goals within schools and communities. The Peace Corps English Education Program builds on the solid positive record it has created over the years in English teacher capacity building and improved student learning. Volunteers partner with their school communities seeking creative and innovative ways to address students' and teachers' needs.

The English Education Volunteers aim to promote teaching practices that support the inclusion of students with special educational needs and gender equity, in collaboration with national and local partners through co-teaching English in class and extra-curricular activities. This approach optimizes the environment for student-centered learning and communication in English. Modeling student-centered teaching practices through co-teaching facilitates teachers' engagement in professional communities of practice and will contribute to improved student learning and English teachers' capacity building.

Sustaining educational gains made in the classroom and extra-curricular activities requires support for education in the community and at home. Peace Corps Moldova targets a holistic approach to stimulate education projects that work at the community level and encourage community ownership and involvement for success. Such

partnership will enable individuals and institutions to enhance their potential and strengthen the capacity to improve their own lives.

Over the last three years, Peace Corps Moldova has launched and sustained a national network of English Teachers through the English Education Community of Practice. Through this complex yearlong professional development program, 42 English Teachers from around the country have deepened their capacity in student-centered teaching methods, digital literacy, and facilitation skills to support local and rayon communities of practice. This program was made possible with the strong collaboration and technical expertise of the Ministry of Education and Research, Academy of Innovation and Change through Education and the Republican Center for Psycho Pedagogical Assistance.

SECTION I

TEFL THROUGH INCLUSIVE LENSES



Ana ŢIBULEAC

English Education Program Manager
Peace Corps Moldova

Peace Corps Moldova in EFL Sector

Contributing to the continuous quality improvement of teaching English as a Foreign Language (EFL) in Moldova is the essence of the Peace Corps Moldova English Education Program. Through our English Education Program Activities, we aim to build teaching and learning capacities in English.

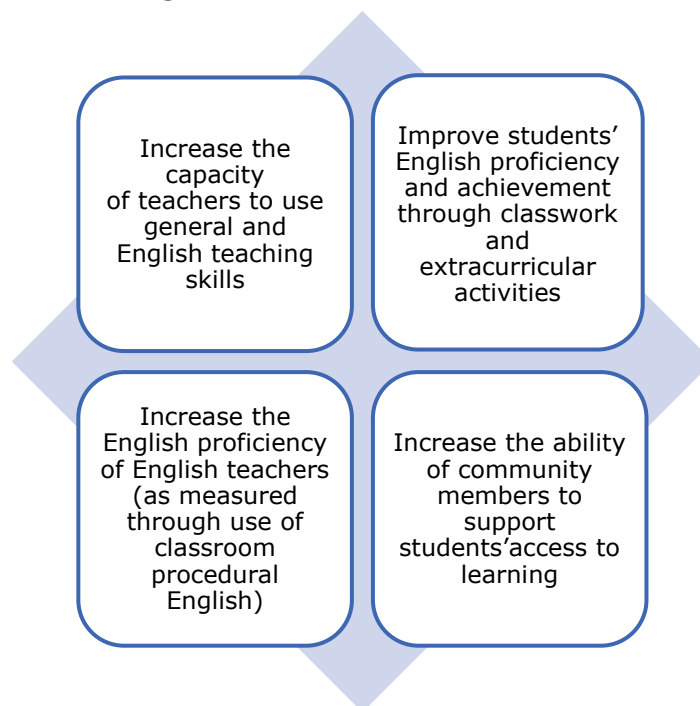


Figure 1. **English Education Project Framework Goals and Objectives**

Achievement of these goals and objectives is possible through the partnership between Peace Corps Volunteers and their work partners, local English teachers. They team up to improve students' English proficiency and achievement through classwork and extracurricular activities.

1. Peace Corps Approach to Inclusive Education

Peace Corps, a USA Government Agency, is a volunteer organization that sends American citizens to serve in countries around the world with the mission to promote peace and friendship by working on grassroots development projects. While the Peace Corps does not have a specific mandate to promote inclusive education, volunteers may work on projects that contribute to making education more accessible and inclusive for students in their host communities.

Peace Corps volunteers who work in the education sector may focus on projects that help to improve the quality of education, increase access to education, and promote inclusive education practices. For example, volunteers may work with teachers to develop inclusive teaching methods, create resources to support students with disabilities or organize extracurricular activities that promote social inclusion and diversity.

Peace Corps volunteers may also work with local organizations and community members to raise awareness about the importance of inclusive education and to advocate for policies and practices that support all students. This may involve organizing workshops and training sessions, conducting outreach campaigns, or working with local leaders to develop policies and programs that promote inclusive education.

Overall, while the Peace Corps does not have a specific mandate to promote inclusive education, volunteers who work in the education sector can contribute to creating more inclusive and accessible learning environments for students in their host communities.

2. Inclusive education theory in the USA

Inclusive education theory in the USA aims to provide an equal and accessible learning environment for students of all abilities, backgrounds, and identities. The approach to inclusive education has evolved over time and is shaped by legal frameworks, research evidence, and community practices.

The Individuals with Disabilities Education Act (IDEA) [7] and the Americans with Disabilities Act (ADA) [1] are federal laws that provide legal frameworks for ensuring that students with disabilities have equal access to education. These laws require that schools make reasonable accommodations to ensure that disabled students are not discriminated against in any aspect of education.

Inclusive education theory also recognizes the importance of cultural responsiveness and equity in education. This means acknowledging and valuing the diverse backgrounds, identities, and experiences of all students, and ensuring that the curriculum, teaching methods, and school culture reflect this diversity.

Currently, schools and educators are implementing inclusive education practices in various ways, such as providing differentiated instruction, collaborating with special

education teachers and therapists, using assistive technology, promoting positive behavior interventions and supports (PBIS), and engaging families and communities in the educational process. In addition, there are ongoing efforts to address systemic barriers to inclusive education, such as lack of funding, teacher preparation, and professional development.

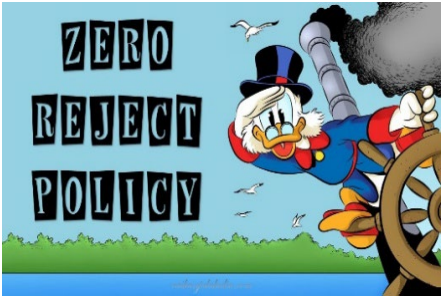

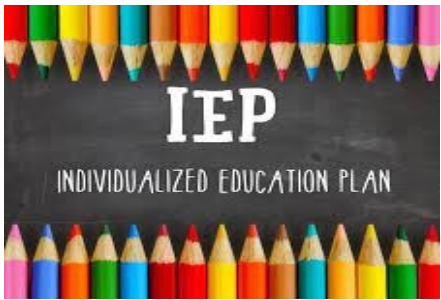
Overall, inclusive education theory in the USA is a multi-faceted approach that aims to create a welcoming and supportive learning environment for all students, regardless of their abilities, backgrounds, or identities.

2.1. The guiding principles of SEN inclusion in the USA

The Individuals with Disabilities Education Act (IDEA) is a federal law that was first enacted in 1975 and has been amended several times since then, most recently in 2004. The law sets out requirements for how schools must provide services to children with disabilities to ensure that they receive a free appropriate public education (FAPE) that meets their individual needs.

IDEA establishes several key principles summarized in the table below (see Table 1).

Table 1. **IDEA key principles**

	<p>Zero reject:</p> <p>Schools must provide a FAPE to all children with disabilities, regardless of the nature or severity of their disability.</p>
	<p>Nondiscriminatory identification and evaluation:</p> <p>Schools must use nondiscriminatory procedures to identify and evaluate children who may have disabilities.</p>
	<p>Individualized education program (IEP):</p> <p>Schools must develop an IEP for each child with a disability that is tailored to their unique needs and abilities.</p>

<p>LEAST RESTRICTIVE ENVIRONMENT Enter your sub headline here</p>	<p>Least restrictive environment (LRE):</p> <p>Children with disabilities must be educated in the LRE that is appropriate for their individual needs, which may mean being placed in a regular classroom with additional support services or in a separate classroom or school.</p>
	<p>Parent and student participation:</p> <p>Parents and students with disabilities must be involved in the decision-making process regarding their education.</p>
	<p>Procedural safeguards:</p> <p>Schools must provide parents with procedural safeguards to ensure that their rights are protected.</p>

IDEA also establishes several categories of disability under which children may qualify for services. (see Figure 2)

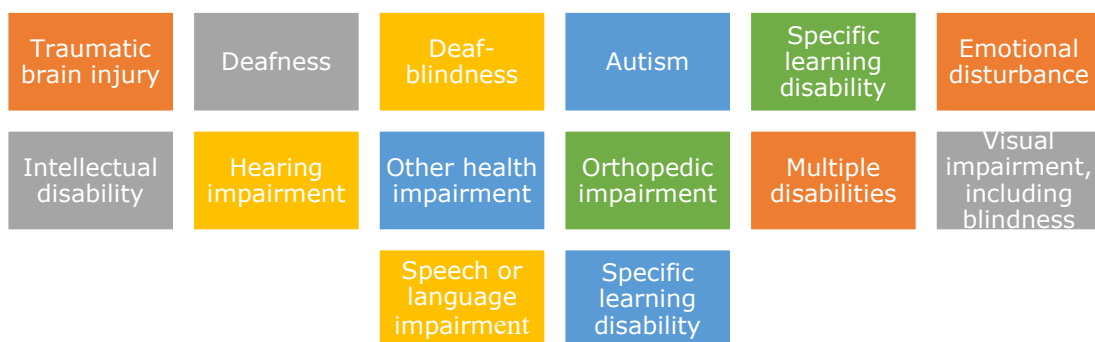


Figure 2. **IDEA disability categories**

Overall, IDEA is an important law that helps ensure that children with disabilities receive the education and support they need to reach their full potential.

3. Inclusive education in Moldova

Inclusive education in Moldova **aims to provide equal opportunities for quality education to all students**, regardless of their abilities, backgrounds, or identities. The country has made significant progress in promoting inclusive education over the past few decades, with a focus on increasing access to education, improving the quality of education, and promoting social inclusion.

Moldova's legal framework for inclusive education includes the Education Code [4], which stipulates that all students have the right to inclusive education, and the national concept of inclusive education [14], which outlines the principles and goals of inclusive education in Moldova. The country is also a signatory to the UN Convention on the Rights of Persons with Disabilities [13], which reinforces the importance of inclusive education as a human right.

In Moldova, inclusive education is implemented through a range of policies, programs, and initiatives that aim to support students with disabilities, those from marginalized backgrounds, and those from rural areas. For example, the country has established resource centers for inclusive education, which provide support to teachers and schools in implementing inclusive education practices.

Moldova also offers a range of services and support for students with disabilities, including *specialized equipment, therapies, and individualized education plans*. The country is working to improve access to schools and classrooms, and to provide teachers with the training and resources needed to support diverse learners.

Overall, inclusive education in Moldova is an ongoing process, with efforts focused on increasing access to education, improving the quality of education, and promoting social inclusion for all students. While progress has been made, challenges remain, including a lack of funding, teacher training, and infrastructure, which continue to limit the full realization of inclusive education in the country.

3.1. Teacher's role in promoting inclusive education in Moldova

We strongly believe that teachers play a crucial role in promoting inclusive education in their classrooms and schools. There are several ways teachers can promote inclusive education. (See Table 2)

Table 2. Ways teachers can promote inclusive education

Create a welcoming classroom environment:	Teachers can create a classroom environment that is welcoming and inclusive of all students, regardless of their backgrounds or identities. This can include decorating the classroom with diverse materials, using inclusive language, and encouraging students to share their cultures and experiences.
Use inclusive teaching strategies:	Teachers can use a variety of teaching strategies that are inclusive of all learners, such as differentiated instruction, cooperative learning, and universal design for learning (UDL). These strategies can help to meet the diverse needs of all students in the classroom.
Provide accommodations and modifications:	Teachers can provide accommodations and modifications to support students with disabilities or other learning needs. This can include providing assistive technology, allowing an extended time for assignments or tests, or modifying assignments to meet individual needs.
Address bias and discrimination:	Teachers can address bias and discrimination in the classroom by promoting a culture of respect and inclusivity. This can include addressing biased language or behavior and creating opportunities for students to learn about and appreciate different cultures and perspectives.
Collaborate with families and other professionals:	Teachers can collaborate with families and other professionals, such as special education teachers, therapists, and counselors, to support the academic and social-emotional needs of all students.
Advocate for inclusive education:	Teachers can advocate for inclusive education by speaking out about the importance of inclusive practices and policies, and by advocating for resources and support to help them implement inclusive education in their classrooms.

By taking these steps, teachers can help to create an inclusive learning environment that supports the academic and social-emotional needs of all students.

3.2. The National Standards of Competence for Teachers in Moldova

The national standards of competence for teachers in Moldova are outlined in the National Standards of Competence for Teachers in the Republic of Moldova [9], which was approved by the Ministry of Education and Research of Moldova in 2019.

This document includes the set of standards, indicators, and descriptors that aim to ensure a coherent and unified professional development of teaching staff. The standards of professional competence cover the entire teaching-learning-assessment activity and are structured around the following five priority domains of competence:

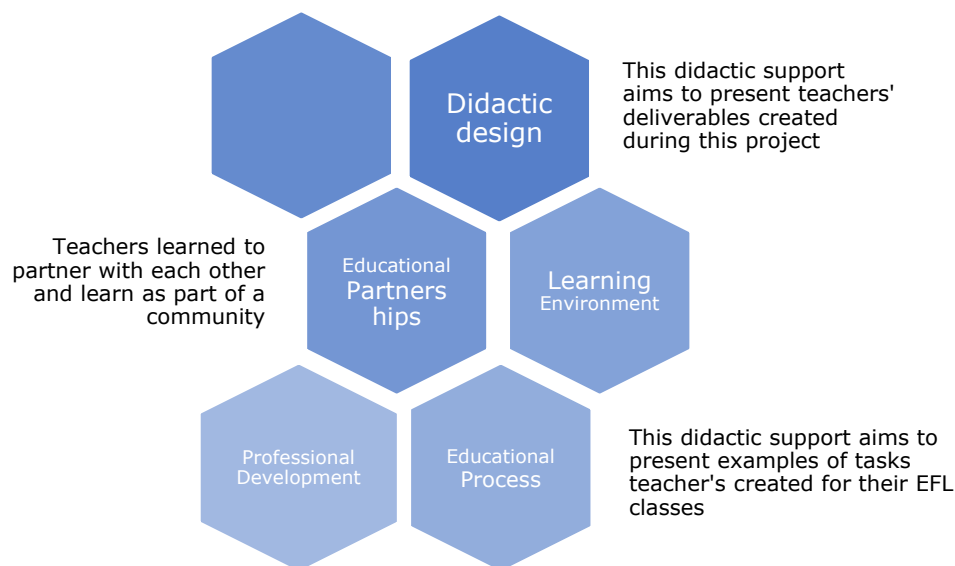


Figure 3. **How the didactic support addresses teacher’s competences**

The national standards of competence for teachers in Moldova are used to establish clear expectations and guidelines for teacher professional development and to promote a high level of quality in the education system. These standards serve as a reference point for assessing and improving the competencies of teachers and for evaluating the quality of their work. They are used in teacher education programs, professional development initiatives, and teacher evaluation processes to ensure that teachers have the knowledge, skills, and attitudes necessary to provide effective instruction and support student learning. Additionally, these standards are used to guide the development of curriculum and instructional materials and to inform education policy and decision-making at the national level. Overall, the national standards of teacher competence in Moldova play a critical role in promoting a high-quality education system that meets the needs of all learners.

4. Didactic support in promoting inclusive education in EFL instruction

The didactic support includes teaching activities that **English Education Community of Practice** participants created. English teachers, from different parts of the country, attended online and in-person workshops for an 8-month period (October 2022 – April 2023), worked asynchronously designing and applying new teaching activities and shared their learnings with each other. Going back to their schools and designing for their students teaching activities, they used a variety of digital tools and other offline teaching strategies to accommodate special needs students and multilevel classes.

A selection of the activities they designed is compiled in this didactic support that we assume will help beginner teachers or those who are looking for inspiration on how to meet a need they identified in their classes.

The activities selected are grouped by the teaching method or technique teachers learned and the skills they practiced designing them and the grades they taught.

Teachers learned more about Howard Garner's theory of multiple intelligences [5] and its implications for inclusive education.

Howard Gardner's theory of multiple intelligences suggests that individuals possess a variety of different types of intelligence, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal intelligence. This theory has several implications for inclusive education, including:

1. **Recognizing and valuing diversity:** The theory of multiple intelligences highlights the diversity of learners and their unique strengths and abilities. Inclusive education should aim to recognize and value this diversity and provide opportunities for learners to demonstrate their intelligence in a variety of ways.
2. **Using a variety of teaching strategies:** Inclusive education should employ a variety of teaching strategies that cater to different types of intelligence. This may include visual aids, hands-on activities, music and rhythm, and social interaction, among others.
3. **Personalizing learning:** Inclusive education should strive to personalize learning for each student, considering their individual strengths, needs, and interests. This may involve creating flexible learning environments that allow for differentiated instruction, personalized goals, and individualized assessments.
4. **Reducing labeling and stigma:** The theory of multiple intelligences challenges the traditional view that intelligence is a fixed trait and that individuals can be labeled as either "smart" or "not smart". Inclusive education should aim to reduce labeling and stigma by recognizing and valuing the diversity of learners and their unique strengths and abilities.
5. **Fostering collaboration and teamwork:** Inclusive education should encourage collaboration and teamwork among students with different types of intelligence. This may involve group projects or activities that allow students to share their strengths and learn from one another.
6. **Providing opportunities for self-reflection and self-assessment:** Inclusive education should provide opportunities for students to reflect on their strengths and areas for improvement, as well as assess their learning progress. This may involve self-assessment tools or reflection prompts that encourage students to think critically about their learning.
7. **Creating a positive and supportive learning environment:** Inclusive education should aim to create a positive and supportive learning environment that celebrates diversity and encourages all students to succeed. This may involve

promoting a growth mindset, providing emotional and social support, and fostering a sense of belonging and community among students.

Another teaching method that participants reflected on is Easy Read Method.

Easy Read is a method or approach that aims to make written information more accessible and understandable to people with cognitive or learning disabilities. It involves using plain language, clear formatting, and visual aids to present information in a way that is easy to comprehend. Easy Read can also include the use of symbols, pictures, and other visual cues to help convey meaning and context. The goal of Easy Read is to enable individuals with disabilities to access and understand information independently and to promote their inclusion in society. Please, check the resources shared in the present work to learn more about it [6, 11, 12].

Teachers learned and practiced designing activities using mnemonics technique.

Mnemonics are memory aids or tools that help individuals remember information by associating it with an easy-to-remember phrase, acronym, or image. The use of mnemonics can have several implications for inclusive education, including:

1. Making learning more accessible: Mnemonics can help make learning more accessible for students with different types of learning styles and abilities. Students who struggle with memorization or have difficulty with auditory or visual processing can benefit from the use of mnemonics to help them remember key information.
2. Providing a fun and engaging way to learn: Mnemonics can be fun and engaging, which can make learning more enjoyable for students. This can be especially important for students who may struggle with traditional teaching methods or who may have difficulty staying focused in class.
3. Promoting critical thinking and creativity: Mnemonics can also promote critical thinking and creativity by encouraging students to come up with their own memory aids or modify existing ones to fit their needs. This can help students to better understand and retain information by making it more meaningful and relevant to them.
4. Supporting students with learning differences: Mnemonics can be particularly helpful for students with learning differences, such as dyslexia or ADHD, who may struggle with memory or attention. By providing a tool for remembering information, mnemonics can help these students to better participate in class and feel more confident in their abilities.
5. Supporting second language learners: Mnemonics can also be useful for second language learners who may struggle with vocabulary or grammar. By providing a memorable and easy-to-remember phrase or image, mnemonics can help these learners to better retain new language concepts and vocabulary.

Overall, the use of mnemonics can have several implications for inclusive education, helping to make the learning process more accessible, engaging, and supportive for a diverse range of learners.

Readers can reach out to our authors and learn more from their experiences connecting and growing the teachers' learning community besides the scope of the EE CoP project.

BIBLIOGRAPHY/ WEBOGRAPHY:

1. Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101 et seq. (1990). Available at: <https://sites.ed.gov/idea/statute-chapter-33/subchapter-i/1400>
2. BARROW, Rozanne, BOLGER, Maura, CASEY, Frances. et.al. *Make it Easy. A guide to preparing Easy to Read information*. 44 p. [citat 10.11.2022]. Disponibil: <https://inclusionireland.ie/wp-content/uploads/2020/10/makeiteasyguide2011.pdf>.
3. Centre for Inclusive Design. (2017). *Easy Read for Everyone: Using Inclusive Language and Design to Improve Access and Engagement*. Retrieved from https://centreforinclusivedesign.org.au/wp-content/uploads/2020/04/Easy-English-vs-Plain-English_accessible.pdf
4. Education Code of the Republic of Moldova No. 152 dated July 17, 2014. Available at: https://mecc.gov.md/sites/default/files/education_code_final_version_0.pdf
5. GARDNER, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books. Perseus Books Group, New York, USA, ISBN-13: 978-0465025107.
6. Inclusion Europe. (2015). *Easy Read: A way to make information accessible*. Retrieved from https://www.inclusion-europe.eu/wp-content/uploads/2015/03/Education_BestPractice.pdf
7. Individuals with Disabilities Education Act (IDEA) of 2004, 20 U.S.C. §§ 1400 et seq. (2004). Available at : <https://www.ada.gov/topics/intro-to-ada/>
8. Metodologia de organizare și funcționare a Centrului de Resurse pentru Educația Incluzivă din instituția de învățământ preuniversitar, Order No.100 from 26 February 2015. Available at: https://mec.gov.md/sites/default/files/ordin_me_nr_100_26_02_2015.pdf
9. National Standards of Competence for Teachers in the Republic of Moldova, Ministry of Education, Order No. 623 from June 28, 2016. Available at: https://mecc.gov.md/sites/default/files/standarde_cadre_didactice.pdf.

10. Programul de dezvoltare a educației incluzive 2011-2020. Government Decision no. 523 from July 11, 2011. Available at: <http://lex.justice.md/index.php?action=view&view=doc&lang=1&id=339343>
11. The National Adult Literacy Agency. (2019). Easy Read and Beyond: Planning and Developing Accessible Written Information. Retrieved from <https://www.nala.ie/wp-content/uploads/2023/02/NALA-Legends-Extra-worksheets.pdf>
12. The British Institute of Learning Disabilities. (2008). Easy Read: Making written information accessible. Retrieved from <https://www.bild.org.uk/wp-content/uploads/2018/08/Easy-Read-Making-Written-Information-Accessible-2008.pdf>
13. UN Convention on the rights of persons with disabilities. Available at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>.

Tatiana LUNGU
Psychologist, Superior Didactic Degree,
Deputy Director
at Republican Center
for Psycho Pedagogical Assistance



Individualization of the Educational Process for Students with Special Educational Needs within the English Language Lesson

Education for all, student-centered education, child-friendly school and inclusive education are just a few concepts aimed at orienting the didactic activity towards ensuring and supporting the processes of self-knowledge, self-edification and self-realization of the student's personality, developing his individuality.

The overarching mission of education is to ensure equal opportunities and access to quality education for every child at all levels and steps of the education system. Thus, promoting the general trend of moving from parallel systems of education (mainstream and special education) to a unitary system of inclusive education, which provides all with access to appropriate education for their specific needs. According to the Education Code of the Republic of Moldova, inclusive education is the educational process that responds to the diversity of children and individual developmental requirements by providing equal opportunities and chances to benefit from the fundamental human rights to development and quality education in common learning environments [5]. As a result, the inclusive approach argues that educational institutions have a responsibility to help students overcome barriers to learning/development and that the best teachers are those who have the skills to help students succeed in this endeavor. The educational process is, par excellence, a teleological act that consciously aims to achieve previously established goals, a complex, conscious, systematic and organized activity, geared towards the achievement of specific objectives and the acquisition of skills. This is why inclusion should not be seen as something additional to the educational system, but as an intrinsic part of the mission, philosophy, values, practices and culture of the educational institution.

The principles of the student's friendly school aim to promote quality education through the individualization of learning, the design of objectives that respond to students' learning needs and their ability to learn how to learn, the structuring of resources in

relation to the objectives set, the continuous development of teachers' professional skills. It is well known that each student has his/her own pace of growth and development, has his/her own personality, own learning style, unique family background, has concerns, interests, personal abilities and needs. In this context, it is recommended that teachers continually rethink their roles and hypostases, demonstrate an open mind and a positive, activating and reflective attitude, promote interactive learning and stimulate the full potential of their students, and ensure participation in the process of building their own knowledge, meanings and skills that will later help them to become responsible members of the society. Ultimately, the teacher observes, encourages and supports the individual student's progress in relation to his/her level of development. Thus, the teacher's ability to know and assess the psycho-individual characteristics of the students with whom he/she works, the physical and psychological characteristics of the age group, the learning capacity of each student, represents a major prerequisite for the effective design of the activity.

The student-centered approach becomes a condition of the quality and efficiency of the educational process, as well as a way to solve the numerous hindrances that appear during its development: insufficient motivation, lack of attractiveness of the contents, low degree of involvement of students in the learning activity, mechanical and reproductive approaches, routine and monotony specific to the educational process, etc. At the same time, the paradigm "student-centered" consists in revising the attitude of teachers towards their needs, translated into patience, calmness, enthusiasm, optimism, admission of errors and age-specific weaknesses, hesitations, changing the rules of the activity if the situation requires it, so that the student's situation is accepted as such: a period of uncertainty due to the lack of a complete endowment from a cognitive, affective, motivational, volitional and social perspective.

The differentiated approach brings into question the adaptation of learning activities to the psychophysical particularities of the student, which implies a good knowledge of the student in terms of temperament, skills and abilities, interests, intellectual potential, and personality traits. The respect for individual differences leads to the creation of learning situations allow students to progress on different pathways.

Promotion of inclusion and teaching from an individualized perspective requires a comprehensive, holistic and continuous approach, but also specific competences that all teachers who interact directly with a student with special educational needs must possess. An equally important aspect in the individualization of the educational process is the teacher's well-being, which is a construct that includes a psychological, emotional, cognitive, physical and social level of functioning that is satisfactory for the individual, positive experiences in such categories as: experiencing a sense of belonging, happiness and gratitude, a sense of authenticity, emotional balance. Emotional health (the way we

feel, the ability to pay attention to and respond to our own and others' needs) is a very important tool in the didactic activity. According to existing models in the relevant literature (Laevers, Vandenbussche, Kog Deponda, 1997; Laevers, 2015; Seligman, 2011; Kern, Benson, Steiberg& Steiberg, 2016) [3], the well-being indicators of students involved in educational activities are: *openness and receptivity, flexibility, self-confidence and high self-esteem, assertiveness, vitality, relaxation and inner peace, joy and optimism, connectedness, perseverance and commitment, goal orientation and a sense of relevance and fulfilment* [5].

Table 1. The specific (immediate and long-lasting) negative effects of the phenomenon of stigmatization/labeling of students by adults

Strengthen maladaptive behaviors	Having a label frequently attached to a student will lead him to behave according to that label (for example, if a student is repeatedly told that he is shy, he will come to believe that he is a shy person and behave accordingly).
Assign certain roles	These unflattering roles diminish the chances of initiating a constructive dialogue, and at the same time maintaining consistent interpersonal contact with the person " stuck in a role ". Thus, the student who is given the role of 'group victim' identifies himself with the role, assumes it and will behave accordingly.
Reduce of chances for personal development as well as motivation to change	When student X is repeatedly told that he has no chance of recovery, he will not make efforts to change.
The law of self-fulfilling prophecy (self-fulfilling prophecy)	The outcome of a situation is often affected by our expectations.

The core elements of the inclusive school profile are:

- Qualitative institutional management;
- Institution, which is open to reforms, to promoting inclusive education, experienced in assisting students, ready to share experiences and good practices;
- Students who need educational support and volunteer students who are ready to provide it;
- Well-trained and dedicated teachers who see their work as a noble mission to promote quality education for all students;
- Involved and responsible parents who participate in school life and support their children;
- Guaranteed budget;
- Accessible infrastructure;
- Reliable partners.

How can the Inclusion Index assist teachers in creating a better school?

Index for Inclusion, the authors Tony Booth and Mel Ainscow [2], is a guide for school development grounded on inclusive values, and is a set of resources which support the review of all aspects of a particular general framework: on playgrounds, in classrooms, and in the communities and environments around it. It encourages broad participation in the development and implementation of inclusive improvement plans. The index has three dimensions, set to structure the development of the framework: cultures, policies, practices. In this context, it is up to the teacher to design an 'architecture' of the teaching-learning-assessment process that would open up curricular access pathways for a greater diversity of students.

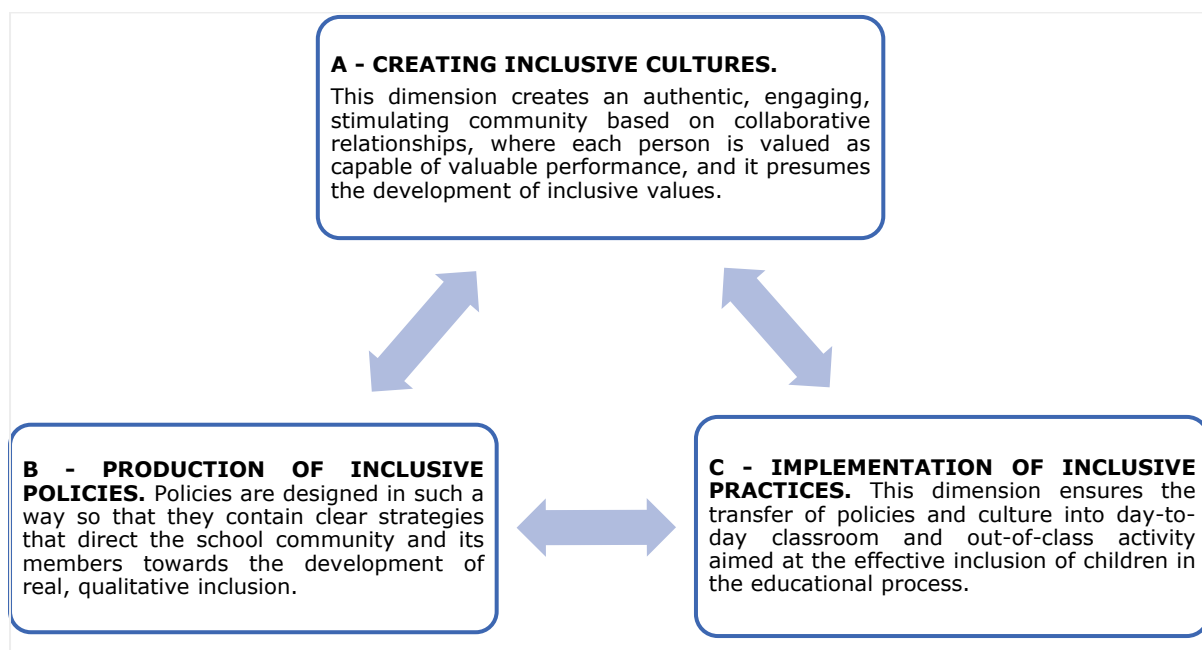


Figure 1. **Index dimensions in the school development setting**

The underpinning principles for the organization of the individualized educational process are the following:

- getting to know the student as an individual, an essential condition for the formation of an integral and harmonious personality;
- uniqueness of the student's personality is given by the particular individual needs of knowledge and training of the student, regarded as the starting point for the educational intervention;
- centering the educational process on the student but not on the contents;
- adaptation of teaching-learning-assessment strategies to the learning community and to each student with special educational needs.

Continuity and coherence in the educational approach are ensured through genuine school-family-community partnership relationships. Understanding the value of inclusive education by the family, community and their participation in providing all

children with equal opportunities to education, development, growth and development means participating in providing a bright start in every child's life [6].

Teaching strategies for students with special educational needs are the way to individualize instruction by diversifying the contents, methods and means of teaching, allowing each child to study at his own pace, according to individual characteristics, potential and level of acquisition, being flexible and accessible to all students. It is also important to select the teaching strategy and harness it to design engaging learning situations that are an appropriate approach to the stated goals as well as at to set up the learning environment, which should have as many characteristics as possible of the real context where the learning products will be used in.

1. Individualization of the educational process from the perspective of multiple intelligences




Taking into account the fact that each person possesses a certain type of intelligence that determines the yield of knowledge assimilation and interpretation, intellectual engagement, professional involvement, internalization, explanation of relationships, and successful expression, the individualization of the educational act can also be achieved from this perspective, capitalizing on dominant intelligence.

Each person possesses unique skills and talents. Multiple intelligences theory is an alternative to differentiated work, a modern interactive training strategy that can help to enhance performance. In Gardner's understanding [7], intelligences are a person's cognitive ability, described by a set of skills, talents, mental abilities that any person possesses, and grouped into nine categories. Teachers have an essential role in identifying, developing and exploring these types of intelligences in formal, non-formal or informal educational contexts in order to make the teaching-learning-assessment process more effective. The use of multiple intelligences theory leads to the development of communication, interpersonal and cooperation skills.

There are numerous **advantages** of harnessing multiple intelligences within English language lessons. Some of them are:


- the use differentiated and individualized approaches as the 'starting point' of the lesson;
- the use of the lesson as part of an interdisciplinary theme in a group of students with different "strong" intelligences;
- the use of an individual/group project whereby each student carries out the theme/task from the perspective of their "strong" intelligences;
- operation of a theme at the discipline level through different codes of representation etc. [6].

Table 2. **Multiple intelligences description and examples of tasks**


Verbal-linguistic intelligence		
Representation in picture	Description	Examples of tasks
	<ul style="list-style-type: none"> - Likes to read a lot, to write, to tell stories, to make puns. - Has a rich vocabulary. - Prefers humanities subjects. - Learns easily a foreign language. - Writes and speaks correctly. - Verbalizes thoughts easily, memorizes easily. - Understands relationships between concepts, ideas and things. - Thinks in words and studies the best by: speaking, writing, reading. 	<p>Read the exclamative sentences in the text expressively.</p> <p>Identify antonyms/synonyms/ homonyms for the given words in the text.</p> <p>Describe the favorite character in 3-4 sentences.</p>
Logical-mathematical intelligence		
Representation in picture	Description	Examples of tasks
	<ul style="list-style-type: none"> - Is curious about how things work around him. - Likes maths and calculus (he does them). - Is passionate about strategic games such as chess, checkers, riddles, and puzzles. - Is fascinated by experiments, he's up to date with everything that moves in the area of technology and computers. - Solves abstract problems, performs complex calculations. - Thinks through arguments and learns better by categorizing, classifying, problem-solving. - Likes to collect and classify; arranges objects around him. - Knows from an early age concept such as time, space, quantity, number, cause, and effect. 	<p>Specify the number of sentences in each stanza.</p> <p>Complete a table with data taken from the text.</p> <p>Find out the number of legs of the animals, the main characters, present in the text.</p>
Visual-spatial intelligence		
Representation in picture	Description	Examples of tasks
	<ul style="list-style-type: none"> - Has the ability to perceive the surrounding world correctly by visual means. - Has an extreme sensitivity to visual details, perceives reality more accurately than other people, represents it in memory, clear images, represents their ideas graphically, through simple drawings and sketches, easily orients themselves in a three-dimensional world. - Easily orientates in space, learns by seeing and observing; can easily visualize imaginary scenes. 	<p>Illustrate with a drawing the stanza/sequence from the text that impressed you.</p> <p>Underline keywords and key ideas from a text.</p> <p>Design a poster, a flyer, an advertisement.</p>

	<ul style="list-style-type: none"> - Has accurate perceptions from different angles. - Represents easily graphically through painting. - Has a talent for drawing. - Has the propensity to read and easily understand graphs and maps. - Often daydreams. - Sketches or sculpts. - Likes movies. - Likes to take things apart and assemble them. 	
--	--	--

Physical-kinesthetic intelligence

Representation in picture	Description	Examples of tasks
	<ul style="list-style-type: none"> - The child kicks, can mime, learns by doing. - Has dexterity in motor activities that involve large and fine movements. - Likes to touch objects, shows creativity in construction, movement and physical expression. - Has highly developed fine motor coordination. - Enjoys physical movement, tactile experiences, activities in which she manipulates objects, extreme sports. - Thinks through movement. - Learns best through touch, processing information through movement, interacting with the environment. 	<p>Build a nest from various materials.</p> <p>Use gestures and mimicry to act out the actions in the text.</p> <p>Imitate the movements of the animal/character in the text that you liked best.</p>

Musical-rhythmic intelligence

Representation in picture	Description	Examples of tasks
	<ul style="list-style-type: none"> - Improvises and experiments with sounds and sonorities. - Senses and reacts to the moods portrayed in music. - Has the sense of rhythm and reacts artistically to music. - Is interested in learning about music and creates preferences and categories. - Is attracted to any activity related to musicality, has a talent for musical instruments as a child. - Quickly observes patterns, easily recognizes and memorizes different musical fragments, easily follows a rhythm, hums and performs melodies. 	<p>Imitate the characteristic animal sounds in the text.</p> <p>Play the songs of some of the characters in the text.</p> <p>Read the text rhythmically, adjusting the tempo.</p>

Naturalistic intelligence

Representation in picture	Description	Examples of tasks
---------------------------	-------------	-------------------



- Is always talking about his favorite animals, outdoor sports.
- Is most comfortable outside in the open air.
- Likes to go to the zoo.
- Has a strong connection with nature.
- Likes to play outside, collect and observe insects, plants, leaves.
- Is passionate about biology, astronomy, meteorology, zoology.
- Thinks through the environment and learns best through: classification, outdoor observations, nature experiments, movement, interaction with the environment.

Create a collage about smth.

Identify the plants and animals you like best in an environment.

Describe an animal in the text.

Intrapersonal intelligence

Representation in picture



Description

- Build an accurate self-image, assess themselves, know their temperamental traits, skills, intentions, motivations, inner states, beliefs, strengths, and weaknesses.
- Is aware of his/her own thoughts, feelings, and emotions; finds ways to express his/her thoughts, feelings and emotions.
- Shows evidence of self-discipline, self-understanding, and self-evaluation.
- Chooses to be independent.
- Does better when learning independently.
- Has interests or hobbies about which he does not talk much.
- Has high self-confidence.
- Learns from own mistakes or successes.
- Thinks by mirroring and learns best through: activities he/she undertakes on his/her own, self-study, individual projects, having a personal, private space.

Examples of tasks

Write opinions about smth.

Imagine you are one of the characters. How would you proceed? What would you change?

Express through symbol/ drawing/ poem/ song the emotions experienced by the character

Interpersonal intelligence

Representation in picture



Description

- Understands how others feel; understands others' points of view; initiates, develops and maintains social relationships with others.
- Likes to spend time with as many friends as possible; is a natural leader.
- Is selfless, often helps others solve their problems.

The examples of tasks

Ask your colleague questions about the text.

Make a group project.
Conduct an interview, a homework assignment.

	<ul style="list-style-type: none"> - Reads people very easily and understands their feelings based on facial expressions, gestures or voice. - Has non-verbal communication skills, collaboration skills, conflict resolution skills. - Works well in groups, communicates effectively verbally and non-verbally. - Sensitive to others' feelings, cooperative, empathetic. - Thinks through socializing and learns best through sharing, with others, relationships, cooperation, interviews. 	
--	---	--

Some clarifications from an educational perspective are appropriate:

- Each person has all eight types of intelligence, functioning together in unique areas. Some people have high functional levels in all eight intelligences. Most people are somewhere in the middle, with a few well-developed intelligences, most modestly developed and one or two undeveloped.
- Intelligences can be developed. H. Gardner believes that everyone has the capacity to develop all eight intelligences to a reasonably high level of performance with appropriate learning, encouragement and enrichment activities.
- Intelligences operate in complex ways. No single intelligence exists 'on its own' in life. Intelligences always interact with each other.
- There are different ways of being smart. There is no standard set of attributes that someone must have in order to be considered intelligent. For example, a person who is less skilled at painting, but can be great at dancing. Both activities require **Physical- kinesthetic** intelligence [4].

A questionnaire for teachers is suggested in Annex 4 in order to determine students' intelligence type.

Table 3. **Benchmarks in task development in the multiple intelligences key [3]**

Dominant intelligence type	Actions/tasks
Verbal-linguistic	to read, to write, to speak, to ask, to explain, to inform, to convey, to report, to articulate, to address, to ask, to tell, to read, to present, to announce, to debate, to discuss, to converse, to recite, to quote, to describe, to clarify.
Logico-mathematical	to solve, to inquire, to hypothesize, to theorize, to examine, to investigate, to experiment, to analyze, to deduce, to prove, to verify, to decipher, to determine, to predict, to estimate, to measure, to calculate, to quantify, to simplify.

Visual	to observe, to symbolize, to draw, to sketch, to design, to illustrate, to paint, to color, to outline, to arrange, to rearrange, to invent, to create, to conceive, to innovate, to imagine, to visualize, to draw, to present visually.
Kinesthetic	to build, to build up, to assemble, to make, to fabricate, to structure, to imitate, to play a role, to perform, to walk, to run, to jump, to dance, to collect, to gather, to compile, to model, to form, to duplicate, to dissect, to exercise, to move, to transport
Musical	to listen, to hear, to deduce, to note, to receive a pattern, to sing, to beat, to repeat, to replicate, to reproduce, to copy, to imitate, to mimic, to compose, to harmonize, to orchestrate, to resonate.
Interpersonal	to express, to imply, to support, to promote, to advise, to encourage, to justify, to rationalize, to characterize, to defend, to validate, to rehabilitate, to evaluate, to judge, to provoke, to study, to survey.
Interpersonal	to share, to coordinate, to guide, to direct, to help, to mediate, to manage, to lead, to collaborate, to cooperate, to interview, to influence, to persuade, to compromise, to role-play, to improvise, to arbitrate, to conciliate.
Naturalistic	To sort, to organize, to classify, to compare, to contrast, to differentiate, to separate, to detail, to align, to order, to arrange, to sequence, to inventory, to catalog, to group, to file, to index, to record, to chart.
Existential	to reflect, to contemplate, to deliberate, to ponder, to summarize, to synthesize, to associate, to relate aspects, to question, to recapitulate, to elaborate, to appraise, to evaluate, to criticize, to speculate, to explore, to dream, etc.

