

## TNP3, Sub-project 1: Languages for language-related industries and professions

### National Report for Romania

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#### I. Status Quo

**Introduction – The Romanian Context** (cf. the national report TNP2 “Quality Enhancement in Language Teaching” [Romania, author: Rodica Baconsky])

- **elementary school:** one modern language (English<sup>1</sup>, French, German, Spanish, Italian) in big cities (2-4 hours/week);
- **secondary school:** the modern language is continued (English, French, German, Spanish, Italian: 2 hours/week); a second modern language is introduced (one of the above or Russian: 2 hours/week);
- **high school:** two modern languages (see above) are learned (2 hours/week, as a rule, or, in bilingual classes, 6-7 hours/week the first language – English, French, German, Spanish, Italian, Russian – and 2 hours/week the second language); one language (generally the first) is obligatory for Bacalaureate (oral or written, depending upon school profile); language competence certificates are issued by request for graduates of bilingual schools.
- **Higher education** (public or private universities):
- **3 year colleges:** one modern language (English, French, German) for 4 semesters (1<sup>st</sup> and 2<sup>nd</sup> year), 2 hours/week; teacher colleges have options for 8 hours/week programmes (for elementary school modern language teachers);
- **4, 5, 6 year non-philological specializations:** one modern language (English, French, German, Italian, Spanish, Russian), 1<sup>st</sup> and 2<sup>nd</sup> year, 2 hours/week; obligatory second language (English, French, German, Italian, Spanish, Russian, Norwegian, Finnish, Ukrainian, Japanese, Hebrew, Chinese, Portuguese, Hungarian (3<sup>rd</sup> and 4<sup>th</sup> year), 2 hours/week, at Babeș-Bolyai University, beginning with 2004, depending on the language offer; a language competence certificate (16 +) is a condition for acceptance in the BA exam, and for admission in MA or Ph.D. programmes; the certificate complies with the requirements in the Common Reference Framework of the Council of Europe;
- some universities (Babeș-Bolyai, Cluj, Lucian Blaga, Sibiu, University of Bucharest, University of Timisoara, The Technical University, Bucharest) offer non-philological specializations entirely in modern languages (English, French, German);
- **MA studies** (year 5, or 5 and 6): a language competence certificate in English, French, German, Italian, Spanish or Russian is a condition for acceptance in the entrance exam at some universities (e.g., Babeș-Bolyai); MA specializations are offered completely or partly in modern languages (English, French, German);
- **Doctorate:** 4 or 5 years (years 5-8 / 5-9 / or 6-9 at Babeș-Bolyai University and the University of Bucharest, which require a one year MA programme as a minimal condition for admission to doctoral programmes); a language competence certificate in English, French, German, Italian, Spanish or Russian is required for admission at some universities (e.g., Babeș-Bolyai); there are doctoral programmes in modern languages (English,

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<sup>1</sup>The order reflects the order of options

- French, German, Hungarian), depending upon advisor and university.
- **Specialization A / First major** (Geography / History / Theology, etc.) + **1 modern language** (English, French, German, Italian, Spanish, Russian), 4 years, 8 hours/week; all teaching is in the foreign language; a second foreign language can be studied in the 1<sup>st</sup> and 2<sup>nd</sup> year; the BA exam includes a written exam in the modern language (language and literature); the BA thesis can be in the modern language.
  - **Modern languages majors (Philology / Letters):** 4 years; mother tongue (or ethnology) + a modern language (double major); or modern language + mother tongue; or modern language A + modern language B; the languages vary depending upon the university: Bucharest (21 lgs.), Cluj (17 lgs.), Constanta (10 lgs.), Iasi (9 lgs.), Timisoara (7 lgs.), Craiova (6 lgs.) etc.; language A 10 hours/week, language B 8 hours/week; all teaching is in the foreign languages studied; the BA exam consists in one written exam in each major (modern language and literature) + the defense of the BA thesis.
  - **Applied Modern Languages:** philology; translation; interpreting; the languages differ according to the university: English, French, German (Bucharest); English, French, German; Italian, Spanish; Russian (Cluj); English, German, French (Sibiu); English, French (Braşov, Galaţi), etc.; two languages are studied, each for 4 years, 8-10 hours/week; a 3<sup>rd</sup> language (language C) is studied at Babeş-Bolyai University Cluj, 6 hours/week, for 4 years; all teaching is in the foreign languages studied.
  - **MA in foreign languages (Philology):** English, French, German, Italian, Russian, Hungarian, or depending upon the university; 1 or 2 years; all teaching is in the foreign language; the MA thesis is written in the foreign language. MA in Translation Theory and Conference Interpreting, not necessarily for language graduates (other graduates are also accepted).
  - **Doctorate in philology:** 4 or 5 years (years 5-8 / 5-9 / or 6-9).

