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„Mihailo Palov“ - Vršac



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Visoka škola strukovnih studija za vaspitače
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Special theme: Digital Education and Skills: Integrating
Research, Learning, Teaching, and Communication

Alba Iulia, 27 - 29 June 2025

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CLIE-2025

CONFERENCE ON LINGUISTIC AND INTERCULTURAL EDUCATION

Alba Iulia, 27 - 29 June 2025

CLIE-2025 continues the successful series of international conferences and workshops organised by dedicated linguists and educators since 2008:

1. **The 1st International Conference on Linguistic and Intercultural Education (CLIE-2008)**, 27-29 November 2008
Venue and host institution: University of Alba Iulia, Romania
Special theme: *Multilingualism and plurilingualism, migrants' languages, minority languages*
2. **The Exploratory Workshop (CLIE-2009): Linguistic and Intercultural Education in the Process of Europeanisation of Higher Education**, 21-23 May 2009
Venue and host institution: University of Alba Iulia, Romania
3. **The 2nd International Conference on Linguistic and Intercultural Education (CLIE-2010)**, 10-12 June 2010
Venue: Hotel Plaža, Herceg Novi, Montenegro
Host institution: Institute of Foreign Languages, University of Montenegro
Special theme: *Linguistic and cultural diversity within European learning communities: cross-cultural and trans-national perspectives*
4. **The 4th ENIEDA Conference on Linguistic and Intercultural Education**, 29 September-1 October 2011
Venue: Hotel Srbija, Vršac, Serbia
Host institution: Teacher Training College, Vršac, Serbia
Special Themes: *Negotiating and constructing European identities across languages and cultures*
5. **The Exploratory Workshop (CLIE-2015): Linguistic and Intercultural Education in the Process of Internationalisation of Higher Education**, 26-28 March 2015
Venue and host institution: University of Alba Iulia, Romania
Special Theme: *Including an 'intercultural dimension' in the internationalisation of teaching, learning and research*

6. **The 6th International Conference on Linguistic and Intercultural Education (CLIE-2016)**, 22 - 24 April 2016
 Venue and host institution: University of Alba Iulia, Romania
 Special Theme: *The intrinsic relationship between **language** and **culture** and the multifariousness of their interrelatedness, in particular from a **pragma-semantic** approach*
7. **The 7th edition of the Conference on Linguistic and Intercultural Education – CLIE-2017**, Alba Iulia, 16-18 June 2017
 Venue and host institution: University of Alba Iulia, Romania
 Special Theme: *Linguistic creativity in intercultural pragmatics*
8. **The 8th edition of Conference on Linguistic and Intercultural Education – CLIE-2018**, Alba Iulia, 5-7 July 2018
 Venue and host institution: University of Alba Iulia, Romania
 Special Theme: *In varietate Concordia – A hundred years of Romania*
9. **The 9th of Conference on Linguistic and Intercultural Education – CLIE-2019**, Alba Iulia, 4-6 July 2019
 Venue and host institution: University of Alba Iulia, Romania
 Special Theme: *Indigenous languages matter for development, peace building and reconciliation*
10. **The 10th edition of the Conference on Linguistic and Intercultural Education – CLIE-2020**, Alba Iulia, 16-17 October 2020 (online format)
 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*
12. **The 12th edition of the Conference on Linguistic and Intercultural Education – CLIE-2023**, Alba Iulia, 30 June–02 July 2023
 Venue and host institution: University of Alba Iulia, Romania
 Special Theme: *From political correctness to cancel culture: Linguistic reflections*
13. **The 13th edition of the Conference on Linguistic and Intercultural Education – CLIE-2023**, Alba Iulia, 28 June–30 June 2024
 Venue and host institution: University of Alba Iulia, Romania

Special Theme: *Language and Artificial Intelligence. Perspectives and Challenges on Research, Learning, Teaching, Translation, and Communication*

14. **The Exploratory Workshop (CLIE-2025): Language, Culture, and Artificial Intelligence: Insights for PhD Research, Krems, 22-23 May 2025**

Venue and host institution: University for Continuing Education Krems, Austria

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.

Digital education and skills have rapidly emerged as critical components of modern life, reshaping how individuals learn, teach, and interact in educational and professional environments. While the digital landscape offers unparalleled opportunities for accessibility and innovation, it also introduces complex challenges that redefine traditional approaches to education and skill development.

Integrating digital tools into learning environments has transformed educational practices, enabling personalized learning experiences, fostering collaboration across borders, and equipping learners with skills for the digital economy. However, this shift comes with its own set of challenges. On the one hand, digital platforms streamline administrative tasks and provide instant access to knowledge, enhancing efficiency and inclusivity. On the other hand, they can inadvertently diminish critical thinking and problem-solving skills if learners become overly reliant on pre-designed algorithms or static information resources.

These challenges are particularly pronounced in fields such as language, translation studies and pedagogical studies, where the formation of future teachers, language specialists, translators, interpreters, and researchers is at stake. In these areas, digital education must balance leveraging technological advancements and fostering critical human skills. For example, while translation tools and language learning applications provide learners with powerful resources, they can also risk oversimplifying complex cognitive processes like creative problem-solving, cultural sensitivity, and nuanced language understanding. Similarly, the preparation of future educators and researchers requires digital proficiency and the ability to adapt and apply traditional pedagogical and linguistic theories in a rapidly evolving technological landscape. The overreliance on digital solutions risks undermining the development of reflective practices, collaborative skills, and a deep understanding of language systems, all essential for these professions.

One of the more significant impacts of digital education is the redefinition of teacher and learner roles. Though digital tools empower educators with innovative teaching methods and offer learners diverse resources, reliance on technology can dilute the interpersonal aspects of education. The absence of face-to-face interaction often challenges developing soft skills, such as communication, teamwork, and emotional intelligence, essential in navigating complex social and professional contexts.

Similarly, expanding digital skills training raises questions about equity and accessibility. While digital literacy is increasingly recognized as a foundational skill, disparities in access to technology and the Internet remain significant barriers, particularly in underserved regions. This digital divide creates an uneven playing field, leaving many without the opportunity to participate fully in the evolving digital economy.

Ethical concerns also arise as digital tools and platforms collect vast amounts of data. Questions about privacy, consent, and the ethical use of data become more pressing as digital education platforms expand. How can these systems ensure inclusivity and fairness while respecting individual privacy and cultural diversity? Furthermore, as artificial intelligence increasingly supports digital education, concerns about algorithmic bias and its impact on learners' experiences must be carefully addressed.

As digital education evolves, the field faces pressing questions about the balance between human and technological elements. To

what extent should digital tools augment traditional teaching methods? How can educators and institutions ensure that digital skills training supports lifelong learning while maintaining education's creative and interpersonal aspects? The aforementioned questions highlight the need for a nuanced, interdisciplinary approach to research and innovation in digital education, ensuring that its development genuinely enhances learning and skill-building equitably and sustainably.

CONFERENCE CHAIR:

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PLENARY SPEAKERS:

Professor **Giacomo FERRARI**, University of East Piedmont, Italy
Digital competences in humanistic research and teaching

Professor **Loredana PUNGĂ**, West University of Timișoara, Romania
Assessing Translation Quality: Methodological diversity in a Multilingual, Digital Age

Professor **Răzvan SĂFTOIU**, Transilvania University of Brașov, Romania
Integrating Humor Literacy in Contemporary Education

PLENARY SPEAKERS

Professor

Giacomo FERRARI,

born in Pisa (Italy) on July 13, 1945, attended school and high school in Livorno where he lived till 1972 and graduated in historical linguistics in 1968 at the University of Pisa. He has served in the same university as analyst and programmer, then as teacher of Sanskrit, while carrying research activity in the field of computational



linguistics at the National Council of Research. He also taught Iranian philology, Applied Linguistics, and Computational Linguistics in the University of Milan, and General Linguistics in the University of Parma. He finally moved to the University of East Piedmont at Vercelli, where he taught General Linguistics, Historical Linguistics, Computational Linguistics, and Technologies for Communication. He also was Dean of the Faculty of Art for six years. He carried research in different field of historical linguistics, general linguistics, and computational linguistics. Now he is retired, but still holding a course on Cognitive Linguistics, in the University of East Piedmont. He also held a course on Language and Cognition for the doctoral students of the *1 Dicembre 1918* University of Alba Iulia.

Professor Loredana PUNGĂ, PhD, habil., is a professor of



Linguistics and Translation Studies in the Department of Foreign Languages and Literatures, Faculty of Letters, History, Philosophy and Theology of the West University of Timișoara, Romania. With more than 25 years of expertise in these fields, she has published over 60 articles (in journals like *Perspectives: Studies in Translation Theory and Practice* –

Taylor and Francis, *SKASE Journal of Translation and Interpretation* – Slovakia, *Open Linguistics* – De Gruyter, Germany, *Studies about Languages* – Lithuania, *English Language Overseas. Perspectives and Enquiries*, Slovenia, etc), books and book chapters both in Romania and abroad, she has given presentations in international conferences (in countries like Spain, Singapore, Hungary, Austria, Slovenia, Albania, etc) and has been manager or team member of research and university capacity building projects. Professor Pungă has been a PhD coordinator in the field of Philology since 2016.

Professor

Răzvan SĂFTOIU, PhD, habil., specializes in pragmatics and discourse analysis. Since 2012, he has been a professor at *Transilvania University of Brasov*, Faculty of Letters, Department of Theoretical and Applied Linguistics.

Răzvan Săftoiu obtained his PhD in Philology at the University of Bucharest in 2007, and has had an international research career. Between 2005 and 2006, he was a Fulbright Research



Fellow at the State University of New York at Albany, USA, where he studied real interactions in semi-professional contexts using conversation analysis. Throughout his career, he has been involved in numerous research projects, both national and international. For example, he has contributed to studies on Romanian political language and identity construction in Romanian and European parliamentary discourse, approaching them from pragma-retorical perspectives.

Central to his research interests is humor, which he has studied both in professional contexts, such as parliamentary debates, and in everyday interactions. His research has analyzed the pragmatic and cultural mechanisms of humor, including the use of irony in Romanian society, often perceived as a form of cultural resilience. The results of this research have been published in international journals, including studies on humor-related discursive behaviors and irony in presidential debates.

Răzvan Săftoiu is actively involved in promoting innovation in Romanian language teaching, using methods such as gamification and neurodidactics to encourage language learning among young people. In addition, his work has been recognized with awards, including for papers presented at international conferences.

PLENARIES

Professor Giacomo FERRARI

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Digital competences in humanistic research and teaching

Abstract

Resorting to my personal experiences in research and teaching, I will show the evolution of searching techniques from library-based ones to the use of ChatGPT or other LLM-based systems. Humanistic research has always been based on looking for documents (texts, objects, pictures, etc.), interpreting them and trying to provide comprehensive explanations of complex facts or events. Such a search, which used to be carried out in old-style libraries, has been largely facilitated by the use of digital repositories and searching techniques, and finally, by the possibility, offered by LLM-based systems, to use complex natural language sentences in the prompts. I will give examples of these different ways of carrying out searches on the internet. Also, teaching has been facilitated by the use of distance learning platforms and theoretical models; this advantage is multiplied by the use of LLM systems. However, the use of generative AI systems does not exempt users from always controlling the soundness of the results, carrying some extra search.

