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„Mihailo Palov” - Vršac



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**The 9th Conference on Linguistic and Intercultural Education –
CLIE-2019**

Alba Iulia, 4 - 6 July, 2019



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CONFERENCE ON LINGUISTIC AND INTERCULTURAL EDUCATION

Alba Iulia, 4 - 6 July, 2019

CLIE - 2019 continues the successful series of international conferences and workshops organised by dedicated linguists and educators since 2008:

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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
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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
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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*

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.

CLIE-2019 aims at investigating the intrinsic relationship between **language** and **culture** and the multifariousness of their interrelatedness, in particular from a **pragma-semantic** approach. The two-way interdependence and synergies between language and culture are determinants of the extent to which culture is included in meaning creation, influencing the speakers' perceptions of culture as reflected in our exchanges about the world surrounding us. By delving into the semantics of a language we may reach an understanding of cultural meanings. Along the same lines, this could reveal the implicit suppositions which are connected to them and which are implicitly understood and shared by the community members, but not accessible to outsiders.

CONFERENCE CHAIR:

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

PLENARY SPEAKERS:

Professor **Mario BRDAR**, University of Osijek, Croatia

On the regularity of metonymy (in medical discourse) from a cross-linguistic perspective

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Multiple syntactic and semantic facets of proper names

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

Some thoughts on narrative: what is really intercultural?

Associate Professor **Senad BECIROVIC**, International Burch University, Bosnia and Herzegovina

The Influence of Cooperative Learning on Students' Intercultural Development

PLENARY SPEAKERS



Mario Brdar is a Professor of English Linguistics in the Department of English Language and Linguistics at Josip Juraj Strossmayer University, Osijek. He received his M.A. in Linguistics from the University of Zagreb in 1988, and his Ph.D. from the same university in 1995. Between 1999 and 2014 he was a visiting professor at the University of Tuzla, and from 2002 to 2006 at the University of Zenica (Bosnia and Herzegovina). He was the president of the Croatian Applied Linguistics Society in 2008-2010, and its vice-president in 2011-2012. From 2013 to 2017 he was the director of the postgraduate program in linguistics at the University of Osijek. Since 2012 he has been teaching cognitive linguistics at the postgraduate program in humanities at the University of Split (Croatia). Since 2014 he has been associate member of the Croatian Academy of Sciences and Arts.

His main areas of research interests include syntax, word formation, and lexical semantics. His publications mostly deal with contrastive and functional-cognitive approach to grammatical constructions, cognitive processes such as metonymy and metaphor, lexical relationships, and lexicographical description of English. He is the editor of the linguistic journal *Jezikoslovlje*, and a member of the editorial board of *Review of Cognitive Linguistics*, *ExELL. Explorations in English language and Linguistics*, *Bosanski jezik*, and *The Open Applied Linguistics Journal*. He is on the editorial board of the *Human Cognitive Processing* series published by John Benjamins.



Ștefan Oltean, Professor at Babeș-Bolyai University, Cluj-Napoca, Romania, has taught possible world semantics, generative syntax and the history of the English language.

He was visiting professor at Kent State University, Kent, Ohio, and Cornell University. He has participated in European projects in the field of language diversity and multilingualism, and has published books in discourse analysis, narrative poetics and in semantics, as well as articles in *Poetics Today*, *Journal of Literary Semantics* and in Romanian linguistics journals.

Professor Oltean was member of the Board of the European Language Council (ELC/CEL), vice rector of Babeș-Bolyai University, dean of the Faculty of Letters and chairperson of the English Department of Babeș-Bolyai University.



Vladimir Žegarac obtained a PhD in Linguistics from University College London (in 1991) and worked as a Research Fellow in Communication Studies at Middlesex University (UK). His subsequent academic affiliation was with the University of Bedfordshire, where we was engaged as a Lecturer and a Senior Lecturer in Linguistics, and then as a Reader in Language and Communication. He is currently affiliated with the University of Madeira, where he is in the Department of Languages, Literature and Culture on an invited professorship basis. His main research interests are in relevance-theoretic pragmatics, social aspects of human

communication and general linguistics. He has published a number of scholarly articles and chapters in books. He has also published articles in some of the most highly regarded academic journals in the fields of linguistics and pragmatics (*Lingua*, *Journal of Linguistics*, *Intercultural Pragmatics*).



