

TE-Con3 – IO 1 National Report - ROMANIA

Contents

1. Status of EFL in Higher Education (country-specific)

1.1. System overview

In Romania, the **mission of higher (tertiary) education** is to generate and transfer knowledge to society both through initial and lifelong training at university level, for the purpose of personal development, professional integration of the individual and fulfilment of the need for competence of the socio-economic environment and scientific research development, innovation and technological transfer, by means of individual and collective creation, in the field of sciences, engineering sciences, arts, letters, by ensuring the performances and physical and sports development, as well as the capitalization and dissemination of their results. All this is done in compliance with the following principles:

- a) the principle of university autonomy;
- b) the principle of academic freedom;
- c) the principle of public responsibility;
- d) the principle of quality assurance;
- e) the principle of equity;
- f) the principle of managerial and financial efficiency;
- g) the principle of transparency;
- h) the principle of respecting the rights and freedoms of students and academic staff;
- i) the principle of independence from ideologies, religions and political doctrines;
- j) the principle of freedom of national and international mobility of students, teachers and researchers;
- k) the principle of consulting the social partners in decision making;
- l) the principle of focusing education on the student.

Organization and functioning of tertiary education in Romania

In Romania, tertiary education is organized in universities, academies of studies, institutes, schools of higher learning, hereinafter referred to as higher (tertiary) education institutions or universities that have obtained provisional operating authorization or accreditation.

Tertiary education institutions are education providers that carry out educational activities based on study programs authorized to operate provisionally/accredited in accordance with the law, initial and continuous training at university level, programs that operate on the principle of quality and correlation of educational offer with the labour market.

The national tertiary education system includes all accredited higher education institutions. A higher education institution authorized to operate provisionally, according to the legal procedures in force, becomes part of the national higher education system only after accreditation.

Higher education institutions can be state, private or denominational. These institutions have legal personality, are non-profit and are apolitical. Higher education institutions are legal

persons under public law or, as the case may be, legal persons under private law and public utility.

The **Ministry of National Education** coordinates the activity of higher education institutions, whilst respecting their autonomy. University autonomy is guaranteed by the Constitution. Academic freedom is guaranteed by law. Also, public liability is regulated for any higher education institution, whether state or private.

A government decision adopted annually validates:

- The nomenclature of fields and specializations/university study programs (which can be updated annually in case new programs are created)
- The structure of state and private higher education institutions accredited or authorized to function provisionally, with:
 - the fields of undergraduate university studies and the specializations / study programs accredited or authorized to function provisionally,
 - geographical locations of deployment,
 - the number of transferable study credits for each university study program,
 - form of education and language of instruction,
 - the maximum number of students that can be enrolled.

1.1.1. The outline of the general organisation of the education system

Since 1999, Romania has been part of the Bologna Process as a means of making education systems comparable among the 48 European member states (from Portugal to Kazakhstan and from Norway to Malta). Thus, the Romanian higher education system is structured as follows:

- **1st cycle, BA (bachelor's degree)** – 3 years (or 4 years for some programs, such as engineering); EU regulated professions can include BA of 5 or 6 years such as: Medical, Pharmaceutical, Dental, Veterinary or Architectural studies
- **2nd cycle, M.A. (master's degree)** – 2 years
- **3rd cycle, PhD studies** – 3 years.

The **1st cycle (Bachelor)** includes a minimum of 180 and a maximum of 240 ECTS and is completed with the level 6 of European Qualifications Framework; more specifically, one year of Bachelor day studies corresponds to 60 ECTS, while a BA programme typically takes 3-4 years to complete, depending on the field and area of specialisation. In the case of Engineering, Law and Theology study programmes, the duration is bigger (4 years). As EU regulated professions (with automatic recognition within the EU), the Pharmacy 5-year programme is the equivalent of 300 transferable study credits (ECTS equivalent), whereas the Medicine, Dentistry, Veterinary Medicine programmes, which last 6 years, are equivalent to 360 ECTS.

The **2nd cycle (Master's)** includes a minimum of 90 and a maximum of 120 transferable study credits and takes 1-2 years to complete. In order to access the 3rd cycle (PhD level), 300 ECTS are needed. Post university programmes usually use ECTS as well and are finalised with an exam of certification of professional competences acquired during the programme.

The **3rd cycle (PhD)**. Doctoral studies in theory include 240 ECTS; advanced studies in Doctoral Schools include 60 ECTS. Full-time or part-time doctoral studies correspond to 3 years' work time. Some Doctoral Schools use ECTS only for the first year of advanced studies, to demonstrate accumulated credits for the taught part of the PhD (involving class attendance).

Some Doctoral Schools use, on the other hand, ECTS for the full programme of doctoral candidates (workload referring to courses taught and preliminary research papers).

1.1.2. Numerical Data - no of students/programmes/international students, how the system is structured

According to the 2020 National Report on tertiary education¹, the figures applicable to the 2019/2020 academic year indicate the existence of:

- 55** public (state) universities and **35** private universities (90 tertiary education institutions in total)
- 407 public faculties** and **139 private faculties** within the above-mentioned institutions
- 543,300** students enrolled (75% of which followed bachelor's degree programs, 20.5% - master's degree programs, 4% - doctoral degree programs, and 0.5% - postgraduate programs, i.e. postdoctoral programs, in-depth programs and postgraduate academics, postgraduate specialization programs).
- Approximately **26 000 international students** in 2019.

The total number of universities presents a downward trend in the period under analysis, a situation determined, first of all, by a decrease in the number of private universities, whilst, on the other hand, the state higher education network remained approximately in the same parameters. The number of faculties decreases constantly in the period 2011-2018 (from 614 to 545), after which it reaches 546 at the level of the academic year 2019-2020 (see Table 1).

Table 1. Evolution of the number of tertiary education institutions/faculties

	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020
Nr. instituții de învățământ superior, din care:	108	107	103	101	99	97	95	92	90
- proprietate de stat	57	56	56	56	56	56	56	55	55
- proprietate particulară	51	51	47	45	43	41	39	37	35
Nr. facultăți, din care:	614	596	590	583	567	560	554	545	546
- proprietate de stat	410	405	405	403	409	405	406	406	407
- proprietate particulară	204	191	185	180	158	155	148	139	139

In the 2019/2020 academic year, of the **543,300** students enrolled in the higher education system in Romania, 86.3% were enrolled within the state higher education institutions, as a decrease by comparison with the previous year, when their share was close to 88%. 73.9% of state higher education students and 82.5% of private higher education students were pursuing undergraduate programs (75% of all students were enrolled in the undergraduate cycle) (see Table 2):

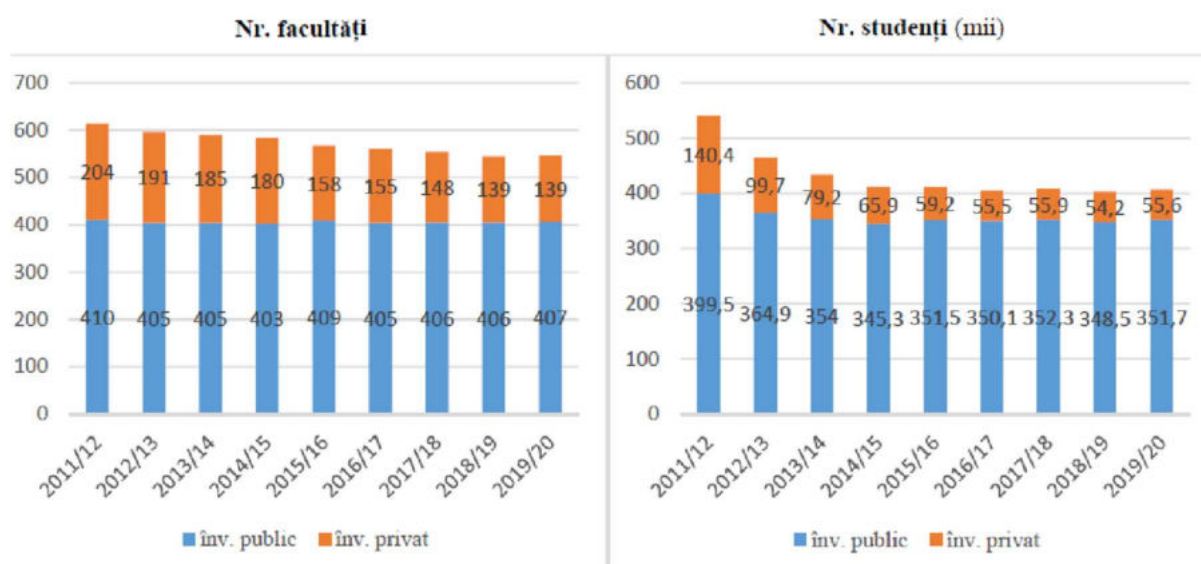
¹

https://edu.ro/sites/default/files/_fi%C8%99iere/Minister/2020/Transparența/Stare%20învățământ/Stare%20superior%202019-2020.pdf