Table 4. **The correlation of Gardner's theory with Bloom's Taxonomy** [3]

No.	Type of Intelligence	Domains	Specific aspects of the behavioral classes
1.	Verbal-linguistic intelligence	Knowledge	Define, store, record, list.
		Comprehension	Classify, discuss, rephrase, express, show, publish.
		Application	Interview, dramatize, express, show, publish.
		Analysis	Interpret, compare, question, investigate, organize.
		Synthesis	Compose, create, imagine, predict, invent.
		Evaluation	Evaluate, review, deduce, predict, suggest, correct.
2.	Logical-mathematical intelligence	Knowledge	Reproduce, collect, label, specify, record, enumerate, relate.
		Comprehension	Describe, gather, identify, locate, reconsider, group.

		Application	Test, solve, calculate, demonstrate, show, experiment.
		Analysis	Analyze, interpret, investigate, discover, question, examine.
		Synthesis	Invent, formulate, construct hypotheses, substantiate, systematize.
		Evaluation	Sorts, assess, evaluate, review, select, measure, evaluate, note.
3.	Musical-rhythmic intelligence	Knowledge	Memorize, repeat, copy, name.
		Understanding	Recognize, express, describe, translate into musical language.
		Application	Practice, demonstrate, dramatize, show, teach, sing.
		Analysis	Perform, analyze, arrange, organize, differentiate.
		Synthesis	Compose, arrange, construct, create, order, reproduce.
		Evaluation	Appraise, judge, value, recommend, estimate, order.
4.	Visual-spatial intelligence	Knowledge	Observe, label, configure, rewrite, copy, draw.
		Understanding	Illustrate, express, explain with pictures, demonstrate.
		Application	Dramatize, demonstrate, illustrate, show, prove, build.
		Analysis	Research, arrange charts and graphs, compare and distinguish.
		Synthesis	Compose, build logically, produce, design, plan, assemble, imagine.
		Evaluation	Appraise, select, choose, judge, estimate, recommend, order.
5.	Naturalistic intelligence	Knowledge	Observe, configure, reproduce, collect, label, specify, record, enumerate, relate.
		Understanding	Describe, gather, identify, locate, reconsider, group.
		Application	Demonstrate, show, experiment, enumerate, group, categorize, classify.
		Analysis	Analyze, interpret, investigate, discover, question, examine.
		Synthesis	Formulate theories/ arguments/ justifications, construct hypotheses, substantiate, systematize.
		Evaluation	Sort, discriminate, assess, evaluate, review, select, measure, evaluate, note.

6.	Kinesthetic intelligence/	Knowledge	Repeat movements, describe actions, copy, follow patterns
		Understanding	Discuss, express, locate.
		Application	Exhibit, use, simulate, operate, show, experiment.
		Analysis	Sort, inspect, arrange, discover, group, organize, classify.
		Synthesis	Produce, arrange, ground, invent, construct.
		Evaluation	Measure, decide, estimate, choose, recommend.
7.	Interpersonal intelligence	Knowledge	Rehearse, define, name, tell, collect.
		Understanding	Describe, explain, discuss, express, report, reformulate.
		Application	Simulate, interview, dramatize, practice.
		Analysis	Organize, supervise, investigate, question, sort.
		Synthesis	Found, formulate, arrange, plan, propose.
		Evaluation	Decide, judge, estimate, conclude, suggest, criticize.
8.	Intrapersonal intelligence	Knowledge	Name, repeat, study, memories.
		Understanding	Explain, translate, restate, express, recapitulate.
		Application	Monologue, visualize, solve, plan
		Analysis	Probe, compare, distinguish, investigate, question, dissect.
		Synthesis	Plan, conceive, propose, assemble, imagine, create, arrange.
		Evaluation	Suggest, estimate, value, support.

1.2. Facilitating learning from a learning style perspective

Knowing the dominant learning style of the student gives the teacher the possibility to individualize the educational process by adapting the teaching style, selecting teaching strategies, learning tasks and teaching materials to stimulate student learning.

Learning is an active and constructive process that always takes place in a specific context, and is therefore situational, multidimensional and systematic. Learning outcomes cannot be anticipated, the construction processes are individual and specific to the situation (Reinmann-Rothmeier/Mandl, 1997 apud Siebert, 1999) [6]. In P. Senge's view, many students struggle in educational institutions because the way they are taught is inappropriate for the way they learn. A challenge for the teacher is to adapt the teaching style to the learning styles of the students. This is why teachers have to match teaching style to the diversity of learning styles and the needs of all students [9].

Learning style is a cognitive, affective and physiological behavior that represents how the environment and interventions around the learner facilitate their understanding of new information. Learning style is a particular way of learning, stable over a longer time and unique to each individual. It refers to "the simple preference for the method by which we learn and remember what we have learned". It shows the ways and means in which we learn and involves processing information in different ways by involving cognitive, affective-emotional, psychomotor and situational characteristics of learning. To determine what learning style we have, we need to observe how we learn something new. Appendix 5, offers teachers a questionnaire which will help them determine the learning styles of their students.

Students with a visual learning style process information most effectively in visual form; those with an auditory learning style understand most effectively by listening, and those with a kinesthetic/tactile style learn better through touch and movement.

Table 5. Specific characteristics of the learning styles [4]

Learning style	Elements of enhancement
<p>Visual (images, films, graphs, charts, tables, models)</p>	<ul style="list-style-type: none"> • prefer to see things or developments of the processes they are learning; • remember what they write and read; • they like visual presentations and projects, they learn from illustrations, maps, pictures, diagrams, charts, tables, main ideas; • forget verbal instructions; • understand and memorize information better when they see it.
<p>Auditive (reading, audio recordings, storytelling, music, verbalization, questions)</p>	<ul style="list-style-type: none"> • learn by speaking and listening; • remember what they hear and what is said; • enjoy the classroom and small group discussions; • can remember very well the instructions, verbal/oral tasks; • prefer discussions, are storytellers and prefer learning aloud.
<p>Kinesthetic (acting, role-playing, clay molding)</p>	<ul style="list-style-type: none"> • learn most effectively by manipulating objects; memorize by walking; • remember what they are doing and personal experiences they have participated in with their hands and whole body (movements and touching); • they like using tools or prefer lessons where they are actively involved in practical activities; • are attentive to gestures and gestures; • can remember very well things they have done once, practiced and applied in practice (motor memory); • have good motor coordination.

2. Methods of Individualizing Teaching – Learning – Assessment Evaluation for the Development of Language Skills of Students with Special Educational Needs

2.1. Easy Read Technique

Everyone has the right to information in order to understand what he/she needs to know as well as support for making the information accessible. The Easy Read technique is a method of making the informational content accessible by adapting a text into accessible, easy-to-read and intelligible language. For example, it could be a text, a poem, a letter, a poster, a form, an instruction, a brochure or a version of a larger, more complicated report. In this regard, it is recommended to present the information in a way that reflects the person's ability to process the material. Teachers should present the material in short, simple sentences, accompanied by pictures that help the student to understand the material more easily.

The beneficiaries of easy-to-read messages: people who do not know the spoken language (immigrants); people with intellectual disabilities; people with learning difficulties; people with dyslexia; people with neuropsychological disorders (ADHD, autism, Tourette syndrome); people with hearing impairments. It is recommended that the adaptation/transformation of texts using the Easy Read technique be done together with the learner for whom the information is being modified, so that the information is accessible and useful, taking into account their potential and needs [1].

The basic procedures of the Easy read technique are:

- Reduction of the text size.
- Dividing the text into paragraphs and large phrases into shorter sentences.
- Replacing neologisms, words rarely used in everyday speech with their synonyms.
- The exclusion of abbreviations.
- The avoidance of splitting words at the end of a sentence. The use of hyphens is not recommended.
- The use of uniform spacing between words, keeping it consistent throughout the text.
- The use of a black/dark font on a white, cream or yellow background.
- The avoidance of using only pale or pastel colors, contradictory colors and the avoidance of black font on a red or blue background.
- Expression of things positively rather than negatively.
- The avoidance of technical words, jargon, acronyms and abbreviations.
- The avoidance of difficult or unfamiliar words. If it's necessary to use one, introduce the difficult or unfamiliar word gradually and explain it. If it's an abstract concept, try explaining it with a clear and practical example.

- The use of pictures/symbols. Be careful not to use the same image to denote something different in different sections of the text.

Teachers are encouraged to pay attention to readability when writing a text. A text that is easy to read is not always easy to understand. For example: *We want to make the society aware of the problems we are facing* (easy to read, hard to understand), versus *We want people to understand our problems* (easy to read, easy to understand) [1].

Having summarized the above, it can be seen that the identification, development and appropriate application/use of teaching aids in the teaching/learning process is an essential prerequisite for ensuring the quality of education. At the same time, for the teacher's self-assessment from the perspective of individualization of the educational process during the English language lesson, the teacher can use the checklist from Annex 1 to assess the effectiveness of the Easy Read technique while working with students with special educational needs. Also, the Checklist for self-evaluation of an individualized teaching approach in Annex 2 will allow the teacher, following the type of lesson, to self-evaluate the lesson in order to be able to select/adapt teaching strategies that facilitate the learning process of the students considering their individual particularities, potential and needs.

2.2. Mnemotechnics

Mnemotechnics is a set of techniques that facilitates the process of memorizing information, eases the memorization of data by using chains of mental associations, conversions, acrostics, rhymes and assonances, etc. This is usually done by encoding information into visual, graphic or auditory images. Mnemonics is therefore the art of memory, a mnemonic process of mentally associating terms. Mnemonics is memory based on visual thinking. There are different ways of using this technique in the professional literature. Mnemonic methods are used to memorize volumes of information that at first sight seem unmemorable. Memory processes concrete information more easily, or in the form of stories. It is well known that mnemonic capacities are greater when we are exposed to visual stimuli. The use of memory techniques relies on the basic functions of the human brain, which is able to encode and interpret complex stimuli: images, colors, structures, smells, tastes, touches, spatial dimensions, emotions, languages, etc., which become tools of the mind. The productive conditions of memory are linked to the application of at least four fundamental technical principles/models: association (links, associations between series of objects, phenomena, things, data); imagining (clear, vivid imagining of a scene, an object or phenomenon); focusing and reflecting on lived experiences framed in systematic mental relationships. Mnemonics allow difficult retention to master information. You can create an associative series fairly quickly, thanks to which the brain encodes information and stores it, despite the complexity of perception. In order to form an associative series, as it can be seen from

mnemonic exercises for memory, it is possible on the basis of anything: touches, sounds or visual images.

Rules in the use of the method

- The task is carried out according to the simple-to-complex principle.
- Images are recommended to be colored. The color of the represented picture should match the color of the object you remember.
- The image should move. Any moving object is better remembered. In addition, each moving object attracts more attention.
- The picture/image should be touching. This is not only much easier to remember, but also more interesting and "easier".
- The image should have clear connections between all its elements. Moreover, the components of the image should be logically and consciously connected to each other. The outlines of all image components should be presented by you on the specific and appropriate background of the image. For example, you can easily remember the name of a whole mountain of fruit if you imagine them on a grocery store background.

Acronyms, acrostics, and key words are the most common forms of mnemonics. The principle behind acronyms is that of association, as each letter of the memorized term (SMART for example) facilitates the recall of the whole word.

Famous examples of acronyms used by **mnemotechnics**:

- **SMART** (Specific, Measurable, Achievable, Realist, Timely), setting the objectives;
- **ROYGBIP** - Red, Orange, Yellow, Green, Blue, Indigo, Purple (order of colors in the visual spectrum);
- **BARRR** (Browse, Ask, Read, Remember, Review – a well-known method of learning/reading technical (not literature) books which states that in order to retain information better, just reading is not enough).

2.3. Fairy Tale Method

Creation of tales that are as short as possible, so that they are easy to remember. For example, even a one-sentence story can be enough for all 5 ingredients required to be bought for the fruit dessert you've set out to make. The story will certainly be more entertaining, which can only be to our advantage: it is considerably easier to remember unusual phrases, which immediately activate our imagination.

2.4. Cicero Method

It is also known as the Memory Palace and is based on associations between pieces of information we want to memorize and familiar places. Memory works better when abstract information is associated with images. So, when we need to recall it, we just need

to imagine the room and see each item in its place. This can be combined with the Fairy Tale method, the method of absurd images.

2.5. Pictogram Method

The text is read, and key words and phrases are underlined. It is important to choose words and phrases that best summarize the content of the text.

Draw an icon next to each key word or phrase (avoid drawing too complex icons, numbers, or letters). Each key word or phrase will have its own icon.

The material is repeated using pictograms. When we want to review, we take a sheet of paper and draw the icons, while repeating in our minds the word or phrase behind each one.

2.6. Mind Mapping Technique

Mind in English means "spirit" in the sense that it represents the thinking brain. Map means "map". Mind Mapping means "map of the thinking brain" [3]. This theory was created by Tony Buzan in the 1970s which consists of representing the information spatially, visually and graphically on a landscape sheet, as opposed to the linear representation in portrait format, a traditional representation in learning, but which does not correspond to the structure of our brain. [3]

Mind Mapping is a tool that involves the notion of the 'whole brain', i.e. it uses the whole of the functions of the two hemispheres (left and right) harmoniously, it uses the space of a sheet, colors, words, structure, an overview and small details, images and movement. Figure 2 presents a good example of mind mapping.



Figure 2. **Example of mind mapping**

Memorization becomes easier and is maintained for longer because the map uses association, imagination, color, spatialization of elements that favor quality memory.

It is said that at least three repetitions of a topic are needed to be able to remember it effectively. The Mind Mapping technique is therefore the ideal support for rapid, playful and effective reactivity. Our memory works much better if we use all our senses. We maximize what we need to memorize by adding color, movement, symbols and putting our ideas in order.

The map is an excellent way to reactivate knowledge:

- Finger tracking information, for those with a predominance of the kinesthetic dimension.
- Talking and narrating what it comprises, for those with a verbal preference.
- Taking pictures of the elements it comprises, for those with a visual profile.

How is a Mind Map Made Up?

Stage 1. Take a non-linear, landscape format sheet that allows for better peripheral vision and optimal treatment for binocular movement;

Step 2. Note the main subject in the middle of the sheet, also called the heart of the map.

Step 3. Around the heart we draw the branches, to create the tree of ideas. The first branches, called the main branches, starting from the heart, are the ones that name the themes, and the branches that follow. Called secondary, they name the ideas related to the themes. For each new idea, a new branch will be drawn along the word to which it relates. The branches should be as horizontal as possible to allow for good readability.

Step 4. Write the words above the branches, not at the end or below them. Our sight is guided by the lines and picks up the information. The branch and the word represent a unit of information. The word must be legible, without erasures or other marks. The key word is enough.

Step 5. Add images (small simple icons that evoke the idea for those making their map).

Step 6. Add color to the branches (color not only has a decorative value, it also has an aesthetic value, in the etymological sense of the term, which means that it provokes sensations) [3].

BIBLIOGRAPHY/WEBOGRAPHY:

1. BARROW, Rozanne, BOLGER, Maura, CASEY, Frances. et.al. *Make it Easy. A guide to preparing Easy to Read information*. 44 p. [cited 10.11.2022]. Disponibil: <https://inclusionireland.ie/wp-content/uploads/2020/10/makeiteasyguide2011.pdf>.
2. BOOTH, Tony, AINSCOW, Mel. *Index pentru incluziune: un ghid al dezvoltării școlare bazate pe valori incluzive*, 2016. 196 p. ISBN 978-0-9935122-0-9.
3. CATALANO, Horațiu, ALBULESCU, Ion. *Specificul activităților didactice la grupele combinate (Ghid pentru cadrele didactice din învățământul preșcolar)*. București: 2021 (Tipografia Ceconii). 533 p. ISBN 978-606-048-433-2.
4. CĂPIȚĂ, Carol. *Stiluri de predare-stiluri de învățare*. București: 2011, p.105. [citat 12.11.2022]. Disponibil: http://mentoraturban.pmu.ro/sites/default/files/ResurseEducationale/Modul%202%20Stiluri%20de%20predare_0.pdf.
5. Education Code of the Republic of Moldova No. 152 dated July 17, 2014. Available at: https://mecc.gov.md/sites/default/files/education_codefinalversion0.pdf
6. EFTODI, A., CAZAC, Angela, FILIP, Galina. et.al. *Individualizarea procesului educațional prin adaptări curriculare (Ghid metodologic)*. Chișinău: 2017 (Tipografia Centrală). ISBN 978-9975-53-926-5.
7. GARDNER, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books. Perseus Books Group, New York, USA, ISBN-13: 978-0465025107.
8. GLIGA, L. *Instruire diferențiată*, Editura Tipogrup press, București, 2001. pp. 35–39, 51–52.



Daniela MUNCA-AFTENEV

President of „Academy for Innovation and Change through Education” NGO

The Role of Digital Tools and Platforms in Student-Centered Education

In the 21st century, the digital world has become intertwined with the world of the classroom. As technology continues to present new opportunities for learning in general, it is crucial for educators to adapt digital tools to the needs of the inclusive classroom, paying special attention to the following three dimensions:

1. Digital tools for student centered education,
2. Differentiated instruction facilitated by ICT,
3. Online educational platforms for making the most out of Bloom’s Taxonomy.

1. Digital Tools for Student-Centered Education

Inclusive education is, first of all, student-centered education, which encompasses methods of teaching that shift the focus of instruction from the teacher to the student. The digital boom from the 21st century has equipped EFL teachers with a wide variety of creative tools and platforms which could facilitate the development of learner autonomy and independence by putting responsibility for the learning path in the hands of students.

Social networks such as Facebook and Instagram Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Web 2.0 platforms such as blogs and wikis create appropriate support for the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience. Platforms for interactive teaching and learning such as Mentimeter and Kahoot put students' interests first, acknowledging student voice as central to the learning experience. Last, but not least, open interactive digital libraries such as Coursera and Khan Academy help students choose what they will learn, how they will pace their learning, and how they will assess their own learning.

The teacher-centered learning based on static teaching resources as textbooks and printed handouts situates *the teacher as the primarily "active" role* while students take *a more "passive", receptive role*. In order to ensure an inclusive educational process, EFL teachers must discover the benefits of web 2.0 tools, which support student-centered learning, challenging students to be active, responsible participants in their own learning and individual pace of learning.

Let us take the example of online interactive dictionaries, such as www.visuwords.com, www.merriam-webster.com or www.thefreedictionary.com – when placed on a class blog, for instance, they could equip students with the necessary tools to immediately discover new words from the blog posts, find relevant synonyms or antonyms and practice various pronunciations in American, British or Australian English, without assistance from their teacher.

In a teacher-centered classroom, teachers choose *What* the students will learn, *How* the students will learn, and *How* the students will be assessed on their learning. In contrast, when teachers encourage students to create Instagram pages for a literary character, for example, they shift to the student-centered learning that recognizes individual differences in learners. Our goal as educators is to efficiently integrate ICT tools in the EFL instruction, to create appropriate conditions for student-centered learning which emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole. For instance, if the entire class would work on a Wikipedia open-source entry, each student could research and publish that part of the article, which he or she would find the most exciting.

2. Differentiated Instruction Facilitated by ICT

When it comes to inclusive education, the best way to engage all students, no matter their personal learning styles or needs, and to create the best outcomes for entire classrooms is **differentiated instruction**. The greatest benefit of this teaching method is that it helps bring struggling students up to speed, enables gifted students to learn at a faster pace, and makes teachers' lives easier because learning is more effective. This process can become even more efficient when educational technology is brought in as a helping tool. When using differentiated instruction mediated by appropriate ICT tools, teachers can steer all their students toward the same learning objectives, while giving them the freedom to choose how they get there.

Currently, there are a wide range of online educational platforms and resources available for language teachers which can help adapt the same text, audio or video materials to students who have various language level or learning needs. For instance, www.breakingnewsenglish.com offers the same news articles in 6 different levels, from A1 (beginners) to C1 (advanced). Thus, language teachers can discuss the same topic in

one class, and still engage students in activities which range from very easy to more difficult, according to their language proficiency level and learning needs.

The screenshot displays the Breaking News English website interface. It features three news articles, each with a difficulty level indicator (Level 0, 1, 2, 3, 4, 5, 6) and a corresponding reading/listening task. Red arrows highlight the differentiation of content and tasks based on proficiency levels.

- Article 1:** "White House says no aliens in weather balloons" (16th February - "Easier", Level 0-3). A red arrow points to the Level 0-3 indicator.
- Article 2:** "ChatGPT and Google Bard in A.I. chatbot race" (13th February - "Harder", Level 4-6). A red arrow points to the Level 4-6 indicator.
- Article 3:** "Three-month state of emergency declared in Turkey" (9th February - "Easier", Level 0-3). A red arrow points to the Level 0-3 indicator.
- Task 1 (Level 0):** "28 charities that are helping Turkey and Syria." A red arrow points to the task title.
- Task 2 (Level 3):** "28 charities that are helping Turkey and Syria." A red arrow points to the task title.

Figure 1. **Online Educational Platform Breaking News English** (www.breakingnewsenglish.com)

In the second grade, EFL students are supposed to study basic vocabulary related to daily activities, family members, clothes and food. Applying differentiated instruction would require tailoring lessons to meet each student's individual interests, needs, and strengths and thus including a wide variety of activities – watching short videos and listening to fun kids songs, engaging in team-building activities to develop communication and collaboration, using not just text, but also plenty of visuals, images, audio and video. Teaching this way gives students choice and flexibility in how they learn, and helps teachers personalize learning. This method also requires instructional clarity and clearly defined goals for learning, better enabling students to meet those goals.

Differentiated instruction can be staged across four main areas: content, process, product, and environment. To differentiate content, teachers should consider the objective of a lesson, then provide students with flexible options about the content they study to meet the objective, from subject or topic to approach or presentation. For instance, when studying house objects, furniture and room names, students could have a choice in how they would like to demonstrate their knowledge – some students would prefer to draw objects under a simple dictation, others would read rhymes, many would

prefer signing songs and of course everyone would enjoy colorful posters, flashcards and graphic organizers.

With the help of process differentiation, teachers differentiate how students learn. Let us take the topic „Seasons” taught in the second grade – grouping students based on their individual readiness or to complement each other is one way to accomplish process differentiation. One team could draw a poster with all 4 seasons and the associated keywords. Another team could recite rhymes or role play short dialogues about the weather in different seasons. The third team could watch a children video explaining seasons and simply repeat the new vocabulary, paying attention to pronunciation and intonation.

When teaching food items in the third grade: fruits and vegetables, for instance, combining visual, auditory, or kinesthetic examples would be another very efficient way to involve all students and appeal to their interests. Some of them will respond well to coloring pages, others would prefer playing team games, while others would love singing a karaoke song.

Product differentiation applies to the types of assignments students create. When teaching clothes and accessories in the third grade, a teacher might ask one group of students to explain a concept in a graphic organizer or an infographic, while another group would use scissors and colored paper for an arts and crafts activity. Another group of students could use the interactive board and revise the key words by means of a drag and drop activity (match the clothes to their names, label the outfits, arrange the words in the correct order to form complete sentences in English). Art projects would definitely engage a large number of students – let them have fun creating a team lapbook or scrapbook together using not just crayons and markers, but also colored paper, cutouts from magazines, ribbons, threads and small objects.

It is also important to consider differentiated testing and assessment. Varying the [types of assessments](#) you give students is also an example of product differentiation. Not all tests should look the same. One test should include several types of tasks, such as: listen and match, read and choose, listen and draw, circle the odd word out, find the rhyming words, draw the words you hear, describe the pictures in 3 phrases, etc.

The classroom environment also affects learning. Changing physical things in the classroom, like how desks are set up or arranged, or where students can sit (on beanbags, for example), serves as classroom environment differentiation, which can also include changes to routines and habits. When teaching English as a foreign language, classroom corners could be specialized in Reading, Writing, Speaking and Listening stations. The teacher would formulate different tasks for different corners. Students would visit all corners one by one, or select the corners which they enjoyed most, depending on their learning style and pace.

Differentiated instruction is the key to inclusive education [because it helps educators](#) connect with different learning styles. Not all students will respond to a class lecture; a game or a video may work better with other students. Some students may learn better by reading than they do using a computer. When we have a national curriculum, we have limited freedom regarding the choice of topics. No matter what you're teaching, some students will find certain material engaging, while others won't, and students will learn the same material in varying amounts of time. What we can do about it, is give students choices about how they learn in order to enable them to meet learning objectives in the best way for them. Differentiated instruction motivates them to learn the material in a way conducive to their own interests and unique learning styles.

Some of your students are energetic and outgoing – make sure you integrate kinesthetic, extra-curricular and outdoor activities in your teaching routines. Other students are quiet and curious – let them solve puzzles, crosswords, riddles or mysteries. With self-confident and stubborn students use more assignments based on autonomous learning, such as the flipped classroom instruction. Keep in mind that in your class there are academically advanced, 'kids in the middle' and kids struggling due to cognitive, emotional, economic, or sociological challenges. 'Fair' doesn't always mean treating everyone equally. It's recognizing that all of our students bring different gifts and challenges, and that as educators, we need to recognize those differences and use our professional judgment to flexibly respond to them in our teaching.

To ensure that the same objectives are being pursued by all students, though they each take their own path to get there, the first steps for teachers should include diagnostic testing and learning inventories. Your goal is to set baselines for individual students. Then you can identify tactics to help each student achieve the objectives and deliver custom-tailored content.

To conclude, teachers must identify and be responsive to student needs, creating a supportive classroom culture where students embrace differentiation for themselves and their peers. Knowing the unique needs of your students would enable you to teach them more effectively, aiming at improving cognitive and academic outcomes.

Table 1 shows the variety of strategies useful to be implemented in inclusive teaching.

Table 1. **Strategies for Inclusive Teaching**

STRATEGY	PRACTICAL EXAMPLES	ICT
Differentiated instruction	<ul style="list-style-type: none"> • when planning the lessons, answering four questions: <ul style="list-style-type: none"> ○ <i>What do my students need?</i> ○ <i>How do I know?</i> ○ <i>What will I do to meet their needs?</i> 	Online platforms which include several variations for the same text. Digital tools which turn text into audio. Online dictionaries.

	<ul style="list-style-type: none"> ○ <i>How do I know if what I'm doing is working?</i> ● offering students choice and flexibility in how they learn; ● differentiating how students learn; ● personalizing the learning process. 	Video lessons shared on YouTube and TeacherTube.
Four skills approach	<ul style="list-style-type: none"> ● including a wide variety of activities; ● relying not just on text, but also on visuals, images, audio and video materials; ● differentiating the types of assignments students create; ● connecting students with different learning styles in team projects ● giving students choices about how they learn. 	Web tools which include audio and video support in addition to text. Digital tools which offer a variety of tasks: listen and check, watch and click, read and match, drag and drop.
Multiple intelligences	<ul style="list-style-type: none"> ● tailoring lessons to meet each student's individual interests, needs, and strengths; ● appealing to different interests; ● combining visual, auditory, and kinesthetic tasks; ● formulating complex tasks which resonate with each one of your students; ● customizing teaching to suit multiple forms of intelligence. 	Digital platforms which foster student creativity and support various types of information: text, mp3, mp4. Online platforms which encourage students to create complex linguistic content, such as digital books, journals, cartoons, blogs, wikis, forums.
Testing and Assessment	<ul style="list-style-type: none"> ● formulating different types of tasks within formative or summative tests; ● including tasks which refer to the four skills approach; ● including tasks which refer to various multiple intelligences; ● testing a wide variety of skills in addition to language skills; ● respecting Bloom Taxonomy and formulating tasks which include remembering, understanding, applying, analyzing, evaluating and creating. 	Digital platforms with instant feedback. Online tools for interactive surveys, polls, questionnaires, quizzes.
Diversifying the classroom environment	<ul style="list-style-type: none"> ● changing physical things in the classroom, like how desks and chairs are set up or arranged; ● equipping areas for specific activities and encouraging students to visit all areas during one class; 	Digital libraries. Interactive books. 3 D lessons. VR lesson plans. Virtual tours.

	<ul style="list-style-type: none"> using specialized classroom corners (the reading corner, the arts and crafts corner, the musical corner, etc.). 	
--	---	--

3. Learning Products from the National Curriculum Recommended for Differentiated Instruction

The Learning Products which are listed in the National Curriculum have a list of advantages that make them perfect to be used in an inclusive classroom. The mentioned advantages, as well as some examples of tasks, are presented in the table below. (See Table 2).

Table 2. **Advantages for an Inclusive Classroom**

Advantages for an Inclusive Classroom	Examples of Tasks
1. Can be created and presented both in traditional and digital form;	Two teams of students who have different learning needs create an infographic about English speaking countries: one team will use flipchart paper and markers and the other form will use an online tool to create a digital poster.
2. Demonstrate language acquisition in various forms: digital, oral or written;	Students are required to demonstrate their understanding of „Gulliver Travels“. Some students will create a lapbook using paper, scissors, glue and crayons. Other students will create a digital book which will include audio and video recordings.
3. Encourage both independent and group work;	Teachers have assigned students to research fun facts about an American president. Some students will create simple photo essays using 3 paragraphs and 2-3 relevant pictures. More advanced students will create more complex video essays to combine photos, videos, audio and text.
4. Help educators create interactive content for teaching and evaluating students;	Teachers will use blogs or websites to assemble digital libraries with a variety of resources to be used both in classroom and for independent study at home.
5. Empower students to create their own content in various forms;	Social networks such as Instagram can be used to encourage students to create individual pages for literary or historical figures, including 3-4 posts

	with text, photo and video to describe their character or accomplishments.
6. Allow a different level of complexity for the same task;	Online and visual interactive dictionaries can help students process the same material, even if their linguistic level differs.
7. Can be effectively used in traditional, online or blended learning environments;	Interactive boards and 3D lessons are great for both traditional and online learning.
8. Foster the 4Cs: communication, collaboration, creativity and critical thinking.	Wikis, forums and social media platforms offer students the opportunity to work in groups, create team projects and interact with each other outside the classroom when completing various assignments.

The National Curriculum includes a wide list of learning products recommended for differentiated instruction

Table 3. The list of Learning Products from the National Curriculum Recommended for Differentiated Instruction

<ul style="list-style-type: none"> • LAPBOOK • PHOTO ESSAY • CROSSWORD • VIDEO ESSAY • CARTOON • COMICS • POSTER • DIGITAL BOOK • 3D PROJECT • POEM • GRAPHIC ORGANISER • ESSAY • CHART • COLLAGE • DRAMA • PLAY • MP3 AUDIO • INFOGRAPHIC • ARTICLE • INTERVIEW • WORKSHEET • FLASHCARDS 	<ul style="list-style-type: none"> • SURVEY • QUESTIONNAIRE • FLYER • AGENDA • RECYPE • SCRAPBOOK • DESCRIPTION • TEXT MESSAGE • EMAIL • SUMMARY • PARAPHRASE • BROCHURE • WISH LIST • TIMETABLE • REVIEW • SCENARIO • WORD LIST • MOVIE SCRIPT • POSTCARD • JOURNAL • DIARY • TRAVEL ITINERARY
---	---

<ul style="list-style-type: none"> • DRAWING • GOOGLE SITE • BLOG • INSTAGRAM PAGE • FACEBOOK PAGE • MAGAZINE • NEWSPAPER • PORTFOLIO • BLOG POST • FACEBOOK POST 	<ul style="list-style-type: none"> • LETTER COMPLAINT • REQUEST • ORDER • STORY • LECTURE • CONVERSATION • TED TALK SPEECH • DEBATE • TRANSLATION • INTERPRETATION
---	--

4. Online Platforms for making the most of Bloom’s Taxonomy

Understanding Bloom’s Taxonomy will help teachers focus on moving all students toward higher levels of thinking, processing, and questioning. Initial instruction should focus on knowledge and comprehension. As students become competent with basic skills, our goal is to move students to more complex tasks (those that require thinking at higher levels), instead of simply more difficult tasks (those that require more time, skills, or knowledge).

Bloom’s Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning outcomes, lessons, and assessments of your course.

Like other taxonomies, Bloom’s is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. With struggling students most learning outcomes may target the lower order Bloom’s skills because they first need to build foundational knowledge. Getting too far up in the taxonomy with these students, to **applying** and **analyzing** tasks, could create frustration and unachievable goals. With gifted and talented students who already have a solid foundation there should not be many **remembering** and **understanding** task as these advanced students should be able to master higher-order learning objectives. Too many lower-level outcomes might cause boredom or apathy.

ICT tools can be effectively used to help teachers differentiate instruction and engage all students in personalized ways, from easy, lower level to more complex assignments following Bloom Taxonomy (See Table 4).

Table 4. **Six Levels of Learning according to Bloom Taxonomy**

Remembering	Retrieving, recognizing, and recalling relevant knowledge from long term memory.	I remember I know I recall I define	Make a list in Word; Label a picture on Instagram; Fill in the blanks with Google Forms; Match the words to their definitions using LearningApps; Write an article on Facebook; Recite a poem and record yourself with Vocaroo Do a timeline using Book Creator.
Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	I reword or retell I summarize I explain I paraphrase	Elaborate pictures to illustrate a concept using PowToon; Role-play a dialogue and post it on TikTok; Write a summary as a news report and publish it on Instagram.
Applying	Carrying out or using a procedure for executing or implementing.	I research I demonstrate how I solve a problem	Construct a model or diorama using a 3D constructor; Write headlines for important news and share them on your Twitter account; Teach your colleagues a trick and post it on YouTube; Design a brochure using Canva; Give a demonstration and post it on TeacherTube.
Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.	I compare and contrast I note relationships I reason that I categorize	Write a commercial and post it on Instagram; Design a questionnaire using Monkey Surveys; Make a compare/contrast chart using iDroo; Create a flowchart on JamBoard.
Evaluating	Making judgments based on criteria and standards through	I justify I recommend I predict	Write a rubric on RubiStar; Conduct a debate via Facebook Live;

	checking and critiquing.	I critique	Compose persuasive arguments as a photo essay; Participate in a TedTalk event as a speaker, giving recommendations on a certain topic to the audience.
Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	I plan I infer I propose I invent	Design a 3D structure; Create an invention in Photoshop, Draw a cartoon on Biteable;î Devise an experiment on Vimeo; Write a song, poem, or story and publish it on Instagram.

5. Sample Scenario which Includes Strategies for Differentiated Instruction

In the 8th grade, according to the national curriculum, EFL teachers must cover such topics as the adolescent, his/ her interests and passions and areas of academic and personal development. Mr. Ciobanu is a Moldovan EFL teacher from Chisinau. He has chosen to teach his EFL students the topic related to the entertainment industry targeting teenagers (for the Sample lesson from English Language Textbook, *see Annex 5*).

Mr. Ciobanu teaches a mixed language level class and several of his students are learners with special needs – two students with dyslexia and two gifted and talented students. This is why his teaching approach includes strategies and adapted teaching materials grouped in 2 categories:

- Lower linguistic level students including students with special needs,
- Higher linguistic level students including gifted and talented students.

The screenshot shows a Facebook post from Daniela Munca-Aftenev, Administrator of Chiar.acum. The post content includes:

- Text: "Which famous brands do you know? What are your favourite brands? Why do you prefer them? How can a brand earn its reputation and win people's hearts?"
- Lesson 2: THE ENTERTAINMENT INDUSTRY FOR TEENS
- Quote: "A brand for a company is like a reputation for a person. You earn reputation by trying to do hard things well." - Jeff Bezos
- Pronunciation Challenge table:

merchandise	UK /ˈmɜːtʃ.aɪ.dɪz/
franchise	US /ˈfræn.ʃaɪz/
revenue	UK /ˈrev.juː.ɪv/
entertainment	US /ˌent.ɪˈtɪn.mənt/
audience	UK /ˈɔː.di.əns/
- Question 1: "Which famous brands do you know? What are your favourite brands? Why do you prefer them? How can a brand earn its reputation and win people's hearts?"

Figure 2. Questions for the Lid-in activity

Following the flipped classroom approach, Mr. Ciobanu posted on his Facebook class group the following questions: *Which famous brands do you know? What are your favorite brands? Why do you prefer them? How can a brand earn its reputation and win people's hearts?* (Fig. 2). His students had to answer them before class, thus setting the theme for the upcoming discussion. This approach offers students the freedom to choose the complexity of their answers – more advanced students will post longer answers, including more

complex vocabulary, while students with special needs will post simple, short sentences including basic vocabulary.

At the beginning of the lesson, Mr. Ciobanu grouped his students in 2 teams according to their linguistic level. Gifted and talented students were included in the advanced group, while students with special needs were included in the lower linguistic level group. He re-arranged the desks and the chairs in such a way, for students to be able to work



Figure 3. Example activity "What do the following have in common"

comfortably in teams. He displayed several images and asked students to work in teams and identify what the images have in common (Fig. 3). The teams brainstormed and wrote down their ideas on flipchart paper. Again, higher level students were able to write more complex ideas, using more advanced vocabulary, while lower linguistic level students chose basic, short, and simple words.

2. Match the words to their definitions. Use the dictionary.

VOCABULARY FOCUS	
1. gross	a. a brand name under which a series of products is released, such as Disney or Marvel
2. franchise	b. goods bought and sold in business
3. revenue	c. earn as a total income or profit from different businesses
4. box office	d. captivate, to enchant, to keep interested in something
5. merchandise	e. all the money earned from a business
6. keep hooked	f. amount of money received from ticket sales for an entertainment

Reading

3. Read the text about the most famous franchises in the world. Insert the sentences in the correct place. Listen and check.

- The books and the movies value intelligence, curiosity, creativity and wit above all, which make them valuable for the audience.
- What do Pokemon, Hello Kitty, Star Wars, Harry Potter and Marvel have in common?
- What is the secret of their success?
- Who doesn't melt when listening to Elsa's "Let It Go" tune, which should definitely win the Oscar for Best Original Song.

4. How were the words from exercise 2 used in the text? Explain them in your own words.

5. Read the text attentively and explain what the following refer to.

- top 25 highest grossing media franchises
- \$11.3 billion
- \$29 billion
- entertainment for the entire family
- 500 million copies
- intelligence, curiosity, creativity and wit

Figure 4. Vocabulary exercise

For the next exercise, Mr. Ciobanu asked his students to match the new words to their definitions (Fig. 4). Students from the advanced team were encouraged to work independently and use online dictionaries they could access from their phones. In the meantime, Mr. Ciobanu himself approached the lower-level teams to offer individualized support and guidance. All the other activities related to reading comprehension and

grammar practice were organized in the same way. The more advanced teams received more complex tasks, while the teacher worked in parallel with the lower-level teams to provide the necessary assistance. The same task was formulated differently for each team, which offered Mr. Ciobanu the possibility to engage all students simultaneously, without the risk of more advanced students getting bored and students with special learning needs feeling disadvantaged.

To create differentiated exercises, Mr. Ciobanu used www.educatieinteractiva.md (Fig. 5), a free online platform which offers over 20 types of interactive activities. The same exercises were created for 2 levels – an easier version and a more complex version. Thus, all students were able to work together, without being left behind or getting bored.

Time management is a powerful tool for teachers who work with mixed classes. When elaborating the lesson plan, Mr. Ciobanu planned the time allocated to different level teams according to their proficiency. Struggling students got more time for the more complex tasks. Gifted and talented students received additional exercises to

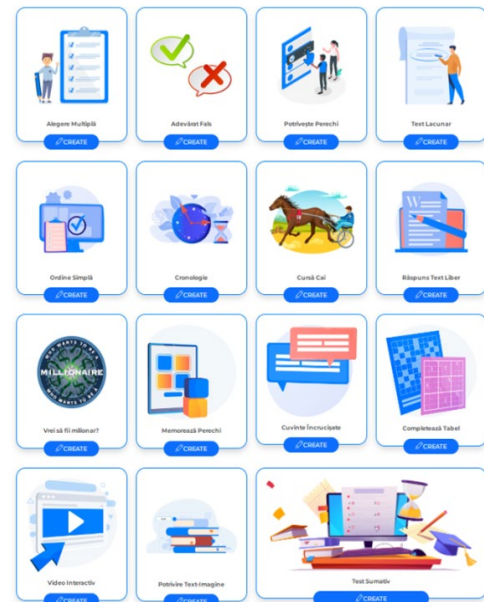
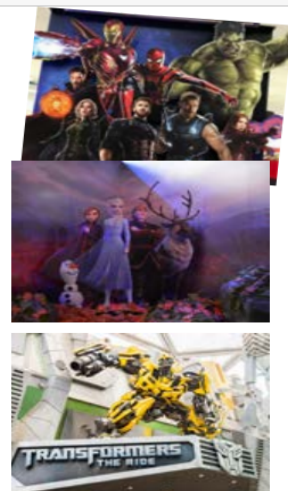


Figure 5. **Educatie Interactiva Online Platform**

make sure they do not get bored and disrupt the lesson. Sometimes, it was necessary for the teacher to skip certain tasks for certain students, who needed more time to complete some basic activities. For example, the advanced team had 5 minutes to complete **Tasks 3** (*Read the text about the most famous franchises in the world. Insert the sentences in the correct place.*), **Task 4** (*How were the words from exercise 2 used in the text? Explain them in your own words.*) and **Task 5** (*Read the text attentively and explain what the following*

TEEN ENTERTAINMENT INDUSTRY

_____ Did you grow up watching Spider Man, Toy Story or Transformers? These brands are in the top 25 highest grossing media franchises of all time worldwide by total revenue in U.S. dollars. Did you know that the film Frozen earned \$11.3 billion in just 6 years or that the Marvel Cinematic Universe is estimated to have grossed over \$29 billion? Its business includes box office, merchandise, home entertainment, and comic volume revenue. _____ These brands provide entertainment for the entire family. Both children and adults enjoy superheroes who are constantly challenged in situations which include a mix of humour, action and fantasy to keep the audience hooked while they save the world. As for Frozen, the modern animation in the old Walt Disney style and especially its music won all our hearts! _____ The Harry Potter series is the highest-selling series of novels to ever exist. J. K. Rowling has sold at least 500 million copies probably because she created a whole cast of lovable and complex characters who grow before the readers' or viewers' eyes. _____




6. **Work in pairs. Listen to the text again. Correct the mistakes from the sentences below:**
- Spider Man, Toy Story or Transformers are in the top 5 highest grossing media franchises of all time worldwide.
 - Frozen earned \$11.3 billion in just 16 years.
 - Marvel Cinematic Universe is estimated to have grossed over \$9 billion.
 - Marvel Cinematic Universe business includes box office, merchandise, home entertainment, and live concerts revenue.
 - Harry Potter, the modern animation in the old Walt Disney style and especially its music won all our hearts!
 - Frozen series is the highest-selling series of novels to ever exist.