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

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

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

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

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

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



Senad Bećirović, PhD, is an associate professor and the dean of the Faculty of Education and Humanities at International Burch University in Sarajevo, Bosnia and Herzegovina. After obtaining a master's degree at both University of Sarajevo and University of Joensuu in Finland, Senad received his PhD from University of Sarajevo. His dissertation was a study of the intercultural education in educational systems in Bosnia and Herzegovina.

Senad has more than 15 years of teaching experience at different levels and different educational institutions, including

University of Zenica, International Burch University and University of Applied Sciences Burgenland. His specific research interests include intercultural education, and foreign language learning.

PLENARIES

Professor Mario Brdar

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On the regularity of metonymy (in medical discourse) from a cross-linguistic perspective

Abstract:

The topic of metonymy has cropped up in several recent articles, a welcome sign of growing interest in this phenomenon, which may eventually contribute towards shedding more light on the phenomenon of metonymic competence, paralleling metaphoric competence (Littlemore & Low 2006). However, in order to deal with this complex phenomenon one should be clear about the circumstances of the use of metonymy. Two issues pertaining to the use of metonymy that play a central role in Slabakova, Cabrelli Amaro & Kang (2013 & 2016) are mentioned in the very title of their study—novel metonymy and regular metonymy. In this presentation I draw attention to some problems with the assumption that these are opposites of each other and then examine what Slabakova, Cabrelli Amaro & Kang consider to be regular metonymy and demonstrate that while their novel metonymies are not really so different from the regular ones, and that there is another sense of metonymy regularity in cognitive linguistics, where metonymy seems to come closest it can to novelty. This phenomenon, referred to as regular metonymy, logical metonymy or logical polysemy, crosses boundaries of languages and cultures. This is illustrated on a set of examples from medical discourse from a number of languages

Key words: metonymic competence, regular metonymy, medical discourse

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Communicative competence: between cultural diversity and reductionist pragmatic theory

Abstract:

The most influential theories of pragmatics can be described as reductionist. Grice's (see Grice, 1989) theoretical account of conversation explains communicative interaction in terms of one general principle (the Cooperative Principle) and four sets of maxims: Quality, Quantity, Relation and Manner. The post- Gricean framework of Relevance Theory (Sperber and Wilson, 1986; 1995) explains communication in terms of a single principle, a law-like generalization about human cognition (its orientation towards worthwhile information), and a defining property of communicative behaviour: behaviour which makes evident (i.e. communicates) the presumption that its mental representation and processing will lead to significant cognitive gains (the Communicative Principle of Relevance).

I argue that the reductionist model proposed by Grice is inadequate for explaining the cultural diversity of communication, because of two of its features. First, the overarching principle of communication (the Cooperative Principle) stipulates that communicative actions are oriented towards relevance to the topic. Second, In Grice's model the role of pragmatic inference is to supplement the linguistically specified message content. I try to show that this model is inadequate for explaining the diversity of human communication, not because it includes too few principles and maxims, but rather because it describes communication in terms of linguistic objects (utterances, texts) and purposes (direction or topic of the communication) which are independent of the communicative interaction itself, whereas cultural diversity generally emerges through the communicative interaction. I proceed to make a case for the view that Relevance Theory, provides a sound basis for explaining the cultural diversity of communication. A central point in this argument is the observation that a comprehension strategy which builds on the Principle of Relevance is also a procedure for the acquisition (or development) of cultural competence and of culture-specific communicative competence(s)). In this view, the process of the development of culture specific aspects of communicative competence guided by the comprehension strategy is also constrained by the domain specific modules and submodules of the mind. Though

general, the comprehension strategy operates on inputs to cognitive processing which are supplied by a range of domain specific mental mechanisms (technically, modules), such as those responsible for detecting cause effect relations, or social faculty (e.g. ethics, 'face'). This explains how a simple psychological mechanism, a general principle of communication and the strategy that build on it, can lead to the development of diverse cultural communicative competencies. The argument is supported with several examples of social interaction across cultural boundaries.

