# Reading and Writing in the Job Application Process: a Teaching Technique Based on Realia For Romanian Learners in the Translation and Interpreting Classroom

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**Abstract**

*In the context of the growing popularity and availability of specialised translation and interpreting university programmes (T&I) and the increasing acknowledgement of the specific language learning needs of their students, a variety of questions arise regarding the teaching of languages with this purpose and, implicitly, the materials that should be used. Aiming to discuss the use of realia and, concretely, materials related to the job application process, we propose a case study, wishing to see if such materials can help learners enrolled in T&I degrees to improve their reading and writing skills in Romanian, as well as motivation. Furthermore, we wish to see if such materials may contribute to a wider perspective on future professional opportunities, specifically those involving Romanian as a working language or a Romanian-speaking context.*

**Keywords***: language learning, realia, Romanian as a foreign language, translation and interpreting, language learner motivation, language teaching.*

## Introduction

The increasing popularity and availability of specialised translation and interpreting university programmes (T&I) in recent decades has generated a new and thought-provoking context for language teaching. A variety of questions arise, regarding methodologies and, implicitly, the materials that should be used. We wish to ask these questions in the field of Romanian as a foreign language, starting from the idea that the specific language learning needs of future translators and interpreters should constitute the key to designing or selecting appropriate teaching material and activities.

In this context, this paper aims to discuss the utility of realia, and, concretely, materials related to the job application process. By means of a case study, we wish to see if such materials can contribute to the learners' (T&I students) improvement in reading and writing skills in Romanian, as well as enhance their motivation. Furthermore, we wish to see if such materials may

contribute to a wider student perspective on future professional opportunities, specifically opportunities involving Romanian as a working language or a Romanian-speaking context. The paper aspires to contribute to the field of teaching Romanian as a foreign language, by applying concepts usually used in the teaching of other languages (such as English) in this context, as well as to the area of translation studies by contributing to the discussion on the kinds of materials that would be appropriate for language teaching for future translators and interpreters.

The literature review below provides a framework for our discussion, by bringing elements like second language acquisition and the peculiarities of language teaching for (T&I students) to the reader's attention, which may justify the use of realia in the classroom. Subsequently, some contextual information regarding the T&I students programme involved in the case study will be provided, as well as a description of the didactic unit to which the reading and writing activities in question belong to. The next part of the paper provides details about the methodology used and other key information about the case study, along with the results and discussion.

## 1. Literature review: some key concepts regarding second language acquisition and language teaching for translation and interpreters

In terms of the rationale behind the teaching methodology and content selection criteria used in the creation of the didactic unit that the present case study will be referring to, we wish to mention Krashen´s idea on language acquisition (2-14, 1981), which has had a significant influence in the field of linguistics and language teaching, consists of five main hypotheses: the *Acquisition-Learning hypothesis*, the *Monitor hypothesis,* the *Input hypothesis*, the *Affective Filter hypothesis* and the *Natural Order hypothesis*. Thus, the author distinguished between *acquisition* (natural and subconscious) and *learning* (formal and conscious), relying on the premise that what is required in order to achieve language progress is not an extensive use of conscious grammatical rules or drills, but rather meaningful interaction in the target language, or in other words, natural communication, focused on the messages that are communicated and received, and not on the formal aspect of sentences or language production in general. Therefore, following Krashen´s guidelines (2-14, 1981), the so-called *comprehensible input* is an important part of teaching, which should be accessible to students and generate low anxiety situations, but also include contents that are relevant or interesting for them.

According to this theory, the learners experience progress and improvement following a *natural order* when receiving 'input' that is one step beyond their current point of linguistic competence. Aware of the fact that usually learners belonging to the same group or course cannot all be at the same level of linguistic competence at specific moment in time, it is proposed that natural communicative input is the key to designing a language syllabus, which should provide each learner with added content or knowledge, in accordance with their current stage of linguistic competence.

This is why the present paper looks at the use of realia, and also texts that belong to a very concrete situation, like looking for a job, which is an actual situation in which students are bound to find themselves after graduating, or even before that. Reflecting on the use of realia in foreign language teaching, Andrijević (157-162, 2010) talks about numerous benefits for the students, stating that not only do they positively influence motivation and student interest, but also consolidate and make use of already existing knowledge, create common communication situations and ¨facilitate the introduction of lexical structures and language contents, while improving their assimilation and making students overcome their fear of error and the unknown¨ (my translation). She goes on to add that this kind of material promotes intercultural competences and confirms the learner's ability to understand the foreign language and culture. On the topic of teaching materials in translation and interpreting contexts or languages for specific purposes, Carrasco Flores (35-36, 2017) asserts that a competent teacher in this context should be able to evaluate teaching materials and resort to supplementary material that ¨compensates for the potential deficiencies of textbooks or even create their own¨.

Back to Krashen (2-14, 1981), the *Input hypothesis* focuses on *acquisition*, not *learning*, as the two are seen as independent processes, resulting in two systems that are involved in the use of a foreign language: *the acquired system* and the *learned system*. The first one entails meaningful interaction and natural communication and tends to use an inductive approach and student-centred practices, whereas the second one is the result of formal instruction and implies conscious processes that rely on specific knowledge (e.g. knowledge of grammar rules) and is usually taught by means of deductive methods. According to this approach, *learning* (produced by teacher-centred methods) is less important than *acquisition*. Regarding the *Monitor hypothesis*, it accounts for the relationship between acquisition and the learning system, as the latter performs the role of *monitor* or *editor*, leading to functions such as

planning, editing and correcting. On the other hand, the *Affective Filter hypothesis* establishes the influence of *affective variables* on second language acquisition. Thus, contributing to the learners' success or failure are factors like: motivation, self-confidence, anxiety and certain personality traits (extroversion and introversion). The recipe for success is summed up by the combination of extroverted or personality, motivation, self-confidence, a good self-image and a low level of anxiety; in contrast, low motivation and self-esteem, anxiety, introversion and inhibition can contribute to 'mental blocks' that prevent the adequate reception of comprehensible input.

On the other hand, we would also like to provide some preliminary ideas about language teaching in translation and interpreting programmes, which, for many authors is a form of language teaching that is different from the one that provides language knowledge for general purposes (Berenguer 9-29, 1996; Carrasco Flores 40-47, 2017). He goes on to name a set of components that make up the translator's communicative competence and go beyond the knowledge of the language: linguistic, sociolinguistic, pragmatic and discursive competences and stresses that concrete teaching objectives should be pursued in the translation and interpreting classroom, which should take both cognitive and pedagogical aspects into consideration. In recent studies, the language training that should be provided to future translators and interpreters has been characterised as a type of *Language for Specific Purposes* (Berenguer 9-29, 1996; Clouet 101-111, 2010). Therefore, we should remember that, when discussing the case of English for Specific purposes, authors like Hutchinson and Waters, note that it is not a product, but an approach (quoted by Carrasco Flores, 41), while Basturkmen (8, 2010) claims that a key aspect of English for Specific Purposes is language development 'seen as the means to the end but not as the end in itself'.

Now, if we approximate the language learning needs of translator trainees to those of other specialised users, we should remember that Carver insists on developing communicative competences by using materials that recreate authentic situations of communication and serve the specific needs of the learners (131-137, 1983). Robinson defined language for specific purposes courses as 'goal-directed' and courses developing from a needs analysis, 'which aims to specify what exactly it is that students have to do through the medium of English' (3, 1991). Carrasco Flores (47, 2017) notes that 'although no major differences may be found in theory, a great deal of difference is found in practice: English for Specific Purposes is that kind of English teaching that builds upon what has been acquired earlier in English for General Purposes

with a more restricted focus. It aims at acquainting learners with the kind of language needed in a particular domain, vocation, or occupation'. Cook (9-10, 2002), on the other hand, talks about internal and external goals for language teaching, explaining that external goals refer to the uses of language outside the classroom (such as providing specific information in a specialised context), whereas internal goals, relate to the educational aims of the classroom (like promoting thinking skills and social goals). In other words, external goals imply an instrumental view of language learning (i.e. for non-linguistic goals, as the learner wants to achieve ´real world´ objectives using specific linguistic competences), whereas in a general language course the goals are generally linguistic (e.g. the development of oral competence or a wide range of vocabulary). On the other hand, Cañado and Almagro (39-44, 2001) summarise the main differences between English for General purposes and English for Specific purposes by mentioning the high motivation of the learners and the connection between the academic and the workplace contexts, as well as learning focusing on the target situation, in a context in which teachers need to be able to create materials meeting the specific needs of students.

## 2. Context
## 2.1. The programme and students

The present case study was conducted with Romanian language students enrolled in a Translation and Interpreting program in Spain (University of Alicante), with a duration of 4 years, which includes the language ¨ A¨ (Spanish or Catalan), the languages ¨B and C¨ (to choose between English, French or German) and, finally, the ˙language ¨ D¨. This language can be Arabic, Chinese, Italian, Polish, Romanian or Russian and is taught in 4 hours of class per week; Romanian has been available at the University of Alicante since 2005 and the number of students choosing this language has varied between 10 and 20 students per year in recent years. Interestingly, only a minority of 2 or 3 of these students tend to be Romanians living in Spain, who have been living abroad from a young age and have never studied the language in a formal, structured environment, although in recent years they have been absent the initial groups, with only an occasional and temporary presence from Romanian students residing in other European countries from an early age or birth joining the higher groups as Erasmus students in higher groups.

Both classroom observation and a previous small study (Caramangiu 229-247, 2023) confirm that the Romanian student body in question tends to be composed overwhelmingly of Spanish nationals, with an occasional presence of Erasmus students. The direct consequence of the participation of Romanian or foreign students leads to the existence of different initial levels and diverse learning needs. The program includes 6 consecutive subjects (available between the 2nd and 4th year of the degree), divided into 2 series: Language D courses (1-3, compulsory) and Language and translation courses (1-3, optional and more oriented to translation from and into Romanian, introducing more complex or specialised texts and a variety of registers and textual styles). Evaluation is done through a combination of written and oral tests (language and/or translation activities) and continuous evaluation of their class work (comprehension, oral and written expression tasks, or translations). After passing the 6 subjects, the student is considered to have completed the Romanian pathway, which is reflected in their degree certificate. They can also carry out their final degree project on topics related to translation from or into Romanian, an option chosen by 7 students in the last four years. The subjects could also be correlated with the levels established by the Common European Framework of Reference for Languages (A1-C2) for a better understanding of some of the aspects discussed here.

### 2.2. The didactic unit

The present case study focuses on reading and writing tasks included in a didactic unit designed for the fifth or sixth semester of Romanian (in which the estimated level would be an intermediate level, varying between B1 and B2), which is the object of a wider research. Said unit is composed of activities related to the job search process in Romanian-speaking environments and concludes with a mock job interview. The structure of the unit is summarised in the table below *(Table 1)* and follows the main phases of a real job search process nowadays.

| STAGES AND TYPES OF ACTIVITIES | → | ACTIVITIES AND MATERIALS | → | TASKS, ONTENTS AND SKILLS |
| --- | --- | --- | --- | --- |
| **PREPARATION**<br>**Reading and writing** | → | **Reading real advertisements from well-known job portals (e.g. ejobs.ro), usually for language teachers and translators.**<br>**Reading recommendations on how to write a cover letter and/a model.** | → | **Lexical content:**<br>**List of relevant vocabulary, discussion on influence of English in this type of communicative context.**<br>**Review and extension of useful grammatical structures (verb tenses for past, present and future tenses, the declension of nouns, etc.).**<br>**Elements of politeness and formal register** |
| PREPARATION<br>Comprehension and oral expression | → | Listening comprehension exercises using real video clips available online (interview models, recommendations for success in an interview, parody of an interview, etc.).<br>Oral expression: discussion of contents and language used, cultural differences, the Romanian job market, etc.)<br>Practice of possible answers to the most common questions in job interviews with error correction and feedback on the content of the answers. | → | |
| Final task | → | Mock job interview | | |

*Table 1. Phases and types of activities that make up the didactic unit.*

Regarding the reading and writing section, which this paper focuses on, it has to be noted that the job adverts used are texts describing real positions advertised online, which would be relevant to our students in real life. The materials used have been selected according to the following requirements: they had to be real materials in digital format and available on the internet. Furthermore, the publication date of the job offers had to be recent compared to the date of the lessons.

First, a search for real job advertisements is carried out on a Romanian platform using different keywords and students choose two advertisements of interest (usually one for a language teaching position and one for a translation position). After analysing the proposed offers, a cover letter (which would normally accompany the resume of the interested person) is drafted after consulting real models and guidelines for its writing. The next step is the preparation for an interview using real sources (tutorials, articles published on the Internet, etc.) and the practice of possible answers to the most common questions, and finally the mock interview. Due to the limited number of teaching hours per week available for the activities, the preparation of the curriculum vitae was omitted, both because of its lower textual complexity and to avoid redundancy in terms of lexical and factual content that would be repeated in the cover letter, the curriculum vitae and the interview. Likewise, it was decided to include the cover letter and the interview because of their added value in the linguistic practice provided.

### 3. The case study carried out

Bearing in mind rationale related with the syllabus and student progress, what prompted the design of the unit and the study was something that has been observed in class: final year students are under a certain amount of stress and project a sense of disorientation with regards to their professional, academic and economic future. In fact, we could say there even is a certain pessimism about their chances of success as translators or interpreters. While it is true that there are many causes and many factors that influence this state of affairs, and most of them beyond our competence as teachers, the unit aims to represent a learning opportunity, but also an invitation to reflect on their strengths and weaknesses, intentions and plans at professional level, not only thinking about their first languages of study as working languages, but also about their D language, in this case Romanian. The present paper focuses on the Reading and Writing section and tries to assess a set of key aspects related to learning, motivation and skills before and after the completion of said tasks.

### 3.1. Methodology

The study carried out has used quantitative tools, consisting of surveys administered before and after the activities to a population of 13 students (pertaining to two consecutive academic years), of whom 4 were second generation migrants, i.e. Romanian students raised abroad. These students were not excluded from the study as their knowledge and contact with the academic and professional world in Romania are non-existing and their typically their motivation in enrolling in the courses is to reconnect with the Romanian language and culture, given that they usually have few opportunities to travel to Romania or practise the language. The two surveys were carried out in order to evaluate the different elements before and after the reading and writing parts were completed. The surveys included statements in Spanish, which respondents had to mark as *true* or *false*. The surveys were filled in anonymously during the lessons, by means of an electronic support (shared Google Drive document). Both the first set of statements, referring to information and feelings that preceded the activities and the second survey, done after the execution of the activities, were completed by 13 people. The statements collect information about initial and final diagnostic elements, the perception of cultural differences in the communicative context studied, and reflections concerning their reading and writing skills and Romanian language learning.

As follows, we include the survey statements from the two sets (*before* and *after)*:

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*Before doing the reading and writing activities related to the job search process:*
1. *I thought that my level of Romanian in reading and writing could be considered between B1- B2 or higher*
2. *I was interested in learning and practising work-related contents in Romanian classes*
3. *I have used this kind of materials in other subjects*
4. *I have previously written real or practice cover letters (in class) in my mother tongue*
5. *Previously, I have written real or practice letters (in class) in other languages*

*Before carrying out the reading and writing tasks, I thought that...*
6. *the texts used in Romania are different from those used in Spain in the same situation and I had some concerns about possible cultural differences*
7. *reading this kind of texts would be difficult*
8. *writing a cover letter in Romanian would be difficult (due to my level of Romanian, my vocabulary, etc.).*
9. *I didn't feel prepared capable of dealing with this communication situation because I didn't know the country and its work culture*
10. *it would be an interesting exercise for my learning/my professional future*

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*After reading real job advertisements posted online and writing my own cover letter, I feel that....*
1. *I have learned about the labour market in Romania and other cultural issues surrounding employment*
2. *I might be interested in working with Romanians in the future-I might be interested in working with a Romanian company in the future*
3. *I feel more able to read information about employment and the labour market*
4. *I feel more able to write in this kind of communicative situation*
5. *I have fewer concerns (than before) about my Romanian level in real communication situations such as those related to employment*
6. *I have fewer worries about cultural differences in real communication situations such as those in the field of employment*
7. *My interest in learning Romanian has increased*

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*Figure 1: Survey questions*

## 4. Results and discussion
### 4.1. Inquiries prior to the execution of the assignments

The first batch of question, referring to opinions and information prior to doing the proposed reading and writing activities revealed the following results:

| Statement number | Total answers per value (number of respondents and percentage) | | Statement number | Total answers per value (number of respondents and percentage) | |
|---|---|---|---|---|---|
| 1 | 6*F | 46.15% | 6 | 7*F | 53.85% |
| | 7*T | 53.85% | | 6*T | 46.15% |
| 2 | 2*F | 15.38% | 7 | 8*F | 61.54% |
| | 11*T | 84.62% | | 5*T | 38.46% |
| 3 | 4*F | 30.77% | 8 | 4*F | 30.77% |
| | 9*T | 69.23% | | 9*T | 69.23% |
| 4 | 7*F | 53.85% | 9 | 9*F | 69.23% |
| | 6*T | 46.15% | | 4*T | 30.77% |
| 5 | 5*F | 38.46% | 10 | 0*F | 0.00% |
| | 8*T | 61.54% | | 13*T | 100.00% |

*Table 2: answers obtained in the ¨Before¨ survey*

In the initial part of the survey, the students were asked to self-assess their Romanian language level of reading and writing, in reference to a proposed reference level between B1 (lower intermediate)- B2 (upper intermediate) or higher, which basically meant confirming that they viewed themselves as independent users (either at a threshold level or a higher one); a little more than half of the participants confirmed this premise (53.85%), while the rest thought that their Romanian level was in fact lower (46.15%). This latter group seems to display a lower confidence level when it comes to their own abilities and knowledge, which can be seen as a direct consequence of the limited number of teaching hours in D languages (only 4 per week), and an implicit frustration regarding one´s individual progress. Furthermore, it may even be speculated that students who do not manage to attain an intermediate level (or simply underestimate it) by the end of the cycle will most likely avoid applying for jobs requiring this language, precisely due this evident lack of confidence in their own abilities. Subsequently, the students had to also state if they were interested in learning and practising work-related contents in Romanian classes, and their interest was confirmed by the vast majority (84.62%), while the remaining minority (15.38%) did not seem particularly interested in this

topic. On a didactic level, in line with Krashen´s ideas on relevant input mentioned in the previous sections, it is always useful to verify whether proposed contents are relevant and interesting to students.

Next, their previous experience with texts of this nature was probed, so they were asked about having used this kind of material in other subjects before and their answers were mostly positive (69.23% versus 30,77%). The subsequent, more specific, inquiry on having previously written a cover letter in their mother tongue (in reality or as class practice), revealed that 46.15% of the participants had done so, while 53.85% said they had not. This almost even distribution (as the two groups were only one participant apart) can lead us to infer that, for half of the students, simulating a job application in Romanian did not induce additional stress (which, as explained in the introduction, could act as a mental block and inhibit communicative abilities) while the rest of the students, may have experienced some nervousness or insecurity, which may have, in turn, led to more mistakes and confusions when writing. The same inquiry referring to writing cover letters (real or as class practice) in other languages, revealed that 8 of the participants (61.54%) had done so, whereas only 5 of them (38.46%) stated that they had not previously written any, which indicated more experience pertaining to other languages (most likely class experience, as this is a common writing exercise in B2 preparation in English courses, for instance). In any case, experience in situation-specific communication in any language (along with one´s language level, of course) may influence the subject´s level of stress or anxiety and, implicitly, one´s performance in the task, allowing for skills to be transferred and communication strategies to be adapted from one language to another.

The next group of statements was related to feelings and opinions held before carrying out the tasks, such as anticipating differences between the texts used in Romania and those used in Spain in the same situation and having concerns about possible cultural differences in this kind of communication (statement 6). This premise was denied by a little over half of participants (53.85%), while being deemed *true* by 46.15%, validating the existence of concerns over textual and cultural differences.

The following statement (no. 7) referred to the anticipation of difficulties when reading this kind of texts and it was invalidated by most respondents (61.54%), while a smaller portion of the participants validated this concern (38.46%). Similarly, the eighth sentence prompted them to agree or disagree with anticipating difficulties in writing the letter in Romanian (due to their level of Romanian, their vocabulary, etc.) and the vast majority of the

students (69.23%) confirmed this perception; on the other hand, a third (30.77%) stated that they wouldn't find it difficult. In other words, we can see that the writing task seemed more daunting than the reading one. When evaluating whether they deemed themselves prepared to deal with the proposed communication situation (in the context of not knowing the country and its work culture), only 4 out of 13 participants agreed (confirming their negative self-assessment) and 9 disagreed (manifesting a more positive outlook (30,77% and 69,23%, respectively), which means that the cultural component caused concerns only to a third of the population. Finally, the students were prompted to confirm if they thought the proposed practice would be interesting for their learning or their professional future; all the participants agreed with the statement.

### 4.2. Inquiries after carrying out the reading and writing tasks

The second batch of question, referring to opinions and information prior to the proposed reading and writing activities revealed the following results:

| Question number | Total answers per value (number of respondents and percentage) | | Question number | Total answers per value (number of respondents and percentage) | |
|---|---|---|---|---|---|
| 1 | 0*F | 0.00% | 5 | 0*F | 0.00% |
| | 13*T | 100.00% | | 13*T | 100.00% |
| 2 | 0*F | 0.00% | 6 | 4*F | 30.77% |
| | 13*T | 100.00% | | 9*T | 69.23% |
| 3 | 0*F | 0.00% | 7 | 1*F | 7.69% |
| | 13*T | 100.00% | | 12*T | 92.31% |
| 4 | 0*F | 0.00% | 8 | 0*F | 0.00% |
| | 13*T | 100.00% | | 13*T | 100.00% |

*Table 3: answers obtained in the ¨After¨ survey*

The first aspect verified after fulfilling the series of tasks (reading real job advertisements posted online, tips for writing cover letters and writing their own version), was whether there was a sense of having learned about the labour market in Romania and other cultural aspects related to employment in this context, which was unanimously confirmed. Next, regarding the acquisition of a certain interest in working with the Romanian language in the future, this was also corroborated. The unanimous agreement with these initial statements allows us to infer a sense of accomplishment on the students´ end, and an

implicit increase in external motivation, which accompanies the language learning in this set of tasks.

When it came to their skills and the perception of their own communicative capacity for the proposed situation, every participant confirmed feeling more prepared to read information about employment and the labour market in the studied language.as well as writing in Romanian in this kind of communicative situation. This is, of course, in evident contrast with the students´ initial scepticism and lack of self-confidence initially displayed. In fact, when asked about their concerns about their Romanian level in real communication situations such as those related to employment, most of them (69.23%) validated the idea of being less worried than before, whereas only 4 out of the 13 participants (30,77%) still maintained a certain unease.

In what cultural differences were concerned, almost all the participants confirmed fewer worries and only one student confirmed this type of worry (92,31% and 7,69%, respectively). As for the final statement, on whether they felt more motivated in their study of Romanian, all the participants agreed with this idea, which is relevant on a didactic level.

**Concluzii**

The present study has followed and analysed the execution of a set of reading and writing tasks designed for T&I students studying Romanian as their last language in the course of their studies. The material we refer to is based on realia related to the job application process for T&I and related profiles, which can be considered appropriate both in terms of providing realistic and relevant written input, as well as promoting (professional) context-specific language practice, as recommended by the authors cited in the literature review section on language teaching in general and for future translators and interpreters (as a type of language teaching for specific purposes), in particular.

The present case study wished to determine if such materials could help Romanian learners belonging to a degree in the afore-mentioned field to improve their reading and writing skills, as well as motivation. Furthermore, an underlying aspiration involved in the task design phase and material selection was to offer students a wider perspective on future professional opportunities involving Romanian as a working language or Romanian-speaking contexts. The initial survey applied to our student population showed a tendency towards underestimating their own language level and their ability

to deal with the proposed tasks in the foreign language. Moreover, students anticipated difficulties related to the language performance required in the tasks more than the inter-cultural interaction itself. Offsetting this initial negative predisposition was the existence of previous experience in the proposed communication situation for most of the participants (in other languages than Romanian, as confirmed by the survey), which can be considered a factor that reduced the stress of the communication situation in the foreign language and, therefore, may have contributed to the successful execution of the tasks. Cultural differences were also on the minds of some of the students, contributing to their scepticism with regards to their chances of success in the proposed situation, especially with regards to the writing task, which seemed more intimidating than the reading activities.

The student´s answers to the second part of the survey, administered after the execution of all the activities, revealed a sense of accomplishment and success, increased confidence in their skills, as well as a diminished level of concern with regards to the communication situation practised and the cultural differences initially anticipated, which, according to Krashen's *Affective Filter hypothesis* is a positive outcome. The relevance and motivation nature of the topic proposed was confirmed in both parts of the survey, as well as an increased interest in opportunities involving the Romanian language in the future, which follows the precepts of the *Input hypothesis.*

Overall, it can be inferred that the use of real-life materials and the simulation of a likely communication situation that was significant in the students´ future careers contributes to positive motivation both during the tasks and further on in their studies of the language. In addition, we think that the proposed topic and activities could also be adapted in the teaching of Romanian for other specific purposes too.

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