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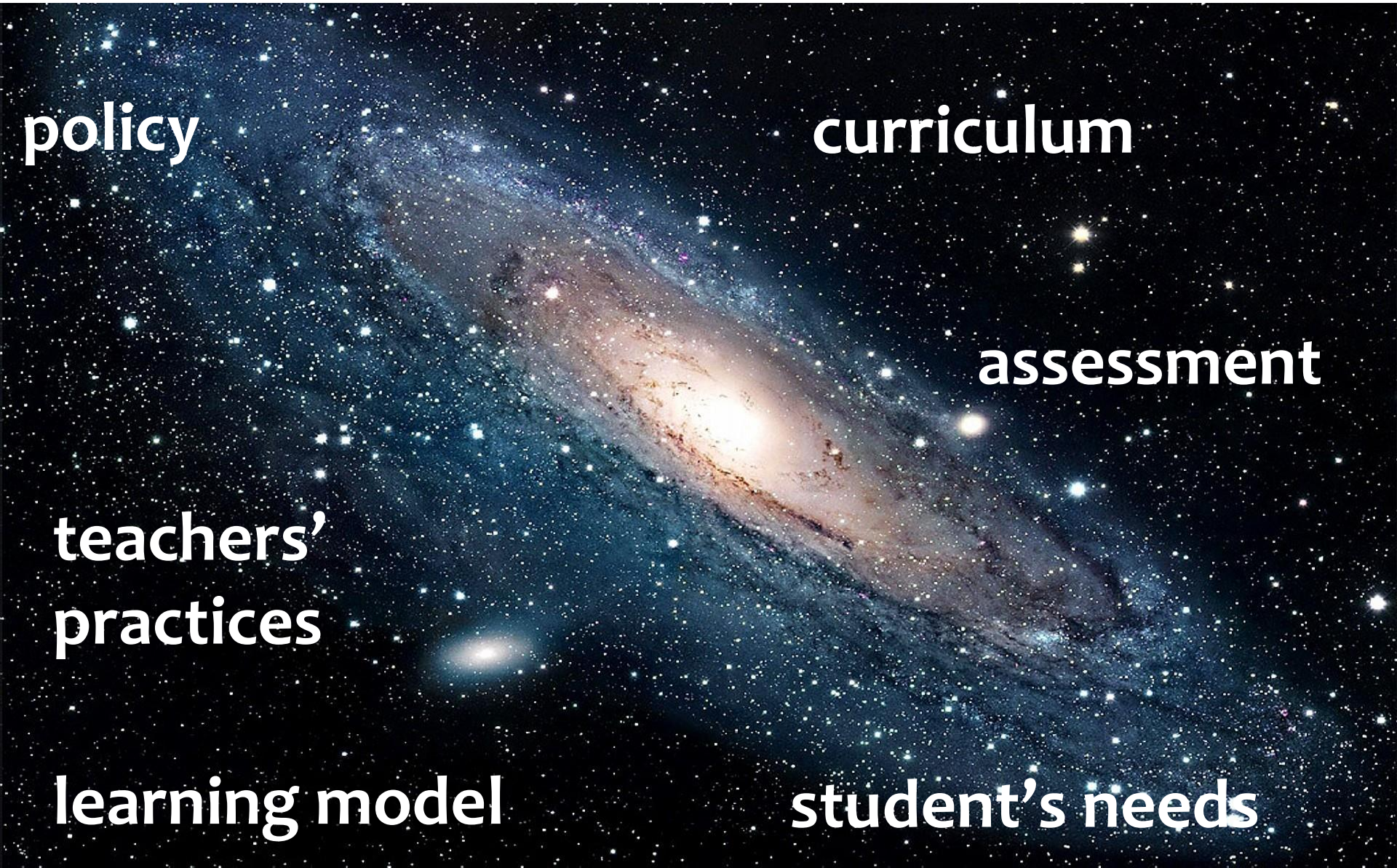
TEACHERS' PERSPECTIVES ON LANGUAGE LEARNING: THE RESULTS OF THE ONLINE CONSULTATION REGARDING THE NEW ROMANIAN CURRICULUM

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WHERE'S THE INNOVATION IN EDUCATION COMING FROM?



policy

curriculum

assessment

**teachers'
practices**

learning model

student's needs

HOW INNOVATION COULD BE ENHANCED IN CENTRALIZED EDUCATION SYSTEM?



"I THINK YOU'VE DISCOVERED SOMETHING HERE, SIR ISAAC!"

CARTOONSTOCK.com
Ron Migeam
Search ID: rmgn235



AAAAAAHH!!!!!!



CONTEXT

- The new Law of Education (2011) - a renewal of the national curriculum, from the perspective of the key competences for lifelong learning
- In 2012 - the primary education curriculum entered a process of reconstruction
- The approach was based on:
 - the results and frameworks of the international studies (PISA, TIMSS);
 - the key competences;
 - a new simpler curricular configuration that include examples of learning tasks for each specific competence and methodological suggestions (to support teachers with explanations, examples of good practice)
- **communicative and functional approach**
- **communication is both an object of learning and an instrument of learning**