The concluding part of the presentation considers two alternative views of communicative competence. One view is that differences in communicative competence are (almost) fully explained as differences in the (culture-specific) contexts. An alternative view is that communicative competence may be explained more plausibly in terms of culture specific strategies of communication, i.e. culture-specific elaborations of the universal Communicative Principle of Relevance.

Key words: communicative competence, pragmatics, cognition, cooperation, relevance

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Professor Stefan OLTEAN

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Multiple syntactic and semantic facets of proper names

Abstract:

This paper proposes an account of the syntactic and semantic features associated with proper names in their various uses. In doing so, it addresses the semantics of proper names first, which are seen to be unstructured linguistic expressions, with no descriptive content or inherent meaning, whose function is to denote an individual directly. However, proper names have multiple uses that challenge this narrow acceptance. They often denote sets of entities and display a syntactic behavior characteristic of common names, expressing properties (linguistic ones included) of the bearer of the name. The notion of proper name thus turns out to be an umbrella term that subsumes different categories of nominals, some functioning as unstructured directly referring linguistic expressions, while others are structured and identify the referent(s)/extension descriptively.

Key words: proper names, nominals, syntactic behaviour

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Some thoughts on narrative: what is really intercultural?

Abstract:

Previous studies on the cultural influences on language, especially in the field of journalese, do not rely on a robust formal theory of discourse, in particular on narrative. The many studies on this genre focus on different aspect, such as the relations between different segments of a narration (temporal, causal, etc.), the deictic references, the underlying intentional structure, but in order to evaluate different cultural approaches to narrative it is necessary to establish whether there is a “basic narrative” (zero degree) and which are the features depending upon the culture. Three examples will be compared, a traditional tale, again two newspapers news and an elicited story (Frog Story). It will be shown that it is possible to define the minimal units of narrative (state of affairs, events, and actions) and define a basic order of those units, basically temporal sequence, although some narratives may add causal relations. Any deviation from this order is due to the need of expressiveness and emotional effects, and is signalled by the choice of specific linguistic tools, especially conjunctions. These tools seem to be the same in all different languages; what, instead, is culture-dependent, is the search for those emotional effects and the salience of the elements of the narrative; these depend upon the structure of the society. Thus, the relation of the narrative structure to culture is a mediated one, from the socio-cultural structure of a society, to the search of a specific form, to the choice of the appropriate linguistic tools.

Key words: Narrative, formal discourse structures, intercultural narrative structures, cognitive narratology, cognition

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The Influence of Cooperative Learning on Students' Intercultural Development

Abstract:

Cooperative learning might perform an important role in the development of students' social competences and impacts learning achievement in various academic fields. Intercultural education has an important role in creating harmonies and peaceful community. Furthermore, intercultural competencies are among the most important values that should be in the focus of many educational systems, particularly in some specific regions with the large cultural diversity like in Balkan peninsula. Thus, the current study aims at investigating the relationship between cooperative learning and students' intercultural development. The research sample is composed of 207 participants from diverse high schools located in Bosnia and Hercegovina. For the purpose of data collection, four different questionnaires were administered, namely, the questionnaire developed by Johnson and Johnson (1994) analysing the presence of various elements of cooperative learning, the questionnaire constructed by Portalla and Chen (2010) measuring students' intercultural competences, the questionnaire developed and validated by Chen and Starosta (2000) measuring students' intercultural sensitivity and the questionnaire on cultural intelligence constructed by Earley & Ang (2003). After confirming the reliability and validity of the data, multiple regression is employed in order to measure the effects of cooperative learning on students' intercultural development. Hence, the results are particularly useful to instructors striving to increase their teaching intercultural effectiveness through creative class designing and effective instruction tailoring.

