

Developing Competences in Romanian as a Foreign Language in an Economic Context

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Abstract

The paper aims at presenting the methodological options made by academic staff members teaching Romanian as a Foreign Language at “The Preparatory Year of Romanian Language for Foreign Citizens” (APLR) organized by the Faculty of International Business and Economics from the Bucharest University of Economic Studies. We highlight the ways in which Business Romanian classes contribute to the development of foreign students’ language and cultural competences by means of various activities designed to facilitate their insertion on the Romanian educational market. The paper also presents the opinions of foreign students taking these classes, as obtained by means of a feedback questionnaire on Business Romanian classes distributed among APLR students from the Faculty of International Business and Economics who study Romanian as a Foreign Language (with emphasis on business terminology).

Keywords: *Romanian as a Foreign Language, Business Romanian, language and cultural competences, Romanian educational market, The Preparatory Year of Romanian Language for Foreign Citizens*

1. Preliminary remarks

Romanian has become an increasingly attractive language for professionals in multilingual and multicultural communication following Romania's accession to the European Union. Against this

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background, in the last decade, ca. 25 higher education institutions have received authorization and/ or accreditation to organize a Preparatory Year of Romanian Language for Foreign Citizens (henceforth APLR, the Romanian abbreviation of “Anul pregătitor de limba română pentru cetățenii străini”) (cf. Militaru, Dima & Lorentz 2018, p. 478).

Such a program has been on the educational offer of the Faculty of International Business and Economics from the Bucharest University of Economic Studies (henceforth ASE) since 2014. It is a one-year study program accredited by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) in 2017. The curriculum contains general and specialized Romanian classes, ranging from classes on phonetics, vocabulary, grammar, oral and written communication, to introductory classes on Romanian culture and civilization, as well as to specialized classes in social sciences (economics – finance, management, marketing), biological and biomedical sciences (anatomy, biology, chemistry), or engineering sciences (transport and constructions, management and information technology). In the five years since its launch, the APLR program has been attended by more than 320 students from some 30 countries across the globe. Participants attend the program as a prerequisite before enrolling in Romanian universities for Bachelor’s, Master’s or Doctoral degree programs (for more details on the APLR program, see Militaru, Dima & Lorentz 2018, as well as M. Șerban 2018, and R.N. Șerban 2018).

Given the complexity of the curriculum and the diversity of participants’ cultural and educational backgrounds, it is only natural that the APLR program be seen as a challenging and innovative context of developing students’ competences in Romanian as a Foreign Language (RFL), but also – as we will present below – of intercultural and critical thinking competences, which are built in the teaching materials and activities. Thus, the paper aims at presenting the methodological options made by the APLR academic staff team from ASE in order to develop this three-fold set of competences, focusing on the Business Romanian classes and students’ perceptions of the latter.

2. A note on developing competences in Romanian as a Foreign Language

Researchers have pointed to the fact that the teaching of Romanian as a Foreign Language (RFL) has been traditionally done by resorting to “textbooks and materials [...] based mainly on drilling grammatical patterns”, a reaction to the complexity of the Romanian language, whose “basic grammatical structures [...] are much more difficult to automatize than in other languages” (Ciolăneanu 2017, pp. 103 and 117, respectively, see also Mihăilă 2018). Experienced RFL teachers have noticed that this approach to teaching the language is necessary until students reach the A2 level; after this stage, resorting to materials designed according to “a functional and communicative approach to language learning is more suitable” (idem, p. 118)⁴.

In the process of teaching RFL, the standard, literary version is usually employed, and learning usually takes place in a formal environment, usually a higher education institution or language center. In the case of RFL learners who come to Romania to study the language (as is the case of those who enroll in APLR programs), there are a lot of occasions for informal learning as well. The latter type of learning is actually very much appreciated and considered better than the first, as a former APLR student of ASE confessed:

Nu este o limbă ușoară, dar cine vrea să învețe poate să învețe. La școală înveți gramatică, vocabular, știți dumneavoastră..., dar apoi pe stradă... este important să vorbești pe stradă. Strada te învață! Și e important să ai prieteni români, asta te ajută mult! (M. Șerban 2018, p. 28)

[It is not an easy language, but those who want to learn it can learn it. In school you learn grammar, vocabulary, you know..., but then on the street... it is important to speak on the street. The street teaches you! And it is important to have Romanian friends, this helps you a lot!]

As student feedback shows, the learning of RFL by foreign citizens living in Romania may be facilitated by the direct access to information (if a student wishes to apply to a higher education institution or benefit from job

⁴ See Kohn (2012, 2016) for examples of textbooks of RFL designed with a view to keeping drilling to the minimum and encouraging students to resort to communicative strategies from an A1A2 level of proficiency. As regards absolute beginners (A0), we have not yet identified any such textbook.

opportunities in Romania), and it does indeed facilitate cultural integration (temporary workers, foreign citizens from mixed marriages, or even immigrants). Such feedback is in line with the results of research showing that teaching (foreign) languages (including RFL) is not just that - a matter of teaching a foreign language, it is actually an occasion for and a way of developing intercultural competences and attitudes (R.N. Şerban 2018, p. 48, Bârlea 2017). According to Huber & Reynolds 2014, pp. 15-16:

Intercultural competence is therefore a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:

- understand and respect people who are perceived to have different cultural affiliations from oneself;
- respond appropriately, effectively and respectfully when interacting and communicating with such people;
- establish positive and constructive relationships with such people;
- understand oneself and one's own multiple cultural affiliations through encounters with cultural "difference".

