An integrative innovative curricular model for teaching languages

Andreia Irina Suciu, Liliana Mâță

Abstract— A research of the various curricular models in Romania based on the principle of innovation has revealed inexplicable deficiencies at a national level from the perspective of planning these models on the basis of two basic principles: the learners' needs and the adaptation to the specificity of each discipline. Our paper briefly presents a series of curricular models for teaching languages that have been successfully implemented in various countries with efficient results and which we propose as a solution for the Romanian impasse. The common denominator of the selected models that seems to have ensured their success is the concentration on developing competences and implementing the "new" after a thorough analysis of the needs of both agents of innovation (teachers) and subjects of education (students). After the presentation of these models we also propose a readjusting of priorities that have to place the learners' and teachers' needs at the peak of the pyramid and that have to start from the practitioners (teachers) towards the institutional policy makers. We also attempt offering our own model of an integrative innovative curricular model that wishes to offer solutions to the problems arising in implementing an innovative model of teaching languages taking into consideration the participants (the individual – the students, the teachers –, the work group, the organization), the hindering factors that their attitudes, behaviours, goals, etc. might trigger and the solution to such problems.*

Keywords—curriculum, didactics, innovation, integrative curricular model, Language and communication

I. INTRODUCTION

Offering a definition to innovation has proved to be a challenge for scientists from many fields in the last 30 years. Thus, sociologists, organizational psychologists, economists or theorists on educational sciences have attempted such definitions and have tried to identify goals, principles for effective application, factors facilitating or hindering the efficiency or maximization of innovation and have also offered models of innovation for different contexts of implementation. Various discussions have comprised theoretical approaches, case studies of innovation implementation, and proposals of new models to be implemented. Our paper aims at presenting a theoretical general frame of the definitions offered to innovation so as to better understand the multiple aspects that

have to be taken into consideration when designing a strategy of implementing an innovative curricular model and then, by presenting some of the models that have already been applied at an experimental level and later even implemented nationally, we intended to propose a model that includes as many variables as possible so as to be easy to adapt and apply to various contexts in the teaching of Language and communication.

Following classical authors such as Zaltman, Anderson and King, respectively West and Farr, and performing a diachronic approach to definitions offered to innovation, analyses [1] reveal innovation progressing from being viewed as "an idea, practice or material artefact perceived to be new by the relevant unit of adoption" to being viewed as a more structured process – "the emergence, import or imposition of new ideas which are pursued towards implementation, through interpersonal discussion, and successive remoulding of the original proposal over time" – and up to a more complex angle that includes variables such as idea generation, novelty, intentionality, actors (individuals, groups, organizations), relevance, acceptance, outcomes – "the intentional production and application within a role, group or organization of ideas, processes, products or procedures, new to the relevant unit of adoption, designed to significantly benefit the individual, the group, the organization of the wider society". Other studies [2] introducing the idea of diffusion of innovation regard the process as a five-stage development from knowledge, to persuasion, decision, implementation and up to the final stage of confirmation: "the innovation-decision process is the process through which an individual (or other decision-making unit) passes from first knowledge of an innovation to forming an attitude towards the innovation, to a decision to adopt or reject, to implementation and use of the new idea, to confirmation of this decision". What we propose for Roger's scheme is a prefatory stage to this which would be *need*. The institution of education has to take into consideration this aspect on the basis of a thorough observation made by teachers at the level of the application of the curriculum and having the most hands-on approach to education management and a first-hand experience in its implementation and as fully accredited agents who could signal the need to change and introduce the new. Thus, besides the ones introducing a new programme, other teachers have to be made aware of the need for the implementation of an innovative model of education, of the relevance, feasibility, compatibility and trialability of an innovative process thus, the change agents that they will

become will automatically have passed hindering factors towards innovation such as personal factors (motivation, mood states, cognitive ability), work group factors (team structure and climate, team processes or leadership styles) or organizational factors (structure, strategy, size, resources, culture) [3]. Thus, we regard the process as a bottom-up and back-to-bottom process in which the teachers propose, the higher organs authorize, the teachers accept and implement and the students benefit on a short and long term from the results of the entire process.