### **I.1. Overview of the present situation of language-related industries and professions in the national labour market (on the basis of existing data)**

With regard to language-related industries and professions, there are no clear records or statistics. However, there are surveys conducted by some universities on the employability of their graduates, including the graduates of the faculties of letters, but without direct reference to the language graduates or the graduates of applied modern languages. According to one survey, made by the Babeş-Bolyai University, the employability of letters graduates is around 75%. We have reasons to believe that the employability of modern language graduates is higher, with the highest percentage among applied modern languages graduates, given the great changes in Romania in the past 15 years – after decades of an excessively centralized socialist economy, with the State as the almost exclusive employer – and the recent policy of accession to the European Union, which has had a significant impact on the development of new language-related industries and professions.

Since, to my knowledge, there are no statistics and surveys conducted by the government or government agencies on this issue, for the purposes of this study I have sent a questionnaire to several public higher education institutions in Romania and employers' organizations, 19 in all. The aim was to obtain information on the current situation of the new language-related

professions, on the employability of language graduates, on the professional demands in this area, on the contact between firms / organizations and HE institutions, as well as on the needs and on recommendations. In keeping with the structure of the survey, the questionnaire had three parts and a total number of 30 questions, such as:

- Is the institution involved in or associated with training specialists for language-related industries or professions?
- For what language-related industries or professions are specialists trained?
- How many language graduates have been employed in the past few years?
- What is the level of the graduates' language proficiency, of their computer literacy, and of their skills in complementary fields (technical, economic, medical, law, etc.)?
- What is the impact of the policy of accession to the European Union on language learning, on language-related professions and on the training for these professions?
- What new specializations have been created?
- What collaborations exist between firms / employers' organizations and universities?
- What are your priorities with regard to language-related specialists?
- What two community languages would you select for your institution?
- What specializations or training schemes does your university offer for forming specialists for language-related industries or professions?
- How do you intend to develop the curriculum?
- What methodologies do you contemplate for implementing the new professions?
- What are the mechanisms of quality assurance?
- What are your financial and human resources?
- What endowments do you have?
- What are the constraints on curriculum development in the field of language-related professions?

Out of the 19 institutions to which the questionnaire was sent, only five provided the information: three universities active in the teaching of modern languages (Babeş-Bolyai University, Cluj-Napoca, Ovidius University, Constanța, The University of Oradea), and two employers' organizations (Vâlcea and Timișoara), each of which are located in different areas of Romania. It follows that the dimension of the survey is small, and it cannot be taken as representative of Romania as a whole, but rather of the group of respondents. Below, I give an outline of the situation in Romania on the basis of the respondents' answers and other information, and, in the end, I furnish an example of good practice.

### **I.1.1. Language related industries and activities present at the national level: type and organization**

#### **I.1.1.1. The Private Sector**

At present, an increasing number of language graduates are employed in the private sector, often on a free lance basis, mainly in the service industries – as translators, legal service providers, interpreters, hotel industry, tourism – or as editors, technical writers, proof readers, as well as international relations officers, public relations officer, assistant managers, spokesmen.

### **I.1.1.2. Government and Public service**

Most of the language graduates are employed in the public sector, mainly as language teachers in elementary, secondary and high schools, or in universities, as instructors. Others continue their studies as Ph.D. students, and work, in this capacity, as TA's. Still others are employed as librarians or documentation specialists by university libraries or municipal libraries, by foreign cultural centres in the large cities, or by university departments. No statistics is available, but it is obvious that the large majority take up the language teaching profession.

## **I.1.2. Language-related professions**

### **I.1.2.1. Pure-play language-related professions**

According to the survey, the main pure-play language related profession is that of language teacher, but there are also such professions as literary and technical translator, proof reader, technical writer, text editor, language-teaching materials writer and editor, interpreter, terminologist.

### **I.1.2.2. Ancillary language-related professions**

They are export assistant, international relations negotiator, sub-titling specialist, linguistic engineering, documentation specialist, legal service provider, web site manager. While some of these professions are formally recognized (e.g., translator, export assistant, international relations officer, interpreter, documentation specialist), others, like proofreader, subtitling specialist, terminologist, linguistic engineering have no official recognition.