Communication and interaction in face-to-face intercultural encounters require individuals to draw upon their plurilingual competence, that is, their repertoire of languages and language varieties acquired in formal education or otherwise. Intercultural competence therefore involves an awareness of the role of language competences in intercultural encounters. It also involves an awareness that, within intercultural encounters (as in all interactions), participants may have different levels of competence in the language(s) being used, which can create asymmetries or power differentials within the interaction. More generally, how people interpret, and communicate within, intercultural encounters is shaped by the languages and cultures which they bring to those encounters.

As noticed by R.N. Şerban 2018 (and by all the members of the academics team of the APLR program offered by ASE), such intercultural and plurilingual competences are the key to a successful RFL class. Since APLR groups of students are very diverse in what concerns participants' linguistic and cultural background, it is usually the case that a variety of

bridge languages are employed to facilitate understanding, communication and learning (usually English, but also Arabic, French, Spanish etc.)⁵.

Noticeably, research has shown that, while learning a foreign language students are trained to accept the cultural differences not as a deviation from the natural way associated with their mother tongue but as a natural way of verbal expression within a different cultural domain. To achieve this purpose, learners resort to critical thinking strategies to identify similarities and differences, which makes the learning process more enjoyable and culturally enriching even at beginning level. Thus, critical thinking skills are becoming vital when practicing empathy and tolerance in multicultural contexts such as a foreign language class may be (Vdovina & Cardozo-Gaibisso 2013).

Before showing how RFL materials can appeal to and develop students' critical thinking abilities, let us first briefly clarify the term. Nickerson (1987) put forth a list of abilities and attitudes specific to the person who thinks critically. This person can organize thoughts and express them concisely and coherently, suspend judgments in the absence of relevant evidence and can apply problem solving techniques in other domains as well. Along this line, Carmichael, 1997 uses the term "critical thinking" to refer to the metacognitive aspect, namely to how the thinking process is structured in order to organize and clarify, raise its efficiency, recognize errors and biases. Moreover, Nieto & Saiz (2010) emphasize the rational aspect of critical thinking, that is, the objective analysis and evaluation of an issue in order to make a judgment. Most recently, drawing on previous work by Bloom (1956) and Anderson & Krathwohl (2001), Hughes & Dummet (2019) have proposed a framework of thinking processes employed while learning a foreign language, classified as: basic comprehension, critical thinking and creative thinking. The authors show how various language learning tasks can be adapted to motivate learners to use and further develop their knowledge of language and critical thinking skills while at the same time becoming better equipped to become active

⁵ Interestingly, the most recent materials designed for the teaching of Romanian as a mother tongue rely on comparison and contrast with other (foreign) languages that Romanian secondary pupils learn in school, to encourage conscious and comparative learning (Pană-Dindelegan 2019).

and successful participants in a multilingual and multicultural environment.

So far, we have briefly referred to methodological options employed by teachers of Romanian as a Foreign Language, to the usefulness of combining traditional drilling exercises with communicative activities, function of the learners' level of proficiency and needs. Exposure to both standard / formal Romanian and informal language is also perceived by students as a good 'recipe' for learning RFL fast. We have also shown that foreign language learning (RFL included) can only benefit from being placed against the background of increasing intercultural and critical thinking competences. We shall now move to the description of how RFL can be developed by means of Business Romanian classes.

3. Business Romanian classes at the Bucharest University of Economic Studies

The curriculum of the Preparatory Year of Romanian Language for Foreign Citizens (APLR) contains two types of Business Romanian classes during the second semester: an obligatory 70-hour course entitled "Business Communication in Romanian" (cf. R.N. Șerban 2016), and a series of disciplines comprising the social sciences elective module, all designed to exposing students to specific language and communication aspects necessary for further embarking on study programs in Economics. As for the social sciences elective module, the APLR curriculum contains the following Economics-related disciplines: "Specialized Romanian Language Course for Social Sciences: Finance", "Specialized Romanian Language Course for Social Sciences: Management", and "Specialized Romanian Language Course for Social Sciences: Marketing" (henceforth referred to as Romanian for Finance, Romanian for Management, and Romanian for Marketing). Each discipline is assigned 4 hours per week (2 hours for lectures and 2 hours for seminars), 56 hours per semester, hence a total of 168 hours per semester/ academic year.

Business Romanian materials used during the social sciences elective module were developed for five years (2014-2019) by Viorela Dima and Raluca Hurduzeu and piloted with the help of other colleagues in the APLR academics team: Zinaida Fedot, Antoaneta Lorentz, Silviu Mihăilă.

