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„Mihailo Palov” - Vršac



BOOK OF ABSTRACTS

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The 12th Conference on Linguistic and Intercultural Education –
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Special theme: From political correctness to cancel culture.
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 Special Theme: *Metaphors in the time of Coronavirus*
11. **The 11th edition of the Conference on Linguistic and Intercultural Education – CLIE-2021, Alba Iulia, 17 - 18 December, 2021 (online format)**
 Special Theme: *Challenges of on-line pedagogy and research in linguistic and intercultural education*

CONFERENCE AIMS AND SCOPE:

Affiliated with 1 Decembrie 1918 University of Alba Iulia, Romania, situated in Central Europe, at the crossroads between Romance, Slavic, German and Hungarian cultures and languages, the **CIEL Centre** has been long activating in the field of language education, intercultural awareness-raising and active citizenship promotion. Its members, academics, practitioners and researchers alike understand linguistic and intercultural education as paramount to constructing a global citizenship of culturally competent and aware individuals who display cultural insights and a sense of belonging to the humanity at large.

Political correctness as a concept emerged in the US most probably in the 1960's in the liberals' discourses against government propaganda but gained momentum in the 1990's when it started to be used by conservatives against liberal legislation. Basically, it is grounded on the axiom that any form of speech or behaviour considered offensive by different groups' sensitivities should be eradicated, by whatever means

necessary. On the other hand, according to Merriam Webster, *Cancelling* and *cancel culture* have to do with the removing of support for public figures in response to their objectionable behaviour or opinions. This can include boycotts or refusal to promote their work.” The aim of **CLIE-2023** is to unveil the extent to which these two pervasive concepts, situated at opposite ends of a continuum, may influence linguistic manifestations in public discourse, political decisions or everyday life.

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Professor **Teodora POPESCU**, University of Alba Iulia, Romania

PLENARY SPEAKERS:

Professor **Andra VASILESCU**, University of Bucharest, Romania

What is Political Correctness? A Linguist in Search of a Definition

Professor **Giacomo FERRARI**, Università degli Studi del Piemonte Orientale “Amedeo Avogadro”, Italy

*From **damnatio memoriae** to cancel culture: motivations and linguistic consequences*

Professor **Ştefan OLTEAN**, Babeş-Bolyai University of Cluj-Napoca, Romania

A linguistic analysis of dual voice in a literary narrative style

Professor **Dana PERCEC**, West University of Timişoara, Romania

*Playing with the pastoral cartography – spatial and temporal coordinates in Shakespeare’s *The Winter’s Tale**

Dr. **Alcina SOUSA**, University of Madeira; CEAUL/ULICES, University of Lisbon, Portugal

Offensive language in political hearings: the case of “a hora de burro”

PLENARY SPEAKERS



Andra (ȘERBĂNESCU) VASILESCU is Professor of linguistics and communication at the University of Bucharest, Faculty of Letters, Department of Linguistics. Her domains of interest are pragmatics, discourse and conversation analysis, grammar, interpersonal communication, intercultural communication, writing, Romanian as a foreign language, and the didactics of Romanian. She has authored four books – *Cum se scrie un text* [Writing], 2000; *Întrebarea. Teorie și practică* [Asking Questions. Theory and Practice], 2002; *Cum vorbesc ceilalți. Prin labirintul culturilor* [How do Others Speak. The Labyrinth of Cultures], 2007; *Cum vorbesc românii. Studii de comunicare (inter)culturală* [How do Romanians Speak. Studies in

(Inter-)Cultural Communication], 2007 –and over 100 studies in syntax, pragmatics, and discourse analysis. She has co-authored, among others, *Gramatica limbii române* [The Grammar of the Romanian Language], 2005/2008; *The Grammar of Romanian* (Oxford University Press, 2013); *A Reference Grammar of Romanian* (John Benjamins, 2013); *Studii de istorie a limbii române* [Studies in the History of the Romanian Language], 2012/2015; *The Syntax of Old Romanian* (Oxford University Press, 2016).



Professor Giacomo FERRARI is a graduate in Historical Linguistics (Sanskrit) from the University of Pisa, Italy. He carried out research in the field of Computational Linguistics starting with 1968 up to 1984, affiliated with the University of Pisa first and later as senior

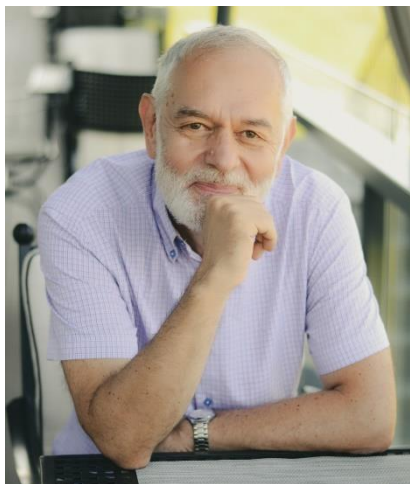
researcher at the National Council of Research. In 1984 he became Associate Professor of Applied Linguistics at the University of Pisa and in 1993 moved to the University of East Piedmont. In 2000 he became full professor of General and Computational Linguistics. From 2004 and 2010 he was Dean of the Faculty of Arts. He has also held annual courses in the Faculty of Computer Science of the university of Milan (1985-1986) and General Linguistics in the Faculty of Arts of Parma (1990-1992), and higher education courses in the Universities of the State of Sao Paulo (Brazil), Krakow and Warsaw (Poland), Iaş i and Alba Iulia (Romania).

His main fields of research are Computational Morphology and Syntax, Man-machine interaction and Dialogue studies, man-vehicle interaction, intelligent tutoring systems, computational corpora and dictionary building, and the funding sources have been the EU, the National Council of Research and the Ministry of Education. He participated into an exploratory national project for the building of an expert-system on the archaeological heritage of Rome.

He was the programme chair of the first conference of the European Chapter of the Association for Computational Linguistics (1983) and was a member of the Editorial Board of the Journal of Computational Linguistics (MIT Press).

In 1986 he edited a special issue of the *IEEE-Proceedings* (Institute of Electrical and Electronics Engineering) on Natural Language Processing.

He is one of the founders of the Italian Association for Artificial Intelligence and organised in 2006 The XL Conference of the Italian Linguistics Society.



Professor Ștefan OLTEAN, Professor Emeritus at Babeș-Bolyai University, Cluj, Romania, has taught possible world semantics, generative syntax and the history of the English language. He has published books on free indirect discourse, narrative poetics and semantics, as well as articles in *Poetics Today*, *Journal of Literary Semantics* and in Romanian linguistics journals, such as *Revue Roumaine de Linguistique*, *Dacoromania*, *Studii și cercetări lingvistice*. Professor Oltean was member of the Board of the European Language Council (ELC/CEL), and participated in European projects in the field of

language diversity and multilingualism (e.g., the European FP6 project Language Dynamics and Management of diversity). He was visiting professor at Kent State University, Kent, Ohio, and Cornell University.



Dana PERCEC (b. 1976) is Professor of English literature at the West University of Timișoara, Romania. Her areas of interest include Shakespearean drama, Victorian and contemporary British literature, gender studies and literary translation. She is a PhD supervisor in English studies. Her published work includes books on early modern drama (*Reading Cultural History in William Shakespeare's Plays*, Jate Press, 2014), edited volumes on literary genres (*Romance: The History of a Genre*, Cambridge Scholars Publishing, 2012; *Reading the Fantastic Imagination. The Avatars of a Literary Genre*, Cambridge Scholars Publishing, 2014; *A Serious Genre*.

The Apology of Children's Literature, Cambridge Scholars Publishing, 2016; *Towards a Theory of Whodunits. Murder Rewritten*, Cambridge Scholars Publishing, 2021), as well as over one hundred articles and contributions in journals and volumes. She is a member of the Romanian Writers' Union, ESSE and many other international scientific associations.



Alcina PEREIRA DE SOUSA is tenured Assistant Professor (2011), English Linguistics, at the Faculty of Arts and Humanities of the University of Madeira (Funchal-Portugal), where she has been course director, Erasmus coordinator, among other roles, since 1993. Her main academic interests include discourse analysis, intercultural pragmatics, corpus linguistics, stylistics and critical and creative reading in a foreign language,

linguistics/literature interface, as well as language and identity, on which she has supervised MA and PhD dissertations, IPRA postdoctoral mentor, done research in national (GYNECIA – FCT/PTDC / FER-HFC / 31187/2017; GENTOUR – FCT/PTDC / CS-SOC / 119524 / 2010- 2015) and international projects (P.I.N.O.K.I.O - 503349-LLP-1-2009-1- IT / Comenius- CMP), having delivered talks as a visiting scholar worldwide (PhD External Reviewer for Non-Slavonic Languages, Faculty of Arts, University of Nitra, Resol. No. 16/2012; a coordinator of the STATUS UMa-Madeira project, *Steering Transition and Advancement of Tertiary Underrepresented Students*, Ref. 2021-1-RS01-KA220-HED-000032129, RS01 – Foundation Tempus – Erasmus+ programme, Serbia, 2021-2024). She is research member of the University of Lisbon Centre of English Studies (ULICES - FCT), a founding member of the *European Network for Intercultural Education Activities* (ENIEDA), Adjunct Faculty member at the Institute for the Empirical Study of Language of the Ohio University (USA), ambassador in Portugal of the Poetics and Linguistics Association (PALA), as well as a member of editorial and scientific boards of a number of academic journals and scholarly associations in Portugal and abroad. Her recent publications include book chapters, four co-edited volumes, as well as many peer-reviewed research papers. **ORCID** 0000-0003-0019-491X (<http://orcid.org/0000-0003-0019-491X>); Scopus Author ID: 57195628592; Ciência ID: D313-9C93-4D11

PLENARIES

Professor Andra VASILESCU

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What is Political Correctness? A Linguist in Search of a Definition

Abstract

What is Political Correctness? A Linguist in Search of a Definition

The author analyzes the definition of the concept political correctness and the texts of several documents issued by the European Parliament, aiming to explain, within the paradigm of linguistics, the source of the paradoxes and inconsistencies that underlie this social construct, as repeatedly pointed out in scientific journals, in media, and in the public space. She claims that the concept is undermined by several fallacies of definition: (a) the semiotic fallacy; (b) the *langue de bois*/doublespeak fallacy; (c) the pragmatic fallacy; (d) the register fallacy; (e) the Whorfian hypothesis fallacy. Arguments are formulated in terms of the semiotic theory of signs (Peirce 1931-1966, among others), the theory of speech acts (Austin 1962, Searle 1969, among others), the four maxims of the Cooperative Principle (Grice 1975), theories of politeness (Brown, Levinson 1987, Spencer-Oatey 2000) and impoliteness (Culpeper 1996), relevance theory (Sperber and Wilson 1986), and the theory of linguistic relativism (Whorf 1956); the concepts of *langue de boi* and register (Agha 1998, Antoine 2001) are also invoked in the demonstration.

The author's opinion is that the elimination of these fallacies might render the concept of political correctness useful, iff policies makers are truly committed to observe the fundamental human right of equality (of chances) in the new global world. Consequently, she proposes a revised definition of political correctness: PC is an ideology which promotes social and linguistic actions and behaviors that enact the fundamental human right of equality of chances by (a) making social categorisations based on race and ethnicity, individual sex-gender management, person's physical and psychical condition irrelevant to institutional and interpersonal interactions and (b) by increasing awareness of rapport management and conflict avoidance strategies in communication.

Of course, the problem is not the definition itself but how the concept, correctly defined, is applied to social life and communication.

Key words: definition, semiotics, (linguistic) signs, langue de bois, meaning in use, registers, linguistic relativism.

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From *damnatio memoriae* to cancel culture: motivations and linguistic consequences

Abstract

Erasing the memory of the past is a very ancient practice. Since the XIV century before CE the pharaohs cancelled all the traces of Akhenaton, erasing his name from monuments and inscriptions. The *damnatio memoriae* was a common behaviour also in ancient Rome. This took place because some of the dominant persons (pharaohs, emperors, kings) had some reason of resentment towards a predecessor.

In modern times, instead, this behaviour is rooted in the introduction of common moral into history (in defiance of Machiavelli), which takes the form of “politically correct”. Thus, some words become taboos, in the assumption that modifying the language is a way of modifying the mentality. The further step is the ban of some historical persons (Colombo) or events. The final step is the removal of physical memories in terms of statues or other monuments. Politically correct takes different forms, among which are the removal of dark episodes (but following specific opinions), of narratives judged awesome (even if they are classical), and finally of gender barriers, by abolishing even grammatical distinctions.

From a linguistic point of view this line of thought tries to introduce a large number of new terms, which are supposed to “paraphrase” the old one into morally more acceptable terms, but will they contribute to the change of minds and affect the evolution of languages? On one side it is normally believed that changes in the cognitive system affects language rather than the reverse. On the other side, if the community does not accept the proposed changes, they have little possibility of affecting the language evolution; a good example is the attempt of fascism to eradicate foreigner terms by substituting them with Italian equivalents, which had no effect at all, while the trend to translate English terminology into French was generally accepted by the people.

Key words: *damnatio memoriae*, political correctness, cancel culture, lexicon, morality.

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A linguistic analysis of dual voice in a literary narrative style

Abstract

This article proposes an account within a framework of model-theoretic semantics, a type of truth-conditional semantics, of the dual voice or perspective associated with free indirect discourse (FID), a discourse mode mainly used in literary narrative prose for the representation of verbal events, and of verbal or non-verbal mental events. This issue of double voicedness implies a referential side, since if FID undergoes a marking for the narrator in addition to a marking for the character whose perspective it represents, then it is about two worlds: a world compatible with what the character thinks, imagines, etc., and a world where what the narrator says is actualised. While this topic has been debated in the literature, the “dual voice position” has not received an explicit formulation. Now, this paper proposes a formulation of this aspect from the point of view of possible world semantics.

Key words: free indirect discourse, dual voice, irony, empathy, possible world, world of fiction.

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Playing with the pastoral cartography – spatial and temporal coordinates in Shakespeare's *The Winter's Tale*

Abstract

The paper proposes a reconsideration of the pastoral genre in 16th and 17th century drama, which Shakespeare employed extensively in many of his plays, starting from the hypothesis that the Bard departed from the classical (ancient) functions of the pastoral. This hypothesis is in line with recent scholarship about the pastoral genre, which suggests that, beyond the symbolic landscapes, there was already an environmental awareness in the context of the transformations – climatic, demographic, economic – in the early modern period.

The Winter's Tale is read as an example of this experimentation, which changes the basis rules of the classical pastoral genre, working on the evolution of the pattern from the early romantic comedies to the late romances.

Following scholarship, the paper argues that, in Shakespeare, the expected idealism of the pastoral is downplayed and nuanced by baroque constructions. Then *The Winter's Tale* is discussed as a play where the pastoral works through multiple subjects, who instrumentalise the plot; even if Perdita-Flora is a central, mythical character, other characters/instruments are indispensable, like Hermione, Paulina, Autolycus, etc.

