

Résumés/Abstracts

Mapping Out the Peer Review Genre as Reflected in Multilingual Journals Requirements

**Alexandra-Anca CODREANU
Laura Mihaela MURESAN
Nicoleta-Adina PANAIT**

Abstract

Set against the background of research into peer reviewing as an essential component in the research publishing process, this study goes beyond the realm of Anglophone publishing and brings in the multilingual dimension. A corpus of review forms and other relevant documents and information sources derived from five multilingual journals has been compiled and analysed in order to explore how journal requirements and editor guidelines and expectations contribute to mapping out peer reviewing as a genre. This analysis has revealed both commonality of approach in key areas, reflecting international standardization tendencies, and slight differences, especially at the level of detail, reflecting dynamism in the evolution of this "occluded genre". The final part includes examples of multilingualism in action in this scholarly domain and discusses some of the implications for reviewers.

Keywords: peer review, genre analysis, multilingualism, academic writing, reviewers as gatekeepers

Developing Multilingual and Multicultural Competence in the Context of Learning Norwegian at Bachelor Level

**Raluca POP
Raluca-Daniela RADUȚ**

Abstract

The field of foreign language learning has gradually acknowledged the intertwined relationship between language and culture. This, in turn, led to the development of new goals as concerns the learning of a foreign language. This paper presented various theoretical aspects related to the need of addressing cognitive, affective and behavioural aspects when interacting in a diverse sociocultural context while using a foreign language as a means of communication. The paper also intended to provide practical aspects related to good practices that have been used in the Norwegian BA programme. Thus, students were encouraged to acquire various skills in order to become proficient communicators in different communicative instances and in diverse multicultural contexts.

Keywords: multilingual, multicultural, intercultural communicative competence, foreign language learning, poetry, Jan Erik Vold.

**Interférences plurilingues dans l'acquisition
du français langue étrangère
(Multilingual Interferences in Learning French as a Foreign Language)**

Daniela Alina MITACU

Abstract

The interference of the systems of the languages mastered by Romanian learners of French leads to difficulties in the expression and the use of possession in speech. This article aims at presenting an analysis into the discourse of the learners concerning the domain of possession in French. The purpose of this study is to analyze learners' difficulties in using the possessive system in French by pointing linguistic elements in other languages that may cause interferences in the acquisition of French.

Keywords: interferences ; acquisition ; foreign language ; expressing possession ; difficulties.

**L'analyse des représentations de la langue roumaine
des étudiants et des médecins étrangers en Roumanie
(Analysis of the Representations of the Romanian Language of Foreign Students
and Doctors Working in Romania)**

Anamaria IONITĂ

Abstract

In this contribution we present the results of an analysis aiming to identify representations and images of the Romanian language conveyed by an audience of 42 foreign medical students and foreign doctors practicing in Romania. The analysis shows that the Romanian language is evaluated according to the following criteria: epistemic, aesthetic and affective, as well as the existence of less frequent representations in their discourses: cultural, social and statutory. Despite the linguistic and cultural diversity that characterizes the participants in our research, the age difference, their social status, their migratory experiences and their experiences, the two socio-professional categories that are the subject of this study show similarities in terms of representations of the Romanian language.

Keywords: medicine; plurilingual competence; representations; content analysis

**Investiguer le profil plurilingue des collégiens
de la région de Dobroudja par la biographie langagière
Investigating the Multilingual Profile of High-school Students from the Dobrodja
Region through their Linguistic Biography**

Veronica-Diana HAGI

Abstract

In the contemporary reality, educating in the spirit of multilingualism is no longer a desideratum, but becomes action and a condition for success. In the context of Romanian education, it is undeniable that there is an openness to language learning, with all levels

of education requiring the study of at least two foreign languages. We studied the linguistic profile of middle school students in an urban school in the Dobrudja region, known for its ethnic and linguistic diversity. In order to describe this profile, we used the language biography as a means of investigation. The peculiarities of the autobiographical speech lead to very interesting testimonies on the multilingualism of the subjects, which admit their multilingual openness by asking themselves about the why of the phenomenon, its dimension, its role in their social and professional future.