The improved versions are in print at ASE Publishing House (Dima & Hurduzeu 2019 a.,b.,c.); for the content of each of textbook, see Appendix 1.

The textbooks include activities ranging from A1A2 to B1 – challenging students to understand and produce fluent Romanian text for special (business-related) purposes. All language skills are aimed at: both comprehension skills (reading and listening) and production skills (writing and speaking). In what follows, we briefly describe/ exemplify each type of activity.

Reading activities vary from identifying the main idea of the text or specific information (True/False drills, matching exercises, information grouping, fill in exercises open questions etc.). The information retrieved from the text is used to facilitate discussion about and/or writing on similar issues from one's own country (which encourages students to document the realities in their respective countries and to share with others, as well as show interest in and respect for peers' countries and cultures). Among the reading text sources we mention:

- Academic textbooks published by teachers of Economics at ASE and other Romanian universities whose educational offer contains study programs in Economics;
- Encyclopedias (e.g. Romanian Wikipedia);
- Economic publications: Capital, Dailybusiness.ro, Ziarul financiar;
- General publications: Agora.ro, Gândul, Mediafax, Ziare.com;
- Specialized websites: bcr.ro, cec.ro, bancatransilvania.ro, comunicatedepresa.ro, contabilulmanager.ro, csop.ro, finantare.ro, educatiefinanciara.info, iquads.ro, rubinian.com, voceaONG;
- Company websites: agrosemdistributie.ro, lactatebradet.ro;
- Recruiting websites: anuntul.ro, ejobs.ro, jobrapid.ro.

Listening activities are usually 2-3 minutes long, based on video recordings and always accompanied by the tape script. Students are encouraged to listen/ watch the recording several times at various speeds (with the help of the 'speed' setting of the YouTube channel); as a rule, the tape script is not read from the very first exposure to the text, so that students be 'forced'/ motivated to try and grasp the main idea or specific information, as the case may be, on their own. Since listening materials are all authentic (i.e. very challenging in terms of speed, accent, pronunciation,

terminology, background noise etc.), all students appreciate the possibility of reading the tape script while listening to a given material for the last time. Among the listening text sources we mention:

- TV channels: Digi24, NationalTV, ObservatorTV, ȘtirileProTV;
- Professional blogs: www.consumatoreuropean.ro, StartupCafe.ro, VoceaONG.

Writing activities range from making or filling in sentences or forms (with words given by the teacher or chosen by the student), to paragraph writing, and one-page writing assignments. Naturally, writing assignments are characteristic of the business environments: account opening forms, letters of complaint or application, graph descriptions, company presentations etc.

Speaking activities range from guided activities (e.g. discussing a topic starting from prompts) to more independent and creative activities (making oral presentations of institutions, products, services, economic aspects in the country of origin; holding job interviews or professional meetings). Among the discussion topics, we mention: evolution of economic indicators and living standards, consumer rights and obligations, savings habits and products, advertising and promotion strategies, managerial activities, labor market trends etc.

As regards *grammar and vocabulary activities*, the Business Romanian textbooks refrain from explicitly 'teaching' grammar and lexical structures, but each unit offers students the possibility to practice their knowledge of tense conjugation, plural formation in nouns and adjectives, agreement patterns, noun declension etc. The textbook authors have felt that explicit instruction on such issues can be left for the practical courses in General Romanian, amounting to 280 hours during the first semester and 112 hours during the second semester of the APLR program (a total of 392 hours per academic year). So far, students' feedback has been encouraging and serves to show that Ciolăneanu's (2017) observations regarding the use of communicative approach in RFL classes quoted in the previous section also apply for Business Romanian classes. Similarly, Mihăilă (2018, p. 54) also notices that in time, RFL students tend to place new items in the right grammatical patterns by themselves. This is probably the effect of increased proficiency and exposure to language.

As has probably become apparent, all types of activities are designed with a view to encouraging both exposure to a wide range of

authentic materials characterized by various degrees of formality, and information exchange on learners' cultural background so that they feel comfortable and satisfied at being able to use Romanian with reference to themselves, their needs and expectations, and to achieve a sense of familiarity with their fellow colleagues from other countries and future colleagues from Romania, of mutual respect and understanding. Consequently, we believe that these textbooks contribute to developing students' linguistic and intercultural competences, as mentioned in Huber & Reynolds (2014) quoted in section 2 above.

Furthermore, the authors believe that the Business Romanian textbooks under discussion also serve to develop RFL learners' critical thinking skills. With the aim of enhancing students' cognitive processes in L2 (Romanian), which are included in the program's instructional objectives, we designed activities focused on critical thinking in order to achieve a greater understanding of individual words and sentences, larger pieces of discourse, ideas and different means of communication as well. The learning activities can be grouped as per Hughes & Dummet's (2019) framework into: basic comprehension, critical thinking and creative thinking; we provide some examples in what follows.

Basic comprehension refers to identifying the essential meaning of a word, sentence, text or idea. For example, the exercises proposed are of matching words or phrases to pictures or definitions or labelling statements about reading/ listening texts as True/False.