II. THE STATING OF THE PROBLEM FROM THE PERSPECTIVE OF CURRICULAR INNOVATIONS FOR THE DISCIPLINES FROM THE LANGUAGE AND COMMUNICATION CURRICULAR AREA

In the context of contemporary teaching, there can be felt a necessity for the designing and substantiating of original and personalized models based on curricular innovation at the level of disciplines from each curricular area. Our study emerges from the discovery of a lack of a model based on curricular innovations for the disciplines from the Language and Communication curricular area from the Romanian system of education. We will present three categories of problems that support the necessity of composing a model based on curricular innovations for the disciplines from the above mentioned area.

a. The first category of problems results from the lack of models based on curricular innovations in the works of didactics of language at a national level. In our national specialized literature the approach on language didactics is mainly a general one [4, 5, 6, 7].

b. The second category of problems refers to the existence of some models of teaching language which are not personalized/ adapted to the specificity of the discipline as it results from the analysis of the school documents at the level of academic education that is the analysis of the programmes of initial training (school syllabi, specialty practice). We can observe that a general and theoretical approach for all the disciplines prevails in these studies. We encounter the same structure of teaching without an adaptation of the methods of teaching to the specificity of the discipline. It is obvious that teaching languages differs from teaching technological disciplines, or disciplines from the curricular area of sciences or of arts, etc.

c. The third category of problems stems from the lack of programmes of initial training for teachers in higher education. It often happens that the teachers who teach the didactics of language are specialty teachers who teach exclusively theoretical disciplines and who do not possess a specialized training in teaching languages. Thus, forming an original model based on curricular innovations at the level of the disciplines from the Languages and Communication curricular area is both necessary and useful for teachers' training. In our study we will focus on the problematic of curricular innovations in the process of teaching languages. The designing of such personalized models, adapted to the

specificity of each discipline contributes to an easy and clear teaching by each teacher as well as to a simple and creative learning by the student.

III. MODELS OF INNOVATION IN LANGUAGE TEACHING

Proposing a new model of curricular innovation has to start from the already existing models whose success and efficiency in implementation will demonstrate the necessity of taking particular courses of action and of following certain steps. We now enumerate some of the most important models of innovative education that have been implemented successfully (as studies performed in school demonstrate) or that have been proposed as improved models of the already existing models. An initial observation would be the fact that a large majority of them introduce the importance of developing learning skills, communicative competence and using interdisciplinarity and human collaboration as important tools in learning a language and thus, developing the interdependence between language and real life communication. Other times the stress falls on developing (if possible first-hand) cultural knowledge of the cultural background of the studied language(s) having the possibility of easily creating an internationalized sense of belongingness in the contemporary context of communicational facilities and of between-nations migration/ movement/ exchange of cultural values and individuals.

A. The Ofsted Model

The first model [8] we introduce, developed after having performed a study in 30 schools in England, reveals the following components of an innovative model implemented successfully: background research on theories of learning; curriculum delivery through themes or interdisciplinary links rather than direct subjects; flexible use of curriculum time; alternative curriculum pathways; a concentration on developing learning skills; detailed planning and clear systems, timescales and criteria for (self-)evaluation; careful estimation of (financial, material, human, temporal) resources; collaboration with other schools and agencies. The model places a strong emphasis on flexibility and inter-relation between disciplines, methods and procedures of education, educational agents and agencies, but it also stresses the importance of being able to rely on strong emphasis at all levels, a commonly accepted understanding of the reasons and need for innovation and the existence of dedicated and well-trained staff so as to reach the ultimate goal of improving students' achievement and personal development.

B. The Japanese model

The second model [9] emerged as a result of a study of a programme implemented in Japan which had as a main coordinate the change from the grammar-translation curriculum towards developing communicative competence with the declared purpose of a more active development of skills. Thus, the measures taken and the methods and procedures involved included: listen to the foreign language as much as possible; read in the foreign language as much as possible; use the foreign language in as many contexts as

possible both in speech and in written communication; extend cultural background knowledge; cultivate a sense of international citizenship. The model would therefore achieve a basic development of the four skills (listening, reading, speaking and writing) acknowledging the interdependence of language and communication but would also create a background on which the learner could realistically project himself/ herself at a cultural, social and political level. The author also develops an extensive presentation of six areas as features that may affect the individual's response to change and therefore to the implementation of such an innovative model: personal attributes (confidence and attitudes); practical constraints (teaching materials and examination); external influences (national and school culture, the community); awareness; training; feedback. All these aspects have to be taken into consideration as the process of implementing any innovative programme depends extensively on the variety of interpersonal relationships, the cultural ramifications and the intricacies of curriculum development.

