

ROMANIA - NATIONAL REPORT ON CURRICULUM INNOVATION

1. Introduction

1.1. The system of higher education

Higher (university) education includes the following components and levels:

A. Initial education:

Undergraduate education

- short-term (2-3 years) in university colleges
- long-term (4-6 years) in faculties

Post-graduate education

- Further specialized studies (1-1.5 years)
- Master studies (1-2 years)
- Doctorate (duration established by each University Senate)
- Advanced studies (variable duration depending on the research theme and the form of finalization of studies)

B. Continuous education at post-graduate level:

Specialized post-graduate studies (up to 1 year)

Post-graduate training courses (1-3 months)

Intensive training courses (2-4 weeks)

Initial education at tertiary level (graduate and post-graduate) is achieved in: universities, academies of studies, higher education institutions which are accredited or have the approval for temporary operation, obtained on request from the National Council for Academic Evaluation and Accreditation, for each specialization included in the educational offer.

Short-term university studies are achieved in university colleges and the curriculum is highly professionally oriented.

Long-term university studies are differentiated depending on the curriculum of each specialization studied within the faculties.

Further studies deepen the specialization in the profile and the field of study chosen during the initial training

Master studies integrate knowledge from various fields of specialization, their role being to expand and complete the knowledge and skills acquired through long-term university studies.

Advanced studies represent a combination of further studies with an intense research activity under the guidance of a project coordinator. The advanced studies may precede, accompany, or complete a doctorate in science.

The further studies, master, and advanced studies are organized within the tertiary institutions, which are accredited. The master and advanced studies can also be organized in accredited post-graduate schools, autonomous in relation to universities.

The Doctorate is the highest degree of education and of scientific research achieved within the tertiary education institutions approved by the Ministry of National Education, at the proposal of the National Council for the Approval of University Titles, Diplomas, and Certificates.

Continuous education at post-graduate level is achieved primarily within the established tertiary education institutions, but it can also be organized by specialized institutions or centers which have obtained the approval of the Ministry of National Education, the Ministry of Labour and Social

Protection or other central bodies which have their own training network.

1.1.1. Recent changes in the system of higher education

Four fundamental objectives of new higher education stand out when analyzing the measures promoted by the Ministry of National Education in the period starting with December 1997:

- *gradually enhancing the access to academic studies* for each and every person having the necessary previous education and the corresponding motivation; this objective is related to each person's civic right to tertiary, initial and/or long-lasting education.
- *qualitative improvement of higher education and of scientific research*, so that diplomas and certificates offer the possibility of a competitive professional presence on the internal and international labour market from the very year of graduation. They should also create the favorable premises to obtain the social, as well as the material and financial status students aim at when taking on higher education courses;
- *decentralization of academic and financial management of higher education by strengthening academic autonomy and institutional accountability*;
- *encouraging active partnership between universities in the country and universities abroad, between them and their local and regional environment*, so that Romanian higher education becomes again a source of civic and spiritual sustainable development for the society, a promoter of knowledge through lifelong education, a factor of recognition of spiritual and artistic values, of technical and technological performances

The objectives of the curricular reform in higher education

- *Matching the educational offer* of long-term (4-6 years) and short-term (2-3 years) tertiary education *to the overriding needs* of the economy, of social, cultural and artistic life, as well as to the demands and expectations of the direct beneficiaries of the services provided by universities. In effect, they fulfill their mission only when they equip man with all s/he needs in order to be competitive *inside* the educational system through the volume and quality of knowledge gained, but also *outside* it, on the labour market, through the professional skills acquired, through the graduates' ability to apply all this learning in concrete real world situations of a most varied nature and to solve any problems arising.
- Linking initial training and the labour market more closely requires that a series of questions should be answered: for what purpose do students study the curriculum provided by the university, for whom and for when? The range of specialisations offered by higher education has expanded dramatically, having reached a list of 600. Formally, such diversification compares well with the educational offer of the most developed countries; however Romania has a legacy of unjustified fragmentation of specialisations, according to the type of enterprise for which the student was going to work after graduation. In certain fields, after December 1989, the narrowing of subject specialisations leading to the Bachelor's degree has been taken too far.
- Reducing the number of *compulsory attendance hours/week* concurrently allowing for more individual study time within the curriculum, through a series of measures such as: correlating the content of disciplines, removing overlaps/repetition of themes treated by different subjects, logical sequencing of subjects, updating teaching technology, shifting emphasis from lecturing to active learning, developing skills and encouraging creativity.
- *The curricular differentiation between long- and short-term education* implies both the existence of ties between these two types of tertiary education and a stronger emphasis on vocational/professional training in the university colleges curricula. The content of each college subject is thus more relevant to the working environment and emphasises the practical application of knowledge. A greater part of the curriculum is intended to help students to

develop vocational and other work-related skills, and gain useful insights into organisational structures in the world of work.