In relation to these professions, major universities have set up teaching programmes, or they are involved in one way or another in training such specialists. As examples can be cited Babeş-Bolyai University and Ovidius University, both of which cover almost all of these activities from above, as their answers indicate; I have reason to believe that things are not very different with other great universities (Bucharest, Timișoara, Iași, Craiova). However, not all universities have programmes aimed at forming specialists in all these domains, as is the case with the University of Oradea and Constanța, and perhaps many other universities, where the emphasis is on forming language teachers, rather than on interpreting or on terminology. So, their graduates can function as interpreters or translators only indirectly, through the language teaching profession.

## **I.2. Language graduate employment in the language-related professions: status quo (if existing data available)**

No clear data available. The respondents mention only graduate employment in the higher education, as instructors or TA's, with numbers ranging from 16 (Ovidius University) to 23 (the University of Oradea). However, the respondents consider that the graduates that have been employed have a good or very good language proficiency, good or poor computer literacy,

depending on type of university education, and good complementary skills (technical, economic, law, medical, etc.). In this respect, a respondent suggests that the AEL programme in computer science, initiated by the Romanian Ministry of Education and Research needs rethinking at the level of all faculties of letters and transformed into a component of initial education (or of complementary education, e.g., of the teaching module).

### **I.3. New developments and new professional demands in the language and language-related industries**

#### **I.3.1. The impact of European integration and of globalization: new directions, reorganizations**

Globalization, as well as the Romania's status of accession state to the European Union, has an impact on the development of language programmes / specializations / training schemes in the universities, leading to a richer offer of majors, both in terms of language-related professions (language teachers, specialists in applied modern languages, translators, interpreters, etc.), and of languages taught. In this respect, many universities have now majors in the main modern languages (English, French, German, Russian), some also in Italian, Spanish and/or Portuguese, or even in smaller languages (Norwegian, Finnish, Hungarian, Ukrainian, Polish) or in Asian languages (Japanese, Chinese, Korean), as a result of the increased demand for languages in an open, more dynamic and mobile society. In addition, respondents indicate the introduction of complementary specialization modules, or even the development of a coherent language policy based on European documents and the 1 + 2 recommendation, consisting in the learning of two modern languages besides the mother tongue (e.g., Babeş-Bolyai University), considered necessary for the shaping of the future European citizen. Also, language modules have been introduced at many universities and firms/companies for non-philological undergraduates or graduates, as well as modules for complementary training (computer science, marketing, etc.) of language specialists.

#### **I.3.2. New professional demands and professional profiles in the language-related professions**

According to the respondents, there is an increased demand for translators, interpreters, text editors, technical writers, international publications writers, international marketing, multimedia multilingual soft and web site manager, subtitling, technical writers. As suggested on all the questionnaires, these new language-related professions are necessary not only for assuring the quality of the products (web site, editing, translations etc.), but also for successful communication with European/international organizations, with partner institutions/enterprises, or with employers' organizations and other organizations. One respondent is of the opinion that the new professions should also be considered from the point of view of the challenge they represent for scholarly research.

Under this rubric a very interesting collaboration should be mentioned, namely the one established between the University of Bucharest and the Babeş-Bolyai University, on the one hand, and the General Interpreting Board of the European Commission, on the other. With a view to forming highly professional interpreters for the European Institutions, this board, known as JICS / SCIC before 2004, has proposed a partnership consisting in:

- pedagogical assistance (training of the MA students by JICS / SCIC professionals);
- scholarships/grants (which also include a stay with the European institutions in Brussels);
- a “career day”, when graduates or future graduates are informed on the conference interpreter profession and its opportunities.
- participation in the entrance exam and the final tests (mixed jury).

On the other hand, the European Parliament also has a long-stay programme, consisting in:

- sending a recent MA graduate in interpreting to a university for teaching as TA at MA level, who is obliged to learn the language of the country in question;
- grant proposals for the existing staff that cover intensive language training in the adhering states;
- online courses offered by ETI (Ecole de Traducteurs et Interprètes) with the support of the European Parliament (the latter offers the funding, just as in the case of the 10 day stay programmes).