Figure 6. **Example of Reading and Listening activity**

refer to.), while the other teams used the same time to work only on **Task 5**. This is how Mr. Ciobanu used the Bloom Taxonomy in a differentiated way: some students focused on lower-level tasks, such as remembering and understanding the basic information from the text, while more advanced students could engage in tasks requiring them to analyze and evaluate the information, they identified from the reading exercise.

Integrating the four skills approach is crucial when working with students with different learning needs. This is why Mr. Ciobanu made sure speaking tasks are integrated throughout the lesson and reading and writing tasks do not take up most of the time. For example, all reading, and grammar exercises were accompanied by „listen and check” items. The textbook includes QR codes for interactive audio and video materials students can use directly from their cell phones or tablets, both during in class activities and at home, when completing the homework assignments.



12. Work in pairs. Choose one of the most famous brands in the world and prepare an oral presentation for your colleagues. Research interesting facts about the brand and use the dictionary to learn new words in English. The presentation should be no longer than 3 minutes, it should include at least 5 forms of Passive Voice and should not exceed 120 words.

Figure 7. **Example of a Homework Assignment**

Homework was also assigned in a way which took into consideration differentiated instruction. First, the task includes several language skills, as students must research information about a brand (reading), put it all together in a presentation (writing) then prepare to present it orally (speaking). Additionally, students are required to use certain grammar structures. There was set an upper limit for the number of words which students can include in their oral presentation (maximum 120), which means different students can choose for themselves how big or complex the presentation would be. (See Figure 7).

ANNEXES SECTION I

Annex 1

Self-assessment checklist application of the Easy Read method with special educational needs students during an English Language class

No.	Questions	Primary education	Secondary education
1.	What are the advantages and disadvantages of using the Easy Read method during an English lesson?	Advantage: Disadvantage:	Advantage: Disadvantage:
2.	The proposed method can be considered (circle):	Accessible to SEN students: Yes No	Accessible to SEN students: Yes No
		Optimal, according to volume/ quantity, for SEN students: Yes No	Optimal, according to volume/quantity for SEN students: Yes No
		Appropriate to achieve the stated goal: Yes No	Appropriate to achieve the stated goal: Yes No
3.	The Easy read method is feasible/achievable for the following category of students with special educational needs: - learning difficulties;	Yes No	Yes No
	- intellectual disabilities/severe learning difficulties;	Yes No	Yes No
	- physical disabilities;	Yes No	Yes No
	- language impairment;	Yes No	Yes No
	- hearing impairment;	Yes No	Yes No
	- visual impairment;	Yes No	Yes No
	- emotional and behavioral disorders	Yes No	Yes No
	- other categories of children (to be specified) _____	Yes No	Yes No
4.	Are the conditions of the tasks proposed by the teacher (e.g. reading and underlining) explicit/clear for students with special educational needs?	Yes No	Yes No

5.	Students need additional explanations in order to achieve the proposed task, guidance from the teacher?	Yes	No	Yes	No
6.	Students show interest in the proposed method and learn the text more easily.	Yes	No	Yes	No
7.	List the encountered difficulties in applying the Easy read method?				
8.	Up to what extent can the proposed method produce changes in the attitude as well as in students' behavior?				

Checklist for self-evaluation of an individualized teaching approach
(according to the type of the lesson)

Nr.	Indicators	The criteria for self-assessment			Comments
		To a large extent	To an average extent	To a small extent	
Creating an inclusive educational environment					
1.	Organize the learning space for students, taking into account students' individual learning and developing needs.				
2.	Know and respect the differences among students.				
3.	Treat students with respect.				
4.	Encourage each student to develop his/her potential.				
5.	Treat students equally.				
6.	Stimulate communication among students and mutual collaboration.				
7.	Reduce barriers to learning by creating conditions and appropriate adjustments (materials, teaching aids).				
8.	Express authority constructively (my decisions are made known to the students, students' problems are discussed and analyzed, and optimal solutions are identified).				
9.	Ensure compliance with the rules of conduct during lessons and intervene appropriately in situations of non-compliance.				
Learning guidance / Organization of the educational process from an individualization perspective					
1.	Teaching planning, taking into account the learning process of all students.				
2.	Lesson encourages the participation of all students, taking into account everyone's potential and needs.				
3.	Lesson stimulates understanding and acceptance of differences.				

4.	There is a concern to organize group activities so that all students feel valued.				
5.	<p>Select teaching – learning – assessment strategies based on the potential and needs of the student, taking into account:</p> <ul style="list-style-type: none"> - the established learning objectives, the learning content; - the student's own learning style (auditory, visual, kinesthetic); - the type of predominant intelligence (verbal-linguistic, logical-mathematical, visual-spatial, musical-rhythmic, physical-kinesthetic, naturalistic, intrapersonal, interpersonal, existential)? 				
6.	<p>Design the teaching approach, selecting/ adapting teaching-learning strategies to the students' potential and needs:</p> <p>Examples of psycho-pedagogical adaptations:</p> <ul style="list-style-type: none"> - develop individualized and differentiated tasks according to the potential and needs of the students; - select/develop stimulating and suggestive teaching materials; - split larger tasks into smaller tasks; - provide simplistic, step-by-step instructions, with an algorithm to be followed, vocabulary simplification; - offer to the student several tasks of underlining, circling, highlighting, ticking, drawing; - audio/video recordings; - organize strategic position of the student in the classroom as well as at the desk; - other (to be specified) _____ 				
7.	<p>Use assistive technology and equipment during the lesson according to the needs of the student with special educational needs:</p> <ul style="list-style-type: none"> - reading devices: magnifying glass, ruler/ set square when reading; - for writing: computer/notebook with keyboard and adapted accessories; - communication devices: dictaphone, computer, tape recorder, image projector; - sound amplifier; - software that converts the sound into text; 				

	- educational software; - other (to be specified) _____				
8.	Collaborate with the support teacher (organization and conduct of the lesson according to the ERRE method).				
9.	Coordinate all actions, curricular adjustments with the administration of the institution, the head teacher and the child's parent.				
Evaluation of school progress of the students with special educational needs					
1.	Evaluate students' progress with reference to their own previous achievements and implementation of a curriculum relevant to students' potential and needs that promotes their well-being, development and learning.				
2.	Appraise/evaluate students in accordance with the achievement of the Individual Education Plan (IEP) objectives.				
3.	Develop individualized tests for students with special educational needs (for students with adjusted curriculum).				
4.	Adjust evaluation strategies for students with special educational needs:				
5.	Evaluation form (written, oral); oral/written responses; audiotapes;				

How will I know that I've created a developmental environment?

Characteristics of the developmental environment that can be noticed:

- Positive and caring atmosphere- students are encouraged to express their opinions, the needs and well-being of the student are taken into account.
- The developmental environment is friendly and safe, interesting and attractive, tailored to the needs of students.
- Students are valued, praised, encouraged and appreciated for their efforts in class.
- The teacher focuses on the positive aspects and progress of the student, knows the student's strengths, interests, preferences/non-preferences, abilities and needs and builds on these in English lessons.
- Every student feels welcome in the classroom.
- Students help each other.
- Students are actively involved in their own learning process.

- Students learn through cooperation.
- The rules of conduct in lessons are clear, flexible and are drawn up for the whole class, and are respected by all, including the teacher; measures are discussed if a rule is broken.
- The teacher develops rules of conduct in lessons together with the students at the beginning of the school year and adapts them in the process to the specifics of the class and improves constructive disciplinary mechanisms.

Checklist for self-assessment of the learning environment in the classroom

No.	Indicators	Yes/No
1.	Do I treat my students with respect? (students' achievements are appreciated, they are praised, encouraged and appreciated for their effort)	
2.	Do I show confidence towards all students? (the students' opinions, abilities and needs are taken into account, expressed interest in the message, willingness to listen)	
3.	Do all students have responsibilities in the classroom? (roles and functions are fairly distributed in the class, taking into account students' potential and strengths)	
4.	Do I encourage each student to develop his/her potential? (focus on positive aspects and attention to student progress, a teacher knows the student's strengths, interests, preferences/non-preferences, abilities and needs and their potential is harnessed during lessons)	
5.	Do I express my authority constructively? (The relationship between students and the teacher is based on respect, reciprocity, and responsibility. The teacher's decisions are made known to the students, the students' problems are discussed and analyzed and optimal solutions are identified)	
6.	Have we worked out rules of conduct in lessons with the students? (rules are clear, flexible, developed for the whole class, respected by all, including the teacher, there is a discussion of appropriate action if a rule is broken)	
7.	Do I care about each student, and do I consider him/her a personality? (individual differences are accepted, expectations are realistic for the student, adapted to his/her needs and development potential, the child's own pace is respected, comparisons and competition among students are avoided)	
8.	Do I know and respect the differences between students? (Students are not discriminated against, marginalized, compared, labeled, differences and uniqueness are accepted)	
9.	Do I encourage cooperation, an atmosphere of mutual understanding or am I only interested in the academic results? (a positive atmosphere prevails in the classroom, students are encouraged to express their opinion, the needs and health of the student are taken into account)	
10.	Am I a flexible and sociable teacher? (assertive communication, openness and positive attitude towards students, parents, responsibility and conscientiousness, empathy and fairness in relation to the student's assessment and situation)	
11.	Do I always encourage and appreciate all students for their effort? (the efforts and abilities of all students are recognized, the assessment is	

	objective and fair, taking into account the individual characteristics and potential of each student)	
12.	Do I behave honestly and predictably towards my students? (openness, goodwill, unconditional acceptance, positive attitude, empathy and care for students)	
13.	Am I calm in challenging situations, and do I proceed in a solution-oriented manner? (I express moderation, tolerance towards others, ability to analyze and identify optimal solutions without blaming the student for personal frustrations, genuine interest in the student's problems)	
14.	Do I try to perceive my students in their uniqueness with their backgrounds and life needs and understand them? (respect for uniqueness and individuality, respect for the person and not for their behaviors, unconditional acceptance)	
15.	Do I listen to my students, are their opinions important to me and include their contributions in my teaching process in a constructive way? (the students' opinions, needs, emotions, feelings and beliefs are taken into account, without criticizing them for the shared opinion)	
16.	Do I organize the learning space for the students taking into account the individual learning and development needs and particularities of the children? (the environment is friendly, developmental and safe, interesting and attractive, adapted to students' needs)	
17.	Am I aware of the impact of my role model and form personal and social skills? (teacher is a positive role model for students, has inclusive principles and values, decent, respectful behavior and positive attitude towards all students)	

Multiple intelligences Test (by Lucia Glia) [11]

Mark the sentences that are true for you by circling the number in brackets:

- 1) I hear the words in my mind before I read, speak or write them. (1)
- 2) People come to me for advice, either at work or at home. (6)
- 3) I regularly spend time meditating, reflecting and thinking about the important issues of life. (7)
- 4) I like to be surrounded by plants. (8)
- 5) When I have a problem, I seek help from someone else rather than trying to solve it myself. (6)
- 6) I prefer books/periodicals with lots of illustrations. (3)
- 7) I have a pleasant voice. (5)
- 8) I prefer team sports to individual sports. (6)
- 9) I have to practice to form a skill; reading or watching a demonstration is not enough. (4)
- 10) I always hear a false note. (5)
- 11) I feel better when things are measured, classified, analyzed, quantified. (2)
- 12) I often play with animals. (8)
- 13) I think I have good motor coordination. (4)
- 14) I often tap the beat or hum while working or learning something new. (5)
- 15) Books are very important to me. (1)
- 16) I attended counseling and personal development sessions and seminars to learn more about myself. (7)
- 17) When I close my eyes, I often see clear images. (3)
- 18) I have at least three close friends. (6)
- 19) I remember more from the radio or listening to an audio cassette than from TV or movies. (1)
- 20) I like to find logical fallacies in what others say or do. (2)
- 21) I keep a diary where I record the events of my inner life. (7)
- 22) I like games like: Scrabble, crosswords, etc. (1)
- 23) I know a lot of songs. (5)
- 24) I'm a business owner, or at least I've seriously considered starting my own business. (7)
- 25) I'd rather spend evenings with friends than be alone. (6)
- 26) I can easily imagine what something would look like from above. (3)
- 27) If I hear a song once or twice, I can reproduce it accurately. (3)

- 28) I experiment with plants and animals. (8)
- 29) I do sport/sports activities regularly. (4)
- 30) I like to entertain myself and others with rhymes or puns. (1)
- 31) I consider myself a leader (others have told me I am a leader). (6)
- 32) I am sensitive to colors. (3)
- 33) I find it hard to sit still for long. (4)
- 34) I can easily count in my mind. (2)
- 35) When I work, I like to categorize things according to their importance. (8)
- 36) I consider myself strong-willed and independent. (7)
- 37) Maths and science are my favorite subjects in school. (2)
- 38) I can keep rhythm with a simple percussion instrument when a song is played. (5)
- 39) I frequently use a camera or video camera for recording what I see around me. (3)
- 40) Others sometimes ask me to explain the meaning of words I use when I write or speak. (1)
- 41) I like to wear clothes made of natural stuff. (8)
- 42) I am realistic about my strengths and weaknesses (due to feedback from various sources. (7)
- 43) I get my best ideas when I am walking, jogging or doing physical activity. (4)
- 44) I like to play puzzle games, mazes and other visual games. (3)
- 45) I prefer playing Monopoly or bridge to playing video games, pacing or other games by myself. (6)
- 46) I frequently listen to music on the radio, stereo etc. (5)
- 47) I dream a lot at night. (3)
- 48) I learn English, social studies and history more easily than math and science. (1)
- 49) I'd rather spend a weekend by myself at a cabin in the woods than in a modern resort with lots of people around. (7)
- 50) I enjoy sewing, weaving, carving, woodwork and other manual work. (4)
- 51) Sometimes I find myself walking down the street humming. (5)
- 52) I find my way easily in unfamiliar places. (3)
- 53) When I drive on the motorway, I pay more attention to the signs than to the scenery. (1)
- 54) I feel good in the woods. (8)
- 55) I like to play games that require logical thinking. (2)
- 56) I like to teach others (individuals or groups) what I know how to do. (6)
- 57) I feel the need to touch the objects in order to learn more about them. (4)
- 58) I like to draw or doodle. (3)
- 59) I like to get involved in activities related to my work, church or community that involve a large number of people. (6)

- 60) I like to experiment (e.g. "What if I doubled the amount of water, I pour down the root of the rose (every week?") (2).
- 61) I can respond to threats with arguments. (7)
- 62) I play a musical instrument. (5)
- 63) Geometry seems easier to me than algebra. (3)
- 64) My mind looks for structures, regularities, logical sequences around. (2)
- 65) I recently wrote something that made me feel proud or was appreciated by others. (1)
- 66) The ideal weekend is an outing in nature. (8)
- 67) I feel good in a crowd. (6)
- 68) I believe that almost everything has a rational explanation. (2)
- 69) I have a hobby that I don't reveal to other people. (7)
- 70) I prefer to spend my free time in nature. (4)
- 71) I am interested in scientific progress. (2)
- 72) I am a very good cook. (8)
- 73) I frequently use gestures or other forms of body language when I talk to others. (4)
- 74) My life would be more impoverished if it weren't for music. (5)
- 75) I sometimes think in clear, abstract concepts that I do not embody in words or pictures. (2)
- 76) My conversation frequently refers to things I have read or heard. (1)
- 77) I have some important goals in life which I regularly think about. (7)
- 78) There should be a flower in my room. (8)
- 79) I like roller coasters and similar physical experiences. (4)
- 80) I have many friends. (6)

Sum each time you have each number and put it next to the corresponding order number in the line below:

1____; 2____; 3____; 4____; 5____; 6____; 7____; 8_____.

The highest scores indicate your predominant intelligence.

For this test the intelligences were numbered as follows:

1. Verbal-linguistic intelligence
2. Logical-mathematical intelligence
3. Visual-spatial intelligence
4. Physical-kinesthetic intelligence
5. Musical intelligence
6. Interpersonal intelligence
7. Intrapersonal intelligence
8. Natural intelligence

Determination of the learning style

Please, answer honestly to the questions in the questionnaire below in order to find out your learning style:

No.	Items	Never 1 point	Sometimes 3 points	Always 5 points
1.	I understand and remember information best when I see it.			
2.	I remember very well when I participate with my whole body (movements, touching) in activities.			
3.	I enjoy participating in discussions.			
4.	I decorate my personal learning space.			
5.	I prefer listening to the news on the radio rather than reading it in newspapers and magazines.			
6.	I talk to others when I learn something new.			
7.	I prefer to see the written word.			
8.	I like to use the computer in learning.			
9.	I like to recite poetry.			
10.	I like to write down the assignments I have to do and phone numbers.			
11.	I remember verbal tasks very well.			
12.	I have good motor coordination.			
13.	I like to visualize what I have to learn.			
14.	I prefer manual and physical activities.			
15.	I understand information better when I hear it.			
16.	I learn quickly if I do practical activities.			
17.	I need written tasks.			
18.	I play with small objects while learning, working, or listening to the teacher in class.			
19.	I enjoy participating in visual art activities.			
20.	I use paper and pencil to learn and memorize something.			
21.	I remember what I am doing very well.			
22.	I remember best through verbal rehearsal and talking aloud.			
23.	I enjoy it when I act.			
24.	I have trouble listening to and understanding reading.			

25.	I like to "chew something", to eat when I learn.			
26.	I find it hard to learn when it is quiet and silent.			
27.	I have problems if I stay in one place for a long time.			
28.	I need to discuss ideas in order to understand them.			
29.	I understand what I am learning if I use diagrams, tables, maps, charts, sketches, main ideas, posters, photos.			
30.	I repeat it aloud to remember.			

Calculate the score and find the learning style!

Number	Points	Number	Points	Number	Points
1		3		2	
4		5		8	
7		6		12	
10		9		14	
13		11		16	
17		15		18	
19		22		21	
20		26		23	
24		28		25	
29		30		27	
Total score Visual learning style		Total score Auditory learning style		Total score Kinesthetic learning style	

Sample lesson from English Language Textbook, 9th grade, 2023 edition





americahouse.md/clasa-8

Lesson 2

THE ENTERTAINMENT INDUSTRY FOR TEENS

“A brand for a company is like a reputation for a person. You earn reputation by trying to do hard things well.”
Jeff Bezos

Speaking

- Which famous brands do you know? What are your favourite brands? Why do you prefer them? How can a brand earn its reputation and win people's hearts?

PRONUNCIATION CHALLENGE	
merchandise	UK /'mɜː.tʃən.daɪz/ US /'mɜː.tʃən.daɪs/
franchise	UK /'fræn.tʃaɪz/ US /'fræn.tʃaɪz/
revenue	UK /'rev.ən.juː/ US /'rev.ə.nuː/
entertainment	UK /en.tə'teɪn.mənt/ US /en.tə'teɪn.mənt/
audience	UK /'ɔː.di.əns/ US /'ɑː.di.əns/

- Match the words to their definitions. Use the dictionary.

VOCABULARY FOCUS

- | | |
|-----------------------|--|
| 1. gross | a. a brand name under which a series of products is released, such as Disney or Marvel |
| 2. franchise | b. goods bought and sold in business |
| 3. revenue | c. earn as a total income or profit from different businesses |
| 4. box office | d. captivate, to enchant, to keep interested in something |
| 5. merchandise | e. all the money earned from a business |
| 6. keep hooked | f. amount of money received from ticket sales for an entertainment |

Reading

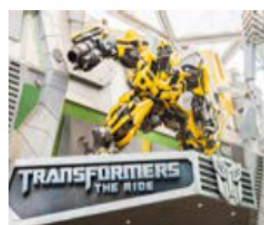
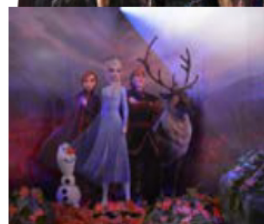
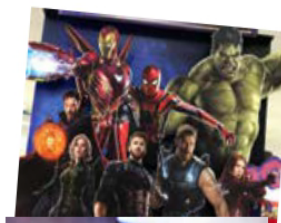
- Read the text about the most famous franchises in the world. Insert the sentences in the correct place. Listen and check.
 - The books and the movies value intelligence, curiosity, creativity and wit above all, which make them valuable for the audience.
 - What do Pokemon, Hello Kitty, Star Wars, Harry Potter and Marvel have in common?
 - What is the secret of their success?
 - Who doesn't melt when listening to Elsa's "Let It Go" tune, which should definitely win the Oscar for *Best Original Song*.
- How were the words from exercise 2 used in the text? Explain them in your own words.



- Read the text attentively and explain what the following refer to.
 - top 25 highest grossing media franchises
 - \$11.3 billion
 - \$29 billion
 - entertainment for the entire family
 - 500 million copies
 - intelligence, curiosity, creativity and wit

TEEN ENTERTAINMENT INDUSTRY

_____ Did you grow up watching Spider Man, Toy Story or Transformers? These brands are in the top 25 highest grossing media franchises of all time worldwide by total revenue in U.S. dollars. Did you know that the film Frozen earned \$11.3 billion in just 6 years or that the Marvel Cinematic Universe is estimated to have grossed over \$29 billion? Its business includes box office, merchandise, home entertainment, and comic volume revenue. _____ These brands provide entertainment for the entire family. Both children and adults enjoy superheroes who are constantly challenged in situations which include a mix of humour, action and fantasy to keep the audience hooked while they save the world. As for Frozen, the modern animation in the old Walt Disney style and especially its music won all our hearts! _____ The Harry Potter series is the highest-selling series of novels to ever exist. J. K. Rowling has sold at least 500 million copies probably because she created a whole cast of lovable and complex characters who grow before the readers' or viewers' eyes. _____



6. Work in pairs. Listen to the text again. Correct the mistakes from the sentences below:

- Spider Man, Toy Story or Transformers are in the top 5 highest grossing media franchises of all time worldwide.
- Frozen earned \$11.3 billion in just 16 years.
- Marvel Cinematic Universe is estimated to have grossed over \$9 billion.
- Marvel Cinematic Universe business includes box office, merchandise, home entertainment, and live concerts revenue.
- Harry Potter, the modern animation in the old Walt Disney style and especially its music won all our hearts!
- Frozen series is the highest-selling series of novels to ever exist.

7. Read passages from the text "A Look at the Intriguing History of Snowboarding" by Keith Kingston and find the 10 examples of passive voice.

In 1965, the 'Snurfer' (a word play on 'snow' and 'surfer') was developed as a child's toy. Two skis were bound together and a rope was placed at the front end to afford control and stability. Over 500,000 'Snurfers' were sold in 1966 but they were never seen as more than a child's plaything even though organised competitions began to take place. The 'Flying Yellow Banana' was developed in 1977. This was nothing more than a plastic shell covered with a top surface like that of a skateboard, but at the time it was considered a major advance in the little known sport of snowboarding. Hoards of fans began to organise regional events and soon snowboarding events were held in all parts of the world. In the year 1994 snowboarding was finally declared an Olympic event, much to the delight of fans. The not-so-new sport of snowboarding was finally recognized and meant a huge victory for serious snowboarders across the globe.

GRAMMAR FOCUS

- ▶ English has two voices: active and passive.
The **active voice** is used when the subject of the sentence does the action.
• My mom sings that song.
- ▶ The **passive voice** is used when we focus on the object of the sentence:
• That song is sung by my mom.
- ▶ We form the passive with **be + past participle (3rd form of the verb)**.
Remember! The past participle always stays the same.

8. Turn the passive voice sentences in active voice ones.

1. The Mona Lisa was painted by Leonardo Da Vinci.
2. Two cups of coffee were drunk (by us).
3. A cake has been made (by me).
4. The book was given to me (by him).
5. The church had been built in 1915 (by local people).
6. The chemical is placed in a test tube and the data is entered into the computer (by the chemistry teacher).

9. Rewrite the active sentences in passive voice and the passive sentences in active voice.

1. Many people visit Washington.
2. The White House was built by James Hoban.
3. The White House and the Capitol are connected by Pennsylvania Avenue.
4. In the Capitol, workers are building a visitors centre.
5. A long mall connects the White House and the Capitol, home of the Congress.
6. They will probably finish it in 2006.

Listening

10. Listen to the article "Why Emma Watson is a Role Model for Teens". Answer the questions.

- a. What is the role Emma Watson plays in the Harry Potter movie series?
- b. How old was Watson when she was cast in the first movie in 1999?
- c. How many Harry Potter movies has she played in?
- d. Which university did she graduate from?
- e. What is her role as a UN Women Goodwill Ambassador?
- f. What is the goal of the HeForShe Campaign?



11. Listen to the article again and correct the mistakes in the sentences below:

- a. Emma gave a speech at the United Nations Headquarters in Washington City discussing feminism and it created quite a buzz.
- b. Her words inspired many, including a 5-year old boy named Ed Holtom, who wrote a letter to the Sunday Telegraph about why boys should listen to Watson's message.
- c. She is not afraid to act and speak up for what she believes in.
- d. Watson said during her speech, "You might be thinking who is this Harry Potter girl, and what is she doing up on stage in Hollywood? I don't know if I am qualified to be here. All I know is that I care about this problem. And I want to make it better."
- e. Singer Taylor Swift said, "I wish when I was 9 years old, I had been able to watch a video of my favourite actress explaining in such an intellectual, beautiful poignant way the definition of feminism."

Writing



- 12. Work in pairs. Choose one of the most famous brands in the world and prepare an oral presentation for your colleagues. Research interesting facts about the brand and use the dictionary to learn new words in English. The presentation should be no longer than 3 minutes, it should include at least 5 forms of Passive Voice and should not exceed 120 words.**

UNIT 5 LESSON 2

Emma Watson plays one of the most wonderful teen heroines, Hermione Granger, of the Harry Potter movie series. Watson was just nine years old when she was cast in the first movie in 1999 and played the role in all seven of them. The last film was released in 2011 so she literally grew up on the screen in front of her teen fans. Watson graduated from Brown University in Rhode Island in May 2014 and early this summer was appointed as a UN Women Goodwill Ambassador. As part of her new role, she helped launch the UN Women campaign HeForShe, with the goal of inspiring men and boys to advocate for the ending of the gender inequality that women and girls face throughout the world. Emma gave a speech at the United Nations headquarters in New York City discussing feminism and it created quite a buzz. Her words inspired many, including a 15-year old boy named Ed Holtom, who wrote a letter to the Sunday Telegraph about why boys should listen to Watson's message. For many people, just being an actress would be enough. But Watson wants to be more and to do more. She is not afraid to fight and speak up for what she believes in. Watson said during her speech, "You might be thinking who is this Harry Potter girl, and what is she doing up on stage at the UN? I don't know if I am qualified to be here. All I know is that I care about this problem. And I want to make it better." Singer Taylor Swift said, "I wish when I was 12 years old, I had been able to watch a video of my favourite actress explaining in such an intellectual, beautiful, poignant way the definition of feminism."

UNIT 5 LESSON 4

Stacker.com has published an interesting article about media fun facts. Let us check them out! Nearly 500 U.S. newspapers shut down between 1970 and 2018. The availability of free online content has discouraged Americans from buying newspapers. Research shows 41% of Americans like getting their local news on television, 37% prefer getting it online, 13% say they prefer a printed newspaper, and 8% choose radio. Newspapers have moved from paper and ink. The nation's most popular news website is Yahoo News, which boasted of 175 million unique monthly visitors, Google placed second, followed by CNN. More than four in 10 internet users in America say they get their news from Facebook. Just 17% said they got their news from Twitter, and 14% from Instagram. The oldest continuously published daily newspaper in the United States is the New York Post, which was founded in 1801. In terms of "news you can use," weather is the topic cited as most important for everyday life by 70% of Americans surveyed. Being a journalist is not always a safe occupation. The most dangerous countries in 2019 were Syria and Mexico, where 10 journalists were killed in each. Do people believe the news? It depends on the country: trust in the news is highest in Finland and Portugal, and only 29% of Americans find news reliable, followed by South Korea, with a 21% trust level.

UNIT 5 LESSON 3

The more online accounts and devices you have, the greater the scope for cybercriminals to cause you harm. Some of the biggest internet dangers include: identity theft, malware and viruses, phishing and scam emails, fake websites and cyberbullying. First, make sure your internet connection is secure. Using public Wi-Fi is not always safe. Avoid carrying out personal transactions such as online banking or online shopping. Choose strong passwords, as people often choose passwords that are easy to remember and, therefore, easy for hackers to guess. Check that websites look and feel reliable and if they have an up-to-date security certificate. Be careful where you click - a careless click can expose your personal data online or infect your device with malware. If you receive an email you're not sure about, avoid clicking on any links within it or opening any attachments. Make sure your devices are secure - a report found that nearly a third of smartphone users didn't use passwords, lock screens, or other security features to lock their phones. Be careful what you download. A top goal of cybercriminals is to trick you into downloading malware. Malware might be disguised as a fun app. Or it could be hidden on a malicious website that attempts to install malware on your device. Last, be careful what you post. The internet does not have a delete key. Any comment or image you post online may stay online forever because removing the original does not remove any copies that other people may have made.

UNIT 5 LESSON 5

In the past several years, in many parts of the world, there have been numerous attacks on people of different nationalities, races and cultures. Many celebrities united against these racist incidents and used their social media pages to support the victims and call for tolerance and peace. On her Twitter page, Rihanna, a famous American singer, posted: "The hate based on racism or ethnicity is disgusting! I'm heartbroken for the victims and my heart is with the loved ones of those we lost. The hate must stop!". The American actor and producer Mark Ruffalo, known for his role as the superhero Hulk produced by Marvel Cinematic Universe, posted on his Twitter account: "Stop acting violently against other races. Do better!". Ariana Grande posted a few Instagram stories encouraging the media to publish the true stories and provided resources for people who want to help the victims. Cardi B, a famous American singer, posted a message on her Instagram page: "Let's stop having crazy anger. At this moment in life let's all be one race, because at the end of the day, in the eyes of God, we are all one."

SECTION II

TEACHING PRACTICES

Diana PANFIL

English Education Program Specialist
Peace Corps Moldova



“No man is an island, entire of itself; every man is a piece of the continent.”

([John Donne](#))

The journey from English Teacher to the Inspiring Community of Best Practices

The authors of the present Didactic Support have more in common than they have differences. They are English teachers from different regions of Moldova, they teach daily in schools, and they light up for their students. 32 communities from 17 rayons, from North to South of Moldova, these passionate English teachers make up the English Education Community of Best Practices.

They applied to be part of the project and they were selected based on the following conditions: to be English teachers in the secondary educational system, to be ready to learn, share ideas and to be open to create great educational materials.

Once the participants were selected based on their applications, we started a Facebook Group for English teachers so they could connect and share resources. During the launching session, there was great enthusiasm and anticipation for the year of learning ahead. During this session, they received their first assignment to share in the Facebook Group an activity or a resource they have used during one of their lessons and provide constructive feedback to one another. They were offered a template to follow, which could serve as an example of resources that our former teachers had created.

There are no easy things in life, no lessons are successfully accomplished right away, nothing is possible without challenges, and the achievements are the results of challenges and hard work. This also refers to our participants in the project; they were enrolled in the project, started learning, designed their first assignment, got feedback on it, and had to change or fix edits.

All the resources that have been created were compiled into a Google Drive Document and the coordinators provided suggestions and comments to each activity; then the teachers had to do the edits. One important thing is that the first assignment was the probably, hardest one, because many edits were needed. However, one week after

another, one task after another, in eight months, there were huge improvements and we succeeded in having resources that didn't need any edits at all. Even learning to work collaboratively on Google Drive took practice. Many teachers were not aware of how useful this tool could be since many people can work within it at the same time.


In addition, the professional development, learning, and personal growth, The Community of Best Practices also created this Didactic Support. This resource will help English teachers throughout Moldova, not just the participants of the project. It will be a source of support for all of those who need inspiration or new ideas of activities for their students. This resource is the first of its kind in Moldova. Up to now, many English resources are published, for example: compilations of exercises, different tests, ready-made tests for Bacalaureate Exam. But this Didactic Support is different. This resource was made for and by teachers. We think it will be especially helpful for debutant teachers, as it can help them design new resources and will ease their work. This resource allows teachers to take the model, adapt it for their students, use it, and then develop new activities that build among the previous.

Over the tenure of the project, this group of teachers has formed a strong network of like-minded educators from around the country. We were committed to support each other via many communication channels – email, Facebook, Google Drive, Zoom, Viber. This open communication helps form the spirit of a united community. We have a community of teachers who enjoy being together and learning. Independently, they share thoughts, suggest good ideas, and are open to offer support. We are inspired by these teachers and are confident in the education of Moldovan young people.

Below you will find the English teachers who authored this Didactic Support. Feel free to reach out to them directly if you think they can help you with suggestions or cooperation in the future.

Multilevel Classes: Special Needs Students



Author:	Ana BARANEȚCAIA English teacher, 1st Didactic Degree, PI Gymnasium "Șîrcova", Șîrcova village, Rezina
Grade:	2nd (Level A 1.1)
Unit & Topic:	Unit 1, Lesson 6: Family members
ETC Competence Units:	SC1, SC3, SC4 Linguistic, sociolinguistic, and pragmatic competencies; Vocabulary and Writing
Methods & Techniques:	Methods: Competency based; Techniques: Fill-in exercise; Drag and drop (digital activity); Formative self-assessment
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adapted for multilevel students as well as for special needs students
Resources used:	Books, copybooks, interactive-board
Link to the designed activity/ QR code, if any	Link 
Time needed:	5-7 minutes

Context & Procedure:

The objective of this activity is for students to practice new vocabulary and prepositions by using them in simple short sentences, as a formative self-assessment exercise. Students should drag the word and drop it into the correct sentence according to learned particularities of the prepositions of place.

Students can work in groups or individually.

As group work, the activity is conducted in the classroom using the interactive board and giving the possibility for all students to have their choices.

STEP 1. The teacher shares the screen of an interactive board or TV and presents the worksheet to students.

STEP 2. The students should choose the correct preposition for the sentences and give their answers.

STEP 3. The teacher observes, listens to students' answers, drags and drops the words on the worksheet and gives them feedback.

As individual work, the students should have them as homework tasks to evaluate themselves according to the topic.

STEP 1. The students receive the worksheet's link via messenger, google classroom or e-mail and access it.

STEP 2. The students should drag and drop the prepositions below into the correct sentences according to the sense and attached picture.

STEP 3. The students press the button FINISH, send it to the teacher and wait for teacher's feedback.

Comments & reflections:


The benefits of this digital activity are the following ones:

- it is engaging and fun for students
- the content can be adjusted to all the students from the class according to their individual needs
- it develops students' digital skills
- students can see their results as well as send them directly to the teacher
- it is quite more interesting to fill-in the exercise digitally than on a simple paper



Added value:

Increasing the interest of students to apply new vocabulary in the digital context, developing their digital skills.




Author:	Galina MOTRICALA English Teacher, 2nd Didactic Degree, TL "Mihai Eminescu", Strășeni
Grade:	3rd (Level A1.2)
Unit & Topic:	Unit 1, Lesson 6: Stay Healthy
ETC Competence Units:	SC1, SC2, SC3 Linguistic, sociolinguistic, and pragmatic competences. Vocabulary and speaking.
Methods & Techniques:	Digital activity Fill-in exercises (Reading, Speaking, Writing)
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adapted for multilevel students as well as for special needs students.
Resources used:	Exercise-books, interactive board, books
Link to the designed activity/QR code, if any	Link 
Time needed:	10 minutes
Context & Procedure: This kind of activity is designed for students to practice and consolidate new vocabulary and to use it in simple, short sentences. Using the LearningApps platform: Students come to the board one by one, match the picture with the correct word. This activity gives them the possibility to practice the new vocabulary. After that, students read and repeat the word/words aloud together with the teacher. Next, students are engaged in a writing activity, where they apply the new vocabulary by making up short sentences and writing them in their exercise-books or on the sheet papers by adding family and students' preferences (like/don't like/doesn't like). For example: I <i>like</i> to eat sandwiches; My mother <i>likes</i> orange juice; My father <i>doesn't like</i> milk. Making-up different sentences (negative, positive forms) gives the opportunity to use the correct form for different personal pronouns (he, she does/doesn't; I do/ don' t ...)	
Comments & reflections: Nowadays, everything that has a connection with digital tools/platforms is considered to be interactive and challenging for my students	
Added value: This kind of activity develops students' attention, digital skills and motivates them to learn new things.	







Author:	Violeta COZONAC English Teacher, 2nd Didactic Degree, PI LT "Ion Creangă" Cuizăuca, Rezina
Grade:	3rd (Level A 1.2)
Unit & Topic:	Unit 1, Lesson 6: Stay Healthy
ETC Competence Units:	SC1, SC2, SC3 reading, writing, speaking, listening, mediation
Methods & Techniques:	Didactic game - board game
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel
Resources used:	Website
Link to the designed activity/QR code, if any:	<p style="text-align: center;">Link</p> 
Context & Procedure:	
<p>The activity represents a board game. It can be played either with individual students or in groups. The group of students can be divided into a few teams according to the number of students. Each group will represent a player on the board. The dice are rolled automatically by the players, and they have a chance to answer meanwhile the pin is moving ahead.</p>	
Comments & reflections:	
<ul style="list-style-type: none"> • Some questions are generalized, so the teacher can personalize their content according to the group level. • It is great that the questions can be repeated, the structures can be double checked 	
Added value:	
<p>LearnHip allows teachers to create a huge range of activities:</p> <ul style="list-style-type: none"> • Scrambled Sentence Maker • Card Set Creator • Match the Sentence Maker • Multi Choice Exercise Maker • Gap Fill Exercise Maker • Online Board Game Maker • Picture Reveal Quiz Maker • Scatter Sheet Maker 	
	




Author:	Diana MARGINA English Teacher, 2nd Didactic Degree, Gymnasium “Ștefan cel Mare și Sfânt”, Năvîrneț, Fălești
Grade:	3rd (Level A1.2)
Unit & Topic:	Unit 1, Lesson 7: I am happy
ETC Competence Units:	SC1, SC2, SC3 Linguistic, sociolinguistic and pragmatic competence. Vocabulary and speaking. 1.2/1.6/ 1.7
Methods & Techniques:	Digital activity, Reading, speaking, fill-in exercises
Adaptation/ adjustments (SEN)/ multilevel, if any:	Student’s books, workbooks, interactive board.
Resources used:	Adapted for multilevel students.
Link to the designed activity/QR code, if any:	Link 
Context & Procedure:	
<p>This kind of activity is for students to practice and consolidate new vocabulary and use simple/short sentences. I use: https://educatieinteractiva.md/cursa-cai/7847</p> <p>After introducing the topic, students exercise the new vocabulary.</p> <p>The teacher invites students to come to the interactive board one by one, to practice the new vocabulary and choose the correct option, after each student reads the sentence with the correct answer chosen.</p> <p>I usually choose this platform for evaluation when my students learn new words, to practice their cooperation.</p>	
Comments & reflections:	
<p>This tool allows teachers to create interactive games and printed materials for their students. Also, it gives you a very detailed analysis of the results of an assignment by each question, student and displays a leaderboard as well.</p>	
Added value:	
Developing digital students’ skills.	




Author:	Dorina VACARI English Teacher, 1st Didactic Degree, PI Gymnasium nr. 2, Drochia	
Grade:	3rd (Level A1.2)	
Unit & Topic:	Unit 2, Lesson 1, Topic: Autumn	
ETC Competence Units:	SC1, SC2, SC3 Linguistic, sociolinguistic and pragmatic competences. 1.1 / 1.5. / 2.2. / 3.1.	
Methods & Techniques:	Interactive language games; Reading images; Matching the word to the picture; Fill-in;	
Adaptation/ adjustments (SEN)/ multilevel, if any:	Turn off the question timer allowing the student to take all the time they need to answer each individual question.	
Resources used:	Textbook, web tools	
Link to the designed activity/QR code, if any:	Link 	Link 
Context & Procedure:		
	Introduction of the new vocabulary using digital flashcards on Quizlet . They can be used in different ways: Students listen and repeat, do a quiz, a matching exercise, a test in Quizlet live, that allows the teacher to choose individual or team mode.	
Assigning homework using a Kahoot challenge. It contains questions based on all the content of the lesson. It allows students to review and practice the content of the lesson at their own pace.		
Comments & reflections:		
Quizlet allows teachers to create a study set of online flashcards and add their own terms and definitions. Also, it can convert the flashcards in quizzes, and games, so that users can study the same information in a variety of forms.		
Quizlet Live can be used as an in-class activity.		
Kahoot brings engagement		
Added value:		
Quizlet flashcards and Kahoot challenges allow students to take all the time they need to answer each individual question, increasing focus, and promoting accuracy over speed. These apps are especially helpful for learning new vocabulary, reviewing, and practicing important content.		