- Structuring higher education into curricular cycles in a *pyramid framework* of student enrolment ensures a broad-span education and relatively low unit costs in *the initial general study cycle*, while, in *the specialisation cycle*, as the students move towards their first or post-graduate degree, there is an increase in the weight of interactive learning as against the initial stage of fundamental knowledge acquisition; this will evidently entail higher tuition costs.
- With a view to diversifying the educational offer and to adapting it to each student's wants and expectations, the ratio of optional disciplines grows from 15-20 per cent in the first academic year to 80-85 per cent in the final year. The compulsory courses cover the core curriculum, while the optional packages provide the diversity needed by the students' basic training. Supplementary (extra-curricular) courses are provided on request. Law requires that extra-curricular tuition costs should be borne by the student.
- Once academic programmes providing for mainstream education become operational, there will be a shift of focus onto postgraduate education (the third cycle), open to university graduates with highest attainment levels.
- The generalisation of the *system of transferable credits* starting with the academic year 1998/1999 required a sustained effort towards a consensus within the above-mentioned University consortia, the setting of national educational standards regarding the university Calendar, the overloaded weekly schedule, the number of academic subjects, the methodology of crediting each subject, credit recognition and transferability, adopting the set of documents certifying certain higher education placements as well as the system of obtaining academic credits from universities, other than the one in which the student was enrolled initially.
- Ensuring the *compatibility* of the Romanian transferable credit system with the European system will make it possible to turn to good account the student's mobility programme in the framework of SOCRATES. The student exchange programme will be balanced inasmuch as European Union students will be won over by the Romanian education programmes conceived in line with European standards and carrying a number of credits similar to the programmes of any other European university. Apart from the system of transferable credit, international student exchange and teaching staff mobility are fostered by the further development of higher education in languages of international circulation.
- Curricular reform in long-term higher education is also targeted by the new approach to the *graduation examination* (by the Bachelor's Degree Examination for 8 semesters long programmes, and by the Diploma Examination for the tertiary education programmes covering 9 to 12 semesters). A greater emphasis is placed on the students' Degree Paper, on their ability to integrate the knowledge acquired during the academic study period. At the same time, a new component was introduced in the university leaving examination: assessment of specific communication skills in a language of international circulation. Such measures are aimed at ensuring that higher education equips graduates properly for a rapid integration into the world of work and at making them more competitive in the labour market.
- As continuing education at tertiary level develops, universities will have to match their initial training offer to *continuing adult education programmes*, so that the latter may follow naturally, well-articulated on the solid ground of initially acquired knowledge.

1.1.2. *The impact of the Bologna Declaration*

The idea and the spirit of a free academic community are essential elements in the organisation and functioning of the Romanian universities, in the fulfillment of their educational, scientific and cultural mission, in their promotion of the values of democracy, freedom of thought

and equal opportunities for all society members. The progress towards the gradual creation of a European higher education space, defined in the Bologna declaration is mainly a process of structural change. Such a structural change is contained in the reform of the Romanian national education system. Among other issues at higher education level, two are outstanding: the clear articulation of studies in two phases, and the introduction of ECTS as a credit accumulation as well as transfer system, both of them almost generalized in Romanian universities.

1.2. Identification of relevant changes in the social, political, cultural, professional and economic environments

In Romania, like other CEE countries, the reform is in progress at all levels: economic, social, political, cultural, and educational. The reform is expected to allow us to gradually go beyond the transitional stage towards more advanced stages. The reform of the educational system must ensure the comparability of Romanian education with European and worldwide education, both in structural terms, and in terms of standards of quality.

The reform of education has to rely, in order to succeed, on the economic and administrative reforms, on the state of democratic Romanian society and, in the last resort, on its management. The contemporary society displays its strategy of sustained development by replacing, more and more visibly, its material value with the value of knowledge, stressing the global and digital aspects of all its forms of manifestation.