#### **I.3.2.1. Communication from international organizations (see I.3.1. above)**

In addition to the European institutions from above, mention should be made of the fact that The British Council, DAAD, the French Ministry of Foreign Affairs, the Belgian, Polish and Norwegian ministries of culture, as well as the American government or the Cervantes Institute and the Camões Institute have started a dialogue and partnerships with the universities in the matter of language study or the development of language specific professions (postgraduate teacher training courses, joint doctorates, setting up of cultural centers, endowments for these centers, sending of “native speakers”, organization of debates and colloquia on the new language professions). Recently, an interesting collaboration with ELC / CEL has been underway, within TNP<sub>1</sub> and TNP<sub>2</sub>, whose materials have been sent to the Ministry of Education by Babeş-Bolyai University, and thereby disseminated nation-wide.

There was also a collaboration with the Council of Europe having as major goal the writing and the publication of *The Romanian Language – Threshold Level* (Victoria Moldovan and collaborators).

A good collaboration with the Francophone University Agency (AUF) should also be mentioned, especially in the field of terminological research and of language teaching (Bucharest, Iaşi, Craiova, Cluj).

#### **I.3.2.2. Communication from employers, employers’ organizations and other organizations (see I.3.2. above)**

Mention should be made here of the interesting and seminal ties with the chambers of

commerce in France, Italy, and Spain, as well as with the Irish and French local or university administrations for organizing Leonardo or Toppartenaire training periods. These have enabled a reassessment of the role of certain elements in the curriculum, depending upon employer demands.

At national level, the ties of the Universities of Bucharest and Cluj with the European Institute in Romania are worth to be mentioned; their main objective is the training of translators / terminologists for the *acquis*.

### **I.3.2.3. Results of local / regional / national surveys (not available)**

It is interesting to note the regional experience (in the European sense of the word) in disseminating various curricular components, which was acquired given the participation in the CEEPUS mobility programme.

### **I.3.2.4. Outcomes of academic studies and research**

The studies in language profiles and metamorphoses that impact the university training / job market relation are in a beginning phase (*Teritorii actuale ale traducerii "Present-day translation domains"*, Cluj: Echinox, 2001; *For a European Language Policy in Babeş-Bolyai University*, 2001; articles in the *Lingua* journal published by the *Lingua Centre* of the Babeş-Bolyai University). However, we will soon witness an increase in the number of such publications as a result of recent changes in mentality at many Romanian universities.

A reflection at national level, with consequences, was occasioned by the CALISRO programme (aim: curricular harmonization / tuning at national level, imposition of quality standards, reshaping of the nomenclature of language related professions in Romania).

### **I.3.2.5. Results and outcomes of TNP3 survey (in preparation; but see I.3.1. and I.3.2. above)**

## **I.4. Contacts and co-operation between the language and language-related industries and HE institutions**

### **I.4.1. Through international organizations**

### **I.4.2. Through professional associations at the national or regional level**

Participation in international professional associations (with a linguistic profile and with a role in training students for language related professions – see the 11<sup>th</sup> Edition of the Eastern Generative Grammar Summer School, held in Cluj at Babeş-Bolyai University in July-August 2004; EST – European Society for Translation; AIIC – Association Internationale des Interprètes de Conférence), or contacts with European enterprises of this profile (which handle translation work – e.g. for the European Commission and other European institutions / organizations) for the purpose of organizing training periods (Babeş-Bolyai University, May

2005) contribute to the promotion and renewal of language related professions and furnish a constant means for comparing performance.

The interest to define and ensure a distinct status for translators and professional interpreters has also led to the setting up of ART (The Romanian Association of Translators – Oct. 3, 2004), originating in ARTT (Association of Young Romanian Translators, which was initiated by AML students at Babeş-Bolyai University).

A collaboration with RBS (Romanian Broadcasting Society) is on the way to being implemented nation-wide with the purpose of training interpreters by opening up courses at the university to professionals coming directly from specialized environments. Beyond doubt, this is a timely innovation, especially because the professional element ought to prevail in the curriculum.

#### **I.4.3. Through direct co-operation between HE institutions or departments and industry partners (regional or local training schemes, course-related work-placements or other)**

The respondents indicate that they have not participated in any debate on language-related professions with the universities that form specialists in this domain, but they are willing to co-operate at local or regional level with the latter for the purpose of defining the new curriculum profiles according to their interests and requirements. Moreover, the employers' organizations are ready to financially support the language training of the employees if appropriate training schemes are offered for the new language-related industries and professions, as this would improve performance and would benefit the firms. In this respect, the priorities are represented by such professions as text editor, documentation specialist, international relations officer (depending on institution profile), and web site manager. Finally, when asked what two EU languages would they prefer for their institution, the employers' organizations indicated English, followed by either French or German; next come Italian and Spanish, but there is no reference to other languages.

