

Some Thoughts on Cross Practices between the Language Training and the Teaching of Disciplines within the French University Study Programmes in the Context of Globalisation

Gheorghe MOLDOVANU
Ala HANGANU

Abstract

The aim of this article is to present some thoughts on cross approaches which can be adopted, on the one hand, to develop and consolidate students' language skills and, on the other hand, to teach non-linguistic disciplines in French within French university study programmes (« Filière francophone ») in the context of globalisation. These thoughts are based on our scientific-theoretical knowledge and practical experience in implementing curricula based on French for Specific Purposes and French for Academic Purpose. This article sheds light on the French language teacher's new role within these kinds of programmes, that is required to overcome certain linguistic and sociolinguistic difficulties of learners so that to help them adapt easier to French teaching standards and make them attend a university lecture by creating « language teacher - specialty teacher » pairs.

Keywords: French university study programme, language skill, know-how, cross cultural communication, French for academic purpose, university lecture, taking-notes.

Special Languages for Translational Purposes: How to Manage the Student's Chronic Lack of (Nonlinguistic) Disciplinary Knowledge

Anca-Marina VELICU

Abstract

Even when oriented toward professional insertion rather than toward linguistic research, academic instruction in special languages targeting trainee language services providers (translators, terminologists, copy-editors, technical writers, localizers, ...) cannot (at least not directly) take advantage from the LANSAD's (i.e. languages for specialists in other disciplines) gain.

On the one hand, what has to be done is to explicitly consider, in teaching a particular special language, the cultural mediation context, in order to raise the learners' awareness of stylistic issues in both the source language (French as Second Language) and the target language (Romanian as First Language), but also their awareness of at least partially idiosyncratic referential organization in the two cultures.

On the other hand, their chronic lack of (nonlinguistic) disciplinary knowledge has to be taken into account, including in contexts having nothing to do with translation proper.

This paper's main aim is to implement the apparently paradoxical concept of Special languages for translational purposes – a concept that federates two notions often carefully distinguished (or even opposed) in literature: special languages and LSP.

Keywords: LANSAD (languages for specialists in other disciplines), special languages, French on Special Purposes, special languages for translational purposes, specialized translation, NLD.

The Role of Communication in the Educational Process of Vocational Training

**Larisa DODU-GUGEA
Valentina DAMIAN**

Abstract

In this article we propose to study and analyze the role of communication in the professional training of students, especially, of those who study at the economic specialities.

Communication as a form of interaction, supposes to win and activate communicative competition. Its absence or presence explains the failure of defective or difficulties that teachers, among them very well prepared, have in common - a job. Being a teacher means not only have specialized knowledge but also the ability to transpose and translate didactically, that's to say, know what, how much, how, when, with what, to whom, etc. provide that knowledge. Communication is a circuit that self builds and constantly self-rules. In the case of any communication process in the opinion of specialists, interlocuteurs create and invent not only the content but also the processes, rules, procedures and means of exchange. Intelligence consumed in communication is primarily strategic, as to which information is subject to it is rather logical order.

Keywords: communication, communication models, learning, intelligence, process.

The New Media in Foreign Language Education for Plurilingual and Intercultural Communication and Democratic Citizenship

Roxana MARINESCU

Abstract

This paper focuses on the effects that plurilingual and intercultural competences, as well as education for democratic citizenship, have on learning foreign languages for future graduates of universities of economics. At the moment, the European Union has 28 states and 24 official languages and faces the challenges of increasing mobility of both its citizens and of non-European migrants within its borders. This is the reason why Europe needs to ensure equal opportunities for its citizens in order to preserve their cultural heritage in a clear and unequivocal manner.

This endeavour has a starting point in the European documents stipulating that its citizens have to learn at least two foreign languages, English being in reality the first option. At the same time, learning foreign languages is seen in relationship with the acquisition of intercultural competences in order to have European citizens perfectly equipped for flexible work contexts in a period of increased mobility. Linguistic rights are viewed in connection with citizenship rights, as plurilingual European citizens need to efficiently use their educational strategies in order to increase their social and economic opportunities in a multilingual Europe. European educational policies must take into consideration the inclusion of new media in formal education, as well as the continuous assessment of their impact on informal education and the evaluation of the effects that teaching foreign languages has in the context of multilingualism.

Finally, I will present some observations on redressing some of the existing practices and some recommendations on using new media in foreign language education at the Bucharest University of Economic Studies.