C. The Content-Based Instruction model

The third model [10], by giving the example of the Content-Based Instruction initiated by the Department of Education in the Philippines, comprises the author's enumeration of important factors towards innovation such as: the consideration of overall educational goals, cross curriculum reach, the integration of content learning with language teaching aims (the concurrent study of language and subject matter) with the aim of developing students' four basic skills but also developing thinking skills (by introducing, for example, more open-ended questions in tests); more thematic organization of work; the extensive use of student-centred techniques; greater use of ICT; integration of values in education; the promotion of collaborative learning (mutual interaction between students and teachers, between students themselves, between students and instructional materials, between students and multimedia sources); the promotion of collaborative teaching (mutual interaction between teachers of different disciplines). The model emphasizes the need for a teaching of languages starting from content learning rather than contextual grammar learning thus developing communicative competence rather than language knowledge, the need for a growth of interaction, collaboration and mutual learning between students and teachers (in all possible combinations) but it also stresses the importance of revaluing the technological aids in education and of interdisciplinarity.

D. The Task-Based Model

The fourth model [11] is the Task-based Language Teaching model of innovation. The advantage comes from viewing the approach at two levels and thus accomplishing two major goals: at a philosophical level TBLT views second language acquisition as an organic process that is not directly influenced by formal instruction, but which is fostered through the *meaningful use of language*; at a methodological level TBLT invites *students* to act *as language users* rather than learners, with the explicit analysis of language structures and forms emerging from difficulties experienced during the completion of tasks. This model, as others before concentrates on the development of skills through an as direct and natural contact as possible with the foreign language in meaningful contexts and not artificially created grammatical contexts. The other provision which the authors bring is that one should insist on teaching this technique to future teachers in the pre-service period rather in the in-service stage, as the first ones are more liable to accept challenge and change because of their double status of learners and teachers.

E. The CLT model

In introducing the fifth model [12], first and foremost the author stresses the interdependence between curricular development and professional development and then he underlines the importance of CLT (communicative language teaching) in all the models of syllabuses he presents. The concept he introduces is diffusion of innovation as the best manner to implement change in education.

Models discussed by the author, and which should reach a common denominator starting from the CLT model, include:

a) language teaching in the cross-cultural context of international language aid programmes;

b) the notional-functional syllabus (based on a systematic behavioural analysis of learners' pragmatic language learning needs and of analytical rather than synthetic nature, meaning that the strategy does not concentrate on the learning of the language's lexis, syntax, morphology, phonology, but rather on the organization of learning in terms of the social purposes that learners have for learning the target language) – its main achievement is that it makes more language available to the learner than the structural one does;

c) the process syllabus – the predetermined nature of a process; the author distinguishes between curriculum and syllabus, respectively strategic planning (programme directors creating curricular guidelines for instruction) and tactical planning (teachers making syllabus design decisions by interpreting a director's curricular guidelines)

d) the Natural Approach – based on five hypotheses:

- the acquisition-learning hypotheses – adults can "get" a second or foreign language through the activation of two different systems: acquisition, involving subconscious learning processes that allow them to pick up the language "naturally", as in first language acquisition; learning, consisting of the development of formal, conscious knowledge about the grammatical rules of language.

- the monitor hypothesis – conscious learning can be used only to monitor or edit output that has been generated by the acquired system;

- the input hypothesis – learners acquire syntax and vocabulary by receiving and understanding input that is slightly beyond their current level of competence (by guessing and inferring the meaning);

- the natural order hypothesis – there is a natural and predictable order of development;

- the affective filter hypothesis.

e) the procedural/ communicational syllabus: using tasks as the principal carrier of language content; developing a meaning-focused methodology in which students learn

language by communicating; avoiding using form-focused activities in the classroom (e.g. explicit grammar teaching, error correction).

f) the task-based language teaching.

F. The standards-based model

The sixth model [13], starting from the study of curricular innovation programmes implemented in six schools from America is based on the two important concepts of implementation and sustainability. Having as a pillar the standards-based reform the developed model introduces a process-driven concept of educational change that explicitly links schooling and policy to student outcomes, in other words standards-based curriculum and instructional practices. The process the authors propose takes into consideration a special context created by four variables: the community, school, students; the material and emotional support provided by the school; teachers; liaisons (the connections teachers have within the school administrative power structure and facilitations skills) all of them being followed by assessment of results, that is students' outcome.