### **I.5. Impact of language industry developments and new professional demands on existing specialist HE language courses (status quo)**

#### **I.5.1. Programmes and courses**

Romanian universities offer mainly traditional, philological programmes for language majors, with special emphasis on the structure of language (taught in the foreign language), on the study of literature (taught in the foreign language), and also on literary theory and linguistics, or area studies, as the questionnaires reveal. Most of the graduates are language teachers, while others become translators and/or interpreters; still others combine translating and interpreting with teaching. In the past 15 years, however, important steps have been taken to render the system compatible with the European one, and to meet the new professional demands on the labour

market.

### **I.5.2. Definitions of learning outcomes**

Significant is, in this respect, the setting up of applied modern languages departments, first at Babeş-Bolyai University in 1991, then at a few other universities, with emphasis on translation, interpreting, languages for specific purposes, language and communication, language and marketing, multimedia, languages and public relations, etc. At some other universities where specialized departments of this kind have not been set up as of now, majors in applied modern languages have nevertheless been introduced (e.g., University of Bucharest), as well as new training schemes or programmes, and/or complementary modules. In this respect, the respondents point to a healthy tendency of the universities to consult with the potential employers.

### **I.5.3. Methods**

To meet the new demands, the teaching methods in higher education have changed considerably after 1990, so that side by side with traditional teaching, more attractive, up-to-date active and interactive methods are now being used: multimedia laboratories, e-learning, self-training, workshops, project presentations, etc. Likewise, criteria have been adopted for quality assurance, such as definition of competencies and competence based assessment, internal and external evaluation of courses taught in the classroom, graduate employment, etc.

### **I.5.4. Resources**

The new specializations, the new electronic methods, IT, books etc. require an appropriate budget. Unfortunately, the government budget allocation is insufficient in the case of most universities or faculties of letters, which need to rely more and more on their own resources (tuition, fund raising, etc) in order to manage in the newly created situation. It is imperative that substantial financial resources be available. According to the responses, the human resources are appropriate, but more is needed to keep up with the latest developments, as well as in terms of adjustment capability to the new standards. As for endowments (electronic equipment, libraries, etc.), on the whole they are considered to be adequate (multimedia laboratories at several universities), but latest generation electronic equipment (computers, DVD's, etc.) are needed in all classrooms where practical courses in modern languages are taught. It follows that increased financial support is needed from the government, as well as from sponsors (companies, firms, etc.).

## **II. Needs**

### **II.1. Cooperation between the language and language-related industries and HE institutions**

The Bologna process will require a constant cooperation between the training demand and what universities can offer. The rethinking of the training cycles, the awarding of degrees at the end of each cycle (bachelor, master, doctor) coupled with professionalism and a balanced system of competences that meets job market demands requires a redefinition of professions on the basis of the new methodologies (TIC), of the new instruments and the new responsibilities (Romania as a future EU member should be capable of furnishing information connected with products and services in all EU languages; the free mobility on the job market also calls for training trainers for other types of instructions; likewise, the growing number of student mobilities entails the setting up of a specialized network of trainers in the language of the host country, but with competences in widely spoken modern languages.

There is a growing need for training legal service providers with a good competence in foreign languages, who can be very instrumental in helping to carry out the legislative harmonization with the *acquis*. Unfortunately, the project meets with resistance on the part of those legal specialists who are not willing to “share the cake” with their linguist colleagues. A debate between representatives of the academic community and the professional community might prove useful in this respect.

## **II.2. Identification of needs for curriculum innovation in response to new professional demands**

### **Projects**

Courses for continuous education in cultural management and in the area of “book professions”, organized for publishing houses or other interested institutions (potential partners should be identified)

### **Methods**

Intensive training, e learning, summer schools

### **Resources**

#### **Tuition, financial support from the interested institution**

With regard to such a project, the Applied Modern Languages department of the Babeş-Bolyai University is working on a brief period intensive training project (by request) for a group of AML graduates employed for subtitling by a firm (for next year, with Toulouse University). Furthermore, a teacher-training programme on subtitling is being elaborated in collaboration with the French Institute (partners: the University of Toulouse and Pompeu Fabra University in Barcelona).

## **II.3. Needs for future projects, studies and research**

While projects on the new language-related professions are underway at local, university level

(e.g., University of Oradea), the respondents reveal their intention to undertake projects on this topic at national level, in collaboration with some other university, or at international level, in collaboration with universities in the European Union. One such project, which is estimated to take three years (1 year the study proper + 2 years implementation), is suggested by the Applied Modern Languages department of the Babeş-Bolyai University. This project would include potential employers, and would seek

- to form highly qualified young specialists in this field, capable to adjust to the new intellectual requirements and to the increasing demands on the job market; and
- to diversify the university offers of training programmes.