Keywords: plurilingual communication, democratic citizenship, new media, foreign language education.

The Radiance of the Student's Academic Culture through the Development of the Professional Communication Competence via a Foreign Language

Liliana GHEORGHIȚĂ

Abstract

In the age of the integration of the national education into the international one, of specialists' mobility, of economics professions globalization, the state demand for competitive specialists increases day by day. In this respect, the quality of higher education is characterized not only by the volume of specialty knowledge acquired by a young graduate, but also by his/her ability to professionally communicate in a foreign language with specialists from other countries, a fact that is already a component of the quality of his/her academic culture.

The design, the development and the improvement of the professional communication competence in a foreign language incorporate the following key competences: linguistic, discursive, strategic, sociocultural, pragmatic, linguistic-professional, social-informational, social-political, personal competences.

Within this context, the researchers in educational policies recommend French for Specific Purposes (FOS) as a discipline able to reach all these objectives which is supposed to be included in the university curricula for all years of study in the three-cycle degree system: bachelor, master and doctorate.

During his/her academic activity, apart from the acquisition of cognitive skills, the learner succeeds in developing practical professional competences as well as personal competences such as: an individual style of learning, a developed system of value, an appropriate interest in research, professional ethics to be respected, availability to permanently develop his/her intellectual qualities, further education, self-development, interest in research and innovation in the field of training and professional activity, successful professional communication in a foreign language, motivation to achieve high levels of performance, etc. All this constitutes, in its entirety, the whole of the student's academic culture.

The process of training of the professional and communication competences through a foreign language is considered an essential part of the academic culture. In this way, the development of the communication competence directed to professional specific purposes provides, in particular, an indication of the students' professional competence and, in general, of their academic culture, the latter becoming the sine qua non objective for the academic training.

Keywords: *academic culture, professional communication competence, FSP (French for Specific Purposes), academic education, innovation, specific professional purposes.*

The Case Study Method Embedded in the Design of the FAP

Lilia DÎRUL

Abstract

In this article I propose to study and analyze the role of case studies in learning the FAP (French for Academic Purposes). This method is well suited to applied language learning for economic disciplines. At the same time this method is not enough for designing a comprehensive pedagogical package and is combined with other methods such as: reformulation, role playing, brainstorming, etc.

Keywords: communication, study cases, learning, lexical structure.

Equip the French Teacher to Conceive a Course of French for Academic / Specific Purposes in the French University Courses of Economy

Widiane BORDO

Abstract

A lot of French university courses implement a course of French for academic purposes (FAP) and / or of French for specific purposes (FSP) for the academic and professional success of their students. They establish that kind of French course in order to answer to the students needs and reduce their difficulties. However, even if French teachers in the French university courses (FUC) received a training of FAP / FSP, they have some difficulties in the conception of a program and a course of FAS / FSP because of different constraints as shown by our investigation in a French university course of Economy. So, we propose in this article to give some tools to French teachers in order to avoid excesses of FAS / FSP on the one hand, and to help them in the conception of a program of FAS / FSP on the other hand.

Keywords: FAP, FSP, French university courses (FUC) of economy, needs, difficulties, traps, constraints, tools, competency framework, training programme, educational use.

About Challenges to Be Completed by FFL Teachers Facing a Target Audience

Deliana VASILIU

Abstract

Choosing our case in point, namely a study program on business administration in French within a higher education institution from Romania, in what follows, we intend to think about the ongoing redesign of teaching French as a foreign language (FFL). Faced with an audience whose main objective is to become operational in university and professional life, namely to study and work in French, the FFL teacher is called upon to renew teaching content and tools using the knowledge acquired in French for specific purposes (FSP) and French for academic purposes (FAP) in order to accommodate students with a more efficient multidisciplinary offer.

Keywords: FFL, FSP, FAP, multidisciplinary project, teacher competences.

On the Connection between the Communicative Approach and the Action Perspective

Nina IVANCIU

Abstract

The main aim of this contribution is to address two top priority questions regarding the teaching/learning of "FOU" (French for Academic Purposes) and "FOS" (French for Specific Purposes).

One question concerns the skills to be developed in the Course of French for Specific Purposes, both for academic purposes as such, and for the needs of the business world.

Besides this rather general question, requiring a transversal approach, hence, an interdisciplinary dialogue, there is yet another matter to be addressed. It concerns the development of activities and tasks aimed at promoting an understanding of the implicit relationship between speech and practice, at two situational levels.