Table 2 Number of students in undergraduate education (thousands)

	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020
Nr. studenți în învățământul de licență, din care:	539,9	464,6	433,2	411,2	410,7	405,6	408,2	402,7	407,4
- proprietate de stat	399,5	364,9	354,0	345,3	351,5	350,1	352,3	348,5	351,7
- proprietate particulară	140,4	99,7	79,2	65,9	59,2	55,5	55,9	54,2	55,6

Table 3. Evolution of number of faculties and students – BA level



Fields of study at the tertiary level

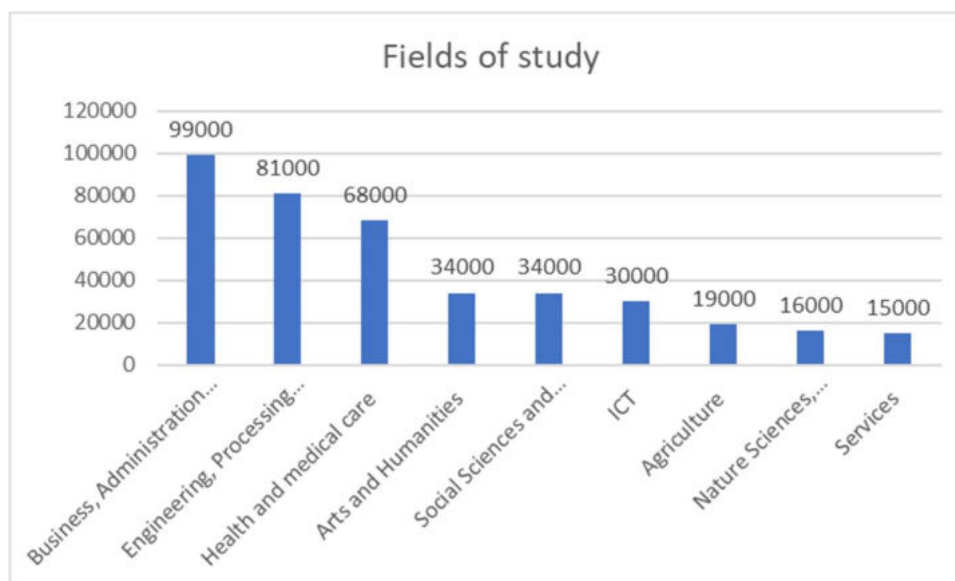
The compatibility of the fields of study at European level was one of the main objectives of the Bologna process. In order to make access to curricula more flexible, to ensure the mobility of students and the skilled workforce at national and European level, starting in 2014, statistical reporting at European, and, consequently, Romanian level uses specialization groups, in accordance with the International Standard Classification of Education: Fields of Education detailed levels (ISCEDF 2013). This new reference also aligned the system of indicators managed by the National Institute of Statistics in Romania, which, starting with 2014/2015, went from monitoring the distribution of students by study profiles to analysing their distribution by groups of specializations (as therefore, the data below refer only to the last six academic years). The following data on the number of students are valid for the latest academic year:

Business, Administration and Law (99 000)

Engineering, Processing and Construction (81 000)

Health and medical care (68 000)

Arts and Humanities (34 000)
 Social Sciences and Journalism (34 000)
 ICT (30 000)
 Agriculture (19 000)
 Nature Sciences, Mathematics and Statistics (16 000)
 Services (15 000) etc.



1.2. Policy Issues Regarding EFL in Higher Education (including EU regulations)

1.2.1. Structural, curricular pedagogical considerations

In broad lines, tertiary education is regulated via the **1/2011 National Education Law**, which provides the main guidelines for the organising and functioning of Romanian education institutions, tertiary ones included. The policies regarding foreign language teaching in the universities are regulated by a specific ministry decision so that every study programme curriculum should include a set number of hours/week dedicated to the FL chosen by the students enrolled at that programme: English, French, German, Spanish.

Nevertheless, even if in the last decades Romanian EFL teaching and learning has been redefined and strongly influenced by the changes experienced by the society, at the legislative level, the only reference to regulating the status of foreign language teaching is comprised in the **domain-specific standards of evaluation** developed by ARACIS, the National Agency for Quality Assurance at the tertiary level. In this sense, studying a foreign modern language is compulsory for each study program, in all educational fields at the tertiary level; duration: 4 semesters, 2h/week. Students can mainly choose from English, French, German, Spanish, with the majority of them choosing English.

1.2.2. Implementing Institutional Language Policy: Existing Measures

As a point to be mentioned here, in Romania there is the **National Strategy for the Tertiary level 2015-2020**, which represents a detailed analysis of the previous 25 years and proposes a set of measures aiming at tertiary education in point of quality and effectiveness. Of the four domains it has, the following two are relevant for us - improving the quality and relevance at tertiary level, by developing flexible and high-quality study programs ; necessity to strengthen the relation between universities and the labour market, in order to match the set of competences with the employers' requirements.

However, there is no reference to the specific skills and competences required by the employers, it only formulates a vision and the strategic actions to be taken by the government. Each institution providing tertiary-level education has almost complete autonomy regarding the issue of skills and competences; the curricula for (E)FL are set up after consultations with employers, which is regulated at the national level.

1.3. Conclusions

In Romanian legislation, the references to EHE are not that many.

Still, the general setting is clearly provided by a number of fundamental legislative acts that each university implements in accordance with its policy and the potential employers' needs and requests.

Studying a foreign modern language is compulsory for each study program, in all educational fields at the tertiary level; duration: 4 semesters, 2h/week.

2. Teaching English at the Tertiary Level

2.1. English language provisions at the Tertiary Level

The status of the English language in higher education systems in Romania has undergone significant changes over the last decades. English currently occupies a dominant position in a number of fields such as science, technology and academia. This language has become an indispensable tool that facilitates access to a wide range of its constituent components domains. Due to globalization, the status of the English language has become that of universal lingua franca. It is important to note that, among other things, this change in the status of the language has had a significant influence on the higher education landscape in countries where English is not an official language, especially in terms of means of teaching, Romania included (PhD thesis, Michaelan).



According to an EF EPI report, in 2020 Romania held the 17th position out of 100 countries/regions, and the 15th position in Europe (out of 34 countries), with an EPI score of 589 and a **High Proficiency** grade. “These patterns suggest that European adults speak better English not so much because they learn the language more quickly in the early years of schooling, but because they keep learning it steadily, even after they have arrived at university.”

Study programs in English

In Romania, English is the favoured language when it comes to setting up both study programs and faculties in foreign languages. We can deduce the following reasons for this situation:

- A. to attract more international students;
- B. to better meet the labour market expectations regarding the graduates' competences.
- C. increased opportunities for hiring in multinational companies active in Romania or getting jobs abroad
- D. the possibility of obtaining simultaneously two diplomas
- E. development of skills to work in international multidisciplinary teams
- F. recognition of studies made in both countries.

As a direct consequence of this, we may note an increased tendency to develop study programs in English within the universities as a result of the students' intention to look for a solid career and for a larger set of opportunities both in Romania and abroad. If we were to give a few examples of Romanian universities which have responded adequately to the need of providing content in English to their students, we can identify Universitatea de Vest of Timișoara, with over 20 programs in English; Universitatea Babeș-Bolyai of Cluj, with over 14 programs in English; Universitatea Româno-Americană, with over 4 programs; Academia de Științe Economice, Bucharest.

Varieties of English

2.1.1. General English

General English courses are offered at the majority of tertiary education institutions in Romania. It seeks to improve students' English skills in a great variety of discourse settings. Students develop communicative competence for social and work-related environments through interactive activities simulating real-life situations. Language skills addressed include: listening, fluency development, oral intelligibility, reading, grammar, writing, and vocabulary development.

2.1.2. English for Academic Purposes (EAP)

English for Academic Purposes courses are also offered by many tertiary education institutions in Romania that mainly provide Philology specialisations. However, other universities with programmes in non-Philology fields began to introduce EAP courses at tertiary level which are continued in the following levels of education (Master's degree, doctoral degree). In broad lines, EAP generally implies training university students to use language appropriately for study. Language skills addressed include: reading, writing, and vocabulary development.

2.1.3. English for Specific Purpose (ESP)

English for Specific Purpose (ESP) implies teaching the English language to university students with reference to the particular vocabulary and skills they need. ESP focuses on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for tourism.

2.1.4. Content and Language Integrated Learning (CLIL)

Still not very present at university level, starting to get more span at secondary-education level, which will definitely constitute good premises for CLIL introduction in higher education in various fields.