Key words: cooperative learning, intercultural development, teaching, effectiveness

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PAPERS

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A cross-linguistic look at dative alternation: The view from English, Russian and Modern Standard Arabic

Abstract:

This presentation discusses the lexical semantics of verbs in English, Russian and Modern Standard Arabic. The presentation will consider two types of constructions in the three languages concerned, namely prepositional datives (e.g. John gave the book to Mary/John baked a cake for Mary) with the prepositions to/for, and double object datives (e.g. John gave Mary the book). The presentation will focus on the constraints which license the dative alternation with verbs of the give-type (John gave the book to Mary/John gave Mary the book) but not with verbs of the push-type (John pushed the box for Mary/*John pushed Mary the box) in the three languages concerned. Some of the implications for second language acquisition will also be discussed.

Key words: dative alternation, lexical semantics, prepositional datives, double object datives

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Linguistic and Cultural Issues in Translating English and Arabic Plurals

Abstract:

This study aims to compare and contrast English and Arabic plural forms, to explore translation students' difficulties in translating English and Arabic plurals, to identify students' translation strategies and translation error sources. A contrastive analysis of English and Arabic plurals has shown that Arabic has three types of plurals: Masculine sound (regular) plural, feminine sound plural, and a broken (irregular) plural. It also has a dual, i.e. plural of two. Some Arabic nouns have several plurals (بِ يَوَات أَب يَات ب يوت), some have a plural but no singular form (مَجْهُرَات ل غَوِيَات), some have a plural form that is different from the singular form (نِسَاء نساء امرأة), some dual nouns do not refer to two identical things that are identical in form and meaning (الْبَيْن: الأَبِيضَان) and some plural forms have several meanings (مِرْيَات: المرءات). In English there is no such classification, i.e., the four plural types in Arabic. In most cases, nouns form their plural by suffixation. The plural suffix or any of its variants is added to the singular base form. To identify students' translation problems, a corpus of English and Arabic plural translations errors was collected from the translation of English and Arabic texts by senior students-translators at the College of Languages and Translation. In addition, the students took a test in which they translated Arabic plural forms to English and English plural forms to Arabic. Results showed that cases where Arabic plurals match those of their English equivalents were translated correctly. However, the students had difficulty with the following cases: (i) When to translate an English singular noun into an Arabic plural and an Arabic plural into a singular English equivalent (مَطْبوعات، أسد تعلّامات) (معدات، الأرفادان); (ii) Arabic duals with two different singular forms (بِ صَرِيَّات، ل سَاد يَات،) (الأقْبَلَتَان); (iii) Arabic plurals with no singular form (خِرَوَات); (iv) multiple Arabic plurals, i.e., plurals of paucity and multiplicity (وَأَمَوَاه مِيَاه وَبِ حَوث، أَب حَاث); (v) Words with 2 plurals and different usages (economics اقتصادي، اقتصادات economies، رسوميات graphics، رِ سومات drawings); (vi) Translating plural compounds (image processors (الآصور معالجات); (vii) English nouns that have the same singular and plural form (means, dozen, trout, three thousand); (viii) loan words that have both a regular plural and a foreign plural form (formulas صَفَة،

الآط فال دلاب (معادلات formulae) ; (ix) Latin singular and plural forms (phenomenon, phenomena); (x) English nouns ending in -ies (series, species), singular nouns ending in -s (headquarters, means, ethics), and names of tools and articles of dress consisting of two parts (scissors, scale, pliers) and others. Results also showed that the students made more errors in translating Arabic plurals into English than English plurals into Arabic. They tended to translate English and Arabic plurals imitatively rather than discriminately. Literal translation was the most common strategy. Translation errors were then classified into interlanguage errors that are due to lack of proficiency in L1, i.e. Arabic, and interlanguage errors that are due to insufficient mastery of plural forms in L2, i.e., English. Implications for translation pedagogy will be given.