Keywords: language biography; plurilingualism; self-reflexive writing; plurilingual competence

**Bonnes pratiques dans l'enseignement des langues étrangères dans les établissements académiques : apprentissage et évaluation efficaces
(Good practice in teaching foreign languages at university: efficient learning and evaluation)**

Olivia-Cristina RUSU

Abstract

Joining the principles of dynamic learning with those of active student engagement during foreign language classes, language trainers will be able to create stimulating learning environments. Specifically, the use of a wide range of teaching methods and activities is particularly beneficial for students. In addition, since all learners have unique learning needs, skills, and learning styles, the trainer's choice of practices and activities is expected to have a significant impact on broadening the learning experiences of the students, increasing their chances of success and at the same time enabling them to fully exploit their potential and actively participate in university life.

This article focuses on two aspects. First, I present some specific theoretical reflections on foreign language learning practices, while taking into account personal teaching experiences. Secondly, as a result of these reflections, I propose a number of learning activities for each stage of a learning session, in order to illustrate good practices in foreign language training.

Keywords: foreign language for specific purposes, educational challenges, functional skills in language learning, learning activities

**La creatividad en la enseñanza de lenguas basada en proyectos y su dimensión digital
(Creativity in Teaching Languages Based on Projects and its Digital Dimension)**

**Françoise OLMO CAZEVIELLE
María José LABRADOR PIQUER**

Abstract

Project-Based Learning allows students to integrate the skills and knowledge acquired during their training, as well as research skills as they will have to apply in their

professional future. In this work, we have focused on improving creativity and innovation competition.

In this article, we present the procedure followed in a collaborative project between two subjects, Spanish and French, of different degrees in the same university campus. We hope that this research will serve as a reflection for the teacher to look for methodological alternatives that stimulate reflection, active participation and encourage meaningful learning.

Keywords: languages, creativity; project-based learning; digital technologies.

Designing an Introduction to a Simultaneous and Consecutive Interpreting Course

Ruxandra CONSTANTINESCU ȘTEFĂNEL

Abstract

The article examines the conditions to be taken into account when designing an introduction to a simultaneous and consecutive interpreting course for third year students in Modern Languages Applied to Economics starting from the assumptions and ending with the solutions proposed by the author. As the course has not started yet, the practical validation of these solutions is yet to be examined in a later article.

Keywords: course design, modern languages applied to economics, consecutive interpretation, simultaneous interpretation

Developing Competences in Romanian as a Foreign Language in an Economic Context

**Viorela-Valentina DIMA
Raluca-Elena HURDUZEU
Zinaida-Tamara FEDOT**

Abstract

The paper aims at presenting the methodological options made by academic staff members teaching Romanian as a Foreign Language at “The Preparatory Year of Romanian Language for Foreign Citizens” (APLR) organized by the Faculty of International Business and Economics from the Bucharest University of Economic Studies. We highlight the ways in which Business Romanian classes contribute to the development of foreign students’ language and cultural competences by means of various activities designed to facilitate their insertion on the Romanian educational market. The paper also presents the opinions of foreign students taking these classes, as obtained by means of a feedback questionnaire on Business Romanian classes distributed among APLR students from the Faculty of International Business and Economics who study Romanian as a Foreign Language (with emphasis on business terminology).

Keywords: Romanian as a Foreign Language, Business Romanian, language and cultural competences, Romanian educational market, The Preparatory Year of Romanian Language for Foreign Citizens

The Use of Authentic Materials in ESP: Benefits and Drawbacks

Irina DAVID
Anca-Teodora ȘERBAN-OPRESCU

Abstract

This article aims to provide a multifold view related to integrating authentic materials in English for Specific Purposes (ESP) classes. On the one hand, it will highlight the main benefits of this approach, emphasizing the potentially significant impact that activities based on authentic materials can have on helping learners acquire and develop specific transferrable skills and communication abilities that they can later adapt to a variety of professional contexts. On the other hand, it will bring forth a range of challenges involved in successfully selecting and using authentic materials. While the great majority of ESP practitioners do agree that English for Specific Purposes cannot be taught/ learned without exposure to “real” language and contexts, many of them are also aware of the difficulties involved in selecting materials that would fit learners’ expectations and level of experience in terms of proficiency, tastes, interests or background knowledge. The article will explore some of these challenges.