2.2. Assessment and certification

In tertiary education, assessment is achieved in accordance with each course requirements, as provided in the syllabus, by means of pre-established methods, per study programme. There is a close and very careful process of organising assessment each member of the didactic staff participates to.

EFL courses offered to non-Philology programmes ensure a B2 language level to its graduates, and Philology programmes provide a C1 language level.

For tertiary level, foreign language certification is a service performed by Foreign Language Centres that must function within universities, with a clear set of internal regulations that are approved by the Board of Administration and then the Senate of each university, within the larger setting of the National education Law. These Foreign Language Centres can also organise foreign language certification for tertiary students from other universities, not only from the home university. In addition, their activity can be directed to secondary-education students, therefore they have a great opening towards the community.

2.3. Perspectives and Needs

2.3.1. Teachers (including our survey results)

EFL tertiary teachers in Romania are aware of the need to improve the status of English language provision. This is mainly the result reached at by the teacher survey developed as part of the TE-CON3 project. They mention the following needs :

- more didactic materials and resources, as well as improved technical equipment
- more training in: English for specific domains, online teaching, using Internet tools, CLIL, ESP. *Training - in using specific software necessary to create new materials, courses in active learning and its adaptation to the English class`*
- more recognition both of the role of English teaching and the role of EHE teachers with a view to a general aim of higher education system- preparing students for active European citizenship, for an extremely dynamic labour market.

Moreover, EFL teachers in Romania are rather reluctant to distance learning as an efficient educational approach, and they have a positive opinion on teaching English through specialized content.

2.3.2. Students

In the second semester of the academic year 2019 - 2020, when, in the full pandemic context, it was decided to stop the face-to-face courses and transfer them to the online environment, the National Alliance of Student Organizations in Romania (ANOSR) conducted a questionnaire on teaching activity in the new format.²

Thus, the students from most of the university centers in the country answered this call, communicating the difficulties encountered. Following the analysis of the answers of this questionnaire, weighted with the number of students from each university included in the questionnaire, as well as the answers of teachers, they made an x-ray of the situation of online education as a starting point for recommendations to improve it. ANOSR's approach follows the proposals regarding the organization of the higher education system, the facilities and rights of students during this period, the auxiliary services and the intervention measures proposed by the federation for the Romanian Government, the Ministry of Education and Research and universities in July.

For a start, it proved necessary to conduct ongoing training sessions through webinars and exchange of best practices on online education for teachers. At the same time, they consider it a priority to make informative materials in text and / or video format, together with a guide for using the tools accessible online to be distributed to the university community. A recommended measure is also the initiation of external partnerships for the transfer of knowledge towards online education.

The online tools offer the chance to maintain a constant channel of communication between students, teachers, administrative staff, faculty and university management. However, it is necessary to use a limited number of functional and easily accessible platforms at institutional

² <https://anosr.ro/en/uncategorized/invatamantul-online-prin-ochii-studentilor-recomandarile-anosr/32559/>

level and to effectively monitor the conduct of online teaching activities in order to intervene promptly and in a timely manner.

Universities need to understand the importance of supporting students to overcome the psychological barriers of this period and invest in Career Counseling and Guidance Centers so that they provide free and accessible online psychological counseling services.

In order to facilitate the learning process for students, especially students with a poor internet connection, for those with disabilities and learning difficulties, they recommend the recording of teaching activities.

In order to establish a culture of quality and for the situation of online education at university level, ANOSR asks universities to develop an action strategy to systematically address the adaptation of their services so that they really serve the needs of students specific to the context.

The results of the questionnaire bring to our attention a number of recurring problems in the online teaching process. According to the same research, ANOSR reports the following results as regards the students' perception of online education and its efficiency:

- over 60.5%** of the students reported difficulties in effectively organizing the facilitation of student teacher interaction
- 75.6%** considered that the move to the online environment negatively affected seminars and laboratories
- 60.6%** consider that lecture hours were also affected.
- only 35.1%** of the students consider that they can learn the same in the context of online education.

2.4. Conclusions

In Romanian tertiary education institutions, English is the most frequently met with foreign language, due to its status as global means of communication.

The varieties of English taught may be less numerous than in other countries of the consortium, but English remains the foreign language that is most used by universities.

We can notice an increased appetite for developing study programs in English, both with the universities, and with the young students who look for a solid career, for a large set of opportunities in Romania and abroad.

3. Existing Training Opportunities and Educational Resources for English Teachers at the Tertiary Level (country-specific)

The interest in teaching English at tertiary level is definitely very high nowadays. How was it reached at? Besides the study of English (mainly) included as a compulsory subject in all study programs curricula, disregarding the educational field, and the different study programs in English (architecture, medicine, engineering etc.), **there were very few projects which aimed to contribute to increasing the resources and tools for English teachers at tertiary level.**

A success story is *Skills for Employability - English for Agritourism and Rural Tourism (EART)*. The British Council Skills for Employability team in Romania has been working in

partnership with national government agencies, the educational sector and employers to boost the employability of tourism students through developing high quality, relevant training and qualifications and learning resources.

They have been focusing on rural and agritourism, which encourage visitors to enjoy Romanian country life by staying on farms and small holdings and taking part in a range of outdoor activities. Skills for Employability influenced reform of the national agritourism curriculum and engaged partners from various fields - National Centre for Technical and Vocational Education (NVET), the Ministry of National Education, Ministry of Agriculture and Rural Development, Sector Skills Council for Hospitality and Tourism Romania and members of the National Association of Rural, Ecological and Cultural Tourism.

The programme demonstrates a number of significant outcomes and successes:

- improved relations between government, the education sector and industry have influenced curriculum reform meeting the needs of a changing economy
- increased teaching and learning of English in vocational classes
- introduced new ways of collaborative working between education authorities
- development of support materials in management, entrepreneurship, operations and marketing (available as downloads from the National Vocational Centre site, ready for the next academic year)

With these strong foundations firmly in place, the British Council is confident that the project is fully sustainable and provides a template that can be used to deliver further curriculum reform. By working with a UK expert and a team of TEFL teachers, they also developed high quality, specialised units and support materials to complement the revised tourism curricula. This spin off project has been approved by the Ministry of National Education and accredited by NVET

<https://www.britishcouncil.ro/en/partnerships/success-stories>

A second point here would be the *Glossary of Terms for Higher Education (RO-EN) (Glosar bilingv (român-englez) de termeni pentru învățământul superior)*, intended to be a useful tool for those who work frequently in teaching, management and research activities, with field-specific terminology in both languages. It is an up-to-date selection and adaptation of terms in circulation in a constantly evolving field. It can therefore be constantly updated and improved. In compiling the glossary, it was desired to maintain a balance between specific academic terminology and that used mainly by international bodies and priority was given to newer terms in the vocabulary of higher education, especially those related to the Bologna Process. http://proiecte.aracis.ro/fileadmin/Academis/A3/3_Glosar_act_3.pdf

In the context of the SARS-COV2 pandemic especially, a set of online courses meant to improve digital literacy of tertiary-level teachers have been developed and provided for teachers of all subjects (for example, the online Connector 6.0, Erasmus +, more info available at <https://www.salto-youth.net/tools/european-training-calendar/training/connector-6-0.9328/>). Connector 6.0 aims to create the virtual space and context in which people involved in learning can become familiar with and put in practice different non-formal learning methods. Even though it takes place online, the event keeps its participative and interactive approach, with a focus on direct experience. Overall, many of these digital literacy courses are held in English.

Conclusions

There are not too many educational and training opportunities for English tertiary-level teachers in Romania, though for secondary-education teachers there are plenty.

During the last year, there has been an increase in the number of digital literacy courses provided to teachers of all subjects at tertiary level and held in English, which is a good opportunity to promote the use of English and to highlight the importance of introducing content through English learning.

4. Online Teaching at the Tertiary Level (country-specific)

Before March 2020, online teaching was less used in tertiary education in Romania. However, the year 2020 brought about significant challenges raised by COVID-19 for the higher education community in Romania. During the 2nd semester of 2019-2020, the urgent imperative to ‘move online’ added to the **stress** and **workloads** experienced by university staff who were already struggling to find a **balance** between teaching, research and work obligations, not to mention the work-life balance.

Teaching staff of all backgrounds and ages have had to prepare and deliver their classes from home, with all the practical and technical challenges this entails, and quite often without proper technical support.

A significant challenge for university teachers has been their lack of knowledge needed for teaching online (using platforms and tools and organizing workflows). University students were exposed to the same challenges.

Romanian universities responded to this need by developing their own guidelines/procedures for dealing with online teaching, for instance the Online education guide at Babeş-Bolyai University of Cluj-Napoca (UBB): principles and strategies for optimizing teaching activities in the covid pandemic- 19, available online at <https://news.ubbcluj.ro/ghidul-educatiei-online-la-universitatea-babes-bolyai-din-cluj-napoca-ubb-principii-si-strategii-de-optimizare-a-activitatilor-didactice-in-pandemia-covid-19/>. The procedure is organised around the following main pillars:

- A well-structured instructional plan;
- Stimulating interaction with students and creating learning communities;
- Supporting persistence in tasks and motivating students to learn;
- Developing the most effective evaluation strategies and tools.

