



NATIONAL EHE REPORT- ROMANIA

Valentina Stîngă, University of Pitești

TE-CON 3 TPM 2

“Teaching English as a content subject at the tertiary level - a modular approach”

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1. Status of EFL in Romanian Higher Education

In Romania, tertiary education is achieved through educational institutions: **universities, institutes** and **study academies**. The mission of higher education institutions is **education** and **research** or only **education**.

The **Ministry of National Education** coordinates the activity of higher education institutions, whilst respecting their autonomy.

National Education Law no 1/2011, as subsequently amended

1. Status of EFL in Romanian Higher Education

Higher Education in Romania – structure and figures

- The national higher education system is structured in 3 levels of studies:
 - ❑ Bachelor's Degree – 3 years
 - ❑ Master's Degree – 2 years
 - ❑ Doctoral Degree – 3 -5 years
- 2017/2018 academic year:
 - ❑ 56 public (state) universities and 43 private universities
 - ❑ 567 faculties (of which 409 within the universities financed from the state budget),
 - ❑ 535,218 students enrolled (of which 449,152 were registered, in the bachelor's, master's and doctoral cycles, in the records of the faculties within the state universities financed from the MEN budget). Approximately 26 000 international students in 2019.
- A **decreasing** tendency, especially among private universities students.

1. Status of EFL in Romanian Higher Education

- HE Fields, in order of number of students:
 - Business, Administration and Law
 - Engineering, Processing and Construction
 - Health and medical care
 - Arts and Humanities
 - Social Sciences and Journalism
 - ICT
 - Agriculture
 - Nature Sciences etc.

1. Status of EFL in Romanian Higher Education

The National Strategy for the Tertiary level 2015-2020

STRATEGIA NAȚIONALĂ
PENTRU ÎNVĂȚĂMÂNT TERȚIAR 2015 - 2020

- A detailed analysis of the previous 25 years and proposal of a set of measures aiming at tertiary education in point of quality and effectiveness.
- Two main domains of the national strategy - **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.

1. Status of EFL in Romanian Higher Education

- 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.
- The **Romanian Agency for Quality Assurance in Higher Education** developed the national standards that have to be achieved by each domain of study.
- In this sense, studying a foreign modern language is **compulsory** for each study program, in all educational fields at tertiary level; duration: **4 semesters, 2h/week**.
- Students can mainly choose from English, French, German, Spanish, but the majority of them choose English.

2. Teaching English at the Tertiary Level (Romania)

- 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 a EPI score of 589 and a **High Proficiency** grade.
- Respondents aged 13 to 22
- “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.”

<https://www.ef.com/wwen/epi/regions/europe/romania/>



2. Teaching English at the Tertiary Level (Romania)

Study programs in English

- English is the favoured language when it comes to setting up both study programs and faculties in foreign languages. Reasons:
 - 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.

2. Teaching English at the Tertiary Level (Romania)

Study programs in English

- 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.
 - e.g.: Universitatea de Vest din Timișoara, over 20 programs in English; Universitatea Babeș-Bolyai din Cluj, over 14 programs in English; Universitatea Româno-Americană, over 4 programs; Academia de Stiinte Economice, Bucharest.

2. Teaching English at the Tertiary Level (Romania)

Oferta educațională pentru anul 2020-2021 nivel licență

Total programe: 250, din care română 160, maghiară 67, germană 9, engleză 14, și 1 franceză

Find a BA program

ENGLISH TAUGHT PROGRAMS

▶ COMPUTER SCIENCE FOR ECONOMICS

▶ INTERNATIONAL BUSINESS

▶ Study in US - University of Arizona Global Campus

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Universitatea de Vest din Timișoara | Home | Despre DRI | Erasmus | Programe | Studenți internaționali | Parteneriate | Contact

Studenti internaționali

- West University of Timișoara (Late)
- Summer School
- Programe de studiu în limbi străine
- Cetățeni din state terțe Uniunii Europene
- Cetățeni din state ale Uniunii Europene
- Cetățeni romani cu diplomă obținută în străinătate
- Anul Pregătitor de limba română
- Bursele de Doctorat și Postdoctorat "Eugen Ionescu"
- Free Movers
- Refugiați și azilanți politici

Programe de studiu în limbi străine

Universitatea de Vest din Timișoara (UVT) este principala instituție de învățământ superior și principalul centru de cercetare din Vestul României. Universitatea de Vest din Timișoara are 11 facultăți și un Departament de Pregătire a Personalului Didactic, 85 de programe de licență, 120 de programe de studiu de masterat și 19 Școli Doctorale. Dintre acestea, peste 20 de programe de studiu de licență, masterat și doctorat sunt oferite integral în limba engleză, franceză sau germană.