G. The decision-making model

The seventh model we choose to present is the structure of language curriculum design belonging to Long & Richards. According to them [14], language curriculum design is regarded as a decision-making process and involves: policy making, needs assessment, design and development, teacher preparation and development, programme management and evaluation. We propose, however, the placing of needs assessment as a previous stage to policy making for, as we have stated before, only a clear understanding of the needs in teaching/ learning a language will lead to more open acceptance, reaching even completion of embracing of such an innovative curricular model and surpassing much more easily the impediments that might occur at the level of the individual, the team or the organization.

Another model but with rather the same perspective is that of J.D. Brown. According to him [15], the key questions in the domain of Language Curriculum are:

- Who? – stakeholders;
- What? – components (need analysis, goals and objectives, language testing, materials, teaching, programme evaluation);
- How? – logistics.

Among the components of curriculum design for the teaching of language there are relations of interdependence of the learners' needs both from the point of view of their linguistic needs (expressed in structures or functions) and their communicative needs expressed in communication situations. Needs assessment may also be made on the basis of the following approaches:

- Product-oriented analysis related to the findings about target proficiency.
- Process-oriented analysis related to the identification of needs of a learner in the learning situation including cognitive and affective variables such as learning attitude, learning style, motivation, personality, wants, etc.

On the basis of the established aim and the findings of the needs analysis it is possible to identify the target proficiency objectives and from them the objectives for each year/term (or level).

Having identified curriculum goals and objectives, we can specify the learning content and the means necessary to achieve the objectives. These means are usually the procedures, tasks or learning activities developed in the classroom with the aim of promoting the target proficiency. The content is usually understood as language items to be learned (grammar, vocabulary, pronunciation) organized within the framework of the topics.

While planning the learning process we usually establish:

- The initial evaluation (language testing);
- Means or what is to be done to achieve the objectives planned (materials);
- The results or what is achieved (evaluation).

The type of teaching which is practiced at one moment or another, in one context or another depends on teachers and that is why teachers' training plays a very important role in the whole process of curriculum design, if it is regarded as a decision-making process. Teachers' action research is thought to be an invaluable tool in curriculum innovation and improvement.

Programme evaluation in many cases may result in curriculum research from which curriculum development directly benefits. Having considered the stages of curriculum design, it is necessary to emphasize the dialectical character of the relationships existing among them.

IV. AN INTEGRATIVE INNOVATIVE CURRICULUM MODEL

After an analysis of the models presented above and the consultation of some studies which attempt offering some solutions to occurring problems [8], [16]–[26], we have seen the impending necessity of developing a model that would provide useful, genuine solutions for the difficulties encountered in teaching languages through the implementation of an innovative curricular model of languages. First and foremost we have regarded the aspect at its three levels of manifestation (the individual, the work group, the organization), we have attempted to identify the factors that might cause some problems in the implementation of the programme as well as the nature of the factor and in the end we have attempted to offer a solution. All the measures presented as solutions are meant to form the integrative innovative model that we propose as they are structured according to clearly established stages of the process and as proposed measures for each type of participants. The following presentation takes each stage in turn, mentioning the type of factor and the nature of the factor; then the tables following each stage present the problem and the proposed solution.

A. The individual

A.1. Types of factors (of psychological, emotional, cognitive nature):
- personality of teachers and students;
- motivation in accepting change;

- cognitive ability;
- job/ task characteristics;
- mood states.
A.2 Problem:
- resistance to change;
- lack of motivation in embracing the new;
- difficulty of the newly proposed models;
- level of training;
- personal emotional factors.
A.3. Solution:

For each of the above problems we propose respectively the following solutions:

- clear explanation of the necessity of innovative methods and procedures within a well-structured programme with logically organized stages;

- anticipation of superior results in the event of correct application of the new programme;

- adaption of methods of work to the students' level and/ or the adoption of differentiated work on groups;

- adoption of methods by the teachers according to their best developed aptitudes and preferences;

- good knowledge of students so as to surpass momentous mood states (due to physical or psychological reasons) through strong empathy.

B. The work group

B.1 Types of factors (of administrative, managerial, psychological, interpersonal, methodological nature):
- team structure;
- team climate;
- team member characteristics;
- team processes;
- leadership styles.
B.2. Problem:
- abuse of vertical types of relationship;
- no collegial interaction (between students, but especially between teachers or teachers and authorities);
- lack of reciprocity at the level of exchange of ideas;
- exacerbated feeling of competition in the detriment of collaboration;
- lack of tolerance (concerning gender, race, ethnicity, religion, social status, cultural background);
- diminished or absent appropriateness of procedures;
- lack of flexibility in adopting and implementing new methods.
B.3. Solution:

For each of the above problems we propose respectively the following solutions:

- clear assignments of roles, establishing of equal footing and good communication.