Critical thinking is the mindset that enables thinking reflectively, rationally and reasonably. Students get a deeper understanding of language, ideas and the way these ideas are communicated. This is generally connected to B1+ level of proficiency. However, there are activities which can also be incorporated at A1 level. For instance, grouping information in the order of importance for the learner/ the peers or making verb-noun collocations and using them to make sentences.

Creative thinking is considered the process of generating new ideas or discovering alternative possibilities. For example, agreeing/ disagreeing to a given topic/ statement. Moreover, there are situations where creative thinking may overlap critical thinking. For instance, when having to deliver a presentation of a product, students have to document, synthesize various ideas and pieces and information, design a new product of their own by using their language skills, as well as computer and/or artistic skills etc.

In sum, Romanian for Finance, Romanian for Marketing and Romanian for Management classes and textbooks have been shown to contribute to the development of students' language, intercultural and critical thinking competences. This is in line with international trends in (language) education and contributes to a successful social, educational and professional insertion of APLR graduates from the Bucharest University of Economic Studies (for details in APLR graduates' insertion on the Romanian educational market see Militaru, Dima & Lorentz 2018, pp. 481-482; as for their insertion on the labor market – this is a matter for further research).

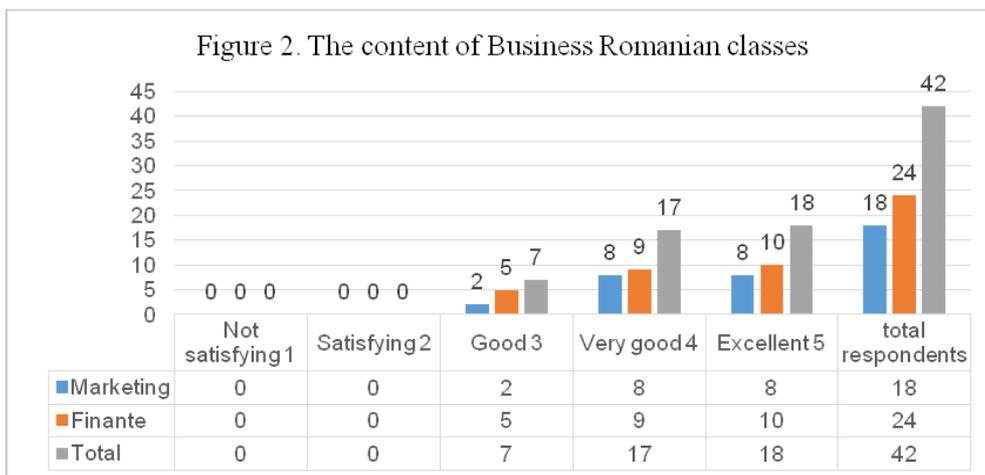
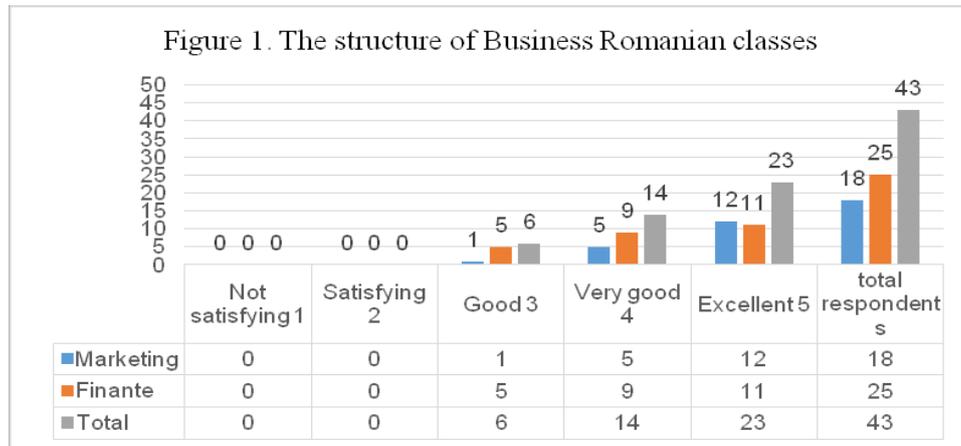
4. Foreign students' perceptions of Business Romanian classes

The current section gives details on foreign students' perceptions of Business Romanian classes taught during the Preparatory Year of Romanian Language for Foreign Citizens (APLR) at the Bucharest University of Economic Studies. Student opinions were collected at the end of the 2017-2018 academic year by means of the evaluation questionnaire rendered in Appendix 2. Students were advised to provide honest, anonymous answers to the 8 questions of the survey, out of which five questions were closed-ended, while the other three questions were open-ended. Out of the total of 29 students taking the Business module of APLR, 25 evaluated the Romanian for Finance classes, whereas only 18 evaluated the Romanian for Marketing classes. At that time, the survey was not distributed for Romanian for Management classes. In what follows, we present the students' answers.