Platforms and applications

Online teaching is performed via the e-learning moodle platforms of the universities, as well as open online communication platforms.

The use of e-learning moodle platforms in the universities has a series of advantages, such as: all materials are organised in the same virtual place, on subjects, so that students can access them any time, even after the course is completed; the access to these platforms is safe, restricted to the users, therefore all kinds of materials (video recordings, photos) can be uploaded there with no fear of GDPR breaches; the teachers also find it useful to post materials there because it is easier to keep track of the teaching flow and can constantly improve the content and use more adequate teaching methods.

As far as the open online communication platforms are concerned, the Ministry of Education issued an official document with recommendations on the specific applications to be used, such as: Google Classroom, Microsoft Teams, Zoom, Școala pe net, Easy Class, iTeach platform, edu.ro network etc.

Conclusions

In Romania, online education started to be used extensively as a result of the SARS-COV2 pandemic, as a result of which teaching and learning moved online.

Teachers and students made a lot of efforts to adapt to the new requirements of online teaching step by step.

5. Teacher Survey

5.1. Results

Teachers in seven universities from different regions of Romania were invited to fill in the questionnaire designed by the TE-CON3 consortium, in order to get a relevant insight upon the actual state of EHE, according to teachers' opinion.

Although students' opinion would also be interesting, they were not subjected to a separate questionnaire, as the main objective of this project is to offer teachers a set of useful tools to implement TE-CON3 integrated model and they represent the target group of the project.

The teacher survey reached 43 respondents in Romania, who answered the 43 questions organized in three sections.

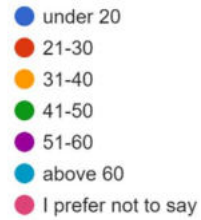
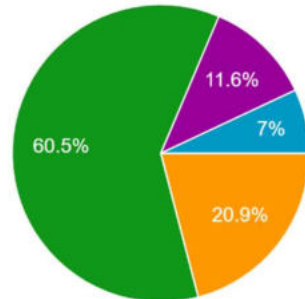
The first section of the questionnaire, A. Demography, offers information about the respondents' professional profile, which helps us in interpreting the responses regarding their needs, expectations and suggestions.

In this respect, the majority of respondents in Romania could be characterized as follows:

1. Medium aged (41-50)

Which age group describes you?

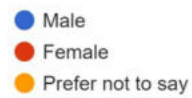
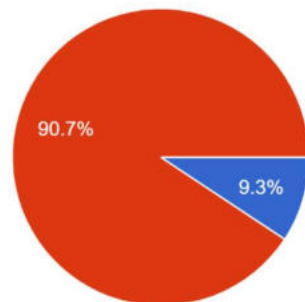
43 responses



2. Women

Which gender describes you?

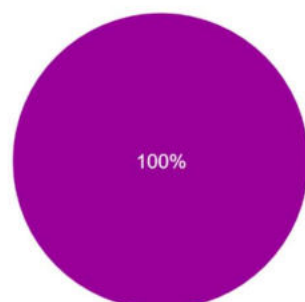
43 responses



3. All of them teach in Romania

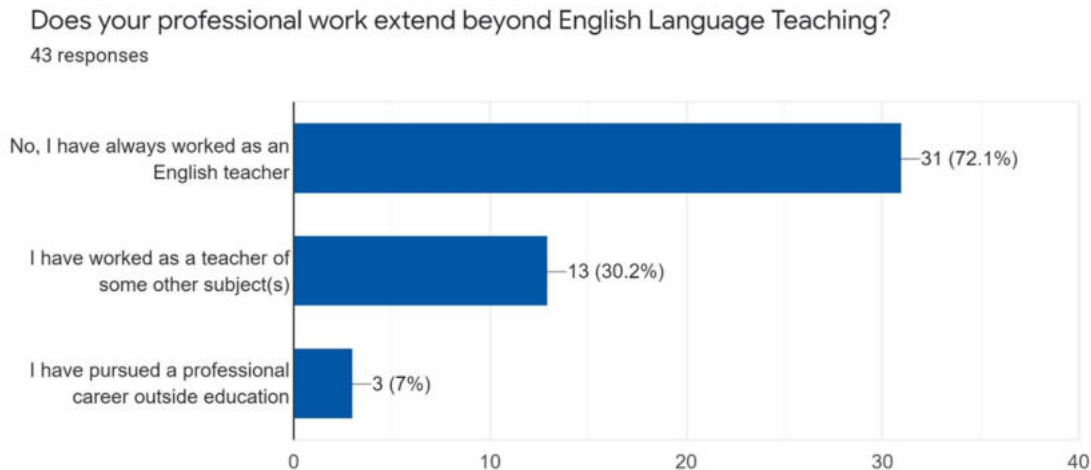
In which country do you teach?

43 responses



4. What is your native language?
 For all of them, Romanian is their native language.

5. Most of them have always worked as an English teacher; only a few have experienced working outside education.

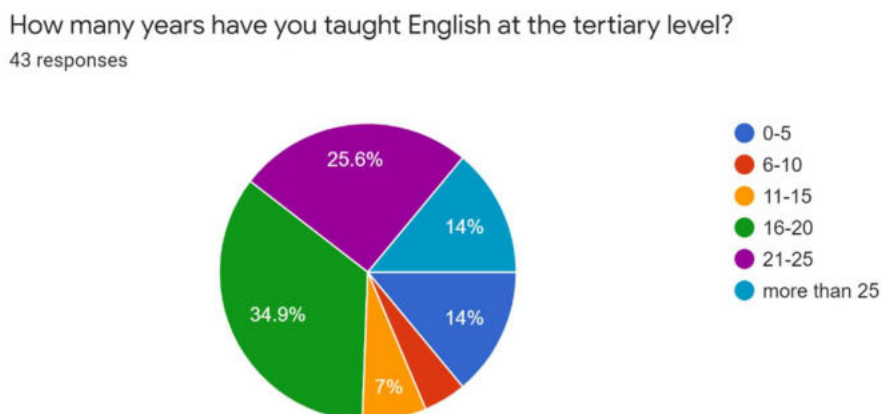


6. If applicable, please specify the subject(s) or field(s) from the previous question:

Around thirty percent of them have worked as a teacher of some other subjects, which are included in the same broader domain of Philology: French/ Spanish/ Romanian Language and Literature, Lexicology, Translation Studies, Sociolinguistics; or in related domains: Cultural Studies, Gender Studies, Communication Techniques, Political and International Relations Studies.

So, they could use their previous teaching experience in their English courses.

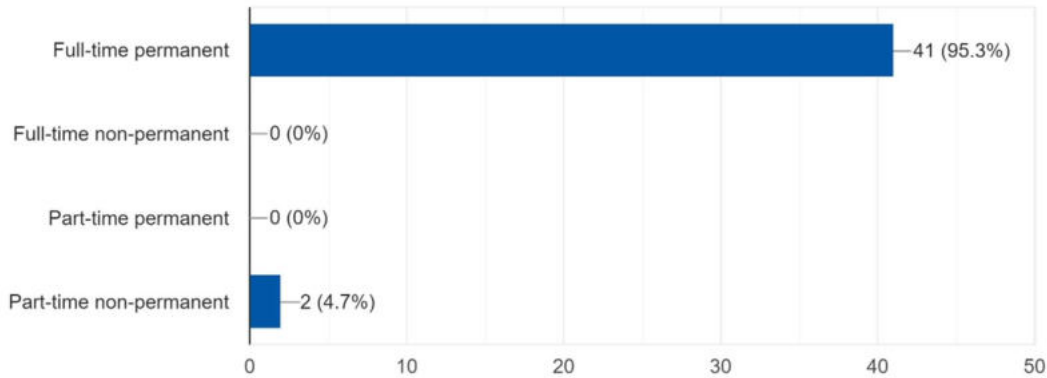
7. Most of the respondents have rather long experience in teaching English at tertiary level: almost 35%- between 16 and 20 years, 25%- between 21 and 25 years.



8. 41 of the respondents are full-time permanent employed, while 2 of them are part-time non-permanent employed.

What is your employment status?