Last but not least, the paper demonstrates that Shakespeare's departure from the classical pastoral norms is not only a literary-aesthetic choice, but an expression of a new early modern awareness about space, which reflects new social, economic, and demographic realities. In support of this argument, the paper uses the methodology developed in the context of the so-called spatial turn, the growth of interest in space, not only as geography, but as a lived experience. Cultural literary geography are interdisciplinary tools which present space in a continuum, a framework at the intersection between geography and history. This intersection produces an alternative cartography, where the boundaries between real and imagined spaces, public and private spaces are very fluid.

Key words: baroque, early modern realities, irony, pastoral, space.

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**Offensive language in political hearings:
the case of “a hora de burro”**

This paper draws on an interdisciplinary approach (i.e., pragmalinguistic, speech act theory and sociolinguistics) to analyse interdiscursive parliamentary interactions in that it contributes to shed some light: i. on language use (cf. Chilton 2014) and translingual practices and ii. their impact on language change in local and national contexts across (Bucholtz, & Hall 2010) discursive communities. Parliamentary discourse and politicians’ spoken interactions are now available in several media and social networks with a strong impact in local and virtual interlocutors’ language habits, following Chilton (2014: 21) in that “language use and politics are both cooperative and uncooperative”. Saianda and Gonçalves, in their diachronic and exploratory research from the nineties onwards, discuss politicians’ infelicitous terms of address drawing on transcriptions of speeches in the Portuguese Assembly, formerly available in thick volumes of the National Press.

This exploratory study selects a case of hedging and/or taking offense (O’Driscoll 2020) with a satirical underpinning by an invited participant’s verbal interaction in a political context (Marques 2009, 2010). This is the case of the idiom “a hora de burro”, creatively used by the speaker in a public hearing in the regional parliament of the Autonomous Region of Madeira (2023). The analysis of several layers of meaning (lexis, terminology and semantics) of an informal speech in a political discourse in the media is intended to show the way the unexpected use of a translingual saying (from Spanish translated into Portuguese) comprises a face-threatening act uttered by an empowered speaker intended to convey outgroup relations (Garcés-Conejos Blitvich, & Sifianou 2017, Kienpointner, & Stopfner 2017) to be perceived in terms of the political agenda. Findings point that this unheard off conceptual metaphor becomes both a stereotype and a funny saying in Madeiran Portuguese because of its repetition in diverse utterances repeated in the media in the regional context of Madeira. The saying is discursively constructed in the process of impoliteness assessment (Culpeper 2011, 2018, Culpeper & Hardaker 2017). Taking offense as social action follows the claims by Su & Lee (2022: 227) both as “an individual pragmatic act sanctioning a perceived moral transgression”,

and “collectively, the comments serve as a discursive space where language ideologies are shaped, contested, and reinforced”.

Key words: impoliteness; translanguaging; offense; political hearing, parliamentary discourse.

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PAPERS

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Political (In)correctness: The Case of Religious Sectarian Language After the Arab Spring

Abstract

Before the Arab spring, people with different religious faiths such as Sunnis, Salafis, Shiites, Muslim brothers, Wahhabis and Yezidis were living together in harmony. Since the Arab Spring in 2011, a plethora of religious sectarian expressions have been prevalent on social media, satellite T.V. and print media such as Sunnistan, Shiistan, The Muslim sheep (Brothers), the Party of Lat Idol, the rejectionist/magus Shiites, the Alawi Nusayri sectarian regime, fundamental Salafists and others. Some Arab governments and T.V. stations support certain religious sects and others oppose them. Al-Jazeera supports the Muslim Brothers and some Egyptian state T.V.'s are against them. Some T.V. stations were established to attack Shiites. Some followers of the Muslim Brothers have been imprisoned; others have fled their countries. Hate and religious sectarian speech used by some preachers, political analysts, journalist and T.V. personalities, activists, political parties, mosque sermons enkindle the friction among the different religious sects and affect some common people. The young generation started to openly declare their negative, hostile, and intolerant attitudes towards some religious sects. They support one and oppose others. This study explores the characteristics of religious sectarian language prevalent on Arabic media, how it is shaping common Arab people's perceptions of religious sects, the outcomes of this religious sectarian language and kinds of negative sentiments and conflicts it creates. A sample of religious sectarian expressions in favour of and against certain religious sects was collected from TV newscasts, online news websites, Arabic online video clips, comments on Arabic media reports and social media pages. Focus is on expressions related to Muslim Brother, Shiites, Takfirists, Salafists, Wahhabis, Houthis, Jihadists, and others. Moreover, a sample of students and faculty was surveyed to find out their religious sectarian sentiments and whether they are tolerant or hostile. The data were analysed according to the components of perception and the factors that affect each component and the definition of political correctness and the "cancel culture" concept. Data analysis showed political incorrectness in the language used by some

mainstream media, and social media, which offends particular religious sects in the Arab society, or treat them differently. Some members of religious sects have been subject to detention, estrangement, animosity, banning of political activities, or forced displacement. Some have immigrated to other countries such as Turkey, Qatar and Europe. The political incorrectness that has prevailed after the Arab Spring reflects discord, tensions, and internal divisions among the different religious sects in some Arab societies. It is threatening equality, citizenship, and domestic peace. It is creating conflicts and friction among people supporting and opposing them. The descriptions yielded by the sample is characterized by prejudice, hatred hostility, intolerance, contempt of the religious sect(s) they disapprove of. Many Sunnis are afraid of the Shiite tide and Shiite Crescent. Muslim Brothers, Houthis, and Hezbollah are considered “terrorists” and “militias.” Recommendations for attenuating this phenomenon, creating conformity, and carefully avoiding forms of expression or actions that are perceived to exclude, marginalize, or insult groups of people belonging to certain religious sects will be given.

Key words: *Arab Spring, religious sectarian language, social media, media, political correctness.*

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Bionote

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Political correctness and inclusive language in *The Handmaid's Tale* easy adaptation

Abstract

The Handmaid's Tale novel has received widespread recognition for its powerful depiction of a dystopian society as well as its exploration of themes related to gender, reproductive rights, and political control. It has been adapted into a critically acclaimed television series, which expands on the story and delves deeper into the lives of its characters than the original novel did. In recent years, a growing focus on diversity and inclusiveness in television series has been driven by shifting societal norms and a desire for a more authentic and representative narrative. As a result, there has been an increase in sensitivity to potentially offensive or harmful content. In some cases, the content addressing problematic topics is rewritten from the political correctness perspective or by using inclusive language.

Political correctness promotes a more equitable and tolerant society by contesting discriminatory attitudes and encouraging empathy and understanding. In contrast, inclusive language uses language that is inclusive of all individuals, regardless of race, gender, sexual orientation, disability, or other characteristics. It ensures that everyone feels valued and included in conversations and debates.

This paper aims to identify the differences or the development of the text regarding the language in use between the original text of the novel and selected transcripts of *The Handmaid's Tale* TV series episodes related to previously addressed sensitive topics. In order to determine these dissimilarities, we will follow the language used by the characters on the one hand, and the characters and the context development on the other hand. Another objective of the research is to trace the corpus' extracted words as being differently used from one text to another and to pinpoint if there is a probability that the changes are made through political correctness or the inclusive language filter. Analysing the extracted words or phrases from the corpus will use semantics analysis tools to identify the semantics variations.

Even if *The Handmaid's Tale* is considered controversial, it is essential to note that the controversy can be assigned to its challenging and thought-provoking exploration of social and political themes. The novel and television series push boundaries, deal with taboos, and stimulate

discussion about the issues they raise, which may provoke strong reactions and different perspectives for readers and audience.

Key words: political correctness, inclusive language, *The Handmaid's Tale*, easy adaptation, semantics analysis.

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Bionote

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**Challenges of Improving Listening Skills in Teaching
Romanian as a Foreign Language. A Case Study**

Abstract

Problem statement

Efficient communication involves not only sending and receiving a message, but mainly the ability of properly decoding it, no matter the type of message, be it written or spoken. Listening is one of the skills that helps maintaining good communication and, when decoding a spoken message, listening skills are of major importance. When teaching Romanian for foreign citizens there have been noticed many difficulties students encounter when they have to face listening tasks or tests of A1-A2 level in language acquisition. These difficulties are even more obvious when students move forward to B1 level. The need and the anxiety to know all the words at the first stage is replaced when reaching B1 level with the lack of attention in catching the subtleties of the language, even if vocabulary and grammar are well known.

Research objectives

The aims of the paper are to analyse the listening activities in which foreign students took part in order to make them more effective and to highlight the challenges experienced as teachers and the solutions found in order to improve foreign students' listening skills.

Research methods and instruments

The research methods used during the study were the analysis of some listening tasks from Romanian language textbooks as well as the observation during the classes in which listening activities were used. Also, a focus group discussion with the students proved to be useful for the teaching activity of listening skills.

Key results

The analysis of the teaching materials used for the listening activities held with foreign students provided useful information as far as the difficulties non-native speakers of Romanian face such as pace of speech delivery, unfamiliar topic, unknown words, etc. Moreover, as feedback is an important part of the teaching process, organising a focus group with the students helped us become more aware of the difficulties that students faced when being exposed to authentic

materials. These aspects helped in the teaching process and in the students' progress as well.

Conclusion

As the development of listening skills represents an important component of the foreign language acquisition process, it depends on the teacher to select the most appropriate audio materials, to combine and adapt them so that they best respond to the students' needs and to the desired level of competence.

Key words: communication, listening, difficulties, challenges, solutions.

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Bionotes

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Intercultural approaches, strategies, and simulations for languages labs

Abstract

I refer to specific approaches and simulations to be used during the second language (L2/SL) and foreign-language (FL) labs by lecturers or other practitioners (*teachers, trainers, and language coaches*) who have chosen inter-culture as *the* positive objective of education.

Intercultural education is able to guarantee cognitive and anthropological enrichment, broadening the cultural horizon, and leading the learner to a multicultural identity.

The (virtual) classroom becomes a social laboratory (learner-centered) where thoughts transform into words and words transform into actions.

Intercultural education is a tool to help classrooms become interactive and learners become cooperative.

During the presentation, it will be addressed focus on a certain number of educational approaches and practical tools able to assist the learner in increasing the awareness of linguistic diversity. Through simulations, the lecturer will have the opportunity to understand and intervene when some phenomena such as linguistic interference and /or cultural interference take over.

It will follow the study I did on the factors that affect learner participation in language labs as well as the conclusions I came to. There is a link between learners' needs (Maslow pyramid) with some humanistic psychology guidelines (Carl Rogers guidelines concerning the “Self” and the “Self-actualization”), the Natural Approach theory (Stephen Krashen principles of natural language acquisition), and the leadership model (Transformational model) actuated by lecturers.

Key words: intercultural education; second language acquisition; approaches, strategies, and simulations in language teaching; educational leadership; educational coaching.

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Bionote

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Political Incorrectness in the movie “The Shawshank Redemption” – A conversational analysis perspective

Abstract

“The Shawshank Redemption” is a classic film that has been enjoyed by audiences around the globe for decades. However, the film's use of politically incorrect language has been a contentious issue, and the potential impact of such language on viewers must be examined. The purpose of this study is to conduct a conversational analysis of the language used in “The Shawshank Redemption” from the perspective of political correctness in order to identify instances of political incorrectness and evaluate their prospective impact on viewers.

The aim of this study is to conduct a thorough analysis of the language used in “The Shawshank Redemption” from the perspective of political correctness. To achieve this aim, the study has set out several objectives. Firstly, the study seeks to identify instances of political insensitivity in the film through a conversational analysis of its language. By conducting this analysis, the study aims to shed light on the specific language choices used in the film that may be considered politically incorrect. Secondly, the study aims to investigate the potential impact of politically incorrect language on audience perceptions of the film. By doing so, the study seeks to understand the extent to which the use of such language may have influenced viewers' opinions of the movie. Thirdly, the study aims to investigate the reasons behind the use of politically incorrect language in the film and whether it has been employed for comedic or dramatic effect. By understanding the motivations behind the use of such language, the study aims to contextualize its use and assess whether it was necessary or appropriate in the film's narrative. Fourthly, the study aims to investigate alternative language options that could have been employed in the film to avoid political insensitivity. By identifying these alternatives, the study aims to offer insight into how filmmakers can approach language use in their work in a more sensitive and respectful manner. Fifthly, the study aims to determine whether the use of politically incorrect language diminishes or enhances the overall impact of the film's message. By evaluating the film's message in the context of its language use, the study aims to assess whether the use of such language ultimately supports or detracts from the film's intended themes and messages. Finally, the study aims to advise filmmakers on

how to approach the use of politically incorrect language in their work in order to avoid negative audience reactions. By drawing on the findings of the study, the study aims to offer practical guidance to filmmakers on how to approach language use in their films in a way that is more sensitive to their audiences' diverse backgrounds and perspectives.

As far as the methods and instruments of research are concerned, this study has used a qualitative conversational analysis research design to investigate the language used in "The Shawshank Redemption" from the perspective of political correctness. A coding system has been devised to identify politically incorrect language in the film, and a content analysis has been conducted to determine the potential impact of such language on viewers. The study has uncovered multiple instances of politically incorrect language in "The Shawshank Redemption", such as the use of racial obscenities and sexist language. In addition, the study has determined that the use of politically incorrect language in the film was unnecessary for the development of the plot or the characters, and that alternative language choices could have been made to avoid political incorrectness. The use of politically incorrect language in "The Shawshank Redemption" diminished the film's impact and message, according to the findings of the study. The use of politically incorrect language in movies can have a negative impact on viewers, and filmmakers should be mindful of the potential effects of such language on their audience. This study provides insight into the use of politically incorrect language in "The Shawshank Redemption" and its impact on viewers. It also offers recommendations for filmmakers on how to approach the use of politically incorrect language in their work. Ultimately, this study highlights the importance of sensitivity and respect in the use of language in movies, and the need for filmmakers to be mindful of the potential impact of their language choices on viewers.

Key words: political correctness, pragmatics, conversational analysis, political incorrectness.

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Bionote

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Teaching Korean “impoliteness”

Abstract

All languages encode sociocultural information, which may be related to social status, roles, relationships, settings, actions, activities, genres, topics, affective and epistemic stances of participants to a conversation. One sociocultural aspect that we would like to focus on in the present paper is politeness, and impoliteness respectively, in speech, in the language pair Romanian and Korean, and from here we would like to highlight issues that might appear in the acquisition and use of Korean by Romanian native speakers in the case of deferential language. In Korean society people are ranked/ distinguished based on either their age, job or social class, and other criteria and the Korean language reflects this: there is a sophisticated grammatical system in place as well as a specialized vocabulary able to express ample nuances of politeness. This is called the system of deference. First, there are 3 factors in relation to which Korean deference occurs:

- subject honorification (주체 높임법)
- object exaltation (객체 높임법)
- addressee honorification (상대 높임법)

Furthermore, Korean has six different speech styles represented by six different sentence final verb endings that mark the social position of the speaker vis-à-vis the interlocutor, or vis-à-vis the direct object, and the existence of these six styles may suggest that speakers of Korean can differentiate between as many as six levels of deference. The six styles are, as listed by Lucien Brown (2010) the following:

- the plain style (usually used in writing): 이 책 읽었다
- the intimate style: 이 책 읽었어.
- the familiar style: 이 책 읽었네
- the semiformal style 이 책 읽었소 • the polite style: 이 책 읽었어요.
- the deferential style: 이 책 읽었습니다.