The first question elicited students' opinions as regards the structure of Business Romanian classes. Figure 1 below shows that students' opinions range from good to excellent. We notice that the structure of Romanian for Marketing classes is perceived as slightly better than that of Romanian for Finance classes.

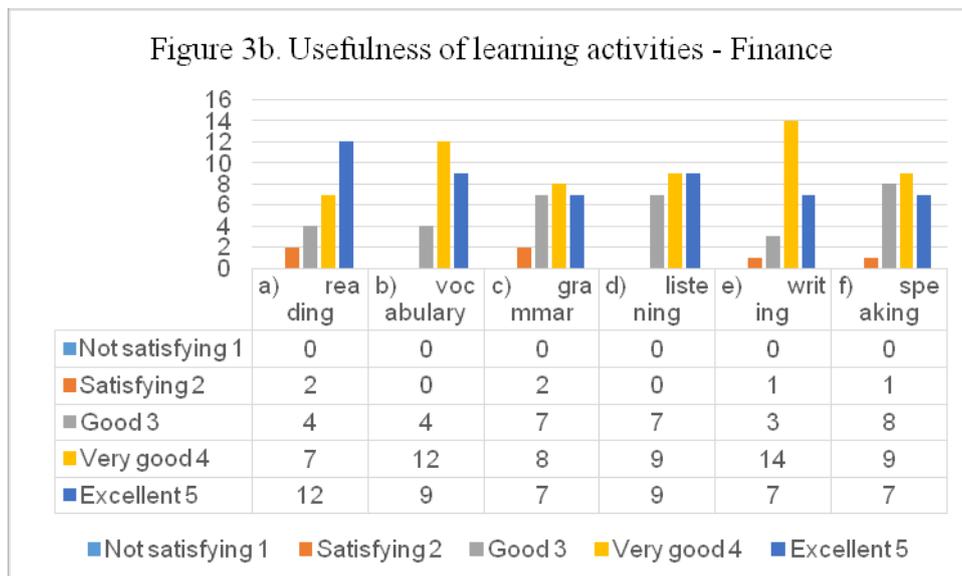
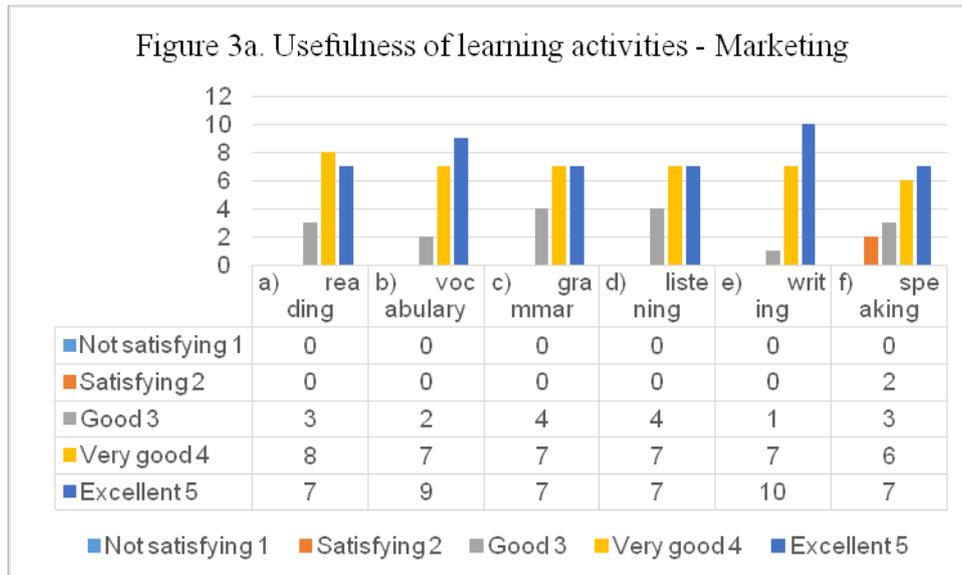
The next question addressed the issue of whether the content of the Business Romanian lessons is preparing students for academic studies in Economics. Again, as shown in Figure 2 below, the overwhelming majority of students replied that the content serves this purpose very well to excellently. When comparing the two fields, we notice that Romanian for Finance classes seem to prepare students for academic studies in Economics

more than the Romanian for Marketing ones, as the former received more “excellent” responses than the latter.



Figures 3a and 3b below show students’ opinions regarding the usefulness of the learning activities they were encouraged to participate in. We notice that students tend to consider all types of exercises as very good or excellent, with a preference for writing, vocabulary, reading and speaking activities as far as Romanian for Marketing is concerned; and a preference for writing, reading, vocabulary and speaking in the case of Romanian for Finance. Listening and grammar exercises seem to be the least preferred. As an explanation for this fact, it may be that the listening

activities are perceived as very difficult due to the speed of naturally flowing speech of Romanian natives and of the abundance of terminology, whereas in what concerns grammar exercises – despite simple and scarce – they are nonetheless perceived as unnecessary, since the curriculum provides for plenty of grammar practice in general Romanian classes.