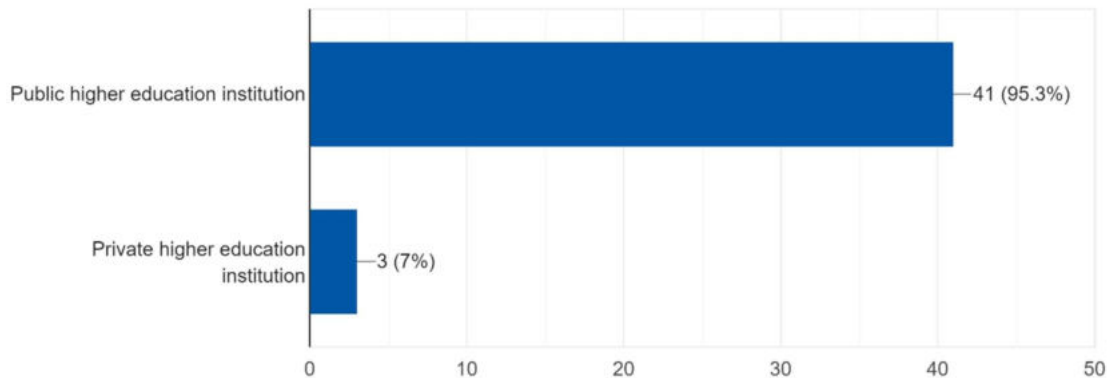
43 responses



9. The majority of the respondents have taught at a public higher institution within the last five years. (41 out of 43)

At which type of tertiary level institution have you taught within the last five years?

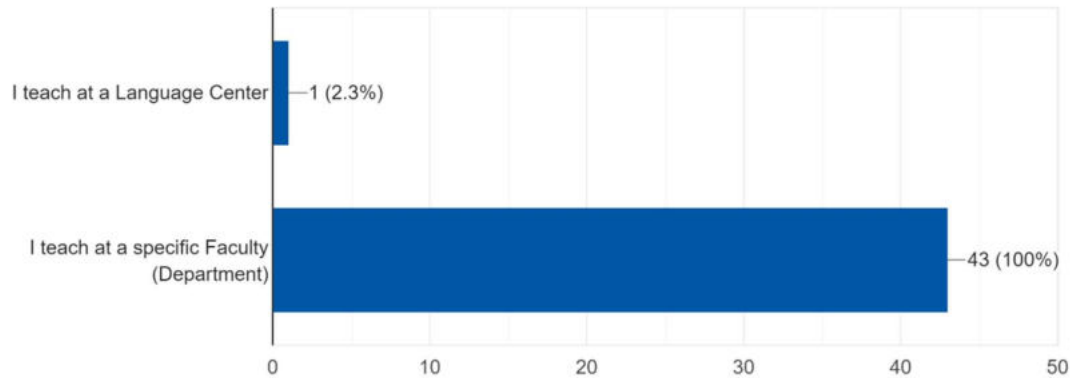
43 responses



10. All of them teach at a specific Faculty (department), according to the National Education Law, which regulates this domain; Language Centers in the universities address to all types of students at different levels (from kindergarten to university), so they can be considered as Languages Schools.

At your tertiary level institution, what is your organizational unit?

43 responses



11. If applicable, please specify the faculty (e.g. law) from the previous question:34 responses

Most of the respondents teach at Faculty of Letters/ Foreign Languages/ Humanities (18); others at Faculty of Economics (2), Faculty of Engineering (4), Faculty of Engineering in Foreign Languages (3), Medicine (1).

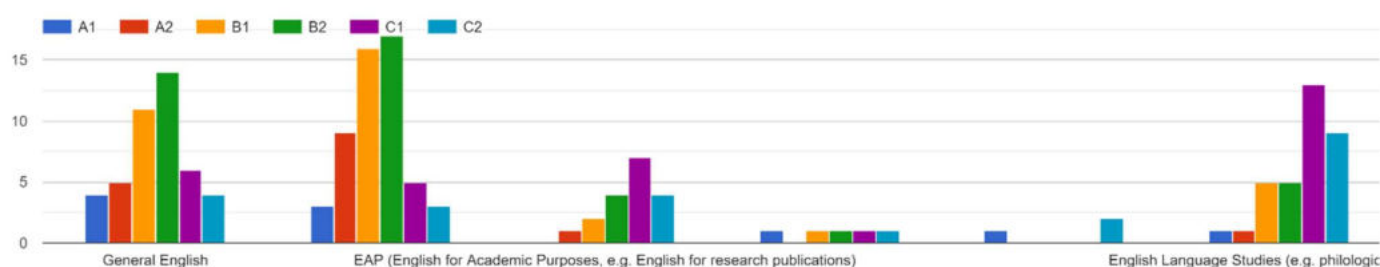
12. Regarding the type of English courses they teach, the respondents in Romania offer an image which is not at all surprising, as it is known that CLIL and EMI have been very little used in Romanian education system. Most of the answers group with GE, ESP and ELS.

GE- majority goes to B2, then to B1

ESP- majority goes to B2, then to B1

ELS- majority of the answers mention C1, which is normal if we consider that this type of courses is delivered for the students in the domain of Philology, at programs which prepare languages specialists.

Which type of English courses have you taught at the tertiary level within the last five years?



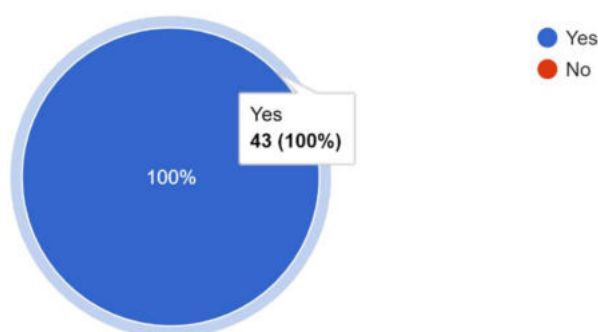
13. If other than above, please add a comment about the type and level of the courses you have taught over the last five years.3 responses

There are only three answers at this question, so they could not be considered relevant. However, they refer to MA classes in the Anglo-American Intercultural Studies Program and to English Literature courses, which can be assimilated to ELS.

14. All the respondents hold an academic degree, as it is compulsory for all the teachers in higher education institutions to hold a PhD degree, according to Romanian law.

Do you hold an academic degree?

43 responses



15. If applicable, please, specify the degree(s) you hold and the area(s) they are in (e.g. MA in general education, MSc in architecture)37 responses

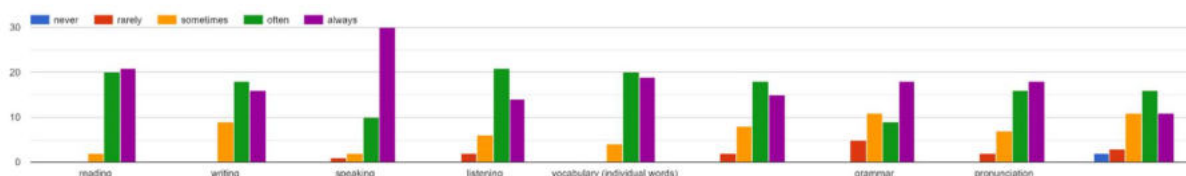
As mentioned above, all of them hold a PhD: 29 – in Philology, 1- in Philosophy, 1- in Education Sciences.

With respect to MA, the responses range also in the domain of Philology (Linguistics, Translation Studies, Cultural Studies, Communication) or related domains (International Relations, Economics, Education).

Section B of the questionnaire, **Classroom Practice and Techniques**, aims to give us an insight into the teachers' perception of their own activity with students, with respect to the aspects relevant for the present project.

16. The language aspects the respondents focus on most often are speaking and reading; teachers also consider that writing, listening, vocabulary and pronunciation represent important aspects they focus on pretty often, while grammar, pragmatics and culture are rather rarely focused on. The whole image of the responses is offered by the following chart:

How often do you focus on these language aspects when teaching?



17. Are there any other language aspects that you focus on? Please, list them: 7 responses

The respondents also mentioned certain particular aspects they focus on during their activity with students, such as translation studies, syntax, semantics, discourse analysis, contrastive analysis, culture-bound elements, English Language teaching, translation studies; still, they represent a minority (only 4 responses).