Author:	Olesea JECHIU English Teacher, 1st Didactic Degree, TL "Zîmbreni", Zîmbreni, Ialoveni
Grade:	3rd (Level A1.2)
Unit & Topic:	Unit 3, Lesson 4: Cleaning Day
ETC Competence Units:	Linguistic Competence Pragmatic Competence 1.1, 1.9, 3.1
Methods & Techniques:	Listening Multiple choice quiz
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel Students
Resources used:	3rd form English book (Level A1.2) www.educatieinteractiva.md
Link to the designed activity/QR code, if any:	Link 
Context & Procedure: After having taught the new material/vocabulary and having read the text, the activity might be used for the REFLECTION stage. Students listen to the Audio on AmericaHouse.md meanwhile following the exercise in the textbooks (ex. 7, page 47). They choose the correct variant out of the two in each case. Afterwards they are to take the quiz and fix the vocabulary.	
Comments & reflections: This activity is suitable at this age as it implies three out of the four skills that have to be developed during the foreign language classes: listening, reading, speaking. In case the teacher wants to develop the fourth one, writing a dictation might be encouraged focusing the students' attention on the adverbs in sentences.	
Added value: The activity is a way to assure the diversification of tasks while teaching and learning. Students are provided an option/alternative to the activities suggested by the book, using the tools that are available in most of Moldovan schools.	



Author:	Tamara ERHAN English Teacher, 1st Didactic Degree, PI TL “Grigore Vieru”, Băcioi, Chişinău
Grade:	5th (Level A2.1)
Unit & Topic:	Unit 2, Lesson 1: Welcome to our school
ETC Competence Units:	SC1, SC2, SC3 Linguistic, sociolinguistic and pragmatic competences. 1.4, 1.5, 2.2, 2.5, 3.2
Methods & Techniques:	Method: Communicative approach Techniques: Filling-in information chart exercise; True or False; Popcorn Technique
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adapted for multilevel students
Resources used:	Student’s book 5 th form, liveworksheet.com
Link to the designed activity/QR code, if any:	Link 
Time needed:	10 minutes
Context & Procedure:	
<p>The worksheet has two tasks: fill in the chart with the right information based on the text and identify if the statements are <i>True</i> or <i>False</i>. Teachers can use this worksheet to check the understanding of the text and also it will help students to select the most important information from the text which will help them to summarize the text more easily for retelling.</p> <p>STEP 1: Teacher asks the students to read the text aloud using Popcorn technique and after that asks them individually to complete the chart with the words from the cloud. Students check their answers in the LiveWorksheets application.</p> <p>STEP 2: After completing the task, the teacher asks students (4-5 students) to speak, one by one about, Helen’s and John’s school. The True or False activity allows the teacher to verify if the students have comprehended the text.</p>	

STEP 3: Teacher asks students to read the statements aloud and identify the true or the false one and correct the false statements orally.

Variation:

In order to accommodate kinesthetic learners, the teacher involves all students in the True and False statements exercise by agreeing on a formula: when students hear the statement, if they think it is True, raise their left hand and if it is False, their right hand. The teacher or a student who he/she nominates, reads aloud the statement and all the other students raise their left or right hand. When the teacher confirms the correct answer, she/he asks someone who wants to correct the False Statement.

This way, all students are engaged in the activity and kinesthetic learning style is accommodated.



Comments & reflections:

Liveworksheets.com is an interactive tool that allows teachers to create fun, engaging worksheets. Students are more involved in the process of learning by doing such types of worksheets as *drag and drop*, *true or false* and they receive their results for their work at once. Also, if it is online, they may do it more times in order to get the best score. It is a good way of learning by practicing.

Added value:

Teachers can download and use online the worksheets from this tool which can be used as well in online and face-to-face learning environments.



Author:	Natalia BORTA English Teacher, Superior Didactic Degree, PI TL "Olimp" Costești, Ialoveni	
Grade:	5th (Level A2.1)	
Unit & Topic:	Unit 2, Lesson 4: Our School Uniforms	
ETC Competence Units:	SC1, SC3, SC4 Linguistic competence 1.7, 1.8 Sociolinguistic competence 2.2, 2.4 Pragmatic competence 3.3	
Methods & Techniques:	Methods – Direct Method Techniques – Choose the right variant (horse ride); Match Up.	
Adaptation/ adjustments (SEN)/ multilevel, if any:	Activities adapted for SEN students	
Resources used:	educatieinteractiva.md Read Aloud Library (A2.1. p. 26, ex. 2, Tina's Blog) Laptop, projector, phones	
Link to the designed activity/QR code, if any:	<u>Activity 1</u> 	<u>Activity 2</u> 
Time needed:	5 minutes for each digital activity	
Context & Procedure: The activities are adjusted for students with special needs. Before listening to the text, students have already practiced the new vocabulary. So, first, they do Activity 2 – matching the words with the pictures, but they can also do this activity as a homework task, or as a post-reading activity. After listening to the text, they do the next activity. Students have to complete the sentences about Tina's school. They have 4 options for each statement. They can do this activity either by having the text in front of them, or only listening to the video.		

Comments & reflections:


SEN students enjoy working with pictures and having pairs of words and pictures on the screen keeps them interested during the class. The second activity, horse ride, helps to check how well they understood the text, but in a very interactive way.

Added value:

I didn't introduce the option Timer in the created activities, as the students can work at their own speed. This makes them more confident.

Using technology in the classroom makes learning fun and memorable, especially for students with special needs.



Author:	Lidia PLOTNICOV English Teacher, 2nd Didactic Degree, PI TL "Dimitrie Cantemir" Văsieni, Ialoveni
Grade:	5th (Level A2.1)
Unit & Topic:	Unit 2 Lesson 5: Friendly Classmates
ETC Competence Units:	Pragmatic Competence CS3 3.1; 3.3; 3.4; 3.5;
Methods & Techniques:	Matching. Answer the questions/ checking the understanding
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adjusted to multilevel students
Resources used:	5th form book (Level A2.1), www.wordwall.net , laptop, projector, phones
Link to the designed activity/QR code, if any:	<p style="text-align: center;">Link</p> 
<p>Context & Procedure:</p> <p>Educational WordWall is designed to be engaging and enjoyable for learners, teachers and teacher trainers who want to use or create a variety of different activities to practice the language skills. I use it during all stages of the lesson. Wordwall helps students to practice the vocabulary related to the topic by matching up the words to the pictures. This activity helps students develop vocabulary, reading, visual processing, image recognition, and memory.</p> <p>STEP 1. Students read the text from exercise 1, page 28.</p> <p>STEP2. They scan the QR code, or insert the link, or even the code from the screen.</p> <p>STEP3. Students have a multiple-choice quiz with time pressure, lifelines and a bonus round. Having the books closed, they choose the right answer from 4 options and they can immediately see their results on the big screen.</p>	

The objective is to check students' understanding and attention while and after reading.



Comments & reflections:

Wordwall.net allows teachers to create interactive games and printed materials for their students. From my own experience, students like this kind of game very much. This tool gives you the possibility to create your own activities or to use other public activities. Also, it gives you a very detailed analysis of the results of an assignment as leaderboard, results by questions and results by students.

Added value:

With Wordwall you can use one activity in different ways. For the same activity, choose another switch template, for example *open the box* and you can play the game with two teams, or choose *anagram* and you can learn vocabulary. It can be done during the classwork or individually by the students. In this way the game suits different levels of knowledge. It is a different perspective of learning vocabulary, memorizing the words in an interactive way and making the learning process and evaluation easy that is integrated in the curriculum and overcomes both learning and speaking.



Author:	Ana BARANETȚAIA English Teacher, 1st Didactic Degree, PI Gymnasium “Sîrcova”, Sîrcova, Rezina	
Grade:	5th (Level A2.1)	
Unit & Topic:	Unit 1, Lesson 3: Queen Elizabeth II	
ETC Competence Units:	SC1, SC3, SC4 Linguistic competence 1.7, 1.8; Sociolinguistic competence 2.2, 2.4; Pragmatic competence 3.3	
Methods & Techniques:	Methods: Competences-based, Video interactive task. Techniques: Fill-in exercise; Match Up digital activity.	
Adaptation/ adjustments (SEN)/ multilevel, if any:	Activities adapted for SEN students	
Resources used:	educatieinteractiva.md Read Aloud Library (A2.1. video about Queen Elizabeth)	
Link to the designed activity/QR code, if any:	<p>Activity 1</p> 	<p>Activity 2</p> 
Time needed:	4-5 minutes for each digital activity	
Context & Procedure:	<p>The first digital activity Match up aims for SEN students to practice new vocabulary by identifying words from the text they are going to listen to in the next activity. Interactive Video. Both activities present information about Queen Elizabeth II and help the students to accomplish their homework task which is a group poster about Queen Elizabeth II. All the digital activities can be realized both as group work and individually.</p>	


Comments & reflections:

Usually, the SEN students like to work with colorful flashcards and texts. Match-up words with pictures help us to create interactive texts with pictures or colorful words in order to motivate and engage the SEN students in class activities. Also, the digital interactive platform www.educatieinteractiva.md has the purpose to create tasks for all the students according to their levels, needs, and interests.







Added value:


Increasing the interest of students to apply new vocabulary in the digital context, and developing their digital skills is one of the most important elements of the new curriculum.





Author:	Svetlana MARCENCO English Teacher, 1st Didactic Degree, PI Gymnazium "Vasile Lupu" Susleni, Orhei
Grade:	5th (Level A2.1)
Unit & Topic:	Unite 2, Lesson 6: My free time
ETC Competence Units:	Sociolinguistic competences 1.7, 1.8.
Methods & Techniques:	Matching
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adapted for multilevel students
Resources used:	Learningapps.org
Link to the designed activity/QR code, if any:	Link 
Context & Procedure: Teachers can use this application for evocation. Asking questions to introduce a new topic. In order to capture their attention, at the beginning of the lesson the teacher asks to complete the task. This is interesting for them, useful and at the same time all the group is involved. The objective of this activity is for students to practice vocabulary. Perhaps for the majority of them this is not new, but they will learn and practice the combinations by using them in simple short sentences.	
Comments & reflections: LearningApps is a platform that I use a lot for all classes. It allows teachers to create different interesting activities for students, you can include examples for students with lowest and highest level. In general, students like these types of activities. Also, on this platform teachers can find different examples of activities on various topics, which help teachers a lot.	
Added value: Is a commode platform for every teacher; Has a lot of interesting opportunities (different types of exercises); Teacher can create easy an activity for the class (even during the break, of course if the teacher has used this platform before); We can use this platform as preparation activities for the lesson or for homework.	






Author:	Lidia PLOTNICOV English Teacher, 2nd Didactic Degree, PI TL “Dimitrie Cantemir”, Väsieni, Ialoveni.		
Grade:	5th (Level A2.1)		
Unit & Topic:	Unit 4, Lesson 6: A day in the park		
ETC Competence Units:	Linguistic Competence; Sociolinguistic Competence; Pragmatic Competence;1.3; 3.2; 3.6; Reading, checking the understanding		
Methods & Techniques:	Matching; Arrange the sentences in the right order; True or False; Video interactive task; Complete the chart; Choose the right answer.		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students		
Resources used:	5th form English book (Level A2.1), https://educatieinteractiva.md , Read Aloud Library (A2.1. video about Parks in London) https://youtu.be/AUIqQZy3hyQ		
Link to the designed activity/QR code, if any:	1. Link 	2. Link 	3. Link 
	4. Link 	5. Link 	6. Link 

	<p style="text-align: center;"><u>Audio/Video Link</u></p> 
<p style="text-align: center;">Time needed:</p>	<p style="text-align: center;">20 min</p>
<p>Context & Procedure:</p> <p>This activity is designed for students with special educational needs.</p> <p>STEP 1. The teacher directs student(s) to study new vocabulary by using https://educatieinteractiva.md/potriveste-perechi/13102 (2-3min.)</p> <p>STEP 2. First students read the text: Ex. 2, page 58 (2 min.). Then they study the words using images and cards. After that, they match images with pictures. Next, they listen to the first part of the track from exercise 2, page 58: https://youtu.be/AUIqQZy3hyQ (2 min). Based on the first text, teacher proposes the following activities:</p> <ol style="list-style-type: none"> 1. Order the sentences https://educatieinteractiva.md/ordine-simpla/8453 (2 min) 2. True or False? https://educatieinteractiva.md/adevarat-fals/7913 (2 min) 3. Video interactive task https://educatieinteractiva.md/video-interactiv/9847 (2 min) <p>STEP 3. Students read the text: Ex. 4, page 58 (2 min.). Then they listen to the second part, exercise 4, page 58: https://youtu.be/AUIqQZy3hyQ (2 min). Based on the first text (Ex. 4, page 58), teacher proposes the following activities:</p> <ul style="list-style-type: none"> • Complete the chart https://educatieinteractiva.md/completeaza-tabel/9941 (2 min) • Who wants to be a millionaire? https://educatieinteractiva.md/millionar/10711 (2 min) 	
<p>Comments & reflections:</p> <p>It is an interactive activity that can be used in working with SEN students included. Students can work at their own pace. They can easily understand and learn the texts using pictures and games.</p>	
<p>Added value:</p> <p>These activities will provide a good understanding of the dialogue and the two texts of the lesson. Also, they will help students memorize the new vocabulary.</p>	



Author:	Victoria COMERZAN English teacher, 1st Didactic Degree, PI TL “Mihai Eminescu”, Florești.	
Grade:	5th (Level A2.1)	
Unit & Topic:	Unit 5, Lesson 5: At the doctor	
ETC Competence Units:	Linguistic and pragmatic unit competencies; Vocabulary and speaking.	
Methods & Techniques:	Match up	
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel	
Resources used:	https://learningapps.org/	
Link to the designed activity/QR code, if any:	1. At the doctor's 	2. At the doctor's 
Time needed:	15 min	
Context & Procedure:	<p>Educational learning apps are designed to be engaging and enjoyable for learners, teachers and teacher trainers who want to use or create a variety of different activities to practice the language skills.</p> <p>The first category task helps students to practice the vocabulary related to the topic by matching up the words to the pictures. This activity helps students develop vocabulary, reading, visual processing, image recognition, and memory.</p> <p>The second category task helps students to improve their speaking skills. Students have to watch a video about a visit to a doctor and answer the questions. The video was selected according to students' level and topic vocabulary. Moreover, learners can practice their listening and reading skills.</p>	
Comments & reflections:	Learning apps are stimulating and fun for learners. They can give students opportunities to learn without a teacher's direct influence and encourage them to value independent study.	
Added value:	Videos can bring the outside world to students, introducing different cultures, new places, and ideas. They provide a great way to integrate new content and language learning at the same time - giving students the opportunity to learn about a whole range of subjects and ideas, at the same time as learning English.	



Author:	Olga VASCAN English teacher, Superior Didactic Degree, TL "Ion Creangă", Coșnița, Dubăsari		
Grade:	6th (Level A2.2)		
Unit & Topic:	Unit 1, Round Up		
ETC Competence Units:	Linguistic, Socio-Linguistic and Pragmatic Competences: 1.2, 1.3, 2.3, 2.5, 2.6, 2.7,3.2, 3.3		
Methods & Techniques:	Communicative Method, Brainstorming, Think-Pair-Share, True/False, Quiz (Kahoot)		
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel		
Resources used:	Text Books, Kahoot, Linolt, Google Docs.		
Link to the designed activity /QR code, if any	1. Link 	2. Link 	3. Link 
Context & Procedure:			
<ol style="list-style-type: none"> 1. Revision of the topics within Unit I am using Think-Pair-Share technique. 2. Students will individually think and answer four questions on different topics. 3. Afterwards they will share ideas with classmates and build oral communication skills. 4. Furthermore, they will focus attention and engage in comprehending the answers given by their peers. 5. Kahoot is used as a final activity for assessment, which includes various types of questions (multiple choice, true or false, matching) as well as questions on grammar. 			


Comments & reflections:

Think-Pair-Share is an activity that will help students better prepare for the Summative Evaluation (Oral) as they will revise, share, and exchange their ideas on different topics that have been discussed within Unit I. More than that, discussing with a partner or the whole group maximizes participation, focuses attention, and engages students. This activity could be done using different apps and techniques, such as: LinoIt online board or use a Google Doc (all you need is students having a gadget with internet connection). In case you don't have this possibility do it on worksheets or even copybooks. What really matters is to make students speak!!!


Added value:

Using various interactive activities while revising the material will engage and motivate students to participate during the class.




Author:	Ina PORUBIN English teacher, 1st Didactic Degree, IP LT "Lucian Blaga", Iargara Town
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 2, Lesson 1: A United Family
ETC Competence Units:	Linguistic Competence Pragmatic Competence Competence Units: 1.2; 1.10; 3.5
Methods & Techniques:	Audio: Lingual Method Make up sentences
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel
Resources used:	Laptop, projector, screen/smartboard, copy-books; Quizlet flashcards.
Link to the designed activity/QR code, if any:	Link 
Time needed:	12 minutes
Context & Procedure:	<p>Quizlet flashcards help students to study new vocabulary in an easy and fun way during remote and face to face learning.</p> <p>STEP 1. Teacher reviews studied vocabulary with students. (1-2 min.)</p> <p>STEP 2. Teacher presents new vocabulary by using Quizlet flashcards. (2 min.)</p> <p>STEP 3. Students study the new vocabulary by drilling, writing, and matching the studied words and phrases with their translations in Romanian. (5-6 min.)</p> <p>STEP 4. Teacher directs students to choose a word or phrase and make up a sentence as long as possible. The winner will receive a sticker. (1-2 min.)</p>
Comments & reflections:	It is an easy way to study vocabulary. Students can study and practice vocabulary later at their own pace.
Added value:	Teachers can use the link for the other levels as well. Students can study and review it at their own speed.



Author:	Olesea JECHIU English teacher, 1st Didactic Degree, PI TL "Zîmbreni", Zîmbreni, Ialoveni
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 2, Lesson 4: I Love my Grandparents
ETC Competence Units:	Pragmatic Competence 3.1; 3.2; 3.6; Reading, checking the understanding
Methods & Techniques:	Answer the questions/ checking the understanding of the text; Task-based language learning
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adjusted to multilevel students
Resources used:	6th form book, baamboozle.com
Link to the designed activity/QR code, if any:	Link 
Time needed:	10 minutes
Context & Procedure:	The game is to be played in two teams. After reading the text from exercise 2, page 24 students are divided in two groups. Each group takes turns in choosing a number and answering the questions or continuing the statements, having the books closed. The objective is to check students' understanding and attention while and after reading. At the same time, the activity boosts cooperation between the members of the groups and instills competition.
Comments & reflections:	From my own experience, students like this kind of game very much. Baamboozle offers a wide range of ready-made activities and also the opportunity to design your own ones, adapted to the level and the needs of the students in the class.
Added value:	The only thing you need for designing your activities, or playing the games in 3 or more groups, is to sign in, while for the ready-made activities you do not need it.



Author:	Tatiana DRAGAN English teacher, 1st Didactic Degree, TL “Mihai Eminescu”, Florești
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 2, Lesson 6: It’s a great job!
ETC Competence Units:	Linguistic and pragmatic unit competences; 1.2; 1.5; 1.6; 3.3; 3.4; 3.6; Vocabulary and speaking.
Methods & Techniques:	Contextual teaching and learning; Find someone who...; Think Pair Share
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge
Resources used:	Jeopardy
Link to the designed activity/QR code, if any:	Link 
Time needed:	45 min

Context & Procedure:

Jeopardy quiz game is a great tool that makes the learning process fun, engaging and adapted to students’ level of knowledge.

First category task helps students to practice the names of jobs and their spelling. Students have to unscramble the letters on the flashcard to form the names of jobs. Students score points for each correct job and spelling according to the level of difficulty.

Second category task directs students to guess jobs from clues that contain expressions of obligation *must*, *mustn't*, *have to*, and *don't have to*. The first clue is quite easy, and the last clue is very difficult. Encourage students reading out the clue at a time. After he /she has read out the clue, he has elicited a possible job. If the guess is incorrect, swap the role to another student.

Third category task engages students to guess what jobs well-known celebrities did before they were famous by asking past simple yes/no questions with the verb to be. Each student has to look at the celebrities' names flashcards and ask questions until they guess the job they did before. e.g. "Was Paris Hilton a nurse?" Direct students with some clues.

Fourth category task encourages students to ask and answer questions about their likes and dislikes for work-related activities and choose a job for a partner based on their preferences. First, students answer *Do you like* questions about work-related activities. Each student has to ask their partner the same questions to find out his likes and dislikes using the prompt from the flashcard. Students who pick up the flashcard with more points has to ask for reasons of his partner's choice using *Why* questions.



Comments & reflections:

Jeopardy can add flexibility to the classroom creating engaging activities according to language level and allow students to adjust to the way in which they learn from each other, give peer feedback.

Added value:

It is a different perspective of learning vocabulary in an enthusiastic way and make the learning process and evaluation easy that is integrated in the curriculum and overcome both learning and speaking.



Author:	Rodica ACULOV English teacher, 1st Didactic Degree, PI TL “Mihai Eminescu”, Cimișlia.	
Grade:	6th (Level A2.2)	
Unit & Topic:	Unit 3, Lesson 1: My school day	
ETC Competence Units:	Linguistic and pragmatic competencies 2.2, 2.7, 3.2, 3.6	
Methods & Techniques:	Word-study, Brainstorming, Matching	
Adaptation/ adjustments (SEN)/ multilevel, if any:	This activity of learning can be adapted starting with learning then playing with cards for better understanding and remembering.	
Resources used:	https://quizlet.com/	
Link to the designed activity/QR code, if any:	<p>Link</p> 	<p>Link</p> 
Time needed:	45 min	

Context & Procedure:

Quizlet apps are designed to be engaging and enjoyable for learners, teachers who want to use or create a variety of different activities to practice the language skills.

The first category task helps students to practice the vocabulary related to the topic by matching up the words to the pictures. This activity helps students develop vocabulary, reading, visual processing, image recognition, and memory.

Quizlet flashcards help students to study new vocabulary:

STEP 1. Teacher checks the students' knowledge on the given topic.

STEP 2. Teacher presents new vocabulary by using Quizlet flashcards.

STEP 3. Students study the new vocabulary by repeating, writing, and matching the studied words and phrases with their translations in Romanian and vice versa.

STEP 4. Teacher asks the students to create a character and to present his/her daily routine using the new vocabulary.



Comments & reflections:

This application is stimulating and fun for learners. They can give students opportunities to learn without a teacher's direct influence and encourage them to repeat at home as a result to value independent study and special needs of each student for better grasping and practicing of the vocabulary.

Added value:

Created stories can motivate and bring fun, introducing different cultures, problems, and ideas. As a result, it is a great way to integrate new vocabulary and language learning at the same time - giving students the opportunity to learn the topic.



Author:	Rodica ACULOV English teacher, 1st Didactic Degree, PI TL "Mihai Eminescu", Cimişlia.
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 3, Lesson 1: Topic: My school day
ETC Competence Units:	Linguistic and pragmatic competencies 2.2,2.7,3.2,3.6
Methods & Techniques:	Word-study Brainstorming; Matching, Listening; Fill in the gaps.
Adaptation/ adjustments (SEN)/ multilevel, if any:	These activities are done in accordance with the student's learning style for better understanding and remembering.
Resources used:	Study the vocabulary Fill in the gaps:
Link to the designed activity/QR code, if any:	1. Link  2. Link 
Time needed:	45 min

Context & Procedure:

Different activities can help students grasp the information and study new vocabulary in an easy way that will develop their linguistic competences:

STEP 1. Teacher checks the students' knowledge on the given topic by the help of Mind Mapping tools. I have used [miro](#).

STEP 2. Teacher presents new vocabulary with [educator interactive](#), then the students read the text from the book for the 6th form, and they find the new vocabulary in the context.

STEP 3. Students study the new vocabulary by [filling the gaps](#), [listening](#), and using certain expressions while finding what their [classmates do during the day](#).

STEP 4. Teacher asks the students to create a character and to present his/her daily routine using the new vocabulary.

[List](#) the things that are done in the morning.



For advanced ones they can watch how other children start their day in [Yakutia](#).

[Link](#).

Comments & reflections:

These activities are useful for all the students in order to stimulate their interest and fun for studying. Graphic organizer done in Miro is for visual learners, filling the gaps is contextualizing, audio activities are for the audio students, all can give students opportunities to learn without a teacher's direct influence and encourage them to repeat at home as a result to value independent study and the special needs of each student for better grasping and practicing of the vocabulary .

Added value:

Created stories can motivate and bring fun, introducing different cultures, problems, and ideas. As a result, it is a great way to integrate new vocabulary and language learning at the same time - giving students the opportunity to learn the topic. They have to fill in the gaps than to listen to the audio where they will repeat the vocabulary again. Finally, they will have a video that will help to analyze what they do during the day and how the day starts for the children from Yakutia.



Author:	Natalia BORTA English teacher, Superior Didactic Degree, PI TL "Olimp", Costești, Ialoveni
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 3, Lesson 2: The clothes we wear.
ETC Competence Units:	Linguistic Competence; Pragmatic Competence; Competence Units: 1.2; 1.10; 3.5.
Methods & Techniques:	Direct Method; Audio lingual Method; Fill in.
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adjusted to multilevel students
Resources used:	6th form book (Level A2.2), www.menti.com , laptop, projector, phones.
Link to the designed activity/QR code, if any	<u>Link</u> 
Time needed:	5-10 min
Context & Procedure: Mentimeter is an interactive and engaging teaching tool. Teachers can use it during all stages of the lesson. I used it after the students had read the text (Silvia's Party), and had practiced the new words. The students have to use their phones to scan the QR code or insert the link, in order to answer the suggested Word Cloud type question. They have to write 3 variants (3 clothes that both boys and girls wear). The teacher can also adjust this activity and suggest some students to select the words from ex. 5, p. 35, especially if there are students with special needs. The students will immediately see their results on the big screen. When everybody is done, the teacher can ask the students to read the words, repeat them (Audio-Lingual Method). Some other students can form sentences, others match the words to the pictures from the wall, in case there are some in the classroom, etc.	


Comments & reflections:

Once you have all the words on the big screen you can use a variety of tasks to keep the students active and involved. Besides, students like when they are allowed to use their phones during the lessons, of course, for a short period of time.


Added value:

When using Mentimeter, the words appear on the screen in different colors and fonts. Thus, it's very interactive and it is easier for students to memorize the words. Besides, they like to see how their words appear on the screen. Once you have them on the screen, you can do other tasks. Finally, it doesn't take much time and students really like practicing it.




Author:	Nina TÎRSÎNĂ English teacher, 1st Didactic Degree, PI TL”Nicolae Iorga”, Chişinău
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 3, Lesson 5: My free time
ETC Competence Units:	Linguistic and pragmatic unit competences
Methods & Techniques:	Multiple choice; questions; true /false
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge
Resources used:	ProProfs Quiz Maker
Link to the designed activity /QR code, if any:	Link 
Time needed:	5 minutes
Context & Procedure:	<p>This is a reading comprehension quiz designed to measure how well the students understand what they read. It helps them test their reading skills and how good they are at reading comprehension. The quiz motivates students to use the new vocabulary. This is extremely beneficial to both the teacher and the student. It also fosters a positive relationship between students and teachers.</p> <p>This quiz is made up of 5 multiple-choice sentences and questions with three possible answers to choose from.</p> <p>The quiz is an after-reading activity and helps students practice the new vocabulary. It also gives immediate feedback and certificates.</p>
Comments & reflections:	When students play a quiz, they have to keep their minds on what they are doing. So, quizzes help children concentrate. When students read from textbooks, they often fail to grab their attention. The quizzes improve knowledge retention.
Added value:	The quiz is an innovative learning method that helps the students learn with practice, as it allows the students to think back to the information previously learned and remember them while quizzing.



Author:	Diana JELIHOVSCHII English teacher, 1st Didactic Degree, PI TL “Meșterul Manole”, Sălcuța, Căușeni
Grade:	7th (Level A 2.3)
Unit & Topic:	Unit 2, Lesson 1: Wellness
ETC Competence Units:	Linguistic and pragmatic unit competences; Pluri/intercultural competence, Speaking 3.1; 4.1; 4.2; 4.3;
Methods & Techniques:	Conversation; Anagram.
Adaptation/ adjustments (SEN)/ multilevel, if any:	SEN
Resources used:	Student’s book-A 2.3, 7th grade; Wordwall.net
Link to the designed activity/QR code, if any:	<p style="text-align: center;">Link</p> 
Time needed:	5 minutes
Context & Procedure:	
<p>After introducing the topic, students exercise the new vocabulary. Student by student go to the board and arrange the letters of the words. Each word correctly arranged is repeated by the whole class of students.</p> <p>It is possible to challenge the students on this new vocabulary, giving the anagram in a way of competition as this web tool gives the possibility to set the game as an assignment and to store the results.</p>	
Comments & reflections:	
<p>Wordwall.net allows teachers to create interactive games and printed materials for their students. It gives you the possibility to create your own activities or to use other public activities. Also, it gives you a very detailed analysis of the results of an assignment viewed as leaderboard, results by each question and student.</p>	
Added value:	
<p>The anagram can be done during the classwork or individually by the students. In this way the game suits different levels of knowledge. It is a different perspective of learning vocabulary, memorizing the words in an interactive way and making the learning process and evaluation easy that is integrated in the curriculum and overcome both learning and speaking.</p>	



Author:	Ludmila MANDATARI English teacher, 2nd Didactic Degree, PI TL "Vasile Coroban", Glodeni
Grade:	7th (Level A 2.3)
Unit & Topic:	Unit 2, Lesson 1: Wellness
ETC Competence Units:	Linguistic and pragmatic unit competences 1.2; 1.8; 3.2; 3.5. Vocabulary and speaking.
Methods & Techniques:	Quiz (Questions and answers); Direct method Technique: Know/Don't know
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge
Resources used:	English book, Level A2.3, 7th form, StudyStack.com - https://www.studystack.com/flashcard-3656192
Link to the designed activity/QR code, if any:	<u>Link</u> 
Time needed:	10-15 minutes
Context & Procedure:	
<p>After reading the text, students exercise the new vocabulary and understanding of the text by answering the questions based on it using a FLASHCARDS GAME.</p> <p>The teacher uses the whiteboard to work with the whole class. Also, we can use this activity as individual work. The students use their phones as an educational instrument.</p> <p>Student by student read the questions and answer them using the information from the text. If they know the answer they should press KNOW, if they don't, they press DON'T KNOW.</p> <p>After doing this activity, the teacher encourages the students to check the understanding of the text by using a TEST GAME. Each student is working individually and at the end of the test, the students can get their GRADE TEST. TEST feedback is welcomed because they can see their mistakes and have the chance to repeat the test again.</p>	

Moreover, this application offers the possibility to use the same task (questions in our case) using other interactive methods such as *flashcards, matching, snowmen, crossword, study table*.

Use these flashcards to help memorize information. Look at the large card and try to recall what is on the other side. Then click the card to flip it. If you know the answer, click the green Know box. Otherwise, click the red Don't know box. When you've placed seven or more cards in the Don't know box, click "retry" to try those cards again.

If you've accidentally put the card in the wrong box, just click on the card to take it out of the box.

You can also use your keyboard to move the cards as follows:

- SPACEBAR - flip the current card.
- LEFT ARROW - move card to the Don't know pile.
- RIGHT ARROW - move card to Know pile.
- BACKSPACE - undo the previous action.

If you are logged in to your account, this website will remember which cards you know and don't know so that they are in the same box the next time you log in.

When you need a break, try one of the other activities listed below the flashcards like Matching, Snowman, or Hungry Bug. Although it may feel like you're playing a game, your brain is still making more connections with the information to help you out.

To see how well you know the information, try the Quiz or Test activity.


Comments & reflections:

StudyStack is a proprietary website designed to help students memorize information about various subjects. Using Study Stack, students can use their computers to display a stack of "virtual cards" which contain information about a certain subject. Just like flashcards, they can review the information at their own pace discarding the cards they've learned and keeping the ones they still need to review. Unlike traditional flash cards, each card can show multiple pieces of information and the whole stack can be automatically sorted by any one of the pieces of information.

Added value:

It is a different perspective of learning vocabulary, understanding the text, memorizing the words in an enthusiastic way and make the learning process and evaluation easy that is integrated in the curriculum and overcome both learning and speaking.



Author:	Liliana DOBLER English teacher, 2nd Didactic Degree, IPLT "Mitropolit Nestor Vornicescu", Lozova, Strășeni
Grade:	7th (Level A 2.3)
Unit & Topic:	Unit 4, Lesson 4: I have a dream
ETC Competence Units:	Linguistic and pragmatic unit competences; Pluri/intercultural competence, Speaking 3.1; 4.1; 4.2; 4.3;
Methods & Techniques:	Think Aloud Method; Analyzing Media Messages.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The vocabulary of the questions can be adjusted to different levels of language knowledge. There can be additional questions for checking comprehension.
Resources used:	LearningApps; Laptop, projector.
Link to the designed activity/QR code, if any:	Link 
Time needed:	25- 35 minutes

Context & Procedure:

This speaking activity could be successfully used as a pre-reading activity. The activity implies following several steps:

STEP 1: Review the media message for a few minutes (re-play if using video).

STEP 2: Write down your initial thoughts and everything that you can remember about the media. Note any special visuals or sounds.

STEP 3: Answer the 9 key questions.

STEP 4: Review your initial thoughts and write about how they have changed.

Student's Guideline:

Initial Thoughts: Write down your initial thoughts and everything that you can remember about the media. Note any special visuals or sounds.

Q&A

1. Who made this video?
2. Why was this video made?
3. What creative techniques were used in this video?

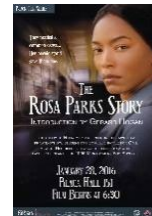
4. What are the obvious messages in this video?
5. What do I think (or feel) about this video?
6. What might other people think or feel about this video?
7. What kinds of people are in this video?
8. What kinds of people are missing from this video?
9. What are the indirect messages in this video?

Reflection on Media:

Review your initial thoughts and write about how they have changed.

Comments & reflections:


Besides these questions the teacher is free to check the comprehension of the short video text. The vocabulary of the questions can be adapted to the level of knowledge of English. Instead of a video can be used any media product: billboard, television ad. or print ad, for instance the ad with Rosa Parks. In this case, the ad will be viewed for 20 seconds before writing down the initial thoughts.




Added value:

This activity will develop student's critical thinking and help them better understand the media products' purpose and analyze it in another perspective.



Author:	Irina MUCEA English teacher, 1st Didactic Degree, TL “Andrei Vartic”, Ialoveni
Grade:	7th (Level A 2.3)
Unit & Topic:	Unit 6, Lesson 1: Climate change
ETC Competence Units:	Linguistic and pragmatic unit competences; Vocabulary and speaking, pre-reading activity
Methods & Techniques:	Listening, conversation, fill-in exercises.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge.
Resources used:	Student’s books, copy-books, interactive-board.
Link to the designed activity/QR code, if any:	<p style="text-align: center;"> Link Link </p> 
Context & Procedure:	<p>STEP 1. The first link leads to an activity that helps students revise the weather vocabulary.</p> <p>STEP 2. The second worksheet is created to revise, learn, and understand the vocabulary and use it in sentences of their own.</p>
Comments & reflections:	I consider these activities help the students to better understand the slight difference or resemblance of the weather vocabulary. They are interactive and interesting activities.
Added value:	Students can study, play, and enjoy the activities, as well as revise them after classes.



Author:	Galina ORBU English teacher, 1st Didactic Degree, PI TL "Petre Ștefănuță" Ialoveni
Grade:	7th (Level A 2.3)
Unit & Topic:	Unit 6: Lesson 3: The power of a Diary
ETC Competence Units:	Linguistic, sociolinguistic; Vocabulary.
Methods & Techniques:	Task - based methods
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel
Resources used:	Books and interactive board
Link to the designed activity/QR code, if any:	<p>Link</p> 
<p>Context & Procedure:</p> <p>Students will work in 2 teams. If students work with the interactive board, they will be the „Across Team” and the „Down Team”, as they like, they will press the word they want to guess and the definition is going to pop up and reading it, they will come up with the answer.</p> <p>If students don't have an interactive board, they can work in teams using the Internet and their own gadgets. In this way they will work individually and then check as a class.</p>	
<p>Comments & reflections:</p> <p>This activity is an interesting one which can be a great tool in learning and drilling the vocabulary related to the given topic.</p>	
<p>Added value:</p> <p>This activity will enhance vocabulary understanding.</p>	



Author:	Marina ILICHEVA English teacher, 2nd Didactic Degree, Technological Lyceum ORT “B. Z. Herzli” Chisinau.
Grade:	7th (Level A 2.3)
Unit & Topic:	Unit 6, Lesson 3: The power of diary
ETC Competence Units:	Vocabulary and reading 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. 1.6. Use of common words and expressions and the establishment of the corresponding inter lexical relationships in predictable situations. 1.7. Integration of simple grammatical structures in familiar contexts. 1.9. Deduction of the meaning of unknown words and expressions from context. 2.1. Perception of the global meaning of a message in order to deal with simple communicative situations. 2.4. Use of linguistic structures specific to spontaneous and genuine communication of direct interest to the student. 2.5. Reproduction of oral / written / online messages appropriate for simple social contexts. 2.7. Production of appropriate messages for simple communicative situations.
Methods & Techniques:	Brainstorming; Presentation of vocabulary by means of Quizlet - chorus repetition, making word combinations to create the context; Frayer model to work on vocabulary; Matching the words with definitions to control the vocabulary – Jamboard.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge
Resources used:	Students’ Books, 7th grade, copy-books, smartboard, phones

Link to the designed activity/QR code, if any:

[Link](#)



[Link](#)



Context & Procedure:

Ss see the picture of a woman sitting at the table. Teacher asks:
“What do you see? What is she doing? What is she writing? What is the name of the book she has in front of her? How does she feel?”
“What about you: do you write your thoughts and feelings every day?”



Lesson topic lead in picture

Teacher presents new vocabulary using Quizlet and smartboard/screen. While copying the words to their vocabularies, students repeat the words and make up word combinations to feel the context.



Teacher offers students to choose a noun and a verb from the list of the words and to fill in the Frayer Model. Once completed Ss share their ideas with deskmates.



Frayer model template

4. Students use their phones to Match the words with definitions using Jamboard Alternatively, Ss can use classroom screen to match.



5. Reading the text: The Ss listen to the text voiced by Peace Corps Volunteers and follow the text in the PB, page 98-99, ex. 4. Listening while individual reading helps the Ss to correct their own pronunciation of the word, follow the intonations and rhythm of English

sentences. At the same time following the text with eyes while listening helps to match spoken words with written and comprehend the speech at later stages better.

Post-reading activities:

Whole class work:

Ss read the statements one by one and share their ideas:

Are these sentences true (T) or false (F)? Correct the false sentences.

1. Anne Frank and her family lived in the Netherlands.
2. On her 15th birthday, Anne got a diary.
3. Anne wrote in her diary because she wanted to become famous.
4. Anne's diary makes people think about important things in life.
5. People like Anne's diary because they can learn a lot of good things from it.

Individual work

Ss. have 3 minutes to look the text individually through. In the text, they must find sentences with a similar meaning. Ss. take notes in their copybooks if necessary and present their findings one by one.

1. Anne got an unusual present for her birthday.
2. In her diary, Anne wrote about the things that happened in her tragic life.
3. The police found out where they hid.
4. When the war finished, Anne's father published her diary.
5. Anne Frank's diary has a strong effect on the readers.

Whole class work

T. asks the Ss to answer the following questions in the form of brainstorming (to address Ss' critical thinking)

1. Why was Anne's birthday gift special?
2. How do you understand Anne's words 'No one has ever become poor by giving'? Do you agree? Why / Why not? Do you share what you have with other people?
3. Would you like to read Anne's diary? Why? / Why not?

As a homework assignment it is suggested the Ss to explore the website of Anne Franke's Museum and to find the answers for the following questions:

1. Where was the secret annex and namely what room did Anne take and with whom did she share it?
2. What is the difference between the 2 films stages on the basis of Anne Franke' life story?
3. How many editions of the diary were there? And which of them can we read now? Why?
4. What was the name of the historical phenomenon Anne Franke referred to in her diary?
5. Who was Kitty?



6. Why did Anne decide to write the diary and who inspired her for this?
7. Was the diary the only work by Anne Franke?

Comments & reflections:

A FRAYER MODEL is a graphic organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading, and viewing texts. It is used before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary. This strategy supports students' acquisition of new words and using resource materials by providing students with a structure to examine words for their definitions, characteristics, examples, and non-examples. Word learning requires multiple exposures to the word within meaningful contexts.

Reading while listening to the audio will make it easier for Ss to concentrate. It is particularly helpful for people who are easily distracted, and you don't have to spend a significant amount of time trying to understand every single word. All you need to do is continue listening to the narrator.

There are some Ss who have dyslexia and have a difficult time reading or Ss who cannot read for some other reasons. An audiobook will help them enjoy the same story.




There are a lot of benefits to listening while reading, but the biggest benefit is that Ss will have an easier time staying focused. The voice of the narrator will help Ss get through tough words, and Ss can stay focused on the text.

It can help Ss if they listen to something being read while having the physical text in front of them. It is particularly beneficial if they are trying to learn another language, as they can see how the words are pronounced while placing them in context.

Added value:

Diversifying the activities, we help Ss to stay tuned-up. Also, the technique Take Your Device to lesson engages and motivates the Ss.



