

Formation des enseignants de FLE en Roumanie: passé, présent et perspectives

Abstract:

This article aims at offering a presentation – both from a diachronic, as well as from a contrastive perspective – of the teaching training programme provided by the West University of Timișoara, for future teachers of French as a Foreign Language.

The training of future teachers has known two distinct stages at the above-mentioned University, in terms of chronology, content and organizing system. The connection between these stages was the Bologna Process, hence we can talk about a pre-Bologna training system and post-Bologna one.

Some important landmarks distinguish these two stages, landmarks derived from different concepts regarding the training requirements for future teachers.

Thus, the first stage is defined by a relatively limited number of imposed subjects of study (Pedagogy, Psychology, Teaching Methods, accompanied by an important number of practical training classes. This type of training was compulsory, and it was the only professional option of a graduate.

The Bologna System once implemented; the disciplines imposed to the students' teacher training process have a status of their own. They become optional, since teaching is no longer considered the only professional option for the graduates in Letters and French. The training as a whole consists of two main modules, one completed within the BA studies, the other, within the MA studies. Given the relatively important number of hours dedicated to this type of training, there is also a noticeable increase in the number and variety of the disciplines, both optional and mandatory. A synoptic table offers a parallel presentation of the two systems and of the dissimilarities between them.

For a better understanding of the teacher training activities, the article gives a detailed presentation of both requirements, as well as of the stages of post- BA training a teacher must answer to, the status of teacher once attained: the "definitivat" status, and the didactic degrees I and II, as well as other activities that ensure life-long training.

We conclude with a presentation of the prospects of improving teacher training through the legal procedures the Ministry of Education has in view for the coming years.

Keywords: *Teacher training; Professional skills; Life-long learning; Pedagogical strategies.*