18. A question that aims to one of the general objectives of the present project refers to using specialized content to teach a set of language aspects. Surprisingly or not, the responses show that most of the teachers use often specialized content to teach all the aspects mentioned in the questionnaire, as it is shown in the following chart:

Reading- often (20 respondents), sometimes (12 respondents), always (9 respondents)

Writing – often (21 respondents), sometimes (9 respondents), always (8 respondents)

Speaking- often (19 respondents), sometimes (9 respondents), always (12 respondents)

Listening- often (19 respondents), sometimes (10 respondents), always (8 respondents)

Vocabulary - often (17 respondents), sometimes (11 respondents), always (14 respondents)

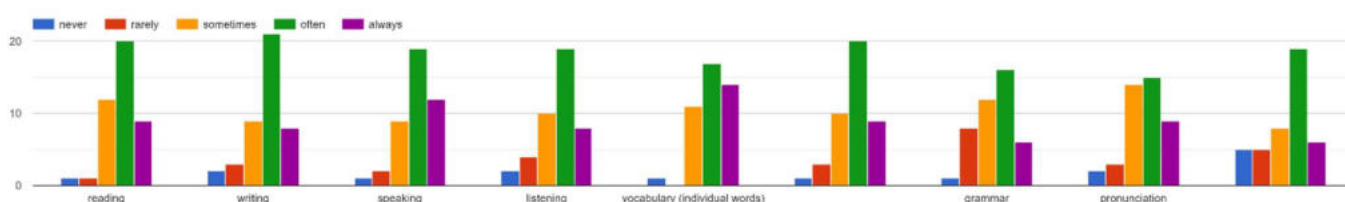
Fixed phrases- often (20 respondents), sometimes (10 respondents), always (9 respondents)

Grammar- often (16 respondents), sometimes (12 respondents), always (6 respondents)

Pronunciation – often (15 respondents), sometimes (14 respondents), always (9 respondents)

Pragmatics and culture- often (19 respondents), sometimes (8 respondents), always (6 respondents)

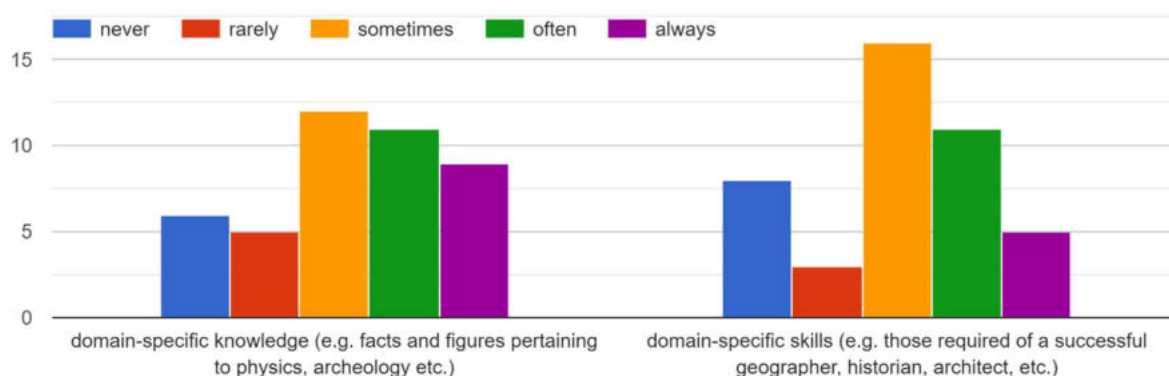
How often do you use specialized content (e.g. biology, history, economics), apart from the content present in General English coursebooks, to teach the following aspects?



19. There are only four responses to the question regarding other language aspects taught via specialized content and they mention explanation of some metaphors that are specific to environmental sciences.

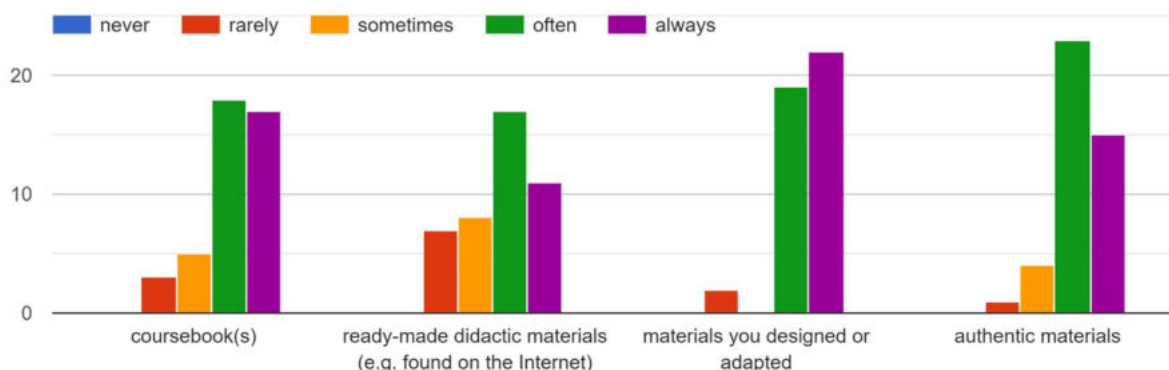
20. When asked about the aspects of an academic subject as part of their English-language course, most of the respondents chose the 'neuter' solution: *sometimes*. The chart below show that domain-specific knowledge and skills are treated more or less the same by teachers of English:

How often do you teach the following aspects of an academic subject as part of your English-language course(s)?



21. The teaching resources which are most often used seem to be both the materials teachers design or adapt and authentic materials. This could be due to the shortage of ready-made didactic materials or coursebooks, which could also be not appropriate to their needs.

How often do you use the following teaching resources



22. If applicable, please characterize the materials you adapt or design (from the previous question):

There are 16 responses that mention materials teachers adapt or design to reach their didactic objectives. Two responses could be representative and they summarize all the other responses:

`There are different materials (texts, exercises, serious games, videos, ppt presentations) taken from different sources (books, internet, projects) and adapted to a specific topic`

`Materials concerning the speaking and listening skills: I adapt them to the needs of my students, according to their level`

23. Are there any other teaching resources that you use? Please, list them: 15 responses

The responses offer an interesting insight upon teachers' preferences and needs, especially in the actual pandemic context, when online teaching made teachers seek for new, adequate teaching resources.

Many of the teaching resources mentioned are connected to the internet: online platforms (Quizizz, Kahoot, Liveworksheets), applications (LearningApps.org), websites (<https://www.fluentize.com/>); other preferred resources are movies, videos, podcasts.

24. When asked to list the teaching approach(es)/method(s) (e.g. Communicative Approach, Task-based learning, Presentation-Practice-Production) they employ in their practice, the respondents showed the preference for Communicative Approach, Task-based learning, but they also listed a series of methods/approaches they use quite often: Problem solving, Critical Thinking, presentation-practice-production, Flipped Classroom, Blended Learning, Student-Centered Approach to Learning, High-Tech Approach to Learning.

25. The teaching techniques the respondents appreciated they employ in their practice could be listed beginning with the most often used: project work, role-play, note-taking, group work, debate, pair work, conversation, presentations, brainstorming, storyboard, gamification (serious games), using social media, audio and video materials, workshops, case study, quiz, portfolio, mediation activities and strategies. This shows teachers' preference for interactive methods and for techniques fit for online teaching.

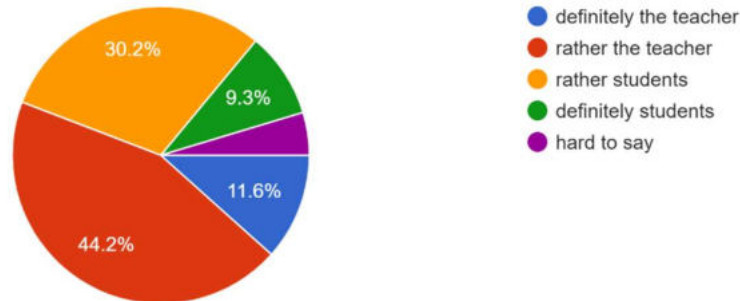
26. The assessment techniques preferred by the respondents in Romania are student presentations, open-ended tests, close-ended tests, but some of them also mentioned portfolio, group/individual projects, group presentation, essay writing, Think - Pair - Share, problem recognition tasks.

Regarding this issue, we can notice a balance between traditional and interactive assessment techniques.

27. In the majority of the respondents' opinion, rather the teacher talks more in English in their EHE classes, but the percentage of the teachers who consider that rather students talk more during their EHE classes is not low, according to the chart below:

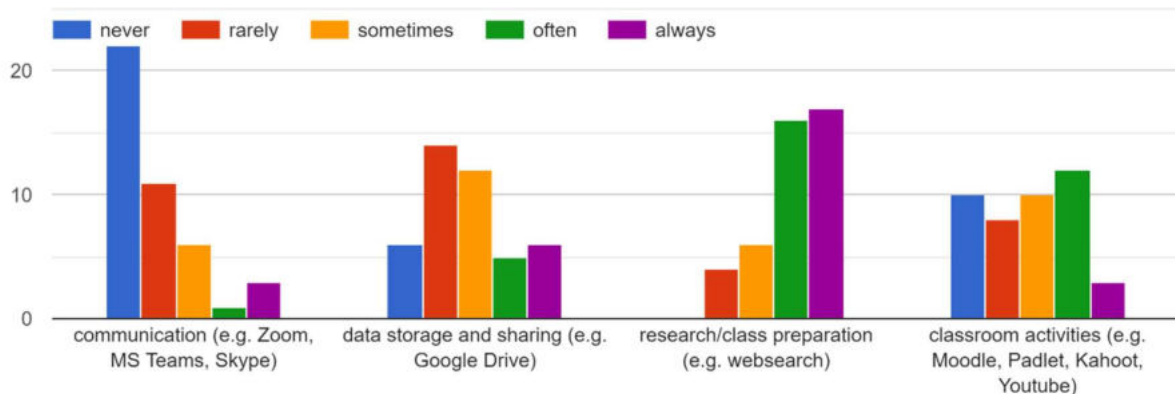
In your EHE classes, who talks more in English?