Author:	Irina PODGORNAIA English teacher, 2nd Didactic Degree, TL “M. Eminescu”, Edinet		
Grade:	8th		
Unit & Topic:	Unit 1, Lesson 4: Time management		
ETC Competence Units:	Linguistic competences: 1.2; 1.6; 1.7; 1.8 Sociolinguistic competence: 2.2; 2.4; 2.11 Pragmatic competences: 3.2; 3.5; 3.14		
Methods & Techniques:	Conversation, brainstorming, matching exercises.		
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel		
Resources used:	Books, copy-books, Jamborad, laptop, working sheets.		
Link to the designed activity/ QR code, if any:	Link 	Link 	Link 

Context & Procedure:

1. The teacher introduces new vocabulary on the topic “Time management”. He shares the WordCloud and asks the students to brainstorm and fulfill the following tasks:

TASK 1: Put down the words that belong to the topic

TASK 2: Put down adjectives

TASK 3: Put down verbs

TASK 4: Put down word combinations

2. The teacher checks the task, clarifies ambiguities and helps the students to understand mistakes.

3. Then the teacher asks the students to match the words with their definitions

4. In order to motivate and involve the students, the teacher organizes a competition (the quickest best result) using WordWall app.

5. After these activities the teacher asks the student to read the text.

Comments & reflections:


Using WordCloud app you have a fresh vision on the old things. You can use your laptop and whiteboard or/and printed worksheets to work either individually, in groups or in plenum. You don't ask your students to brainstorm. You ask them to find all the words that belong to the topic. The tasks are indicated on the Jamboard

Matching exercises: match the words with their definitions. You may train the words and their definitions using Jamboard and to play WordWall to see how well the students memorized the vocabulary. Besides, you may also have a competition: who can match the words as quickly as possible

Added value:

The suggested activities are dynamic, easy and for sure not boring at all. Students play and learn, learn and memorize, repeat. They can also revise vocabulary at home.



Author:	Veronica FURTUNA English teacher, 2nd teaching degree, PI TL “Romanești”, Romanești, Strășeni
Grade:	9th
Unit & Topic:	Unit 1, Lesson 4: Time management
ETC Competence Units:	- Identifying some details/ specific information from written messages - Expressing personal opinion regarding the views expressed in an exchange of ideas on the topics of interest.
Methods & Techniques:	Free-associations or brainstorming, defining words, completing sentences, group work- workshop, reading and scanning, filling-in a chart, presentation.
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel
Resources used:	“English for success”, student’s book, grade 9, page 28-29, Text “In the pursuit of wellness”
Link to the designed activity/QR code, if any:	Link 
Time needed:	40 min
Context & Procedure:	
READING ACTIVITY	
1. Pre-reading	
Task 1. Students, as a class, have to brainstorm word associations for the word HEALTH	
Note: use a word cloud for “health” to ease the task.	
Task 2. Students have to define individually the word HEALTH in their own way using associations from the brainstorming.	
Task 3. Vocabulary building. Students get familiar with new vocabulary, identifying the meaning of new words by reading their definitions.	
Note: could use also pictures!	
<i>Dwell /v./- to live, to have as one’s home.</i>	
<i>Boost /v./- to rise or increase.</i>	

Tissue /n./ - a substance forming the parts of living organisms.
Challenge /n./ - anything that commands effort, interest, feeling, etc.;
Neglected /adj./ - forgotten, overlooked.

Task 4. Students have to complete the sentences using new words from the vocabulary that they have learnt above/ new vocabulary. Note- Could use a slide/ card with necessary words as a reminder.

Bacteria enter the through a cut or a puncture.
 I want to my stamina, that's why I work out every day.
 What is a friend? A single soul that in two bodies.
 She has a greatto lose weight in a short period of time.
 When an opportunity is, it never comes back to you.

2. While-reading

The text 'In the pursuit of wellness' is divided in 4 paragraphs.

Task 1. Students work in 4 groups in order to complete the chart while reading their paragraph.

Group 1: Physical health

Group 2: Mental and Emotional health

Group 3: Social health

Group 4: Spiritual health

Chart to be completed while-reading.

Type of health	
Definition	It means...
Relates with	It has a close connection with...
Tips to boost it	We should/ shouldn't 1. 2. 3.

3. Post-reading

PRESENTATION

Note: I had 4 students per group and this task allowed each one to speak according to their communicative skills/level. The tasks from the while reading chart could vary according to the number of students in the groups. During the presentation, groups could complete each other with new ideas.

Comments & reflections:


Reading workshop allows each member of a group to find a task that is suitable for his/her level of knowledge and skills. I find it comfortable to use in a multilevel class. Somebody who is good at reading, fits the role of the reader, another one who does not make mistakes in writing- completes the poster/worksheet or chart, who

is more imaginative- finds original ideas, somebody who is good at drawing can complete the poster with a decoration, another one could add some comments while presenting if he/she is a good speaker. In such a way all the members are involved and nobody gets bored.

Added value:

Such activities help students to find what they are good at, improve their communicative skills, they learn to share tasks within the group and be responsible for their role. These skills will be vital for their future interactions in everyday life situations.



Author:	Sergiu JELIHOVSCHII English teacher, 1st Didactic Degree, PI TL “Meșterul Manole”, Sălcuța, Căușeni
Grade:	9th
Unit & Topic:	Unit 1, Lesson 5: The Bounty of Nature
ETC Competence Units:	SC 1. Linguistic Competence; SC 2. Sociolinguistic Competence; SC 3. Pragmatic Competence.
Methods & Techniques:	Direct method
Adaptation/ adjustments (SEN)/ multilevel, if any:	SEN
Resources used:	Quizlet.com
Link to the designed activity/QR code, if any:	Link 
Context & Procedure:	
<p>The set of vocabulary words is given to the students individually as the tool allows you to listen to the words and word definitions.</p> <p>The next step is after working all the words, the students have the option „to learn”. This is because the web tool is organizing different questions to learn the words in an easy way.</p> <p>The option „matching” is a very quick challenge of working with the same words too. And the last option is „Test”, when it can be taken when the student has time. Also, the students can repeat this test as many times as he/she wants to.</p> <p>A very interesting option of this tool is the fact that it allows live competitions between the students and all the participants have a specific avatar.</p>	
Comments & reflections:	

This tool gives you the possibility to create your own study sets or to use other public sets.


It is very important that the students can work the vocabulary by full meaning or by pictures. Also, they can listen to the words by a native speaker voice

Added value:


The study set can be done during the classwork or individually by the students. It allows you to revise them and test yourself as many times as you want. In this way the game suits different levels of knowledge.

It is a different perspective of learning vocabulary, memorizing the words in an interactive way and make the learning process and evaluation easy that is integrated in the curriculum and overcome both learning and speaking.




Author:	Veronica NEAGU English teacher, 2nd Didactic Degree, PI TL "Zubrești", Zubrești, Strășeni
Grade:	9th
Unit & Topic:	Unit 2, Lesson 1: In the Pursuit of Wellness
ETC Competence Units:	Linguistic and pragmatic unit competences; Listening and speaking.
Methods & Techniques:	Video watching; Listening; Comprehension Questions;
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel students
Resources used:	Video on YouTube
Link to the designed activity/QR code, if any:	<p style="text-align: center;">Link</p> 
Context & Procedure:	
<ol style="list-style-type: none"> 1. Introducing the new topic; 2. Updating previously acquired knowledge; 3. Working with keywords (pronunciation, creating sentences); 4. Watching the video; 5. Discussion based on what was watched; 6. Answering comprehension questions; 	
Comments & reflections:	
Learning from the films is motivating and enjoyable. Films provide authentic and varied language.	
Added value:	
Video watching adds life to the learning course by making it effective and engaging.	



Author:	Ana MAȘCAUȚAN English teacher, 1st Didactic Degree, PI TL "Natalia Dadiani", Chișinău
Form:	9th
Unit & Topic:	Unit 3, Lesson 1: Home, Sweet Home
ETC Competence Units:	Linguistic competence; Pragmatic competence;
Methods & Techniques:	Matching
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge
Resources used:	StudyStack.com
Link to the designed activity/QR code, if any:	Link 
Context & Procedure: STEP 1. Teacher together with the students sing the song "On the streets", trying to predict the topic of the lesson. STEP 2. Teacher asks students words which are associated with the words "House" and "Home". STEP 3. Teacher asks students to find out the meaning of new expressions and match them by using StudyStack. STEP 4. As an exercise for students, the teacher generates a list of four expressions and has the students write a story that incorporates those expressions.	
Comments & reflections: While learning new words and expressions students improve their writing, a great way to memorize new vocabulary words. It is a study tool "that makes learning, memorizing information, and preparing for a test, a fun, stress-free, and enjoyable experience".	
Added value: StudyStack helps students to memorize information in a fun, engaging and easy way.	



Author:	Valentina NACU English teacher, 2nd Didactic Degree, PI TL“Budești”, Chișinău
Grade:	9th
Unit & Topic:	Unite 3, Lesson 1: Home sweet home
ETC Competence Units:	<p><i>Communicative competence: Reception of oral messages.</i></p> <p>1.1 Selecting relevant information from informative texts, instructions for accomplishing a task.</p> <p>1.2 Predicting the content elements of a text.</p> <p><i>Communicative and pragmatic competence: Production of oral messages and interaction.</i></p> <p>2.1 Stating the importance of home and concluding why our home is everything.</p> <p><i>Community Domain: Civic competence: showing awareness in formation of attitudes and values.</i></p> <p>5.1 Development and showing interest towards home values.</p>
Methods & Techniques:	Guided conversation, brainstorming, reading aloud, questions for comprehension.
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adapted for multilevel students
Resources used:	Books, copy-books, google slides, video
Link to the designed activity/ QR code, if any:	<p>Link</p> 
<p>Context & Procedure:</p> <p>A ready-made reading activity.</p> <p>1. Teacher asks students to describe their home using the SpiderGram app through a noun and say what their feelings are towards their homes (<i>e.g.: warmth, peace, tranquility, childhood, happiness, joy</i> etc.).</p>	

2. Play video: "*Home is everything*". Elicit the different nouns used in the video and report them back to the SpiderGram.
3. Teacher gives each pair of students a wrapped text paper and asks them to elicit what "home" is according to the text.
 1. Students read the text.
 2. Teacher divides the class into 4 groups and assigns some questions to the text.

Comments & reflections:


" East or West, home is best". Home is where you always return with love, where you are truly you. Where you cry, where you laugh freely. Home is where you are with your family. Thus, through this reading activity, besides identifying the main idea of the text, students are also engaged to express their feelings about home, review what they have learnt about how important their home is and conclude why we say that our home is everything.

Also, group work can be an effective method to motivate students, encourage active learning, and develop their critical-thinking and communication skills.




Added value:

In adolescence, the development of value orientations continues. They are one of the main structural formations of a mature personality. That's why it is necessary to develop and make students aware of their (home) values.






Author:	Natalia GOROBIVSCHI English teacher, 2nd Didactic Degree, PI TL “B. P. Haşdeu”, Drochia
Grade:	10th
Unit & Topic:	Unit 1. Lesson: Teenage life – better now or in the past?
ETC Competence Units:	<i>Subject Specific Competences:</i> SC 1. Linguistic Competence; SC 2. Sociolinguistic Competence; SC 3. Pragmatic Competence. <i>Competence Units:</i> Reception of written/audio-visual messages; Production of oral/ written/ online messages.
Methods & Techniques:	Reading, discussion, comment on, case studies.
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel
Resources used:	Blog article, post reading exercises, speaking, discussing
Link to the designed activity/QR code, if any:	Link 
Time needed:	25 minutes
Context & Procedure:	<ul style="list-style-type: none"> • Ask students ‘<i>What information do you think the article will include?</i>’ Invite students to offer ideas but do not confirm them. • Set a short time limit for them <i>to read the article and the comments.</i> • <i>Ask students</i> ‘Do you agree with the comments? Why / Why not?’ • Tell students that you are going to hold <i>a class discussion</i> about teenage life. The question is: Better now or in the past? Firstly, they should note down some ideas to talk about. The task is to bring arguments and to support their ideas. Use the virtual board https://padlet.com/gorobivschinataalia/uubh0foaqj84ywec • Secondly, the students are asked to comment on their classmate’s post. I am impressed about...I agree/disagree...
Comments & reflections:	Padlet is a free online tool that is best described as an online notice board. Padlet can be used by students and teachers to post notes on a common page. The notes posted by teachers and students can contain links, videos, images, and document files.
Added value:	Besides the fact that students work with the vocabulary, do post-reading activities, they are taught to accept their classmates’ opinions and feelings to show interest, empathy, and a positive attitude.



Author:	Olga ZMEU English teacher, 2nd Didactic Degree, PI LT "A. Puskin", Căușeni		
Grade	11th		
Unit & Topic:	Unit 1, Personal Environment, Lesson: The Youth of Today		
ETC Competence Units:	CS1; 1.7; 1.11; CS2; 2.7; CS3; 3.5.		
Methods & Techniques:	Fill-in-the gaps		
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel		
Resources used:	"Face 2 Face" Upper Intermediate student's book (B2 English profile), Cambridge Unit 10B "The Youth of Today" pgs. 82-83		
Link to the designed activity/QR code, if any:	Link 	Link 	Link 
Context & Procedure:	<p>1. Warm up activity: 1st link for the task 1, "Match the words to the pictures". Students have to try to guess which adjectives are positive, which ones are negative (Link)</p> <p>2. Realization of Meaning: 2nd link for the task 2, "Match the new vocabulary words with their definitions using the hints" (Link) Checking of the results online.</p> <p>3. Practice 1: 3rd link for the task 3, "Fill in the gaps using one of the new vocabulary words" (Link)</p> <p>4. Practice 2: Reading of the article and answering the questions.</p>		
Comments & reflections:	LearningApps.org supports learning and teaching processes with small interactive, multimedia exercises. The exercises can be created and used very easily online. A number of templates (assignment exercises, multiple choice tests, etc.) are available.		
Added value:	Students work with the vocabulary, do pre-reading activities where they are taught to express their points of view on the problem of being underestimated by society.		



Author:	Corina MARIN English teacher, 2nd Didactic Degree, PITL "D. Cantemir", Cantemir
Grade:	11th
Unit & Topic:	Unit 1, Personal Environment, Lesson: "Enjoy the moment"
ETC Competence Units:	CS1: 1.2; 1.5; CS2: 2.2; 2.6.
Methods & Techniques:	Audiolingual method/ video watching; Direct, communicative methods/ answering questions; Natural method/ listening the video in English.
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel
Resources used:	English as a second foreign language. XIth grade, Unit 1: "I am crazy about ..." pg. 8
Link to the designed activity/QR code, if any:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Link  </div> <div style="text-align: center;"> Link  </div> <div style="text-align: center;"> Link  </div> </div>
<p>Context & Procedure:</p> <ol style="list-style-type: none"> 1. Warm-up activity: Ask students <i>'What are the hobbies of young people nowadays?'</i> Invite students to offer examples. 2. Introducing the new topic; 3. Working with vocabulary (pronunciation; translation); 4. Watching the videos; 5. Discussion based on what was watched; 6. Answering comprehension questions: <ol style="list-style-type: none"> a) Which hobbies are described in the video? b) What are the advantages and the disadvantages of this hobby represented in the video? c) Would you like to practice one of these hobbies? 	

d) Why? Why not?

7. Read the description of hobbies from the text (p.8) , and match them with the videos and the titles from the book.



Comments & reflections:

After this activity students will learn new vocabulary connected with hobbies. They will apply this vocabulary in oral and written production. Students will express their opinions about what hobby is the most interesting for them.

Added value:


Through this activity students discovered new hobbies practiced around the world, they were motivated and inspired to practice these hobbies, and notice advantages and disadvantages.



Author:	Violeta COZONAC English teacher, 2nd Didactic Degree, PI LT “Ion Creangă”, Cuizăuca, Rezina
Grade:	12th (Level B1)
Unit & Topic:	Unit 2: The Significance of Culture
ETC Competence Units:	SC 1, SC2, SC3
Methods & Techniques:	Video watching; Skimming
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel
Resources used:	YouTube video and chart
Link to the designed activity/QR code, if any:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Link</p>  </div> <div style="text-align: center;"> <p>Link</p>  </div> </div>
Context & Procedure:	
<p>The students are divided in pairs. Each pair gets a handout with names of countries, each handout has a different group of countries. The task is to watch the YouTube video and fill in the handout with some shocking facts about the countries. After the work is done a discussion is initiated on the shocking facts of each country. Students can try to elaborate a list of facts that they think could shock foreigners.</p>	
Comments & reflections:	
<p>After this activity students became aware of the cultural diversity on the planet. They became more open minded to the facts that normality and behavior is something close to the cultural background. It is very important to accept other people around us and not judge them without being aware of their culture. Students also were eager to borrow some traditions. Also, they found it a bit difficult to determine any shocking facts from Moldova. They had to wear different hats for this reason.</p>	
Added value:	
<p>Students work with the vocabulary, learn about other cultures, and become aware of the SDGs importance, the ones that are reflected in this activity are reducing inequalities and sustainable communities.</p>	

**Multiple Intelligences:
Theory in Practice.
Easy Read Technique**



#1

Author:	Galina MOTRICALA English teacher, 2nd Didactic Degree, TL "Mihai Eminescu", Strășeni
Grade:	2nd (Level A1.1)
Unit & Topic:	Unit 2, Lesson 3: He has a robot.
ETC Competence Units:	Linguistic, Sociolinguistic and Pragmatic Competences 1.3,1.7,1.8,1.12; 2.2; 2.3; 3.1.
Methods & Techniques:	Easy Read Method
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students.
Resources used:	Google.doc Educatieinteractiva.md English Student's Book, Level A1.1, Unit 2 , Lesson 3, He has a robot, Exercise 4 page 39.
Link to the designed activity/QR code, if any:	Link 

Context & Procedure:

Let's read the text.

Rex is a big  dog. He has a big house . The house is yellow .

The roof  is red. The door  is white.

STEP 1. I used the method Easy Read to present the text in an accessible and easy way. I have used suggestive pictures which replace the words. The sentences are short and simple to understand. The students read the sentences paying attention to the images and to the first letter of the word.

STEP 2. False/True activity is based on reading comprehension. The teacher offers the SEN students a great opportunity to check the learnt new words. The students are eager to perform such kind of activity.







Comments & reflections:

The adapted text using Easy Read method and the created activity help the SEN students to understand and to learn the necessary information. The images are useful and at the same time easy to learn the words according to the pictures.

Added value:

The activity will help students to understand the text better. Considering that the text and the activity are created for the 2nd form, I hope the students will find it easy and entertaining to realize.

#2


Author:	Dorina VACARI English teacher, 1st Didactic Degree, PI Gymnasium nr. 2, Drochia		
Grade:	3rd (Level A1.2)		
Unit & Topic:	Unit 2, Lesson 2: I live in Moldova		
ETC Competence Units:	SC1, SC2, SC3; Linguistic, sociolinguistic and pragmatic competences. 1.3; 1.5; 1.7; 1.11; 2.2; 3.4; 3.6		
Methods & Techniques:	Easy Read Method; Interactive language games; Multiple Intelligences; Reading images;		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and activities are adjusted for different categories of SEN students.		
Resources used:	Textbook, voice recorder, educatieinteractiva.md		
Link to the designed activity/QR code, if any:	1. Link 	2. Link 	3. Link 
	4. Link 	5. Link 	6. Link 

Context & Procedure:

Dialogue




(ex. 3, page 24)

Audio: [Link](#)

Dan: Grandpa, is Moldova a big country  ?

Grandpa: No, it isn't. It's small but it's beautiful.

Dan: What is beautiful in Moldova?

Grandpa: Our forests , fields  and rivers .



Dan: My teacher says Sorooca Fortress  is fantastic.

Grandpa: It's true. We can read about it.

Dan: Good idea!

Text

(ex. 4, page 24)

Sorooca **Fortress**  stands on the **bank of the River**  Nistru.

There are four **4**  round **towers**  and an entrance tower. This tower has

three **3**  doors. The **walls**  are three **3**  meters **thick**. 

National Apple Festival

Text (ex. 6, page 25)

Every year in September there is a National Apple Festival in Sorooca? You can buy

green, red, yellow apples and tasty **apple pies**  there. A **band**  plays

beautiful music. There are a lot of men , women  and

children . They have a lot of fun.

Comments & reflections:

The dialogue and the two small texts on the topic "I live in Moldova" were transformed through the "Easy Read" method. They were all adapted for different categories of SEN students, but they can also be proposed to ordinary students, taking the theory of multiple intelligences into account. Based on the dialogue (Ex. 3, page 24) that can be either read or listened to, we propose four activities:

Listen and choose the right variant.

Match the sentences with the appropriate images.

Based on the first text (Ex. 4, page 24), we propose the following activities:

True or false?

Choose the right word to complete the sentences.

Based on the second text (Ex. 6, page 25), we propose two interactive activities created on educatieinteractiva.md:

Choose the correct missing word.








True or false?

Added value:

These activities will provide a good understanding of the dialogue and the two texts of the lesson. Also, they will help students memorize the new vocabulary.

I suggest having two lessons on this topic, but it all depends on the students' level of English as well as the number of students in the class.



Author:	Diana MARGINA English teacher, 2nd Didactic Degree, PI Gymnasium “Ștefan cel Mare și Sfânt”, Năvîrneț, Fălești
Grade:	3rd (Level A1.2)
Unit & Topic:	Unit 2 Lesson 5: Welcome to Chișinău
ETC Competence Units:	Linguistic Competence; Sociolinguistic competence; Pragmatic Competence; Competence Units: 1.2; 1.7; 3.1; 1.14:
Methods & Techniques:	Easy Read Method; Fill in the gaps
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students.
Resources used:	English Student’s Book, Level A1.2, Unit 2, Lesson 5, Welcome to Chișinău; Exercise 6, 7 page 31; Educatieinteractiva.md
Link to the designed activity/QR code, if any:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Link</p>  </div> <div style="text-align: center;"> <p>Link</p>  </div> </div>
<p>Context & Procedure:</p> <p style="text-align: center;">Welcome to Chișinău</p> <p style="text-align: center;">  </p> <p>Chișinău is the capital of Moldova. It is big and beautiful. It stands on the banks of the River Bâc. The symbol of Chișinău is the monument to Ștefan cel Mare</p> <p>  . There are a lot of parks and museums  in Chișinău. There is a zoo  and a circus  in Chișinău.</p>	

Comments & reflections:

The text was transformed through the method „**Easy Read**”.

The first interactive activity is to fill in the text with the new words. They can easily understand the text through pictures.



The second activity, based on the text (Ex. 6, page 31) we propose interactive activity created on educatieinteractive.md, **True and False** sentences according to the context.

The third activity also created educatieinteractive.md, we propose, **choose the right word, and complete the sentences.** (Ex. 2, page. 30)

Added value:

These activities will provide a good understanding of the text and the new vocabulary. Also, they can be used for students with different specific needs, also they can be easily adjusted to the students' needs.




Author:	Mariana BANARI English teacher, 1st Didactic Degree TL “Adrian Păunescu”, Căzănești, Telenești.
Grade:	3rd (Level A1.2)
Unit & Topic:	Unit 2 Lesson 7: I like traveling by train
ETC Competence Units:	Linguistic Competence; Sociolinguistic competence; Pragmatic Competence; Competence Units: 1.2; 1.5; 1.3; 4.5:
Methods & Techniques:	Easy Read Method Fill in the gaps
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students.
Resources used:	Educatieinteractiva.md; English Student’s Book, Level A1.2, Unit 2, Lesson 7. I like traveling by train; Exercise 4 page 34.
Link to the designed activity/QR code, if any:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Link  </div> <div style="text-align: center;"> Link  </div> </div>

Context & Procedure:**I like traveling by train**

Tina: How do you get to school, Hannah?

Hannah: By **school bus**  . But when I am late, I go by **taxi**  .

Tina: Do you sometimes go by double **decker**  ?

Hannah: Yes, but not to school. Last Sunday we went to the London Eye by **double decker**  .

Tina: It’s a pity we don’t have double **deckers**  in Chisinau. I usually go by **trolleybus**  .

This text is adjusted to SEN students by Easy Read method.

The students should read the text and instead of the picture say the word. They can easily understand the text through pictures and also to learn new vocabulary better.

Based on Ex.4 page 34, we also propose two interactive activities created on Educatieinteractiva.md.

Using the platform educatieinteractiva.md students should match the words to the pictures according to the context.

The next activity on the same platform is to choose the correct answer and complete the sentences.




Comments & reflections:

The text was transformed through the method „Easy Read“. The first interactive activity is to fill in the text with the new words. They can easily understand the text through pictures. The second one is matching the word for the picture according to text context. The third activity is to choose the correct answer and complete the sentences.

Added value:

These activities will provide a good understanding of the text and the new vocabulary. Also, they can be used for students with different specific needs, also they can be easily adjusted to the students' needs.





Author:	Ana BARANETȚAIA English teacher, 1st Didactic Degree, PI Gymnasium "Șîrcova", Șîrcova Rezina		
Grade:	4th (Level A1)		
Unit & Topic:	Unit 3, Lesson 6: Springtime (the Legend of Mărțișor)		
ETC Competence Units:	SC1, SC3, SC4; Linguistic competence 1.7, 1.8; Sociolinguistic competence 2.2, 2.4; Pragmatic competence 3.3.		
Methods & Techniques:	Methods: Competency-based; Easy Read, Techniques: Fill-in exercise; Match Up - digital activity;		
Adaptation/ adjustments (SEN)/ multilevel, if any:	Activities adapted for SEN students		
Resources used:	Remembering pairs on educatieinteractiva.md Fill in the spaces on educatieinteractiva.md Simple order text on educatieinteractiva.md A 1 Student Book, edition 2019.		
Link to the designed activity/QR code, if any:	Link Activity 1 	Link Activity 2 	Link Activity 3 
Time needed:	5-7 minutes for each digital activity		

Context & Procedure:**The Legend of Mărțișor (Text)**

The Spring came with warm days and flowers  . The first snowdrop



appeared from under the snow. But the cold winter  didn't go away. It

attacked the snowdrop 







with snowflakes 



and winds 



.The good

Fairy  fought winter. A drop of her blood  fell on the flower. The red-and-white snowdrop smiled at the Fairy and at the sun . So Mărțișor  became the symbol of spring.

This activity aims for SEN students to practice new vocabulary by identifying words from pictures in simple short sentences. The legend of Mărțișor is adapted for SEN children by the Easy Read method of understanding the message. The changed text contains only the keywords and pictures instead of some words, with no more detailed description.

After reading the simplified text as a whole class activity, the SEN students have to complete the following two assignments using the digital activities created on educatieinteractiva.md.

ACTIVITY 1. **Remembering pairs** is a digital activity that aims to exercise the underlined vocabulary from the text in order to practice the pictures' descriptions.

ACTIVITY 2. **Fill in the spaces** is a digital activity that aims to practice the writing abilities of the student in order to check the knowledge of words' forms.

ADDITIONAL ACTIVITY 3. **The simple order text** is a more complex digital activity that can be used with SEN students who have more advanced comprehension skills in order to practice their logical reading abilities.

All the digital activities can be realized both as group work and individually.




Comments & reflections:

Usually, the SEN students like to work with colorful flashcards and texts. The Easy-Read Method helps us to create interactive texts with pictures or colorful words in order to motivate and engage the SEN students in class activities. Also, the digital interactive platform educatieinteractiva.md has the purpose to create tasks for all the students according to their levels, needs, and interests.

Added value:

Increasing the interest of students to apply new vocabulary in the digital context, and developing their digital skills is one of the most important elements of the new curriculum.



Author:	Violeta COZONAC English teacher, 2nd Didactic Degree, PI TL "Ion Creangă", Cuizăuca, Rezina		
Grade:	4th (Level A1)		
Unit & Topic:	Unit 3, Lesson 3: Christmas in the USA		
ETC Competence Units:	1.3, 1.4, 2.1, 2.2		
Methods & Techniques:	Easy Read; Fill in the gaps; True or False		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and activities are adjusted for SEN students		
Resources used:	Educatieinteractiva.md; English Student's Book , A1 level, Unit 3, Lesson 3: Christmas in the USA, Exercise 4 page 41		
Link to the designed activity/QR code, if any:	Link 	Link 	Link 
Context & Procedure:			
<p>Students read the text presented in StoryJumper. Each page is recorded audio. The students with SEN study the vocabulary using the pictures. The sentences are simple and short. They can listen and repeat with the recording respectively. The content of the story is adapted for SEN students by the Easy Read method avoiding the detailed description. After reading the students are supposed to fill in the following activities:</p> <ol style="list-style-type: none"> 1. Fill in the blanks: Students get the text read before with the vocabulary words missing. Check the link to activity 1 from the above. 2. True or False: Students have to read sentences from the text and decide whether they are true or false. Check the link to activity 2 from the above. 			

Dear all,

It is nice to get your  e-mail. I

like school. 

I have many friends. 

They are from different countries.

They all speak English. 

My best friend is from San Diego. 

I sometimes visit his house. 

Last month we celebrated

Christmas. 

It was a very warm

family party. 




Comments & reflections:

The text was transformed through the method „Easy Read“. The first interactive activity is to fill in the text with the new words. The second one is matching True and False sentences according to the context. In this way the students will understand the text and find specific Christmas traditions in the USA.


Added value:

These activities will provide a good understanding of the text and the new vocabulary. Also, they can be used for students with different specific needs, also they can be easily adjusted to the student’s needs.



Author:	Galina ORBU English teacher, 2stDidactic Degree, PI TL "Petre Ștefănuță" Ialoveni		
Grade:	4th (Level A1)		
Unit & Topic:	Unit 4: Lesson 1: School and Leisure		
ETC Competence Units:	Linguistic, sociolinguistic and pragmatic competences; 1.3, 1.4, 2.1, 2.2		
Methods & Techniques:	Easy Read; Fill in the text; Word order		
Adaptation/ adjustments (SEN)/ multilevel, if any:	Multilevel		
Resources used:	Books and interactive-board		
Link to the designed activity/QR code, if any:	Link 	Link 	Link 
Time needed:	15 minutes		
Context & Procedure:	<p>STEP 1. Students read the text;</p> <p>STEP 2. They do the first interactive activity which resides in completing the text with 4 words which are missing. (in this way students will have new vocabulary learned);</p> <p>3. Students read the text again and they will arrange the words in the given sentences based on the text. (In this way students will be able to read and practice using the words correctly in sentences in English.)</p>		
Comments & reflections:	<p>The texts were transformed through the method „Easy Read”. The interactive activities are to fill in the text with the 4 new words. The second one is about arranging the words in the second text (students will use the second text to do it correctly). In this way the students will understand the texts and will be able to identify the differences between the two classrooms.</p>		
Added value:	<p>These activities will provide a better understanding of the text and the new vocabulary.</p>		



Author:	MANDATARI Ludmila English teacher, 2nd Didactic Degree, PI TL “Vasile Coroban”, Glodeni
Grade:	5th (Level A 2.1)
Unit & Topic:	Unit 1, Lesson Four “The House we live in”
ETC Competence Units:	<p>Linguistic competence. Phonological component. 1.4 Observance of pronunciation, rhythm and intonation within simple words, expressions and statement from every day environmental;</p> <p>Semantic and lexical component 1.5 The correct use of simple, short words and expressions;</p> <p>Grammatical component 1.11 The correct use synthetic structure and simple grammatical forms;</p> <p>Pragmatic Competence 3.4 Application of simple linguistic structures to describe the house; 3.7 Identification of the key words / phrases from short, simple texts referring to the house.</p>
Methods & Techniques:	EASY READ method; Individual and group work; online group work,
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge
Resources used:	Student’s book. English A2.1, page 13; StoryJumper.com; Computer, Whiteboard.
Link to the designed activity/QR code, if any:	<p>Link</p> 
Time needed:	20 minutes

Context & Procedure:

This exercise could be used to present new words, a text, a story, etc. using funny and real characters. Also, with the help of the characters, the students could listen to the correct pronunciation of the sentences/words/phrases/.

What steps should the teacher do?

1. Download the application - storyjumper.com;
2. Sign in;
3. Create classes and invite students using their mails or parent's;
4. Also, the teachers can read and correct the students' works/books;
5. Important fact is that the teacher can encourage the students to work in groups to create their books/product.

What can students do with these apps?

1. They can create their individual books/presentation/poems;
2. They can record the text and listen to it;
3. They can share with their classmates (unit digital product);
4. They can repeat and memorize the text easier and funnier than using the class English book;
5. They will appreciate this work and want to present their product because it is done by themselves;
6. They will pronounce the words correctly because the application gives this chance (characters chosen by them could be male or female from the USA or the UK);
7. They can print their products and add it to the English portfolio or share with their family, friends.

Comments & reflections:

Story Jumper is a platform where teachers can create classes for each group of students. Also, if the teacher has class groups in the google classroom, they can import all the google classroom students. It is a very useful platform for the teachers because they can check students' tasks, ask, and answer students' questions, organize teacher's activities by topics in the rubric ACTIVITY.

It is an individual online book/workbook that helps teachers and students with their schoolwork such as digital products.



Added value:

Why do I like this application?

Firstly, the teacher can archive classes and share with the students the tasks that they need (new topic, individual tasks, homework.) Secondly, the teacher can see the students' products and give marks and send them to them through the mails.

Thirdly, I am sure that my students will do their products with great pleasure and satisfaction.



Author:	Diana JELHOVSCHII English teacher, 1st teaching degree, PI TL “Mesterul Manole”, Căusenii
Grade:	5th (Level A 2.1)
Unit & Topic:	Unit 2, Lesson 4: Our School Uniform
ETC Competence Units:	Linguistic competence 1.7 /1.8 Sociolinguistic 2.3 /2.4 Pragmatic 3.8-unit competences
Methods & Techniques:	Easy Read Method; Multiple Intelligences. Technique: Text and images of the text; Find pairs (Match -up)
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the match-up activity are adjusted to SEN students
Resources used:	Canva / https://educatieinteractiva.md Original text is taken from the Student’s Book, 2.1 Unit 2, Lesson 4, Our school uniform, Ex. 2, page. 26
Link to the designed activity/QR code, if any:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Link</p>  </div> <div style="text-align: center;"> <p>Link</p>  </div> </div>

Context & Procedure:

ACTIVITY 1. This is a reading comprehension activity in class. I used the method Easy Read to present this text in an accessible, easy to understand with short simple sentences.

I have reduced the original content of the text and I have used pictures to illustrate the key words.

The students will enjoy the pictures and they will understand the meaning of the words from the text without any difficulties.

ACTIVITY 2. Find pairs activity is based on reading comprehension. The teacher offers the SEN students a great opportunity to practice and check the understanding of the vocabulary. The pictures help SEN students to understand the text from the textbook in an interactive way.


Comments & reflections:

The pictures are very useful for SEN students. It is important to motivate them to read with pleasure. The words are easy to understand and the pictures are authentic. CANVA is a great tool for teachers to make the content attractive. Find pairs is a well-known interactive activity.

Added value:

It is an innovative way of teaching centered on students, in which the teacher is a facilitator and guides SEN students in the learning process. All the activities are made according to the curriculum.



Author:	Tatiana DRAGAN English teacher, 1st Didactic Degree, PI TL "Mihai Eminescu", Florești
Grade:	5th (Level A2.1)
Unit & Topic:	Unit 2, Lesson 6: It's a great job!
ETC Competence Units:	Linguistic competence 1.7/1.8; Socio-linguistic 2.3/2.4; Pragmatic competence 3.8.
Methods & Techniques:	Easy read method; Match up.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the matching activity are adjusted to SEN students
Resources used:	Text with images worksheet, English Student's book, A2.1, Unit 2, Lesson 6, page 50, educatieinteractiva.md
Link to the designed activity/QR code, if any:	Link 
Time needed:	45 min
Context & Procedure:	
My mother's job	
My mother 🧑 is a nurse 🧑 in the hospital 🏥. She protects 🧑 the babies 🧒 in the hospital. 🏥. She says the babies 🧒 are very cute 😊. They cry 😭 when they are hungry 🍴.	
This worksheet helps SEN students to learn basic vocabulary.	

ACTIVITY 1. To start, students have to read the text. The images will help them to understand the meaning of the words.

ACTIVITY 2. Then they are invited to access the interactive [link](#) and match up the parts of the sentences with the pictures.



Comments & reflections:

Match up can add flexibility to the classroom creating engaging activities according to language level and allow SEN students to think from the perspective of multiple intelligences.

Added value:

It is an enthusiastic way to make the learning process easy that is integrated in the curriculum and adjusted to SEN students. The activities are created according to the curriculum.






Author:	Olesea JECHIU English teacher, 1st Didactic Degree, PI TL "Zîmbreni", Zîmbreni, Ialoveni
Grade:	5th (Level A2.1)
Unit & Topic:	Unit 3, Lesson 4: Happy Holidays
ETC Competence Units:	Sociolinguistic Competence; Linguistic Competence; Pragmatic Competence; 1.2; 1.9; 1.12; 2.1; 2.3; 2.5; 3.4.
Methods & Techniques:	Easy Read method; Quizlet cards; Language Focus: True/False activity/
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students
Resources used:	5th form English book (Level A2.1), www.quizlet.com , www.educatieinteractiva.md
Link to the designed activity/QR code, if any:	<p>Link 1 Link 2</p>  

Context & Procedure:

Mother's Day  in the USA  is on the second  Sunday in May.

It's a day when mothers receive  presents  and cards  from

their children . They say "Thank you  THANK YOU!" for being a great  Mum."

This is a reading comprehension activity on the topic *Holidays*. The text was adapted for the SEN students. The sentences were simplified, and the original content of the text was reduced. As well some words were associated with pictures in order to ease the student's understanding.

STEP 1. For pre-reading stage, teacher makes sure the students learn and practice the new vocabulary making use of the Quizlet prepared.

STEP 2. While reading, students pay attention to the words and the pictures represented by them;

STEP 3. After reading, the teacher challenges the students to practice the True/False activity.




Comments & reflections:

It is very important to motivate and encourage students to read with pleasure. The words are easy to understand, and the adapted texts motivate them to be an active participant at the lesson. The activities involve using pictures, listening, multiple choice, so that the way of delivering the information varies and thus boredom is avoided.

Added value:

Students learn while having fun. Quizlet allows them to complete the task/learn the vocabulary using different ways of gamification. During this activity students can easily learn the topic as it involves many types of intelligences. The games can be used for all children to easily remember the word expressions because they can listen, read, repeat so that finally they can be self-confident while talking about holidays.



Author:	Tamara ERHAN English teacher, 1st Didactic Degree, PI TL "Grigore Vieru", Băcioi, Chişinău		
Grade:	5th (Level A2.1)		
Unit & Topic:	Unit 4, Lesson 2: The seasons of the year		
ETC Competence Units:	SC1, SC2, SC3; Linguistic, sociolinguistic and pragmatic competences; 1.3, 1.5, 2.2, 2.4, 3.1.		
Methods & Techniques:	Method: Easy Read; Techniques: text with images, match the pairs, filling-in information chart exercise.		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activities were adapted for SEN students		
Resources used:	Student's book 5 th form, Canva, www.educatieinteractiva.md		
Link to the designed activity/QR code, if any:	Link 	Link 	Link 
Time needed:	15 min		

Context & Procedure:**The seasons of the year**

There are four seasons.  Every season has its changes.

In spring is warm. The trees and plants are green.



In summer is hot.



Fruits grow on the trees.



In autumn is cool. The leaves fall

from the trees.



Animals collect food.



In winter is cold. The

trees and land are covered with snow



.Bears and bats hibernate.



The text "The seasons of the year" was adapted for the SEN children. It used the technique Easy Read. I have simplified the sentences and added suggestive pictures that will facilitate the process of reading and understanding of the text.

After reading the SEN children have to do two activities that I have created for them. The 1st activity: Children have to match the words that were mentioned in the text with the pictures. This will make it easier for them to remember the words.

The 2nd activity is designed to check if the students remember which words go with each season. Students have four boxes named after each season and down it they have words that have to drag them into the right box.

Comments & reflections:


The technique, Easy Read, allows students to not lose interest in learning English and the adapted texts motivates them to be an active participant at the lesson. They feel more confident but not ignored. The texts that have pictures make the process of reading more engaging for every student.

Added value:








The activity, matching the word with the picture allows students to learn the new words in a funny and involuntary way.





The www.educatieinteractiva.md is an extraordinary platform that permits teachers to create very engaging activities for the students in order to exercise them as much as they want.



Author:	Victoria COMERZAN English teacher, 1st Didactic Degree, TL "Mihai Eminescu", Florești
Grade:	5th (Level A2.1)
Unit & Topic:	Unit 4, Lesson 2, The Seasons of the Year
ETC Competence Units:	Linguistic unit competences; Vocabulary and reading.
Methods & Techniques:	Easy Reading Method; Technique: True/False.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the true/false activity are adjusted to SEN students.
Resources used:	https://educatieinteractiva.md Unit 4, Lesson 2, p 50
Link to the designed activity/QR code, if any:	Link 
Time	15 minutes

Context & Procedure:**The Seasons of the Year**

There are four seasons in a year: spring,  summer,  autumn,  and winter . Each season is important for plants and animals. Spring is warm and sunny . Trees and plants start to grow. Many animals have their babies in spring. Summer is usually warm and sunny. Fruits grow on trees  and plants. Young animals grow big and strong. In autumn, the leaves  change color and

fall from the trees. Some animals collect food for winter. In winter, the weather is cold  with a lot of snow.  Plants and trees stop growing. Some animals, like bats  and bears,  hide and sleep.

The text was adapted for the SEN children. Images were selected to represent some words the students may not understand.

STEP 1. Students have to read the text.

STEP 2. Students have to read the sentences and decide if they are true or false according to the text.



Comments & reflections:

True/False items are useful for formative assessment and for practice, giving students and the teacher the opportunity to see how much they know and understand.

Added value:

The advantage of True/False items is that they are easy to construct and can be updated regularly. True/False questions can be used to cover a large amount of subject information in a very short time.



Author:	Svetlana MARCENCO English teacher, 1st Didactic Degree, PI Gymnasium "Vasile Lupu", Susleni, Orhei
Grade:	5th (Level A2.1)
Unit & Topic:	Unit 4, Lesson 3: Be kind to nature
ETC Competence Units:	Linguistic Competence; Sociolinguistic competence; Pragmatic Competence; Competence Units: 1.2; 1.7; 3.1; 1.14:
Methods & Techniques:	Easy Read Method; Matching; Choose the correct form.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students.
Resources used:	English Student's Book educatieinteractiva.md
Link to the designed activity/QR code, if any:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Link</p>  </div> <div style="text-align: center;"> <p>Link</p>  </div> </div>

Context & procedure:**Poem "Nature"**

The **sun**  and the **moon**  // The **stars**  in the **sky**  , // The **forest**  ,

The **mountains**  so high // **Rivers**  and **lakes**  , //

Flowers  and **trees**  , // It's our nature. // Save it please!

