

Abstracts

A brief history of educational objectives

Suzana Carmen Cismas

This article traces a history of educational objectives taking into account different types of objectives as well as different outlooks. The paper is constructed with the avowed aim to help readers understand some of the controversies regarding the use of “objective” as a technical term. It introduces recommendations for the specification of objectives (attention is paid to the notion of levels of specification and to various formulations of the concept of behavioural objectives) and it discusses problems associated with the status of objectives. Another purpose of this article is to examine structural relationships between objectives, the logic of intentions expressed by an objective, and the political status of statements of objectives. The final part deals with the usefulness of objectives in curriculum development, in lesson planning, in instructional design, in evaluation, and in the process of communicating to students.

Key words: educational objectives, specification of objectives, status of objectives, relationship of objectives, usefulness of objectives, curriculum development, lesson planning, evaluation, communicating to students

Des modèles linguistiques aux objectifs didactiques (From linguistic models to teaching objectives)

Corina Cilianu-Lascu

This article presents various teaching methods emphasizing the connection between foreign language teaching/learning objectives and linguistic models. The following methods are presented: grammar translation, direct, audio-lingual, audio-visual generative, enunciative and functional notional. A corpus of examples and manipulation structures is used at the beginning of teaching while grammar rules are implicit. Hence, the first step is that of *inductive teaching*. Later on or when dealing with adults, it is compulsory to teach language functioning rules. At this stage, the choice of a description model is determined by the knowledge of language theories with the view to implementing a *pedagogical grammar* which will facilitate the acquisition of communication skills through conceptualization and an onomasiological approach. The brief presentation of *linguistic models* in connection with *teaching/learning objectives* clarifies the relation between the theoretical model, the acquisition model and second language teaching which includes *didactic programming* and *methodological programming*. (T. Cristea, 1984 :28).

Keywords: linguistic model, teaching/learning method, teaching objectives, pedagogical grammar, onomasiological approach

**Du « Niveau Seuil » au « Passeport Linguistique »
(From the « Threshold Level » to the « Language Passport »)**

Ruxandra Constantinescu-Stefanel

The examines the evolution of learning objectives for languages in general and French in particular over the last three decades of the 20th century, namely between the dates when two important documents of The Council of Europe, « Threshold Level » (1976) and « Language Passport (2000), were published. It also includes a brief presentation of the periods before and after the publication of these two documents.

Keywords: learning objectives, Threshold Level, Language Passport, grammar translation method, skills

Points de vue sur la corrélation entre les paramètres de l'activité didactique et le choix des objectifs/Points of view on the correlation between the parameters of teaching and the choice of objectives

... dans l'enseignement supérieur économique/in economic tertiary education

Micaela Gulea, Georgeta Ghiga

This article was written by the two heads of the modern language departments of the Bucharest University of Economic Studies, the Department of Germanic Languages and the Department of Romance Languages and describes the way in which learning objectives are established in the two departments. The main idea in the Department of Germanic Languages is that objectives and the curriculum should be elaborated by a team, which allows for better solutions to the problems connected to this work. In the Department of Romance Languages it is important to pursue communicative objectives with a view to preparing students for their future profession.

Keywords: foreign language teaching, upper education in economics, general objectives, specific objectives

... en formation économique initiale et continue/in pre- and in-service economic training

Corina Cilianu-Lascu

There are two different motivations for learning foreign languages, the *educative-cultural one* and the *functional or instrumental one*. The latter responds to extra-curricular, social, economic and professional needs. It caused an overall *renewal of language for specific purposes teaching/learning strategies and techniques*. The new learners, in professional training, postgraduates or in in-service training, have different attitudes towards foreign language learning: *more autonomy, stronger desire to be actively involved*, and their objectives are focus on know how not on linguistic knowledge. After having enumerated the parameters needed to be successful in a language for specific purposes, the article examines specific objectives of students in economics and of those in in-service training. The latter objectives are similar to those of students whose lectures are given in French

Keywords: foreign language for specific purposes, linguistic needs, motivations, cultural factors, pre-service training, in-service training, learning objectives

... dans la formation universitaire en langues étrangères/in tertiary education in foreign languages

Anca Cosaceanu

This article presents several proposals for the implementation of foreign language teaching/learning objectives at university. In this respect, the author takes into account general objectives for each field of study starting from the students' future professional needs.