The first level is real, corresponding to the academic context and to its demands, while the other one has a touch of virtuality. However, the content of this virtual level is closely related to the business environment, and students experience it by participating in role-plays, case- studies, and simulations.

Keywords: savoir-faire, savoir-être, contextualization, communicative task, sharing, group-work.

Comments on a FAP Module at the Beginning of Students' Academic Education within the French University Courses at ASE – Bucharest

Corina CILIANU-LASCU

Abstract

The setting up of a training programme in French for the first year students enrolled in a Bachelor's degree in Business Administration in French at the Bucharest University of Economic Studies (ASE) involves thoughtful consideration of the parameters of the teaching / learning situation and requires specific theoretical and methodological choices. Taking into account our students' present and future needs, we propose to make them acquire academic and professional knowledge and skills with a view to contribute to their academic achievement and career success.

The academic discourse processing involves taking into consideration simultaneously the disciplinary dimension and the pedagogical dimension in the acquisition of the academic knowledge and skills (French for Academic Purposes – FAP). The interdiscursive dimensions are an important part of the development of the communication competences: for instance, the relations between oral course / course material or note taking, the verbal interactions after a presentation.

In this paper, first of all, we attempt to give some answers to the questions regarding the didactic approach to be taken into consideration for FAP teaching in the first semester and we target the academic knowledge and skills that our students need at the beginning of their academic education. Secondly, we present the acquisition strategies planned for this module and some preliminary remarks on the use of case studies. Finally, we draw some conclusions on the specific features of this French course which targets French for Specific Purposes.

Keywords: *training programme, academic knowledge and skills, professional knowledge and skills, lecture comprehension, resource diversity.*

Proposal for a Diagnostic Test Assessing Language Level of the Allophone Students Enrolling in Higher Education

Marie BEILLET

Abstract

While representing a significant proportion of students in French higher education, foreign students' success to exams is lower than national students. This is mainly due to the insufficient knowledge of the language. The question of the language level required to follow a course in France arises, as well as the specificity of the linguistic tests taken prior to the arrival of students. These tests evaluate a general language, while language in University is specific. The objective of the research conducted by the University of Mons in collaboration with the Chamber of Commerce and Industry of Paris is to create and experiment a specific French language test with foreign students enrolling for the first time in higher education in France. This will verify, based on the Common European Framework of Reference for Languages, the ability of students to follow a lecture (listening) and make the summary (writing). This paper describes the methodology for the creation of this new test, and is part of the axis 3 of the congress dealing with students particular linguistic challenges.

Keywords: *allophone student, success rate, language level, diagnostic test, French for academic purpose.*

About Transversality and Resource Sharing – Some Ways to Initiate a Successful Passage from *Teaching French (FFL, FSP) to Teaching in French (FAP)*

Maria-Antoaneta LORENTZ

Abstract

Teaching/learning French in a French university study program of Economics, which was set up more than 20 years ago within the most important Romanian university of economic studies with the view to train experts in economics and business, remains fuzzy and complex. Institutional constraints, disciplinary compartmentalisation, teachers' biases, precarious designs of disciplinary knowledge in French language, aims and challenges of the learning French approaches (French as a Foreign Language/FFL, French for Academic Purposes/FAP, French for Specific Purposes/FSP, French as a Language of Speciality/FLS, French as a Language for Profession/FLP) are the starting points for our consideration.

The digital age which currently frames our lives is known for an exponential growth of knowledge and a broad understanding of the world and people around us. However, this continuous process of knowledge accumulation is inevitably accompanied by different forms of knowledge fragmentation where we have to include knowledge-sharing and skills pooling.

Within this frame we will focus on the coverage of the aims and challenges of a decompartmentalisation of disciplines and of the joint challenges French teachers and teachers of speciality have to face together. Our focus will take also into account whether or not there is adequacy between their practices in order to raise some representative strains of our academic training system.

Based on the experienced acquired in language classes and mainly on the involvement in an interdisciplinary project which has enabled us to take advantage of a stock of particular authentic documents, we are especially interested in two types of learning (cooperative and collaborative learning) that can enhance the successful passage from teaching French to teaching in French through an adequate engineering for which the language teacher is not the only accountable actor.

Keywords: transversality, sharing, FFL, FSP, FAP, web 2.0.