Another project, envisaged by the Ovidius University (Constanța), would focus on the use of smaller languages spoken in the Southeastern European area in professions such as police officer, customs officer, tourism. It is estimated that the project would take two years (1 year the study proper + one year the implementation).

## **II.4. Constraints**

Firstly, the constraints in the development of training schemes or curricula for the new language industries and professions are financial as to their nature; in this respect, substantial funding is necessary for the purchase of appropriate equipment, books and office supplies. Secondly, there is a shortage of specialists in this domain in Romania, but this could be solved by inter-institutional / international collaboration. Thirdly, the lack of a genuine, well-articulated interdisciplinary approach at MA level should be surmounted.

## **III. Recommendations**

### **III.1. Recommendations: measures to be taken to bring about improved consultation and co-operation between higher education institutions and the world of work**

#### **III.1.1. Measures to be taken at local/regional level**

#### **III.1.2. Measures to be taken at Member State level**

- a. The making of a professional study of the job market requirements for language related professions at the national level.
- b. Internal curricular harmonization of course requirements for language related professions (in close conjunction with a.).
- c. Stimulation of preeminence in language related professions, of excellence in mastery of language coupled with computer literacy and specific competences (teaching, translation, interpreting, management, etc.).

#### **III.1.3. Measures to be taken at European level**

- a. Making of specific patterns for language related professions, which can be adjusted to the traditions/needs of each EU country.
- b. Promotion of a set of common criteria with respect to the role of language related professions in the society of knowledge.
- c. Support for research with a view to optimizing generalized education that can benefit

language related professions (rethinking of the teacher career).

### **III.2. Recommendations: innovation in curriculum development and methods**

**III.2.1. For language mediation industries (translation and interpreting, localization, subtitling)**

**III.2.2. For multilingual communication and knowledge management (corporate communication, economic intelligence, public service communication)**

**III.2.3. For international commerce-related professionals (export assistant, etc.)**

### **III.3. Recommendations for research**

## **ANNEX**

### **An example of good practice**

A first attempt to expand the traditional area of language-related professions – at a time when in Romania, before 1989, they had practically been reduced to language teaching at school level and university level – was the setting up, within a TEMPUS project, of the Applied Modern Languages Department at Babeş-Bolyai University. The shift of emphasis on the applied aspects was extremely relevant pragmatically speaking. This is reflected, firstly, in the need for status and visibility of some professions that otherwise existed (e.g., translator), but which previously had not been recognized by a university degree (and were quite often practiced in an amateurish way), and, secondly, in the urge to meet the demands on the job market, which changed significantly in a few years only.

Since specialists in communication, in technical translation, in interpreting were badly needed, the AML department created for itself an adequate infrastructure (inter-disciplinary department, up-to-date equipment). Simultaneously, it elaborated a policy for promoting the university “products” on the job market, thereby trying to meet the external and internal need as soon as possible. By introducing a practice module, the department created an interesting feedback mechanism, which enabled it to adjust its curriculum so that it will form specialists for the job market without diminishing professional rigour in any way.

In terms with a good European practice and in keeping with the expectations of the candidates from all over Romania, it then started to disseminate this new approach to language training to partner universities in the neighbouring area first (Sibiu, Brasov), and later to other universities (e.g., Bucharest).

Likewise, the quantitative dissemination (setting up of several training centres of this kind in Romanian universities) was coupled by a qualitative development, focused on meeting stakeholders’ demands and requirements. The need to have professional translators and interpreters as an EU accession state, and the associated prospect of a new job market, has led to the creation of “reinforced”, “postgraduate” programmes, with a well defined profile, and, what is very important, in fruitful collaboration with partner universities or with European institutions

(the translation service of the European Commission; the conference interpreting service of the European Commission; the Interpreting Board of the European Parliament), as well as with domestic institutions (the European Institute in Romania, The Ministry of European Integration, The Ministry of Education and Research).

This example of restoring language-related professions is but a possible road map. It is interesting from the point of view of its development, and encouraging for the success of other projects meant to invest the university with a prospective and innovating role. The language-related professions – and mainly those that form part of the huge process of globalized communication – must be “invented” and experimented to maintain Europe in a tenacious and intensive competition.