Keywords: language teaching, university level, teaching/learning objectives, language needs

... dans l'enseignement assisté à distance et les études approfondies/in open and distance learning and in post-graduate education

Mariana Nicolae

Setting objectives is a critical issue in any type of activity, the more so in education. The present contribution presents the situation in the distance learning and master programmes of the Faculty of International Business and Economics from the perspective of language learning and business communication. The brief case study showcased represents the setting up of a self-access centre for students through Grant 190 of CNFIS (National Council for Higher Education Financing). It has as main focus development of students' responsibility in learning and increasing accountability in managing university resources.

Key words: learning objectives, self-access learning, applied languages

**La compétence de lecture dans les programmes FLE, études secondaires, en Roumanie : de l'inquiétude méthodique à l'espoir redoutable
(Reading skills in French as a foreign language curricula, secondary schools in Romania: from methodical anxiety to formidable hope)**

Dan Ion Nasta

The article points out the deficiencies of French curricula and text books for secondary schools as far as reading skills are concerned. The author suggests a more modern and efficient method for teaching reading based on the main objectives of the three stages of teaching reading: observation, exploration and interpretation.

Keywords: French curriculum for secondary schools, learning reading, main objectives, French as foreign language textbooks

**Du projet de discours à l'énoncé phrastique complexe – Analyse de discours ou d'énoncé ? Enjeux, objectifs, obstacles, activités
(From the discourse project to the complex phrasing utterance – Discourse or utterance analysis? Issues, objectives, obstacles, activities)**

Caroline Masseron

The author adopts the point of view of ideas texts, defined as complex discourses without a prior global conceptual representation and tries to interpret failures in writing and badly formed or « clumsy » utterances. This helps her investigate the connections between

certain writing projects, disqualified text segments, the supposed goal of the text and available analysis models. Her assumption is that syntactical failure can be established from the point of view of writing, rhetoric, grammar, semantics and pragmatics. The author illustrates her remarks by two texts written in class by a secondary school student and a university student. The first example seems representative both for the opaque relations between syntax and discourse as well as between the other structuring levels, and for the difficulties the corrector faces when nominating the type of mistake when this exceeds the lower encoding level. It is also representative for the standard level reached in writing skills. The second text allows for a longitudinal reflection on teaching issues connected to complex sentences in discourse. It illustrates a too general standpoint extolling the educational values of dialogue. The syntactical form of utterances is dominated by negative impersonal constructions, verbal synonymy and the deontic future of conclusion.

The evaluation of complex texts is considered fastidious by correctors and teachers who think that « the weakest writers cannot write a complex sentence » and that « they write too long sentences ». Borrowing the concept of obstacle-objective from science didactics, the author applies it both to knowledge and to know how and considers that obstacle-objectives refer both to grammar knowledge and to writing know how, also characterizing the students' cognitive posture towards the subject they are taught and the teachers posture towards the strategy adopted in order to solve a writing task or an utterance analysis.

Hence, the way traditional grammar defines sentences seems ambiguous: when considering the simple sentence, syntax focuses more on verbs than on the sentence itself, while when considering complex sentences, other criteria than subordination should be taken into account so as to integrate semantic, enunciative and pragmatic parameters which determine the formation of a significant, autonomous and complex sentence.

Keywords: discourse, utterance, writing, sentence, writing skills

Negotiation skills: an objective of the Legal English course

Tania Magureanu

The article relies heavily on the experience and findings gathered through the author's involvement in the design and production of the English for Legal Purposes (ELP) textbook, coordinated by the British Council. It deals with one of the main objectives of the ELP syllabus, namely the development of negotiation skills—an essential element of any future lawyer's skillset. As such, the paper aims at defining the ELP's course area-specific objectives, with particular reference to Romanian current and future negotiators. The second part of the article illustrates the unit on Legal Negotiations included in the *English for Legal Purposes* textbook. Acknowledging that the unit described is by no means exhaustive, the paper suggests stressing the importance of using language persuasively in negotiations, taking into account the various cross-cultural factors that influence international negotiations, as well as considering all the possible tactics and approaches that can be used in such a scenario.