Keywords: ESP, authentic materials

Informationsverarbeitung und Textkompetenz im Bereich der Geschäftsbriefe (On Processing Information and Textual Competence in business Letter Writing)

Lora-Dagmar CONSTANTINESCU

Abstract

As is known, communication via business letters belongs to the domain of standardized communication flows. The question arises as to how higher education should/can provide certain skills and competencies for a professional text production in this field, in today's times of professional training requirements. The present paper tackles the FLT-/ LSP-technical "writing problem", in order to analyze communication competence for possible/foreseeable future professional tasks of (advanced German learning) students of Economics. The aim of the paper is thus to present some aspects of genre and text competence as well as of information structuring processes in business correspondence. Beyond the specificity of the LSP-text “business letter”, the discussion focuses on structural patterns shaping the letter text, together with their possible linguistic realization.

Keywords: business letter; text competence; information processing; structural pattern; writing skills.

Predarea prefectului compus studenților străini din anul pregătitor de limba română. Probleme teoretice și didactice

**(Teaching the Past Tense to Foreign Students in the Preparatory Year of
Romanian Language. Theoretical and Teaching Issues)**

Silviu MIHĂILĂ

Abstract

Our paper intends to illustrate a possible didactic scenario of how to teach The Past Simple Tense to the international students enrolled in the academic program entitled “The Preparatory Year of Romanian Language for Foreign Citizens” at the Bucharest University of Economic Studies (level A1, according to CEFR). Our study is the partial result of teaching the “Practical Course of Romanian: Phonetics, Vocabulary and Sentence Structures” for more than four academic years at the Bucharest University of Economic Studies. This is part of a wider research, now in progress. Past Simple Tense is considered to be an easier tense to be taught by the teacher and to be learnt by the students in comparison with the Present Simple Tense, for instance. Therefore, the aim of this study, which starts from several personal considerations and beliefs regarding teaching Romanian grammar notions based on a deductive approach, is to emphasize the need to create an efficient teaching and learning method of this Romanian verbal tense.

Keywords: The Preparatory Year of Romanian Language for Foreign Citizens; Romanian as a foreign language; Past Tense Simple; qualitative research, theoretical considerations, deductive approach

What do we Teach These Days?

Raluca Nicoleta ȘERBAN

Mihai ȘERBAN

Abstract

As professors of foreign languages, namely English, French and Romanian for Special Purposes, we have always faced the challenge of finding the right balance between teaching language-related skills, such as reading, listening, writing or speaking, grammar or specialized vocabulary and teaching students more than just language. A big part of nowadays students' lack of motivation in studying languages formally, i.e. in school, seems to derive from their perception of content inadequacy. In changing times, in a changing world, in which we start learning languages, especially English, virtually from our birth, informally, from various media, especially from the Internet and a variety of smart phone applications, it is quite difficult for a teacher/professor to demonstrate the necessity of learning a foreign language in school, moreover at an academic level. In this preliminary research project, we tried to find out what our students think they need to study in a class of foreign languages, in order to feel more motivated. Our aim is to find enough data to justify further research of this issue, which will eventually trigger a curriculum change at least at the level of our institution, i.e. department.

Keywords: LSP, authenticity, motivation, formal vs. informal learning, curriculum change

**L'apprentissage des langues étrangères autres
que l'anglais en milieu académique, entre obligation
et motivation**

**(Learning Foreign Languages Other than English at University between Obligation
and Motivation)**

**Rodica STANCIU-CAPOTĂ
Cornelia PĂTRU**

Abstract

Teaching foreign languages in an academic environment is a challenge, especially in the case of languages other than nowadays' lingua franca, i.e. English. This challenge is rooted in professors' abilities to elicit from students what they need to study, what will be useful for them in their professional field, and also in students' confidence in professors' choices. The main task of a professor of foreign languages is to find a balance between obligation and motivation, so that students will make progress in their foreign languages, namely French and German (in our case, compulsory subjects). Our research aims to tackle this balance, so we shall focus on the student on the one hand, and on the options available to the professor, on the other.