- entrepreneurial and risk taking spirit of the teacher is crucial as well as the promotion of values of collaboration among teachers-teachers, teachers-students and students-students.

- cultivation of tolerance.

- flexibility and facilitation of free thinking, sharing of knowledge and team work.

- willingness to experiment;

- flexibility to the size and nature of the work group and easy

adaptation to the work methods and procedures.

C. The organization

C.1. Types of factors (of administrative, managerial, cultural, political, social, instructional, curricular, educational, organizational, demographical, geographical, financial, material, nature):
- structure;
- strategy;
- size;
- resources;
- culture;
- context.
C.2 Problem:
- lack of clearly established departmental responsibilities and roles;
- lack of interaction between departments for the cultivation of exchange of strategies and interdisciplinary techniques of education and use of topics (topics from various fields of knowledge can be used as support in the teaching of language);
- lack of a clearly structured programme, with clear steps in each stage;
- lack of training of would-be teachers in the spirit of teaching through curricular relevance;
- failure to anticipate results;
- failure to understand the necessity of an integrative model of education comprising education through development of competences, relevant tasks for future professional development making use of various fields of knowledge and finished with high clarity of (self-)assessment;
- too large groups of students;
- insufficient teaching staff;
- inability to compensate the shortage in teaching staff through (interdisciplinary) collaboration;
- lack of clear, realistic assessment of resources on a short or long term;
- improper use of extant resources;
- improper preparation of the human resources involved in the process of teaching/ learning;
- improper training of the teaching staff;
- lack of involvement of the community;
- extensive differences between the culture of the learners and the culture to which the taught language belongs.
C.3. Solution:

At the level of structure we have to consider the following possible solutions:
- clear establishing of hierarchies;
- clear delegation of power;
- flexible decision making process;
- equal following of the mutually accepted rules and regulations;
- flexibility and facilitation of free thinking, sharing of knowledge and team work;
- good vertical, horizontal, interdepartmental, interpersonal communication and communication between school and the community.

The solution we propose in our model of teaching languages from an innovative perspective at the level of the actual strategy includes four stages. We have opted for introducing

what we call a "pre-initial" stage so as to stress on the importance of prior theoretical and practical preparation through documentation of existing and experimental models, on the introduction of these even in pre-service teacher's training course, but also emotional preparation:

Pre-initial stage – preparing the ground for the implementation of future innovative measures and programmes:

- compulsory study of the curriculum in the pre-service teachers' training courses;
- documenting existing instructional strategies;
- documenting improvised instructional strategies;
- preparation of teachers' guide and source-books.

Initial stage – assessing the situation and establishing contextual variables:

- initial verification of relevance, feasibility and compatibility of the innovative programme, strategy, activities;
- clear understanding of the need and rationale of innovation;
- statement of purpose: developing the vision/ policy and then establishing the programme's purposes and goals;
- defining an integrated set of cognitive and affective objectives;
- calculating *relative advantage* (the degree to which an innovation is perceived as better than the idea it supersedes) and establishing potential changes to be implemented; the degree of relative advantage can be measured in economic terms, but also social prestige, convenience, satisfaction;
- appraising the management task (How big/ difficult/ complex are the changes going to be?);
- formulating an implementation management approach (What kind of strategies are needed?);
- assessing the possibility of providing and maintaining long-term (human and material) resources;
- establishing original and explicit innovative working procedures;
- awareness of the impact of external factors;
- establishing clear systems, timescales and criteria for validating the programme's principles and evaluating the impact and effectiveness of new implementations;
- strong institutional support for initiation, sustenance and diffusion of innovation (amenities, salaries);
- reviewing, monitoring and mobilizing community support.