Keywords: negotiation skills, English for Legal Purposes (ELP), negotiating in English, law, customized teaching techniques.

Cross-cultural business communication: language teaching by project work
Anca Codreanu

The article describes *Cross Cultural Business Communication* as a continuation of a project sponsored by ELTeCS (English Language Teaching Contacts Scheme), during which a network of teachers, students, and institutions was established with the purpose of creating a virtual learning community. The project's goals included enhancing student motivation and involvement in learning Business English in a simulated business environment, as well as raising their linguistic and intercultural awareness. It was meant to teach International Business and Economics students how to deal with cross-cultural commercial correspondence in English, by founding a pretend company and then engaging in commercial email exchanges with similar companies from different countries. The project aimed at raising awareness of the importance of cultural differences, teaching students how to establish and maintain international contacts, as well as urging them to exercise self-evaluation and accountability.

Keywords: cross-cultural business communication, language teaching, project work, virtual learning community

Landeskunde – eine ständige Herausforderung im Deutschunterricht
(German Studies – a Perpetual Challenge in Teaching German as a Foreign Language)

Lora Constantinescu

Whether viewed-upon as closely culture-related or (as today) as a communicative-intercultural approach, as “Linguolandeskunde” (a language-oriented topic) or as contextual knowledge, “Landeskunde”/the “German Studies” have been since the 1970s of the 20th century in a constantly critical and changing foreground of the theoretical and practice-related dispute: what can/should FLT in addition to language itself convey more? Can “German Studies” claim their status as an independent subject within “DaF” (teaching of German as a foreign language), as they unmistakably represent today an “instrument of social opinion formation”? (Delmas/Vorderwülbecke). It stands so to reason that we have: A) first to gain insight into the development of the conceptual discussion (from the cognitive to the communicative and intercultural phase); B) then to think of the today's goals and priorities (cultural competence with its component skills, personality development and learner autonomy, authenticity and text genres), and all these with reference to the teaching of specialized German (here for Economics); C) finally to analyze some concrete perceptual and interpretative approaches based on examples from the teaching practice.

Key-words: cross-cultural/intercultural communication, cultural competence, German for Special Purposes, authenticity

**L'apprentissage de la traduction et ses objectifs
(Learning translation and its objectives)**

Sandina-Iulia Vasile

Experience has shown that translation cannot be learned by randomly choosing texts and that « it is important to adopt a more methodical teaching strategy better corresponding to the demands of a university course. Certain problems encountered when translating fragments/longer texts or texts implying the interpretation of the logical and argumentative connector role in marking reasoning, as well as the inventory of teaching objectives have led us to systematizing the task beginner translators should do in order to make translation acts more profitable. The article presents the objectives to reach in the field of knowledge and in the field of know how uniting translation and discourse skills and mostly logical and argumentative skills. This didactic approach is not comprehensive; it can be completed and refined so as to solve other delicate issues in learning to translate.

Keywords: didactics, French connector “or”, scheme, translation, teaching objectives

**Les objectifs opérationnels du stage pédagogique en FLE – tentative de modélisation
(Operational objectives of the educational internship in French as foreign language
– an attempt of modelization)**

Monica Vlad

The educational internship of the Language and Literature Faculty, future language teachers, is a mixed activity: both theoretical and practical, under the supervision of both an academic and an expert in teaching methodology. This article reviews the specificities of the educational internship as a university activity through the operationalization of its objectives. These objectives result both from the profile of the ideal teacher and from prescriptions of the course of French as foreign language didactics.

Keywords: educational internship, operational objectives, university didactics, French as foreign language, teachers

**Y a-t-il un objectif grammaire ?
(Is there a grammar objective?)**

Teodora Cristea

Though questioned, the concept of grammar continues to be essential in the organization of living languages teaching process. Language didactics should proceed in parallel to its own epistemological and methodological criticism. Grammar should not be confused with language. Recalling the formulation of F.Brunot, the founder of modern grammar, the author establishes that a restraint formulation of grammar is the basis of several clichés circulating in the teaching environment and whose correctness should be examined. She concludes that enlarging the concept of grammar beyond the sentence

involves theoretical concepts such as text, text coherence and cohesion which can be taught by special teaching techniques (logical articulation of discourse, connectors), as well as the study of enunciation conditions and communicative intentions.