Like everywhere else in the world, the educational system is being confronted on the one hand with the *impact of the new technologies of knowledge and communication*, with the rapid pace of change and, on the other hand, with the effect of the globalization of society, of the growing interdependence among nations and cultures. This calls for designing a flexible and innovative curriculum, applied in a social environment with shared (but correlated) responsibilities, with technologies of interactive knowledge and with intense mobility of all the actors in the learning process.

The increasingly evident involvement of the university in local community life, in other words, its active partnership with the public administration, with the world of business and finance, as well as with NGOs and scientific, cultural and economic societies generates new responsibilities and commitments for the academic community, broadens the scope of its actions and services, all this resulting in a changed image of the university in its local/ regional environment.

The demand for academic diplomas, for higher qualifications on the labour market, respectively has a social character and it is continuously expanding: more and more occupations that until recently have required a lower level of instruction, are at present and increasingly in the future performed by higher educated individuals. This direction is imposed by the technological impact on and the need for higher performance at each work place.

All social and especially economic developments have made knowledge of foreign languages a prerequisite for success at this stage.

LANGUAGE DEGREE PROGRAMMES

2. Innovations in language degree programmes offered by universities

2.1. Traditional language programmes

Language departments have traditionally tended to concentrate on a descriptive approach of the forms of the contemporary language (grammar, phonetics) and the history of the language, and on literary studies. Teaching methodology was also part of the programme but was not enough insisted upon, especially at the time when we used to train mainly teachers.

2.1.1. *Content, objectives, and structures of programmes*

The traditional language programmes contained:

- The language component covering weekly with 1 lecture, 1 seminar, and 2 practical courses, 4 academic years (8 semesters) and including: Phonetics, Lexicology, Morphology, and Syntax and the History of the Language. The objectives of this component were to describe and analyse all the aspects of the studied language in order to provide an accurate theoretical framework for the language proficiency to be acquired during the practical courses.
- The literature component extended also over 4 academic years (8 semesters) and was organised in 1 lecture and 1 seminar a week. The objective of the course was to offer an overview of the evolution of English literature with insistence on the most significant authors for each epoch.
- The methodology component was structured in 1 lecture a week for 1 academic year (2 semesters) – the 3rd year, and a reduced number of practice in schools. Its objectives were to familiarize students with methods and approaches to language learning and language teaching.

2.1.2. *Career prospects for graduates*

In our country a language degree used to be clearly geared towards the training of teachers although there was no relevant focus on teaching methodology in the curriculum. Recent socio-economic changes have diversified the language graduates' choice, offering them opportunities to work as executives, in administration, in the media, in NGOs, in translations.

2.1.3. *Recent changes in content, objectives, and/or structure of programmes*

Language studies in most Romanian universities extend over 4 years (8 semesters) for a Bachelor's degree and 2 additional years (4 semesters) for a Master's degree.

Diversification in recent years has involved a great deal of innovation that can be broadly characterised as cultural (area studies, media, history and contemporary society), and pedagogical (proficiency development, foreign language pedagogy or didactics). There is a new focus on making studies more multi-disciplinary and of a considerable variation to the extent to which the student of languages is also introduced to the study of many related fields that have a bearing on language use and language learning.

Consequently, language students take 2 specializations, which can be both referred to as major, since both the curricula and the number of hours are fairly similar. Subjects are grouped into: obligatory, optional (students have to choose one subject of each set which then becomes compulsory), and elective (students can choose to take or not to take these courses).

The changes in the curriculum vary between the junior years (1st and 2nd) and the senior years (3rd and 4th):

- Junior years (1st and 2nd) have 78% obligatory courses and 22% elective courses.
- Senior years (3rd and 4th) have 51% obligatory courses, 28% optional courses, and 31% elective courses.

The obligatory courses cover mainly the traditional areas (see 2.1.1). Still the teacher training activity was reorganized. It contains courses in Psychology (1 lecture and 1 seminar / week for 1 semester), Pedagogy (1 lecture and 1 seminar / week for 2 semesters), First Language Teaching Methodology (1 lecture and 1 seminar / week for 2 semesters), Second Language Teaching Methodology (1 lecture and 1 seminar / week for 1 semester), and a considerable number of hours of practical activity in schools for 2 semesters.

The elective courses offer a great variety of related subjects: a 3rd foreign language, logics, history of philosophy, cultural anthropology, history of religion, art history, word processing, sports, etc. They are structured as weekly lectures for 2 semesters.

