

Résumés/Abstracts

Les paramètres de la communication professionnelle (The Parameters of Professional Communication)

Ruxandra CONSTANTINESCU-ȘTEFĂNEL

Abstract

The article reviews and examines the main parameters of the professional communication situation, the context, the situation, the participants and the message. It presents a large theoretical background and different views expressed in the specialised literature. It also applies the theory to the most frequent business communication situations which it recommends for inclusion in the curriculum of any business French course.

Keywords: professional communication situation, context, participants to communication, message, business French

Competenze e universi di sapere nell'italiano economico-finanziario (Competences and Universes of Knowledge in Italian for Economics and Finance)

Mariana SĂNDULESCU

Abstract

Managing the specialty information represents a central dimension of journalism communication. From a semiotic view, the discourse of making known this type of information to the media is laboriously structured in a shuttle process of continuous vacillating from subjective to objective and viceversa.

Our study means to identify and analyse these stages through which the written making known the economic and financial information to the media is structured in a centripetal way within its internal reference.

Keywords: managing the specialty information, discourse depersonalization, information recognition, objectifying discourse, model reader

Enseigner la culture en français de spécialités (Teaching Culture in French for Special Purposes)

Odile CHALLE

Abstract

The article examines the teaching methodology of French for Specific Purposes as part of a triad also including corporate culture and technologies. The article comprises several examples of case studies pertaining to the fields of telecommunication technology examined in the best French universities.

Keywords: teaching methodology, French for Specific Purposes culture, corporate culture, optical fiber, French language, specialized discourse.

Communication professionnelle et approche interculturelle (Professional Communication and Intercultural Approach)

Esmeralda KROMIDHA

Abstract

The article deals with the best way of drawing up a curriculum for French for tourism which should include linguistic and cultural elements enabling future professionals to properly communicate with French tourists. To establish the components of the curriculum, the authors reviewed various sources such as: the results of a survey among professionals concerning their tasks and the difficulties they were faced with when accomplishing such tasks, university curricula for future tourism specialists, curricula of trainings provided by the Chamber of Commerce, textbooks of French for tourism and anthropological studies. The curriculum thus drawn up contains various communicative activities starting from exercises and ending with face-to-face communication whose all levels (verbal, para- verbal and non- verbal) are taught and examined.

Keywords: curriculum, French for tourism, verbal and non verbal communication, intercultural communication

La compétence socioculturelle dans l'enseignement du français sur objectifs spécifiques (Socio-cultural Competence in Teaching French on Specific Objectives)

Roxana-Magdalena BÂRLEA

Abstract

This article briefly analyses some definitions of the socio-cultural competence, with a range of corresponding key elements, as it could be found in General French and in French on Specific Purposes.

Keywords: contenus socioculturels et compétence socioculturelles, implicite, hypothèses interprétatives, transfert de connaissances en situation réelle de communication

Les objectifs de la formation à la communication professionnelle (Training Objectives in Professional Communication)

Corina CILIANU-LASCU

Abstract

In the introduction to this article, once we have briefly presented the characteristics of professional communication, we analyze the differences and similarities between the public to be trained, students attending initial training and corporate professionals: if the overall goal of training is the same, the specific objectives in the medium term and the ways to achieve them are different, given the difference of experience and mastery of skills in mother tongue.

In teaching professional communication skills in French, there is a complex articulation between work situations and language teaching, in our case, to non-francophone professionals maintaining working relationships with French counterparts.

In what follows, first we establish the relationship between finalities (institutional, personal and educational), goals (professional, functional and linguistic) and the diversity of evaluation of this training.

We then analyze the new paradigm of training in terms of effects, not only in terms of investments and results, and thus, we emphasize the need to pay more attention to subjective factors in learning and in practicing professional communication, as compared to the profitability in the short term envisaged by very limited functional goals that promote stereotyped and fragmentary knowledge of the target language and culture.

Finally, we place the acquisition of professional communication skills among declarative, procedural and strategic knowledge that involves all the communication parameters according to their components: linguistic, discursive, referential, socio cultural, which implies a sequencing of different types of knowledge.

Our conclusion emphasizes the need for a transdisciplinary approach to professional communication training in French and on dialogue with all actors involved in these activities through a learning agreement which decides the complexity of these relationships and becomes the guarantee for success.

Keywords: professional communication, training, finalities, objectives, other than French speaking professionals, transdisciplinary approach

Les techniques de classe (Teaching Techniques)

Ruxandra CONSTANTINESCU-ȘTEFĂNEL

Abstract

The article focuses on class techniques for teaching general and business language. After defining exercises, activities and tasks, the author reviews some methodological propositions and presents several classifications of activities. The aim is to offer teachers as many options as possible thus facilitating their task.