STEP 1. Students have to revise/learn the words with the help of pictures. (5 min.)

STEP 2. Students will repeat the words one more time (practice pronunciation) (3 min)

STEP 3. Students will read the poem. (5-7 min)

STEP 4. Students will do the activity (matching the picture with the word), using [educatieinteractiva.md](#) (5)

STEP 5. Students will practice vocabulary making short sentences using new words (2-4 sentences) (5-7 m.)

STEP 6. Students will do the activity (choose the correct form), using [educatieinteractiva.md](#) (6-8 min)

Comments & reflections:

The poem was a little transformed through the method „Easy Read“- I just have omitted a few words, but I added pictures.

The first interactive activity is to fill in the poem with the new words, according to the pictures. They can easily understand the message through pictures.




The second one is matching – In order to better memorize vocabulary, I decided to use the same words and pictures, like I used in the poem- using the platform [educatieinteractiva.md](#).

The third activity is to choose the correct variant - also this activity is based on vocabulary from the poem.

Added value:

These activities I created using the platform [educatieinteractiva.md](#), also I created them for students with special needs.



Author:	Ina PORUBIN English teacher, 1st Didactic Degree, PI LT "Lucian Blaga", Iargara, Leova
Grade:	5th (Level A2.1)
Unit & Topic:	Unit 4, Lesson 6: A Day in the Park
ETC Competence Units:	Linguistic Competence; Sociolinguistic competence; Pragmatic Competence; Competence Units: 1.2; 2.2; 3.1
Methods & Techniques:	Multiple Intelligences; Easy Read Method; Question Set Test.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The reading text and the question set test are adjusted to SEN students.
Resources used:	Level A 2.1, Unit 4, Lesson 6 (page 58) Google Drive; h5p.org; Educatie interactivă
Link to the designed activity/QR code, if any:	<p>1. Link 2. Link 3. Link</p>   
Time needed:	20-25 minutes

Context & Procedure:

Read the text and say what you can see in the park.

I like the park  near our school.  The park is small and beautiful.
There are trees  and a sport field . We play  in the park and have
fun . There are squirrels  and birds . We sit on the grass 
and read books. I like our park.

This activity is designed for students with learning disabilities.

STEP 1. The teacher reviews studied vocabulary with the student(s) throughout the text. (3- 4min.)

STEP2. The teacher explains the task to the student(s). (2min.)

STEP 3. Student(s) work individually: read the text 3-4 times, write the new words in their copybooks by decoding them using pictures. (7-10 min.)

STEP 4. The teacher checks reading comprehension, using h5p.org. (1-2min.)

STEP 5. Students do the question set test, using www.educatieinteractiva.md (2-3 min)


Comments & reflections:

It is an interactive activity for SEN students. Students can work at their speed. They can easily understand the text through pictures.

Added value:

It is created according to the curriculum. The SEN student is at the same level as the rest of the class. Students can practice this activity at their speed.





Author:	Ana MAȘCAUȚAN English teacher, 1st Didactic Degree, PI TL "Principesa Natalia Dadiani", Chișinău
Grade:	5th (Level A2.1)
Unit & Topic:	Unit 6, Lesson 1: Means of Transport
ETC Competence Units:	Linguistic competence; Sociolinguistic competence; Pragmatic competence;
Methods & Techniques:	Easy Read Method; Technique: Text and images of the text.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and word order activity are adjusted to SEN students
Resources used:	Text with images worksheet, English Book A2.1 Unit 6, Lesson 1. Ex 2, page 78, educatieinteractiva.md
Link to the designed activity/QR code, if any:	Link 
Time needed:	20-25 minutes

Context & Procedure:**Means of Transport.**

Many people like travelling.  Some people travel by plane , by ship , by car  or by bike .

Traveling by train is slower than by plane. Modern trains are very comfortable.

Many people enjoy traveling by sea. They like ships and the sea . Travelling by car is very pleasant. People can stop when and where they wish. Traveling by

bicycle is popular among young people 

This activity helps SEN students to learn and revise vocabulary.

STEP 1. Teacher revises the words related to the topic.

STEP 2. Students work individually, read the text 2-3 times, the images will help them to understand the meaning of the words.

STEP 3. They access the link and arrange the words in the sentence.








Comments & reflections:


By focusing on word order students will have more practice with and understanding will leave them feeling more confident in their English-speaking abilities.

Added value:

It is a fascinating way to make the learning process easy and can be done regularly in a fun and entertaining way.



Author:	Natalia BORTA English teacher, Superior Didactic Degree, PI TL "Olimp" Costești, Ialoveni		
Grade:	6th (Level A2.2)		
Unit & Topic:	Unit 2, Lesson 3: Our family traditions		
ETC Competence Units:	Linguistic competence; Sociolinguistic competence; Pragmatic competence; Competence Units: 1.2; 2.2;2.5;3.1; 3.3		
Methods & Techniques:	Multiple Intelligences; Easy Read Method; Multiple choice, Arranging the words into the sentences; True /False sentences		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The reading text and the activities are adjusted to SEN students.		
Resources used:	6th form book (Level A2.2), p.23, http://educatieinteractiva.md Laptop, projector, phones.		
Link to the designed activity/QR code, if any:	Link to Activity 1 	Link to Activity 2 	Link to Activity 3 
Time needed:	20 minutes		
Context & Procedure:			
Read the text and say what are Silvia's family traditions.			
I like all traditions from my family. My sister and I enjoy <i>reading</i>  . The tradition I like best is celebrating <i>Christmas</i>  . Before Christmas we make Christmas postcards  and we bake <i>homemade cookies</i>  . On			

Christmas Day, we visit our grandparents. We sing *carols*  and we wish them

Merry Christmas



and a *Happy New Year*



The activities are designed for students with special needs.

STEP 1. The teacher reads the vocabulary words, pointing to the pictures from the text and the student repeats the words after the teacher. (3-4 min)

STEP 2. The teacher reads the text and then the student reads the text aloud. (2-3 min)

STEP 3. Students write the new words into their vocabularies and then read the text one more time individually. (4-5 min)

STEP 4. In order to see if the student has understood the text, he practices Activity 1 (multiple choice) (2-3min.)

Step 5. Then, students do Activity 2-arranging the words into the sentence. (3 min)

Step 6. The student practices Activity 3- True or False sentences (3 min)


Comments & reflections:

The activities that I created, using <http://educatieinteractiva.md/> are useful for formative assessment and for practice, giving students the possibility to see how they understood the text, in an interactive way.

















Added value:

I didn't introduce the option Timer in the created activities, as the students can work at their own speed. The activities are created according to the curriculum, the text is from the new textbook, but adjusted to students with special needs. The after-reading activities can be practiced by all the students, too. Of course, it will take less time, but they will also have fun.



Author:	Valentina NACU English teacher, 2nd Didactic Degree, PI TL "Budesti", Budești, Chișinău
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 3, Lesson 1: My school day
ETC Competence Units:	Linguistic competence; Sociolinguistic competence; Pragmatic competence; Competence Units: 1.8; 2.7; 3.3
Methods & Techniques:	Easy Read Method; Multiple Intelligences (Visual-spatial); Technique: Text and images of the text; Match and order the actions.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The reading activity and the post reading tasks are adjusted to SEN students, as well as for multilevel students
Resources used:	Google Drive Student's book, Level A2.2, Unit 3. Lesson 1. Ex. 4, pag. 33
Link to the designed activity/QR code, if any:	Educatie interactivă 
Context & Procedure: ACTIVITY 1. I've shortened the original text (through the Easy read method) and added some pictures to illustrate the key words and expressions. This exercise has 5 short paragraphs that could be worked out in groups. Therefore, the designed activity through an easy read method could be assigned to the group that has the SEN students.	

My school day

Every morning I wake up  at 7:00. I do my morning exercises  and have a shower . After I make my breakfast . I drink juice  and have cereal with milk . Then I check my school bag  and put on my uniform . Boys wear a shirt , a tie , a blazer , trousers  and shoes . I like to wear jeans  and trainers  but not at school .

ACTIVITY 2. Post-reading task. Match and order the actions activity is based on reading comprehension and spatial orientation. First, students match the expressions with the pictures, then they try to order the pairs according to the events from the text.





Comments & reflections:

The reading task is designed for SEN students, as well as for other students for a better text comprehension. The easy read method involves short ideas that help students easily understand the text and accomplish the given tasks. The teacher offers SEN students a great opportunity to practice and check the understanding of the vocabulary. The pictures help them understand the text from the textbook in an interactive way.

Added value:

Education tends to provide a favorable climate for the harmonious and balanced development of students, especially those with SEN. That's why we, as teachers, aim to differentiate our activities to the various students' possibilities.



Author:	Olga VASCAN English teacher, Superior Didactic Degree, PI TL "Ion Creanga", Coșnița, Dubăsari		
Grade:	6th (Level A2.2)		
Unit & Topic:	Unit 3, Lesson 3: Keep Your Body Clean		
ETC Competence Units:	Linguistic, Socio-Linguistic and Pragmatic Competences: 1.7, 1.8, 2.2, 3.1, 3.9.		
Methods & Techniques:	Easy Read Method; Match a picture to the correct word, Multiple choice (Horse Race).		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activities created to it were adjusted to SEN students, as well as for multilevel class.		
Resources used:	English, Level A 2.2., educatieinteractiva.md, Canva		
Link to the designed activity/QR code, if any:	1. Link 	2. Link 	3. Link 
Context & Procedure:			
<p>1. This activity is designed for SEN students with the help of the Easy Read Method.</p> <p>2. The teacher will share the QR Code (Canva presentation) for the modified text among the students with SEN. (click on the picture and get the link to the presentation)</p>			
<p>The text was separated on slides with pictures attached to them in order to make it easier for SEN students to understand it. (Below is the adjusted version of the text.)</p>			
<p>READING. Easy Read Method. Form 6th, Unit 3, Lesson 3: Keep Your Body Clean (Adjusted form of the text for SEN students (included in Canva presentation).</p>			
<p>Hygiene habits are very important for our body.</p>			
<p>Take a shower after doing sports. We must wash our hair with shampoo. Then we wash our body. Cut and clean your nails regularly.</p>			
			

Wash your hands when you get home, before and after meals, after using the bathroom or after playing with animals.

Dental hygiene is very important, too. We should brush our teeth in the morning and last thing at night.

We should wash our face before going to bed and in the morning, when we wake up.

3. Before Reading, the teacher will present the active vocabulary related to the topic (words and word combinations in red color within Canva presentation). To check students' understanding of the taught vocabulary they will be asked to play a game (matching the picture to the corresponding word):



[\(click on the picture and get the link to the activity\)](#)

4. When the teacher makes sure that the students know the hygiene vocabulary, they move on to reading the text. While reading the teacher will help and offer support when necessary.

5. As to check their reading comprehension, the students will play another game (the Horse Race), adjusted to their needs as well.



[\(click on the picture and get the link to the activity\)](#)

Comments & reflections:

The Easy Read method helps to create and adjust content in order to help students with learning disabilities understand information easily.




The interactive activities correspond to their needs and are perceived by the students as games, which are assessment tools for the teacher. More than that, using gadgets (with internet connection) in the classroom will maximize participation, focus attention, and engage students with SEN.

SUGGESTION! In order to bring autonomy into the class the teacher can ask a student with high performance to help and support the SEN students to fulfill the activities.

Added value:

Easy-to-read is a method that helps to adjust content, for a target group who has difficulties in reading and understanding information. Interactive activities make the lessons active and participatory thus encouraging children to learn.



Author:	Veronica FURTUNA English teacher, 2nd Didactic Degree, PI TL "Romanești", Romanești, Strășeni		
Grade:	6th (Level A2.2)		
Unit & Topic:	Unit 3 Lesson 3: Keep your body clean		
ETC Competence Units:	Linguistic competence; Sociolinguistic competence; Pragmatic competence; Competence Units: 1.7; 2.2; 2.4; 3.3		
Methods & Techniques:	Easy Read Method; Matching; Fill in the gaps.		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activities are adjusted to SEN students.		
Resources used:	1. English Student's Book, Level A2.2, Unit 3, Lesson 3, Keep your body clean; Exercise 3 p. 36 (for Easy Read activity) 2. educatieinteractiva.md - digital learning platform (for matching and filling in activities)		
Link to the designed activity/QR code, if any:	<u>Link</u> 	<u>Link</u> 	<u>Link</u> 




Context & Procedure:

STEP 1. Pre-reading Students will get familiar with new vocabulary concerning hygiene watching a short video on YouTube.

<https://www.youtube.com/watch?v=6tuy48RP9kw>

STEP 2. While-reading. Students will practice reading the SEN adjusted text and identify hygiene rules while reading, words in purple and the pictures will help students to identify them easily.

Read the text about hygiene habits.

Hygiene keeps our **body**  clean. It is good to **have a shower**  once a day. **Keep the nails short** and clean . **Wash your hands**,  before you **have meals**  and after you **use toilet**  or **play with animals** . **Brush your teeth**  twice a day, in the **morning**  and in the **evening** .

STEP 3. Post-reading. Students will perform the post reading tasks on educatieinteractiva.md platform.

Comments & reflections:

Reading is a really challenging activity for SEN students, that is why the Easy Read method is very interesting for them and motivating due to the reduced content of the text and the pictures that give some hints to the student about the meaning of the words in context. Students are able to understand the content and the message of the text easier and feel encouraged to read and involve in the topic.


The second activity (matching) revises the text and focuses on strengthening the topic vocabulary.

The third activity (filling in) offers an extra reading activity on the topic and summarizes the idea of how students respect hygiene rules and promotes hygiene habits.

Added value:


I find these activities motivating because SEN students are usually shy about their low level of abilities and avoid being involved during the lesson. Such adjusted activities enable them to be an active member of the group and acquire new knowledge and skill. Interactive activities are fun and help students learn in an easy way.





Author:	Natalia GOROBIVSCHI English teacher, 2nd Didactic Degree, TL "B. P. Haşdeu", Drochia
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 3, Lesson 4: Good food, good mood.
ETC Competence Units:	Linguistic competence; Sociolinguistic competence; Pragmatic competence; Competence Units: 1.8; 2.7; 3.3
Methods & Techniques:	Easy Read Method; Multiple Intelligences (Visual-spatial); Technique: Text and images of the text; Match the word to the picture.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The reading activity and the post reading tasks are adjusted to SEN students, as well as for multilevel students.
Resources used:	Student's book, Level A2.2
Link to the designed activity/QR code, if any:	Link 
Time needed:	15 minutes
Context & Procedure: ACTIVITY 1. I've shortened the original text and I highlighted some of the key words and expressions and added pictures to illustrate them. The designed activity through an easy read method could be assigned as an individual work or to the group that has the SEN students. The students will enjoy the friendly pictures and they will understand the meaning of the words from the text without any difficulties. <i>Here is the adapted text:</i>	

English people believe that **bread**  and **cheese** , **eggs**  are the

best in the world. They also think that no **apples**  have a better taste than good

English ones and no other **cup of tea**  is better than tea made in England. Meals in England are much the same as in other countries, with the exception of breakfast. A traditional English breakfast is a very big meal. But very many people just have

cereal with milk , or **toast** , jam or honey. People traditionally drink tea at breakfast. Some of them have coffee. Lunch is at one o'clock. Schoolchildren can have a hot meal at school, but many just take a snack from home – a sandwich,

a drink, some fruit, and perhaps some crisps. A **sandwich**  is bread or a roll with all sorts of salad and meat or fish. English people have dinner in the evening between

six and eight o'clock. They usually eat **roast beef**  and boiled or **roast potatoes**



ACTIVITY 2. After reading activity to check the comprehension of the words and the text will be done with the help of the web tool <https://learningapps.org/>

The teacher offers the SEN students a great opportunity to check the learnt vocabulary. The pictures help SEN students to understand the text from the textbook in an interactive and simple way.


Comments & reflections:

The web tool <https://learningapps.org/> offers a lot of benefits to SEN students. They can work at their own pace. They can work individually or in groups. They can get more practice of language learned in class. Students improve their knowledge about many different topics in an interactive way.

Added value:

This activity will encourage and motivate SEN students that they have understood and have done something related to the topic. Such activities help students to find what they are good at, improve their communicative skills useful for their future interactions in everyday life situations.



Author:	Lidia PLOTNICOV English teacher, 2nd Didactic Degree, PI TL "Dimitrie Cantemir" Văsieni, Ialoveni
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 5, Lesson 1: Let's visit the UK
ETC Competence Units:	Linguistic Competence; Pragmatic Competence CS3: 1.3; 3.2; 3.6;
Methods & Techniques:	Easy read method; Match up; Fill in.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students
Resources used:	6th form English book (Level A2.2), https://educatieinteractiva.md , laptop, projector
Link to the designed activity/QR code, if any:	<u>Link</u> 
Time needed:	15 min
Context & Procedure:	
The parts of the United Kingdom and Northern Ireland	
The UK consists of four parts: England, Wales, Scotland and Northern Ireland. The capital of England is London. England is famous for sheep and wool. The symbol of England is the red rose.	
Wales is the land of songs and poetry. The capital of Wales is Cardiff. The symbol of Wales is daffodil.	
Scotland is the land of mountains and lakes. The capital of Scotland is Edinburgh. The symbol of Scotland is the thistle.	
Belfast is the capital of Northern Ireland. Its national symbol is the shamrock.	

This is a reading comprehension activity in class. The text was adapted for the SEN children. I used the technique Easy Read. I have simplified the sentences and I have reduced the original content of the text.

STEP 1. To start, students have to read the text.

STEP 2. After reading, students have to match the words that were mentioned in the text. Having the books closed (for SEN students the books can be opened) they choose the right answer and complete the sentences.




Comments & reflections:

It is very important to motivate students to read with pleasure. The words are easy to understand, and the adapted texts motivate them to be an active participant at the lesson.

Added value:








As a result, it is a great way to integrate students and to give them the opportunity to understand and to learn the topic.



Author:	Nina TÎRSÎNĂ English teacher, 1st Didactic Degree, PI TL "Nicolae Iorga", Chişinău		
Grade:	6th (Level A2.2)		
Unit & Topic:	Unit 6, Lesson 2: Public Transport Rules		
ETC Competence Units:	Linguistic competence 1.7 /1.8; Sociolinguistic 2.3 /2.4; Pragmatic competence 3.8.		
Methods & Techniques:	Easy Read Method Horse Race /Find pairs (Match-up)		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and activity are adjusted to SEN students		
Resources used:	Google Slides Horse Race Activity on www.educatieinteractiva.md Find pairs activity on www.educatieinteractiva.md A 2.2. Students Textbook, edition 2020		
Link to the designed activity/QR code, if any:	Link 	Link 	Link 
Time needed:	20 min		

Context & Procedure:

Let's read Mike's blog. The pictures can help you.

I go to school by number 7 **bus** . In the street there are **cars**  and **trolleybuses** . I get on the bus; I offer the **seats**  to small **children**  and **old people** . I stop the volume of my **smartphone**  in the

bus. I see **a mother and a baby** . I offer a seat. People don't speak **loudly**



in the bus.

ACTIVITY 1. This is a reading comprehension activity in class. I used the method Easy Read to present this text in an accessible, easy to understand format with short simple sentences.

I have broken the text down into short sentences and I have used pictures to illustrate some key words.

The students read the simple sentences and pay attention to the words in blue. These words are illustrated with pictures.

The students will enjoy the friendly pictures and they will understand the meaning of the words from the text without any difficulties.

ACTIVITY 2. Find pairs and the horse race activities are both based on reading comprehension, and they are after reading activities. The teacher offers the SEN students a great opportunity to check the learnt vocabulary. The pictures help SEN students to understand the text from the textbook in an interactive, simple way.









Comments & reflections:





The pictures are very useful for SEN students. It is important to make them curious and read with pleasure. The words are easy to understand, and the pictures are authentic. Google slides are a great tool for teachers and students as well. Find pairs is a well-known interactive activity. The horse race is another useful tool, very appreciated and loved by students.

Added value:

It is an innovative way of student-centered teaching, in which the teacher is a facilitator and guides SEN students in the learning process. All the activities are made according to the curriculum.



Author:	Liliana DOBLER English teacher, 2nd Didactic Degree, PI TL "Mitropolit Nestor Vornicescu", Lozova, Strășeni		
Grade:	7th (Level A2.3)		
Unit & Topic:	Unit 2, Lesson 3: Play like a champion today		
ETC Competence Units:	Sociolinguistic Competence; Linguistic Competence; Pragmatic Competence; 1.2; 1.9; 1.12; 2.1; 2.3; 2.5; 3.4		
Methods & Techniques:	Easy Read method		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students		
Resources used:	7th form English book (Level A2.3), Play like a champion today, p. 28, laptop, projector		
Link to the designed activity/QR code, if any:	1. Link 	2. Link 	3. Link 
Time needed:	20 min		
Context & Procedure:	<p>This is Marcel. He is 13. He is a nice boy. He has 2 hobbies.</p> <p>He likes  and . He plays the  and . Every day he plays  after school. He wants to be a professional tennis player.</p>		

Every day he eats one  . Today is a very  day for him. He plays his first  match. He is ready to  .

This is a reading comprehension activity in class about sports. The text was adapted for the SEN students. The sentences were simplified, and the original content of the text was reduced. As well some words were replaced with pictures to have a more interactive text for the students.

STEP 1. For pre-reading stage, teacher makes sure the students can name the objects in the pictures.

STEP 2. While reading, students have to replace the pictures in the text with words.

STEP 3. After reading, the teacher asks students simple questions to reinforce vocabulary and make students speak based on the text.

STEP 4. Students play various games in order to listen and repeat and remember expressions with sports.

STEP 5. Students say what sports they practice.

Comments & reflections:



It is very important to motivate and encourage students to read with pleasure. The words are easy to understand, and the adapted texts motivate them to be an active participant at the lesson. The activities are designed to easier remember word combinations so that finally they say which sports and games they practice.

Added value:

Students learn while having fun. During this activity students can easily learn the topic as it involves many types of intelligences. The games can be used for all children to easily remember the word expressions with sports because they can listen, read, repeat so that finally they can be self-confident while talking about what sports they play, do, or go.

Besides, it can be used for teaching younger learners.



Author:	Sergiu JELIHOVSCHII English teacher, 1st Didactic Degree, PI TL “Meşterul Manole”, Sălcuța, Căușeni
Grade:	7th (Level A2.3)
Unit & Topic:	Unit 2, Lesson 6: A Success Story
ETC Competence Units:	Linguistic competence 1.7 /1.8; Sociolinguistic 2.3 /2.4.
Methods & Techniques:	Easy Read Method; Multiple Intelligences; Techniques: Text and images of the text; True/False.
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the True or False activity are adjusted to SEN students
Resources used:	Google.doc, educatieinteractiva.md English, Level A 2.3, Unit 2, Lesson 6, A success story, Exercise 6, p. 37
Link to the designed activity/QR code, if any:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Link</p>  </div> <div style="text-align: center;"> <p>Link</p>  </div> </div>

Context & Procedure:

Adapted text: Read the text and say what the children did in order to get a healthy lifestyle.

Sandu, Diana, Maxim and Emilia realized their goals.



They made a poster where they included four (4) basic steps to wellness:



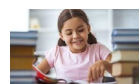
1. Healthy diet



2. Exercise



3. Study



4. Rest






They had five vegetables






(5) meals a day with many fruits



and

They avoided too much sugar,  salt,  and fat 

They exercised regularly. Sandu and Emilia rode their bikes. 

Maxim  swam in the swimming pool. Diana  walked with her friends.

ACTIVITY 1. This is a reading comprehension activity in class. I used the method Easy Read to present this text in an accessible, easy to understand with short simple sentences. I have reduced the original content of the text and I have used pictures to illustrate the key words.

The students will enjoy the pictures and they will understand the meaning of the words from the text without any difficulties.

ACTIVITY 2. True or False activity is based on reading comprehension. The teacher offers the SEN students a great opportunity to check the understanding of the vocabulary. The pictures help SEN students to understand the text from the textbook in an interactive way.




Comments & reflections:

The pictures are very useful for SEN students. It is important to motivate them to read with pleasure. The words are easy to understand and the pictures are authentic.

Added value:

It is an innovative way of teaching centered on students, in which the teacher is a facilitator and guides SEN students in the learning process. All the activities are made according to the curriculum.



Author:	Liliana SÎLE English teacher, 1st Didactic Degree, PI TL "Grigore Vieru", Băcioi, Chişinău		
Grade:	7th (Level A2.3)		
Unit & Topic:	Unit 3 Lesson 5: A Christmas Carol		
ETC Competence Units:	Linguistic competence; Sociolinguistic competence; Competence Units: 1.8; 1.9; 2.4; 3.1:		
Methods & Techniques:	Easy Read Method Theory of Multiple Intelligences		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students.		
Resources used:	Educatieinteractiva.md English Student's Book, Level A2.3, Unit 3 , Lesson 5 Storyjumper.com Youtube.com		
Link to the designed activity/QR code, if any:	Link 	Link 	Link 
Time needed:	15-20 minutes		
Context & Procedure:	<p>ACTIVITY 1. The teacher introduces the story on StoryJumper. The students read the story paying attention to the highlighted words. The story is adapted according to the needs of SEN students.</p> <p>ACTIVITY 2. After reading the story the students are directed to the online True/False activity on educatieinteractiva.md where they play the horse racing game and choose the correct answer according to the story.</p>		


Comments & reflections:

The text was transformed through the method „Easy Read”. The first interactive activity is to read the story on StoryJumper using the pictures and the words. They can easily understand the text through pictures. The second activity is choosing the correct answer according to the story. The sentences are short and easy to understand.

Added value:

These activities can be very motivating for SEN students because they can allow them to participate virtually in the story by using pictures and colors. Also, the use of [educatieinteractiva.md](#) makes the process of learning more interesting. If we have very talented children in class, we can give them an extra assignment: to continue the story in StoryJumper using their imagination, thus taking into account the theory of multiple intelligences. At the same time if we have children who learn easily through videos, we can show them the story on YouTube adapted to their level of understanding.



Author:	Olga ZMEU English teacher, 2nd Didactic Degree, IP LT "A. Puşkin", Căușeni
Grade:	7th (Level A2.3)
Unit & Topic:	Unit 4, Lesson 3: Capital cities
ETC Competence Units:	CS1; CS2, CS3, CS4 Competence Units: 1.2; 2.2; 3.1, 4.3
Methods & Techniques:	Easy Read Method Match the picture to the word/ word combination
Adaptation/ adjustments (SEN)/ multilevel, if any:	The reading text and the question set test are adjusted to SEN students.
Resources used:	Level A 2.1, Unit 4, Lesson 6(page 58) Google Drive; h5p.org www.educatieinteractiva.md
Link to the designed activity/QR code, if any:	Link 
Time needed:	20-25 minutes
Context & Procedure:	

Read the text and say what you can see in London

London is the capital  of my country. It is a wonderful city. It is one of the biggest cities in Europe. It is also an old city  with a long and interesting history. London is the home  to about many people . They say, London is 'the world in one city'. The royal family  has their official home  at Buckingham Palace . Queen  Victoria was the first monarch  to live here. British Parliament works in Westminster Palace , known also as the Houses of Parliament. The well-known clock, Big Ben , is in one of its towers . Opposite Big Ben, there is Victoria tower. London has a lot of museums. It is really difficult to recommend which place to go to as every place is fantastic. Just walking  in one of London's famous parks gives so much pleasure. But I think you shouldn't miss a boat  tour on the Thames. And you should also go to the London Eye  and see most of the London landmarks  from above.

This activity is designed for students with learning disabilities.

STEP1. The teacher explains the task to the student(s). (2min.)

STEP 2. Student(s) work individually: read the text 3-4 times, write the new words in their copybooks by decoding them using pictures. (7-10 min.)

STEP 3. The teacher checks reading comprehension. (1-2min.)

STEP 4. Students follow the link and do the matching exercise online (5-7 min)


Comments & reflections:

It is an interactive activity for SEN students. Students can work at their speed. They can easily understand the text through pictures.

Added value:

It is created according to the curriculum. The SEN student is at the same level as the rest of the class. Students can practice this activity at their speed.



Author:	Irina MUCEA English teacher, 1st Didactic Degree, PI TL "Andrei Vartic" Ialoveni
Grade:	7th (Level A2.3)
Unit & Topic:	Unit 6, Lesson 1: Climate Change
ETC Competence Units:	Linguistic and pragmatic unit competences; Pluri/intercultural competence; 3.1; 4.1; 4.2; 4.3;
Methods & Techniques:	Easy Read Method Comic strips
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and activity are adjusted to SEN students
Resources used:	Adapted text on makebeliefscomix.com A 2.3. Students Textbook, edition 2020
Link to the designed activity/QR code, if any:	Link 

Context & Procedure:



This comic was created at www.MakeBeliefsComix.com. Go there and make one now!

Activity.

This is a reading comprehension activity in class. I used the method Easy Read to present this text in an accessible, easy to understand format with short simple sentences.

I have broken the text down into short sentences and I have used comic pictures to illustrate the message of the text.

The students can read the simple sentences with visual aids. The students will understand the message with the help of the pictures.


Comments & reflections:

The pictures are very useful for SEN students. It is important to make them see the images and understand the reading message.

Added value:

It is an interesting and easy way to make the students be involved in the context using appropriate sentences.



Author:	Svetlana VASILACHI English teacher, 1st degree, PI LT "Alecu Russo", Orhei
Grade:	8 th
Unit & Topic:	Unit 3, Lesson 2. The way we dress
ETC Competence Units:	Sociolinguistic competence Vocabulary and speaking 2.7. Production of appropriate messages for simple communicative situations.
Methods & Techniques:	Multiple Intelligence Conversation
Adaptation/ adjustments (SEN)/ multilevel, if any:	If the student cannot answer a question that was chosen for him, he can choose an easier one.
Resources used:	www.wordwall.net
Link to the designed activity/QR code, if any:	Link 
Context & Procedure:	
<p>Teachers can use this application for the evocation part of the lesson. Asking questions to introduce a new topic is something usual. However, it is more engaging to do it use the random wheel from wordwall.com.</p> <p>At the beginning of the lesson, the students answer the questions to activate their prior knowledge.</p> <p>The stylish wheel spinner chooses the question instead of the teacher, and this method hooks the attention of the whole class.</p> <p>You can follow the next steps to apply this method:</p> <ol style="list-style-type: none"> 1. The teacher asks the students to analyze the questions from the wheel for a minute and to raise their hands when they are ready to participate in the conversation. 2. The student who is chosen goes to the board and presses the button <i>Spin it</i>. When the wheel stops the question is emphasized and the student can read it and answer. 	

3. After a question is answered, it can be removed from the wheel by the teacher, or if the teacher wants somebody to answer it again, it remains in the wheel.

There is a sound effect that gives entertainment, it can be muted if it is necessary.

Comments & reflections:

Unknowing what question is the next makes the students delight at the moment and experience the beginning of the lesson as a challenge. In this way, the teacher starts with familiar learning material from the current or the previous course unit.




This tool gives us the possibility to create 5 free activities, but we can edit the activities as many times as we want. That's why it is good to choose 5 different activities from the site and to adapt them to the lesson and to the class we want.

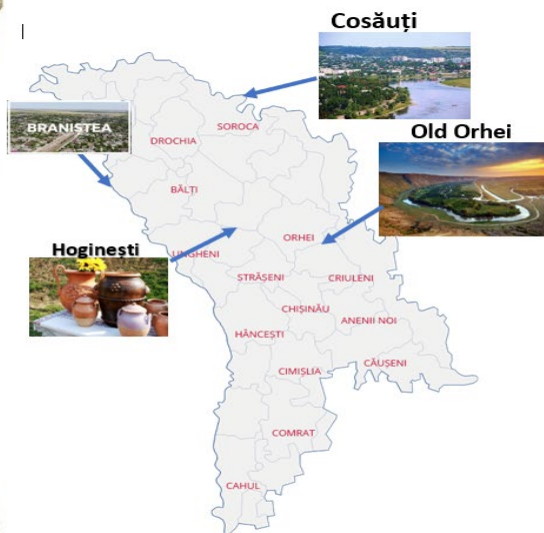
Added value:

It motivates the students to participate in the activity, being relaxed and captivated by the chance of having a question that they are or are not waiting to answer.

Students with a different level (a lower one) can respond in short sentences, it is important to ensure that they understand the questions and the topic.



Author:	Svetlana VASILACHI English teacher, 1st Didactic Degree, IP LT "Alec Russo", Orhei		
Grade:	8th		
Unit & Topic:	Unit 7, Lesson 4: Home sweet home		
ETC Competence Units:	Linguistic competence; Sociolinguistic competence; Pragmatic competence; Competence Units: 1.8; 2.1; 3.1		
Methods & Techniques:	Multiple Intelligences Easy Read Method Matching Fill in		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The reading text and the exercising activities are adjusted to SEN students or to lower-level students		
Resources used:	8th form English for life (Level A1.4), Unit 7, Lesson 4 (page 106) Google Drive, www.educatieinteractiva.md		
Link to the designed activity/QR code, if any:	1. Link 	2. Link 	3. Link 
Time needed:	20-25 minutes		
Context & Procedure:	Read the text and say what Moldova is famous for.		



This activity is designed for students with learning disabilities

STEP 1. The teacher explains to the students that the words from the brackets are synonyms with the words in green and asks the students to write the pairs in their copybooks. Translate if it is necessary. (3 min)

STEP 2. Student(s) work individually: read the text twice and write the new words in their copybooks by decoding them using the pictures. (7-10 min.)

STEP 3. The teacher checks reading comprehension. (1-2min.)

STEP 4. Students do the exercises. (5-7 min)

Comments & reflections:









It is an interactive activity for SEN students. Students can work at their speed. They can easily understand the text using the synonyms from the brackets or through pictures.

Added value:

It is created according to the curriculum. The SEN student is at the same level as the rest of the class. Students can practice this activity at their speed.

Mnemotechnics



Author:	Rodica ACULOV, English teacher, 1st Didactic Degree, PI TL "Mihai Eminescu", Cimişlia.
Grade:	2nd
Unit & Topic:	Unit 1, Lesson 6 Topic: It's on the desk
ETC Competence Units:	Linguistic and pragmatic competencies; 1.1, 1.4, 1.5, 1.6, 1.8; 2.2, 2.8
Methods & Techniques:	Mnemotechnics
Adaptation/ adjustments (SEN)/ multilevel, if any:	These activities are done in accordance with the student's learning style for better understanding and remembering.
Resources used:	<p>Link Link</p>  
Time needed:	45 min
Context & Procedure:	
<p>1. The ball  is under the desk </p> <p>2. The mouse is  on the ball.</p> <p>3. The monkey  is under the bed.</p> <p>4. The robot  is on the desk </p>	



5. The rabbit _____ is on the shelf



6. The train _____ is under the bed.



7. The lorry _____ is under the chair



First, we will study the words with the help of images and cards then we will allow them to associate the image with the sound it produces by clicking on the picture. Each picture has a link to <https://soundspunos.com/>. We will practice more than once to create a strong bond between the image and sound in order to memorize better. Secondly, we will practice playing.

Wordwall. Finally, the students will have to listen to the [audio script from American House](#) and say **yes** or **no**. They should be careful because one sentence is different from the written form.

Comments & reflections:


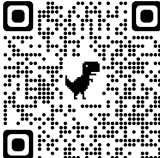








Mnemonotechnics is an interactive and helpful method that covers a lot of skills in order to get closer and encourages everyone to take part during your lesson.

Pictures, colors, audio sounds and written sentences used during this lesson, make it more attractive and enjoyable for today's students. In addition, the teacher can print and cut and play with these images by sticking them in the classroom in such a position that will make them use the preposition of place: in, on, under.





Added value:

I can ask one student to hide the object in the classroom then the rest of the students will try to practice the simple forming question with the Question word **Where /Is the ...in/on /under**



Author:	Liliana DOBLER English teacher, 2nd Didactic Degree, PI TL "Mitropolit Nestor Vornicescu", Lozova, Strășeni		
Grade:	3rd		
Unit & Topic:	Unit 4, Lesson 4: Once there was...		
ETC Competence Units:	Linguistic Competence 1.1, 1.6, 1.7., 1.11; Sociolinguistic Competences 2.2, 2.3; Pragmatic Competence 3.1.		
Methods & Techniques:	Mnemotechnique		
Adaptation/ adjustments (SEN)/ multilevel, if any:	These activities are done in accordance with the student's learning style for better remembering the vocabulary and the events in the story.		
Resources used:	Laptop, Projector, Tablet		
Link to the designed activity/QR code, if any:	<p>Link 1</p>   <p>Link 4</p>	<p>Link 2</p>   <p>Link 5</p>	<p>Link 3</p> 
Time needed:	45 minutes		
Context & Procedure:			
<p>Once there was a Giant . He was very selfish . He had a beautiful</p> <p>garden . One day he went away . Children  played in his garden.</p>			

After seven  years, the Giant  **came back**. He was **angry** .

He made a high **wall**  round the garden. The children were **unhappy** . The **spring** came . But in the Giant's Garden it was **winter** .

The Giant sat at the **window**  and looked at his **cold white garden** .















First, listen to the story using the [America House Audio Library](#) or [Storyjumper.com](#) Part One;

Match the word pronunciation with the picture [Link 5](#);

Match the words with pictures [Link 4](#);

Complete the text with missing words [Link 3](#);

Finally, after all the above activities read the text with pictures replacing words they memorized.

Once there was a . He was very . He had a beautiful . One day he .  played in his garden. After  years, the Giant . He was . He made a high  round the garden. The children were . The  came. But in the Giant's Garden it was . The Giant sat at the  and looked at his .


Comments & reflections:

Mnemonotechnics add flexibility to the classroom creating engaging activities according to language level and allow students to memorize words and the content of the story much faster.



Added value:

It is a different perspective of learning vocabulary in an enthusiastic way and makes the learning process and evaluation easy that is integrated in the curriculum and overcomes both learning and speaking.



Author:	Nina TÎRSÎNĂ English teacher, 1st teaching degree, PI TL "Nicolae Iorga", Chişinău
Grade:	4th (Level A1)
Unit & Topic:	Unit 3, Lesson 1: A vacation to Sinaia
ETC Competence Units:	Linguistic and pragmatic unit competences Vocabulary, listening and speaking
Methods & Techniques:	Mnemonic technique
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge
Resources used:	https://clideo.com/ googleslides.com America House audio script
Link to the designed activity/QR code, if any:	Assignment nr 4 Mnemotecnics 
Context & Procedure: Reading the sentences, listening to the audio and guessing the missing words, the pictures will help students to understand some words. Check their pronunciation, practice, and check the comprehension.	
Comments & reflections: The memory's friend, mnemonic technique is full of "tricks" that aid both us and our students in remembering things more easily. It helps us alter our lessons so that they are simpler for students to recall and comprehend.	
Added value: Furthermore, it is an alternative technique of approaching vocabulary learning that is integrated into the curriculum and overcomes both speaking and listening. It makes the learning process and evaluation simple.	



Author:	Dorina VACARI English teacher, 1 st Didactic Degree, PI Gymnasium nr. 2, Drochia	
Grade:	4th (Level A1)	
Unit & Topic:	Unit 3, Lesson 6, Springtime	
ETC Competence Units:	SC1, SC2, SC3 Linguistic, sociolinguistic and pragmatic competences. 1.11/ 2.3/ 3.1	
Methods & Techniques:	Reading images Mnemotechnics	
Adaptation/ adjustments (SEN)/ multilevel, if any:	The activity is adapted for SEN students.	
Resources used:	Textbook, voice recorder, americahouse.md	
Link to the designed activity/QR code, if any:	Link to Google Slides 	Link to video activity 
Time needed:	5-7 minutes	

Context & Procedure:

1. Studying the new vocabulary using the pictures. Ss listen and repeat. They make visual associations. We can pause the video and ask Ss to make up simple sentences using the new words:



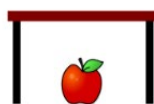
spring



warm



snowdrop



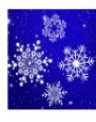
under



snow



winter



snowflakes



wind



Fairy



drop of blood



petal

2. Listen & repeat. Teacher pauses after each sentence. Ss repeat the sentences. They translate the words written in red. (the new vocabulary).

3. Listen & repeat. Teacher pauses after each sentence. Ss repeat the sentences, replacing the picture with the right word.

 came with  days, and flowers. The first  appeared 
from  the . But cold  didn't want to go away. It
attacked the  with  and . The good  fought .
A  fell on the flower. One  became red. The red-and-white
 smiled at the  and at the .  became the symbol
of . People wear red-and-white  when  comes.

4. Listen and check. There is another possibility to show the Ss the text with pictures and ask them to read by one sentence, then listen and check if the words were correct.

The activity is a great way to help students learn the vocabulary making visual associations. Depending on our purpose as teachers the activity can be used in many ways: as a listening activity, as a reading activity if we pause the video and ask students to write the word corresponding to each picture. It can also be given as homework, in order to revise at home, the studied material. Also, the activity can be done individually, in pairs, in small groups or as a whole class activity.


Comments & reflections:

The activities using mnemonics help teachers organize the information in a way that makes it more likely to be remembered by students. It can be successfully applied with all types of learners, not only with SEN students.


Added value:

This activity will facilitate learning and understanding of the listening activity and it will help students focus on vocabulary of the lesson.