The optional courses fall into 2 groups and are either literature or linguistics oriented. These are: Fundamental Authors, Semiotics and Narratology, Functional Stylistics, Discourse Analysis, Translation Theory, Pragmatics, Linguistics and Didactics, Sociolinguistics, Psycholinguistics, Semantics, Contextual Communication, etc. These are organized in 1 lecture and 1 seminar / week for 3 semesters.

2.1.4. *Examples of good practice*

The most significant result of the curricular diversification and the introduction of the credit system is student mobility. Student exchanges at national and international level answer both personal and institutional needs. As parts of a complex mechanism of quality control, these exchanges open academic cooperation and collaboration.

2.1.5. *Reasons underlying these changes*

The academic division of knowledge (by disciplines and discipline branches) needs to be in agreement with the positions in labour division. Therefore, instead of a specialized training for distinct work places, a general training for a generic occupation (profession) is closer to the spirit of our times, the spirit of the labour market, of scientific knowledge, and of individual evolution.

2.1.6. *Identification of needs*

2.1.6.1. *Seen in relation to the development of language studies*

With an under-developed labour market and the sluggish pace of institutional, administrative, and legislative transition, it is advisable that academic language curricula should promote *wide-scope education*, capable to open up new opportunities towards future poli-qualifications.

2.1.6.2. *Seen in relation to non-academic requirements*

This „generalist“ academic education, based on a core-curriculum has certain advantages over narrower specialisation: it offsets the uncertainties of labour market evolution.

2.1.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

2.1.7.1. *At first-degree level*

A change of perspective should occur in the offerings for university qualifications, and thus allow for a basic general training for language related professions, in its best structure. An educational offer reorganised with a view to covering *a wider span of specialisations*, concomitantly with the *development of optional subject packages* within the academic curriculum, as well as with a view to giving students the opportunity to choose their own individual study track meets better the actual social needs at this stage. Programmes should be designed so as to increase the student's space for decision and selection of her/his own university route. This variant does not bar specialization, but postpones it for the postgraduate level when the students are more informed and can take wiser decisions in this respect. On the contrary, it offers the opportunity for multiplication, it broadens the graduates' chances to enter the future labour market successfully through short (re)qualifying courses.

2.1.7.2. *At postgraduate level*

University language departments should offer possibilities and opportunities for individual progress toward the in-depth study of a more specialized field, in agreement with the labour market.

2.2. **‘Alternative’ programmes (Applied Language Studies, Cultural Studies, etc.)**

2.2.1. *Content, objectives, and structures of programmes*

Such programmes have been introduced rather recently mainly at MA level. They extend over 2-3 semesters and include 12 hours / week.

Applied Language Studies involve a number of core areas in a multi disciplinary approach: Multilingualism/plurilingualism: individual, societal and global bilingualism and multilingualism; technology, language processing, media; the sociology of language; language standardisation, historical convergences; linguistic typology; diversity within state languages (heteroglossia); discourse analysis and pragmatics; translation theory and terminology.

Cultural Studies focus on mentalities, ethnology, societal models, institutions, artistic trends, mutual determination between historical events and cultural codes. They are mainly conceived as pluri- and trans disciplinary approaches of culture and civilization.

2.2.2. *Career prospects for graduates*

For the last years we have witnessed a steady migration from state education to the private sector, where large numbers of graduates find better paid jobs in business, commerce, banking, tourism, and media.

2.2.3. *Recent changes in content, objectives, and/or structure of programmes*

We cannot speak about changes in content, objectives, and structure since these programmes are fairly new.

2.2.4. *Examples of good practice*

Graduates have proved to be well qualified to work in public relations, in the public administration, in international companies and cultural institutions.

2.2.5. *Reasons underlying these changes*

The obvious tendency of university graduates to look upon teaching as a last resort, basically because of the low salaries, has called for a diversification of subjects and topics taught to MA students.

2.2.6. *Identification of needs*

2.2.6.1. *Seen in relation to the development of language studies*

So far there has been a restricted clientele in applied language studies and cultural studies mainly because of the unclear professional status. Curricula will have to adapt to the prospective jobs of the graduates in a society which has been *in transition* for 10 years.

2.2.6.2. *Seen in relation to non-academic requirements*

The ever-increasing mobility of the labour force, the development of communication media, the increasing international agreements and trade call for a new type of professional competence involving languages.