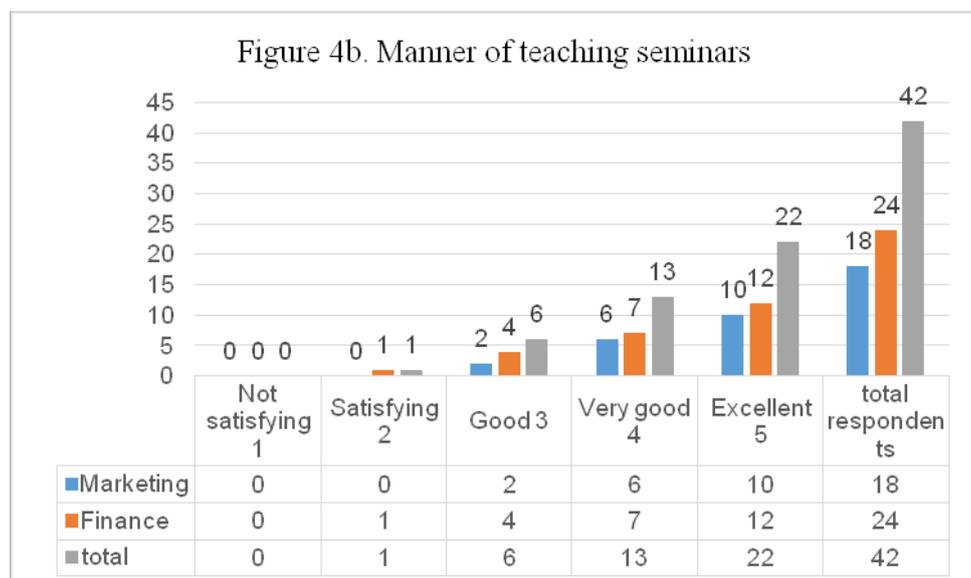
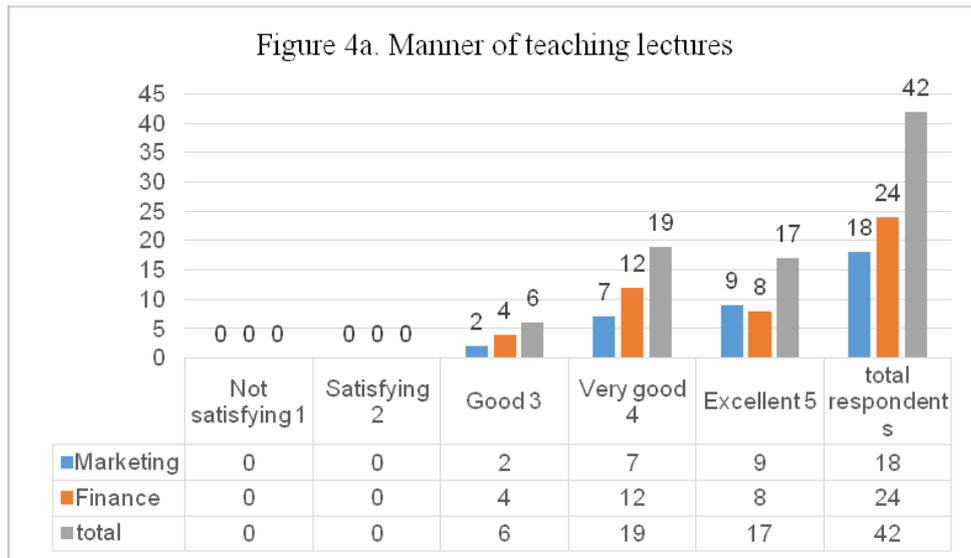


When asked what they liked best about the Business Romanian classes, students provided dissimilar answers for the two disciplines. As regards Romanian for Marketing classes, plenty of students said “all activities” (30%), “terminology/ vocabulary”, “grammar” and “the course structure” (15%). As regards Romanian for Finance classes, students appreciated the “vocabulary” (15%), “the manner of teaching”, “speaking”, “the course structure” (8%). Interestingly, a few students wrote that they appreciated the fact that the Romanian for Finance course developed all the language skills, it was easy and interesting, it had nice grammar/ listening/ writing exercises, it facilitated understanding of banking documents received by the student etc.

When asked what they DID NOT like about the Business Romanian classes, the answers were similar for the two disciplines. More explicitly, students mentioned the fact that the teacher(s) spoke too fast in Romanian or resorted to English too often.

The next question elicited students’ perceptions as regards the manners of teaching employed during the lectures and seminars. Mention should be made that during the 2017-2018, the same teacher delivered all the lectures, whereas three different teachers delivered the seminars. As figure 4a below shows, there is a slight variation in perceptions of the manner of teaching employed during the *lectures* in the two disciplines: Romanian for Marketing lectures were appreciated as “very good” and “excellent” by nearly 40% of respondents each, Romanian for Finance lectures were appreciated as “very good” and “excellent” by 50% and 30% of respondents respectively. Figure 4b shows that students’ perceptions of the manner of teaching employed during the *seminars* in the two disciplines were quite similar: Romanian for Marketing seminars were appreciated as “very good” and “excellent” by 30% and 60% of respondents, respectively, while Romanian for Finance seminars were appreciated as “very good” and “excellent” by nearly 30% and 50% of respondents, respectively.