Facultățile care fac parte din cadrul Universității de Vest din Timișoara sunt:

- Facultatea de Arte și Design
- Facultatea de Chimie, Biologie, Geografie
- Facultatea de Drept
- Facultatea de Economie și de Administrare a Afacerilor
- Facultatea de Educație Fizică și Sport
- Facultatea de Fizică
- Facultatea de Litere, Istorie și Teologie
- Facultatea de Matematică și Informatică
- Facultatea de Muzică și Teatru
- Facultatea de Sociologie și Psihologie
- Facultatea de Științe Politice, Filosofie și Științe ale Comunicării

2. Teaching English at the Tertiary Level (Romania)

Main varieties of English taught in Romanian HE institutions:

- ❑ **General English**
- ❑ **English for Specific Purposes (ESP)** - 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. Teaching English at the Tertiary Level (Romania)

- **Main varieties of English** taught in Romanian HE institutions:
 - ❑ **English for academic purposes (EAP)** entails training university students to use language appropriately for study. Language skills addressed include: reading, writing, and vocabulary development.

3. Training Opportunities and Educational Resources for English Teachers at the Tertiary Level

- Very high interest in teaching English at tertiary level nowadays.
- However, in Romania there are very **few projects** aiming at increasing the resources and tools for English teachers at the tertiary level.

3. Training Opportunities and Educational Resources for English Teachers at the Tertiary Level

A. 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.

- Focus 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.

<https://www.britishcouncil.ro/en/programmes/education/vocational-education-resources>

3. Training Opportunities and Educational Resources for English Teachers at the Tertiary Level

- Advantages:
 - increased teaching and learning of English in vocational classes
 - 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)
 - sustainability of the project and its provision of a template that can be used to deliver further curriculum reform.

3. Training Opportunities and Educational Resources for English Teachers at the Tertiary Level

B. GLOSSARY OF TERMS FOR HIGHER EDUCATION (RO-EN): intended to be a useful tool for those who work frequently in teaching, management and research activities, with field-specific terminology in both languages.

- 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

4. Online Teaching at the Tertiary Level

- 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.

4. Online Teaching at the Tertiary Level

- 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
 - ❑ e.g.: **ONLINE EDUCATION GUIDE AT BABEȘ-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/>

4. Online Teaching at the Tertiary Level

- Main pillars of the UBB guide:
 - 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.

4. Online Teaching at the Tertiary Level

- The National Alliance of Student Organizations in Romania (ANOSR) performed a questionnaire-based research and formulated a number of proposals for online teaching (2020-2021):
 - continuous training sessions through webinars and exchange of good practices on online education for teachers
 - 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.
 - Initiating external partnerships for the transfer of knowledge regarding online education.

4. Online Teaching at the Tertiary Level

- ❑ the use of a limited number of functional and easily accessible platforms at institutional level and the effective monitoring of the conduct of online teaching activities in order to intervene punctually and in a timely manner.
- ❑ Student support for overcoming the psychological obstacles of this period by investing in Career Counseling and Guidance Centers.
- ❑ Recording of teaching activities, in order to facilitate the learning process for students, especially students from less favourable backgrounds.
- ❑ Development of action strategies to systematically address the adaptation of their own services to the context.

4. Online Teaching at the Tertiary Level

- Results of the research based on a student questionnaire, as presented by ANOSR:
 - ❑ **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.

5. Teacher Survey Results - Romania

- 43 respondents in Romania, mostly aged 41-50 (60.5%) and female (90.7%), with a rather long experience in teaching English at the tertiary level.
- 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
- rather reluctant to distance learning as an efficient educational approach
- positive opinion on teaching English through specialized content.

5. Teacher Survey Results - Romania

- What Romanian teachers like about their work as EHE teachers is:
 - interaction with students/ young people, having a positive influence on students
 - challenges
 - 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"

5. Teacher Survey Results - Romania

- What Romanian teachers do not like about their work as EHE teachers is:
 - 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.
 - threat to decrease the number of the weekly hours devoted to ESP
(from 2 to 1)

5. Teacher Survey Results - Romania

- What Romanian teachers would like to change about their work as EHE teachers is:
 - 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’*

6. Conclusions

1. In the national legal documents, references to EHE may not be enough.
2. Labour market representatives require good English knowledge/better skills for the graduates, thus they can determine a change in universities policies regarding the study of foreign languages.
3. English teachers at tertiary level have to develop materials and resources to be used in their activity with students. Training opportunities for them are very limited. Only few previous projects aimed to develop EHE resources, and teaching English through content is still a new issue (except ESP).



Thank you for your attention!

Valentina Stîngă
valentina.stinga@upit.ro