Author:	Violeta COZONAC English teacher, 2nd Didactic Degree, PI TL “Ion Creangă”, Cuizăuca, Rezina
Grade:	4th (Level A1)
Unit & Topic:	Unit 4, Lesson 2: Andy’s Town
ETC Competence Units:	SC1, SC2, SC3 Linguistic, sociolinguistic and pragmatic competences. 1.11 / 2.3 / 3.1
Methods & Techniques:	Reading images Mnemotechnics
Adaptation/ adjustments (SEN)/ multilevel, if any:	The activity is adapted for SEN students.
Resources used:	Textbook, Canva Edu version, americahouse.md
Link to the designed activity/QR code, if any:	Link to Canva video presentation 
Time needed:	10 minutes
Context & Procedure: This activity is a great source to teach students directions and space orientation. Students get through three levels: vocabulary learning, listening, and reading, listening, and drawing. The final product will be the map of the town according to the text. The students can work individually, in pairs or in groups.	
Comments & reflections: The activities using mnemonics represent a huge aid for improving the learning process. Students will retain better when more than one skill is involved in the learning process. This way they listen, read, see, and draw for better retention. It can be successfully applied with all types of learners, not only with SEN students.	
Added value: This activity will facilitate learning and understanding of the listening activity, and it will help students focus on vocabulary of the lesson.	








Author:	Tatiana DRAGAN English teacher, 1st Didactic Degree, PI TL “Mihai Eminescu”, Florești
Grade:	5th (Level A 2.1)
Unit & Topic:	Unit 1, Lesson 4: The house we live in
ETC Competence Units:	Linguistic and pragmatic unit competences; Vocabulary, listening and speaking
Methods & Techniques:	Mnemotechnique
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge
Resources used:	Canva.com America House audio script
Link to the designed activity/QR code, if any:	Canva Link 
Context & Procedure:	Watch the video and guess the missing words! Use the pictures to guess the words! Check your pronunciation.
Comments & reflections:	Mnemotechnics add flexibility to the classroom creating engaging activities according to language level and allow students to memorize faster when studying vocabulary, memorizing poetry, remembering pronunciation, and much more.
Added value:	It is a different perspective of learning vocabulary in an enthusiastic way and makes the learning process and evaluation easy that is integrated in the curriculum and overcomes both learning and speaking.



Author:	Victoria COMERZAN English teacher, 1st degree, PI TL “Mihai Eminescu” Florești
Grade:	5th (Level A 2.1)
Unit & Topic:	Unit 3, Lesson 1, Countries and People
ETC Competence Units:	Linguistic and pragmatic unit competences Vocabulary, listening and speaking
Methods & Techniques:	Mnemotechnique Listen and learn
Adaptation/ adjustments (SEN)/ multilevel, if any:	The tasks are adjusted to different levels of language knowledge.
Resources used:	Google Slides America House audio script
Link to the designed activity/QR code, if any:	Link 
Time needed:	15 min
Context & Procedure: Listen and learn! Listen to the sentences and guess the missing words. Use the pictures to guess the words. Check your understanding and pronunciation.	
Comments & reflections: Mnemotechnics can make the learning process more flexible for students and their teachers. This technique encourages students to be actively engaged with the information there are listening to. It's a useful way to help them improve their memory of important information.	
Added value: This method is especially useful for helping children remember numbered or ordered information and also it can be used in many different areas of thinking and studying.	





Author:	Veronica FURTUNA English teacher, 2nd Didactic Degree, PI TL "Romanești", Romanești, Strășeni
Grade:	5th (Level A 2.1)
Unit & Topic:	Unit 4, Lesson 1: Round the year
ETC Competence Units:	Linguistic and pragmatic competencies SC1, SC2, SC3; 1.1, 1.4, 2.2, 2.3, 3.1
Methods & Techniques:	Direct method, Video watching, Puzzle, Ordering the events, Find the pairs, Mnemotechnics
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adapted for multilevel students as well as for special needs students.
Resources used:	YouTube, Jigsawplanet.com, educatieinteractiva.md, wardwall.com, vocaroo.com English Book A2.1, p.48, exercise 1
Link to the designed activity/QR code, if any:	<p style="text-align: center;">Link Link Link</p> <div style="display: flex; justify-content: space-around;">    </div> <p style="text-align: center;">Link Link</p> <div style="display: flex; justify-content: space-around;">   </div>
Context & Procedure:	
<p>STEP 1. Teacher revises vocabulary words concerning the months of the year and the seasons by watching a video and asking questions.</p> <ul style="list-style-type: none"> - How many seasons do we have? Let us count them. Name the seasons. - How many months of the year do we have? Let us count them. Name the months of the year. <p>STEP 2. Students are performing an interactive task to check how well they remembered the months and the seasons.</p>	

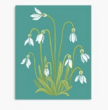
STEP 3. Then students are supposed to arrange the lines of a poem in correct order (they have just revised the months of the year and they know their correct order) and read it aloud.

STEP 4. Students practice new words and word combinations that will be used in the poem.

STEP 5. Students will listen and read the poem. (<https://voca.ro/1iwr0JzDnDZm>)


January is for *winter games* ,

February is for *fairy tales*, 

In **March** gentle *snowdrops*  appear,

In **April** true *spring*  is here,




May is the *time*  for *lively games*, 



June begins the *holidays*, 

July takes the *children*  to the *beaches*, 

August brings *delicious*  *peaches*, 

September *nights*  are often *cold*, 

October *leaves*  are *red*  and *gold*, 

November *days*  have *little sun*, 

December is for *Christmas*  *fun*. 

STEP 5. Students should read and memorize the poem with the help of Mnemotechnics, using the words for the pictures they have practiced at step 4 and 5.

January is for  , **February** is for  ,
 In **March** gentle  appear, In **April** true  is here,
May is the  for  , **June** begins the  ,
July takes the  to the  **August** brings  ,  ,
September  are often,  **October**  are  and  ,
November  have  , **December** is for  . 




Comments & reflections:

Memorizing, learning by heart and retelling are quite challenging activities due to the fact that such activities require a considerable effort and time, in this case mnemotechnics comes to ease the task and motivates students to do their best. Moreover, digital tools that prepare students for the main activity of memorizing, make the activity interesting and fun, as well as give the opportunity to practice necessary vocabulary that is going to be used in the process of learning the poem.

Added value:

Mnemotechnics helps both SEN students and typical ones to activate such complex cognitive processes as visualization which is very helpful for memorizing activities. Students easily memorize a whole text or poem due to visualization of pictures and find with ease the corresponding word, in such a way they are able to recite a poem or retell a simple text fluently.



Author:	Olga VASCAN English teacher, Superior Didactic Degree, PI TL “Ion Creanga”, Coșnița, Dubăsari		
Grade:	5th (Level A 2.1)		
Unit & Topic:	Unit 5, Lesson 3: Healthy Habits		
ETC Competence Units:	SC1, SC2, SC3' Linguistic competence: 1.4, 1.6; Sociolinguistic competence: 2.2, 2.3, 2.4; Pragmatic competence: 3.1, 3.5; Reading, Listening and Speaking.		
Methods & Techniques:	Mnemotechnique		
Adaptation/ adjustments (SEN)/ multilevel, if any:	The activity can be used for all students including SEN ones.		
Resources used:	Student's Book 5 th form, Canva, www.educatieinteractiva.md Audio file America House		
Link to the designed activity/QR code, if any:	Link-Vocabulary 	Link-Listening 	Link-Assessment 
Time needed:	15-20 min		
Context & Procedure:			
<p>The teacher can use the activities to a multilevel class and make the process of teaching vocabulary, exercising, listening and evaluation easier and more interactive. The presentations and activities could also be used by the students to exercise individually.</p> <p>Firstly, the teacher presents the part Link-Vocabulary where students learn (Task 1) the new words/word combinations and the numbers attributed to each of them, students repeat the new words and try to remember the numbers. Afterwards, the teacher draws students' attention to how the words are used in the sentences, they listen, follow the pictures and repeat. In Task 2, the Teacher checks students' knowledge on the presented material where they have to name the correct number.</p>			

To elevate the complexity of the tasks, the Teacher presents [Task 3](#), where the students need to look at the pictures and make up sentences about Healthy Habits (the teacher helps if necessary).

Next [Link-Listening](#) is a kind of challenge for the students. This time they have to listen to [Audio file America House](#) and point to the correct answer as quickly as possible (students may try this exercise individually until they make no mistakes).

As a final formative assessment, the Teacher uses [Link-Assessment](#) to understand how well the students learnt the material.











Comments & reflections:

The Mnemotechnique allows both the teacher and students to make the learning process easier and more interactive, especially for SEN students. Various types of texts presented with the help of pictures are understood and learnt easily with Mnemotechnique. This technique develops the listening and speaking skills which are very important in learning the English language.

Added value:

Mnemotechnique is the process by which your students can quickly learn any text, extremely useful in a multilevel class and which makes your lessons interesting and engaging.



Author:	Ana MAȘCAUȚAN English teacher, 1st degree, PI LT "Principesa Natalia Dadiani" Chișinău
Grade:	6th (Level A2.2)
Unit & Topic:	Unit 2, Lesson 5: A party in the family
ETC Competence Units:	Linguistic and pragmatic competencies
Methods & Techniques:	Mnemotechnics
Adaptation/ adjustments (SEN)/ multilevel, if any:	Adapted for SEN and multilevel students
Resources used:	A 2.2. Students Textbook, edition 2020 https://soundspunos.com/ .
Link to the designed activity/QR code, if any:	<u>Link</u> 
Context & Procedure:	
When Granny  comes, I like to see 	
The magic  that she does for me.	
She turns a pumpkin  into pie 	
As quickly as you wink  an eye.	
And when she mixes dough  for bread  .	
It turns into a dove  instead.	

Some read of magic out of books



And I see the magic when Granny cooks



Firstly, the teacher introduces the new words from the poem with the help of images and asks students to say the words aloud and then the teacher will display the words and their definitions for students on blackboard and they will have to match with images.

Secondly, teacher will read the poem pausing at the images and asks students to pronounce the words intelligibly.

Thirdly, students learn the poem by using <https://soundspunos.com/>.


Comments & reflections:

These kinds of activities are efficient in learning and will help students boost memory retention and keep learners engaged.

Added value:

The use of mnemotechnics devices has been shown to be effective for learning a foreign language. It is a fascinating way to make the learning process easy and can be done regularly in funny and entertaining ways.



Author:	Ana BARANETCAIA English teacher, 1st Didactic Degree, PI Gymnasium "Sîrcova", Sîrcova, Rezina	
Grade:	6th (Level A2.2)	
Unit & Topic:	Lesson 4, Exercise 1, page 99	
ETC Competence Units:	SC1, SC3, SC4 Linguistic competence 1.7, 1.8 Sociolinguistic competence 2.2, 2.4 Pragmatic competence 3.3	
Methods & Techniques:	Methods: Competences-based, Video interactive task Techniques: Mnemotechnique;	
Adaptation/ adjustments (SEN)/ multilevel, if any:	Activities adapted for SEN students	
Resources used:	Google slides Audio file America House Tutorial Mnemotechnique	
Link to the designed activity/QR code, if any:	Link 1. 	Link2. 
Time needed:	5 minutes for the whole activity	

Context & Procedure:

There are two variants to work with the resources below.

First, you can use the shared tutorial created on a digital platform according to an Audio file America House, and just let the students listen and repeat the text paying attention to the keywords of the context.

Secondly, you can use the shared presentation on Google Slides and the attached Audio file there in order to create your own way of teaching the process of learning new words, listening, and repeating the new context.

This activity can be realized both as group work and individually.

Comments & reflections:


Mnemotechnique is a visual and interactive method of teaching the English language. It focuses on SEN Students, but it is very useful for all students because it is colorful and easy to understand the topic.

According to this method of teaching English language, students develop all 4 skills of language learning: Listening, Speaking, Reading, and Writing.

Added value:

Increasing the interest of students to apply new vocabulary in the digital context and developing the 4 skills of language learning is one of the most important elements of the new curriculum.



Author:	Ludmila MANDATARI English teacher, 2nd Didactic Degree, PI TL "Vasile Coroban", Glodeni
Grade:	7th (Level A 2.3)
Unit & Topic:	Unit 4, Lesson 1: Communication matters
ETC Competence Units:	Linguistic competence 1.2, 1.4, 1.6; Sociolinguistic competence 2.2, 2.5; Pragmatic competence 3.2, 3.3, 3.7.
Methods & Techniques:	Mnemotehnica
Adaptation/ adjustments (SEN)/ multilevel, if any:	The text and the activity are adjusted to SEN students.
Resources used:	American House video script Canva.com - https://www.canva.com/design
Link to the designed activity/QR code, if any:	Link 
Time needed:	45 minutes
<p>3- Read the text and say what communication rules people follow.</p> <p>Communication is very important in people's lives. People socialize to make friends and do business, learn new things and share experience. It is impossible to imagine one's life without communicating. Think about yourselves. Who are the people you communicate with? How do you start talking to them? Do you follow certain rules?</p> <p>The answer many people usually give is that they don't follow any rules. But is it really so? Think about the way you talk to your parents, your friends, your teachers. Think about the way you talk to a stranger to ask for directions or to a guest you haven't met before. Do you talk in the same way in all these situations?</p> <p>Actually, the way people talk depends on the situation. They usually talk in a more informal way to their friends, and in a more formal way to people they are not very close to. However, all of them start their communication with a greeting. So this is the first rule they follow. They can ask people how they are and what has happened in their lives. They are also polite, and this is another rule they follow. If they are not polite, people will not want to talk to them. Their communication will not be successful. Another rule they follow is to speak clearly and to the point. They want people to understand their message. They don't want to confuse them. There is also the rule of brevity. Shakespeare said that brevity is the soul of wit. It means that people who are brief are intelligent. If they want to be successful in their communication, they will be brief. Finally, people should not say what they believe is false. We should also remember that communication is cooperation. When people talk they actually cooperate with one another. They exchange messages, ideas, thoughts, and energy.</p> <p>Now do you still think that communication is an easy process?</p>	
Context & Procedure:	

This activity is done to memorize the words/text in an easy and funny way.



Each word has its picture. For example,

In the slides number 1 and 2, the pictures are presented with their names but the other slides are created without pictures names. The author uses the same picture for the same words. So, they can memorize the words faster by listening to English pronunciation. Moreover, the teacher can use this presentation for different goals. **First**, listening and repeating the new words and expressions. **Second**, point out some action verbs, adjectives, nouns, and prepositions. **Thirdly**, this activity could be printed for the students with difficulties (for example, eye diseases). In this way, they can read easier and at the same time they can write the words they cannot remember. **Fourth**, this activity could be used as homework (retell the text/ complete the text with the missing words). In this way, students will be more active and interested in the lesson.

Comments & reflections:

Mnemotechnics is an interactive and useful method that encourages everyone to participate in the lesson.



Pictures, colors, moving pictures that are used in this lesson, make it more attractive and enjoyable for today's students. Also, the teacher can print it.

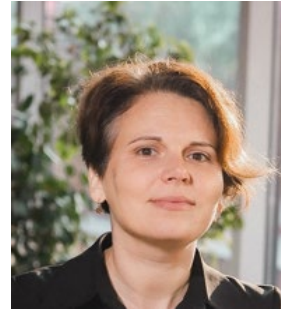
Added value:

The major key of this lesson is that students feel free. Technologies are the most attractive tools that influence their learning. Refers to the teacher's presentation, the students can read, learn the text at home too.

OUR AUTHORS

ACULOV Rodica

English teacher, Superior Didactic Degree
Lyceum “Mihai Eminescu” Cimişlia
Master Degree in Technologies of Elaboration
of Educational Software
aculov.rodica@gmail.com



Teaching Manifesto

Teaching is a lifestyle. When I became a teacher, I wanted to have an impact on kids' lives, I wanted them to love English as much as I did. After 16 years of teaching, I have learned that I can be an expert in my subject but that isn't going to make my students love it. I now want my students to love learning and be able to select proper ways to locate the information they need when they want to know it. Moreover, students will see that I am passionate and knowledgeable about my content area, and some may come to enjoy that content as well, but the best benefit of all is that they will become curious learners who will also become passionate about what they do. Being a teacher means being involved as a learner. Finally, being a teacher means being a life-long learner and a curious soul.

Major achievements/ successes:

My students always have had excellent results at the Olympiads at English language in our district. I took part in different national and international projects (eTwinning, iEarn), American House projects and courses for personal development.

Short information about the school and the level/s you teach

Lyceum “Mihai Eminescu” from Cimişlia has around 860 students, of them two-thirds study English as a Foreign Language. Our lyceum is the one the best in the region because it was renovated in 2020, it has 18 interactive whiteboards and a lingo phone cabinet with all the equipment. The major accomplishments of the school are the students' results. I teach students from the 2nd to the 12th grade.

BANARI Mariana

English teacher, 1st Didactic Degree
Theoretical Lyceum “Adrian Paunescu”
Căzănești, Telenești
banari.mariana@gmail.com



Teaching Manifesto

I am a hard -working person who is not afraid to face a challenge. I am passionate about my work, as a teacher I try to involve my students in different activities and projects. I would describe myself as an open and honest person, creative, enthusiastic and optimistic. I like to encourage others and see how much pleasure it brings in their souls.

Major achievements/ successes:

- ✓ 2019 – Team teaching English lessons with a PC Volunteer
- ✓ 2012 – 3rd place in the Republican Contest Odyssey of the Mind Moldova, International ecological Project “ESFALP-VI”
- ✓ 2013 – Regional English seminar – 11th grade;
- ✓ 2013 – 2nd place in the English Olympiad, district phase;
- ✓ 2018 – 2nd place in the English Olympiad, district phase;
- ✓ 2020 – 2nd place in the English Olympiad, district phase;
- ✓ 2021 – 2nd place in the English Olympiad district phase;
- ✓ 2022 – International Project in eTwinning “All is need is Art “National Quality Label
- ✓ 2022 – Coordinator for Project YES, in collaboration with PC Moldova;
- ✓ 2022 – Coordinator for Project Moldovan and Ukrainian Girls for Peace and Leadership Program

Short information about the school and the level/s you teach

My school is in Căzănești village, district Telenești. It is a small lyceum from our district – 155 students. 128 students have been studying English as a second language since 2018. We have a lot of activities and educational projects. Now, the school community is implicated in 5 educational projects. I teach primary and lyceum classes.

BARANEȚCAIA Ana

English Language Teacher, 1st Didactic Degree

Gymnasium Sîrcova, Rezina

ms.aniutha@gmail.com

Tel. 079254382



Teaching Manifesto

Active, energetic, and sometimes too thoughtful about meaningless facts that do not bring any satisfactions. But although my teaching priorities are ambition and perseverance, that guide me in the wonderful path of teaching others the things that I know best. I am not afraid to learn continuously for my students and from them, in order to be a trendy and actual English teacher. I am empathetic, equitable, flexible and with good, developed communication and digital skills. I truly believe I am a positive force in my school community grace to an impressive number of innovations that I could invest in.

Major achievements/ successes:

- ✓ 2017 – Diploma of Excellence, European Languages Year Project, Ministry of Education and AISE Moldova;
- ✓ 2018 – Winner of the National Contest Teachers that change the World, META Moldova;
- ✓ The Community Treasure Chest Project, Youth Community Club, PC Moldova.
- ✓ Winner of the International Conference, Pedagogical Innovations, organized by Institute of Continuing Education, Chișinău;
- ✓ 2020, February-April - Trainer of Teachers at Teachers Hub Course (online), META Moldova;
- ✓ 2018-2022 – Active digital trainer of creating educational activities on several web instruments (tutorials, webinars, conferences, online seasonal schools), organized by America House, Educatie Online, Platforme Educaționale Online, META Moldova;
- ✓ 2018-2021 – iEarn educational Projects with schools all over the world;
- ✓ Holiday Card Exchange (primary classes), Learning Circles (gymnasium classes);
- ✓ My School (gymnasium classes), Computer Chronicles (gymnasium classes);
- ✓ 2019-2020 – International Project Global Youth Service Day, approaching more than 3 sustainable development goals from those 17 SDGs with my students in the local community;

- ✓ 2020 – Coordinator of the Europe Code Week 2020, running a coding event in my school with a group of 20 students, organized by Code Week EU;
- ✓ 2021 – Winner of the National Contest “Media Education - Priority for my School”, winning a special equipped space for Media Club in our school;
- ✓ 2021 – Regional former of the Program Community of best practices of Peace Corps Partners in Education, Peace Corps of Moldova;
- ✓ 2021 – Coordinator of the Project Empower the Rural Life of our Students, personal lockers for students, financed by SlovakAid Embassy;
- ✓ 2022 – Coordinator of the Project “Educație pentru Sănătate” (Education for health), promoting a healthy way of life for our students (recreational benches and bikes station outside in the school yard), financed by Media Center for Youth;
- ✓ 2022 – Coordinator of the Club YES, in collaboration with the Peace Corps of Moldova;

Short information about the school and the level/s you teach

My school Gymnasium “Șîrcova” is in Șîrcova village, district Rezina. 145 students study English as a Foreign Language. The school is the only one in the rural regions that accomplished so many educational projects and benefited by a lot of innovative school techniques and conditions. The major accomplishments of the school are our motivated teachers and students who participate in different regional and national conferences, seminars, contests. At the present, our school benefits from 3 active projects, 4 youth clubs of interests and good results at regional Olympiads year by year.

BORTA Natalia

English Teacher, Superior Didactic Degree
PI TL” Olimp” Costești, Ialoveni

borta.natalia@emd
natalia.borta75@gmail.com



Teaching Manifesto

“Once you stop learning, you start dying.” Albert Einstein

I consider myself a permanent learner, who tries to be in touch with the latest methods and theories, thus updating my practice. I am a positive person who has an enthusiastic outlook on life. I simply adore my job and I feel satisfaction when seeing my students improve and grow as individuals. If I could have a positive impact on my students’ future, I would definitely say: “I am doing my job well”.

Major achievements/ successes:

- ✓ 2016 – 1st place in the contest “Pedagogul anului”, Ialoveni district;
- ✓ 2017 – Teaching Excellence and Achievements (TEA)Program alumna;
- ✓ 2020-2021 – regional trainer „The development of digital skills of teaching staff for teaching-learning-evaluation, with G Suite for Education”, launched by MER and carried out within the National Center for Digital Innovations in Education “Future Classroom”, July-September, 2020/July 2021;
- ✓ 2021 - “Learner Space Course Developer” Peace Corps, February-April;
- ✓ 2016-2019 – 4 students from my lyceum -finalists of FLEX Program;
- ✓ 2022 - 2nd place in the National Contest “A Chance, Une Chance, Eine Chance” (Level II- VII grade);
- ✓ 2022-2023 Host Country Partner for Peace Corps Virtual Service Pilot.

Short information about the school and the level/s you teach

We have 2 lyceums and 1 gymnasium in our village. There are 473 students in Theoretical Lyceum” Olimp” and about 433 students study English as a Foreign Language. We are in the top of the schools from Ialoveni district, that have the best results at different regional and national contests and Olympiads. We have implemented the project” Future Classroom”, the project “Violence prevention through community involvement” - with the help of Terre des Hommes, and more recently the project ”Education Reform in Moldova”; as a result biology, chemistry and physics labs have been equipped.

I teach students from all 3 levels, beginning with the second grade till the twelfth.

COMERZAN Victoria

English teacher, 1st Didactic Degree
Theoretical Lyceum “Mihai Eminescu”, Florești
(victoriacomerzan@gmail.com)



Teaching Manifesto

What defines me as a teacher is that I respect my students. In my classroom, each person's ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. I always try to create a welcoming learning environment for all my students. In order to improve their English skills, I involve them in international projects, competitions or English-speaking clubs where they have the chance to collaborate, cooperate or develop creativity, imagination or critical thinking skills.

Major achievements/ successes:

- ✓ 2021 – 10 students were awarded with eTwinning National Quality Label for the project “Virtual Intelligence Academy” 10th grade;
- ✓ 2022 – 3rd place in the English Olympiad, district phase, 12th grade;
- ✓ 2022 – 3rd place in the English Olympiad, district phase, 9th grade;
- ✓ 2022 – 16 students were awarded with eTwinning National Quality Label for the project “As fit as a fiddle” 7th grade;
- ✓ 2022 – 8 students were awarded with eTwinning National Quality Label for the project “Domestic Production on Side Production” 10th grade;
- ✓ 2022 – 9 students were awarded with eTwinning National Quality Label for the project “Be aware of fake news” 9th grade;
- ✓ 2022 – 2nd place in the English Olympiad, district phase, 11th grade;
- ✓ 2022 – 3rd place in the English Olympiad, district phase, 10th grade.

Short information about the school and the level/s you teach

The school is situated in Florești, about 450 students of primary, secondary and high-level study in our school. I teach students of all three levels. The school is well-equipped, students and teachers are involved in eTwinning projects and Tekwill courses.

COZONAC Violeta

English teacher, 2nd Didactic Degree
IP LT “Ion Creangă”
Cuizăuca, Rezina
violetacozonac@gmail.com



Teaching Manifesto

Teachers are the batteries who have to be always full in front of their students, making sure there is enough power for charging and enlightening each of them. As a teacher, I always have my three friends close to me: my optimism, smile, and empathy. They help me keep the spirit of the lesson. I never forget rewording words, spontaneity and professionalism to guide the students. Finally, English should be useful in life, so my belief is that, as teachers, we have the duty to get it out of the classroom and make the students use it in different real-life scenarios.

Major achievements/ successes:

In my 10 years of teaching experience the following achievements could be mentioned:

- ✓ more than 20 students won the 1st, 2nd, 3rd places at the district English Olympiads, twice my students tried their best at the national Olympiad;
- ✓ one student got a mention at the National Public Speaking Contest held by English Speaking Union;
- ✓ one student got an honorable mention at “ Biodiversity”, an international contest of presentations in English held in Suceava, Romania;
- ✓ one student got Cambridge Exam;
- ✓ one student studies International Relationships at university in English;
- ✓ two students majored from English;
- ✓ two students majored at foreign universities in Spain and Belgium;
- ✓ more than 10 international educational projects were implemented. The latest one is *Translegends*, it is on its third edition. The results of the project are on the project [website](#), it represents three collections of legends about flowers, celebrations and places.

Short information about the school and the level/s you teach

My school “Ion Creangă” is in Cuizăuca village, district of Rezina. 270 students study English as a Foreign Language. The school is the only one in the region that includes students from five villages, is fully technically equipped with smartboards and laptops, and has seven teachers with the first Didactic Degree. There are three ongoing partnerships with schools from Romania and abroad. The major accomplishments of the students include numerous participations at conferences, competitions of local, national and international level. The highest one is the first place at the Special World Olympic Games in Abu Dhabi 2019. I teach students at all three school levels.

DOBLER Liliana

English teacher, 2nd Didactic Degree
PI TL “Mitropolit Nestor Vornicescu”
Lozova village, Strășeni
liliana.dobler@yahoo.com
www.facebook.com/lilianadobler/



Teaching Manifesto

“One child, one teacher, one book, one pen can change the world.” said Malala Yousafzai. This is the motto that guides me and gives me inspiration for my everyday struggle to shape the future of each student. I do not give up because I know there are million ways to make a child learn English. I am open-minded, flexible and honest and these values are the background for any of my actions.

Major achievements/ successes:

- ✓ 2017 – Project “Energy Efficiency and Biomass”, central heating for Primary school and kindergarten funded by USAID
- ✓ 2018 – Leader of a crowdfunding action value 8700 euro for my community in the frame of a diaspora project funded by USAID;
- ✓ 2018 – 2 students got 10 mark at Bachelor Exam for English
- ✓ 2020 – Project coordinator at Local Level “Global Youth Service Day”, 20 students;
- ✓ 2021 – Project “Involvement brings Development” funded by USAID and Local Action Group “Plaiul Codrilor”, pathways around the institution of Primary school of the lyceum;
- ✓ 2022 – Project “Joboteca” funded by Terre des Hommes

Short information about the school and the level/s you teach

My school is located in Lozova village, Strășeni district. Over 600 students from 4 villages study English as a Foreign Language. Besides French and Spanish are also taught among the lyceum students. The school is the only one in the region that is a circumscription lyceum. The major accomplishments of the school are many leading places gained at the district Olympiad. A lot of our former students are famous people who make our country known abroad. I teach honest, hardworking, and talented students at primary and gymnasium levels from two best lyceums in the district.

DRAGAN Tatiana

English teacher, 1st Didactic Degree
IP LT “Mihai Eminescu”, Florești Town
tatianadragan@gmail.com
<http://tatianadragan.weebly.com/>
www.facebook.com/tatiana.dragan.73



Teaching Manifesto

'If we teach today's students as we taught yesterday's, we rob them of tomorrow.'
(John Dewey)

During my professional career I have achieved many performances efficiently shown through my students' good results, my continuous professional development and my active involvement in the development of my students' personalities and of the image of the school I work for.

Major achievements/ successes:

In December 2016 I was officially entitled an Ambassador of eTwinning Moldova, after graduating a 4-month online course. Also, I have been a teacher trainer and consultant for eTwinning Moldova since April 2016.

Moreover, I try to combine both my teaching responsibilities with the extracurricular activities. Thus, I organize different activities in order to promote human values, as well as to improve my students' English skills. Some of these activities are as follows:

- ✓ European Day of Languages National Forum, held in our school annually, where I usually organize an English workshop;
- ✓ Odyssey of the Mind National Contest, being a coach of teams from our school;
- ✓ Erudit Cafe TV Shows, being the coordinator of the teams
- ✓ Teaching English through Social Theatre as part of YPEER coordinators
- ✓ Youth Bank Florești, being the coordinator of the regional team
- ✓ Amnesty International Moldova School Group

Short information about the school and the level/s you teach

In my opinion, all the things a teacher does or does not do speak volumes about the professional preparation of the teacher, as well as the quality of teaching in the institution in general. Mihai Eminescu High School from Florești is the oldest one in the region with a meaningful background and plenty of achievements. It is praiseworthy that 3 presidents of Moldova (Mircea Snegur, Petru Lucinschi, Timofti Nicolae) have graduated from this school. The school is the only one in the region that is awarded with the title of eTwinning School Label at European level.

ERHAN Tamara

English teacher, 1st Didactic Degree
"Grigore Vieru" High school, Băcioi

tamara.erhan.82@gmail.com

<https://www.facebook.com/tamara.erhan.33>



Teaching Manifesto

*"Education is the most powerful weapon which you can use to change the world."
(Nelson Mandela)*

For me, teaching is an inspiration; each day presents a major challenge and offers a chance for professional growth. I am a reliable, polite, responsible, and cheerful teacher who enjoys tasks. I try to set an example for my students and cultivate the most beautiful ideals in them every day. To make learning more interactive, I enjoy involving my students in a variety of activities, contests, and projects.

Major achievements/ successes:

- ✓ 2022 – participation in the International Video Conference with Central Bucks East High School, Pennsylvania during the Educational International week in collaboration with Peace Corp.
- ✓ 2022 – North Carolina - Republic of Moldova School Exchange Project, January-June, 8th form students.
- ✓ 2023 – 1st March, we are going to participate in" Global Youth Service Day", 2023 edition.

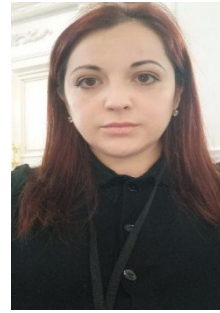
Short information about the school and the level/s you teach

"Grigore Vieru" High School is situated in Băcioi, near Chisinau. English is studied as a foreign language by 560 students. In my area, there are two schools: elementary school and lyceum. The best possible learning environments were provided for the students in 2022 after a complete renovation. In addition, the classrooms are equipped with modern technologies such as TVs, laptops, smart boards and whiteboards. Also, for two years now, our school provides football classes and has an amazing museum that documents the history of our school. The teachers and the students are participating in different international, national and local projects.

I teach students from 5th to 12th grade.

FURTUNA Veronica

English teacher, 2nd teaching degree
PI TL Lyceum „Romanești” Strășeni, Romanești
furtuna.veronica@straseni.edu.md /
www.facebook.com/veronika.cartaviih



Teaching Manifesto

I strongly believe that a teacher should inspire and motivate his/ her students more to discover than teach them. I urge my students to hold on their own rhythm of learning as only small but firm steps can lead toward a great success. I strive to provide them a constant support in order to increase their self-confidence and willingness to learn and progress. Moreover, the main aim of a teacher is to educate a valuable citizen of their country, an active member of an open democratic society, able to integrate himself within the community and to deal with the challenges of the times.

Major achievements/ successes:

- ✓ 2018-2021– 5 generations of students graduated high school by successfully passing English BAC exam;
- ✓ 2017 – the 3rd place in the English Olympiad, district phase 11th form;
- ✓ 2018 – the 2nd place in the English Olympiad, district phase, 12th form;
- ✓ 2019- Implementing the school project” The largest lesson in the world” about the global objectives;
- ✓ 2020-2021 – Media literacy - an optional course implemented in 7th and 8th forms, with the support of Center for Independent Journalism (CJI);
- ✓ 2022 – the 3rd place in the English Olympiad, district phase, 9th form;
- ✓ 2023 – Regional seminar (Public lesson in the 5th form).

Short information about the school and the level/s you teach

My school PITL Romanesti is in Romanești village, district of Strășeni. There are about 150 students who study English as a foreign language there. The school is the only one in the vicinity of five villages that provides education for lyceum level, it is the place where more than 20 generations of students had had the opportunity to graduate high school.

The major value of the school is its human resources, a friendly and professional staff of 18 teachers, who are very devoted to their noble mission of educating the youth of the region. I am proud of being a part of this teaching staff for 10 years and having the chance to teach at all levels of schooling from the 2nd form to the 12th during my teaching career.

GOROBIVSCHI Natalia

English teacher, 2nd Didactic Degree
PI TL “B. P. Haşdeu”, Drochia
natalia.gorobivschi@gmail.com



Teaching Manifesto

I am honored to work in the greatest profession. Despite the long hours and hard work, I finish each day feeling as though I have made a difference. This is the drive that keeps me invigorated and passionate. As Christa McAuliffe said “I touch the future, I teach.”

Major achievements/ successes:

- ✓ 2023 – 2nd place at the district Olympic English contest, 11-th grade student;
- ✓ 2022 – 2nd place at the district Olympic English contest, 11-th grade student;
- ✓ 2022 – Unite par diversite, special prize, 11- th grade student;
- ✓ 2022 – European Quality Label eTwinning project;
- ✓ 2019 – 1st place at the district Olympic English contest, 12-th grade student

Short information about the school and the level/s you teach

The lyceum B. P. Haşdeu is a classic lyceum in Drochia town. There are 280 students in this institution and the majority of them study English as the first Foreign Language. The lyceum follows some traditions from its foundation and its logo is Homeland, Honor and Science. The major accomplishment of the lyceum is the well-disposed relations and positive attitude between teachers and students. Growing human values is one of the lyceum aspirations.

ILICHEVA Marina

English teacher, 2nd Didactic Degree
PI TL ORT B.Z. Hertli, Chişinău

kahystaats@gmail.com, ilicheva_m@lyceum.ort.md

www.facebook.com/marina.ilicheva.3



Teaching Manifesto

My goal as a teacher is to motivate my students, to self-educate and to adapt myself to my student's changing needs.

I teach basic English skills including reading, writing, listening and speaking, and integrating cultural and intercultural skills. I develop teaching materials and plan activities, assess the students' progress, doing my best to give lessons efficiently using different approaches, techniques and methods. Engaging students to ensure a lively classroom atmosphere I am building trusting relationships with students, as well as their parents, and other staff. I am keen on exchanging best practices and lifelong learning.

Major achievements/ successes:

My major achievements include the winners of the school level English language Olympiad:

- ✓ 2019-2020 – 3rd and 4th form (3 winners);
- ✓ 2020-2021 – 3rd, 4th and 5th forms (4 winners);
- ✓ 2021-2022 – 6th form (2 winners);
- ✓ 2022-2023 – 6th, 7th forms (winners);

Quizlet vocabulary flashcards for 2-7 forms

https://quizlet.com/marina_ilicheva/folders

StudysTack vocabulary flashcards for 6th form

<https://www.studystack.com/users/KathyStaats>

LearningApps activities:



Wizer.me worksheets

<https://app.wizer.me/category/English/8SIKE2-let-s-test-our-skills>

<https://app.wizer.me/category/English/D6QR80-around-the-world>

<https://app.wizer.me/category/worksheet/R611QU-a-pet-for-a-birthday>

WordWall activities:

<https://wordwall.net/ru/resource/9659260>

<https://wordwall.net/ru/resource/22193736>

<https://wordwall.net/ru/resource/23126475>

<https://wordwall.net/ru/resource/23705529>

Short information about the school and the level/s you teach

My school is a Jewish school, and namely the technological lyceum ORT B. Z. Herzli, located in Chisinau. It is not the only Jewish school here however it appears the biggest one and the most equipped to ensure the modern approach to teaching all disciplines as well as English as a Foreign Language. The school is home for 714 students of 1st to 12th grades with 650 of them learning English as a Foreign Language in compliance with the National Curriculum. Our technological lyceum boasts of high achievements in the technologies sphere of science and namely of being the winners and prize takers at numerous national and international competitions in IT and sciences as well. I teach English at primary and gymnasium levels: 2 to 7th grades.

JECHIU Olesea

English teacher, 1st Didactic Degree
Theoretical Lyceum Zîmbreni, Ialoveni
oleseajechiu@yahoo.com



Teaching Manifesto

Teaching is a complex work to do. It implies responsibility, competence, transparency, love for children, willingness to share and to reveal yourself. In the modern world, a good teacher should not forget about the necessity to get connected in order to leave a mark in the student's heart. Teaching is not about transferring info, it is about setting examples and being role models.

Major achievements/ successes:

- ✓ Teacher of the Year- 1st place, District Level, 2022
- ✓ World's Scholars Cup, 1st and 2nd place (4 students)
- ✓ I-Earn Project Participant – 2016

Short information about the school and the level/s you teach

My school is situated in Zîmbreni village, Ialoveni district, 30 km from Chişinău. 280 students study English as a Foreign Language. The school is the only one in the village and one of the few schools in the district that has a partnership with the Abingdon Private School from Abingdon Town, Oxfordshire, Great Britain.

JELIHOVSCHII Diana

English teacher, 1st Didactic Degree
TL “Meşterul Manole”
Sălcuța, Căușeni
dianajelihovschii@gmail.com



Teaching Manifesto

Teaching has become an indispensable part of my life. Educational development represents an immutable goal for our family. Striving for more and accepting changes work up a qualitative professional ascension. Students are the ones who motivate, assess and encourage me to be in progress day by day.

Major achievements/ successes:

- ✓ Digital Library “Educatie online” video lesson author
- ✓ eTwinning National Ambassador and Trainer
- ✓ Open Educational Resources developer
- ✓ Eugen Ionesco Program alumnus.

Short information about the school and the level/s you teach

I have been teaching English for 13 years in the High School Meşterul Manole, village Sălcuța, district Căușeni. Our institution puts a major stress on the English language. Thus, we have been encouraged to exploit the English education field in Moldova and abroad, to apply for competitions and projects, to develop teachers and students’ skills and competence in English, using efficiently the resources given by the specialized institutions and organizations. I teach all the levels in school, from the 2nd to the 12th grade. Our students took part actively in the projects organized by Peace Corps, America House, Public Speaking etc.

JELIHOVSCHII Sergiu

English teacher, 1st Didactic Degree
TL “Meșterul Manole”, Sălcuța, Căușeni
sergiudoctorat@gmail.com



Teaching Manifesto

I grew up in an educational environment. Building students' confidence and encouraging them restyled my teaching approach. Daily professional routine and challenges asserted the communicative competence development that had brought about a friendly and successful environment.

Major achievements/ successes:

- ✓ Digital Library “Educatie online” online video lesson author;
- ✓ eTwinning National Ambassador and Trainer;
- ✓ Open Educational Resources developer;
- ✓ Eugen Ionesco Program alumnus;
- ✓ Erasmus Ianus II scholar;
- ✓ Cambridge Exams Officer;
- ✓ Odyssey of the Mind coach.

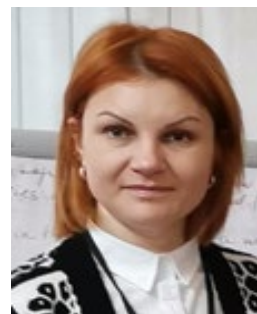
Short information about the school and the level/s you teach

I have been teaching English for 14 years in the Theoretical Lyceum “Meșterul Manole”. Our students study English since the second grade and from an early age parents are eager to motivate their children to learn it as good as possible. Creativity, involvement, discernment are the attributes describing our institution. Extracurricular activities have a big role in the school life and in the educational process itself. Our students participated in several European competitions, exchanges and programs such as Odyssey of the Mind, Youth in Action, eTwinning etc.

I teach from the 2nd to 12th grades.

MANDATARI Ludmila

English teacher, 2nd Didactic Degree
PI TL "Vasile Coroban", Glodeni
mandatariludmila@gmail.com / [Facebook](#)



Teaching Manifesto

Teachers are the ones who build a powerful nation and make the world a better place. Our mission is to encourage students to do their best to achieve their dreams and goals. We are the chance for our generation, the voice that wakes up everyone, the best friends who sing, play, dance, and discover beautiful things.

We are the power that shows a peaceful and correct way of life, having *Patience, Empathy, Drive for self-improvement, Adaptable.*

Teaching is one of the most important jobs in our society, as a teacher plays a crucial role in helping to influence children and shape their lives; yet teaching remains a very challenging job, often receiving low compensation. Values that motivate and drive me to encourage my students to love learning are knowledge, hard work, perseverance, compassion, stability and balance.