2.2.7. *Measures to be taken at institutional, regional, national, and European level to meet the needs identified*

2.2.7.1. *At first-degree level*

Considering the new importance of language professions, new programmes should be thought of at first-degree level as well, so as to meet the new requirements of the society. They should be more practically oriented in order to facilitate the graduates' employability.

2.2.7.2. *At postgraduate level*

The already existing postgraduate programmes need constant updating in order to offer training in applied aspects of language use and in intercultural communication and, consequently, increase professional qualifications of the graduates.

PROGRAMMES FOR LANGUAGE AND LANGUAGE RELATED PROFESSIONS

3. Innovations in the training of language teachers

3.1. Language teaching and learning in primary and secondary school education

To meet recent socio-economic demands, the Romanian Ministry of Education has increased the number of foreign language classes at secondary level, has lowered the starting age for learning a foreign language to eight, and has established bilingual and intensive classes in a large number of town schools. This increase in importance and number of hours has been fluctuating, however: there has not been a steady progress.

3.2. Initial teacher training

3.2.1. Institutions responsible for training

The reform of the initial training for a teaching career involves training this category of specialists in tertiary education institutions exclusively, starting with the academic year 1999/2000.

Teacher training has stayed in the universities, in the case of languages in philology departments, playing second and even third fiddle to the more traditionally important 'literature' and 'linguistics' disciplines. The most frequently associated denomination with FLT preservice teacher education in Romanian universities is the 'Cinderella' syndrome or position. Language teaching is fighting for acknowledgement at academic levels, and it is not an easy fight.

The faculties and university colleges training teachers for the primary and secondary education adapt their curriculum and the contents of the subjects so as to include the new trends and practice included in the framework plan for pre-university education.

The psycho-pedagogical and methodological training of the future specialists is carried out in the *Department for Teacher Training* of the university according to the following curriculum:

- a) Compulsory curriculum* (common core) consisting in the following subjects: Psychology of Education, Pedagogy, Subject Teaching Methodology, and Teaching Practice.
- b) Optional curriculum*, including at least two subjects chosen by the student out of the following package: School and Vocational guidance, School Management, Education Sociology, Educational Policies, Intercultural Education etc.

The faculties and university colleges apply the system of transferable academic credits to the curriculum managed by the Department for Teacher Training too, which enables students to acquire a second teaching specialization, in parallel with their initial specialization.

In order to obtain a teacher's qualification, graduates from a tertiary education institution have to pass the examination required for the subjects specified in the compulsory and optional curricula of the Department for Teacher Training, to elaborate and present a teaching project that should make use of the knowledge acquired in the specialty subjects and of the experience obtained from carrying out teaching practice. The teaching practice is organized over a period of two semesters in a pilot school and in schools appointed by the school inspectorates in co-operation with the teacher training departments in universities. It is for the first time, after decades of completely separated activities, that *the initial training of the new generations of teachers is the common responsibility of the suppliers (the universities) and of the beneficiaries (the county school inspectorates).*

3.2.2. *Content, objectives, and structures of programmes*

Basically, the aim of FLT Methodology is to familiarize students with methods of language teaching and language learning. This course module covers topics like: language acquisition and language learning, stages in language learning/teaching, teaching the productive skills, integrating skills, introducing new language structure, teaching and learning vocabulary, teaching the receptive skills.

3.2.3. *Career prospects for graduates*

In spite of the tendency of university graduates to look upon teaching as a last resort because of the low salaries, still about half of the language graduates become primary and secondary school teachers.

3.2.4. *Recent changes in content, objectives, and/or structure of programmes*

Only very recently (February 1999) has teacher education become one of the priorities of reform at the level of the Ministry of Education: following a meeting of teacher educators from the pedagogy departments of universities. The most important change is the increase in contact hours for FLT Methodology (but only one extra hour per week). (For the structure of the module see 2.1.3).

The traditional approach to FLT Methodology was enriched with topics like: diversified language learning goals; bilingual and multilingual education, including content-based foreign language learning, intercultural communication, approaches to the cultural dimension of foreign language learning; new language learning environments, materials and methodologies, reference works, multi-media literacy; the interface of educational language policy and research with practitioners.