Keywords: language, grammar, learning text

**Objectifs spécifiques dans l'enseignement du français (langue étrangère) spécialisé
Specific objectives in teaching French for special purposes as foreign language)**

Ileana Busuioc

The article suggests a foreign language acquisition strategy based on choosing methods and educational supports best adapted to the organization of teaching sequences; time needed for different topics and fair evaluation criteria. Pedagogical progression takes into consideration performance, observable behaviour, a condition, a criterion and measurable results. The complexity of French for specific objectives teaching must therefore take into account the specificity of professional activities, the social and cognitive characteristics of the target audience and the learning situations. The author recalls definitions given to specialty language and notices that these objectives are also shaped by reception (comprehension, skill) and production (expression, performance). The characteristics of the audience interested in learning French as foreign language do not only concern their profession, but also their specific language needs. A common platform could help students and professionals to learn and to communicate, as required by the Certificate of scientific and technical French issued by the Chamber of Commerce and Industry in Paris.

Keywords: didactics, strategies, French for specific objectives

**Terminologie de marine et objectifs spécialisés
(Navy terminology and specialized objectives)**

Mioara Codleanu

This article points out the diversification of specialized objectives according to the specificity of specialized vocabulary taught in an intensive course of terminology for navy officers. Specialized objectives should be integrated in the course sequences, thus accompanying the serial organization in levels of different complexity subject to the degree of generality or specificity of the respective terminology. The examples used show how the semantic principles of vocabulary organization (hyponymy, hyperonymy, metonymy) are used in structuring the information conveyed while teaching/learning specialized vocabulary.

Keywords: terminology, specialized vocabulary, hyponymy, hyperonymy, metonymy

Enseigner la lettre d'affaires en français, à des sujets non francophones : avantages et inconvénients de l'opérationnalisation des objectifs

(Teaching business letters in French to non-francophones: advantages and disadvantages of objectives operationalization)

Anca-Marina Velicu

With a view to improving specialized language teaching, the author proposes explicit reflection on the nature, definition and stake of operational objectives of business letter teaching centered on the learner and the learner's needs. The difference between finality and goals on the one hand, and objectives on the other hand is connected to the difference between socio-professional vs pedagogic and disciplinarian. In this respect teaching/learning business letters in French is the object of a « finality » type: contribution to the follow up and development of economic relationships with French partners. On the contrary, the goals of teaching/learning business letters in French are to develop positive attitudes towards linguistic and cultural diversity, motivation to learn writing in French for the profession, valorization of writing in French for the profession to Romanian students in economics, as well as pragmatic attitudes, knowledge about the two cultures, about commercial and financial regulations in force in the two countries. One of the general objectives of teaching business letters in French is the learner's ability to reach one of the expected results in a learning sequence. Terminal objectives in teaching French business letters aim at students' ability to write a business letter replying to a given letter, as well as writing a business letter starting from a draft in Romanian. The main disadvantage is minimal units scattering which raises the matter of selecting significant objectives to reach the proposed terminal objective. In other words, it is necessary to separately evaluate the last part of the curriculum so that learners get to master the final objective.

Keywords: business letter, finality, goals, writing, operationalization

Zur Bildung des Texterfahrung und Herausbildung des interpretativen Kompetenz im Wirtschaftdeutsch-Unterricht

(On Building Textual Competence and the Development of Interpretative Competence in Teaching German for Economics)

Lora Constantinescu

During the of the FLT-“communicative turn” the receptive capacities were not abandoned. They underwent a reevaluation. A legitimate goal of the FLT/here “DaF”/teaching of German as a foreign language is hence the development of a comprehensive interpretative competence, which ranges from verbal to non-verbal and paraverbal. The present paper looks at this interpretative competence as a basically textual competence within the framework of the FLT-usual text work, gradually built as result of practiced and consolidated interpretative skills (perceptive, selective, pondering, comparative, contrastive). The paper discusses aspects of the resulting interdisciplinary area of reference: foreign language didactics is involved from the point of view of the functional text genres with their external and internal elements in the production of

discourse structures. The economic point of view delivered as an extra-linguistic dimension is brought about by the all-encompassing advertising communication and specifically by the business-related letter writing, the two FLT-domains the paper is dealing with.