Major achievements/ successes:

PUBLICATIONS:

- ✓ "Easy Steps in Practicing ENGLISH", auxiliary workbook for intermediate learners, "Lexon-Prim" Chişinău, 2017;
- ✓ "Sample Test for Practicing reading and writing skills", Lyceum, Chişinău 2022;

RESENTATIONS:

- ✓ **Regional seminars:**
- ✓ Certificate of participation for active involvement as a presenter, "Implementation of the National Foreign Language Curriculum 2019 (English) for the grades 2nd, 7th and 12th, November 30, 2021.
- ✓ **Local seminars:**
- ✓ Certificate of participation for active involvement as a presenter, "The Use of Interactive Learning Technology", October 26, 2021;
- ✓ Certificate of participation for active involvement as a presenter, "The implementation of the Standards of professional competence of general education teachers" October 11, 2021;
- ✓ Certificate of participation for active involvement as a presenter, "The Use of Animaker Platforms" January 26, 2022;

CERTIFICATES (national and international projects):

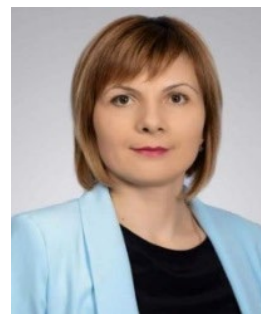
- ✓ Project “Facilitating Media Literacy Development for English Teaching Community in Moldova”, organized with the support of the US Embassy in Chişinău and “Ion Creangă” State Pedagogical University in Moldova, October 12, 2019 - November 30, 2019;
- ✓ Certificate of Appreciation, “My Voice through dance Championship” within American Values through Voices in Art, Media, Sports and Education, supported financially by the Department of State through the American Embassy in Moldova, November 21, 2019;
- ✓ First Degree Diploma, DÎTS Glodeni district, for pedagogical mastery, competitive spirit and creativity, manifested in the "Teacher of the Year - 2020" regional competition, teacher category. October 15, 2020;
- ✓ Certificate of Appreciation, “My Voice through Social Theatre Festival”, held at Alecu Russo Bălţi State University, within American Values through Voices in Art, Media, Sports and Education, January 11, 2020;
- ✓ Certificate of Gratitude, "Online Education Digital Library", for the contribution of 2 RED activities within the project, July 1-30, 2020;
- ✓ Certificate of Gratitude, "Online Education Digital Library", for the contribution of 4 RED interactive activities within the project, July 1-30, 2020;
- ✓ Certificate of participation for active involvement as a mentor in the Transnational Mentoring Program "Online Education through Partnerships, July 01, 2021 - September 24, 2021;
- ✓ Certificate of Appreciation, “Global Youth Service Day 2022”, implemented with the support of the American House Chişinău, February 01, 2022 - May 31, 2022;
- ✓ Certificate of Appreciation, for the active participation in the Transnational Project with the involvement of educational institutions from the Republic of Moldova and Romania and the elaboration of the narrative report in digital format Online Education Without Borders "Family Home Project", October 01, 2022 - January 31, 2023.

Short information about the school and the level/s you teach

Thanks to the National Project “Reforma învățământ din Moldova our Public Institution Theoretical Lyceum "Vasile Coroban " is one of the most comfortable and equipped schools in Glodeni district. This is the place where I have been teaching for nine years. I teach at primary, gymnasium and lyceum levels. Our school has over 581 students. Over 550 students have been learning English as a Foreign Language. The school is the only one in the region that offers all the learning conditions. Firstly, every class is equipped with an interactive whiteboard, laptop, printer, projector, individual tables, and chairs for each student. Also, our students have the possibility to study in laboratory classes such as chemistry, biology, and physics. Secondly, many children from different levels are involved in extracurricular activities like robotics, chess, football, basketball, volley-ball, art and others. Thirdly, education is the key to success in life, our staff is composed of people who are highly qualified experts who truly love their work

MARCENCO Svetlana

English teacher, 1st Didactic Degree
Gymnasium "Vasile Lupu", Susleni, Orhei
svetlanamarcenco85@gmail.com



Teaching Manifesto

I am a person who inspires, guides, motivates, and opens up minds to the endless possibilities of which one can achieve. As a teacher I try to involve the students in different activities, contests and projects. I observed that this allows them to have self-esteem, a better personal development and of course to promote themselves. Also, I am active with broad interests across my interpersonal life. I respect and comply with the rules imposed by employers, and I always take responsibility for my actions.

Major achievements/ successes:

- ✓ 2013 – National Seminar “Implementing Inclusive Education in schools”;
- ✓ 2015-2017 – Team-teaching English lessons with a Peace Corps Volunteer;
- ✓ 2015 – 1st place in the district contest “The best lesson plan”;
- ✓ 2016 – Regional seminar “Stop violence”- 5th grade, together with a Peace Corps Volunteer;
- ✓ 2016 – Project “A Healthy Life, A Happy Life”- fitness club for girls and women with necessary equipment, funded by Peace Corps Moldova;
- ✓ 2017 – 1st place in the contest “Pedagogul anului”, Orhei /district phase;
- ✓ 2017 – Project “Technology for Modern Girls” – equipped the English classroom, funded by Peace Corps Moldova;
- ✓ 2020 – 2nd place in the English Olympiad, district phase;
- ✓ 2022 – Coordinator for Project YES, in collaboration with Peace Corps Moldova;
- ✓ 2022 – 1st place in the English Olympiad, district phase;
- ✓ 2022 – Project “Digital Lab”, funded by Tekwill Moldova;
- ✓ 2022 – 1st place in the Contest “A Chance, Une Chance, Eine Chance” (2 products);

Short information about the school and the level/s you teach

My school is located in the village Susleni, district Orhei. It is the biggest gymnasium in our district - 315 students. 164 students study English as a second language and the majority has good results in different contests, activities and educational projects. My school is the regional leader in implementing a lot of projects. At the moment the school community is involved in 9 educational projects and this is wonderful. Also, we are the gymnasium with the most places gained at the district Olympiad, already for the 4th year in a row. I teach primary and gymnasium classes.

MARGINĂ Diana

English teacher, 2nd Didactic Degree
Gymnasium “Ștefan cel Mare și Sfânt”
Năvîrneț, Fălești
dianamargina30@gmail.com



Teaching Manifesto

Teaching is not a job for me, it is my style of life. As a teacher I try to involve the students in different activities, contests and projects. I believe that teaching is an art.

I accept the challenge to be tenacious in teaching every student because I believe that every student can learn and make progress, no matter how slow.

Major achievements/ successes:

- ✓ 2017-2019 –Team-teaching English lessons with a Peace Corps Volunteer;
- ✓ 24 students participated in the international project: “Fake news#Awareness”, October 2021- April 2022
- ✓ 2021 – 1st place in the Contest “A Chance, Une Chance, Eine Chance”.

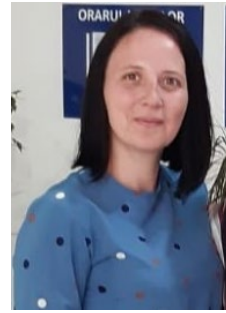
Short information about the school and the level/s you teach

My school is located in village Năvîrneț, district Fălești. 192 students study English as a Foreign Language at primary and gymnasium level. The gymnasium is well-equipped, it has a lot of spacious classroom with modern facilities. We have a lot of extra-curricular activities and electives, which students choose, for the purpose of their personal development.

I teach students from 2nd to 9th grade.

MARIN Corina

English teacher, 2nd Didactic Degree
PI TL "Dimitrie Cantemir", Cantemir
corinamarim@gmail.com



Teaching Manifesto

Education for me is not only a profession. First of all, it is a form of devoting your time to something beautiful. The teaching profession is formidable for me.

*"A good teacher is like a candle - it consumes itself to light the way for others."
(Mustafa Kemal Atatürk)*

Major achievements/ successes:

- ✓ 2022 – involvement and participation in the Peace Corps project.

Short information about the school and the level/s you teach

My school PI TL "Dimitrie Cantemir" is in Cantemir village, Cantemir District. About 100 students study English as a Foreign Language. There are interactive displays, or projectors in the classrooms. The school library is one of the best-equipped in the region. Students and teachers received the quality label in the "Școala Trainerilor pentru Tineri", VI and VII editions, "Școala Trainerilor pentru Profesori", III edition, "Festivalul Național de Teatru Social", XII edition, Potcastul "Sunt bine", Y-PEER Moldova, "Tinerii pentru Educație și Stare de tine".

I teach students from 10th to 12th grade.

MASCAUTAN Ana

English teacher, 1st Didactic Degree
PI TL “Principesa N. Dadiani”, Chişinău
mascautan.ana@chisinau.edu.md



Teaching Manifesto

Teaching is a lifestyle. It offers boundless possibilities to influence generations of students, giving to them the excitement of learning, the passion of discovery, and the magic of an inquisitive mind. I believe that teaching is an art. It is also a way of making a difference in the lives of others. It is the shaping of minds and the shaping of futures.

Major achievements/ successes:

- ✓ 2019 - 2nd place contest English is Funtastic Romania
- ✓ 2020 – 1st place contest Ne preţuim Valorile Romania. Lyceum Iorgu Varnav, Suceava
- ✓ 2020 – 1st place contest Shakespeare, We Love Romania Slobozia, Ialomiţa
- ✓ 2021 – 2nd place at the district Olympic English contest
- ✓ 2022 – 2nd place at the district Olympic English contest
- ✓ 2023 – 3rd place at the district Olympic English contest

Short information about the school and the level/s you teach

The Theoretical Lyceum” Principesa Natalia Dadiani” is situated in Sculeni district, Chişinău. There are about 1388 students who study in this lyceum. The lyceum is well-equipped, it has a lot of spacious classrooms with modern facilities. We have a lot of extra- curricular activities and electives, which students choose, for the purpose of their personal development. Students and teachers received the quality label in the ACES project. I teach students from 5th to 12th grade.

MOTRICALĂ Galina

English teacher, 2nd Didactic Degree
TL “Mihai Eminescu”, Strășeni
motricala.galina@straseni.edu.md



Teaching Manifesto

I like to be a teacher and share knowledge with my students. I think a teacher should possess the following qualities: determination, perseverance, ambition, collaboration, creativity. All these qualities define me as a teacher.

Empathy is my ability to understand what another person is feeling. As a teacher, it's vital to practice empathy instead of making assumptions.

Adaptability is a must for me as a teacher, allowing me to flow between different theories of learning and methods of teaching.

Major achievements/ successes:

- ✓ 2021-2022 – 2nd place in the English Olympiad, district phase, 10th grade (1 student); 3rd place, 12th grade (1 student);
- ✓ 2020-2021 – member of the program “A friendly school for students”, organized by CCF Moldova;
- ✓ 2023 – I have created different interactive activities using the following educational platforms: learning apps, educatienteractiva.md, class tool etc.

Short information about the school and the level/s you teach

My school “Mihai Eminescu” is the biggest lyceum in Strășeni. About 700 students study English as a Foreign Language. The school is the only one in the region that has such a big number of students (~1200) of all levels (primary, gymnasium, lyceum).

I teach at different levels (more at primary level). I like my school, because I ‘ve studied in this institution and all my ex-teachers know me.

MUCEA Irina

English teacher, 1st Didactic Degree
TL “Andrei Vartic”, Ialoveni
irinaialov@yahoo.com, yrynka1@gmail.com
<https://www.facebook.com/irinaialov>



Teaching Manifesto

Growing up, we still remember our favorite teachers, those who taught us memorable lessons. This is why I don't just teach content - I teach *children*. They are my everything and I always try do my best as a teacher. I want to be sure they feel valued. I am passionate and enthusiastic about being a teacher:

“Love and value students;
Be prepared;
Know your subject matter;
Engage students;
Challenge students;
Teach lifelong lessons;
Foster curiosity”

Major achievements/ successes:

- ✓ “Women who inspired the world” Project;
- ✓ Participation in the contest World's Scholar's Cup (8 students);
- ✓ ISLCollective, LiveWorksheets, Educatie Online.

Short information about the school and the level/s you teach

My school, Theoretical Lyceum “Andrei Vartic”, is situated in one of the most beautiful towns in the center of Moldova, Ialoveni. In our school around 800 children study English and French. Our school is one of the luckiest which has won the World Bank sponsorship project to be renewed. It is one of the best-equipped schools with modern technology.

NACU Valentina

English teacher, 2nd Didactic Degree
PI TL "Budești", Budești, Chișinău
valentina.nacu@gmail.com
www.facebook.com/valentina.nacu.3



Teaching Manifesto

First of all, I'm a person who loves children, finds joy in communicating with them, believes that every child can become a good person. My students know that "Mistakes are proof that they are trying". Development of self-esteem and confidence are of main priority. Thus, they are not afraid of making mistakes.

Major achievements/ successes:

- ✓ 2019 - "Mentiune" at the national Olympic English contest, 9th grade (1 student);
- ✓ 2021-2022 - Transnational Educational Project "A tree for our Planet" (20 students participated);
- ✓ 2021 - The municipal contest "A chance, Une chance, Eine Chance", edition I (second place - V-VI grades, second place - VII grades, third place - IX grade);
- ✓ 2022 - Participation as an English teacher at the local summer camp for children of Ukrainian refugees, implemented by the "Budești - Casa Părintească" AO.

Short information about the school and the level/s you teach

My school IPLT "Budești" is in Budești village, Chișinău. About 250 students study English as a Foreign Language. The school is the only one in the region that is a lyceum. It is renovated and well equipped with smart boards, laptops, projectors etc. The major accomplishments of the school/ students are: students are constantly involved in different national and international projects, take part and win places in different contests. I teach all levels from primary, gymnasium to high school levels.

NEAGU Veronica

English teacher, 2nd Didactic Degree
TL Zubrești, Strășeni
veronica-neagu@mail.ru



Teaching Manifesto

I can say that I am a good teacher because I love my students and demonstrate my resolve to better the lives of future generations in my daily work. I respect my students, regardless of their age and skill, and make them feel special, important, and unique.

Major achievements/successes

- ✓ 2019 – 3rd place in the English Olympiad, district phase, 9th grade, 1 student;
- ✓ 2021 – 3rd place In the English Olympiad, district phase, 10th grade, 1 student;
- ✓ 2022 – 2nd place in the contest “Pedagogul anului”, Strășeni/district phase;
- ✓ 2023 – 3rd place in the English Olympiad, district phase, 9th grade, 1 student; 10th grade, 1 student.

Short information about the school and the levels you teach

Our high school is located in the village Zubrești, district Strășeni. It's a place where all students are valued and supported in their academic and personal growth. In our school study 351 students, and about 320 – study English as a Foreign Language. The school is equipped with what is necessary for a quality instructional process.

I teach students from 2nd to 12th grade.

ORBU Galina

English teacher, 1st Didactic Degree
PI TL “Petre Ștefănuță”, Ialoveni
orbu.galina@ltpetrestefanuca.md



Teaching Manifesto

Being a teacher, you have to stand out in order to inspire students to be better than you are. Also, I consider myself a creative educator because I make my students love English. Moreover, I appreciate honesty and mutual respect among my colleagues and students. Thus, I cherish commitment and love for what I do.

Major achievements/ successes:

I believe that my greatest achievements are:

- ✓ we (students and my colleagues) are in the project “TekWill in every school”;
- ✓ students who have great results abroad and here using English;
- ✓ 45 English online lessons and 90 interactive activities on www.educatieonline.md ;
- ✓ we and our students participated in the international project (Romania, Israel and Moldova) “Hands across water” and designed a system for saving rain water;
- ✓ in 2020 I was awarded the “Pedagogul Anului” title at the local level and I was among the first 6 teachers at the national level.

Short information about the school and the level/s you teach

My school, PITL “Petre Ștefănuță” is in Ialoveni town. More than 1000 students study English as a Foreign Language. The school is the only one in the region that offers such services as inclusive classes and a Resource center where students can study together with the teachers. Besides, there is a Unity of Educational Inclusion where parents and children with special needs work and study with specialists. The major accomplishments of the school are:

- ✓ partnerships with schools from Romania, England, Israel, etc.;
- ✓ according to the BAC results it is the 12th from more than 300 lyceums;
- ✓ every classroom is digitalized;
- ✓ every year the number of students who pass the English international exams increases, etc.

I teach students of all levels.

PLOTNICOV Lidia

English teacher, 2nd Didactic Degree
PI TL “Dimitrie Cantemir”, Văsieni, Ialoveni
plotnicovlidia@gmail.com



Teaching Manifesto

Life! Teaching is my life and my passion. For me, teaching is exploring ideas with curious students, sharing my thoughts and experience, and preparing them for the future.

In my view, teaching is a key part of friendship, which is why I prefer to be a friend and mentor for my students and make them good human beings and friends, first, that teach each other constantly.

Major achievements/ successes:

- ✓ 2018 – 2nd place in the English Olympiad, district phase, 11th grade, 1 student;
- ✓ 2019 – 1st place in the English Olympiad, district phase, 12th grade, 1 student;
- ✓ 2023 – 3st place in the English Olympiad, district phase, 9th grade, 1 student.

Short information about the school and the level/s you teach

My school IP LT “Dimitrie Cantemir” is located in village Văsieni, district Ialoveni. It is the smallest lyceum from our district - 199 students. 184 students study English as a second language and the biggest majority of them have good results in different contests, activities and educational projects.

I teach students from 2nd to 12th grade.

PODGORNAIA Irina

English teacher, 2nd Didactic Degree
PI TL “Mihai Eminescu”, Edinet
ipodgorny76@gmail.com
ipodgornay@hotmail.com



Teaching Manifesto

“Love what you teach, but love who you teach more”, this saying reflects my personal attitude toward my profession. I adore every minute of teaching a foreign language, communicating or even debating with my students, involving them in various activities, developing their skills and sharing my knowledge. I possess such qualities as constructivism, equitability, adaptability, creativity and empathy.

Major achievements/ successes:

- ✓ 2023 – 1st place in the district contest “Pedagogul anului (German language; German teacher, DD I).
- ✓ 2023 – 3rd place in the English Olympiad, district phase.
- ✓ 2022 – 1st and 2nd places in the English Olympiad, district phase.
- ✓ 2022 – Cambridge Exam: C1- 2 students, B2- 5students.
- ✓ 2021 – 2nd place in Online English Olympiad, realized by UPS *Ion Creanga*.
- ✓ 2021 – 3rd place in the Intellectual Games in English, district level.
- ✓ 2021 – 3rd place (4students) at the national contest *A Chance, Une Chance, Eine Chance*, district level.
- ✓ 2021-2022 – participation in the project “Engleza Catalizator al Democratiei in scoli”, together with the teacher of civic education and students of the 11th grade, organized by CICDE
- ✓ 2021-20 – META School for Teachers: Teacher’s Hub-C1
- ✓ 2019 – 2nd and 3rd place at the Poetry Contest, district level.

Short information about the school and the level/s you teach

My lyceum is located in Edinet city, in the North of Moldova. Our students study English either as the first or as the second foreign language. Our lyceum takes an active part in different national and international projects and contests. On the 10th of December 2022 a regional center of excellence in education of entrepreneurship was solemnly opened by Junior Achievement and the U.S Embassy. Moreover, our institution is the owner of *Cristalul Calitatii* (Crystal of quality) in education.

I teach students at gymnasium and lyceum levels, both German and English languages.

PORUBIN Ina

English teacher, 1st Didactic Degree
PI TL "Lucian Blaga", Iargara, Leova

inaporubin@gmail.com

<https://www.facebook.com/inaporubin>



Teaching Manifesto

"...A teacher affects eternity; they can never tell where their influence stops (...)"
(Henry Adams).

Teaching is not only a job for me, it is my style of life. I love to teach my students English and help them to apply their knowledge and skills in their daily life.

Major achievements/ successes:

- ✓ 2019 – 3rd place at the national Olympic English contest, 9th grade 1 student;
- ✓ 25 students participated in the international project: "Global Youth Service Day", April 2019;
- ✓ 2021 – 2nd place at the national contest "A Chance, Une Chance, Eine Chance", (level III: grades X-XII) (4 students);
- ✓ https://quizlet.com/porubin_ina/folders/level-a-21/sets

Short information about the school and the level/s you teach

My school IPLT "Lucian Blaga" is in Iargara town, Leova District. About 312 students study English as a Foreign Language. The school is the only one in the region that is newly rebuilt. There are smartboards, interactive displays, or projectors in the classrooms. The school library is one of the well-equipped in the region. Students and teachers received the quality label in the eTwinning projects (2021,2022).

I teach students from 5th to 12th grade.

RUSU Lilia

English teacher, 2nd Didactic Degree
PI TL “Alexei Mateevici”, Pîrlîța village, Ungheni
liliarusupavlov@gmail.com



Teaching Manifesto

*“A good teacher is like a candle – it consumes itself to light the way for others.”
(Mustafa Kemal Atatürk)*

As a teacher of foreign languages, I believe that anyone can learn a language given enough time and practice. That is why I always try to be creative and find ways and styles for an effective learning to help all students feel confident in expressing themselves during my classes. The only objective of my classes is to make students communicate in English courageously.

Major achievements/ successes:

- ✓ 2019 – 3rd place at the national Olympic English contest, 12th grade 1 student;
- ✓ 2018-2019 – coordinator of the debate team IMPACT and Power (2020-2021), who took part in 7 regional debates championships, USARB;
- ✓ 2022 – 3rd place at the national contest “A Chance, Une Chance, Eine Chance”, (national level) 1 student (VIIth grade).

Short information about the school and the level/s you teach

My school, Public Institution Theoretical Lyceum “Alexei Mateevici”, is in Pîrlîța village, Ungheni District. About 388 students study English as a Foreign Language. The school is the only rural Lyceum in the region. There are smartboards, interactive displays, or projectors in the classrooms. The school library is one of the best-equipped in the region.

I teach students from 5th to 12th grade.

SÎLE Liliana

English teacher, 1st Didactic Degree
PI TL “Grigore Vieru”, Băcioi, Chişinău
lilianasile@mail.ru



Teaching Manifesto

“It is the teacher who makes the difference, not the classroom” (Michael Morpurg)

I am a motivated teacher who loves working with children and enjoys teaching English. I consider that children learn when you give them the opportunity to express themselves in their own way.

Major achievements/ successes:

- ✓ 2019-2023 – Peace Corps Partner;
- ✓ 2022-2023 – students participated in the national project “A book to take you lands away”,
- ✓ 2022 – Project coordinator for Chişinău in the program “Moldovan-Ukrainian Girls for Peace and Leadership program”;

Short information about the school and the level/s you teach

My school is located in Băcioi, a suburb of Chisinau. We have almost 550 children from the 5th to 12th grades. They all study English as the first Foreign Language. The children love their school very much, especially after the renovation. The teachers in our school try to involve the students in different national and international projects.

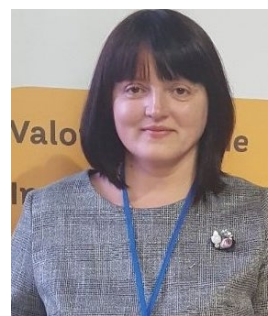
TÎRSÎNĂ Nina

English teacher, 1st Didactic Degree

PI TL “Nicolae Iorga”, Chişinău

tirsinanina@gmail.com

<https://www.facebook.com/nina.reva.58>



Teaching Manifesto

*“No one should teach who is not in love with teaching.”
(Margaret Elizabeth Sang)*

I enjoy teaching and helping my students conquer new heights, challenging them to do their best. Being a creative, dynamic person makes me encourage collaborative, project-based learning almost in everyday class.

Major achievements/ successes:

- ✓ 2016-2017 – iEARN-international project –Learning Circles “My School”;
- ✓ 2017 – 1st place in the Municipal English Olympiad–IV-th grade;
- ✓ 2017-2018 – eTwinning project “Cultural Heritage” National/ European Quality Label (15 primary students)
- ✓ 2017-2018 – AISE – International project: “North Carolina - Republic of Moldova School Exchange”, (17 primary students);
- ✓ 2017-2018 –eTwinning project “Culture in a poster” National/ European Quality Label (18 primary students);
- ✓ 2018 – eTwinning project “My dream – my tale” National/ European Quality Label (20 primary students);
- ✓ 2018 – AISE - National Project - Chişinău –Bălţi “We can save the world - Scrabbook exchange”;
- ✓ 2019 – National Award e-Twinning ambassador, 2019;
- ✓ 2020-2021 – eTwinning project “If I were” National/ European Quality Label (16 students);
- ✓ 2021 – National Contest “Skillful students, dedicated teachers, 3rd place;
- ✓ 2022 – International project: “Global Youth Service Day”, 30 students;
- ✓ 2022 – eTwinning project “Around mind in a sound body” National Quality Label (18 students –V-th grade);
- ✓ 2022 – National Contest, La Strada “Together for a better internet”, 3rd place;
- ✓ 2022 – National Video Contest “My family –cradle of desire”, Grand Prix.

Short information about the school and the level/s you teach

Our lyceum, “Nicolae Iorga”, is in a great location, at the magnificent Gates of the City district of Chişinău, the country's capital. There are about 1600 students enrolled in this lyceum (more than 1400 learn English). Our teachers and support staff are very proud of the environment in which our students learn. We have a fantastic team of educators, a dedicated administrative team, and modern classrooms, labs, etc. Our students put in a lot of effort, have fun, and are open-minded, all of which enhance the atmosphere at school or during extracurricular events. We offer music and dance lessons that lead to several awards. Also, we assist eTwinning projects. Projectors, interactive whiteboards, and modern furnishings can all be found in the classrooms

VACARI Dorina

English teacher, 1st Didactic Degree
PI Gymnasium nr. 2, Drochia
dorina.vacari@drochia.edu.md



Teaching Manifesto

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."
(John Dewey)

I strongly believe that in order to effectively teach our 21st century students, we, teachers must continuously develop our 21st century teaching strategies. I accept the challenge to be tenacious in teaching every student because I believe that every student can learn and make progress, no matter how slow.

Major achievements/ successes:

- ✓ 2019 – winner of the contest “Pedagogul Anului”, Drochia district phase;
- ✓ 2020 – district trainer “Alfabetizarea digitală”, phase I;
- ✓ 2021 – winner of the contest “Profesorul – Ambasador Digital” organized by Clasa Viitorului & MoECR;
- ✓ 2021 – district trainer “Alfabetizarea digitală”, phase II;
- ✓ 2021 – district trainer “Didactica utilizării Bibliotecii digitale ”Educație online”;
- ✓ 2022 – coordinator of YES Project in collaboration with Peace Corps Moldova;
- ✓ 2022 – district trainer “Comunități de bune practici a partenerilor Corpului Păcii în educație”;
- ✓ 2022 – district trainer “Alfabetizarea digitală”, phase III;
- ✓ 2022- district trainer “Utilizarea extensiei educatieinteractiva.md”;
- ✓ 2022 – 1st place in the contest “A Chance, Une Chance, Eine Chance”, district phase (2 products: primary & gymnasium level);
- ✓ 2022 - IIIrd place, eTwinning Prize for the project “Read A Book, Change the Universe!”.

Short information about the school and the level/s you teach

My school is in Drochia town. 176 students study English as a Foreign Language at primary and gymnasium level. The school was awarded the title “eTwinning School”, 2020-2021, meaning that the quality of the projects implemented by our teachers was recognized at the European Level. Also, our school is the only one in the region that was awarded the prize for the school with the most digital projects implemented. In the last school year (2021-2022) our students took part in 49 different projects and contests at regional, national and international level.

VASCAN Olga

English teacher
Superior Didactic Degree
Theoretical Lyceum "Ion Creanga"
Coșnița, Dubăsari
olgavascan27@gmail.com



Teaching Manifesto

Several predominant things that define me as a teacher are:

- ✎ I always encourage contact between students, develop reciprocity and cooperation among them; In addition, I encourage active learning by involving my students in "hands-on" activities not only at school, but in the community as well, aimed at improving students' environmental awareness, citizenship and the impact their actions have upon the (natural) world around them;
- ✎ Give constructive and prompt feedback, respect diverse talents and ways of learning and I LOVE and VALUE every single student;
- ✎ I also possess social skills and competences like: collaboration, team spirit, communication, creativity, empathy, seriousness, flexibility, persuasiveness, community involvement, leadership skills, analysis and synthesis, perspective vision, receptivity, strategic thinking, organizational spirit, initiative, punctuality, conflict mediation, capability of self-improvement.

Major achievements/ successes:

I am always concerned for professional development and some of the reasons that motivate me apply and participate in various Programs are: the wish to experience another culture and meeting and building lasting networks with people across the globe for mutual benefit.

Several achievements to mention:

- ✓ Alumna of Teaching Excellence and Achievement Program, USA, fall 2016.
- ✓ Peace Corps Partner since 2017;
- ✓ Alumna of Cross Culture Program, Germany, fall 2020-on civic engagement and moderator of a livestream event on *Hard times and barriers in education during COVID-19 pandemic*;
- ✓ Alumna of the national IMPACT Project - implemented by American Councils with the financial support of the US Embassy, regarding the exploration of new dimensions of teaching Foreign Languages, Republic of Moldova;

- ✓ *Mentor* of the girl-team participants in IT Technovation Challenge, in partnership with a Peace Corps Volunteer, Chrystal Wilson;
- ✓ *Author of 24 video lessons* for the 3rd grade students and interactive activities to them during the pandemic, materials created for Digital Library “Educatie Online”;
- ✓ *Official Representative* and member of Moldovan English Teachers Association (META) in the Dubasari region and *Regional Trainer* for EFL teachers.

Short information about the school and the level/s you teach

The institution I have been working in for 17 years is Theoretical Lyceum “Ion Creanga”, Cosnita, the biggest educational entity in Dubasari region with over 700 students. All of them love learning English, a thing that makes them the best at the regional Olympiad every year. Due to our fruitful collaboration with the Peace Corps since 2017, mainly the possibility to have volunteers on our site, our students have become motivated to learn English. Furthermore, the school is well equipped with modern technologies, things that make it possible to create/present interactive lessons and easily engage students in the educational process.

On this basis, we organize and involve all the students, no matter the level, in various extracurricular activities and projects where they practice, demonstrate and develop their English communicative skills and establish connections.

VASILACHI Svetlana

English teacher, 1st Didactic Degree
PI TL "Alec Russo", Orhei town
svetlana.vasilachi@gmail.com



Teaching Manifesto

Teaching is not a simple job of sharing information, it implies soul, attitude and love for what I do. I teach my students to be friendly, emphatic and conscientious. My goal is to motivate the students to come to school with pleasure and to learn for a better tomorrow.

Major achievements/ successes:

- ✓ 2020 – Local trainer "DIGITAL LITERACY" - Class of the future - DGE Orhei;
- ✓ 2020 – Local trainer "Development of Digital Competences of Teachers, for Teaching-Learning-Assessment, With G Suite for Education", Future Classroom;
- ✓ 2021 – Grand Prix on district level in the Contest "A Chance, Une Chance, Eine Chance" (9th form, video section);
- ✓ 2021 – 3rd place in the English Olympiad, district phase (11th form); Mention – the 9th form;
- ✓ 2022 – Grand Prix on district level in the Contest "A Chance, Une Chance, Eine Chance" (10th form, video section);
- ✓ 2022 – 2nd place in the English Olympiad, district phase (12th form);
- ✓ 2022 – Organization of the district seminar on the English language "To speak or not to speak - or how to enhance speaking during English lessons"
- ✓ 2023 – 2nd and 3rd place in the English Olympiad, district phase (10th form);
- ✓ <https://quizlet.com/vasilachi-cerchez/classes>

Short information about the school and the level/s you teach

My school PI TL "Alec Russo" is in Orhei town. 1126 students study English as a Foreign Language. The school is the only one in the region that has so many students who study English. The major accomplishments of the students are at the district Olympiad and different contests. The school is well equipped with projectors, computers in each classroom and interactive boards. One is in my English classroom. I teach at primary, gymnasium and lyceum levels.

ZMEU Olga

English teacher, 2nd Didactic Degree
PI TL “A. Puşkin”, Căuşeni
olgazmeurual@gmail.com



Teaching Manifesto

I am a positive person who has an enthusiastic outlook on life. I love my job and I get a great sense of achievement from seeing my students develop and grow as individuals.

One of my values as a teacher is dignity, which means I respect every person, regardless of gender, appearance, age, religion, social standing, origin, abilities and achievements. The second value is truthfulness that involves steering learners in navigating life and their environment. Honesty with myself and others and mutual respect in communication.

Major achievements/ successes:

Some of my students have got prizes at the regional Olympiad in English, more than 15 students continue to study English at the universities of Moldova. I participated in the project “Interactive English” 7 years ago supported by Peace Corps Moldova, and today I am a part of the national project “Communities of good practice in education” by Peace Corps Moldova.

Short information about the school and the level/s you teach

The official name of my school is Public Institution Theoretical lyceum “A. Puşkin” Căuşeni is in the town of Căuşeni. 210 students study English as a Foreign Language. The school is the only one in the region where the language of instruction is Russian language. The major accomplishments of the school/ students are:

- ✓ our students have got prizes at the regional and republican Olympiad on different subjects;
- ✓ according to the results of the bachelor's degree examination session 2022, our lyceum is on 93rd place out of 319 lyceums in Moldova;
- ✓ I teach A1.1 - B2 levels (from 2nd to 12th forms).

ANNEXES SECTION II

Annex 1

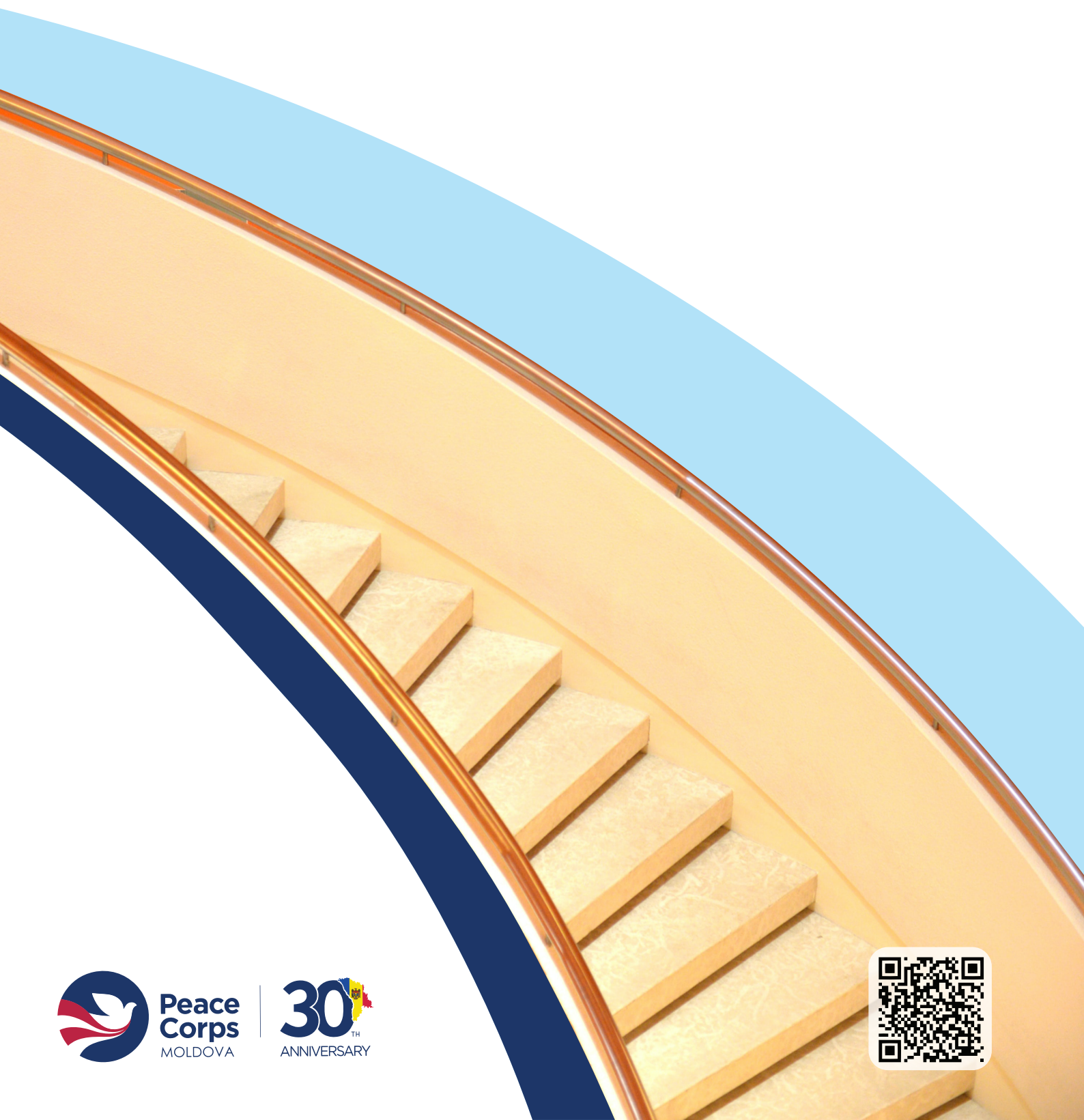
List of authors

Name, Surname	Title	Institution
Aculov Rodica	English teacher, master's degree in Technologies of Elaboration of Educational Software, 1st Didactic Degree.	Theoretical Lyceum "Mihai Eminescu", Cimişlia.
Banari Mariana	English teacher, 1st Didactic Degree.	Theoretical Lyceum "Adrian Paunescu", Căzăneşti, Teleneşti.
Baraneţcaia Ana	English teacher, 1st Didactic Degree.	Gymnasium Sîrcova, Village Sîrcova, Rezina.
Borta Natalia	English teacher, Superior Didactic Degree, Lead Specialist for Foreign Languages at Rayon Department of Education from Ialoveni.	Theoretical Lyceum "Olimp", village Costeşti, Ialoveni.
Comerzan Victoria	English teacher, 1st Didactic Degree.	Theoretical Lyceum "Mihai Eminescu", Floreşti.
Cozonac Violeta	English teacher, 2nd Didactic Degree.	Theoretical Lyceum "Ion Creangă" Cuizăuca, Rezina.
Dobler Liliana	English teacher, 2nd Didactic Degree.	Theoretical Lyceum "Mitropolit Nestor Vornicescu", Lozova village, Străşeni.
Dragan Tatiana	English teacher, 1st Didactic Degree.	Theoretical Lyceum "Mihai Eminescu", Floreşti.
Erhan Tamara	English teacher, 1st Didactic Degree.	Public Institution Theoretical Lyceum, "Grigore Vieru" Băcioi, Chişinău.
Furtuna Veronica	English teacher, 2nd Didactic Degree.	Theoretical Lyceum "Romaneşti", Romaneşti, Străşeni.
Gorobivschi Natalia	English teacher, 2nd Didactic Degree.	Theoretical Lyceum "B. P. Haşdeu", Drochia.
Ilicheva Marina	English teacher, 2nd Didactic Degree.	Theoretical Lyceum ORT B. Z. Hertli, Chişinău.

Jechiu Olesea	English teacher, 1st Didactic Degree.	Theoretical Lyceum Zîmbreni, Zîmbreni, Ialoveni.
Jelihovschii Diana	English teacher, 1st Didactic Degree.	Theoretical Lyceum "Meșterul Manole", Sălcuța, Căușeni.
Jelihovschii Sergiu	English teacher, 1st Didactic Degree.	Theoretical Lyceum "Meșterul Manole", Sălcuța, Căușeni.
Mandadari Ludmila	English teacher, 2nd Didactic Degree.	Public Institution Theoretical Lyceum "Vasile Coroban", Glodeni.
Marcenco Svetlana	English teacher, 1st Didactic Degree.	Public Institution Gymnasium "Vasile Lupu", Susleni, Orhei.
Margină Diana	English teacher, 2nd Didactic Degree.	Public Institution Gymnasium "Ștefan cel Mare și Sfânt", Năvîrneț, Fălești.
Marin Corina	English teacher, 2nd Didactic Degree.	Public Institution Theoretical Lyceum "Dimitrie Cantemir", Cantemir.
Mascautan Ana	English teacher, 1st Didactic Degree.	Public Institution Theoretical Lyceum "Principesa Natalia Dadiani", Chișinău.
Motricală Galina	English teacher, 2nd Didactic Degree.	Theoretical Lyceum "Mihai Eminescu", Strășeni.
Mucea Irina	English teacher, 1st Didactic Degree.	Theoretical Lyceum "Andrei Vartic", Ialoveni.
Nacu Valentina	English teacher, 2nd Didactic Degree.	Public Institution Theoretical Lyceum "Budești", Budești, Chișinău.
Neagu Veronica	English teacher, 2nd Didactic Degree.	Theoretical Lyceum "Zubrești", Zubrești, Strășeni.
Orbu Galina	English teacher, 1st Didactic Degree.	Public Institution Theoretical Lyceum "Petre Ștefănuță", Ialoveni.
Plotnicov Lidia	English teacher, 2nd Didactic Degree.	Public Institution Theoretical Lyceum "Dimitrie Cantemir", Văsieni, Ialoveni.
Podgornaia Irina	English teacher, 2nd Didactic Degree.	Public Institution Theoretical Lyceum "Mihai Eminescu", Edineț.

Porubin Ina	English teacher, 1st Didactic Degree.	Public Institution Theoretical Lyceum "Lucian Blaga", Iargara, Leova.
Rusu Lilia	English teacher, 2nd Didactic Degree.	Public Institution Theoretical Lyceum "Alexei Mateevici" Pîrlița, Ungheni.
Sîle Liliana	English teacher, 1st Didactic Degree.	Public Institution Theoretical Lyceum "Grigore Vieru" Băcioi, Chișinău.
Tîrsîna Nina	English teacher, 1st Didactic Degree.	Public Institution Theoretical Lyceum "Nicolae Iorga", Chișinău.
Vacari Dorina	English teacher, 1st Didactic Degree.	Public Institution Gymnasium no. 2, Drochia.
Vascan Olga	English teacher, Superior Didactic Degree.	Theoretical Lyceum "Ion Creanga", Coșnița, Dubăsari.
Vasilachi Svetlana	English teacher, 1st Didactic Degree.	Public Institution Theoretical Lyceum "Alec Russo", Orhei.
Zmeu Olga	English teacher, 2nd Didactic Degree.	Public Institution Theoretical lyceum "A. Pușkin", Căușeni.





**Peace
Corps**
MOLDOVA

30TH
ANNIVERSARY