43 responses



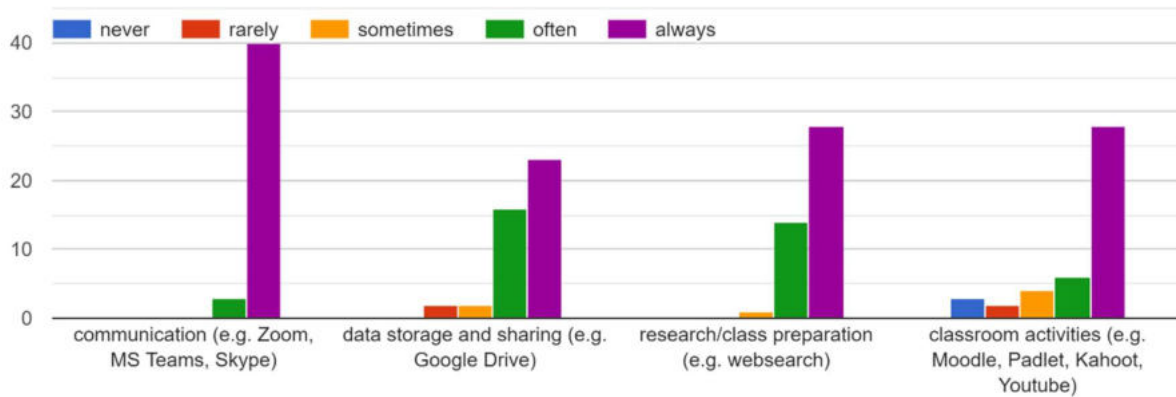
28. Use of Internet tools for didactic/educational purposes represents a very actual issue. Depending on purpose, Internet tools were used differently before the pandemic and the responses reflects a common situation: research and class preparation tools, applications for classroom activities were used more often than communication tools, according to the chart below:

BEFORE the pandemic, how often did you use Internet tools for the following purposes?



29. The change in using the Internet tools for didactic purposes could be noticed in the chart below:

How often do/did you use Internet tools for these purposes DURING the pandemic?



30. Are there any other purposes you use Internet tools for? Please, specify: 14 responses

Other didactic/educational purposes the Romanian respondents listed could be partially assimilated to the main categories mentioned before.

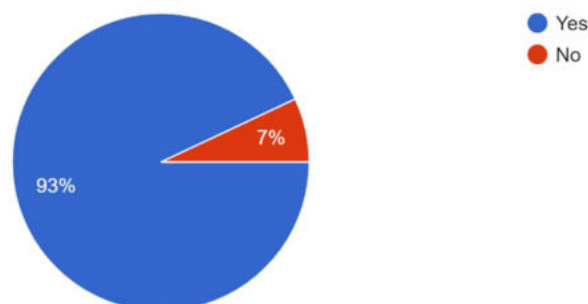
Still, it may seem interesting to notice they specified not only purposes: evaluation, extracurricular activities, continuous learning, attending webinars and conferences, create new materials, but also, some other tools different from the examples used in the previous questions: online dictionaries, email.

31 Almost all the respondents answered `yes` when asked about their intention to use internet tools after the pandemic, as they previously stated they used Internet tools with their students before the pandemic, too.

It would be relevant to find out to what extent they plan to use these tools in the future and for what specific purposes.

Do you plan to use Internet tools with your students after the pandemic?

43 responses



32. Please, specify why Yes (if applicable): 31 responses

The reasons why they intend to use Internet tools in the future could be grouped as follows:

Accessibility- `For a better communication`, `Very accessible and user-friendly, keep track of all student's work`

Usefulness- `Because I find them useful in the process of teaching`

Students' motivation and interest-`easy to understand concepts, space-independent activities, students motivation and interest`

Effectiveness- `Internet Tools enhance student-teacher collaboration and enrich the teaching-learning-assessment process`

Two answers could better summarize all the explanations:

`Because these tools give autonomy to the student, improve the administration of academic processes, encourage collaboration, and facilitate communication between teachers and students`

`The students would definitely not be willing to return to "classic" lectures after being forced into the on-going on-line work! For them, classes without internet tools will be unacceptable from now on!`

33. Please, specify why No (if applicable)2 responses

Only one respondent formulated a reason for giving up to using Internet tools after pandemics, but this answer proves that the respective teacher refers to online teaching rather than to Internet tools: `on-site classes`.

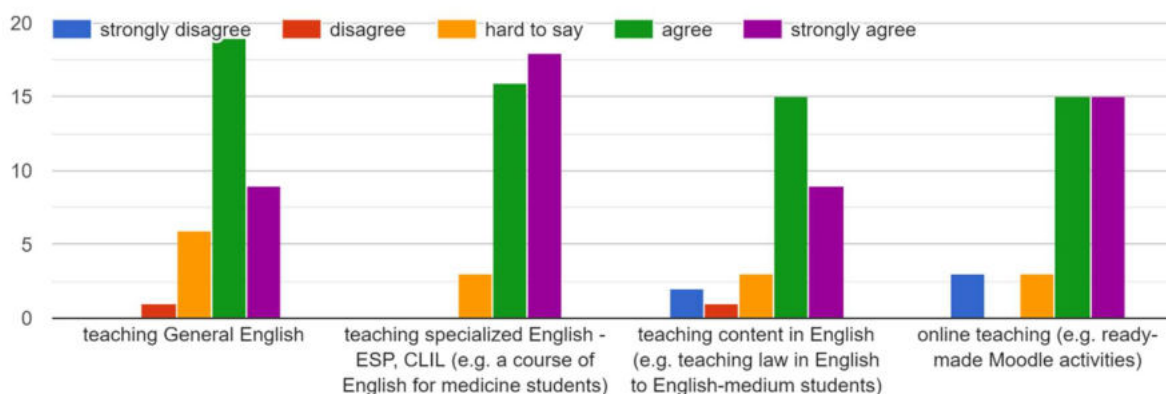
Section C, Needs and Perspectives, may show us to what extent teachers are satisfied with the actual resources, tools, training opportunities or other aspects related to the practical activities with students in EHE classes.

It could also offer us certain hints regarding the design of the next TE-CON3 outputs.

34. The overwhelming majority of respondents in Romania expressed their need for more didactic resources necessary for all the four categories of English courses mentioned in the questionnaire.

The differences regarding the degree of agreement are not significant, as it may be noticed in the chart below:

In my teaching, I would appreciate more didactic resources available for



35. Are there any other didactic resources you would wish for? Please, list them:10 responses

There are 10 responses to this issue, so we may conclude that the didactic resources mentioned in the previous question were considered enough and fit for the purpose teachers need them.

From the didactic resources added by some of the respondents, we can list the most relevant: more books, articles; subscription to digital libraries/databases, listening files to use online, well-structured videos on British culture.

There are plenty of resources. We would appreciate more technical equipment in universities in order to use all the didactic resources we have got

36. To further develop my teaching skills, I would wish for more training in the following areas:26 responses

The need for training, for continuous development of teaching skills represents a reality in the entire academic environment in Romania.

With respect to English courses, the respondents mentioned some of the most important areas they need more training in: English for specific domains- engineering, architecture, economics, medicine, law, teaching techniques, online teaching, using Internet tools, CLIL, ESP.

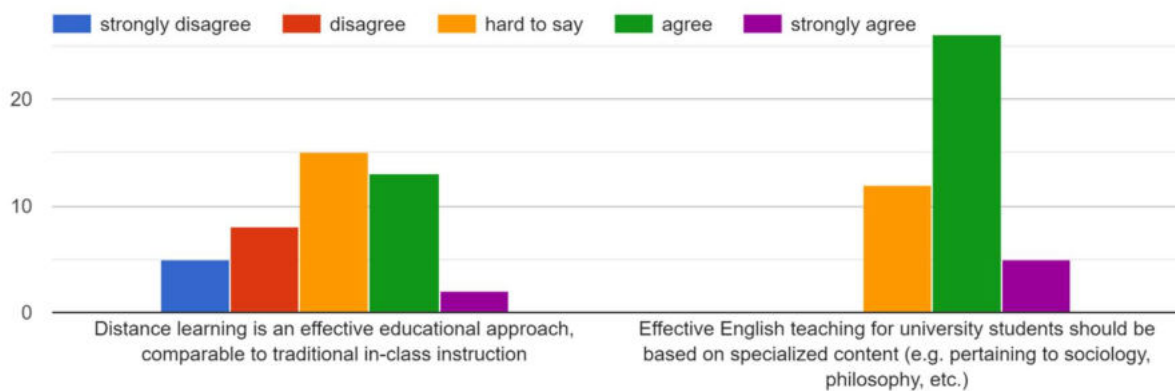
Training - in using specific software necessary to create new materials, courses in active learning and its adaptation to the English class

37. The respondents in Romania may be considered rather reluctant to distance learning as an efficient educational approach, as the majority of them preferred to choose the neutral response 'hard to say'. Still, many of them agree with this postmodern approach which can be as effective as traditional in-class education.