Key-words: functional text, receptive capacity, interpretative competence/skills, internal/external text factors

**Nevoi, obiective – Nevoi obiective?
(Needs, objectives – Objective needs?)**

Mariana Nicolae

The present article aims to explore ways to adapt the content of teaching (curriculum) to the needs of the learners, according to their age, gender and type of skill targeted for development. The article does so by presenting the National Public Speaking Competition, a project of the English-Speaking Union Romania (www.esu.ro) and the students in the Bucharest University of Economic Studies (www.ase.ro). The article is based on the author's doctoral research in education.

Key words: communication models, oral communication competence, negotiating communication, learning motivation, public speaking

**Le projet didactique
(The didactic project)**

Carmen Stefania Stoean

This article aims at bringing together reference information about the didactic and pedagogical project in order to offer a coherent and clarifying description of this teaching technique and untangle the confusion surrounding the term *didactic project* and the destination of this institutional document.

Keywords: didactic project, pedagogy by objectives, drawing up a didactic project

**Intérêts et limites d'un projet didactique en classe de langue
(Benefits and limitations of a didactic project in the language class)**

Elena Popa

This article stresses the importance of the didactic project in learning a language for specific purposes as such project draws together the teacher's desires and the students' motivation. The graduate will find it easy to obtain a good job thanks to reaching general objectives including linguistic theoretical knowledge, explicit discourse on the foreign language functioning and communicative skills in the foreign language. The article also reviews specific objectives, namely acquiring skills and knowledge about the language for specific purposes mainly the various fields of French for business and the teaching approaches to choose. The project is proposed based on a text pre-pedagogical analysis grid including a socio-linguistic, a linguistic and a logical-syntactical approach.

Keywords: didactic project, French for business, teaching approach, analysis grid

Training Romanian applicants for job interviews in French, British and American companies

Micaela Gulea, Ruxandra Constantinescu-Stefanel

The article aims at explaining the influence of cultural features on the job interview, at establishing some guidelines for the Romanians applying for a job with companies originating in France, UK and USA and at outlining the most appropriate methods and techniques for the cross-cultural teaching of the job interview, as well as the teaching objectives pursued.

Key words: job interview, cultural features, teaching techniques, teaching materials, teaching objectives, role play

Etude de littérature en tant que transgression de l'homme

(Literary study as human transgression)

Zdzislaw Hryhorowicz

Teaching literature to foreign language students is always a challenge. The cultural message can only be understood by learning the language of the respective country. Romanian language and literature are taught at the Poznan University. This new academic programme aims at educating students to a not very well known Eastern European culture. The didactic approach is difficult; nevertheless efforts become more and more efficient: a generation of translators from/readers of Romanian is born and others are being trained. The goal: knowing other, opening to other cultures.

Keywords: Romanian as foreign language, Romanian literature, studying Romanian in Poland, intercultural, Romanian founding myths

**Insușirea unei limbi străine (româna) în fața problemelor de interferență lingvistică
(Learning Romanian as a foreign language. Facing issues of linguistic interferences)**

Krystyna Rusiewicz Wozny, Justyna Struzinska

The paper intends to observe and to explain the most important and common mistakes done by the Polish students who are studying Romanian as a foreign language. The scientific discourse is divided into 3 sections: phonetics, lexical and grammatical errors. The study begins with an interesting and efficient distinction between 2 notions initially proposed by Corder: error (which related to linguistic competence) vs. mistake (which related to performance).

Key words: Romanian as a foreign language, Polish students, error vs. mistake, phonetics errors, lexical errors, grammatical error.