CHALLENGES

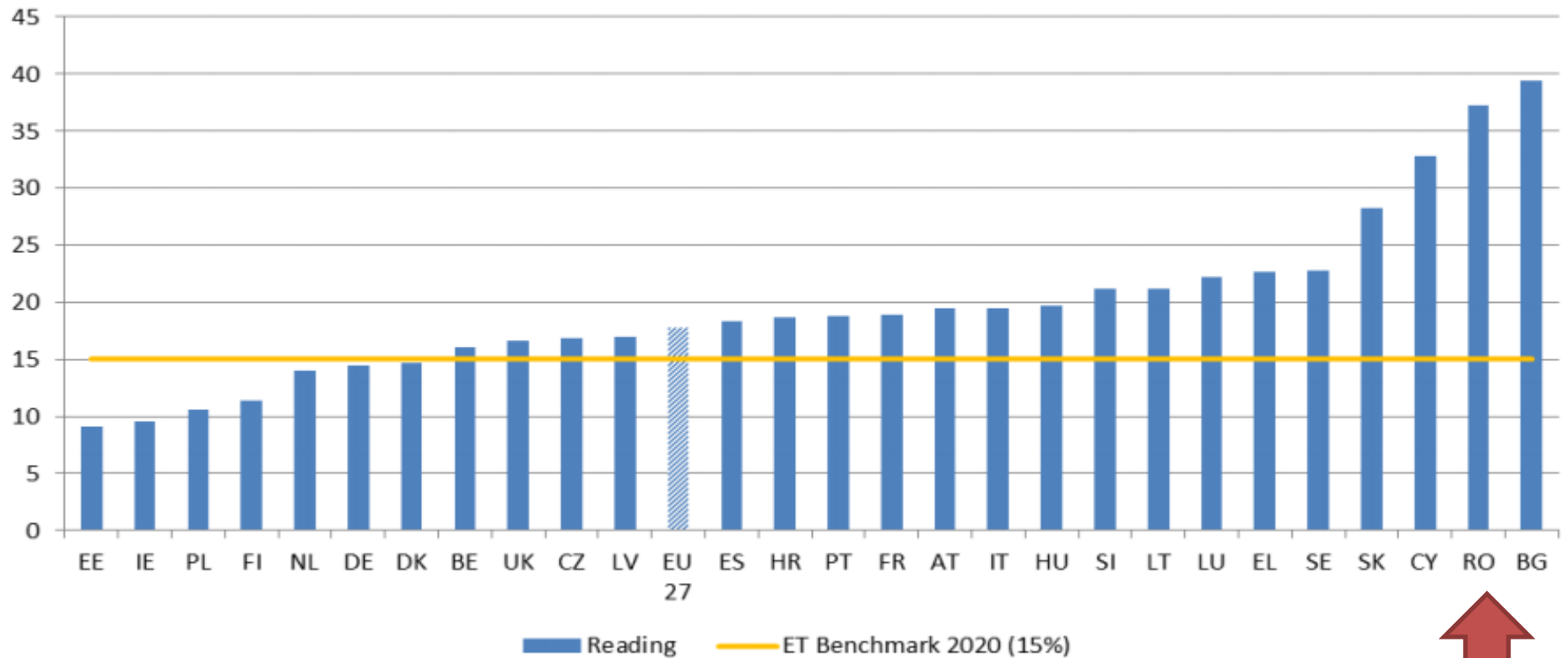
The storms of reforms....

- the classroom practice against national curriculum provision
- Poor preparation of the newly drafted curriculum (consultation, training, learning resources provision)
- Resistance to on-going reforms in education
- Lack of consultation with teachers

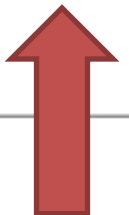


Learning outcomes – international tests in reading PISA 2012

Percentage of low achievers in reading (15 year olds, %), 2012



Data source: OECD (PISA).





METHODOLOGY

- What are the teachers' opinions with respect to the provision of the new curriculum for Romanian language, grade 3 and 4?
- what are the teachers' needs for an effective implementation?



- consultation process before the curriculum document becomes official
- online questionnaire on [surveymonkey.net](https://www.surveymonkey.net)
- scale of satisfaction and open-ended field for comments



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GREAT NUMBER OF TEACHERS PARTICIPATED IN THE ONLINE CONSULTATION PROCESS (OCTOBER 2014)

- Over 9000 respondents in total
- 3190 teachers – provided feedback for mother tongue curriculum (Romanian)
 - 56.23% came from villages
 - 43.77% from towns
- Limited number of teachers in secondary education were interested to provide feedback for the primary curriculum



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GENERAL OPINION ON THE NEW CURRICULUM

Questions	% Response
<ul style="list-style-type: none">• it contributes to the structuring of the students' profile at the end of primary school	96.82
<ul style="list-style-type: none">• it values modern perspectives and approaches concerning learning	97.34
<ul style="list-style-type: none">• it values conclusions from the national and international studies on primary education	87.43
<ul style="list-style-type: none">• it corresponds to the 3 and 4 graders' age and cognitive level	88.24



Do the methodological suggestions respect the following criteria?

• they offer varied examples of strategies, methods, techniques	95.73
• they support planning	95.5
• they offer ideas and examples for assessment	94.92
• they are flexible/ adaptable to various categories of students	85.84
• they are harmonized with modern approaches and methods in education	96.39

PERSONAL COMMENTS OF TEACHERS

- 5-15% of teachers express the following concerns:
 - knowledge is still the priority and students need to take it
 - traditional grammar is important;
 - There is a very light approach to the language system;
 - the rather short list of recommended Romanian authors;
 - the absence of vocabulary and spelling practice.

CONCLUSIONS

- Teachers' opinions on the new mother tongue curriculum are positive despite the change in perspective it brings about, with its unequivocal stress on the communicative approach.
- No serious resistance to the competence-based mother tongue curriculum.
- The desire to keep the old teaching pattern was expressed by very few and their comments helped us see what the teachers' needs are for a good implementation of the curriculum.



FOLLOW UP

- The Curriculum Department in the Institute of Educational Sciences uploaded on its website examples of detailed learning tasks to address the very issues of concern that were expressed in the comments
- Digital resources following new feedback from the online visitors are under development.



THANK YOU!

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