Keywords: foreign languages; learning; obligation; motivation; balance

**“Is Homework Still Attractive? Undergraduate Student's Perception of Out-of-class
Second Language Learning**

Anca PECICAN

Abstract

The present study aims to explore university students' preferences with regard to homework and out-of-class L2 learning. The analysis was conducted on Romanian undergraduates studying Spanish at the Bucharest University of Economic Studies in their third year. Research chiefly focuses on interpreting data collected by means of a questionnaire handed to the mentioned respondents and correlated with the teacher's observations. The main purpose is to seek answers related to students' perceptions as to motivation and consistency in out-of-class study, homework length and the risk of overload, and types of preferred tasks. The findings point out the need for L2 teaching to rely less on teacher/workbook generated homework and provide students with the opportunity to learn through informal activities they enjoy doing, practicing exposure to authentic L2 input.

Keywords: teaching Spanish L2, homework, out-of-class language learning, students' perceptions

**Pe limba noastră: competențe, discurs
și livrabile in/tangibile
(In our Language/s: Competences, Discourse and In/tangible Deliverables)**

Mariana NICOLAE

Abstract

The present paper suggests an enquiry into the reality of present day society seen from a Romanian academic context by analysing in a qualitative way the mission of the Department of Modern Languages and Business Communication from the Bucharest University of Economic Studies and the Department's contributions to the institutional and professional developments of both students and staff. The enquiry is trying to identify and clarify the importance of the correct and transparent use of language/s in the political discourse of the decision makers of the university. I will do so from a comparative point of view.

Keywords: language professionals, higher education, VUCA, university and department mission, soft skills.

Intercultural Telecollaboration between Master Students: A Focus on the LMS

Daniela Teresa GIL-SALOM

Abstract

Studying abroad implies a good opportunity to learn not only the language of the country where the academic institution is located, but primarily to acquire knowledge and other searching and teaching methodologies. Therefore, in our universities, it can be easy to find courses with multicultural students. These students must adapt to the new culture and to the new academic context. The Learning Management System (LMS) or learning platforms are part of this scenario, as they are essential in the universities' life. The present work describes a task driven at a master's degree course with a multicultural attendance, which focused on telecollaborative interaction in order to better know the differences and similarities between universities and their learning tools.

Keywords: languages; telecollaboration; videoconference; LMS; tandem learning

**Control and Empowerment through English
in Salman Rushdie's Writings**

Roxana-Elisabeta MARINESCU

Abstract

This article explores the double-edged power relationship between the English language, imposed and exercised as the language of the administration in the time of the British Empire on the South-Asian subcontinent, and the way it has been appropriated and re-shaped creatively in postcolonial times by one of its best-known writers, Salman Rushdie. Rushdie fully believes in mastering English and gaining freedom through it,

placing himself to some extent in opposition to other authors, such as Gandhi or the Kenyan Ngugi wa Thiong'o. Moreover, in his novels, English itself is a character and/ or a marker of class, gender, race, ethnicity, social group, while it differentiates the characters' roles on the axis coloniser-colonised.

Keywords: postcolonialism; power; empowerment; decolonization

Idiom Variation in Colour Idioms in Economic Discourse: A Corpus-based Analysis

Marina-Cristiana ROTARU

Abstract

The aim of this paper is to show that colour idioms in economic discourse manifest a fair degree of variability and perform various functions in discourse. Apparently fixed expressions, idioms in general and, colour idioms in particular, do behave creatively as indicated by corpora findings. Colours have considerable power to generate idioms in the economic field, giving birth to various idiomatic clusters. Colour idioms in economic discourse vary both lexically and syntactically. Their role is not only to convey information but, depending of the type of variation, they perform various functions in the economic discourse. As discourse reflects and is reflected by the surrounding reality, the economic discourse proves able to bring new colour idioms into use.

Keywords: economic colour idioms, idiom variation, internal variation of idioms