Keywords: class techniques, business language, exercise, activity, task

L'évaluation des pratiques interactives dans l'enseignement sur objectifs spécifiques (Evaluation of Interactive Practices in Teaching Languages for Specific Objectives)

Rodica CAPOTĂ-STANCIU

Mihaela IVAN

Abstract

When teaching French on Specific Purposes, the assessment of interactive practices means evaluating the way an established objective was reached. This objective is always expressed in terms of skills and abilities which are not only linguistic, but also social and

professional. As the European Frame of Reference puts it, communication skills can be divided into three main categories: linguistic, sociolinguistic/sociocultural and pragmatic. These are the criteria to consider when assessing interactive practices. Our article aims to give suitable definitions to these key concepts and to set the grounds for further analysis of the differences in point of assessment between oral and written interaction.

Keywords: assessment, French on Specific Purposes, interactive practices, communication skills, evaluation

**„Mit deutsch in Europa - studieren-leben-arbeiten“.
Erfahrungen und Ergebnisse eines Projektes
für den Studienbegleitenden DU
(„With German in Europe – Studying – Living-Working“
A Project for the Non-Philological Teaching of German)**

Lora CONSTANTINESCU

Abstract

The present paper attempts an overview of the achievements as well as of challenges and constraints an international team of university teachers faced during the European project "SDU an Universitäten in Bosnien-Herzegovina, Kroatien, Makedonien, Rumänien und Serbien-Montenegro".

In a plurilingual Europe and on the background of globalization and the Bologna requirements, the project aimed at: a) rethinking the role of German as a "moving force" alongside with a critical reflection on learners' communication needs, b) reshaping curricula for teaching German as LSP (SDU) and designing the new learning material "Mit Deutsch in Europa– studieren-leben-arbeiten"/level A2-B1, c) developing 'Europe-oriented' competences and skills, which can ensure appropriate performance in international communication, in research and professional activities, as well as offering learners of German insight into ways and devices to develop language awareness and learning autonomy.

Keywords: German as LSP, learning material, language awareness, learning autonomy

**De la linguistique au marketing
Étude de cas: la promotion en ligne des services universitaires
(From Linguistics to Marketing
Case Study: On Line Promotion of Academic Services)**

**Rodica CAPOTĂ-STANCIU
Mihaela IVAN
Florina MOHANU
Roxana-Magdalena BÂRLEA
Maria Ana OPRESCU**

Abstract

This paper presents the results of a research project which aimed towards increasing the visibility of our institution - The University of Economics - within the French speaking

community. We present the motivation, the goals, the theoretical basis, the research methods and the results of our work. Both theoretical and practical aspects are approached here, outlining the progressing phases we went through, the difficulties we encountered, and the linguistic peculiarities of the two key domains: economic and academic. We also talk about the specificity of our “final product”, which is the French version of the internet website of our institution.

Keywords: visibility, communication, translation, technical vocabulary, economic language

**Enseigner une langue à des fins professionnelles
(Teaching a Language for Professional Purposes)**

Manuela ALEXE

Abstract

As a result of fifteen years of work in the field of the analysis of the speech and the teaching of French on specific objectives, the work of F. Mourlhon-Dallies (organized in three parts - a didactic theoretical part, a part of analysis of the speech and a practical part of implementation of a module of formation and follow-up) comes in support of the language teachers, the researchers and the trainers in order to offer a lighting on the multiple choices in the field of linguistic design of the training programs.

Keywords: analyse, besoin, demande, didactique, évaluation, exercices, formation, objectifs, FOS, FLP

**Deutsche und rumänische Werbekommunikation im Spiegelbild
linguistisch-rhetorischer Textanalyse
(German and Romanian Advertising Communication in the Mirror of a Linguistic-
Rhetorical Text Analysis)**

Lora CONSTANTINESCU

Abstract

In D. Rosenwasser's and J. Stephen's opinion (2008), the rhetorical analysis is a skill, since it shows how a piece of communication “seeks to enlist our support and shapes our behaviour”. The present book review presents Lora Constantinescu's Ph. D. thesis on persuasive communication in the German and Romanian advertising of middle 90-ies (published in 2006).

The author's purpose is to reveal aspects of this interdisciplinary topic from the point of view of economics/marketing, communication theories and linguistics (here text stylistics and rhetorics), while partially applying a complex analysis model from the German-English scientific research field. The author examines in basic 10 chapters and with the help of a large corpus of print ad texts the rhetorical values of the figures of speech on the one hand, and aspects of persuasive reasoning in the print advertising messages, in certain selected domains (cars, ICT, banking/insurance) on the other hand.

Keywords: print advertising, persuasive communication, contrastive analysis, figures of speech, rhetorics

**“L’approche par compétences de l’enseignement des langues”
(« Competence Approach of Language Teaching »)**

Ruxandra CONSTANTINESCU-ȘTEFĂNEL

Abstract

The article reviews J. C. Béacco’s book “Competence Approach of Language Teaching”. Béacco’s approach is based on the European Frame for Languages and is particularly suitable for teaching languages for specific purposes. Besides describing the competence approach, the article explains how it can be used in teaching French for business to university students.

Keywords: competence, language teaching, French for business, competence of communication, curriculum