The last questionnaire item elicited suggestions for improvement of classes, materials, activities and teaching methodology for Business Romanian. Suggestions ranged from teachers’ employing a slower pace while speaking, to easier and smaller lessons, or to including more pictures in the course materials. Nearly a quarter of students completing this section felt the need to express their thanks for “help”, “patience”, “everything”!



All in all, foreign students' perceptions of Business Romanian classes taught during the Preparatory Year of Romanian Language for Foreign Citizens (APLR) are very positive, which encourages us, their teachers, to continue to consider their interests while designing course materials and delivering lectures and seminars. Mention should be made that this student evaluation of teacher performance and class structure,

content and delivery is itself a means to prepare students for their future university life at the Bucharest University of Economic Studies, where course evaluation is a standard academic practice (cf. the “Methodology for evaluating academic staff members ASE”, 2015).

Concluding remarks

The current paper has tackled the issue of developing competences in Romanian as a Foreign Language, by placing the discussion against the background of necessity for education programs to contribute to the formation and development of multilingual individuals, equipped not only with foreign language skills, but also with a variety of intercultural, critical and creative thinking abilities. We first referred to trends in the teaching of Romanian as a Foreign Language (showing that methodological options are motivated by language specificities, among other issues). Next, we provided several examples of how language, intercultural and critical thinking competences are developed by means of Business Romanian classes offered as part of The Preparatory Year of Romanian Language for Foreign Citizens organized by the Faculty of International Business and Economics from the Bucharest University of Economic Studies, Romania. Last but not least, we have presented the positive student feedback received on Business Romanian classes taught with this three-fold aim – an encouragement for the academics team at ASE to continue to make use of authentic materials that encourage students to constantly pursue personal and interpersonal development goals!

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Appendices
Appendix 1 – Contents of Business Romanian Courses
in print at ASE Publishing House

Appendix 1.1 – Romanian for Finance

Viorela-Valentina DIMA, Raluca-Elena HURDUZEU, „Limba română pentru străini. Științe economice – Domeniul financiar-contabil”	Viorela-Valentina DIMA, Raluca-Elena HURDUZEU, “Romanian for Foreigners. Economic Sciences – Finance and Accounting”
Cuprins Lecția 1: <i>Ce sunt finanțele? Tipuri de finanțe</i> Lecția 2: <i>Finanțele firmei, finanțe private</i> Lecția 3: <i>Sistemul bancar - Servicii bancare</i> Lecția 4: <i>Sistemul bancar - tranzacții bancare</i> Lecția 5: <i>Modalități și instrumente de plată</i> Lecția 6: <i>Piețe financiare</i> Lecția 7: <i>Asigurări</i> Lecția 8: <i>Prezentarea unei instituții din</i> <i>domeniul financiar-contabil</i> Lecția 9: <i>Noțiuni și termeni de contabilitate</i> Lecția 10: <i>Declarații financiare</i> Lecția 11: <i>Taxe și impozite</i> Lecția 12: <i>Profesiuni din domeniul financiar-</i> <i>contabil</i>	Contents Unit 1: <i>What is finance? Types of finance</i> Unit 2: <i>Corporate finance, private finance</i> Unit 3: <i>The Banking system – Banking</i> <i>services</i> Unit 4: <i>The Banking system – Banking</i> <i>transactions</i> Unit 5: <i>Means of payment</i> Unit 6: <i>Financial markets</i> Unit 7: <i>Insurance</i> Unit 8: <i>Presentations of financial and</i> <i>accounting institutions</i> Unit 9: <i>Accounting concepts and terms</i> Unit 10: <i>Financial statements</i> Unit 11: <i>Taxes</i> Unit 12: <i>Jobs in the field of finance and</i> <i>accounting</i>

Appendix 1.2 – Romanian for Management

Viorela-Valentina DIMA, Raluca-Elena HURDUZEU, „Limba română pentru străini. Științe economice – Domeniul management”	Viorela-Valentina DIMA, Raluca-Elena HURDUZEU, “Romanian for Foreigners. Economic Sciences – Management”
Cuprins Lecția 1: <i>Introducere în Management</i> Lecția 2: <i>Management și leadership</i> Lecția 3: <i>Cultură organizațională</i> Lecția 4: <i>Stereotipuri culturale</i>	Contents Unit 1: <i>Introduction to Management</i> Unit 2: <i>Management and leadership</i> Unit 3: <i>Organizational culture</i> Unit 4: <i>Cultural stereotypes</i>