Key words: English plurals, Arabic plurals, translation errors, interlanguage, intralanguage

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**Code-switching in Doctor-Patient Interaction:
Thematic Analysis of Jordanian GP Consultations**

Abstract:

This study drew conceptually on Communication Accommodation Theory to describe and analyse conversations between doctors and patients to identify the psycholinguistic and social motivations for code-switching between English and Arabic languages during medical consultations in Jordan. A thematic qualitative approach was employed to interpret the phenomena under study which required direct observation and interviews with doctors (n=6) and patients (n=15) in real medical settings. This generated comprehensive audio and videotaped corpus of data, which revealed that code-switching was used by doctors and patients during the medical consultation for two main reasons: 1) filling lexical gaps and 2) accommodation. Jordanian bilingual doctors' code switched from English-Arabic and Arabic-English to bridge lexical gaps, while both doctors and patients adapted their speech styles for the purpose of convergence. This study was significant to investigate and examined the phenomenon of code-switching among Jordanian doctors and patients from sociolinguistic perspectives to gain a clearly defined sociolinguistic explanation of code-switching phenomenon during their interaction.

Key words: bilingualism, code-switching, Communication Accommodation Theory, health care settings

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Strategies of Teaching Culture in ELT

Abstract

The present paper deals with modern techniques and strategies of teaching culture in ELT. These techniques and strategies are introduced and analysed from the perspective of their effectiveness and positive and negative outcomes. Pair work is a context in which students work together to accomplish different tasks, be they gap-filling or writing something together. Group work is a classroom setting in which students are asked to work together in order to accomplish a task, such as reaching a consensus, problem solving, a group story. Lost in conversation is a technique in which learners are divided in groups of three, each of them being assigned to transform a graphic organizer into a written text or vice versa. Think, pair, share is a lively activity requiring students to think of the best answer, cooperate with their group in order to find the best solution and then present it to the rest of the group or class. Researching the lesson gives the students the possibility to study themselves the particular content of a lesson and then decide on the categories or the headings which could classify the content which is afterwards presented to the rest of the class. Workshop is a student-directed technique in which "...the students themselves make the inquiry and acquire information on the topic under consideration". Collaborative writing can be appropriate for the teaching and learning of culture since it challenges students to exercise their creativity through collaboration which means they have to reach a consensus upon the ideas, the choice of words. Culture club may be an interesting activity for teaching cultural elements. It may take place in the students' classroom, in the school's library, in the foreign language or multimedia laboratory.

Key words: teaching strategies; ELT; Pair Work; Group Work; culture; skills

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Analysis and Design of a Computer System Dedicated to a Linguistic Project

Abstract:

As part of the project *Universals and variants of English and Romanian business metaphors. A corpus-based conceptual mapping of contemporary journalese from a pedagogical approach* carried out at "1 Decembrie 1918" University of Alba Iulia, Romania¹ the research team compiled two corpora (in British English and Romanian) consisting of articles that appeared in business newspapers between 2012 - 2016. One of the project objectives was the creation of a web portal (a computer system) with an extraction tool for electronic retrieval of metaphors from the two corpora. (Popescu, 2015)

The current presentation aims at bringing forth the steps taken in analysing and designing such a system.

The analysis of metaphors from different languages is currently at the core of international research. In this respect, various computer systems have been created to help linguists, most of them to study English metaphors. The analysis of the metaphors in the Romanian business area is a less studied subject and such a system does not currently exist for the analysis of Romanian metaphors.

The development of an information system is an ample, complex process and must meet requirements for access to a secure application from different parts of the world, the existence of a database containing the two corpora as well as the possibility of editing / adding / deleting data, manual annotation of metaphors, but also the validation of metaphors extracted automatic, etc. Due to the complexity of such a system, it is vital to structure some steps that need to be taken to achieve the overall objective - to create a new IT system that meets the requirements mentioned above.

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In the specialized literature the process of developing a new computer system involves the following steps:

- requirements analysis
- design
- implementation
- testing
- maintenance.