The competencies necessary for the use of digital methods are not necessarily digital competencies. It is crucial that users acquire a basic knowledge of statistics, as all the discussed methods imply some type of statistical reasoning. A general recommendation is to have some competence in computer science, which does not mean to use some computational applications but to try to "reason" like a computer and have an idea of the structure of the underlying programs. Competence in communication techniques is also important. A sort of "meta-recommendation is: be distrustful!"

Key words: digital competence, advanced search, teaching technologies, humanistic research, humanistic teaching.

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Assessing Translation Quality: Methodological diversity in a Multilingual, Digital Age

Abstract

Quality assessment in translation is a critical process that underpins the production of target texts with a high degree of functionality within their intended receiving contexts. It serves not only as a benchmark for linguistic accuracy and fluency but also as a measure of the translated text's effectiveness in fulfilling its communicative purpose for a specific audience. While the demand for functionally appropriate and accurate, fluent translations is both widespread and growing - particularly in multilingual, multimedia, and digital environments - the concept of translation quality itself remains elusive. Defining what constitutes a "good" translation is inherently complex, shaped by varying theoretical perspectives, text types, and user expectations. Consequently, assessing translation quality has never been a straightforward endeavor.

This presentation aims to provide an overview of the diverse approaches to translation quality assessment, encompassing written texts, audiovisual content, and outputs generated through machine translation. By mapping the evolution of quality assessment paradigms - ranging from holistic models to more analytic, criteria-based frameworks - the discussion will address both widely adopted methodologies and more narrowly focused, single-authored proposals. In doing so, it seeks to illuminate the growing sophistication, methodological diversity, and interdisciplinary nature of the tools and techniques currently employed in evaluating translation quality across different modalities and media.

Key words: translation quality assessment, written translation, audiovisual translation, machine translation.

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Integrating Humor Literacy in Contemporary Education

Abstract

This paper explores the pedagogical need to integrate humour literacy – specifically through memes and political cartoons – in contemporary education. As digital environments increasingly influence socio-political discourse, educational institutions must prepare learners to understand complex multimodal texts that blend humour, ideology, and cultural references. This research, grounded in theoretical frameworks from Dawkins (1976), Shifman (2013), Mina (2019), Tsakona (2019), and Kappogiani *et al.* (2024), considers political cartoons and internet memes as semiotic condensations. These require similar analytical approaches but divergent interpretive strategies.

Through comparative analysis of these humour-based genres, I aim to show how both serve as tools for ideology, resistance, and manipulation during crises such as the COVID-19 pandemic and contentious elections. Case studies from recent political discourse – including intertextual parodies and political memes – illustrate the complex literacy demands these texts place on audiences.

I will address the multifaceted cognitive and social effects of humorous discourse to highlight both its potential as an engaging pedagogical tool and its risks in reinforcing the “echo chamber effect” (Sunstein 2001; Jamieson and Cappella 2008; Bondi and Sanna 2022, among others) and propagating misinformation (Sergeant 2022). I argue that explicit instruction in humour literacy is essential for developing digital citizenship and critical thinking; it encourages intertextual awareness, discourse analysis skills, and recognition of ideological framing.

This research contributes to the emerging field of critical digital pedagogy (Stommel *et al.* 2020) by proposing a comprehensive framework for teaching with and through humour-based multimodal texts. I suggest that developing students’ ability to decode, analyze, and create humorous content enhances their media literacy and cultural competence. The paper

concludes by advocating for an approach that balances appreciation of humour with rigorous analysis of its ideological dimensions and persuasive techniques, preparing learners to become discerning consumers and responsible producers of digital discourse.

Key words: humour literacy, memes, political cartoons, digital pedagogy, multimodal discourse, critical thinking.

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PAPERS

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Translation of Arabic Expressions of Impossibility by DeepSeek, Copilot, Google Translate and Student-Translators: A Comparative Study

Abstract

Expressions of impossibility refer to events that never or rarely happen, things that are impossible to find and people, tasks that are difficult or impossible to perform, or things that are of no use. They are a kind of proverbs with a metaphorical meaning that speakers of a language use in daily interaction and communication.

English and Arabic expressions of impossibility can be categorized into identical expressions in both languages; expressions with differ wording but same meaning; expressions that exist in Arabic but not English; and expressions that exist in English but not Arabic.

This study aims to identify the difficulties that Artificial Intelligence (AI) tools and student-translators have in translating expressions of impossibility, whether AI tools and human translators have similar translation difficulties, which translation direction is more difficult, the kinds of translation errors that students and AI tools make, their translation strategies and the causes of translation errors for both.

A sample of English and Arabic expressions of impossibility was collected and translated by DeepSeek (DS), Microsoft Copilot (MC) and Google Translate (GT) and students majoring in translation at the College of Language of Translation, King Saud University.

Data analysis showed that the DS, MC and GT gave similar translations. Arabic-English translation was easier for DS, MC and GT than English-Arabic translation. DS, MC and GT mostly gave literal word-for-word translation (نجوم السما اقرب لك) The stars in the sky are closer to you; on cloud nine على السحابة التاسعة instead of مرة واحدة في القمر الأزرق once in a blue moon; طائر من الفرح/طاير في السما

instead of (مرة في العمر/ مرة في السنة), which sometimes sounded meaningless and culturally awkward.

The students translated fewer than 35% of the expressions on the test correctly. They left many blank. English expressions were more difficult than Arabic expression as they contain unfamiliar words. Expressions similar in both languages were easy to translate, whereas opaque expressions were more difficult (near the knuckle, ghost of a chance, dance on a land mine, إنك لا عين الشمس ما عين الشوك العنب تجنى من الشوك you cannot reap grapes from thorns; ما العين ما تقاوم مخرز العين ما تقاوم مخرز the sun cannot be covered with a sieve; تتغطى بغريال the eye cannot defy an awl).

Comparisons of the AI and human translations demonstrated that both gave more correct Arabic-English than English-Arabic translations. The most common translation strategy used by AI and humans was word-for-word translation. Paraphrase/explanation, partial, and extraneous translation were the most frequently used strategies by students respectively. AI did not leave any expressions blank.

Translation errors by students were due to lack mastery of English, limited exposure to English idioms and proverbs, unfamiliar words, lack of background knowledge, cultural gaps, and inadequate translation competence. Although AI can explain the underlying meaning, but it cannot make conceptual alignment because AI translation models prioritize direct linguistic accuracy, i.e., word-for-word translation, over natural, culturally adapted phrasing.

Examples of correct and faulty translations by AI and students, translation strategies, sources of errors by both and recommendations for improvement will be given.

Key words: Expressions of impossibility, AI translation, human translation, DeepSeek, Copilot, Google Translate, Student-translators, comparative study, translation errors, translation strategies, translation error sources.

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**Use of digital tools in generating learning activities
within a cross-cultural context: a case study for
Erasmus+ blended intensive programmes**

Abstract

The topic of digital tools used at an increased rate within the educational process has become one of the most debatable subjects throughout the academic world, posing a wide array of challenges, ranging from positive to negative aspects, tackling various facets and insertion combinatorial formulae, while also bringing forth dichotomies such as digital - classical and means - methods. Adding to this, the concept of cross-cultural awareness has started modelling the renderings of different educational sequences, no matter the areas of subject interests, no matter the students' level or other external determinants. Developing one's CQ (cultural quotient) concludes the image of all the other well-known quotients - IQ (intelligence quotient), EQ (emotional quotient) and SQ (social quotient). As such, the main aim of the current paper is to analyse the applied approach in which knowledge providers can employ digital tools while teaching students how to correctly manage themselves in multicultural environments related to their academic life, with emphasis on the experiences provided by the Erasmus+ Blended Intensive Programmes (BIP). The main method used for the present paper was that of case studies, focusing on two particular instances of Erasmus+ BIP, one of them taking place in Poland at the beginning of April 2025 and reuniting students from Malta, Portugal, France and Finland, whereas the other was held in Romania,

in May 2025, the participants coming from Poland, Bulgaria and Romania. In both contexts, the teaching interactions were represented by a mixture of theoretical and applied activities, relying on students being digitally native, as well as on their performative and highly communicative skills, thus enhancing the learning outcomes in an informed practical manner. Moreover, both students and providers were culturally diverse, and some of the digital tools enlisted were Napkin AI, Slido and Mentimeter. The results of the current analytical endeavour are displayed in a threefold structure, targeting the main theoretical concepts to be grasped by students and delivered in a performative formatting, a corresponding variety of methods related to content design, and students' skills to be developed. In what concerns the former, several crucial notions are the following: efficient cultural communication, implying being aware of filters, delivering meaningful, flexible messages and mutual, engaging understanding; cultural competence (interacting across cultures, acknowledging one's own and the other's worldview); and cultural intelligence, defined by four main capabilities - CQ drive, CQ knowledge, CQ strategy and CQ action/ behaviour. The second aspect focuses on practical exercises defined by the cultural coding and decoding of the communicative act, the input being laid out around students' individual perception of their communication skills in both their native language and in English, followed by associative and performative activities, such as brainstorming on the concept of culture, sharing information about the specificity of verbal and non-verbal communication across different countries, and acting out according to a given scenario. Eventually, the major skills undergoing improvement during the above mentioned sequences focus on culturally-coded communication and producing oral messages in English, thus leading to a better integration in a multicultural context.

Key words: cross-cultural awareness, multicultural communication, cultural intelligence (CQ), digital tools (Napkin AI), intercultural skills

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Frames of Oppression: Conceptual and Multimodal Metaphors of Power in Orwell's Nineteen Eighty-Four

Abstract

This article examines the construction and realisation of conceptual and multimodal metaphors in Michael Radford's 1984 film adaptation of George Orwell's *Nineteen Eighty-Four*, with particular emphasis on the representation of language as a locus of ideological domination. Integrating insights from Conceptual Metaphor Theory (Lakoff & Johnson), Critical Discourse Analysis (Fairclough; van Dijk), and multimodal metaphor studies (Forceville), the analysis shows how language operates simultaneously as a narrative motif and as a discursive mechanism that enacts and sustains power relations within the cinematic text.

Through a critical discourse analysis of selected scenes, most notably the interrogation of Winston by O'Brien, the study demonstrates how rhetorical strategies, discursive asymmetries, and patterns of coercive repetition instantiate central metaphors such as *Language is a Tool of Power*, *Language is a Prison*, and *Language is (Un)Reality*. These conceptual structures are further reinforced and intensified through multimodal means, including cinematographic framing, lighting schemes, and auditory design, which collectively render the viewer's experience of linguistic and ideological oppression visceral and embodied.

By situating these metaphorical and discursive mappings within the broader discourse of adaptation studies, the article contends that cinematic adaptations do not merely transpose literary metaphors but reconceptualise them through a dynamic interrelation of language, discourse, image, and sound. This integrative discourse-cognitive approach contributes to a more nuanced understanding of metaphor, ideology, and power in multimodal texts, and underscores adaptation as an inherently interpretive and generative act of meaning-making.

Key words: 1984, Orwell, easy adaptation, conceptual metaphor, multimodal metaphor, language and ideology, critical discourse analysis.

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Linguistic Ecology and Environmental Discourse: A Framework for Sustainable Innovation

Abstract

The increasing urgency of the global sustainability crisis—encompassing climate change, environmental degradation, biodiversity loss, and social inequality—demands interdisciplinary approaches that extend beyond technological innovation. While engineering disciplines focus on designing sustainable systems, the role of communication, language, and cultural understanding in facilitating these systems remains underexplored. This presentation argues that linguistics, as the study of language in all its structural, functional, and social dimensions, plays a critical role in the development and dissemination of sustainable practices. It presents a theoretical and practical exploration of how linguistic research can serve as a catalyst for systemic sustainability.

Drawing from linguistic ecology and ecolinguistics, the presentation examines the reciprocal relationship between language diversity and ecological resilience. Linguistic ecology highlights how the erosion of minority and indigenous languages often coincides with environmental degradation, suggesting a parallel between cultural and biological homogenisation. Ecolinguistics, by contrast, explores the stories, metaphors, and ideologies encoded in language that shape environmental attitudes and behaviours. These frameworks underscore the need to recognize language not just as a vehicle of communication, but as an agent that influences how humans relate to nature.

The presentation also focuses on traditional ecological knowledge embedded in language, using Romanian agricultural terminology as a case study. Words such as *fânează*, *pajiște*, and *cosit* carry embedded ecological knowledge about land use, microclimates, and sustainable timing of resource extraction.

These linguistic categories are not arbitrary—they guide behavior and reflect generations of environmental adaptation. This example illustrates how local languages act as repositories of biodiversity knowledge and tools for managing ecological balance.

is employed to interrogate how environmental issues are framed in public discourse. It is shown that linguistic framing—whether climate change is depicted as a moral crisis, a technical challenge, or an economic threat—profoundly affects public perception and policy responses. Similarly, in environmental advocacy and policymaking, linguistic strategies such as metaphor, narrative framing, and inclusivity play a vital role in mobilizing support and action.

Further, the presentation explores the challenges of multilingualism in engineering education and sustainability communication. It argues for the integration of multilingual materials and localized terminologies to overcome educational disparities and to promote equitable access to sustainable technologies. Interdisciplinary collaboration between engineers and linguists can result in clearer technical documentation, culturally attuned awareness campaigns, and user interfaces that accommodate linguistic diversity.

Ultimately, the current presentation advocates for a reconceptualisation of sustainability through a linguistic lens. It calls for increased recognition of language as a central factor in shaping environmental understanding, behaviour, and policy implementation. By incorporating linguistic insights into sustainable development frameworks, practitioners can enhance inclusivity, effectiveness, and resilience across diverse communities and systems.

Key words: linguistic ecology, ecolinguistics, sustainability communication, localised knowledge, interdisciplinary collaboration.

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Passport to Proficiency: Planning a Francophone Journey Through Project-Based French Learning

Abstract

In today's globalized environment, developing multilingual and multicultural competencies is crucial for professional success; however, many students lack meaningful opportunities to apply foreign language skills in real-life settings. This challenge is relevant also for students in Food Engineering and Veterinary Medicine, who must complement their technical expertise with effective communication skills in international contexts. To address this gap, a project-based learning (PBL) approach was implemented, engaging students in the practical use of French by designing a simulated trip to a Francophone country. The research objectives were to strengthen students' functional French vocabulary related to travel and hospitality, enhance intercultural competence, and develop logistical planning and budgeting skills crucial for professional mobility. Throughout the semester, students worked in small groups, using authentic French-language resources to research and organize all components of their trip — including transportation, accommodation, meals, tourist and professional visits (e.g., zoos, restaurants, and markets), and budgeting — guided by detailed planning, vocabulary checklists, and presentation instructions. To ensure diversity and avoid repetition, each group selected a unique Francophone destination from a provided list. The PBL format encouraged student ownership of learning, fostered problem-solving skills, and culminated in tangible outcomes: a written itinerary and an oral presentation, both delivered in French. Key results revealed that students significantly improved their confidence and practical ability to use French in real-world contexts. They became more motivated in their language learning and developed transferable skills such as teamwork, research, and international readiness. The focus on cultural immersion and professional site visits was tailored to align with students' academic and professional interests, enriching the educational experience. This project's approach builds on a previously

successful PBL model implemented in Romanian as a foreign language, where foreign students prepared simulated trips to Romania. In conclusion, this project-based learning model successfully integrates language instruction with experiential and interdisciplinary education. It provides a dynamic and realistic platform for students to acquire essential skills needed for global professional engagement. The model's adaptability allows it to be applied to other languages and disciplines, promoting the development of well-rounded professionals ready to operate in international environments.

Key words: project-based learning (PBL), foreign language teaching (FLT), French language acquisition, Francophonie, intercultural competence.

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Interpreting Implicature Across Cultures: The Cooperative Principle in Intercultural Pragmatics

Abstract

Implicature – the communication of meanings beyond what is explicitly stated – is a key aspect of how humans convey and interpret intentions in conversation. Grounded in Grice's Cooperative Principle, which posits that interlocutors generally strive to be cooperative and understood, conversational implicatures allow speakers to hint, suggest, or imply information rather than stating it outright. This paper explores how implicatures are interpreted across cultures, focusing on English and Romanian (with supplementary insights from French) in various contexts. Intercultural pragmatics research suggests that cultural norms influence both the use of implicature and how listeners “read between the lines,” potentially leading to misunderstanding when communicative conventions differ. For example, what counts as a polite hint in one culture might be lost on a listener from another culture, or an ironic statement might be taken literally by someone unfamiliar with the speaker's cultural context. By examining real-life discourse data, this study aims to uncover differences and similarities in how English and Romanian speakers employ and understand implicatures in workplace meetings, academic discussions, and everyday social interactions. We adopt a corpus-based approach, analyzing transcripts and recordings from these settings to identify common implicature patterns (such as indirect requests, suggestions, and sarcastic remarks) and to observe how hearers respond. Special attention is given to whether Grice's conversational maxims – Quantity, Quality, Relation, and Manner – are observed or flouted differently in each language and context, and how cultural communication styles (e.g. direct vs. indirect interaction norms) modulate these practices. Preliminary observations indicate that English discourse, especially in professional settings, often favors clarity and efficiency, yet still relies on subtle implicatures (for instance, polite understatements or softening phrases) to maintain politeness. Romanian discourse, by contrast, has been described as more-high context, meaning that speakers might

expect listeners to infer meaning from context and subtle cues; thus Romanian interlocutors may more frequently use implicit suggestions or ambiguous responses as a communicative strategy. French communicative style, as an optional comparison, provides an additional perspective, with its own balance of directness and implicit meaning shaped by social norms. Through detailed comparative analysis, the paper finds that while the fundamental cognitive mechanism for interpreting implicature is universal, each culture exhibits distinct pragmatic conventions. English speakers in our corpus tended to prioritize the Maxim of Manner (avoiding ambiguity) in cross-cultural exchanges, whereas Romanian speakers more freely violated it for stylistic or polite effect, trusting that the listener will interpret the intended meaning from context. Such differences are evident in workplace communications (e.g. how superiors phrase criticisms or requests), in academic settings (e.g. how disagreement or questioning is phrased implicitly or explicitly), and in casual conversations among friends. The findings underscore the importance of intercultural pragmatic competence: being aware of how implicature usage varies can help prevent miscommunication in multilingual environments. Ultimately, this study contributes to intercultural pragmatics by illustrating how Grice's Cooperative Principle operates within and across cultures, and by highlighting the need to consider cultural context when interpreting implied meanings. By drawing on authentic linguistic data and established pragmatic theory, the paper offers insights into achieving more effective communication across cultures and languages.

Key words: conversational implicature, Cooperative Principle, intercultural pragmatics, cross-cultural communication, corpus-based analysis

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Translations and Visible Multilingualism as Reflections of Linguistic Hierarchies in Alba Iulia's Urban Linguistic Landscape

Abstract

This article investigates the role of translations as indicators of linguistic hierarchies within the urban linguistic landscape of Alba Iulia. By examining selected examples from the city's public space, the study analyzes how translations function not only as tools for practical communication, but also as means of expressing power relations and cultural identity. In doing so, the article contributes to a deeper understanding of the socio-cultural significance of translation in multilingual urban settings.

Key words: translations, public space, multilingualism, linguistic landscape, Alba Iulia

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Die Übersetzung von Toponymen in der Sprachlandschaft: Eine Analyse der Sichtbarkeit von Mehrsprachigkeit

Abstract

Dieser Artikel untersucht die Übersetzung von Toponymen in der Sprachlandschaft urbaner Räume und analysiert deren Rolle bei der Sichtbarmachung von Mehrsprachigkeit. Anhand ausgewählter Beispiele wird gezeigt, dass Toponymübersetzungen nicht nur der funktionalen Orientierung dienen, sondern auch soziale Machtverhältnisse und kulturelle Identitäten widerspiegeln. Die Studie trägt somit zu einem tieferen Verständnis der komplexen Wechselwirkungen zwischen Sprache, Raum und Gesellschaft bei und verdeutlicht die Bedeutung sprachlicher Landschaften als Ausdruck politischer und kultureller Dynamiken in mehrsprachigen Kontexten.

Key words: übersetzungen, toponyme, sprachlandschaft, mehrsprachigkeit, linguistic landscape.

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Bionote

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**‘A little kindness can go a long way’: An overview of
present-day discursive practices in the Romanian
presidential debate of May 2025**

Abstract

This article investigates the discursive strategies employed by candidates in the Romanian presidential debate of May 2025 – the only debate honoured by both finalist candidates i.e. Nicuşor Dan (independent) and George Simion (AUR), a number of other debate-invitations only being accepted by Nicuşor Dan. Starting from a description of the controversial context and background of the most recent presidential elections in Romania and a brief characterisation of the presidential debate as a genre of political discourse, the analysis draws on theoretical insights from Charaudeau (2015) and Kerbrat-Orecchioni (2019), who describe the debate as a ritualized verbal confrontation governed by institutional constraints and a competitive logic of symbolic dominance. Within this framework, the presidential debate emerges not only as a confrontation of political programs but as a performance of ethos, where candidates must manage their self-presentation while simultaneously undermining that of their opponent. Using a pragma-linguistic approach grounded in discourse analysis (Fairclough & Fairclough, 2012), the study examines the linguistic mechanisms through which candidates enact strategies of self-validation and other-invalidation. These include both assertive moves—such as highlighting competence, consistency, or moral standing—and aggressive tactics aimed at damaging the opponent’s ethos. The analysis also accounts for moments of self-disclosure and confession, which function as rhetorical tools designed to humanize the speaker and produce a sense of familiarity with the electorate. Drawing on Goffman’s (1955) concept of face and its later developments in (im)politeness theory, the article explores how candidates negotiate face-threatening and face-saving acts in real time, often oscillating between civility and verbal aggression. One of the key observations is the use of (im)politeness as a strategic resource. Candidates selectively employ polite or respectful forms to signal

reasonableness, while resorting to irony, ridicule, and personal attacks to destabilize their opponent. The title of the article, A little kindness can go a long way, ironically points to the calculated deployment of kindness or respectfulness as a persuasive instrument, often juxtaposed with strategic aggressiveness. This duality illustrates the genre's inherent tension between rational argumentation and emotional performance (Weigand, 2010), also addressing the issue of alignment (or lack thereof) with a previously declared ideological stance, as a vector for credibility but also for maintaining consistency in the eyes of the electorate. Finally, the article situates these discursive practices within a broader media landscape that invariably values ordinariness and relatability (Fetzer & Weizman, 2019; Vasilescu et al., 2024). Candidates are thus required to perform a delicate balancing act: they must appear both authoritative and accessible, principled yet flexible. By examining how these tensions play out in the 2025 Romanian presidential debate, the article contributes to a nuanced understanding of contemporary political discourse and the evolving nature of public leadership, mirroring the level of cultural awareness and the current socio-political status quo in the Romanian society.

Key words: presidential elections, political discourse analysis, discursive practices, presidential debates, online campaigning, ordinariness.

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Manual versus Digital. Metaphors for Two Epistemological Paradigms

Abstract

The discourse of science is rendered through metaphors revealing that thinking itself is couched in metaphors. That is why the very history of science can be richly researched through the contrasting metaphors of "manual" and "digital." These metaphors do not only denote technological modes of operation: hands-on versus computer-based, but also involve broader philosophical orientations, social structures, epistemological frameworks, and pedagogical paradigms. The "manual" metaphor betokens a world of tactile engagement, embodied knowledge, artisanal craftsmanship, and intimate mentorship. In contrast, the "digital" metaphor bespeaks abstraction, automation, algorithmic processing, and scalability. Although these metaphors might seem to represent a mere sliding from the past to the present, these two actually may abide side by side, blend together and have a bearing upon each other in unsuspected manners.

The metaphors of manual and digital also "betray" different philosophies of knowledge. The manual suggests a situated epistemology, where knowledge is local, contextual, and embedded in particular bodies, communities, and histories. In contrast, the digital metaphor tends toward universalism and abstraction—knowledge as a set of transferable, scalable, and decontextualized data points.

The *manual metaphor* emerges from the Latin *manus*, meaning "hand." This etymology suggests not just the physicality of learning from a book, but its *tactile, labour-intensive, and experiential nature*. In the manual paradigm, knowledge is *made, felt, crafted, and shared* often through direct engagement with materials, environments, and people.

The *digital metaphor*, stemming from Latin *digitus* (finger), evolved from concrete counting to computing. In contemporary usage, "digital" suggests *binary representation, algorithmic processing, and networked dissemination*. It evokes precision, speed, automation, and abstraction. Under this paradigm,

knowledge is evidenced as *data*, which are measurable, transmissible, and storable.

The philosophical roots of the manual paradigm hark back to thinkers like:

Aristotle, who made a distinction among episteme (theoretical knowledge), techne (craft knowledge), and phronesis (practical wisdom). Manual knowledge consists in techne and phronesis, as they themselves are forms of knowing grounded in action and judgment.

John Dewey, who claimed that knowledge emerges from experience, defined as an active, ongoing engagement with the environment and

Martin Heidegger, who compared the concepts present-at-hand (which betokens theoretical contemplation) to ready-to-hand (which expresses practical involvement), showing that we specifically connect to the world through use, not observation.

The philosophical roots of the digital paradigm hail from the writings of thinkers like:

René Descartes, who looked upon knowledge as clear, distinct ideas founded on certainty and logic.

Francis Bacon, who underlined the importance of the empirical collection of data as the path to knowledge and power over nature and

Bertrand Russell, who believed that scientific knowledge should be expressed in precise, formal languages.

But there are also philosophical roots of hybrid outlooks as expounded by thinkers like:

Seymour Papert, a mathematician and computer scientist, who bridged the manual and digital metaphors in an original and deeply seminal manner and

Bruno Latour, a French philosopher and sociologist of science, who reviewed the concept of scientific knowledge as the product of networks of humans and non-humans (instruments, tools, texts, technologies).

The paper enquires into the intellectual series of meanings of the two metaphors as representatives of two epistemological paradigms and their associations with related ideas as expounded by the aforementioned philosophers. The paper concludes that there is no contradiction between the two paradigms, rather there is an overarching of mutually strengthened constructive forces at play in the advancement of science.

Key words: manual, digital, epistemological paradigm, metaphor, knowledge as crafted, knowledge as data, philosophical roots of the manual paradigm, philosophical roots of the digital paradigm, philosophical roots of hybrid outlooks.

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Bionote

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Enhancing Intercultural Competence through Digital Pedagogy in Teaching Chinese as a Foreign Language

Abstract

As digital technologies increasingly reshape the landscape of language education, the field of Teaching Chinese as a Foreign Language (TCFL) is undergoing a transformation that brings both significant opportunities and complex challenges. One of the most pressing and rewarding areas of this transformation involves the development of intercultural competence—an essential skill for learners navigating globalized, multicultural environments. This paper addresses the central question of how digital tools can be effectively integrated into Teaching Chinese as a Foreign Language instruction not only to enhance language acquisition, but also to cultivate intercultural understanding, sensitivity, and adaptability.

The study sets out to explore three main objectives: (1) to investigate how digital technologies are currently being utilized to support intercultural learning in Teaching Chinese as a Foreign Language classrooms; (2) to identify key pedagogical and technological challenges faced by educators in these contexts; and (3) to develop a digital intercultural teaching framework specifically tailored to the linguistic and cultural particularities of the Chinese language.

A qualitative, classroom-based action research methodology was employed across two academic semesters in European university settings where Chinese is taught as a foreign language. Data collection involved a triangulated approach, incorporating teacher reflective journals, anonymous student feedback surveys, and recordings of digital classroom interactions. Platforms used included Zoom for live video teaching, WeChat for intercultural exchange and communication, and Moodle for course content delivery and asynchronous learning. The analysis was framed by Byram's model of Intercultural Communicative Competence (ICC), focusing on the development of attitudes (curiosity, openness), knowledge (of

social practices and cultural norms), and skills (interpreting, relating, and discovering).

The findings suggest that students benefit significantly from well-designed digital intercultural activities. Tools such as virtual cultural exchanges with native Chinese speakers, interactive language-learning applications, and digital storytelling projects using multimedia formats were shown to deepen learners' cultural awareness and engagement. These activities also fostered higher levels of student motivation and confidence in using the Chinese language within real-world intercultural contexts. However, the research also identified several obstacles to the effective implementation of digital intercultural pedagogy. These include limited teacher training in digital methodology, uneven access to technology among students, and time constraints that restrict curriculum adaptation.

This study makes a meaningful contribution to the evolving domain of digital language education by proposing a culturally responsive pedagogical model specifically for Teaching Chinese as a Foreign Language. The model integrates intercultural objectives with language learning goals and aligns them with digital teaching tools and practices. It emphasizes the need for institutional support in the form of curriculum redesign and professional development for language educators, enabling them to create inclusive and interculturally rich learning environments and not only.

Ultimately, this research highlights the potential of digital pedagogy to bridge cultural gaps and prepare learners of Chinese not only to communicate effectively in a new language, but also to act as culturally aware global citizens. The findings advocate for a more holistic, intercultural approach to Teaching Chinese as a Foreign Language that places equal emphasis on language proficiency and cultural competence in the digital age.

Key words: Teaching Chinese, digital education, intercultural competence, TCFL, virtual learning

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Bionote

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Over the years, she has had the opportunity to study and work in both Romania and China, experiences that have shaped her intercultural and linguistic expertise. She holds a Master's degree in International Relations (studied in Chinese) from the China University of Political Science and Law and has completed professional internships at the Romanian Embassy in Beijing and in the private sector.

Professionally, she has worked as a project manager in the automotive industry, a client services analyst, and a language teacher for Chinese, German, and English. Her academic research includes topics such as politeness strategies, interlanguage pragmatics, and intercultural communication, and her work has been published in several peer-reviewed journals and conference proceedings.

In parallel with her academic path, she is actively involved in educational activities for children, currently coordinating creative and language-based workshops in Chinese at private summer schools in Sibiu.

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Practical use of language in the workplace environment: flexible vs inflexible delivery

Abstract

The business environment is a space where individuals participate in intercultural communication, encompassing diverse linguistic and cultural interactions. That gave rise to the interest and research in English as a Business Lingua Franca, and it has become a well-established phenomenon worldwide. Still, it has recently become a topic of interest in Bosnia and Herzegovina. Therefore, this study aimed to investigate the defining features of BELF, more specifically, as a neutral communication code, for building rapport, managing cultural and linguistic differences, and identifying business and linguistic skills that affect the day-to-day IT work environment. The qualitative research method was used to collect data through interviews with IT companies in Bosnia and Herzegovina. Considering the study's limitations, the results indicate that BELF is used as a neutral communication code with which businesses could conduct, and as a medium for various intercultural interactions. Even though it is difficult to make generalizations, and additional either quantitative or mixed research has to be done, the findings of this study can be beneficial to IT companies, educators, and intercultural researchers, especially in terms of maintaining effective communication, providing high-quality feedback, and building rapport.

Key words: English as a Business Lingua Franca, multicultural background, intercultural communication, IT context, Bosnia and Herzegovina

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Bionote

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Chains, Cages, and Ghosts: Conceptual Metaphors in Narratives of Dependency and Early Trauma

Abstract

Understanding how individuals narrate their experiences of trauma and dependency offers crucial insight into the cognitive and emotional structures underlying addiction. This research explores the metaphorical language used by adults to describe the link between adverse childhood experiences (ACEs), early maladaptive schemas (EMS), and addictive behaviours. Anchored in Conceptual Metaphor Theory (Lakoff & Johnson, 1980) and informed by contemporary developments in metaphor analysis (Cameron, 2008; Gibbs, 2017), the study analyses the metaphors found in personal narratives collected through a mixed-methods survey.

Drawing on the Metaphor Identification Procedure (MIP) (Pragglejaz Group, 2007), qualitative data from 70 participants were coded and categorised into metaphorical source domains—such as containment, war, fragmentation, and pursuit—mapped onto target experiences of trauma and dependency. Examples include metaphors like “My addiction is a cage I built myself” and “My trauma is a shadow that follows me.” These reveal deeply embodied schemas of entrapment, loss, and fear, resonating with Schema Therapy literature (Young et al., 2003; Lacy, 2024) and psychological findings on trauma-linked cognitive patterns (Pilkington et al., 2021; May et al., 2022).

Quantitative analysis revealed significant correlations between specific ACE types (e.g., emotional neglect, physical abuse), the activation of EMS (e.g., abandonment, mistrust), and the severity and type of addiction (e.g., substance, food, digital). The metaphors were not mere stylistic devices but *reflections of entrenched cognitive-emotional structures* that shape how individuals perceive their trauma and recovery. As Kirmayer

(1993) suggests, metaphor is both a vehicle of healing and a potential site of psychological entrapment.

This study highlights the dual role of metaphors as tools for *meaning-making* and as expressions of *cognitive constraint*. It emphasizes their diagnostic and therapeutic potential in clinical settings and calls for more culturally and linguistically sensitive metaphor-based interventions. By analysing how trauma survivors "speak" their suffering, we can better understand and treat the underlying schemas that perpetuate dependency.

Key words: conceptual metaphor theory, addiction, trauma, schema therapy, metaphor analysis, narrative identity, metaphor in psychotherapy.

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Bionote

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On Shakespeare's innovations in Modern English linguistic expression

Abstract

William Shakespeare, one of the greatest playwrights and poets in the history of English literature, played a key role in the modernization of contemporary English. At the turn of the sixteenth to the seventeenth century, when Shakespeare was writing, the English language was still not standardized, so it can be stated that Shakespeare was in a way the first to standardize the English language in use. His contribution is reflected not only in the creative use of existing ones, but also in the creation of new lexemes and expressions, which have become part of modern English. This paper aims to explore Shakespeare's innovative influence on modern linguistic expression, through the analysis of neologisms, original idioms and creative language structures. The research is based on a qualitative analysis of Shakespeare's works, including his tragedies, comedies and sonnets. Linguistic innovations were identified and classified, and then a comparative analysis with modern English was carried out to determine which linguistic creations have survived to this day. The paper also offers a review of secondary sources, including linguistic studies and historical reviews of the development of the English language. The results of the research indicate the immeasurable contribution of this linguistic genius to modern English linguistic expression, since the largest number of original structures that he introduced into use in the language have been retained.

Key words: Shakespeare, Modern English, innovation, neologism, idiom.

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Bionote

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Evidentiality and evaluation in English and Romanian headlines: a corpus-based comparative analysis

Abstract

The article compares and contrasts the roles and realisations of evaluative language, as well as the preference for certain types of evaluation in English and Romanian headlines. The analysis starts from the tenet that a clear and comprehensive analysis of headlines requires multiple strands of linguistics: media linguistics, cognitive linguistics, pragmatics, stylistics, corpus linguistics. The media linguistic layer of analysis foregrounds the use of reporting words in headlines and the leads as a means of conveying the journalists' voices and other voices embedded in the fabric of the headline. The stylistic analysis exploits the resources of language: the evaluative force of the reporting verbs as well as the variation of expressing reporting.

The datasets used for this analysis consists of two corpora: one in English and another one in Romanian, the English corpus comprises 805 headlines, while the Romanian one 800 headlines. The corpora are created from two large corpora and are processed by hand. The headlines and the leads analysed pertain to business journalese. The tackle financial, business and economic issues and make reference to politics, financial institutions. The comparison of the two corpora captures the frequency, role, distribution of the reporting expressions and the prevailing types of reporting, linguistic reporting and mental reporting.

The theoretical framework of analysis relies on Bednarek (2006), Bednarek (2009), Chovanec (2014), Bednarek and Caple (2017), Bucaria (2004), Ifantidou (2009), Dor (2003).

The processing of the corpora reveals the fact that business headlines uses a plethora of devices to attract the readers' attention: phonological devices, such as rhyming and cognitive devices, i.e. figurative uses, conceptual metaphors, idiomatic expressions. The way in which headlines and leads are constructed can impact on the readers and influence them to read the entire article.

Key words: headlines, corpus linguistics, reporting expressions, evaluation.

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COVID-19 Puns from Artificial Intelligence to Corpus Linguistics

Abstract

A Corpus Analysis of COVID-19 Hate Speech on Facebook focuses on detecting and analysing the hate speech expressed during the pandemic, on the most famous social media platform in Romania and the world, Facebook. Generally, Hate speech is viewed as any public speech that transmits hate or encourages violence towards an individual or a group based on gender, race, ethnicity, religion, sexual orientation and others, such as medical issues, as our research proposes. The database consisted of creating a self-made corpus by collecting comments posted by internet users on the Facebook pages of some American, British and international newspapers, magazines and news channels, during the COVID-19 pandemic. The present paper is a multidisciplinary work with a broad theoretical framework that encompasses fields such as corpus linguistics, discourse analysis, metaphorical language, politeness theories, and media studies.

It is necessary to make a distinction between freedom of expression and hate speech. Therefore, it is not the easiest task to analyse hate speech from a new perspective, such as COVID-19, because at a global level, the legislation differs. In the context of online social networks, the analysis of hate speech provides an overview of all kinds of hate speech, from violence to terrorism. The research questions were launched by using a very simple scheme: what, how and why. *What hate speech strategies regarding COVID-19 do Facebook employ?; How are hate speech strategies manifested on Facebook? and Why are these strategies being used on Facebook?* The investigation starts with the following working hypothesis: What could the effect of these Facebook remarks be? The analytical framework provides extensive legislation, including legislative regulations for the prevention and combating of hate speech at the American, British, European and international levels, to which Facebook's policy on protection against COVID-19 was added. The hate speech analysis scheme is based on an advanced set of analysis tools

launched by the Council of Europe. The methodology includes the evolution of data collection because the self-made corpus expanded over time. The experimental tools, Facebook Comments Extractor and WordSmith concordancer, are also described. Furthermore, a scheme of the research model provides a much clearer comprehension of the experimental approach.

The paper contains five chapters, including an abstract and a section of conclusions and recommendations. The bibliography is also structured in four parts: books, online sources, dictionaries and the articles from which the comments were extracted to build the corpus.

Eventually, the appendices provide a clearer picture of the construction of the self-made corpus, some of the difficulties encountered during the research, as well as the different stages of the Facebook comment collection process.

Key words: corpus analysis, COVID-19 hate speech, discourse, media, Facebook.

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A pragmatic analysis of American festive speeches

Abstract

This paper examines the conceptual construal and the rhetorical discursive practices employed by American presidents when they deliver festive speeches. The political discourse delivered on the 4th of July makes use of intense emotions and is usually associated with cultural-historic contexts, when presidents often display patriotic feelings and make use of explicit forms of address.

The analysis is set within a pragma-rhetorical framework (Ionescu-Ruxăndoiu, 2018) and aims to highlight the discursive practices, main topics, and figurative language employed in American presidential National Day speeches. The speeches delivered on the American National Day (the 4th of July) will be analysed from a lexical-semantic and rhetorical linguistic point of view, with a focus on analysing figurative language, clichés, the historical context of the events mentioned in the discourse, verbs of emotion and forms of address typical of the presidents.

The main focus will be the festive speeches delivered by Barack Obama and Donald Trump, which will be analysed based on the content and form (Fairclough 1992, 1995, 2012), metaphor construction (Lakoff, 1980), Charteris-Black (2011, 2018) and Kövecses (2005, 2020), accessibility and cultural context, as well as rhetorical mechanisms and types of arguments employed by the two politicians.

Key words: festive speeches, discursive practices, forms of address, clichés, rhetorical mechanisms.

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Cristina KALLAI is a second year PhD student at 1 Decembrie 1918 University of Alba Iulia. Her main focus of research is Linguistics, an area which aligns with her interest in studying gender differences in political discourse. She has chosen this area of research because she would like to analyse feminine and masculine rhetoric during presidential campaigns. Nowadays, more and more women are being elected in leadership positions or are running for national parliaments or the Presidency than ever before. For this reason, she would also like to examine gender stereotypes.

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Students' Attitudes towards Social Justice Issues in Shakespeare's Plays

Abstract

This paper explores the intersection of Shakespeare's works and social justice issues through the lens of literary critical theory and service-learning, with a focus on how these themes are perceived by future educators and translators. The study draws on a survey conducted among undergraduate students at the Department of English Language and Literature, Faculty of Philology, *Goce Delchev* University in Shtip, North Macedonia. These students, having been extensively exposed to Shakespeare's texts, represent a key demographic in shaping future discourse around literature and justice.

The research employed an online questionnaire consisting of eleven items designed to assess students' familiarity with and attitudes toward social justice themes in Shakespeare's plays. Topics included the relevance of Shakespeare's works to contemporary issues such as power, privilege, and marginalization, as well as students' confidence in analyzing these texts through a social justice lens. The survey also examined whether demographic variables—such as gender, age, and education level—influenced responses.

Data was analyzed using descriptive statistics and visualized through bar charts, pie charts, and histograms. The taxonomy of justice used in the study was informed by the Universal Declaration of Human Rights and critical theory, encompassing issues like gender and racial inequality, class discrimination, and immigrant rights.

Findings suggest that students recognize the enduring relevance of Shakespeare's works in addressing modern social justice concerns and express interest in incorporating these perspectives into their future teaching. This research highlights the importance of integrating social justice frameworks into literary education and underscores the role of educators and

translators in perpetuating inclusive, critical engagement with canonical texts.

Key words: Shakespeare, social justice, service-learning, higher education, student attitudes.

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The Intersection between Service Learning and Shakespeare

Abstract

This presentation investigates the integration of Shakespeare's works with social justice education through the pedagogical method of service-learning. Defined as a teaching approach that combines academic instruction with community engagement and reflective practice, service-learning offers a powerful framework for connecting literary study with real-world social issues. It transforms the classroom into a collaborative space where literature, civic responsibility, and public awareness intersect.

Drawing on the work of Julia Garbus and Ellen Cushman, the presentation highlights both historical and theoretical foundations of literature-based service-learning. Both scholars underscore the value of engaging students and communities in shared learning experiences that foster mutual understanding and social change. Pattie Cowell's research further supports this approach, showing how service-learning empowers students by connecting academic content with community needs, encouraging them to see their work as meaningful and impactful. The paper argues that Shakespeare's texts—rich with themes of justice, power, and human dignity—are particularly well-suited for this model.

Although underutilized, service-learning in Shakespeare courses presents a compelling opportunity to merge literary analysis with civic engagement. This approach not only deepens students' understanding of literature but also cultivates empathy, critical thinking, and active citizenship. The presentation calls for broader adoption of service-learning in literature curricula to foster more inclusive, socially responsive educational practices.

Key words: service-learning, Shakespeare, intersection, education, social justice.

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ChatGPT and the Drafting of Administrative Acts: Potential and Limits in the "Determina a Contrarre"

Abstract

This paper explores the potential use of large language models (LLMs), specifically OpenAI's GPT-4o, in supporting the drafting of administrative acts within Italian public administration. Building on the 2023 report by the Council of the European Union, "*ChatGPT in the Public Sector: Overhyped or Overlooked?*", which acknowledges the tool's usefulness in summarizing legislative or administrative documents but highlights current limitations in producing fully compliant legal texts, this study examines whether ChatGPT can effectively assist in drafting a "determina a contrarre" — a formal act required in public procurement procedures.

The research compares administrative acts issued by municipal officials with texts generated by GPT-4o, using a variety of prompts ranging from generic queries to detailed instructions informed by medium-to-high domain expertise. Particular attention is given to the linguistic features of administrative language, referencing scholarly work on the topic (e.g., Cortellazzo), and to the legal and formal structures specific to this type of administrative document.

The comparative analysis shows that while AI-generated drafts can closely mimic official language and structure, they may still present legal flaws that could result in *illegitimacy* — one of the classic defects of administrative acts — thus making them potentially challengeable. These critical points are examined from normative, linguistic, and formal perspectives, identifying where the AI output deviates from legal requirements or administrative best practices.

Interestingly, the study also reveals that even human-drafted acts sometimes contain redundant or irrelevant information, suggesting that the issue of drafting quality transcends the human/machine divide.

The paper ultimately aims to assess the current role of ChatGPT as a *first-step drafting tool*, while emphasizing the

importance of legal and linguistic competence in ensuring valid, effective, and defensible administrative acts. The findings contribute to the broader discussion on how generative AI can be responsibly integrated into public sector workflows, especially in document-heavy and procedurally rigid contexts like administrative law.

Key words: administrative act, ChatGPT-4o administration, legal drafting, artificial intelligence in public administration.

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Bionote

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**Digital Competence and Communication Practices in
Higher Education: A Research-Based Perspective on
Digital and Soft Skills Integration**

Abstract

The academic environment is undergoing continuous transformation due to the need to align educational practices with the evolving demands of the labor market, in a society with digitalization trends. It is obvious that having digital skills is an advantage nowadays and is essential for students' academic success and future professional integration. That is the reason why universities must rethink and redesign their approaches to teaching, learning, and communication.

Digital tools are part of the education environment but there remains a gap in aligning digital competence with meaningful academic engagement, in order to increase the knowledge acquisition level and to facilitate the access to learning for a wide variety of people. Therefore, understanding how students develop and use digital skills for academic communication becomes an important preoccupation.

The main aim of this research is to identify students' level of digital competence and digital literacy and their perception regarding the impact of these skills upon their communication practices in the academic environment, as well as upon their leisure time and work efficacy.

A structured Google Forms survey was developed to collect data, which covered sociodemographic information, self-assessment of students' digital skills and digital literacy, frequency and typology of the digital communication tools they employ, attitudes towards the use of technology in the learning process or as free time activities, as well as the importance of hard skills and soft skills when applying for a job. The questionnaire was administered to a sample of undergraduates and Master

degree students enrolled in four study domains (Philology, Informatics, Administration, Sciences of Education) belonging to the Faculty of Letters and Sciences, Petroleum-Gas University of Ploiesti.

As regards the data analysis, quantitative and inferential methods (e.g. Pearson correlation analysis) were used, in order to identify significant relationships between the investigated variables.

Preliminary results indicate an uneven distribution of digital skills, correlated both with the students' field of study and with previous experience in using educational platforms. Moreover, a positive relationship is observed between the frequent use of digital tools and students' perception of active involvement in the learning process.

This research-based study provides a clear perspective on the interface between digital skills and soft skills in academic communication, which contributes to the integration of technology in higher education. In order to ensure an academic environment appropriate to the digital age, it can be concluded that pedagogical interventions and educational policies are needed to optimize the use of digital resources and support the development of the necessary hard and soft skills for sustainable and inclusive learning.

Key words: digital skills, digital literacy, collaborative learning, digital education, higher education, technology integration, hard skills, soft skills.

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**Intercultural Dimensions in the Discourse of
International Students: Identity, Reflexivity, and
Mediation**

Abstract

As part of the scientific circle *Heritage Languages and Cultures*, organized and coordinated by the teachers of Romanian as a foreign language for international students at the "Iuliu Hațieganu" University of Medicine and Pharmacy in Cluj-Napoca, we proposed an activity involving the creation and presentation of personal projects based on a predefined set of themes, within a non-formal, optional, plurilingual and pluricultural framework. Participation in the student-led activity was not rewarded with grades and took place outside the formal curriculum. Over forty projects were presented either in French, by francophone groups, for whom French functions as a mother tongue, a second language, or a language of study and interaction, or in English, used here as a bridge language between students who do not share the same mother tongue. In this context, communication takes place neither within the space of the culture of origin nor within that of the host culture, but rather in a space of negotiation, interpretation, and identity reconfiguration, *in a third space*. This configuration generates two complementary forms of intercultural interaction: one based on linguistic symmetry (French as a common language), and another marked by linguistic asymmetry (English as a contact language).

The study explores how topic choice, content selection, and discourse formulation functioned as acts of identity positioning, cultural mediation, and reflexivity. The activity aligns with a broader framework of intercultural competence development, in which culture is understood as a relational and fluid process.

Each student developed a project in the form of a PowerPoint presentation, choosing to illustrate a meaningful aspect of their own culture. These presentations were analyzed in terms of content and thematic choices. Communication required

a negotiation of meaning in an intercultural space characterized by a partial and co-constructed *common ground*.

The content of the presentations, which forms the basis of the analysis, reflects the selection and hierarchical organization of cultural elements that international students identify with. Out of the eight proposed general themes, the analysis determined three main ones, in order of frequency: national and family gastronomy, societal and family structures and national traditions, and language. Tourism and religion were the least selected themes, and some were not chosen by any student. Students of Romanian descent, particularly second-generation speakers, represented a special case: their presentations mainly focused on gastronomy, language, traditions, and religion as marker of community identity.

Components of intercultural competence became manifest: reflexivity and critical cultural awareness are essential in choosing which aspects to promote, such as selecting the topic, documenting it, structuring the discourse, and adapting it to the audience, and attitudes are reflected in the willingness to present and adapt cultural content to the perspective of the other. Student participation demonstrated a willingness to be seen, understood, to mediate and represent, while their thematic choices and rhetorical strategies revealed how they manage the relationship with the audience: seeking to be at the same time representative, engaging, and respectful: a pragmatic regulation of image in an intercultural context.

Key words: intercultural competence, critical cultural awareness, cultural mediation, identity self-representation, pluricultural interaction.

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Bionote

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Framing digital education: Discourses of AI, legitimacy, and learning in the public sphere

Abstract

As artificial intelligence becomes increasingly integrated into education systems, questions of authority, trust, and the legitimacy of knowledge have come to the forefront of public discourse. This paper explores how these issues are communicated and negotiated in institutional, corporate, and media narratives about digital education and skills. It examines how discourses frame the role of AI in shaping what counts as learning, who is positioned as a credible source of knowledge, and how digital education is imagined as a solution to broader societal challenges.

Drawing from a corpus of governance-level policy documents, corporate communication, and public-facing media texts, the study combines corpus-based discourse analysis with metaphor analysis as a supporting methodological tool. Recurring metaphorical patterns are analyzed for their role in constructing and legitimizing claims about digital education. These metaphors help reveal how actors such as governments, corporations, and educators are positioned in relation to emerging technologies, and how trust in digital systems is discursively built or contested.

Key words: AI, digital literacy, conceptual framing, metaphor analysis.

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Bridging language gaps. Native speaker strategies for simplifying Romanian for non-native speakers

Abstract

Despite the growing number of learners studying Romanian as a Second Language (RSL), there remains a significant gap in how native speakers facilitate comprehension through simplified, adaptive input. Current pedagogical practices often lack systematic training in the use of *Foreigner Talk* and *Micro-language*, especially within the **direct method** framework. Moreover, the potential of **artificial intelligence** to assist in language simplification and learner interaction remains underexplored. This gap limits the effectiveness of communication and slows acquisition, particularly at beginner levels, where accessible input and strategic mediation are essential for meaning-making and long-term retention.

This study investigates the role of native speakers (NS) in facilitating meaning decoding for non-native speakers (NNS) learning Romanian as a second language (RSL), with a focus on *Foreigner Talk* (FT) and *Micro-language* (ML). These simplified linguistic forms function as tools of comprehensible input that are essential for language acquisition at early stages.

FT refers to the adapted, simplified oral language style that NS use when speaking with NNS, while ML refers to written and spoken language modifications tailored to the learner's proficiency. Though similar, ML in Romanian pedagogy is more structured, representing a formalized, rule-based simplification rooted in exolinguiistic communication needs.

The research has three primary objectives: (1) to identify the specific linguistic and non-linguistic strategies Romanian NS use to simplify and clarify communication with NNS, (2) to evaluate the pedagogical implications of such strategies on second language acquisition, and (3) to highlight the pedagogical implications of foreigner talk and micro-language for the training of teachers involved in Romanian as a Second Language (RSL) instruction. Specifically, it underscores the importance of preparing educators to use the direct method, which emphasizes

immersion and meaning-based input without reliance on translation. The study's methodology combines qualitative analysis of questionnaire responses from 29 NS participants and theoretical grounding in existing literature on FT and ML.

The instrument, a structured questionnaire, required participants to explain Romanian words/phrases of varying CEFR levels (A1–A2) to hypothetical learners. Their responses revealed a range of strategies: synonymy, paraphrasing, contextualization, and occasional translation. Importantly, non-verbal and visual aids (e.g., gestures, images, miming) emerged as crucial components in the communication process, confirming a multimodal approach to language facilitation.

The findings emphasize that NS play an active role in the negotiation of meaning, serving as adaptive facilitators who adjust their language based on the learner's interlanguage stage. While most participants viewed simplification as necessary and effective, some expressed concern about the potential degradation of the Romanian language, especially when simplification crosses into incorrectness or is used outside appropriate contexts.

In conclusion, FT and ML are essential for RSL acquisition, particularly at the beginner level. The Romanian NS acts not only as a source of linguistic input but also as a bridge-builder, connecting linguistic gaps through a combination of verbal and non-verbal strategies. The study suggests further investigation into the long-term impacts of ML and FT on teachers' development. Incorporating technology into these adaptive strategies may also enhance the effectiveness of RSL instruction.

Key words: Romanian foreigner talk, micro-language, decoding meaning, comprehensible input, simplification strategies

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Bionote

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Error analysis of machine translation of "Prince Charming from the Tear" (by Mihai Eminescu)

Abstract

This paper presents a comparative analysis between human translations and machine-generated translations from Google Translate, Reverso Context, and ChatGPT and focuses on their effectiveness in conveying nuances, idiomatic expressions, and contextual accuracy. By evaluating translations of a Romanian literary text into English, the research delivers the strengths and limitations of each tool. Human translations serve as the standard, highlighting the subtleties and cultural context often preserved in manual translation. Google Translate demonstrates proficiency in formal and technical language but occasionally strives to use idiomatic expressions. Reverso Context excels in providing context-specific translations, particularly for phrases and collocations. It has a real difficulty in translating long passages. ChatGPT, utilizing advanced language models, offers fluent and context-aware translations. Some errors have been noticed in complex sentence structures. The findings draw attention to the importance of selecting appropriate translation tools and take into account the text type. The selected corpus-based machine translation with parallelly aligned text for each translation tool is example-based and shows knowledge-based systems to work better than skill-based systems limited to transfer rules. Despite the fact that machine translations have advanced, we conclude that the richness of language is best conveyed through human expertise.

Key words: machine translation, Google Translate, Reverso context, *Prince Charming From the Tear*, named entity deviation errors.

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Bionote

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**Artificial Communication Development. A Case Study
on Klara from *Klara and the Sun***

Abstract

This paper examines the developments in communication seen in Kazuo Ishiguro's dystopian novel *Klara and the Sun*. Through a critical discourse analysis approach, the study highlights how Klara, the main character of the novel, demonstrates adaptive communication development. As an AI designed for human companionship, Klara's development from stiff communication to nuanced emotional engagement provides a compelling framework for understanding how AFs develop their communication over time. By applying Bandura's *Social Learning Theory*, this study showcases Klara's capacity for observational learning, imitation, and adaptive communication, while questioning the boundaries between predetermined responsiveness and genuine understanding. The study reveals three general stages of development in Klara's communication: mechanical responses, social mimicry and persuasive empathy. The study highlights Klara's ability to adapt to various communication situations based on her high levels of awareness and comprehension. Klara also proves to be able to fully grasp complex human emotions, navigating intense communication instances with ease, with her approach to communication seemingly being better than that of humans.

Key words: AF, communication development, social learning theory, discourse analysis, *Klara and the Sun*, human.

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Bionote

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Instances of the Discourse on “Plagiarism” in Times of Generative Artificial Intelligence

Abstract

The current paper builds on previous reflection on the impact of the digital turn upon learning and teaching practices (Policsek, 2013, 2024) in order to consider the discourse of legitimization of the AI vis-à-vis the educational arena. In this sense, it addresses the following questions: *To what extent is the concept of “plagiarism” applicable within contexts that rely heavily on text generation by using AI tools?* and *What are the characteristics of the discourse on AI as a pedagogical tool?* By associating these two broad questions and framing them through the same lenses, the paper aims at capturing some of the underlying tensions of the current discourse on the use of AI and reveal potential incongruities between traditional and emergent educational practices as far as their legitimizing scaffolding is concerned.

Key words: plagiarism; authorship; plagiarism and AI; pedagogy and AI, epistemology of education.

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Bionote

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Cognitive Verbs and Epistemic Stance in Polarised Twitter Discourse: The Case of Trump's 2023 Indictment

Abstract

The 2023 indictment of former U.S. President Donald Trump ignited an intense wave of polarized discourse on Twitter, offering a fertile context for examining the linguistic strategies used to express belief, doubt, and certainty in a politically charged digital space. This study investigates the role of cognitive verbs—such as *think*, *know*, *believe*, and *feel*—as markers of evidentiality and epistemic stance in tweets related to the indictment. These verbs are not merely lexical choices but serve as pragmatic tools for signalling alignment, hedging claims, and managing credibility in controversial conversations.

Drawing on a corpus of tweets collected between March and June 2023, the research employs both quantitative corpus analysis and qualitative discourse analysis to uncover patterns in cognitive verb usage. The findings illustrate how users negotiate truth claims and construct epistemic authority through strategic verb choice. Additionally, the study explores social variation by examining differences in usage across inferred gender and political affiliation, highlighting how linguistic stance-taking intersects with identity and group alignment online.

By integrating insights from sociolinguistics, pragmatics, and digital communication studies, this research offers a nuanced understanding of how language operates as a tool for navigating political polarization in social media discourse. The results have implications for broader theories of stance, identity construction, and the communicative dynamics of online platforms during contentious political events.

Key words: cognitive verbs; evidentiality; social media discourse; Twitter; political polarisation.

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Bionote

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**Translation approaches and peculiarities in translating
the journalistic discourse**

Abstract

The translation of journalistic discourse presents a unique set of challenges due to its genre-specific features, dynamic nature, and the influence of social, cultural, and political contexts.

The study will dwell on the complexity which characterizes the process of translation, emphasizing its fundamental role within the broader domain of Translation Studies, a discipline still new to most of us. It is essential to understand the principles and techniques of translation in order to convey meaning in an accurate and effective manner when adapting to other target languages and cultural contexts. Although it is being increasingly recognized, the discipline of translation studies remains relatively new to many practitioners and students, and there are various approaches and methods with which researchers have continuously been preoccupied, as the demand for cross-cultural and intercultural communication is continuously growing. It is one of the reasons why the study will expand on some of the ideas debated in another study, entitled *Translation Methods and Procedures in Integrating Loan Vocabulary from English into Other Languages*, since I consider the subject highly multifaceted and one that may be addressed from a variety of directions.

The paper aims to identify and analyse key translation approaches applicable to journalistic discourse and to evaluate their effectiveness in diverse contexts, to describe the main features and stylistic elements of different types of journalistic texts, to investigate the peculiarities and challenges involved in translating various journalistic genres, and to compare original English journalistic articles with their Romanian translations, aiming to highlight stylistic and discursive features.

The present paper aims to shed light on the various methodologies and approaches within translation, particularly referring to journalistic discourse, which presents unique

challenges for translators in connection with the social, cultural, and political contexts that are to be considered from one language into another. The research aims to explore various theoretical and practical translation approaches that are employed in transferring journalistic texts from one language into another, analyzing how each approach addresses the specific features and challenges of journalistic discourse.

There will also be given an account of the domain of journalism, the sort of language used in rendering various types of journalistic discourses, as well as a description of the journalistic texts, alongside their typical stylistic and structural elements, according to the media support that they are used on. The research methodology employed is starting from Literature Review and based on Qualitative Content Analysis and Comparative Textual Analysis. The study identifies a range of translation approaches, while emphasizing the importance of genre awareness in translation. Moreover, it demonstrates that effective journalistic translation necessitates a flexible, multidisciplinary approach.

We will comment on some key concepts related to the journalistic text, which will be afterwards analyzed according to the different types of mass media. The paper will illustrate the features of the journalistic discourse in written press, since this is the type that we are going to analyze extensively further on, thus allowing us to explore in detail the features of journalistic discourse in print media. The in-depth examination aims to provide a clearer understanding of the linguistic and contextual features of journalistic texts, thus setting the stage for their analysis when it comes to the process of translation.

Effective translation strategies must be flexible and context-sensitive, at the same time being able to integrate linguistic, cultural and ethical considerations. Taking into consideration all these aspects, the paper demonstrates that the translation of journalistic discourse overall is a complex task that requires a sophisticated and multidimensional blend of approaches which need to be used according to the distinctive features of media, making sure that all functions of journalism are covered.

Key words: translation, journalism, Anglicization, adaptation, equivalence.

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The Role of Romanian Mass Media in Shaping Public Perception of the Political Discourse of Romanian Politicians

Abstract

This paper examines the role of the Romanian mass media in shaping public perceptions of political actors under criminal investigation. In transitional democracies, the media is often situated at the intersection of political influence and journalistic responsibility. Drawing on theoretical frameworks including framing theory, agenda-setting, discourse analysis, and moral panic, the study investigates how political figures are portrayed in the Romanian press, with particular focus on the construction of guilt, bias in language, and the symbolic vilification of certain actors.

The research argues that media narratives often bypass due process, substituting public spectacle for legal inquiry, and in doing so, contribute to the erosion of democratic norms and institutional trust. This literature review synthesizes perspectives from media studies, political science, and discourse theory to establish the conceptual foundations for analyzing these representations. Ultimately, the paper contends that the Romanian media operates as a double-edged instrument capable of exposing corruption, but equally prone to reproducing partisan agendas and distorting public debate.

Key words: media representation; Romanian politics; political corruption; framing theory; discourse analysis; moral panic; transitional democracy; agenda-setting.

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Bionote

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Multilingualism, plurilingualism and metaphorical wisdom

Abstract

The aim of this paper is to examine the intersection of multilingualism, plurilingualism, and proverbs, highlighting how these linguistic expressions reflect cultural identity and diversity, and how proverbs serve as a bridge in multilingual societies. Through cross-cultural comparisons, it examines how similar proverbs appear in Romanian, English, and French with subtle variations, revealing the adaptability of shared wisdom across societies. Additionally, it discusses the cognitive benefits of knowing proverbs in multiple languages, emphasising their role in enhancing flexibility and intercultural communication. Furthermore, the paper integrates the Conceptual Metaphor Theory to examine how proverbs encode metaphorical thought across linguistic landscapes. Proverbs often function as highly metaphorical structures that shape and reflect human thought. By analysing their use in different languages, the study reveals how metaphorical mappings influence cross-cultural understanding, uncovering both the universal and culture-specific aspects of metaphorical reasoning. This framework also illustrates how plurilingual individuals navigate multiple metaphorical systems, enriching their cognitive adaptability and modelling their linguistic choices. These insights contribute to a deeper understanding of how language shapes thought, communication, and cultural continuity in a globalised world. The corpus comprises Romanian, English, and French proverbs retrieved from the series entitled *Colectia Cogito*, published by Albatros Publishing House, a collection of universal proverbs, as the editors specifically state. The starting point is to analyse the specialist literature on multilingualism and plurilingualism, proverbs, and the Conceptual Metaphor Theory. The proverbs in the self-made corpus deal with the concepts of education, kindness, courage, womanhood, and love. The methodology includes the proverbs identification stage, followed by their analysis from the semantic and syntactic point of view and their conceptualisation. Precisely, the analysis 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 existing relations. The final stage is the interpretation of the similarities and differences in the conceptualisation of the proverbs. Thus, the preliminary results prove once again that proverbs serve as significant cultural markers, encapsulating traditions and values across various linguistic communities. Their usage is particularly insightful, as plurilingual individuals often rely on proverbs to grasp the deeper nuances of new languages, facilitating both linguistic comprehension and cultural integration. However, the variations of proverbs do not present notable challenges, as their meanings frequently shift when adapted across different linguistic and cultural contexts, sometimes leading to alterations in interpretation. Beyond their linguistic function, proverbs also contribute to cognitive and social development, as familiarity with proverbs in multiple languages enhances problem-solving abilities and fosters intercultural communication. Consequently, the intricate relationship between proverbs and multilingualism underscores their relevance in linguistic and cognitive studies. Further research could explore the evolving role of proverbs in digital multilingual communication, examining their transformation in online discourse and cross-cultural exchanges.

Key words: multilingualism, plurilingualism, paremiology, Conceptual Metaphor Theory, intercultural communication

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Bionote

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Legal translation nowadays: acquiring and developing translation competence through digital mechanisms

Abstract

Legal translation occupies a unique and dynamic position within the broader field of translation studies, as it both draws from and contributes to the development of other translation domains. The interplay of shared linguistic strategies and specific terminological and contextual constraints makes legal translation a fertile ground for cross-disciplinary influence. In this context, Cao emphasizes the necessity of both translation competence and legal knowledge, asserting that “a competent legal translator is first of all a competent translator” and that “translation competence refers to the knowledge that is essential to the translation act” (2007, p. 9). This research investigates how legal translation influences and is influenced by general translation practices, with a special focus on the implications for digital education in translator training programs.

The problem addressed in this study is the insufficient integration of legal translation-specific competencies into broader translation pedagogy, especially in the increasingly digital context of translator education. As digital platforms become the primary means of instructional delivery, there is a growing need to understand how legal translation can benefit from and contribute to the digital transformation of translation training. This study aims to (1) identify the bidirectional influences between legal and other forms of translation, (2) examine how legal translation competence is cultivated in digital education environments, and (3) propose pedagogical frameworks that reinforce translation competence across specializations. To meet these objectives, a qualitative and quantitative methodological approach is designed to offer a comprehensive overview of the relationship between legal translation and broader translation practices. The research instruments are intended to capture both instructional perspectives and learner experiences, while also analyzing current trends in translator education. The findings of this study point to a strong interdependence between legal translation and other

translation types, highlighting how core translation competencies are reinforced through exposure to legal translation. Legal translation is found to impose higher demands in terms of precision, contextual awareness, and terminological accuracy, which, in turn, sharpen the general translation skills of practitioners. The results also suggest that while digital education facilitates access to translation resources and training, it requires deliberate pedagogical structuring to effectively develop the competencies unique to legal translation. Legal translation functions not merely as a specialized branch but as a catalyst for developing core translation competence. The integration of legal translation into digital education frameworks offers valuable opportunities for enhancing overall translation pedagogy. To fully harness this potential, translator education must adopt interdisciplinary, digitally informed strategies that reflect both the complexity and the formative influence of legal translation.

Key words: legal translation, translation competence, digital education, translator training, interdisciplinary approach.

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Bionote

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**Reimagining English Language Education in the Age of
AI: Skills, Purpose, and the Future of Learning**

Abstract

The teaching of English as a Foreign Language (EFL) is at a pivotal moment, shaped by rapid advancements in Artificial Intelligence (AI) and evolving demands for skills that go beyond linguistic competence. As educational institutions grapple with how to prepare learners for an increasingly interconnected and digital world, the role of English language education must also be redefined. This study explores how EFL teaching can adapt to these changes in a purposeful and pedagogically sound manner, with a focus on skill development, learner autonomy, and meaningful integration of emerging technologies.

The research addresses two primary questions: How is AI influencing the goals, methods, and content of EFL education? And what strategic adaptations are needed in curriculum design and teacher development to ensure that English language teaching remains relevant, inclusive, and forward-looking?

To investigate these questions, the study draws on a qualitative analysis of current EFL curricula and institutional policy documents from higher education programs in diverse international contexts. The research also includes a critical review of recent literature on AI in language education, digital pedagogy, and 21st-century skills. Particular attention is given to how competencies such as digital literacy, critical thinking, intercultural communication, and ethical engagement are being embedded (or neglected) in EFL program design.

The analysis reveals several key trends. First, while many EFL programs acknowledge the importance of integrating technology, the approach is often limited to tool-based instruction (e.g., language learning apps, online platforms) rather than transformative pedagogy. Second, there is a growing disconnect between traditional language learning outcomes (e.g., grammar accuracy, test performance) and the broader skills required in today's global contexts, including the ability to navigate real-world communication in multimodal and multilingual environments. Third, AI tools—such as automated feedback systems, adaptive

learning platforms, and generative language models—are becoming more accessible, but their potential remains underutilized due to a lack of strategic vision and educator support.

This study argues that effective EFL education in the age of AI requires a reorientation toward learner agency, critical digital skills, and purpose-driven instruction. Language educators need not become technology experts, but they do need frameworks that help them integrate AI thoughtfully and ethically into their practice. Equally important is fostering environments where students learn to engage with English not just as a linguistic system, but as a medium for intercultural understanding, self-expression, and professional growth.

In conclusion, AI should be seen not as a disruption to EFL education, but as a catalyst for rethinking its purpose and potential. By aligning technology use with pedagogical intention and real-world communication goals, EFL programs can better prepare learners for the complexities of a digital and globalized future.

Key words: EFL, Artificial Intelligence in education, language pedagogy, learner autonomy, educational technology.

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Investigating the Effectiveness of Conceptual Metaphor Theory Approaches in Teaching Phrasal Verbs to Romanian ESL Learners at the University Level. A Proposal for a CMT-based ESL Framework

Abstract

Personal teaching experience has revealed that traditional methods of teaching English Phrasal Verbs often prove inadequate for Romanian English-as-a-second-language (ESL) learners, whose learning experience, according to the testimonials of the author's students, was hindered by commonplace teaching methods that focus on memorisation. This study addresses this problem by exploring the application of Cognitive Linguistics (CL) and Conceptual Metaphor Theory (CMT) in English as a Second Language (ESL) teaching methodologies in Romanian ESL university-level seminars, specifically examining Phrasal Verbs and prevalent collocation/preposition pairings—such as UP/DOWN, IN/OUT, ON/OFF, BACK/FORWARD, and others. The primary objective is to determine whether these theoretical approaches can enhance the learning experience and comprehension of Phrasal Verbs for Romanian second language (SL) learners who exhibit diverse English proficiency levels and academic interests. Drawing on prior quantitative longitudinal studies, the article develops mixed-methods approaches, incorporating qualitative classroom observations and quantitative assessments, to be implemented in future longitudinal studies investigating Romanian students' learning experience in CMT-based ESL seminars. A Likert scale will evaluate learners' attitudes toward the new teaching method and their perceived grasp of Phrasal Verbs and collocations following the CMT-based instruction. The working hypothesis posits that the implementation of Cognitive Linguistics and Conceptual Metaphor Theories will significantly improve Romanian learners' engagement and comprehension of idiomatic language structures, moving beyond memorisation. Observations from personal, undocumented classroom experiences highlight heightened interactivity and enjoyment during these lessons, as evidenced by

positive student feedback. Ultimately, this study aims to demonstrate that Cognitive approaches to teaching English Phrasal Verbs and Collocations are viable for inclusion in lesson plans within Romanian university curricula for ESL seminars.

Key words: Conceptual Metaphor Theory, English phrasal verbs, English as a Second Language, Romanian students, embodiment.

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Bionote

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Empowering Engineering Students: Using AI to Write Purposeful Cover Letters

Abstract

In recent years, engineering students have faced increasing pressure to formulate their academic goals and motivations clearly in cover letters, which are essential for admission to graduate programs, internships or international mobility opportunities. However, many non-native engineering students struggle with structuring persuasive narratives and expressing personal aspirations and requests in written form in a foreign language effectively. Cover letters provide key insights into request strategies, professional communication, and pragmatic competence in formal writing. A cover letter is a formal document that accompanies a résumé and serves to introduce the applicant, express their interest in a specific position, and highlight relevant qualifications. It functions within the professional writing genre, requiring clarity, coherence, and alignment with the expectations of the target industry. Through the strategic use of persuasive language and the speech act of request, the cover letter enables applicants to position themselves as competent and motivated candidates. The speech act of request must be both polite and compelling as well as strategically framed. Students should use formal tone, precise language, and tailored content to align their skills with the job requirements. Therefore, mastering this professional writing genre enhances students' communication skills, preparing them for workplace interactions.

This study investigates how artificial intelligence (AI)-assisted writing tools (ChatGPT) can support our 2nd year engineering students in drafting more coherent and compelling cover letters in the context of an English for Specific Purposes course. The research employs a mixed-methods design, incorporating a quantitative analysis of forty cover letters generated with the help of AI tools by our target group, alongside qualitative interviews including individual answers related to open-ended questions and opinion essays that examine students'

experiences and attitudes toward the AI-assisted writing process. The findings suggest that AI tools can enhance the quality of the writing process by providing real-time feedback, promoting self-reflection and reinforcing rhetorical strategies among engineering students. AI tools, when thoughtfully integrated with genre-based pedagogy, can become valuable in helping engineering students write formal documents with purpose, precision, and impact. Results show a significant improvement in writing cover letters, particularly in clarity and structure. Students report feeling more motivated and confident in revising and refining their drafts with the help of AI tools. However, they also identify some of the drawbacks in the process of using AI in writing formal documents such as: lack of personal style, inaccuracies, limited creativity or ethical considerations. Future research should explore long-term effects on writing autonomy and ethical use of AI in academic settings and professional communication.

Key words: professional communication, writing skills, cover letter, speech act of request, AI.

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Post-Editing in Translator Training: Approaches, Strategies, and Challenges

Abstract

As machine translation (MT) becomes increasingly integrated into professional translation workflows, the demand for effective post-editing has grown significantly. Post-editing (PE) is the process of improving MT output to ensure both comprehensibility and stylistics as well as industry-specific appropriateness. However, PE often reveals a gap between the quality expected by the translation industry and the final product delivered. This study explores the critical need for teaching PE strategies to enhance translation performance. By examining recent literature published within the last five years, the research provides an overview of pedagogical approaches aimed at translation trainers, undergraduate, and postgraduate students. Special emphasis is placed on emerging taxonomies of PE strategies, common categories of MT errors, and best practices in teaching post-editing as a core competence. The findings highlight the necessity of structured PE instruction to better align academic training with evolving industry standards.

Key words: post-editing, machine translation, translation training; MT errors, translation pedagogy.

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The Anglicization of the Romanian Maritime Lexis: A Translation-Oriented Analysis of Borrowing and Integration

Abstract

This paper investigates the anglicization of Romanian maritime lexis from a translation-oriented perspective, aiming to expand the inventory of English-derived maritime terms included in the volume *Translating Maritime Language: Aspects of Maritime Language in Translation*. In doing so, this research seeks to position maritime anglicisms within the broader context of specialized languages, enabling their comparison and integration with those from other frequently studied and discussed fields in linguistic research.

The rationale for the study lies in the increasing global dominance of English in the maritime industry, which has led to a surge in English borrowings within the Romanian maritime domain. Given that Romanian seafarers operate daily in multilingual and multicultural crews and use English as the primary working language onboard, it is no surprise that English terminology continues to permeate their professional vocabulary, even when they return home and ‘talk shop’ with fellow professionals. This linguistic influence is further reinforced by the reliance of Romanian maritime specialists on English documentation, as well as by the fact that maritime instructors in Romanian academic institutions are often required to publish in English and to develop their courses based on specialized English materials, which they must first translate into Romanian. Furthermore, all IMO-related documentation is issued in English and needs to be translated into Romanian for Romania to align with the international standards. In addition, the continuous development of maritime transport and technology leads to the constant coining of new English terms, prompting an ongoing importation of specialized vocabulary into Romanian maritime discourse.

The methodology adopted in this study combines a multi-source qualitative and quantitative approach. It involves the consultation of recently published maritime training materials,

particularly those produced by the Romanian Maritime Training Centre (CERONAV), as well as updated specialized maritime documentation. In addition, a structured questionnaire was distributed to 20 Romanian in-service seafarers aged between 35 and 55 years all with considerable sea-going experience in international crews. The data gathered through these instruments were analysed in the light of Lawrence Venuti's strategies of foreignization and domestication to determine how maritime anglicisms are translated, integrated or resisted in Romanian usage. The questionnaire results confirmed that in-service seafarers prefer the use of English terms over their Romanian counterparts, citing reasons such as clarity, habit, and professional convention.

The discussion section highlights the double function of anglicisms in maritime Romanian: they serve as essential communication tools in a globalized field, and as identity markers of professional competence. The foreignization strategy is typically resorted to when no equivalent exists in Romanian for a specific maritime term, and it dominates in operational discourse, training manuals, and specialized documentation. This reflects a conscious adaptation to the globalized, standardized nature of the maritime profession. By contrast, domestication occurs more frequently in official and regulatory documentation, where translators attempt to maintain accessibility through Romanian equivalents.

Conclusions drawn from this study underscore the dynamic evolution of Romanian maritime vocabulary in response to the growing dominance of the English language. Rather than threatening linguistic integrity, the anglicization of maritime Romanian reflects a pragmatic adaptation to global professional norms. This study contributes an updated and comprehensive list of English-derived maritime terms from across various maritime sub-fields, based on empirical data, and offers insight into the linguistic strategies and sociolinguistic factors that shape their integration. It also provides a practical resource for linguists, translators, trainers, and maritime professionals navigating the challenges of language contact in the seafaring world.

Key words: anglicisms, maritime terms, code-switching, Romglish, translation, foreignization, domestication.

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Bionote

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