Middle stage – formulating practical methods, procedures, work principles to be implemented:

- establishing of overall educational goals/ cross-curriculum "reach";
- introduction of the integration principles – integration and coordination of skills and subject areas;
- more thematic organization of work;
- four skills focus (read, listen to, speak in, write in the foreign language as much as possible, in as realistic as possible contexts) but also greater focus on thinking skills;
- primacy of communicative competence over language knowledge (greater emphasis on the functional use of grammar rather than on grammar);
- use of supplementary teaching aids and educative resources not just textbooks;

- greater use of information and communication technologies;
- introduction of values in education;
- more cooperative/ collaborative approach to learning (T-T, T-S, S-S);
- more interactive teaching techniques/ teachers as facilitator;

Final stage – feedback and assessment:

- securing feedback and (self-)evaluation to verify effectiveness;
- aligning structures to assist change;
- identifying evidence of change;
- introducing as large a variety as possible of test (from multiple choice question to open-ended questions) for the best understanding of the processes of students' thinking (skills);
- collecting evidence;
- including a monitoring programme to assess the degree to which the desired change has occurred;

In what the size of the work group is concerned we have consider the following:

- adapting the teaching/ learning methods, techniques, procedures to size of the group work or to the size of the teaching staff especially in the conditions in which they must work in collaboration and develop interdisciplinary activities.

A very important factor to consider is that of the resources involved in the process of teaching for which we propose the following solutions:

A. General analysis and treatment of resources

- a clear, realistic assessment of the needed resources (financial, material, human, temporal) adapted to the group(s) of students upon whom the programme is to implemented;
- efficient use of (financial, material, human, temporal) resources which the institution of education has at its disposal;
- choice of resources best fitted for the teachers to use and for the students to work with (adaptation of resources to these two categories of users).

B. Specific analysis and treatment of resources:

Human resources:

a) Teachers

- developing/ improving the knowledge, skills, attitudes and behaviours of teachers as vital elements;
- providing adequate support and training (professional development programmes) for teachers;
- learning appropriate teaching techniques and developing the ability to apply the appropriate ones as a result of selection;
- developing personal production of teaching materials and other teaching resources thus introducing the factor of originality;
- developing collaboration with other teachers of other subjects thus promoting interdisciplinarity;
- surpassing the anxiety to change through clear presentation of prospects and motivational incentives.

b) Students

- developing/ improving the knowledge, skills, attitudes and behaviours of students as vital elements;

- improve pupils' motivation and engagement by stimulating curiosity, rising pleasure towards working and increasing awareness for future professional development;

- making students become more involved in the learning process by interacting and collaborating closely with other learners, the teacher, the teaching materials;

- making students more willing and able to accept responsibility for the management of their learning;

- making students develop a positive attitude towards change and ability to cope with the transition to innovative teaching and learning methods;

c) Community

- surpassing anxiety through clear presentation of prospects and motivational incentives;

- presentation of long-term benefits of the implemented innovative programme by increasing chances of professional development.

Material resources:

- the teaching institution must possess resources adapted to the innovative methods of education, to students' level, cultural background and typology;

- careful analysis of the ability to secure long-term resources.

Temporal resources

- careful design of stages of the process of teaching and of the activities in each stage so as to include appropriate temporal frame for sharing of knowledge, rhythm of accumulation, time for testing and evaluation, time for unpredictable events, including extracurricular activities.

Regarding the cultural factor, we have to consider the following:

- designing activities that brings the culture of the taught language closer to learners in the act of teaching languages; designing content-based activities (in which the content is cultural);

- ensuring as much contact as possible with (past or present) representatives of the culture to which the taught language belongs;

- offering students the possibility to enter, at a curricular or extracurricular level, into contact with cultural events typical for the culture of the taught language.

One last factor to consider at the level of the organization introduces context as an important part of an innovative curricular model which needs to be introduced. We propose the following aspects that have to be considered:

- surpassing worries about short-term fall in examination through assessment of short and long-term efficiency;

- surpassing worries about external inspections through assessment of short and long-term efficiency;

- engaging the campus community.

V. CONCLUSIONS

It is only through the application of such an integrative model of curricular innovations that the idea of new will truly become operative and efficient in the teaching of disciplines from the area of Language and communication and genuine impacts of innovation will be felt: teachers' opportunities for professional development; the increase in variety of methods

of teaching; increased motivation for students to learn; increased concentration; clear identification and development of specific skills; increased collaboration between teachers and students and mutual influencing; increase of students responsibility and self-involvement in their own education; improved students' personal development; strong support for students' social development; improved test and examination results.

The analysis reveals a general tendency towards regarding and treating the process of language teaching with a special focus on the students' and teachers' needs, on developing competences, on creating a context as natural as possible for the learning of languages from the perspective of genuine communication, on emphasizing the importance of communication between individuals, groups, teams, educational institutions and official institutions and on developing cultural knowledge of the nation to which the foreign language belongs as an attempt of adaptation to an international territory and of increase in the feeling of possessing an international citizenship.

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