Viorela-Valentina DIMA, Raluca-Elena HURDUZEU, „Limba română pentru străini. Științe economice – Domeniul management”	Viorela-Valentina DIMA, Raluca-Elena HURDUZEU, “Romanian for Foreigners. Economic Sciences – Management”
Lecția 5: <i>Tipuri de sectoare economice</i> Lecția 6: <i>Tipuri de firme</i> Lecția 7: <i>Organizarea unei firme</i> Lecția 8: <i>Prezentări de companii românești și străine</i> Lecția 9: <i>Managementul resurselor umane</i> Lecția 10: <i>Motivarea angajaților</i> Lecția 11: <i>Reuniunea de lucru/ședința</i> Lecția 12: <i>Profesiuni din domeniul management</i>	Unit 5: <i>Types of economic sectors</i> Unit 6: <i>Types of companies</i> Unit 7: <i>Company organizational structure</i> Unit 8: <i>Presentations of Romanian and foreign companies</i> Unit 9: <i>Human resources management</i> Unit 10: <i>Employee motivation</i> Unit 11: <i>The meeting</i> Unit 12: <i>Jobs in the field of management</i>

Appendix 1.3 – Romanian for Marketing

Viorela-Valentina DIMA, Raluca-Elena HURDUZEU, „Limba română pentru străini. Științe economice – Domeniul marketing”	Viorela-Valentina DIMA, Raluca-Elena HURDUZEU, “Romanian for Foreigners. Economic Sciences – Marketing ”
Cuprins Lecția 1: <i>Studii de economice în România – cursuri și specializări</i> Lecția 2: <i>Tipuri de piețe</i> Lecția 3: <i>Piețe economice</i> Lecția 4: <i>Introducere în Marketing</i> Lecția 5: <i>Promovarea, publicitatea și reclamele</i> Lecția 6: <i>Canale de promovare</i> Lecția 7: <i>Promovarea prin divertisment</i> Lecția 8: <i>Aspecte interculturale în promovare</i> Lecția 9: <i>Descrierea unei companii și a unui produs</i> Lecția 10: <i>Comunicatul de presă</i> Lecția 11: <i>Etica în afaceri</i> Lecția 12: <i>Profesiuni din domeniul marketing</i>	Contents Unit 1: <i>Studies in Economics in Romania – programs and specializations</i> Unit 2: <i>Types of markets</i> Unit 3: <i>Economic markets</i> Unit 4: <i>Introduction to Marketing</i> Unit 5: <i>Promotion, publicity and advertising</i> Unit 6: <i>Promotion channels</i> Unit 7: <i>Promotion by entertainment</i> Unit 8: <i>Intercultural aspects in promotion</i> Unit 9: <i>Company and product description</i> Unit 10: <i>The press release</i> Unit 11: <i>Business ethics</i> Unit 12: <i>Jobs in the field of marketing</i>

Appendix 2 – Course evaluation survey distributed to APLR students
from the Bucharest University of Economic Studies

CHESTIONAR DE EVALUARE / EVALUATION QUESTIONNAIRE

Limba română și comunicare de specialitate / Romanian language and business communication

1. Orelle de Limba română au fost bine structurate? Have Romanian language classes been well structured?

Nesatisfăcător 1 Not satisfying 1	Satisfăcător 2 Satisfying 2	Bine 3 Good 3	Foarte bine 4 Very good 4	Excelent 5 Excellent 5

2. Conținutul lecțiilor vă prezintă/ vă este de folos pentru studii universitare în domeniul economic?
Is the content of the lessons preparing you for/ useful for academic studies in Economics?

Nesatisfăcător 1 Not satisfying 1	Satisfăcător 2 Satisfying 2	Bine 3 Good 3	Foarte bine 4 Very good 4	Excelent 5 Excellent 5

3. Care a fost utilitatea activităților de învățare? How useful were the following learning activities?

Activitate Activity	Nesatisfăcător 1 Not satisfying 1	Satisfăcător 2 Satisfying 2	Bine 3 Good 3	Foarte bine 4 Very good 4	Excelent 5 Excellent 5
a) citire/ reading					
b) vocabular/ vocabulary					
c) gramatică/ grammar					
d) ascultare de text/ listening					
e) redactare de text/ writing					
f) conversație/ speaking					

4. Enumerați 3 lucruri care v-au plăcut mai mult la orele de Limba română.

Enumerate 3 aspects that you most liked about the Romanian language classes:

5. Enumerați 3 lucruri care NU v-au plăcut la orele de Limba română.

Enumerate 3 aspects that you DID NOT like about the Romanian language classes:

6. Cum a fost modul de predare al profesorului CURS?

How do you appreciate the manner of teaching employed during the LECTURES?

Nesatisfăcător 1 Not satisfying 1	Satisfăcător 2 Satisfying 2	Bine 3 Good 3	Foarte bine 4 Very good 4	Excelent 5 Excellent 5

7. Cum a fost modul de predare al profesorului SEMINAR?

How do you appreciate the manner of teaching employed during the SEMINARS?

Nesatisfăcător 1 Not satisfying 1	Satisfăcător 2 Satisfying 2	Bine 3 Good 3	Foarte bine 4 Very good 4	Excelent 5 Excellent 5

8. Sugestii: Suggestions: