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THE WRITTEN AND TAUGHT ROMANIAN LANGUAGE AND LITERATURE CURRICULUM EVALUATED BY TEACHERS

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The research object of the scientific investigation in this article is the process of monitoring and evaluating the Romanian language and literature curriculum from the teachers' perspective. The analysis of the results of curriculum monitoring by practitioners (teachers and school managers) is essential, because it transforms raw data into concrete measures to improve the teaching-learning act. By evaluating the way in which the subject is taught and received, teachers can quickly identify discrepancies between theoretical planning and the real progress of students, allowing for a personalization of the teaching approach. This analysis also provides the feedback needed to decide whether the educational resources and methods chosen are effective or whether they require strategic adjustment in order to achieve learning Standards and objectives. Finally, the process ensures the relevance of the education provided, guaranteeing that students acquire the competencies set out in the national standards in a way adapted to their current needs.

Keywords: *disciplinary curriculum, school discipline, Romanian language and literature, teachers, monitoring, evaluation, indicators, quality and relevance of education.*

CURRICULUMUL DE LIMBĂ ȘI LITERATURĂ ROMÂNĂ SCRIS ȘI PREDAT EVALUAT DE CADRELE DIDACTICE

Obiectul de cercetare al investigației științifice din acest articol îl constituie procesul de monitorizare și evaluare al curriculumului de limbă și literatură română în viziunea cadrelor didactice. Analiza rezultatelor monitorizării curriculumului de către practicieni este esențială, deoarece transformă datele brute în măsuri concrete de îmbunătățire a actului de predare-învățare. Prin evaluarea modului în care materia este predată și receptată, cadrele didactice pot identifica rapid discrepanțele dintre planificarea teoretică și progresul real al elevilor. De asemenea, această analiză oferă feedbackul necesar pentru a decide dacă resursele educaționale și metodele alese sunt eficiente sau dacă necesită o ajustare strategică pentru atingerea standardelor și obiectivelor de învățare. În final, procesul asigură relevanța educației oferite, garantând că elevii dobândesc competențele prevăzute în standardele naționale, într-un mod adaptat nevoilor lor actuale.

Cuvinte-cheie: *curriculum disciplinar, disciplină școlară, limba si literatura română, cadre didactice, monitorizare, evaluare, indicatori, calitatea și relevanța educației.*

Introduction

In the architecture of the education system of the Republic of Moldova, the subject Romanian Language and Literature (RLL) occupies a central position, being not only a field of study but also an identity pillar and a fundamental instrument of communication and knowledge. However, the gap between the official curriculum (the written and regulated one) and the implemented curriculum (taught and assessed in the classroom) represents a complex space marked by methodological challenges, variable resources, and diverse pedagogical visions [7].

This study aims to explore this intersection by analysing how curricular documents are internalized, adapted, and ultimately translated into teaching practice by teachers in lower secondary and upper secondary education. In a period marked by successive reforms and the need to align with European standards of competence, the voice of practitioners becomes essential for understanding the viability of current educational policies [2, 11]. In this study, we analyse the results of the implementation of the RLL curriculum in general secondary education in the Republic of Moldova, from the perspective of teaching staff, exploring the discrepancies between the normative document (the written curriculum), classroom practice (the taught

curriculum), and measurable outcomes (the learned and assessed curriculum). Our approach is based on both quantitative and qualitative research, using as the main instrument a questionnaire administered to teachers from lower and upper secondary levels [Apud 5]. The results highlight the need for a better correlation between the volume of content and instructional time, as well as the necessity of auxiliary resources to support a competence-based approach. The article offers strategic recommendations for decision-makers and creative adaptation solutions for practitioners. For theorists and researchers, the presented data provide a current “snapshot” of the state of Romanian language didactics. For decision-makers, the study serves as a warning signal or a support point in the process of monitoring and revising educational policies, emphasizing the need for closer alignment between curricular requirements and the logistical realities of schools. For practitioners, this article may function as a mirror of their own activity, a space for validating common difficulties, and at the same time, a source of reflection on how pedagogical autonomy can be exercised within (or beyond) the limits of a prescribed curriculum. Through this approach, we aim to move beyond abstract theorization and bring to the forefront an honest analysis of how the RLL curriculum is “lived” in schools across the Republic of Moldova, thus providing a solid foundation for dialogue between those who design the regulations and those who bring them to life in the classroom, facilitating access to the key beneficiary–the student.

According to the National Curriculum Framework, 2025, the mission of the National Curriculum is “to provide every student with access to high-quality, inclusive, and equitable education that develops their potential, prepares them to integrate into society and contribute to its development, face future challenges, ensure their well-being, shape the future, and transform society” [1, p. 9]. Through our contributions, we hope to support the new requirements stipulated in the same document regarding the new-generation subject curricula, aimed at “increasing the efficiency of the teaching-learning-assessment process, ensuring interdisciplinarity, and deepening transversal competencies […], which will serve as a basis for authors of textbooks, methodological guides, and educational software, as well as for long-term and short-term planning of an educational process that will implement the anticipation–action–reflection cycle promoted by the Learning Compass 2030” [1, p. 34].

Conceptual Framework: from official regulations to the classroom

Curriculum theory clearly distinguishes among several levels of its manifestation. In the context of the Republic of Moldova, we are witnessing an evolution in curricular design toward a competence-based approach, which requires teachers not merely to transmit knowledge, but to reconfigure the entire teaching-learning-assessment strategy.

The current conception of the school curriculum stipulates that each document must respond to “society’s expectations regarding the streamlining of school curricula, the relevance of studies for meeting students’ needs, aptitudes, and interests, the integration of new educational paradigms, the optimization of students’ cognitive effort and instructional time, and the assurance of a relevant, accessible, and coherent curriculum” [7, p. 5].

Among the key concepts addressed at the normative-regulatory and praxeological levels, we identify three fundamental epistemological dimensions or perspectives of curricular development typology:

- *The written curriculum*, a document that represents the official intent, the standards and objectives established at ministerial level, the source that defines general and specific competencies, content units, and teaching–learning–assessment strategies, the starting point for any analysis;

- *The taught curriculum*, which refers to the reality of the classroom, influenced by the teacher’s training, available resources, and the specific characteristics of the student group. In this regard, S. Cristea synthesizes views from multiple studies and approaches within curriculum theory, specifying the reference “provided by the teacher in terms of pedagogical/didactic communication and/or learning experience necessary for students in current instructional activity” [3, p. 794]. The Standards for Learning Effectiveness [9] and the Curriculum Implementation Guides [4, 8] establish the link between the written norm and pedagogical practice;

- *The learned curriculum* – acquired/assimilated, internalized, and capitalized upon by students at various levels of competence and performance, as a result of the previous types [Ibidem];

- *The assessed curriculum* – reflects what is truly considered "important" to measure, including at the level of national examinations, in order to evaluate school progress, as well as other aspects related to the officially designed framework, as it was understood, delivered, and "retained" as the impact of the design–instruction–learning process.

Among the key ideas related to this chapter, we also mention *the pedagogical challenges and dilemmas concerning school and the teaching profession*, which provide an in-depth reflective analysis of school culture and the way in which the hidden or real curriculum influences the teaching act. As a conceptual basis for the typology of curriculum (written, taught, assessed, hidden) and the methodologies for evaluating school curricula, we relied on the studies of Prof. Vl. Guțu [5–7], recognized as the principal curriculum theorist in the Republic of Moldova, whose works are fundamental for understanding the specific nature of the national curricular reform and the competence-based approach. In the same vein, another important study outlines guiding ideas regarding the process targeted in our research: "the grounding of a concept and a methodology for evaluating the school curriculum must focus on the current approach to curriculum as educational theory and practice, capitalizing on the idea of curriculum as an educational project, which will generate specific attributes for evaluation, with emphasis placed on assessing curricular products (framework plans, subject curricula/programs, textbooks, methodological guides, etc.), as well as on evaluating the taught–learned–assessed curriculum" [6, p. 10]. With regard to the curricular approach to RLL in the European context of the Republic of Moldova, the late Vl. Pâslaru left us, as an intellectual legacy, multiple studies with synthetic, anthology-type approaches, as well as consistent and well-argued efforts to preserve correctness and scientific accuracy from historical, pedagogical, and philosophical perspectives in general. In his testamentary view, "the modernization of the RLL Curriculum is not only an action aimed at increasing the efficiency of educational practice, but also one of raising awareness of the national-cultural and linguistic-historical identity of learners, parents, and school teaching staff, being the most important means of their intercultural education and of positively influencing the integration of the people of the Republic of Moldova, due to the humanistic and civilizing ideas promoted by the values of the Romanian language and literature" [10, p. 391].

Material and method

This article is based on a descriptive-analytical study grounded in a complex questionnaire administered to 115 teaching staff members from various regions of the country (46.1%) – 53 responses representing schools from villages and districts, and 53.1% (62 respondents) from the municipality of Chișinău. In terms of the type of institutions, 27.8% are teachers from gymnasiums (lower secondary schools) and 72% from lyceums (upper secondary schools). We note the relevance of the sample from this perspective, as over 95% of current lyceums numerically exceed all types of gymnasium institutions. Regarding the general descriptive status of the sample, we observe that 97.4% of those who agreed to respond to the questionnaire are women, and only three respondents are men – a situation that is also typical for the gender profile of the teaching workforce in the country. From the age perspective, the situation is not very optimistic, yet it is common for recent years in our school environment; the following chart illustrates this situation as follows:

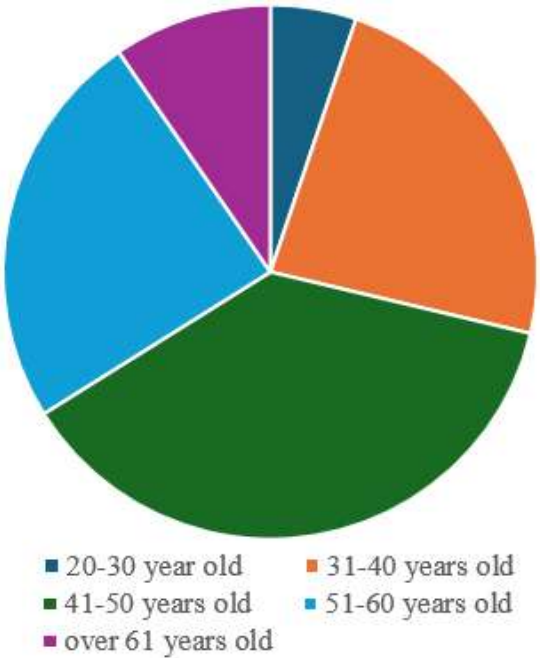


Figure 1. Age Categories of the Sample

The diversity of the items used in the questionnaire – ranging from rating scales based on various criteria to requests for qualitative answers – allowed the collection of large and diverse data reflecting teachers' level of satisfaction with the current curricular support, as well as the difficulties encountered in its implementation. The investigation aims to

identify critical points: When does the curriculum become too dense? To what extent do teaching resources (textbooks, guides) support or create difficulties and confusion in the teaching process? How relevant is the proposed assessment for the development of students' linguistic and literary-artistic competencies?

Regarding teaching experience, the sample is heterogeneous according to the requested categories; however, in general terms, we conclude that 74% of respondents have more than 15 years of teaching experience. Likewise, 93.8% have higher education studies in the field of RLL didactics, with teaching degree II – 46.2%, teaching degree I – 29.6%, and higher teaching degree – 13.9%, while the remaining approximately 10% are either without teaching degree or are beginner teachers. When asked whether they had participated, in the last 5 years, in continuous professional development courses related to the development (modernization) of disciplinary curricula, the responses were: Yes, several times – 54 persons (47.4%); Yes, once – 45 respondents (39.5%); No (please comment on your answer) – 15 responses; question left unanswered – one person.

Results and discussions

The *alignment of the curriculum (in the broad sense) with the educational policies of the State and, first and foremost, with the finalities of the education system* is evaluated positively by practitioners, of whom approximately one quarter (24.3%) consider it to a large extent, and 70.7% consider it to a sufficient extent. Furthermore, very similar percentage values were recorded regarding the evaluation of curriculum management and functioning at district and institutional levels, which is also considered sufficient.

Regarding *the level of concordance between the state's curricular policies and the needs and achievements of the Republic of Moldova, as well as with European curricular development trends,* three quarters of respondents consider them to be aligned to a large and sufficient extent. At the same time, every fourth respondent expresses reservations, mainly because: in general, the curricular policies of the Republic of Moldova are largely aligned with European trends, but implementation-related challenges limit their success. Thus, progress can be described as gradual and requiring more time; the system is considered outdated and overly demanding for students; it has not been possible to work with textbooks developed in accordance with the guiding curriculum document in all grades; low level of practical applicability for many topics; too many topics and thematic areas are covered superficially; lack of full consistency/alignment. Among *the factors that hinder the effective functioning of the school curriculum*, in approximately 60 percent of responses there is the low level of motivation of teachers, followed by the low level of motivation of students, insufficient preparation of teachers for curricular changes, their low level of professionalism, as well as poor teaching, logistical, and technological support. There is a need for deeper reflection at all levels if less than half of the surveyed group (47.8%) is largely open to curricular changes and does not equally recognize the need for continuous development and changes in the school curriculum, while 48.7% are moderately open, even if, at first glance, the situation may be considered satisfactory. The *self-assessment of the level of knowledge of the Standards for the RLL subject* [9] is presented in a positive manner in the figure below.

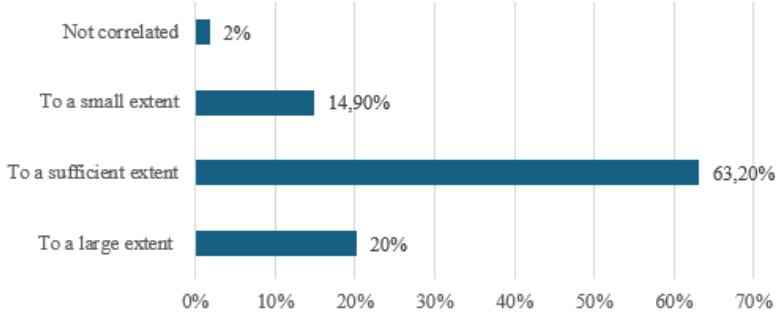


Figure 2. Level of knowledge of the Standards for the RLL subject

The level at *which current standards, through the factors put into action – teachers, and available resources (human, material, time, etc.) – ensure student development* is also perceived in a relatively positive manner: to a sufficient extent – 80.7%, and to a large extent – 11.4%. The same perception is observed re-

garding the evaluation of the extent to which the current curriculum ensures the achievement of educational standards. We note that, for practitioners, standards are not just "additional paperwork", but an important guiding tool in the didactic design process, helping to establish realistic and measurable learning objectives. Lessons are not planned only to "teach the lesson", but to ensure that students achieve specific standards, since these provide success criteria, reduce subjectivity in grading, and offer a common framework for defining "performance" at a certain age level. At the same time, they help personalize the learning process by allowing faster identification of gaps in the expected indicators and enabling the implementation of appropriate remedial strategies. Thus, through the items related to standards, valuable information was obtained, which is useful and should be further emphasized and developed functionally in pedagogical research and teacher training programs.

To the question: „How do you think current educational standards fulfil their functions (regulation, evaluation, orientation, certification)?" – 73% of teachers answered „to a sufficient extent", while 16.5% answered "to a large extent". For the open question, "In which educational policy documents should educational standards be included for better applicability?", the responses were distributed as follows: in subject curricula – 66.1%; in the framework curriculum – 26.1%; in separate documents – 24.3%. A special role in regulating the educational process is played by the *study plan*, which has always been present in educational practice, although many teachers consider it primarily operationally important for managers. However, this document precisely indicates how much time (number of hours) is available and where we are positioned within the system through our subject. We note, however, that the vast majority of teachers – 83.5% – state that they frequently refer to the framework curriculum within their educational institution (we hope this reflects reality), while others consult it only once or not at all. Regarding the number of subjects in the framework curriculum, 49.4% of teachers consider it excessive, while the other half share the opposite opinion. The provisions of the framework curriculum regarding subject integration are evaluated as follows: 66% consider them sufficient or largely sufficient, while the others do not see this as valid. Regarding suggestions about reducing the number of hours allocated to certain subjects in the framework curriculum, practitioners' responses include a wide range of opinions worthy of the attention of decision-makers and experts: RLL in primary and middle school, with the condition of excluding many theoretical notions, keeping the focus on reading and developing communication skills; Mathematics, including fun mathematics – many students do not understand and do not master basic elements; one more hour should be added at the primary level for *Science;* RLL in middle school; Physics in high school classes; I am against reducing the number of hours. There are already few teachers who work for very low salaries; the number of hours should not be reduced, but rather the curriculum should be modified in order to prepare students for life; not only the number of hours should be reduced, but also educational policy should be modified, etc.

Two other questions regarding the *curriculum framework* asked for the general opinion on whether it ensures the implementation of state educational policies regarding the educational ideal and the final outcomes of the education system, and whether it meets the expectations and needs of students in the Republic of Moldova. The answers were – in about 80% of cases – to a sufficient extent, 10% – to a great extent, and the remaining 10% – to a small extent. A very similar situation, with a shift of plus 5% toward "to a very great extent," was also recorded when evaluating the degree of coverage of key domains of human knowledge for ensuring the development of key and transversal competencies. The arguments in this regard refer to the need for stronger focus on career guidance, legal education, and increased attention to social integration in general. *The degree of ensuring balance and relevance of study disciplines across curricular areas and knowledge domains in the curriculum framework* is assessed as sufficient by 77.4% and as high by 13.9%, while the same approximately 10% consider it critically – to a small extent or not at all. The role of the curriculum framework in ensuring a rational and value-based balance between core subjects, optional subjects, and school-decided subjects, as well as the distribution of time (hours) for studying school disciplines, is also positively assessed by about 90% of respondents. The next two questions sought opinions regarding the opportunities to ensure each student's individual learning pathway through the subject offerings in the study plan, as well as the level of correlation with non-formal/extracurricular activities. The responses were distributed as follows: on average, 6.3% – to a very great extent; 68.6% – sufficiently;

22.5% – to a small extent; and 2.6% – not at all. The *openness and flexibility of the curriculum framework to modification* depending on the status of the educational institution, its geographical location, and other development opportunities, human, financial, and curricular resources, were assessed by respondents as follows: to a very great extent – 9.7% and sufficiently – 61.6%; to a small extent – 23%. Among the changes that should be introduced in the curriculum framework for the next curricular development cycle, the following are considered priorities: integration of disciplines, promoting an interdisciplinary curriculum that combines exact sciences with humanities, thus facilitating the development of critical thinking and problem-solving skills – STEM, STEAM, STREAM; introduction of project-based learning modules that involve knowledge from several disciplines, such as social sciences, mathematics, and technology; making the curriculum more flexible by offering more elective subjects, so that students can choose disciplines that match their interests and professional aspirations; integrating life education and more practical experiences: social, cultural, topographic, and agricultural practices by reducing the number of theoretical hours; implementing formative assessments that allow curriculum adaptation to the specific needs of students; reducing some subjects and decreasing class size. No more than 15 students per class; decongestion of curriculum; increasing the number of hours for certain subjects, especially multiple specializations at high school level; improving assessment by revising evaluation methodologies to include competency-based assessment and not only memorization, thus promoting active and applied learning, etc. Additionally, 93.7% of respondents confirmed that they realistically understand the *role and place of the subject they teach within the curriculum*; the number of hours allocated to the subject they teach does not significantly condition the quality of student results; they are balanced in appreciating the value of other school subjects; they would propose new ideas for modifying the curriculum framework without prioritizing the subject they teach; they would propose original optional subjects at school decision level; and they consult curricula from other countries. However, without respecting the curriculum framework, the teaching process would become chaotic, and students' diplomas would not have legal recognition, since it would not be possible to demonstrate completion of the legally required number of hours necessary for certification. In practical terms, the teacher visualizes through the curriculum framework the identity of each subject; this is not only an administrative document, but the foundation on which the entire didactic architecture at the classroom level is built. In this sense, in our school reality, there is a need for more dialogue and collaboration between teachers who teach in the same class, RLL being the number one subject in the curriculum plan, which requires more integration at the communicative and cultural level with other subjects, in order to ensure greater rigor and didactic depth, related to the profile of the student and graduate – a responsible citizen with a broad cultural horizon and a competent level of communication in the mother tongue. In the opinion of practitioners, the curriculum of the subject they teach has a clear concept and reflects the principles of modern education, centred on the student, on competencies, on active learning, on interdisciplinarity, and on values, to a sufficient extent – 55.7% and to a great extent – 40.9%. It is correlated with other school curricula at the level of an educational cycle and a school year, as a premise for inter- and transdisciplinary approaches, as illustrated in the following diagram.

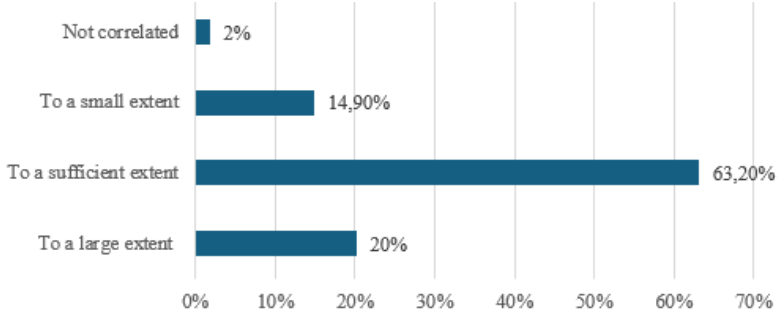


Figure 3. The degree of correlation between school curricula

The *specific competencies of the discipline* taught from the curriculum adequately reflect the knowledge domain of the subject and are formulated in terms of learning outcomes – considered to a sufficient extent by 61.7% of respondents, to a great extent by 35.7%, and only 2.6% (3 respondents) – to a small extent. In

their opinion, these competencies are consistent with transversal/transdisciplinary competencies – to a great extent – 33.3%, to a sufficient extent – 61.4%, to a small extent – 4.4%, and not at all – 0.9%.

Regarding *the degree and complexity of specific competencies of the discipline*, projected across educational cycles and school years, as well as their relevance to students' age and potential, the response scale differs by 1.7% for "sufficient extent" and 2.7% for "great extent". In turn, competency units, as intermediate achievements, are considered to be formulated taxonomically, in relation to content units and ensure the formation/development of subject-specific competencies – to a sufficient and great extent by 99.1% of practitioners.

Furthermore, the fact that, *in the regulatory document, contents are structured into units/modules relevant to the substance of the given discipline and ensure the progressive development of concepts/notions is appreciated to a sufficient extent* – 54.8%, to a great extent – 39.1%, to a small extent – 5.2%, and only one respondent each chose "to a small extent" and "not at all". The *accessibility level* of contents was evaluated with the same ratings and similar percentage shares, with insignificant differences. One indicator that still requires significant improvement in the didactic field of RLL teaching, from design to assessment, is the *correlation of content units from the curriculum with those of other disciplines within the same curricular area*, and the distribution of options in the following diagram is, in our opinion, an eloquent argument based on other studies and practices analysed over the years.

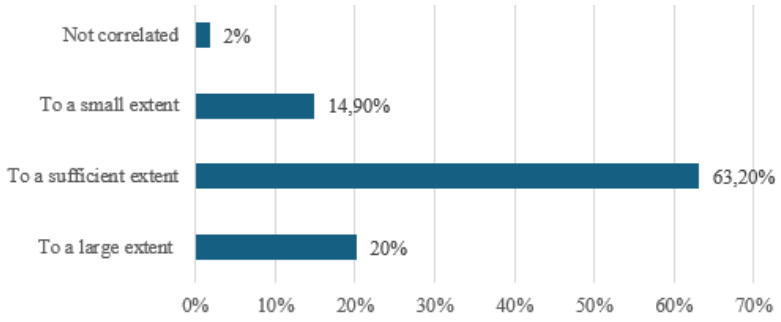


Figure 4. The degree of interdisciplinary correlation of content units

The extent to which the *content units from the taught curriculum ensure the formation/development of the respective acquisitions (competency units) and support individualized/inclusive learning* is evaluated as follows: sufficient – 56.6%; high – 23.5%; low – 15.7%; does not ensure – 5.8%. Some respondents even expressed that too much emphasis is placed on inclusion, to the detriment of the majority of children. *The orientation of the taught subject curriculum toward the application of active/interactive teaching strategies, as well as toward the formation of specific and transversal competencies*, is rated as sufficient and very good by 92.1% of respondents; the others have an opposite opinion or believe that this responsibility belongs mainly to the classroom teacher. Regarding the degree of openness toward teaching creativity in the methodological suggestions and learning activities included in the curriculum, the distribution of responses is almost similar in percentage terms. Items referring to *assessment suggestions* in the taught curriculum show positive responses of over 90%, confirming that clear guidelines for evaluating school results are provided, as well as openness and encouragement toward diversifying and differentiating the assessment of learning outcomes. It is also confirmed that the *curriculum encourages student-centered learning, promoting an active role of students in learning (through assertive communication, cooperation, collaboration, autonomous learning, reciprocal learning*, etc.); over 92% agree that it also encourages critical thinking for identifying and solving problems in various contexts; it is oriented toward forming authentic attitudes and values, and provides useful suggestions for developing initiative and creativity. At the *structural and linguistic level, the curriculum text* is considered clear, concise, and coherent by 95.5% of practitioners, also providing useful provisions for long-term didactic planning and teaching design in real learning contexts. Furthermore, the types of changes made by respondents in the teaching-learning process are grouped into several categories of responses, relevant both for future curriculum development and for practitioners.

Table 1. Changes introduced during the teaching of the subject in the curriculum

Types of changes/ adaptations/ extensions introduced during the teaching of the subject within the curriculum:	Percentage shares (from multiple choice responses)
I diversified the forms of learning organization: from traditional lessons to non-traditional ones.	65,2%
I established more clearly the interdisciplinary and multidisciplinary connections.	54,5%
I further specified and developed the specific competencies of the discipline.	51,8%
I introduced new, more up-to-date information for students in the context of the taught subject.	43,8%
I promoted new (or original/author-based) teaching strategies.	32,1%
I expanded the sub-competencies within each learning unit from a taxonomic perspective.	21,4%

In the same context, as a general conclusion at the personal level, respondents agreed with the following statements:

- I am open to renewing the current curriculum – 59.8%;
- I know and promote the concept of the current curriculum – 57.1%;
- I am motivated to implement the current curriculum – 51.8%;
- I achieve good performance in teaching the given subject – 51.8%;
- I look for the causes of failures in myself – 33%;
- I am resistant to various factors that hinder the effective functioning of the curriculum – 30.4%.

The range of responses regarding the *strengths* of the RLL disciplinary curriculum includes a wide spectrum of opinions, from those referring to: the integrated character of language and literature education and its important contribution to students' development both cognitively and affectively; the development of correct, clear, and nuanced communication skills, both written and oral; promoting the ability to understand and interpret various types of texts; stimulating logical, critical, and creative thinking; opportunities to develop reading, comprehension, and interpretation skills for different types of texts; combining literature with values from national and universal culture; emphasis on interdisciplinarity and integration of elements from history, philosophy, arts, and other fields; formation of a complex worldview; promoting values education such as empathy, tolerance, and respect through literary themes and discussions about characters and complex situations; emphasis on developing students' intellectual work skills;; and conceptualization of integrated competencies of reading, reception, oral and written expression, interpretation of messages, and acquisition of individual work methods to help students self-identify as personalities. Other summary qualitative appreciations repeatedly mentioned in open responses include: very well structured, student-centred; balanced; comprehensible, clear, concise, etc.

The RLL curriculum also present certain *weaknesses* that can negatively influence the teaching-learning process, often accompanied by operational recommendations. The most frequently signalled ones include: content overload; large volume of theoretical and literary information; emphasis on memorization of details instead of developing functional competencies; excessive focus on canonical literature, with predominance of classical literary texts, which may distance students from contemporary reality; lack of adaptation to different levels of student competence; the curriculum is uniform, without sufficient resources to address differences in learning pace and styles; students with learning difficulties or gifted students do not always receive adequate support; insufficient emphasis on functional competencies and life skills (e.g., applied communication, drafting official documents); understanding of non-literary texts and practical language use is often neglected; rigidity of the curricular structure affects teachers' freedom to adapt content and methods; there is strong pressure to follow rigid planning and cover the entire curriculum, to the detriment of deep learning or flexibility; emphasis on knowledge-based assessment rather than competency-based

assessment, leading to mechanical learning; national examinations do not always reflect the diversity of competencies and tend to value memorization; insufficient integration of technology, despite contemporary requirements, with minimal or unstructured use of digital tools in teaching; students are not trained to use digital resources for literary analysis or creative writing; subordination of creativity to conformity – students are often encouraged to reproduce standardized interpretations instead of proposing original perspectives on texts; the essence of creative activity is limited by strict assessment requirements; lack of emphasis on multiculturalism – the curriculum focuses almost exclusively on Romanian literature, neglecting texts from other cultures that could enrich students' perspectives; limited infrastructure and resources; high level of abstraction makes the subject intimidating for some students; excessive literary theory; lack of real solutions for individualization and differentiation in assessment; reduction of theoretical terminology; insufficient preparation of students for real life; texts are not always interesting or engaging; curriculum is too dense; more elements could be eliminated; curriculum should be accompanied immediately by textbooks; content is too theoretical, specific to philologists; excessive grammatical theory; too many foreign and anonymous authors; excessive content load.

Conclusions

Thus, the analysis of the results obtained following the application of the questionnaire highlights a series of "Gordian knots" in the educational process for the subject RLL. From the respondents' answers, a clear distinction can be observed between the conceptual appreciation of the curriculum (seen as modern and well-structured in terms of competencies) and its practical applicability. It was clearly noted through responses to scale-type items that a considerable part of the teaching staff considers the volume of content to be over dimensioned compared to the number of allocated teaching hours. A phenomenon of a "race against time" appears, where teachers prioritize covering the subject matter rather than deepening specific competencies. Although the curriculum has been updated, many teachers signal a discrepancy between its requirements and the texts/exercises found in older or insufficiently updated textbooks. Teachers report an acute need for interactive digital resources that would facilitate teaching literature for "Generation Z". A critical aspect identified in the questionnaire concerns assessment. There is a perceived "gap" between the way teaching is conducted creatively in the classroom and the rigidity of scoring rubrics used in national examinations, which do not always ensure authentic assessment of linguistic and literary-artistic competencies, critical thinking, etc. The study demonstrates that, although the current curriculum framework is advanced from a theoretical perspective, its implementation faces systemic and logistical resistance. A more rigorous selection of mandatory content is necessary to allow teachers time for remedial activities and creativity. Decision-makers must ensure coherence between the curriculum, textbooks, and external assessment tools (exams). The results of our study indicate that a successful curriculum is not only one that is well written, but one that "comes to life" through the adaptability of the teacher. The transition toward a truly functional curriculum in the Republic of Moldova depends on teachers' courage to interpret curricular norms in a personalized manner, transforming the "letter of the law" into the "spirit of learning".

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