**Marginalii la o experiență didactică în Polonia
(On a didactic experiment in Poland)**

Alunița Cofan

This article presents the experiment of teaching Romanian abroad. The author used to work as a lecturer of Romanian in a Polish university which allowed her to notice students' needs and motivations she had to comply with. Starting from the challenge of learning a Romance language, Polish students had difficulties in apprehending grammar notions non-existent in their language. This gave the teacher the opportunity to take stock of the errors perpetrated in a foreign language by Slavic students and to find solutions to remedy them

Keywords: Romanian language, teaching objectives, motivation, errors

Designing an ESP course – a case study

Raluca Nitu

The present article deals with a practical analysis of the main steps that a course designer or a teacher could follow when designing an ESP course for a particular group of current / would-be specialists. As the main purpose of such a course is to meet the requirements of the target learners, the paper takes into account three main stages that need not be neglected when designing an ESP course, namely setting the objectives of the course based on needs analysis, choosing the appropriate teaching theory and selecting the appropriate materials (which could be done through evaluation, development or adaptation).

Key words: ESP, course design, objectives, needs analysis, teaching theory, teaching materials

Challenges in meeting objectives: teaching grammar to business students

Antonia Scurtulescu

The present article looks into some of the difficulties of teaching grammar to business students. Since students in economics are not philologists, they lack an interest in the workings of the language, as for them language is a means to an end rather than an end in itself. Consequently, the ability to spark their interest while at the same time making headway appears to be the lecturer's main challenge. In view of the above, several courses of action need to be taken into account, such as: focus ought to be placed on language acquisition rather than language learning, specialized literature ought to be provided to the students for them to assimilate grammar naturally instead of learning the rules by heart and, most importantly, seminar materials ought to cover a wide array of real-life situations (emails, company reports, articles from economics and finance journals and magazines). Thus, the seminar experience can become pleasant while at the same time efficient and the students' knowledge of grammar can greatly improve.

Key words: language, grammar, business students, language acquisition, real-life situations

Job hunting – an objective for curriculum consideration

Sorin Baci, Ileana Baci

The present article focuses on a wider perspective upon job hunting as part of the teaching-learning process which, among others, includes: cultural awareness, communication skills, letters of application, CVs, job interviews. Against this background, the role of FL teachers in the complex job search is of great importance. By means of certain classroom activities students can be helped to market themselves effectively (e.g. presentations, conversation turn-taking). On the other hand, institutional or corporate culture is an issue which should not be at all neglected, as it underlies each and every professional interest or existence. The present paper actually pleads for their inclusion and/ or preservation in educational and vocational programmes.

Key words: job hunting, curriculum, institutional or corporate cultures

Teaching objectives and selection of materials

Simona Ganescu, Eeva Tuokko

The present article aims to present ways in which teachers select teaching materials in relation to their use according to learner's needs. Two constraints appear in the selection process: the curriculum objectives and the learners' educational needs. Our purpose is to see how well the reaching of these two objectives is served by the material selected.

Key words: teaching objectives, teaching materials learner's needs

Un aperçu des stratégies de l'apprentissage (A review of learning strategies)

Ileana Busuioc

This review of Paul Cyr's book is a learner-centered approach to teaching French as second language. The author presents the evolution of linguistic and pedagogical approaches, emphasizing the learner-centered communicative approach, which main trade is awareness of the fact that a language is both a system whose mechanisms are to be discovered and a communication tool. The definitions and classifications of learning strategies devised by three authors are discussed: Oxford, Rubine, O'Malley and Chamot. The choice of strategy can depend on learner's personality, his/her biography, his/her mother tongue, situational, affective or personal factors. It is advisable to teach students how to learn a foreign language, namely to have a realistic idea of the cognitive efforts the student makes when learning a foreign language.

Keywords: learner, strategies, teaching

Objectifs spécifiques en langue étrangère (Specific objectives in foreign languages)

Silvana Zeana

This article is a review of the book by Denis Lehmann, an expert in foreign language teaching, meant for professional who are not specialized in languages. The author presents specific linguistic needs and curricula focused on language content, syllabus and

curricula for teaching French for special purpose, as well as methodological solutions teachers can apply to. The cultural component is included in specialized communication thus filling a gap in learning a language without taking into consideration cultural differences. The book is very useful for French teachers as it a make a critical presentations of the latest achievements in teaching foreign languages for specific purposes.

Keywords: specific audience, cultural component, specific objectives, teaching solutions