3.2.5. *Examples of good practice*

The FLT Methodology courses which were too theoretical and with a weak pragmatic orientation were reconceived in such a way as, rather than transmit raw information, to develop a way of thinking, personal reflection, critical spirit, and individual, autonomous study skills.

3.2.6. *Reasons underlying these changes*

There was an obvious need to foster the growth of self-confidence and professional competence as early as trainees' preservice days, in order to prepare them for the effervescent FLT national and international scenes.

3.2.7. *Identification of needs*

3.2.7.1. *Seen in relation to the development of language studies*

Heading towards a teaching profession, students are dissatisfied with their low degree of participation in the pedagogical act: they feel this traditional system does not help them become either more autonomous or more responsible.

3.2.7.2. *Seen in relation to non-academic requirements*

There is an understandable need and desire to catch up with the best of contemporary FLT practice.

3.2.8. *Measures to be taken at institutional, regional, national, and European level to meet the needs identified*

3.2.8.1. *At first-degree level*

There are in many universities in Romania islands of modernity, where change is most frequently encouraged and where language students respond enthusiastically to the faculty's efforts

at innovating the didactic process, the new patterns of interaction that they use, the interactive lectures, the workshops, and so on, and such islands have to extend.

3.2.8.2. *At postgraduate level*

Unfortunately, at postgraduate level, there is hardly any teacher training activity at all. The first measure should concern the introduction of programmes in this respect.

3.3. **Continuing teacher education (in service)**

3.3.1. *Institutions responsible for training*

A *National Council for Teacher Training* has been set up. Its activities benefit from consultancy and technical assistance provided by the *Educational Center of the USA*. Key institutions organizing and carrying out continuous training programmes are the *teachers' houses* in every county. They co-operate with the school inspectorates, the regional centers, the local universities, non-governmental organizations and independent experts to cover the need for continuous training by organizing "cascade training programmes" that disseminate new knowledge within the entire county. It is also the teachers' houses that provide a framework for conceiving, exploring and, if it is the case, generalizing new teaching solutions – for the teaching-learning process, evaluation and examination, promoting contacts between the school and the local community, for developing the tripartite partnership students-teachers-parents in a new spirit.

Like in all others CEE countries, grass-roots movements led to the foundation of very active and vocal language teachers' associations in Romania.

3.3.2. *Content, objectives, and structures of programmes*

The issue is new. See 3.3.3

3.3.3. *Recent changes in content, objectives, and/or structure of programmes*

The reform of further teacher training, which started in April 1998, has two major objectives:

- To train in-service teachers to understand, adopt and apply the new elements in the National Curriculum, to adapt the teaching technology and evaluation to the new requirements starting with the school year 1998/1999. Thus, a first step has been made towards putting the modern teaching strategy into practice at school level in the teachers' initial and continuous training. Focus has been placed on the teachers' awareness of value in implementing the reform at the level of the entire society, on the belief in their capacity to assume and achieve a change of educational processes for the better.
- To strengthen the in-service teacher training capacity within the institutions concerned, the teacher trainers and the practical ways to carry out this activity.

3.3.4. *Examples of good practice*

In Romania, financial support and/or professional expertise in FLT have come mostly from international agencies, such as the British Council, U.S.I.S, the Soros Foundation, The French Cultural Centre, the European Union, the World Bank, etc.: the Ministry of Education has limited itself to collaborating with these agencies. One of the most felicitous outcomes of this collaboration has been the exchange of experts.

The above-mentioned foreign agencies, as well as the teachers' associations, have been very successful in promoting the professional mobility of FLT practitioners: hundreds of teachers have been traveling to conferences and international affairs in the region. Many practitioners have become involved in classroom research and have become by now seasoned presenters at national and international conferences. This is a very encouraging sign of teachers' growing self-confidence and professional competence.

3.3.5. *Reasons underlying these changes*

Professional proficiency can be permanently enhanced by the assimilation of new abilities and information. There is an evident necessity of adjusting the teachers' competences to the educational needs of the younger generation by stimulating new teaching approaches and encouraging a shift from a teacher-centered pattern to a student-centered one.

3.3.6. Identification of needs

3.3.6.1. Seen in relation to the development of language studies

In in service language teacher training the stress should be moved from knowledge and reproduction over to operation with knowledge in solving theoretical and especially practical problems.