Regarding the particular issue of teaching English through specialized content, no respondent disagreed and the majority expressed their positive opinion.

The chart below reflects their responses:

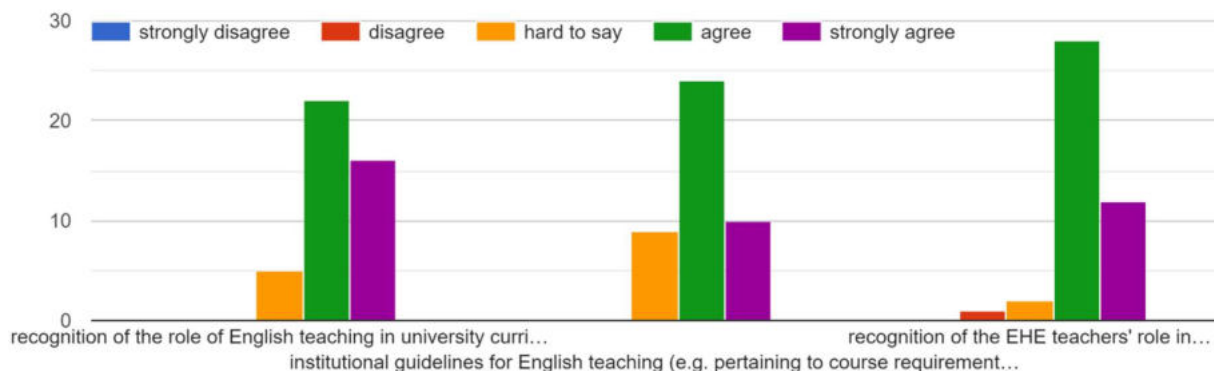
As an EHE teacher, to what extent do you agree with the following



38. The diagram which includes the respondents' opinion regarding the role of EHE teachers and teaching in academic environment shows that there is a rather strong perception of a lack of recognition.

EHE teachers from Romania need more recognition both of the role of English teaching and the role of EHE teachers, with a view to a general aim of higher education system- **preparing students for active European citizenship, for an extremely dynamic labour market.**

As an EHE teacher, I would wish for more...



39. This complex issue in the questionnaire reflects the respondents' availability to adopt nonstandard teaching methods, to use novel technology in their EHE classes:

I like trying out novel, nonstandard teaching methods – almost everyone agrees or strongly agrees;

I am rather cautious about the use of novel technology in my classes - almost everyone disagrees or strongly disagrees;

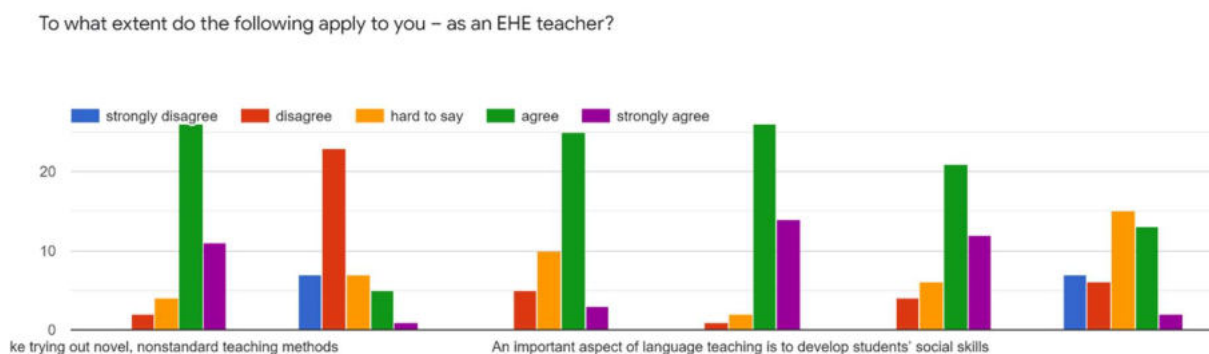
The other four aspects referring more or less directly to classroom teaching show rather a reluctant attitude towards online teaching:

Accuracy is very important – it is hard to eradicate language errors – almost everyone agrees or strongly agrees;

An important aspect of language teaching is to develop students' social skills - almost everyone agrees or strongly agrees;

The best way to learn a foreign language is through interaction with classmates- almost everyone agrees or strongly agrees;

Online teaching is as effective as classroom teaching- hard to decide.



40. What I like about my work as an EHE teacher is:25 responses

Summarizing what the respondents in Romania appreciate about their work as an EHE teacher, we could list the most frequent and relevant aspects mentioned in their answers:

- interaction with students/ young people, having a positive influence on students
- challenges I have every single day
- freedom to choose teaching materials, possibility to create useful teaching materials based on students interests

` Teachers shape students' minds, can personalize the learning environment and permanently discover new things about various cultures `

41. What I don't like about my work as an EHE teacher is: 23 responses

There are several aspects that could be considered rather disadvantages of working as an EHE teacher nowadays. The respondents mentioned very different aspects, still we can notice there are certain difficulties which appear in more than one answer:

- lack of materials and/or equipment provided by institution
- students' low level of English in the first year
- perception of the subject as something minor.

` Because ESP was not considered an important discipline, the two hours per week that every student could benefit of a few years ago have been reduced to one hour per week lately `

42. What I would like to change about my work as an EHE teacher is: 18 responses

The answers are expected to be a follow-up to the aspects highlighted in the previous question.

So, the respondents would like to improve those aspects of their work as an EHE teacher that are considered to be disadvantages:

- involvement in generating teaching resources, digital resources available when working face-to-face
- more interactive/ student-focused methods

Blending online and face-to-face teaching strategies to the best possible way.

` I would like to change the perception of my colleagues that ESP is not as important as the disciplines they teach `

43. What else comes to your mind in relation to your EHE work? 14 responses

All the answers are interesting and deserve to be considered separately. They point at both positive and negative aspects of their EHE work:

Flexibility and efficiency

Dedication, passion

New perspectives

Less and less quality involved

Online teaching is extremely tiring

To summarize, we can quote one of the respondents: *` the beauty of it, the usefulness of it, the importance of mastering the English language at a good level-working knowledge of English, opening new opportunities, enabling one to study and/or work abroad`*

Conclusions

The first section of the questionnaire, A. *Demography*, offers information about the respondents' professional profile. In this respect, the majority of respondents in Romania could be characterized as follows: Romanian women, 41-50 years old, have worked as an English teacher for more than 16 years, full-time employed in a public higher institution (Faculty of Letters/ Foreign Languages/ Humanities), teach GE, ESP and ELS, hold a PhD degree in Philology. Section B of the questionnaire, *Classroom Practice and Techniques*, gives us an insight of the teachers' perception upon their own activity with students, with respect to the aspects relevant for the present project. Section C. *Needs & Perspectives* shows us to what extent teachers are satisfied with the actual resources, tools, training opportunities or other aspects related to the practical activities with students in EHE classes. They are rather not satisfied with the available resources, tools and equipment in their institutions. As for the role of English courses and teachers in the academic environment, they express a strong need for more recognition.

6. Conclusions

In the national legal documents, the references to European Higher Education are not too numerous. In broad lines, the general setting is clearly provided by a number of fundamental legislative acts that each university implements in accordance with its policy and the potential employers' needs and requests. Overall, studying a foreign modern language is compulsory for each study programme, in all educational fields at the tertiary level; duration: 4 semesters, 2h/week.

English is the most frequently met with foreign language, due to its status as global means of communication. The varieties of English taught may be less numerous than in other countries of the consortium, but English remains the foreign language that is most used by universities. Note can also be made with regard to an increasing initiative to develop study programs in English, both with the universities, and with the young students who look for a solid career, for a large set of opportunities in Romania and abroad.

In order to perform their activities under best terms, English teachers at tertiary level developed materials and resources to be used in their activity with students. Only few previous projects aimed to develop EHE resources, and teaching English through content is still a new issue in Romanian tertiary education institutions (except ESP). Training opportunities for them are very limited, these being favourable conditions for the intellectual outputs developed within the framework of the TE-Con3 project.

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