We supplement the six different speech styles with two different registers, namely the casual, colloquial or familiar speech, and honorific speech, which stands out as altered forms at both the level of grammar but also vocabulary. It is represented by the simple *si*-suffixation and deferent lexical items. To the above-mentioned speech styles and registers we will add forms of address and deferent lexical items in order

to make a sketch of the very complex system of deference in Korean. Romanian language has a system of deference of its own, however the differences are substantial. Therefore, for non-native speakers of Korean, deference can be understood as belonging to 2 main categories, namely honorific and non-honorific, polite and impolite, 반말 and 전대말, stripping it of its complexity. Furthermore, we would like to ponder on the fact that textbooks of Korean as a second language focus on the teaching and use of one speech style in particular, neglecting the others, and on the fact that what some perceive as “impoliteness” in Korean language is not that by definition. Impoliteness does not stem from grammar or syntax, but merely from the way in which people use language and their surroundings. The importance of teaching and promoting the use of non-formal speech is evident. As language and culture are intertwined, “impolite” speech is also a great part of Korean culture, and it can aid non-native speakers in having a better understanding of different socio-cultural contexts.

Key words: System of deference, impoliteness, honorifics, register, second language acquisition.

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Bionote

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“Ethos, Pathos and Logos in the correspondence of Carol I, King of Romania”

Abstract

King Carol I laid the foundations of the Romanian Dynasty, first by coming to the throne of the Romanian Principalities, in 1866 and then in 1881, when Romania became a Kingdom, due to the successful fight alongside Russia in the Russo-Turkish War, which remained in the Romanian history as the War of Independence. The identity of King Carol I is of interest not only for the achievements brought to the Romanian people or the country he led. Through the diplomatic style he adopted and through the system of alliances he tried to form in order to strengthen Romania's European position, King Carol I became a monarchical model. Moreover, the fact that he came from one of the most powerful European dynasties, related to all the great European Royal Houses, gave him the opportunity to explore the power circuit of the continent and to form an accurate perspective on the importance of international relations. The loyalty with which he served Romania's interests above all was reflected in most of his obvious actions and decisions, which the historical sources preserve even today. But they are the product of a continuous, unseen process of political, military, even cultural, but especially diplomatic maintenance or evolution.

With perfect military and political training, intelligent, but above all anchored in the idea of an existence guided by the norm of duty, of self-sacrifice for a worthy ideal, he still remains an enigma from a literary point of view. This work is based on the belief that diplomacy is itself an art of conversation, where the measure of words is essential. The main purpose of our work is to create a pattern of the speech in the context of the epistolary exchange he preserved with several personalities of the time. A secondary purpose is to discover how the three rhetorical instances, Ethos, Pathos, Logos, are folded in the speech of King Carol I, depending on the addressee of the epistolary exchange. Last but not least, we want to identify the possible additional tools for analysing the discourse existing in the texts. The main sources will be the correspondence between King Carol I and his family members (especially his father, Prince Karl Anton of Hohenzollern, his brother, Prince Leopold of Hohenzollern and his wife, Queen Elizabeth of Romania) but also the correspondence between the King and politicians

of time, whose collaboration contributed to the evolution of Romania from multiple points of view.

Key words: King Carol I, Rhetorical Instances, Ethos, Pathos, Logos, International Relations, Communication and Policy, European Diplomacy, Discourse Analysis.

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Bionote

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**Definiteness as a vector for cancellation through the
creation of status quo in medicine advertisement narratives
on Romanian prime time TV**

Abstract

According to a journalistic investigation published in 2022*, in post-pandemic times two in three TV advertisements sends Romanians to the pharmacy, as up to 70% of the advertisements broadcasted by popular TV channels in Romania promote OTC (over-the-counter) medicines, turning the people's increasing fears over health into opportunities and profit for producers and sellers. This study investigates the question of the creation of status quo using linguistic devices in medicine advertisements, through an examination of the aspect of definiteness in relation to narrative style, asking whether the use of definite expressions is or is not appropriate in the analysed contexts, from the perspective of public health information dissemination, which is a topic of critical importance in these days' society. I also share brief considerations on the notion of truth in relation to definiteness, asking whether definiteness contributes in any way to the truth or falsehood of a sentence considered in relation to a specific situation. The data consist of a corpus of medicine advertisement scripts retrieved from TVR1 in May 2023 and subjected to critical discourse analysis from qualitative and quantitative perspectives. Definiteness is understood as a sum of expressions which refer to things that the audience is presupposed to be aware of and familiar with at the point in which they occur, as creators of status quo in the mentioned context. The use of definiteness turns an entity into the *only* entity of its kind, constructing the certainty to identify the referents of the noun phrases in question. Definiteness, as a feature of a referring expression, raises the question of whether the referent has already been mentioned in any previous discourse or is introduced as taken for granted. Thus, the notion of definiteness is closely related to narrative style, looking at ways in which things are introduced into a context. When something is used for the first time in a conversation, it is appropriate to use the indefinite article. Yet, in the case of medicine advertisements, more often than not, the authors begin the narratives in question using a number of definite referring expressions. As a linguistic device, definiteness has the effect of quickly drawing the target audience into the narrative, by giving the impression that the source and the target are driven by common contextual

assumptions, through the mentioned creation of status quo, as a vector for the cancellation of alternatives. Considering the fact that not every expression using definite determiners is necessarily definite from a semantic point of view, the analysis identifies the following core tendencies in the data: the main types of definite noun phrases are proper names, personal pronouns, definite determiners – articles, demonstratives; the appropriateness of the use of definite structures can be difficult to discern and depends on whether the target audience is or is not expected to be able to identify the referent (is the definite expression a referring expression or not?). The conclusion points toward the fact that medicine advertisements generally use definiteness in logically abnormal ways in the opening passages of the spots, drawing a symbolic cross of invalidation over any (and all) alternative(s).

Key words: cancel culture, definiteness, narrative style, medicine advertisements, Romanian TV, critical discourse analysis.

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Bionote

Adina Botaș has recently defended a doctoral thesis entitled *Ridiculing strategies in presidential discourse - A case study of recent elections in the USA, France and Romania*, and currently works as an assistant professor at the 1 Decembrie 1918 University of Alba Iulia, teaching seminars of Applied Linguistics - Pragmatics, Semantics, Discourse Analysis for students of philology. Her research interests include Pragmatics, Discourse and Dialogue. (<https://orcid.org/0000-0003-2148-0667>).

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Conceptual metaphors in Grey's Anatomy television series

Abstract

The present paper focuses on the conceptual metaphors that appear in the first season of the medical drama television series Grey's Anatomy. It focuses on a group of interns, who start a new stage of their lives with a lot of difficulties and responsibilities, and their resident doctors, who guide and teach them. Along with medical terminology and straight language that doctors, interns, and patients use in conversations, they also resort to figurative language, especially metaphors, to make the conversations easy and accessible.

The most frequent metaphors that appear in the first season create associations between medicine and war, an internship and a competition, and the human body as a mechanism. War metaphors appear because of the continuous tension and stress that surround hospital staff. The medical activity is to fight against the disease (the enemy), assuming the roles of soldiers or health guardians. A constant war of battles that end either in victory, saving someone's life or the discharge of the patient, or in defeat, the lack of the possibility to help the patient or his decease. Internship is a metaphor of competition, especially a competitive game, used by resident doctors towards interns to motivate them to use all their knowledge in practice and to prepare them for the selection of specialists for the next stage. The machine metaphors are glimpsed throughout the whole season, in particular by the verb "fix".

Key words: medicine, metaphor, mechanism, war, competition.

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Bionote

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Navigating Spanish Instruction for Heritage Learners in Mixed Classes: Exploring Language Options in the United States

Abstract

In the United States, the Spanish language is one of the most widely spoken languages, with millions of people speaking it as their first or second language. Spanish classes in the US are often attended by heritage Spanish learners, who come from families that speak Spanish at home, but may not have the same level of proficiency as those who speak it as their first language. These learners attend classes for a variety of reasons, including improving their language skills, connecting with their cultural heritage, or preparing for future professional opportunities. However, teaching Spanish to heritage learners can be a complex task, as it requires a nuanced understanding of their needs and learning styles. One of the main challenges in teaching Spanish to heritage learners is deciding which linguistic variety to teach. Spanish is a diverse language, with many different regional, social, and functional varieties. Some of these varieties are more prestigious or recognized than others and may be preferred by some learners and communities over others.

For example, some heritage learners may prefer to learn "international" or "standard" Spanish, which is based on the linguistic norms established by the Royal Spanish Academy. This variety is often associated with formal education, media, and literature, and is widely used in international contexts. However, other heritage learners may feel more connected to their local or regional variety of Spanish, which may have distinct vocabulary, grammar, and pronunciation features, as well as cultural and historical associations. For example, Mexican Spanish, Puerto Rican Spanish, or Cuban Spanish may have different expressions, idioms, and slang that reflect their respective histories and traditions. To address these divergent needs, recent research has focused on two main perspectives for teaching Spanish to heritage learners: teaching international and/or prestigious Spanish or integrating all varieties in Spanish classes designed for heritage speakers. The first perspective emphasizes the importance of teaching Spanish as a standardized language, based on the norms and rules established by the Royal Spanish Academy. This approach aims to prepare heritage learners for academic or professional contexts where

"standard" Spanish is the norm, and to promote a sense of national or global identity based on a shared linguistic heritage. The second perspective, based on Critical Pedagogy approaches, seeks to embrace the diversity of Spanish as a pluricentric language, and to empower heritage learners to use their own linguistic resources and identities. This approach recognizes that heritage learners may have unique linguistic and cultural backgrounds that can enrich the learning experience for themselves and others. By integrating all varieties of Spanish in the classroom, teachers can create a more inclusive and dynamic learning environment that values linguistic diversity and promotes social justice. The present study aims to review the most recent research on teaching Spanish to heritage learners from two perspectives: teaching international and/or prestigious Spanish or integrating all varieties in Spanish classes designed for heritage speakers. Both perspectives have advantages and challenges and may require different teaching strategies, materials, and assessment methods. The goal is to provide a nuanced understanding of the needs and learning styles of heritage learners and to foster a sense of belonging, identity, and empowerment in a multicultural and multilingual society. Ultimately, the choice between these two perspectives depends on the specific needs and goals of the learners, as well as the context and resources available to the teacher. Both approaches have advantages and challenges, and may require different teaching strategies, materials, and assessment methods. However, what is clear is that teaching Spanish to heritage learners is not just about teaching a language, but about fostering a sense of belonging, identity, and empowerment in a multicultural and multilingual society.

Key words: heritage speakers, sociolinguistics, applied linguistics, international Spanish, Spanish varieties.

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Bionote

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Some lexical aspects of the COVID-19 pandemic in French and Romanian. Ludic creation

Abstract

The past century witnessed a dynamic process in the lexicon of languages, both in borrowings and newly created words. With the beginning of 2020, the phenomenon of the Covid-19 pandemic has provoked a significant increase in the number of words, thus bringing many changes on social and psychological levels, interfering both in the life of each citizen and in the daily vocabulary.

In its first part, this paper intends to make a brief presentation of the French and Romanian dictionaries and minidictionaries in which the pandemic vocabulary plays an important role, including the most popular ones, such as *Le Petit Robert* and *Le Petit Larousse illustré* (2022), the new edition of *DOOM – The Orthographic, Orthoepic and Morphology Dictionary of the Romanian Language*, published by the end of 2021, but also online dictionaries such as “Lexiques et vocabulaire” published by the Canadian Government in April 2021, “Mini-dicționar de pandemie COVID-19” (A Pandemic Minidictionary) by Ghenadie Râbaciov, etc.

The second part of the paper concentrates on some atypical dictionaries in order to underline their importance in a specific type of perception of the phenomenon called the Covid-19 pandemic. These dictionaries involve the ludic creation of words, manifested in two different ways: one involving humour, the other simply playing with internalized definitions of certain words from the newly created vocabulary. The diversity of examples allows a reflection on word formation, with the conclusion that the most frequent processes are affixation, compounding and the creation of portmanteau words. This last process is particularly well represented by Olivier Auroy’s *Dicorona* (2020), while with the *Mic dicționar literar de pandemie – Small literary dictionary of the pandemic* (2020) created by the Romanian journal *Scena 9*, we have interesting definitions of words belonging to this newly created vocabulary.

Key words: ludic creation; lexicon; vocabulary; the Covid-19 pandemic; dictionary; humour.

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Bionote

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The temporal and non-temporal functions of the English subordinate clause introduced by the conjunction *when*

Abstract

In both traditional and recent studies, the conjunction *when* is considered a primarily temporal conjunction. However, some newer studies argue that the clause with this conjunction may exhibit somewhat different type of subordination, in that it ceases to function as a typically arbitrary sentential element, featuring the whole context of the complex sentence in which it appears as not primarily of temporal type but atemporal and narrative type. The research in this article attempts at demarcating the contextual conditions in which conjunction *when* functions as a typical subordinator, within an adverbial temporal clause in the complex sentence and the context in which the structure that the conjunction introduces departs from its primarily temporal sense. The initial premise is that such a situation and different typological classifications of subordinate clauses introduced with this conjunction are possible due to its 'weak' lexical nucleus and that the atemporal and narrative type of such clauses are typical for narration. The main objective of the research was to consider the frequency of the appearance of each of the mentioned types of the clause introduced by *when* and the type of the context that allows for each of the types. The samples of the contemporary British prose type of text are selected for the purpose of this research. The text is examined through the application of the method of linguistic analysis, distribution, textual method and statistical recapitulation. The results indicate that a great majority of examples falls under the temporal type of the subordinate clause introduced by *when*, the rest of them being of atemporal and narrative type. Furthermore, the context of the complex English sentence allows for a subordinate clause of this type to be positioned either initially, medially or terminally, with a somewhat different stylistic function in each case. All these positions of the subordinate clauses were thoroughly considered, and it is established that the initial position typically sets the temporal frame for the whole complex sentence, while the medial and terminal positions serve as linking narrative structures.

Key words: subordinate clause, syntactic subordination, conjunction, temporal, atemporal.

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Bionote

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Conceptual Metaphors in Commencement Speeches: Unveiling the Symbolic Language of Inspiration and Guidance

Abstract

Commencement speeches are a cherished tradition in educational institutions, representing a moment of reflection, celebration, and inspiration for graduates as they step into the next chapter of their lives. In recent years, with the advancement of technology and social media, commencement speeches have gained even wider reach and influence. Many speeches are now shared online, reaching a global audience and becoming a source of inspiration for individuals beyond the graduating class. Conceptual metaphors can play a significant role in commencement speeches, as they allow speakers to convey complex ideas and inspire graduates by connecting abstract concepts with more familiar and relatable domains. The focus of this research paper was on a corpus of approximately 30 000 words made up of 10 commencement speeches held at different universities and colleges in the USA between 1964 and 2019. The aim of this paper was to analyse the conceptual metaphors used in the pre-established corpus, especially the ones focusing on life and civic duty, and to find patterns of usage. To reach the intended results a serious investigation was conducted, based on Lakoff and Johnsons' theory of conceptual metaphors and Charteris-Black's critical metaphor analysis approach. This investigation implied a thorough reading of the corpus material, the use of MIP procedure and a thorough analysis of the metaphors identified. This paper demonstrates that conceptual metaphors are not only present in commencement speeches, but they are a vital tool to reaching the soul and the consciousness of the audience. By drawing upon familiar and concrete domains, speakers can inspire and motivate graduates by connecting their future journey, educational experiences, dreams, challenges, and the importance of community with powerful and vivid imagery.

Key words: commencement speech, conceptual metaphor, speaker, civic duty, journey, personal development.

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Bionote

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A corpus-based analysis of news values in Romanian broadsheets. A case study of political news articles

Abstract

The paper analyses the way in which the following discursive news values positivity, negativity, superlativeness are reflected in Romanian broadsheet articles pertaining to politics. It also explores the way in which these news values contribute to the construction of the news texts from three major Romanian broadsheets. The analysis is carried out on the basis of a self-made monitor corpus which encompasses articles retrieved from the electronic broadsheets and news websites: Adevărul, Hotnews and G4Media. The selection of newspaper articles from the same section of different broadsheets ensures the homogeneity of the corpus. The core sample consists of 135 articles published in the political sections of the above-mentioned publications and harvested during the period May 1st and June 15th. This period is characterised by a state of turmoil on the political arena, as a result of the teachers' strike, the transition from the liberal government to the social-democrat one, the exclusion of the Democratic Alliance of Hungarians in Romania from the newly created government.

The evaluation parameters analysed in this paper pertain to media linguistics and are proposed by Bednarek (2006), Bednarek (2009), Bednarek (2016), the analysis is carried out with the methods and instruments provided by corpus linguistics. The corpus-based perspective adopted in this paper adheres to Baker (2012), who shares the tenet that almost every aspect pertaining to linguistics can be approached from a corpus-based perspective. Baker (2012) highlights the advantages of using corpora: they enable the statistical measurements and deepen the analysis, offering a fresh perspective. Baker (2012) praises the merits of corpora in undertaking linguistic, pragmatic (Jonathan Culpeper), stylistic (Michaela Mahlberg) analyses and contribution to teaching. Corpora are classified according to their use in monitor, parallel, specialised, comparative corpora.

The paper combines quantitative and qualitative methods. The quantitative analysis of the data relies on the use of corpus-based methods and instruments, LancsBox was analysed for processing the data coupled with manual inspection.

The interpretation of the results captures the frequency of these news values in the construction of the articles, the way in which these values are reflected in the construction of the articles. The second layer of

analysis explores the lexical and semantic realisations of the parameters analysed, the diversity of linguistics means which are used to express positivity, negativity and superlativeness.

Key words: news values; media linguistics; corpus linguistics; positivity; negativity; superlativeness.

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Facebook mediated communication in the COVID-19 pandemic context

Abstract

Computers have changed the way people live or communicate. The same words can be said about the pandemic situation caused by Covid-19. *Facebook Mediated Communication in the Covid-19 Pandemic Context* is a research paper that strives to identify the metaphorical language used by Internet users in their comments to certain online articles, namely identifying the conceptual metaphor related to Covid-19.

To put into practice the research approach, the starting point consisted of two self-made corpora. I made the first one of online articles on Covid-19 of various publications and newspapers, I built the second by observing and copying the reactions of Internet users to these "news". The analysis of people's reactions is primarily done through the comments posted to these online articles, while on the second plan, there is also the number of likes, adores, shares and other Facebook ways of reaction may be taken into consideration.

The second step in experimenting was to use a software package called a concordancer. Therefore, employing the corpus-based method, the set of collected data is analyzed using a computer, more precisely with the help of a program called ConcApp. Analyzing the two corpora, in turn, ConcApp shows us all the situations in which we encounter certain words as well as the frequency with which they are used, which simplifies the experimental approach. And thus, reaching the search results much faster.

Naturally, all the experimental approaches, methods and tools will be revealed in more detail in the chapter dedicated to research methodology. Similarly, the research results will be presented in the chapter dedicated to the data results interpretation.

Key words: Facebook, Computer-Mediated Communication, Corpus Linguistics.

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Bionote

Francisc Horvath is a 1 Decembrie 1918 University of Alba Iulia graduate with a BA in English and Romanian Language and Literature. He has been teaching for 17 years and currently has a teaching position at the Vețel Gymnasium School, Hunedoara County, Romania. After obtaining all the state-run teaching certifications, he graduated from the master's program in *English Language, Literature and Culture in a European context* at 1 Decembrie 1918 University of Alba Iulia. Since 2021, he has been a PhD student at the Doctoral School of Philology at the 1 Decembrie 1918 University in Alba Iulia.

Understanding grief through metaphor: A study of Nomada Studio's Gris

Abstract

This paper is concerned with the metaphorical depiction of the five stages of grief and the complex emotional processes they entail throughout the video game *Gris*. The game follows the story of a girl's recovery from a painful event as she explores and restores an imaginary world that reflects her feelings and experiences as she is progressing through the stages of grief. Emotions are some extremely personal matters of the mind and heart that can be very difficult to first convey to another, and then to have no guarantee whether they are able to understand or properly comprehend what is being communicated. Metaphors, which are used to describe something as something else, can help bridge gaps in understanding by using a more familiar concept to represent one that is difficult to understand or foreign. The objective of this study is to observe how effective the use of metaphors in *Gris* is at providing an understanding of the complex emotional state of grief. The fictional world of *Gris* consists of environments and themes constructed around the five stages of denial, anger, bargaining, depression, and acceptance. The imaginary and allegorical aspects of this world provide a trove of metaphors related to emotion and the concepts associated with them.

These metaphors will be identified and scrutinised using Lakoff and Johnson's conceptual metaphor theory and Charles Forceville's study of multimodal metaphors in order to find what features belonging to conventional concepts are used to describe the abstract emotional concepts, and how these metaphors are constructed. In addition, the analysis of *Gris* as a video game is assisted by the studies of Fahlenbrach and Schröter on how player characters can function as, and embody, metaphors, and Anne Bartsch's threefold typology for emotion metaphors in moving images. Furthermore, the interactive aspect of video games, and the distinguishing aspect of this medium, will also be taken into consideration, as interactivity is another channel that can assist in this process of understanding grief. Ultimately, this study identified several grief-related metaphors, but these only represent a fraction of what *Gris* has to offer. Some of the results of this study coincided with Lakoff and Johnson's conclusions in regard to the structure and typology of new metaphors. Another significant

observation is how many seemingly novel metaphors are in fact related to metaphors that originate from conventional and widespread associations. Overall, this video game's depiction of grief relies on numerous aspects of each stage of grief that are then used to construct a setting specific to each stage. As a result, the metaphors that resulted from these depictions have proven to be very potent at communicating their subject matter.

Key words: Metaphor Analysis, Video Game, Gris, The Five Stages of Grief, Emotions.

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Bionote

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Political correctness in literature for children and young people

The paper discusses the complex phenomenon of political correctness in literature for children and young people using the examples of Grimm brothers' fairy tales, Twain's novel *The Adventures of Huckleberry Finn*, Garner's *Politically Correct Bedtime Stories* and *Serbian Folk Tales for Children of the 21st century*. In the introductory part of the paper, the theoretical aspects of the concept of political correctness are considered, while in the central part, the mentioned works are analysed from the point of view of this key concept. The paper specifically tries to answer the question whether political correctness is the correction of historical injustices, a form of censorship or the distortion of a realistic picture of reality, with special emphasis being placed on the disharmony between the language of the literary work and the cultural context in which modern children grow up.

Key words: political correctness; fairy tales; Huckleberry Finn.

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Bionote

Svetlana Kalezić-Radonjić was born in 1980 in Podgorica, Montenegro. By education, she has a Ph.D. in literature, and by avocation, she is a poetess who actively publishes her work since she was fifteen. She works at University of Montenegro as Assistant professor of Literature for children and young adults. She published

seven individual books of poetry, and she is a winner of many literary awards. She is author of more than hundred proceedings, articles and papers and the author of study *Oblak nad Kamenim vratima: Umjetnost riječi Ivane Brlić-Mažuranić*.

Since her doctoral thesis deals with Montenegrin novel for children and youth during the first 25 years of existence of the genre (1953 to 1978), she is currently working on the period from 1979 to 2003, which completes the half a century whole. She is particularly interested in authors that deal both with adult literature and literature for children and youth, as well as where they overlap, touch or bypass.

Besides writing poetry, prose and literary critics, she is also a rock musician and member of Center of young scientists in MASA (Montenegrin academy of sciences and arts), of Croatian Association of Researchers in Children's Literature (CARCL) and member of European Network for Comparative Literary Studies (REELC/ ENCLS). She is founder and executive director of Institute for Children's and Youth Literature (Podgorica, 2014).

**Examining Speaking: Discourse Analysis in Official
Language Examinations.
A Case Study of Spoken Performance in Cambridge B2 First
Exam**

Abstract

Problem Statement

Language proficiency examinations belong to the category of high-stake tests since passing enables the beneficiaries to land a job, obtain grants and scholarships or enter the highly coveted university. While written tests involve no interaction between candidates and assessors, the oral component entails an audience and the successful transfer of a message from the interviewee to the interviewer making the whole experience dreadful, frightening and exhausting. By stirring a lot of interest among researchers such speech acts have been studied from different perspectives with the sole purpose of improving this assessment instrument “while the learners are often remote figures who are only of interest for their reactions to this instrument”, with a strictly limited reaction span. (Underhill, 1993, p. 10)

Research Objectives

Whereas some are innate speakers, the oratorical skills of others involve additional consideration and plenty of practice to learn how to negotiate meaning while expressing their thoughts and emotions. Moreover, it is not the knowledge of the individual that creates the interaction, but rather the collective knowledge and understanding shared between all participants that form the basis of the interaction (Young, 2008), therefore co-constructing the interaction while activating a whole set of interactional competencies such as initiating a discussion on a specific topic and asking for clarifications (Brooks, 2009). Hence, if the interaction is co-constructed, the objective of this case study is to demonstrate that the gender of the candidates (Brown and McNamara, 2004), their acquaintanceship levels (O’Sullivan, 2002) and their anxiety levels are definitely influencing the discourse of the candidates in an oral language examination. Moreover, another objective is to demonstrate through a discursive analysis that the overall linguistic performance of the subject of this case study improved after attending a public speaking programme.

Research Methods

Conducted over a period of two years the case study involved a pre- and post-quantitative and qualitative analysis of the data collected. The investigation started with a placement test to assess the learner's level of English and a questionnaire measuring his needs, anxiety levels and future intentions regarding the oral official language examinations. The second stage was to record the first interview and extract the associated transcription. During the third stage, the learner attended a 12-week Ted-Ed Public Speaking Programme (hereinafter PSP) followed by a second interview-recorded and transcribed. The contrastive analysis between the corpora resulting from the two interviews and the associated conclusions were the last step of the case study and elements such as gender relations, acquaintanceship, speech rate and non-verbal elements of communication, as well as anxiety levels, were found to influence language performance.

Instruments

In order to prove my hypothesis, I have used the free online software available at www.analyzemywriting.com and <https://www.reuneker.nl/files/ld> to complete the linguistic analysis. The interviews were recorded by using the Zoom platform and the verbatim transcripts were done by me, the researcher by following all orthographic rules and an altered version of the Jeffersonian Transcription System.

Key Results and Conclusion

The discursive analysis revealed that the subject's speech style changed from a rather disfluent, hesitant one with many pauses and repetitions to a much more assertive style, involving the speaker and therefore denoting lower anxiety levels coupled with certain non-verbal elements. The subject showed a well-controlled demeanour, with a lower number of errors, hesitations, and repetitions, thus demonstrating more efficient discourse management skills, improved grammatical range and an accurate overall communication technique, being able to successfully negotiate meaning in order to convey the oral message by demonstrating more initiative during the collaborative task. The gender of the test partners is also explored as the subject was more relaxed and initiated conversation more when paired with a male candidate.

This case study found that by attending the PSP the subject gained better control over his mind and body despite being an introverted person and managed to overcome his so-called "stage fright" thus becoming a confident speaker and currently being able to attend conferences as a speaker for other school subjects such as physics and informatics, his true passions.

Key words: meaning; discourse analysis; official examinations; public speaking; English as a foreign language (EFL).

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Bionote

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The subject of her current research is “Examining Speaking: Discourse Analysis in Official Language Examinations - A Case Study of Spoken Performance in Cambridge B2 First Exam”.

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The Category of Time and Space in the Victorian Fiction

Abstract

The category of time and space in Victorian literature will be analysed within the frame of canonical 19th-century novels. This complex category is very important for the whole structure of novels and is the line which slowly develops towards the beginning of the 20th century and new literary devices which will occur in the modern fiction. Our focus will be on the main feature of time and space in the Victorian fiction with all the new components, which can be seen in this period (the introduction of psychological novel, stream of consciousness, epiphanies). In the novel *Wuthering Heights*, we can notice the parallel plot in two different categories of time and place. Two categories of time are related to distinction between present and past time or subjective and objective time. Present moment is the category we describe as objective time, while subjective time is a moment where a character(s) is, in metaphysical sense. So, in case of the character of Heathcliff, his inner, subjective time as at a standstill from the point when Catherine left this world, while Catherine at the end of her earthly life metaphysically had returned in the period when she and Heathcliff still shared the same identity. In explaining the presence of two categories of space, we have observed it as an inseparable part of the category of time. In the moments when Catherine mentally revisits the life she had in the father's home, she is capable to bridge the gap opened within not only the category of time and enters the subjective time, but simultaneously transcends the category of space and returns to Heights. Although she is set in the time patterns of now (objective time) and spatial pattern of Thrushcross Grange, she transcendently belongs to then (as opposed to now, subjective time) and the properties at Heights.

Key words: Victorian novel, time, space.

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Bionote

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Metaphorical conceptualisation in Tennis

Abstract

This article focuses on how tennis was conceptualized by athletes and journalists during the big tennis tournament: the Australian Open 2022. Being a sporting event in which athletes of both sexes participate and being a competition commented by prestigious journalists, the perspective on tennis is complete. In order to analyse how tennis was conceptualized, the article examines a corpus of 9 articles published during January 2022, in the British newspapers – online version- *The Guardian* and *The Telegraph*, and it comprises approximately 7000 words.

The structure of paper consists of two parts. The first one contains the relevant literature review, the methodology and the research already done on the topic of conceptual metaphors. Part two scrutinises the metaphors that have been used by athletes and journalists to describe the concept of 'tennis'. The method of analysing the metaphors identified in these articles was inspired by the MIP method: A Method for Identifying Metaphorically Used Words in Discourse, created by researchers from the Pragglejaz Group, but also the framework-slot method. The aim is to establish the frequency with which certain metaphorical expressions appear in the field of tennis, as well as to reveal how the genre of the content transmitter determines the discourse.

A careful scrutiny of the corpus revealed four main conceptualisations of tennis - TENNIS IS WAR, TENNIS IS FINANCE, TENNIS IS SPECTACLE and TENNIS IS LITERATURE. The most surprising of the conceptualisations of tennis is that of literature, and it belongs to a female journalist. For this journalist, tennis is more than a physical struggle with herself or himself and her/his opponent, more than the ambition to win a prize of millions of dollars, more than a show to offer to the public, for her tennis is emotion, it is feeling, it is poetry.

Key words: metaphor, conceptualisation, tennis, source domain, target domain.

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Bionote

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Moving Towards Autonomy in Foreign Language Acquisition

Abstract

In the realm of education, the notion of “learner autonomy” has recently gained traction, highlighting the significance of students assuming accountability for their own learning. In Romania, this concept is primarily regarded more as an intangible ideal than as a concrete teaching goal within the education system. For teachers in higher education, enabling students to become self-reliant in acquiring a foreign language presents a great challenge. The role of an experienced and skilled teacher encompasses more than simply conveying and assessing information. It is crucial for all teachers to strive towards a shared educational objective, which is to actively encourage independent learning within their classrooms, wherein students take ownership of their learning experiences. In order to achieve this, a shift is necessary within the education system, by slowly moving away from the traditional classroom where students heavily depend on their teachers, towards a learner-centered classroom model.

The essence of my presentation centers on defining and comprehending the notion of autonomy in learning by exploring the didactic approaches and techniques that can promote independent learning, along with the practical application of these teaching methods in tertiary education. My presentation aims to provide an answer to the following research questions: what is autonomy in learning? What is the role of the teacher in the process of fostering autonomous learning? What are the teaching strategies that determine students to learn independently? How could these teaching techniques be actively used in tertiary education? In order to find out the answers to these research questions my study will approach both the qualitative as well as the quantitative analysis. In what the qualitative analysis is regarded, I will focus on the benefits of organizing focus groups and keeping a learning diary – which consists of a very effective tool for introspection and reflection by helping students keep track of their own learning progress. In what the quantitative analysis is concerned, the research instruments used refer to surveys and questionnaire which aim to gather information from the respondents in order to determine how willing are students to adopt autonomy as a learning strategy and how open are teachers to update their teaching techniques and encourage independent learning. In order to accomplish these research objectives, my study will consist of a

quasi-experiment in which the teacher is promoting and actively implementing autonomy as a learning strategy and competence in the English classroom. By doing this, learning should become a process of which students are aware, thereby increasing its effectiveness in both the short and long term. In this context, the teacher assumes the role of observing the behavior and interaction among students, thus making the research ethnographic in nature, with a qualitative approach. Therefore, the purpose of this presentation is to provide and all-encompassing definition of what autonomy in learning is and explore the teaching methods and strategies that facilitate independent learning by making students responsible in the process of acquiring a foreign language, as well as evaluate these methods and strategies after their implementation in the teaching process.

Key words: learner autonomy, teaching-learning process, didactic strategies, long-term learning stimulation, foreign language.

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Bionote

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Errors and Infelicities in the First Electronic Learner Corpus of Romanian

Abstract

Learner corpora are used in a variety of ways, for both research and didactic purposes. They can be used to tailor language learning materials for learners with a specific linguistic background since this background correlates with certain characteristics and errors in the target-language. To fulfil this aim, the corpora need to be annotated for errors, defined as “features that stand out in some negative way in relation to accepted norms and expectations of mature language performance relevant for the context of interest” (Dobrić, 2023). However, deciding what is an error and what is not is not a very straightforward process, and error annotation faces a number of challenges. One of the biggest difficulties is distinguishing errors from language phenomena which are not errors per se, but “infelicities” (see Granger, Swallow, & Thewissen, 2022) that lie in the grey zone of the correct-wrong continuum.

The paper is aimed at analysing the fuzzy boundary between errors and infelicities, based on examples extracted from LECOR, the first electronic learner corpus of Romanian (Mirzea Vasile, 2020), and to find practical solutions for the corpus error annotation.

Infelicities comprise language phenomena such as register mismatches (1a, which occurred in a formal letter) or nonnatural grammatical substitutions (e.g., past compound for imperfect, see 2, excerpted from the composition “How teenagers used to have fun 100 years ago”). A more in-depth analysis will focus on the expression of inalienable possession.

(1) a. n- ați completat asta. (F., 19, B1,
Mandarin – LECOR)

not AUX.PF.2PL complete.PF.PART this_{COLLOQUIAL}

Correct:

b. n- ați completat acest lucru.
not AUX.PF.2PL complete.PF.PART this_{STANDARD} thing.

“You did not fulfil this”

(2) a. Fetele au creat păpuși.
 Girl.PL.DEF AUX.PF.3PL create.PF.PF doll.PL
 (M., 19, B1,

Ukrainian&Russian – LECOR)

Correct:

b. Fetele creau păpuși.
 Girl.PL.DEF create.IMPV.3PL doll.PL
 ‘Girls used to create dolls.’

Our methods are drawn from the field of error analyses (Corder, 1981, Dobrić 2023, a.o.) and contrastive interlanguage analysis (Granger, 2015).

Based on a series of examples from the LECOR corpus, the paper takes up the problem of the norm against which should be confronted the interlanguage (see Granger, 2015, Gilquin, 2021, a.o). We will show that both errors and infelicities are related not only to the native language, but also – and maybe more often – to another foreign language known by L2 speakers of Romanian, usually English or French. We can speculate that transfer from English or French into Romanian occurs more often because the typologic distance between these languages is smaller than the one from their native languages (e.g. Mandarin or Arabic). Moreover, errors and infelicities should be judged not only against the norms of native Romanian, but also against the input i.e., the teachers' microlanguage (Platon, 2021), which are usually a simplified version of the native language, as well as against the immersion language, which displays variation (Selinker 1972).

Key words: learner corpus research, error analysis, contrastive interlanguage analysis norm, quality.

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Bionotes

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**Political Correctness and Literature: Romani People as
Keyword in Linguistic Stereotyping**

Abstract

Given that the linguistic understanding of the concept of “political correctness” mainly requires the lowering tolerance of offensive words and cancelling discourses that encourage stereotypical depictions of the other (O'Neill 2011), it is clear that this concept is an operative one not only in the current context, but also in a retrospective evaluation of discourse from this point of view. In other words, attempting to stake the anachronism of such a concept on a historical or literary discourse lacking the characteristic of actuality is unwarranted. On the contrary, revisiting certain discourses from the perspective of a reading based on political correctness becomes an imperative, since this revisiting can bring to light several aspects that play a key role in identifying the origin and emergence of certain linguistic manifestations that are now considered offensive. Starting from these observations, the aim of my paper is to nuance the connection between linguistic stereotypes targeting the Roma ethnicity and the offensive expressions attributed to the representatives of this minority and their origins in the early stage of the evolution of the modern Romanian language.

In other words, relying on corpus linguistics methodology and using one of the first large-scale digital archive of the Romanian novel (resulting from the research project *Digital Museum of the Romanian Novel: 1845-1947*, which facilitated the digitisation of more than 1200 novels, i.e. an overwhelming majority of the novel production of the period), my analysis proposes an approach to the Romanian literature of the 19th and early 20th century as a discourse that recorded the evolution of the Romanian language, which was at an early stage of evolution in the 19th century (Drăgulescu, 2006), and, consequently, which also recorded the formation of stereotypical expressions concerning the Roma ethnicity. My analysis values the image of the Roma ethnicity and the impact it had on the evolution of the modern literary Romanian language, as I consider that the analysis of the literary discourse in the 19th and 20th centuries is justified because literature renders 1:1 the reality of the cultural context of the time. In other words, harnessing the method of patterns that Moretti (2017) considers essential in quantitative analysis, as well as the methods exemplified in *Pamphlets* from the Stanford Literary Lab – especially in *Pamphlets 4* (Heuser and Le-Khac, 2012) and

5 (Allison et al., 2013) – my study aims to quantitatively inventory all the occurrences that the DMRN corpus suggests for “Gypsy” and the pejorative appellatives with which they are described. Favours the MFW in the context of the occurrences – an operation that I will perform in *AntConc* through the KWIC tool, but also through the identification of collocations (Anthony, 2016) –, I aim to classify occurrences according to the semantic and lexical-grammatical class clusters (verbal and nominal groups, using *Sketch Engine*’s grammar classification tools for the Romanian language: <http://www.sketchengine.eu>) that the terms form, and to identify how the 19th and early 20th century Romanian language uses the Roma ethnicity to innovate lexically, but also semantically.

The result of my study will be the classification of all the expressions referring to Roma in the Romanian novel into clusters based on semantic and morphological criteria and the inventory of all the Romanian expressions referring to Roma. This shows that, beyond the emancipation of Roma in the 1850s, their “stigmatisation” did not stop then, which is obvious from a quantitative linguistic analysis.

Key words: political correctness and literature, politically correct lecture of the novel, nineteenth century Romanian novel, Romani people, ethnic minority, linguistic stereotyping, lexical classification, semantic classification, quantitative linguistic analysis.

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Bionote

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Woman cancel culture and culture cancelled (in Afghanistan and other countries)

Abstract

The term “cancel culture” may be interpreted in two ways. In general, it is intended as the culture, by which “those who are deemed to have acted or spoken in an unacceptable manner are ostracized, boycotted or shunned” (Wikipedia). However, it may be also understood as “the remove some categories of people from the stream of culture”. This is what happens in some Islamic countries, of which Afghanistan is the strictest one, to remove any possibility for women to access education and therefore culture.

Afghan women have been seen as a source of innovation and agents of change by some scholars, and also by some governmental organisations (Rostami-Povey, 2007). This has been, obviously, considered a threat by the Taliban establishment, but this is not the only origin of this annihilation of women under their regime. The countries aiming at imposing sharia, although strictly limiting the women’s freedom, behave in different ways. On one side Iran tries to keep a sort of formal legality but faces a stronger internal women’s opposition; on the other side Afghan women are treated in a far more brutal way, and their opposition, fierce it might be, is less effective and less strong.

Sharia, traditions, and male ruthlessness conjure to create a barrier against women development. A discussion on present days situation and the historical development of women conditions will be held.

Key words: feminism, women’s condition, women’s shari’a, Afghanistan, Iran.

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Bionote

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New Historicism and cultural studies: Related concepts

Abstract

The present study explains our option for New Historicism in a way that avoids the comfort of simply casting our approach within a methodological frame assumed to meet our elective affinities. Instead, we are proceeding along the lines of a compare and contrast discussion of rival perspectives, not only on New Historicism but on the basics of literary theory and criticism. Although the two surveys of contemporary critical theories are didactic in nature, their theoretical assumptions come under our critical examination precisely because they lay the bases of the students' appropriation of academic protocols. Whereas Mario Klarer does mention New Historicism defining it in a way which, we think, deserves several amendments, Julian Wolfreys, Editor of *Introducing Criticism in the 21st Century* (the Second, 2015 Edition of the original 2002 *Introducing Criticism at the 21st Century*) replaces what he calls the dominant "historicist, contextualist and sociological approach" in universities with a mix of "Space, Place and Memory" Studies including Affect Theory, Space and Place studies, Trauma, Testimony and Memory studies.

Until 1988 Stephen Greenblatt practiced a kind of criticism which was closer to Cultural Materialism in its emphasis on ideology, on the exercise of state power in creating narratives supporting its desired self-image. In *Renaissance Self-Fashioning from More to Shakespeare* (Chicago University Press, 1982), Greenblatt undertakes a Foucauldian archeology into the imaginary which caught the public eye in an age reputed for its self-dramatisation and acting.

Alan Sinfield assumed his position as cultural materialist, which he equates with political dissidence, in his book, *Faultlines* (1992) from the very title: *Faultlines Cultural Materialism and the Politics of Dissident Reading*. Included in this book is an essay on "Cultural Materialism, Othello, and the Politics of Plausibility."

In a New Historicist approach to the play, Maria-Ana Tupan (2020) reads the plot against other texts that circulated at the time, and which account for the cognitive background of the characters.

Neema Parvini, a scholar from the University of Surrey, is a telling example of the way New Historicism works, that is, through a

historicised and theorised approach to the author in question and through meditation on the tools of his interpretation (metatheory).

New Historicism too distances itself from the official canon, focusing on less known texts whose marginalisation is seen as the policy of networks of power.

Raymond Williams launched a concept somewhat similar to Foucault's episteme – the “structure of feeling” – and his contribution to cultural anthropology dates back to 1961 when he published *The Long Revolution*.

In Marin Sorescu's *Vărul Shakespeare (Cousin Shakespeare)*, for instance, Hamlet's rage against the corruption of the Danish court swells so high because he is absolute for the humanistic ideals and values which were indeed current in the author's time, but which do not characterize either the time of the action (dated by Saxo Grammaticus at about 1200 AD) nor the time of the author rewriting it for a postmodern audience.

Similarly, D.R. Popescu produces a palimpsestic text in his 2012 novel, *Simonetta Berlusconi. Calugarul Filippo Lippi si calugarita Lucrezia Buti*, where not only do characters join a transhistorical party (the author too lapses into the chronodiegetic universe of the Italian Renaissance, visited by a refugee from Vlad the Impaler's land) but the very ontological stability of the worlds vanishes into the faultlines separating authors, critics, editors, characters.

The ongoing discussions about the sources, tenets, concepts and protocols of New Historicism, which are trying to breathe new life into a critical theory which colonized literary studies at the turn of the millennium, are revisionist and summative, locating New Historicism in the general picture assembled by William Wolfreys as editor of a book of essays on *Criticism at the 21st Century* (Edinburgh University Press, 2002).

Key words: New Historicism, Cultural Studies, metalanguage; metatheory.

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**Nation Branding and Country Positioning in State Visit
Speeches: the hard and/or the soft way**

Abstract

Positioning a country is like finding the best place for a company on the free market. It takes some important differentiating variables (Kotler 2009) in order to avoid facing the biggest competitors directly and at the same time to increase the perceived value of the country. Highlighting the company's efficient products, top services, reliable and responsive personnel, channel coverage and vivid image will enhance its competitive advantage, and advertising is the handiest way to achieve this performance in business. However, in the political arena, positioning a country and especially preserving that position represents a tough challenge. Given the various perspectives from which a country's presentation can be approached, namely geographical, socio-demographic, economic, political, historical or even cultural, we can argue that its positions will vary accordingly. This dynamics stems from the constant fluctuation and realignment of the world order and its policies. As the whole Critical Discourse Analysis framework stipulates, there is a dialectical relationship between discourse and society: "Every single instance of language use reproduces or transforms society and culture, including power relations" (Wodak, 1996: 17).

Politics has never been an autonomous field, but one in which several concurring forces have been competing to attain the desired status and to achieve their purpose. The participants' chances of success depend on their ability to attune their *habitus* to the distinctive characteristics of this "site of struggles in which individuals seek to maintain or alter the distribution of the forms of capital specific to it" (Bourdieu, 1995: 14). Therefore, political discourse is to be seen as a means to communicate the "positioning" strategy (Ries, & Trout, 2001) developed by a competitor for its offering, but also as a "positioning" act proper that is aimed at defending and consolidating the current market position.

Advocating a socio-cognitive perspective inspired by transpersonal psychology (Maslow 1954/1970), sociology (Bourdieu 1989, 1990, 1995), and cognitive linguistics (Charteris-Black 2004, Kövecses 2010), this article investigates political discourse as an economic exchange, more specifically as a cognitive demand-supply transaction which

attempts to fill in a mental void created as a result of society's needs and frustrations (Neagu, 2013, 30-31). The politician supplies the necessary information, thereby creating certain mental images and patterns that would support people's effort to adapt to new states of affairs and (intriguing) change.

The corpus compiled with a view to empirically support the theoretical framework consists of several state visit speeches held by former presidents on their visit to the United Kingdom, as my contention is that this political genre reveals the subtleties of the moral framing that has often led to the unique Self-Other "pattern of aggression" (Moghaddam et al., 2008: ix).

My contention is that the representations of the well-known US-THEM dichotomy, as suggested by Chilton (2004, 2014) and Cap (2013), for instance, should be adapted to the new perspective brought about by the dialogicity continuum approach. Coercion inside the deictic social space, typical of totalitarian regimes, together with the antagonistic encroachment coming from the outer deictic space are likely to represent the two extremes of this continuum where little or no dialogue is envisaged. If hard power (economic capital, military strength) divides nations into 'communities of practice' along this continuum, it is "soft power" (Nye, 1990) that ensures their cohesion. State visit speeches reinforce this connection along the conceptual continuum via soft power and nation branding.

Key words: state visit speeches, positioning, deictic space, habitus, ethos, mental void, soft power

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Bionote

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Proximization during the Covid-19 pandemic: A case study of news websites and websites labelled as fake news producers

Abstract

False or untruthful content has been object of debate for centuries, yet the 2016 USA presidential elections have triggered a global concern and scrutiny because of its impact on democracies, news media, economies, research, and public health worldwide. During the COVID-19 pandemic, disinformation on health, science and well-being content reached its peak and its impact is still being measured and addressed in many fields of study. At times research scholars had to convey conflicting messages, as new findings about COVID-19 emerged. In turn, this was an opportunity for disinformation media to further discredit science communication and engage in cancel culture.

For these reasons, it is of public interest to analyze the language of fake news outlets and unveil the discursive strategies used to enact credibility, namely proximization strategies (Cap 2013, Kopytowska 2022). To meet this purpose, in line with ongoing research (Nunes 2020, Sousa & Nunes 2021), this case study is based on corpora on health, science and well-being collected in 2020. On the one hand, the corpora were extracted from websites labelled as fake news producers (Pena 2018), namely *Altamente*, *Lusojornal2015*, *Magazine Lusa* and *Vamos Lá Portugal*. On the other hand, it also offers a contrastive perspective on corpora extracted from newspapers and magazines websites, particularly, *Diário de Notícias*, *Público*, *Visão*, and *Sábado*.

Drawing on preliminary results, the three spatial-temporal and axiological proximization strategies were notably found in the news corpora to legitimize health-related measures and recommendations. The fake news corpora under study displayed fewer publications than usual (cf. Nunes 2020, Sousa & Nunes 2021), perhaps due to restrictive advertisement policies imposed during the pandemic by platforms such as Google.

Even if spatial proximization is claimed not to be so frequent in news articles because of its non-synchronous and deterritorialized nature (Nunes 2020, Kopytowska 2022), it was evidenced to illustrate the narrowing of the distance between citizens overall (Inside the Deictic Centre – IDC) and the growing pandemic threat (Outside the Deictic Centre – ODC, cf. Cap 2013, Riaz 2020, Florea & Woelfel 2022, Irshad

2022). Temporal proximization aimed to highlight that the time to act was ‘right now’ to avoid further ominous consequences for the whole audience’s well-being and health.

Axiological proximization mainly enforced the entities’ IDC values and presented diseases (especially the novel coronavirus) as ‘evil’ threats. Although there are a few occurrences of negative axiological proximization in the fake news corpora under study, there are no instances openly intended to discredit specialists, scientists and epidemiologists.

Interpersonal and emotional proximization of suffering was recurrent in all corpora. As it likely contributes to the disease’s newsworthiness and danger, these were the main proximization strategies of the analyzed disinformation outlets. Visual proximization (Molek-Kozakowska, 2016) was also frequent alongside epistemic proximization. Altogether, these intend to facilitate the understanding of a new invisible disease and its potential harm.

Further studies should, for instance, focus on other fake news outlets to uncover the most frequent proximization semiotic strategies in communicative practices during the pandemic, thereby contrasting them with ones depicted in news media.

Key words: proximization, COVID-19, Corpus Linguistics, science, health and well-being (fake) news.

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Some old Romanian Christmas carols in a new era

In Romanian folklore, an important number of narratives constitute the Marian cycle, i.e., those texts that have the Virgin Mary as their character. These fall into three categories: (1) those that focus on the nativity, (2) those that focus on the childhood of Jesus, and (3) those on the search for Jesus by His mother and the crucifixion. Among them, a recurring pattern is that of the harassers, including the “jidovi”, a pejorative word for “Jews”. In recent years, during the Christmas period, there have been scandals in the press regarding some carols that are disapproved in the public space – as being “politically incorrect”. Our presentation will focus on such examples, trying to analyse the longevity and the archaic nature of these folkloric motifs and some recent distortions of the tradition.

Key words: Romanian folklore, Christmas carols, political correctness.

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Bionote

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The language of streaming

Abstract

As with any other community which appeared in the climax of the internet, the streaming world is booming with every passing year, generating and reaching new revenue levels and being seen now as one of the most important and valuable forms of entertainment there is. This study will discuss the language used by certain streamers and their community. The main reason for this paper's existence is to understand better phenomena such as speech, dialogue, and overall interactions between the streamers, their community, and their viewers. This paper will also discuss the power behind the words used by streamers, which can very well determine how someone will be viewed on streaming platforms. This study will offer information about banned comments and provide semantic and pragmatic analyses for some of the most well-known terms used on streaming platforms. To make this research possible, chats and live broadcasts from various popular streamers will be monitored, trying to see specific patterns in the hope of understanding how their language work and, by the end of the study, concluding if there is an already new language or system of speech which goes around in the streaming community. Discourse analysis will be the primary research method for this study, understanding and interpreting what the streamers and the viewers say during the live streams. The semantic analysis of some of the words will help obtain a good understanding between the words and their meaning, making it easier to interpret the language constructs made by the streamers and their communities; with this, two different types of meanings will be analysed to follow the line of meaning, both from a contextual and conceptual point of view. I will also conduct a pragmatic analysis to see the correlation between words and contexts, determining if there is any importance in the context of the language of streaming. By the end of this study, I will be able to offer a clear understanding of what is the language of streaming and draw a clear picture of what certain expressions and combinations of words mean in this environment, and, if possible, see if these expressions or words can reach to more than the online world of live broadcasting.

Key words: language, streaming, words, online speech, chatting.

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Bionote

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The discovery of shadowing: the technique for developing German speaking skills during and after the Covid

Abstract

The paper reports on a practical example carried out during the pandemic period (between February and May 2021) as part of the foreign language course German for Tourism II of the Tourism Degree and German II of the Tourism Recreation Degree at the School of Tourism and Maritime Technology, using the techniques of imitation and shadowing based on tourist promotional videos of different types (accommodation, transport, gastronomy).

The main goal was to improve and develop oral skills in the German language in terms of pronunciation, intonation, rhythm, fluency and expressiveness by watching and individually editing promotional videos in German using different ICT tools or apps.

However, it was also of utmost importance to find out the students' opinion about the implementation of the activity in terms of the learning and results achieved.

The results show that the students learned to work with new applications related to video and sound and significantly improved their oral communication and speaking skills.

Key words: Tourism, Foreign Languages (FL), speaking skills, shadowing, Information and Communication Technologies (ICT)

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Bionote

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Revisiting semantic components of pronouns to address societal changes

Abstract

The aim of this presentation is to unveil the latest tendencies in English lexicology to meet the societal developments with regard to the LGBTQ+ community's needs for identity affirmation and recognition. Pronouns are considered a category of pro-forms (lexical units that are dependent for their meaning on reference to some other part of the sentence/context) and are associated with the Noun Phrase.

According to Halliday & Matthiessen (2014: 383), "the personal pronoun represents the world according to the speaker, in the context of a speech exchange". The referent is interpersonally determined, by the speech situation. As in the case of proper names, the reference is usually unique. Personal pronouns and proper names are alike in that, for both, the reference is usually unique. With pronouns, the referent is defined interpersonally, by the speech situation.

With proper names it is defined experientially: there exists only one, at least in the relevant body of experience. In both cases, this means that typically there is no further specification; pronouns and proper names usually occur without any other elements of the nominal group. Sometimes they need further defining, like *you in the back row*, *Henry the Eighth* (this was how surnames started, as Qualifiers of personal names); and they may carry attitudinal Epithets, like *poor Tom* – cf. *pretty little Polly Perkins of Paddington Green*, which has both.

In terms of semantic contents, the emergence of new pronouns to denote identity traits, there exist new elements of componential analysis that need to be accounted for, such as [±Binary], as revealed in the example below.

Emma Corrin explained why **they** decided to adopt gender neutral pronouns and reflected on **their** brother's supportive reaction to **them** coming out as non-binary. (DailyMail)

<i>they</i>	<i>their</i>		<i>them</i>
[+Pron]	[+Pron]	[+Pron]	
[+Central]	[+Central]		[+Central]
[+Personal]	[+Possessive]		[+Personal]
[+3 rd person] person]	[+3 rd person]		[+3 rd

[+Singular]	[+Singular]	[+Singular]
[+Subject]	[+Determiner function]	[+Object]
[-Binary]	[-Binary]	[-Binary]

All these semantic components will be presented and exemplified with samples from current media sources, in an attempt to demonstrate the need for functional grammar to integrate social realities in language description and analysis.

Key words: componential analysis, pronouns, LGBTQ+ community linguistic affirmation, [$\pm$ Binary] semantic component.

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Bionote

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Cultural Differences between the Modes of Existence Based on Being and Having Reflected in Language Differences

Abstract

The research outlined in the paper is inspired by the book written in the second half of the 20th century *To Have or to Be* by the well-known psychoanalyst Erich From. The author suggests that there is a crucial difference between our worldviews depending on whether we experience life in the sense of dynamic process (being) or static possession (having). Of course, this cultural difference is reflected in language. It seems that increasingly more frequently a modern man seizes for a noun (denoting a thing – *to have a happy marriage*), rather than a verb (denoting an activity – *to be happily married*). The paper investigates most frequent collocations with the English verbs *to be* and *to have* and their equivalents in the Serbian language in order to identify similarities and differences between the two languages and cultures. The quantitative analysis indicates that there is a significant difference between the observed languages and cultures.

Key words: culture, English language, Serbian language, to be, to have, difference.

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Can one be "as right as rain"?

Abstract

This paper aims to present an analysis of an idiomatic expression which is part of a more extensive work related to how Romanian learners of English understand some particular English idioms. The idiom "be as right as rain" was chosen as part of a chapter from the mentioned thesis since it has no correspondent in Romanian; therefore, being assumed that some issues regarding its translation might have occurred. Sixteen students aged 16-17 worked on this idiom, and it was part of an experiment divided into two stages. The first stage meant the subjects were given the idiom and encouraged to translate it, while the second stage meant they worked with the same idiom but in a contextualised version. Not having something to relate to in their native language, subjects used several methods and techniques to translate the idiom. The techniques they used in their translations ranged from word-for-word translation (relating their translations to the literal meaning of the words), translations using phrases, and so on. Their translation used common cultural knowledge about rain, which could have led them on a different path. During the second stage of the experiment, the students were given a contextualised version of the idiom which proved to be very helpful for their understanding of the phrase. That is why a big part of those who, during the first stage of the experiment, went far from the desired translation managed to grasp the idiomatic meaning of the phrase in this stage. They took advantage of the context and used, at maximum, all the clues provided by it. They were helped by the jointure of words "KNEE and OPERATION", thus making the needed mental connections and getting to the idiomatic meaning of the specific phrase. Despite the context's existence, some were still unable to get the idiomatic meaning. For such students encountering an idiomatic phrase poses difficulties no matter whether the phrase appears in a context-free version or as part of a context. Getting to the idiomatic meaning shows an ability to leave behind knowledge acquired from the native language and relate more to the features English as a foreign language presents for them. The word-for-word translation technique should not be perceived as a general flaw, as there are idiomatic expressions for which such a technique can prove helpful. The idiom discussed in this study is not such an expression; therefore, the results are to be taken as such.

Key words: rain, right, idiom, operation, be.

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A CMA approach to Zelensky's discourse on the Cannes Film Festival 2022

Abstract

War is one of mankind's greatest fears because its synonym is death, and everyone fears death. When I asked eleven people what "war" meant to them, they all seemed to have the same answer: death. I saw their responses from all angles and realised that war does indeed mean death, especially after the two world wars that humanity has experienced. If this is the case, it appears that the lesson has not been learned, and people are still making the same mistakes. With a military invasion, Ukraine woke up on the morning of February 24, 2022, and it is still not over, which is rather called war - Russian-Ukrainian War. In this context, the President of Ukraine had a speech at the Cannes Film Festival in 2022 to emphasize once again about liberation and taking Ukraine back. On this occasion, the President once again came out with the call to the Russian people to come out in anti-war protests and stop the dictatorship of their President. The speech being at a popular film festival, Zelensky also referred to literature and great films that could stop the world's greatest dictators of the past, this being a good strategy to convince the Russian people, and not only that it is possible, and he also asked cinema not to be silent, not to be stupid and through it to make its voice heard.

This paper aims to apply a Critical Discourse Analysis (CMA) approach to analyze the discourse of President Volodymyr Zelensky regarding the Cannes Film Festival in 2022. By examining Zelensky's speeches and statements, we seek to uncover the underlying ideologies, power relations, and rhetorical strategies employed by the Ukrainian president in relation to the prestigious film event. Through a systematic analysis of linguistic features, thematic content, and contextual factors, this study sheds light on the political and cultural dimensions embedded in Zelensky's discourse. The study explores the underlying ideologies, power dynamics, and rhetorical strategies employed by Zelensky through a systematic examination of his speeches, interviews, and official statements. The analysis reveals Zelensky's use of persuasive techniques, identity construction efforts, soft power projection, and alignment with his administration's political agenda. By emphasizing Ukraine's cultural achievements and promoting its cinematic talents, Zelensky seeks to attract international attention, foster national pride,

and enhance the country's global reputation. This study contributes to our understanding of the interplay between culture, politics, and discourse within the context of international film festivals.

Key words: metaphors analysis, Zelensky, the Cannes Film Festival, discourses, war.

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Ukrainian Corpus:

Сьогодні знову війна за свободу, і знову потрібно, щоб кінематограф не був німим – звернення Президента України до кінематографічної спільноти на відкритті 75-го Каннського міжнародного кінофестивалю, 17 травня, 2022
<https://www.president.gov.ua/news/sogodni-znovu-vijna-za-svobodu-i-znovu-potribno-shob-kinemat-75121> Accessed May 27, 2023

English Corpus:

Volodymyr Zelenskyy Address to 75th Cannes International Film Festival, May 17, 2022,
<https://www.americanrhetoric.com/speeches/volodymyrzelenskycannes75th.htm> Accessed May 27, 2023.

Bionote

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The translatability of legal texts: Dilemmas of political correctness

Abstract

Legal texts, on the one hand, are translated for legal specific purposes and needs depending on the context, personal or professional, but also on the correct identification and appropriation of traditions, procedures and language aspects. The notion of *political correctness*, on the other hand, covers not only language aspects, but the quality of understanding mental, emotional, physical or social reactions in different contexts, personal or professional. Therefore, we are witnessing a multidisciplinary approach, the notion of *political correctness* and the *translatability* of legal texts coming together towards the same directions: compliance with conventions in language (linguistic aspects of legal texts and political correctness), but in accordance with the sensitivity of the rule of law (traditions and procedures of legal texts) and with the sensitivity of the human treatment of human beings (socio-cultural aspects of political correctness). Our paper is focused on the achievement of translatability of legal texts depending on specific components of the legal translation process, one of these specific components being represented by the identification and the inclusion of the *political correctness* in the list of optimal strategies implemented during the legal translation process. We propose to demonstrate the possibility and the need of achieving translatability of legal texts depending on *political correctness* through a particular analysis of the translation of *gendered terms*, *professions*, *cultural or ethnic background*, from *Romanian into English*, in *court orders*, presenting a theoretical and a practical model, both based on the specificity of legal translation as a context-dependent activity, in relation to *political correctness*. The author's intention is to apply a present-day lens onto what is otherwise a long tradition in translation studies and practice in order to offer a strong reason to be involved in this challenging journey of discovering legal translation and the implications for its translatability as presented through different legal systems, different linguistic systems, different terminologies and cultures depending on the identification and inclusion of political correctness in the translation process.

Key words: Translatability, legal texts, political correctness, multidisciplinary approach, translation process.

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Bionote

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The concept of POLITICAL CORRECTNESS in Romanian and English proverbs

Abstract

The aim of this paper is to examine how political correctness is expressed in English and Romanian proverbs and what similarities and differences can be detected between the Romanian and English peoples' attitudes regarding the way they choose their words in order not to offend others. Besides, the proverbs under scrutiny are approached from the conceptual metaphor perspective to disclose additional meanings and connections among concepts. Furthermore, the differences regarding the syntactical structure of the proverbs are also analysed to detect particular features hidden using stylistic instruments. Finally, symbols are also considered because they add to the proverb's meaning, standing for people's position regarding the concept of POLITICAL CORRECTNESS.

The corpus comprises Romanian and English proverbs dealing with the concept of POLITICAL CORRECTNESS, retrieved from dictionaries of proverbs, i.e. *Proverbs. A Handbook*, *Oxford Dictionary of Proverbs*, *Never Marry a Woman with Big Feet: Women in Proverbs from around the World*, *Dicționar de proverbe și zicători românești*¹, *Femeia în proverbele lumii*², *Dicționar de proverbe englez-român și român-englez*³ and the Bible. The starting point is to analyse the specialist literature on POLITICAL CORRECTNESS, proverbs and Conceptual Metaphor Theory. The methodology includes the proverbs identification stage focusing on the terms *word*, *language*, *mouth* and their synonyms, specifically the choice of particular words, followed by their analysis from the semantic and syntactic point of view and their conceptualisation. Precisely, the analysis in the current paper consists of a combination of Pragglejaz Group's metaphor identification technique, Charteris-Black's and Lakoff and Johnson's approach to metaphor conceptualisation. Additional tools are used in conceptualisation, i.e., the lists of conceptual metaphors available both in print and online to detect the existent relations and to identify novel ones and in interpretation, i.e., dictionaries of symbols.

Thus, the results prove that POLITICAL CORRECTNESS has represented a concern from the early stages of our society, as reflected in proverbs and conceptual metaphors such as POLITICAL CORRECTNESS IS WEALTH, and POLITICAL CORRECTNESS IS HEALTH. Furthermore, there are both

similarities and similarities between the Romanian and English attitudes supported by the identified conceptual metaphors, which also clarify the hidden mental explanation for the ancestors' heritage. All in all, the Romanian and English proverbs support the hypothesis that political correctness has preoccupied people displaying their attitudes according to their cultural background.

Key words: English proverbs, political correctness, the concept of HEALTH, the concept of ILLNESS, conceptual metaphor.

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Bionote

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The English influence on Romanian native children of kindergarten age. A case study

Abstract

No matter the family language, the way in which children acquire their mother tongue is very fascinating process, being one of the most intriguing phenomena studied by linguists” as by noted Cho & O’Grady (1996, 464).

As for other languages, the way in which native Romanian speakers acquire their language is a process that takes places unconsciously. The study of the Russian psychologist Vîgotski shows that, in children development, the social environment is extremely important, enabling them to develop their full potential.

Children can be exposed to either their mother tongue only, or to more than one language. In today’s globalising world, many European children are exposed to English, some of them turning bilingual. Nevertheless, the influence of English on their speech is present from an early age.

Preschool Romanian children that are being taught English in kindergarten from an early age can and will show sensitivity to the language choice of their interlocutor, but at this age they do not separate each language for a specific type of interaction or discourse, e.g. speaking Romanian during lunch break and using English when they are during a formal class of English (as formal as it can be with 3 and 4 y olds).

The aim of this paper is to present how English influence on the language of preschool Romanian native children give rise to many instances of mixed languages. My analysis will try to see whether such instances are situations of code-switching or not. Moreover, it will show how these situations are examples of early, but incomplete awareness of linguistic diversity that will develop more over time. The analysis will present several examples of language mixing produced by Romanian native speakers aged 3 and 4 in dialogues between themselves or with their teacher. At this age, the process of mixing Romanian and English occurs sporadically for children exposed to English as a second language, and are not specific for the learning contexts, but mainly during playtime and socialising activities.

As a form of social interaction, dialogue is extremely important for young children as they develop both language and interactional skills, not

paying too much attention to how they speak. Tatiana Slama – Cazacu talks about child dialogue (1962, 290-292) and shows that it has age-specific peculiarities. This is very important, as such instances of discourse are a rich source of examples that can be analysed in connection with language mixing.

The analysis will discuss several examples such as the following. Pupil X, 3.6, starts a conversation with his teacher about this new blue shows, and mixes Romanian and English with me, his teacher.

X: *Ruth, uite ce am!* [Ruth, look what I've got]

Ruth (teacher): *Ți-ai luat pantofi noi?* [Did you get new shoes?]

X: *Da, new șuz.* [Yes, new shoes!]

Ruth: *Ce culoare sunt?* [What colour]

X: *Nu vezi, b(l)ue!* Can't you see? Blue]

Overall, the presentation captures some interesting aspects of the English influence on Romanian native children of kindergarten age.

Key words: bilingualism, code-switching, language choice, first language acquisition, dialogue

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***Le Petit Nicolas* (Little Nicholas) and the great challenges of translating the book series into Romanian**

A series of comic books that have been created to illustrate the pages of a Belgian diary outlines a collection of stories inspired by the life of the main character, seen in various settings, at school, accompanied by his friends or while on holidays or elsewhere. At a first reading already one starts reflecting on the translation of proper names, since weird and rather antiquated as they are, these fully contribute to make the reader breathe the fragrance of a past era, which is neither better, nor worse than the one we are currently living in. On the other hand, common names referring to schooler objects or the actions school children do reflect the same archaic atmosphere. The stories told, just like the characters that lend life to these, mirror specific situations substantiated through words belonging to different genres of the language, accounting for the author's intentions. It is definitely not by compiling lists of nouns, either proper or common that we wish to identify the continuity which the translator achieves through rendering characters' names or schooler objects. However, such an undertaking will fully benefit us to identify the continuity of the translator's work, from one volume to the next one. Therefore, we will carry out a close reading with the aim of detecting the choices made mainly from a lexical, as well as syntactic point of view, together with word order. Although we put forth conclusions drawn from consulting various volumes and their translations into Romanian, as far as the extracts from the stories are concerned, we will base our analysis on a single story, *Les récrés du Petit Nicolas*, given that this is the second published volume, one year after the one introducing the main character.

Key words: *Le Petit Nicolas*, comics, translation, stories, French.

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Bionote

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Grammar through translation

Abstract

In our presentation we would like to investigate the extent to which grammar can be acquired through translation today. We assume that both vocabulary and grammar can be acquired very effectively by translating sentences and sentence structures.

The oldest method in foreign language teaching was the grammar translation method, which belongs to foreign language teaching research and designates a possible variant for the explicit (lesson-controlled) teaching of another natural language (L2) in addition to the mother tongue (L1). If foreign language teaching is viewed as a combination of its two components essential for achieving a high level of foreign language competence, language knowledge and language ability, the history of foreign language teaching shows that the teaching concepts favoured at particular times are still dominantly either knowledge- or ability-oriented. As a very strongly knowledge-oriented method of foreign language teaching, the grammar translation method can be traced as early as the 18th century in the textbooks of ancient language teaching (Latin, Greek). The development of skills to read and understand literary texts of the relevant ancient cultures was considered an educational privilege and an expression of a high individual general education. The language knowledge required for translation was acquired primarily through systematic, deductive grammar teaching. In this sense, mastery of language can be equated with mastery of rules. Foreign language learning is thus seen as a "primarily intellectual activity." (Cf. Edmondson/House 1993, 109) As far as language action is concerned, greater importance is attached to written language skills than to listening and speaking. After the addition of French in the second half of the 19th century and English at the beginning of the 20th century to the range of foreign languages offered at grammar schools (new languages had been established earlier at Realschulen), the attempt to transfer the grammar translation method from the teaching of old languages to the teaching of new languages proved to be impracticable. Viător's pamphlet "Foreign language teaching must reverse. A Contribution to the Question of Overburdening" can be considered the beginning of efforts to reform foreign language teaching. Viător's demands (primacy of the spoken language, grammar teaching as a means to an end, monolingualism of

teaching, motivation as a prerequisite for successful learning) are essential elements of foreign language teaching today.

"The target language is primarily interpreted as a system of rules to be observed in texts and sentences to be related to first languages and meanings. Learning languages is implicitly viewed as an intellectual activity involving rule learning, the memorisation of rules and facts, related to first languages meanings.

The quotation by Hans Heinrich Stern from his 1984 work *Fundamental concepts of language teaching* briefly and succinctly describes the learning goals of the grammar-translation method by means of its implementation. Thus, learning a foreign language begins with understanding it as a system of rules, a system of rules closely related to the linguistic systems of the ancient languages, which is reflected in texts and sentences and related to one's own. Consequently, according to Stern, learning a foreign language is a kind of intellectual activity, connected with the learning of grammatical rules and other facts, always in relation to one's own mother tongue with a predominant share of comparative translation work.

The grammar translation method is no longer used in today's foreign language teaching, but on the basis of a lesson I would like to show that grammar can be learned very effectively through the use of translation exercises.

Key words: Translation, The grammar translation method, Grammar.

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Bionote

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**Teaching Perspectives of Approaching Intercultural
Education in Formal and Non-formal Contexts**

Abstract

Problem statement

In an increasingly globalised world, intercultural education represents one of the pressing needs for adaptation and development. To create social harmony and cohesion, education in the spirit of diversity and respect for different cultures is the key to intertwining multiple identities, values, traditions, and customs. This multicultural reality that we are going through imposes a new dimension focused on 'learning to live together with others' on the educational paradigm. Achieving this goal raises the openness of educational design to various cultural contexts, aiming at the development of the capacity to value one's own culture and to appreciate various other cultures, to critically report to one's personal life, to different groups and communities, to responsibly and cooperatively participate for the achievement of activities/problem solving of different groups and communities.

Research objectives

The purpose of this study is to identify the didactic approaches of intercultural education applied in secondary education, in formal and non-formal contexts, to facilitate the development of skills to act in the spirit of diversity and multiculturalism.

Research methods and instruments

In order to collect relevant information regarding the calibration of the teaching design on the dimensions of intercultural education, a questionnaire-based survey was used, applied to teachers in both rural and urban environments. Also, a focus group discussion proved to be useful to identify details about the forms of organisation of intercultural activities and the frequency of their implementation.

Key results

The analysis of the data provided by the questionnaire and the focus group highlighted the discrepancy between the dimensions of designing intercultural education in rural and urban environments, as well as the difficulties faced by teachers in the implementation of these activities.

Conclusion

Since it is the school that provides the individual with the necessary skills to deal with social complexity and diversity, it is necessary for teachers to pay more attention to the design and implementation of intercultural education activities, both in formal and non-formal contexts. Through the interactive approach to the concepts of diversity, discrimination, multiculturalism in practical activities, students learn to critically treat these social phenomena, defining problems, outlining hypotheses and plausible solutions.

Key words: adaptation, teaching contexts, diversity, multiculturalism, educational design

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Bionotes

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A corpus-based approach to legal metaphors

Abstract

Metaphors are present in our everyday life, mainly in our thoughts and actions. Although viewed “as a characteristic of language alone” and as “a matter of words”, metaphors are part of our conceptual system, which refers to “what we perceive, how we get around in the world, and how we relate to other people”. Thus, our experiences, thoughts, and daily life actions are indeed “a matter of metaphor”. Metaphors exist in every context of life, and as presented in the above section, the field of law is “pregnant with metaphors”. Every legal context contains at least one metaphor, which can be interpreted and analysed according to the theories presented above. The field of metaphors is currently and “exclusively associated with linguistic structures, rather than with thinking and the mind”. Therefore, among the functions of metaphor we encounter a particularly specific one, i.e., “the function of metaphor in our mind” which is more “important and further reaching than cognitive science”, since the “abstract thinking is essentially metaphorical – a metaphor is actually the projection of a schema”. A corpus is defined as “a finite sample of genuine linguistic productions by native speakers” and it can be characterised by mode, which can be written or spoken, genre, such as novel, newspaper, periodical and so on, or period, a specific time from the past such as a decade, or a couple of years or months. These are only a few examples of the samples that can characterize a corpus. The study of corpus often uses “finite portions of language use in the hope that they will reveal the laws of a given language, or some aspect of it”; therefore, a corpus is “a sample of samples or, more precisely, a representative and balanced sample of representative and balanced samples”. This research is a primary research based on a corpus study and analysis. The corpus is based on related legal articles, so I managed to identify quite a number of conceptual metaphors which I could classify under already established metaphor’ categories. I was able to find words and expressions that totally or partially fitted the selected metaphor categories. As the main topic of this paper is the legal domain, further on I will present the metaphors in which I was able to encompass many sequences from my corpus. As I find it an interesting subject to discuss, I compiled a corpus made up of legal articles, which encompasses topics on organised crime, digital traces on crime, digital law reforms, authorities’ fight against

crime, trade of firearms and explosives used in criminal purposes, methods of crime prevention, terrorism, victims of terrorism and refugees, the European Union's intervention on eradicating terrorism based on the Eu Internal Security Strategy in action, EU decision making procedure, corruption and unlawful activities, fraud, organised crime's impact on the licit economy, illicit traffic of drugs, drugs abuse, children abuse and sexual exploitation, kidnapping, domestic violence, violent radicalisation, IT systems in EU, cold-blood murder, murder trial, murder victims, court proceedings, and the financial investigations emerged as an effective response to the criminal threats.

Key words: legal metaphors; metaphorical concepts; metaphor crimes; metaphorical path; criminal metaphors.

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Bionote

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The language of political correctness from English to Romanian: James Finn Garner's *Politically correct bedtime stories*

Abstract

The trend of political correctness, which originated in the United States and spread through academia and mass media, has now taken over public policies in the European Union. Similar to what is happening in some Western nations, the norms of speech are being reshaped to conform to political correctness. This transformation starts with the use of a new language to alter the appearance of reality. Certain words, such as *mother*, *father*, *madam*, *miss*, *husband*, *wife*, and others that highlight the distinct roles of men and women in society and family, will be prohibited. Meanwhile, other words like *gender* instead of *sex*, *partner* instead of *spouse*, and *person with needs* will become more common. These changes aim to create a discrimination-free reality, where people cultivate and enforce various politically correct norms. Over time, political correctness has garnered both supporters and detractors, and has also captured the attention of artists who use it as inspiration for their work, such as James Finn Garner, an American satirist and writer residing in Chicago. He has gained recognition for his work, *Politically Correct Bedtime Stories* (1994), remaining a bestseller for 65 weeks on the New York Times Best Sellers list. This satirical, easy-to-read book humorously addresses our society's inclination to be overly cautious of offending others. Garner's book consists of thirteen tales, "Little Red Riding Hood", "The Emperor's New Clothes", "The Three Little Pigs", "Rumpelstiltskin", "The Three Codependent Goats Gruff", "Rapunzel", "Cinderella", "Goldilocks", "Snow White", "Chicken Little", "The Frog Prince", "Jack and The Beanstalk", and "The Pied Piper of Hamelin", all of which have been carefully modified to eliminate any language that may cause offense. The end result is an entertaining collection of stories that conclude with a twist from traditional tales, allowing oppressed characters to triumph. This article aims to provide a thorough analysis and comparison of the original text and Felicia Mardale's 2005 Romanian translation, with a focus on understanding how meaning is constructed in both versions as a parody of political correctness language. Our corpus showcases a selection of word-formation processes that envisage techniques of replacing gender-indicative words as *man*, *father*, or *mother*, circumlocutionary phrases,

linguistic innovations to name types of discrimination and lifestyles, and adjective phrases. Using Chesterman's (1997) taxonomy of semantic, syntactic, and pragmatic translation strategies, we will analyse the way of construction, meaning, and effect on the readers of this language, which represents an effort to minimize, if not completely eliminate, offensive expressions. To identify any areas that may have been lost in translation, or any inaccuracies or misunderstandings that occurred during the translation, we provide a back translation of the passages selected for analysis. The purpose of this study is to explore how satire shapes language to accommodate the sensitivities of marginalised groups by eliminating offensive elements. We will also examine how this process is reflected in the Romanian language, which belongs to a cultural space that is still in the early stages of finding suitable terminology for certain groups or people.

Key words: political correctness, translation strategies, fairy tales, parody of language, linguistic innovations.

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Bionote

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Cancel Words (and people)

Abstract

Sometimes dystopias are just utopias going wrong. There is no perfect society; discriminating voices will always appear. Witch hunting every speech does not help. It can only create an environment with no solutions, which, in the end, is the perfect ground for totalitarianism, starting with the freedom of expression. "In the beginning was the word" (John 1:1) may be the starting point of a new god called Cancel Culture. The present paper shows examples of how words can build a new society where the language begins to model on coordinates similar to dystopian literary images.

Cancel Words starts from the idea of communicating with the "other", whether a known person or a stranger. Otherness and the dangers of fearing human interactions due to trespassing the limits of political correctness are generated lately by ideas of renouncing the use of binary pronoun and nouns and their avoidance and replacement with new words. Explanations for some new terms related to sexual identities are also included here, together with a list of new pronouns and the general lines of a new grammar adapted to the pragmatics of political correctness. EU's and US House of Representatives recommendations on gender and religious terminology are compared to dystopian literary images and possible future dystopian regimes. Some cancel culture cases in educational contexts are brought as examples. TERF, a term specific to gender political correctness and cancel culture, is another paper's focal point. Cancel culture examples are the writer J. K. Rowling and the singer Adele. I also present some suggestions regarding respecting all identities in administrative forms and UE's recommendations related to religious celebrations.

The paper's conclusions present cancel culture as a dystopian operating system and its dangers. Starting from Multiculturalism vs Pluriculturalism and the paradigm of "agreement to disagreement", I propose some practical solutions, especially regarding language and freedom of expression. In my view, the field of Cultural Diplomacy has an essential role as a mediator between cultures and finding an inclusive common ground for minorities and the majority. In this regard,

an essential idea is the need to cancel the practice of cancel culture due to the danger it represents.

Key words: cancel culture, dystopias, language cancelling, language policies, cultural mediation.

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Bionote

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**The dynamics of intercultural business communication:
intercultural competence and business English as *lingua
franca***

Abstract

Since the 1960's, when Canadian professor, philosopher and linguist Marshall McLuhan came with the phrase "global village", referring to the overgrowing trend of global cultural convergence in a world in which technology would connect even the most remote areas of the planet, definitions interpreting the concept of "globalisation" have been numerous and various. The trend has been expending leading to an increasing need for defining communication in terms of global and not local, international not national, intercultural not just cultural. Particularly, communication in the workplace has become more diverse and multinational companies became more demanding in matters of employees' communication and linguistic skills. The global employee must be not only a good communicator, but also one who possesses the intercultural communication competence. Moreover, the global employee should be linguistically competent in English, as this is considered the *lingua franca* of international professional communication.

Starting from these premises, we are going to provide a theoretical background for important concepts in this field such as intercultural communication, business communication, intercultural communication competence and *lingua franca*. By analyzing each of these concepts, we intend to place them into the dynamics of intercultural business communication and show the connections between language, culture, and communication with special focus on professional communication and hence from on Business English as *lingua franca* of the global professional world. Is Business English indeed the *lingua franca* of the working environment? If so, why? If not, the question is what linguistic patterns define the communicative interaction in the professional area. We are going to see that opinions may differ among professionals; however, when it comes to practitioners in the field of Business English teaching from the academic world, they share similar views and have quite similar perspectives on how the teaching of professional language has developed due to globalisation.

We cannot separate Business English from Business Communication and furthermore from Intercultural Business Communication. Under the circumstances, they all go hand in hand as a logical evolution both in the teaching area and in the corporate environment. Moreover, developing linguistic competence involves developing communicative competence and intercultural competence. The one who teaches Business English these days cannot be just an English linguist; they should also be professionals in the field of communication and culture.

We are going to analyze all these issues mentioned above bringing into discussion results of surveys taken among employees from multinational companies (already existing in related literature). In addition, we will add opinions gathered from practitioners in the field of Business English and Business Communication and results of an undergoing survey among former students, currently multinational companies' employees.

Conclusions should reiterate the connection between Business English, intercultural communication, and intercultural communication competence as major elements of the dynamics of intercultural business communication.

Key words: business, communication, culture, competence, language.

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Bionote

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Debate: Intercultural and Linguistic Education at the crossroads – cooperation avenues in European projects

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VR-VOLL - Virtual Reality for Vocationally Oriented Foreign Language Learning

Abstract

It is believed that integrating Virtual Reality technology in Vocational Education and Training (VET) classes will increase learners' motivation by being exposed to real-life situations. Legault et al. (2018) explain that virtual environments can be defined as interactive computer-generated real-life experiences. Virtual Reality (VR) technology is described as the use of an immersive computer-simulated environment in which learners explore and interact, manipulate objects, or perform a series of actions. Virtual learning environment increases the learner's autonomy, self-efficiency and reduces learning anxiety.

The project VR-VOLL (2021-1-DE02-KA220-VET-000030241) applies an action-research approach to identify where and how VR is likely to add value to vocationally oriented language learning. VOLL implies enabling learners to communicate not only in the (future) workplace but also provides a more general competence that integrates vocational, linguistic, and social skills. Work-related language skills can be defined as the skills people need to find suitable employment, to participate in work and learning, to progress professionally and to learn and develop their communication skills. Typically, these skills are context-specific and constantly evolving. They reflect not only the various communicative requirements of particular fields of work and different roles within them, but also social norms related to work, both generally and in specific settings.

VOLL implies enabling learners to communicate not only in the (future) workplace but also provides a more general competence that integrates vocational, linguistic, and social skills. VOLL is thus oriented towards the vocational aspects of the learner's life, but it is not limited to the immediate occupational demands of work. The benefits to learners must be evaluated, as well as the practical implications for learning providers. It is the aim of this presentation to disseminate the aims of this project, its results, and its activities.

Key words: virtual reality; vocational; language learning.

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Bionote

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Shifting paradigms in collaborative practices in HEIs in Europe and beyond towards inclusion (STATUS Erasmus/Tempus Project): promoting intercultural and social skills via multimodal tools

Abstract

This paper presents and illustrates the role of European and/or international action research in Higher Education Institutions to establish a broader dialogue with interested parties within and beyond the academic community (for example, teaching and non-teaching staff, civil society, stakeholders, and ONGs), thereby reflecting the socio-economic and geopolitical changes in contemporary society marked by mobility, multiple identities in interaction (Gardner 2006), intra-/intercultural (Hofstede 2001) and communicative demands, the visual culture cline (Sousa, & Gouveia 2021) towards a balanced and sustainable interaction among students. The creation of sustainable projects (UNO 2018), is, thus, illustrated, as multiple initiatives (even episodic) are reassessed, based on reference cases (Cavallazzi 1998, Cavallazzi & Fauth 2014).), identified, for example, in the case of the transnational project STATUS (Steering Transition and Advancement of Tertiary Underrepresented Students, reference 2021-1-RS01-KA220-HED-000032129, Erasmus+ Program RS01/Tempus, Serbia, 1-11-2021 to 1-05-2024), in progress. First, it encourages the identification and availability, on digital platforms, of ongoing or completed projects, along with European and national legislation, as well as institutional regulations, including noteworthy individual and institutional initiatives (Walker, 2015; Garden, 2021). This first outcome in STATUS research (cf. STATUS E-REPOSITORY, 2023) draws on topics such as best practices on inclusion to underpin a sound proposal of a multimodal training programme (Tomlinson, Masuhara 2012) fostering an informal (Beaven & Borghetti 2015), collaborative and interactive training programme (e.g., theme-centred interaction by Meyerhuber 2019 a-b, Meyerhuber, Reiser, Scharer 2019) on intercultural (Holliday 2012, 2016, 2018) and social competences (Goleman 2007), from emotion to cognition, to be shared in several media in HEIs. It starts with a collaborative, "bottom-up", holistic and humanistic, multidisciplinary analysis (social sciences and humanities, along with

new technologies) to encourage the interaction of the most varied actors in HEIs, entailing the identification of needs and good practices regarding the integration of underrepresented groups in HEIs (Dornelas, 2007, Jardim 2021, Jardim, Bártolo, Pinho 2021). In the various initiatives promoted in the context of STATUS-UMa (2021-23), including the creation of games, emphasis should be placed on action research in the paradigm of participatory citizenship and entrepreneurship in HEIs (cf. the notion of ecosystem of educational community entrepreneurs by Jardim, 2021). The selection of case studies (Cavallazzi, 1993) allowed for a comprehensive study of good practices in HE, at the national and supranational levels, in dialogue with the results obtained and presented at international coordination meetings among the members of the project (Serbia, Romania, Portugal-Madeira, Italy, ONG/CESIE) to be furthered by the implementation of multimodal tools, particularly, games (Azman, Dollsaid, 2018).

Key words: STATUS, Inclusion, Under-represented students, academic entrepreneurship, sustainability intercultural training programme, games.

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Romania's current state with regard to cooperation between Civil Society and Higher Education Institutions. Progress report for the STATUS Project (Steering Transition and Advancement of Tertiary Underrepresented Students)

Abstract

The aim of this presentation is to investigate the current state of the cooperation between Civil Society and Higher Education Institutions. The results presented were obtained as part of the research carried out by the UAB members of the STATUS Project (Erasmus+ - 2021-1-RS01-KA220-HED-000032129 - Steering Transition and Advancement of Tertiary Underrepresented Students).

The analysis will focus on important aspects, such as the legal framework supporting and encouraging the cooperation between CS and HE in Romania, mainly aligned with international and European legislation, together with a look into which NGOs and CS organisations in Romania support different vulnerable groups, the extent of the cooperation between those NGOs and higher education institutions, the main purpose of such collaboration and how it is being realised and promoted. Moreover, the main benefits of the identified collaboration will be underlined, together with ways in which ways collaboration may be improved in the near future. Most importantly, we will provide a SWOT analysis (based on the performed background research) of the cooperation between CS and HEIs.

Key words: Cooperation between C and HEI's, Romanian underrepresented students, equal opportunity in higher education, STATUS.

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