3.3.6.2. Seen in relation to non-academic requirements

A large number of teachers who had commuted from cities to the rural areas gave up this very difficult activity (commuting in Romania is done mostly by very unreliable, uncomfortable trains or by hitch-hiking: few people can afford to commute by car) and found better paid jobs in their towns of residence: some of them in schools, others in other, more lucrative, organisations. One of the direst consequences of these social moves in the early 90's was that the rural areas have practically been left without qualified foreign language teachers. The situation of FLT is still difficult, especially in the rural areas where the needs can be identified as: textbook supply, qualified teachers, modern methods.

3.3.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

The Ministry of Education should initiate some 'fast track' programmes of teacher training, and should take continuing language teacher education under its wing. It should also find ways to stimulate language teachers to keep their jobs in the rural area.

4. Innovations in the training of translators and interpreters

4.1. Description and analysis of the current spectrum of professional activities

We are at a crossroads in Europe as regards translation and interpretation and so are we in Romania. There is an increasing need for qualified translators and interpreters and still there is little specialized training in the field. The Romanian labour market offers, at this stage, opportunities to translators and interpreters qualified in economic, legal, scientific, and technical translation, which is probably the best known, as it accounts for some 90% of the translation workload around the world. Apart from these there are other offers as well, like translation in international bodies or agencies, translation of advertising, audiovisual translation, which is sure to become a very booming one in the next few years, and diplomatic translation, which has its own rules and peculiarities.

4.2. Institutions responsible for training

The consequences of extended international communication have not failed to affect the institutions offering education in the field of translation and interpretation. A few university language departments have specialized in translations, and some university colleges have assimilated translations to professional communication. At the level of continuing education, the Ministry of Culture offers the national certificate for state-authorized translators to candidates passing an exam, but it has no training programmes.

4.3. Content, objectives, and structures of programmes

4.3.1. At first-degree level

The colleges offer a three-year (6 semesters) training in translation. The first year provides the students with obligatory courses, while the 2nd and the 3rd completes these with packages of optional subjects. The optional subjects are allotted 1 lecture/week for 2 semesters and they range from Elements of Technology, Scientific Notions, Basic Legal Notions, International Trade and Public Relations to Economics, Sociology, and Psychology.

The obligatory component includes: Translation Theory and Practice – 2 semesters, First Language Grammar and Usage – 4 semesters, Second Language Grammar and Usage – 4 semesters, Culture and Civilization – 2 semesters, Theoretical and Applied Linguistics –1 semester, Management and Marketing Communication – 1 semester, Basic User Skills in Computer Science –1 semester, Written and Oral Expression – 2 semesters, Translatology – 2 semesters, Discourse Analysis – 2 semesters, General Translation Practice – 1 semester, Specialized Translation Practice – 3 semesters, Socio-Professional Communication – 3 semesters, Interpretation techniques – 1 semester. Besides these there are 45 hours / semester of translation practice throughout 6 semesters.

4.3.2. At postgraduate level

From the information received so far, there seems to be no specialized programme for a degree in translations at this level, but only occasional translatology modules within other language programmes. Still, a number of university language departments have submitted the documentation in order to get such programmes accredited by the Ministry of Education.

4.3.3. At the level of continuing education

4.4. Career prospects for graduates

The objective of the existing education in this field is to provide vocational training targeted at translation/language processing jobs within the private and the public sector of business and industry.

4.5. Recent changes in content, objectives, and/or structure of programmes

All these programmes being rather new it is premature to speak of changes. Further practice might reveal new requirements and, consequently, changes.

4.5.1. At first-degree level

4.5.2. At postgraduate level

4.5.3. At the level of continuing education

4.6. Examples of good practice

4.7. Reasons underlying these changes

The underlying motivation of the focus on the training of translators and interpreters is the struggle for Romania's economic growth, the process of internationalization, in general, which has spurred linguistic awareness.

4.8. Identification of needs

4.8.1. At first-degree level

The education of translators must be adapted to the needs of the community at any given time. The overwhelmingly theoretical subjects need to be counterbalanced by an increased number of practical activities in order to enable the graduates to face the demands of their prospective jobs.

4.8.2. At postgraduate level

4.8.3. At the level of continuing education

4.9. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

4.9.1. At first-degree level

Although the theoretical translatology aspect is inherent in the course component, the approach to translation should be mainly a practical one. Therefore, any curriculum innovation in the field should focus on this aspect, with special attention paid to interpretation techniques. There is a notorious shortage of interpreters, and especially experts in simultaneous translation, in Romania.

4.9.2. At postgraduate level

Given the need of specialized translators and interpreters, a Master's programme in translation, open to graduates in other subjects than languages, could be helpful.

4.9.3. At the level of continuing education

PROVISION FOR STUDENTS OF OTHER DISCIPLINES

5. Innovations in language provision for students of other disciplines

5.1. Language studies integrated into non-language programmes

5.1.1. Content, objectives, and structures of programmes

For the last years a number of possible study combinations have appeared for non-language students. Thus, there are language studies integrated with studies of geography, history, theology, journalism, etc. The contents, objectives, and structures correspond to those of language students in the B specialty (minor). (see 2.1.1.)

5.1.2. Recent changes in content, objectives, and/or structure of programmes

5.1.3. Examples of good practice

5.1.4. Reasons underlying these changes

The integration of language programmes into non-language programmes gives the students more chances in their future careers.

5.1.5. Identification of needs

5.1.5.1. Seen in relation to the development of language studies

Some students complain that these integrated language programmes have a general character and are not oriented towards their first specialty.

5.1.5.2. Seen in relation to non-academic requirements

5.1.6. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

5.1.6.1. At first-degree level

5.1.6.2. At postgraduate level

5.2. General and subject-oriented language courses accompanying non-language programmes

5.2.1. Content, objectives, and structures of programmes

All academic programmes include foreign language studies. The length and the content depend on the profile of the faculty. Most non-philological faculties have a compulsory language component extended over 3 semesters: 1 course/week. Still, certain specialties like Economic

International Relations, European Studies, etc. include the compulsory study of a first foreign language, and the elective study of a second foreign language throughout the whole study period.

5.2.2. *Recent changes in content, objectives, and/or structure of programmes*

For the last two years the graduation exams have included a foreign language competence exam for all specialties.

5.2.3. Examples of good practice

5.2.4. *Reasons underlying these changes*

Globalisation and staff mobility require efficient communication. In order to face the requirements of the epoch, university graduates have to master a foreign language.

5.2.5. Identification of needs

5.2.5.1. *Seen in relation to the development of language studies*

Because of economical reasons foreign language classes for non-philological faculties are often taught to groups, which are too large to be efficient. Sometimes students with different levels in language proficiency attend the same group. This hinders the focus on the specialised aspects of the language.

5.2.5.2. *Seen in relation to non-academic requirements*

5.2.6. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

5.2.6.1. *At first-degree level*

Groups should be more carefully selected and the courses should be organised according to the students' needs.

5.2.6.2. *At postgraduate level*

5.3. Language provision and support for mobile students

5.3.1. *For incoming students*

Incoming students have to complete a preparatory year when they learn Romanian. This is an intensive course which is assessed at the end.

5.3.2. *For outgoing students*

Outgoing students are supposed to have completed enough foreign language classes in high school and university to be able to attend courses in a foreign country. Anyway, they have to pass a language test at their home universities.

5.4. Non-language programmes or parts of programmes taught through one or several other languages

5.4.1. *Disciplines involved*

There are very recent programmes that are totally or partly taught in foreign languages. Among them we mention the programmes of the Technical University, the Business School, Medicine and Pharmacy, Agricultural Sciences.

5.4.2. *Levels at which (parts of) programmes are taught*

Most of these programmes are taught at first level.

5.4.3. *Languages used*

English is by far the most frequently used language in such programmes. It is followed by German and French in order of frequency.

5.4.4. *Target groups (mobile students, home students et cetera)*

These programmes are addressed to both mobile and home students.

5.4.5. *Policies and objectives underlying the practice described*

The aim of these programmes is to enable students to face the competitive national and international labour market

5.4.6. New measures proposed

CONTINUING EDUCATION

6. Innovations in language studies in continuing education (excluding language specialists)

6.1. Target groups

Many Universities have University Centres for Continuing Education where they teach foreign language courses for beginners, intermediate and advanced levels - organised with/for local institutions such as The Romanian Commercial Bank, CFR, Television, mixed companies, etc.

6.2. Content, objectives and structures of programmes and courses

These courses are designed on the principles of FLSP according to the level and need of the target group.

Besides courses, universities provide language competence certificates, issued on the basis of language tests.

6.3. Recent developments

These courses are rather new.

6.4. Identification of new needs

To develop a greater variety of such courses and to find funding for them.

6.5. Measures proposed to meet the needs identified