The Unified Modelling Language (UML) is a general-purpose visual modelling language that is used to specify, visualize, construct, and document the artifacts of a software system. (Rumbaugh & al., 2004)

UML is the language chosen for describing and modelling such a system.

This paper will focus on the first two steps of the above list: analysing and developing a computer system for a linguistic project and will be presented the model made using the diagrams and the UML language that was created to ensure that the functionality of the project is correct and complete, all end user needs will be met and the design of the program will meet the scalability, robustness, extensibility requirements, etc.

Key words: analysis, design, computer system, UML, diagram, computational ontologies, metaphor annotation; database.

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Instructional speech acts in recipes from cross-linguistic and intercultural perspectives: The case of Chinese against the background of 15 European languages

Abstract:

In our presentation we will deal with instructional speech acts as a particular type of directives that are used in specialized types of discourse, such as manuals or cooking recipes, both belonging to what is often called procedural genre (Taavitsainen 2001), or appellative (cf. Bergs 2007: 30). Specifically, we will take a closer look at the grammatical expression of instructional speech acts in cooking recipes. Even a cursory comparison of orders as directive speech acts across languages brings to light an extreme degree of variation concerning their formal realization. While imperatives are virtually the only possibility in English, a contrastive linguistic perspective reveals that other construction types are attested in other languages, instead, or in addition to the imperative. In prior research it has been shown that there are significant differences between European languages regarding their use of instructional speech acts in cooking recipes (cf. Brdar-Szabó/Brdar 2009). This comparative study was based on data taken from 3 Germanic languages (English, German and Dutch), 3 Romance (French, Spanish and Italian), 8 Slavic languages (Russian, Croatian, Slovene, Slovakian, Czech, Polish, Macedonian and Bulgarian) and Hungarian. These were then analysed and discussed against the background of the speech-act scenario model as put forward by Thornburg and Panther (1997), and additionally with the help of two cultural models of HELP, which were claimed to provide the basis for the motivation of the cross-linguistic distribution of various constructions. The present talk will be a follow up investigation expanding the empirical basis of qualitative analysis to Chinese data. The central goal of our presentation is to shed light on the motives for

intralingual and interlingual differences and similarities. The main challenge seems to be the question if the radically different type of linguistic realization and cultural setting of Chinese cooking can be analysed and coherently interpreted within the same theoretical and descriptive model as the contrastive analysis of European languages.

Key words: Speech act, directive, indirect, metonymy, cultural model

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English in Bosnia and Herzegovina – under the influence of the hyper-central and super-central variety

Abstract:

English is firmly established as a global means of communication in a variety of domains following its immense several-century-long spread triggered by different social, economic and political factors. Such massive expansion of English contributed to its diversification and thus prompted the emergence of a large number of World Englishes, which are slowly reducing the impact of 'core' native English varieties. However, English language users still adopt ambivalent attitudes towards these new Englishes and the impact of two native varieties, namely American English and British English, continues to be strong across peripheral non-native varieties. These two native varieties differ in the institutional support they obtain as well as in their demographic weight and do not receive a balanced representation, with American English being dominant in the mass media and British English in foreign language teaching. The simultaneous representation of these two varieties in the peripheral varieties domain leads to the inconsistency in their use. Thus, the current paper examines Bosnian English language learners' awareness of the differences between these two varieties as well as their attitudes towards them and explores whether they employ both varieties concurrently in different aspects of language use or whether their use of one variety is constant and consistent across different aspects.

Key words: World System of Englishes; World Englishes; Standardised American English; Standardised British English; consistency; preferences.

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Coping with Complex Sentences: An Analysis of English Learners' Mistakes

Abstract:

The aim of the paper is threefold: firstly, to identify the types of mistakes made by our students when dealing with complex sentences; secondly, to determine the reasons lying behind such mistakes; and thirdly, to suggest several strategies that might improve the teaching process and enable students' understanding of the most difficult aspects of complex sentences. We thus carried out a study that involved a target group made up of 75 second-year students majoring in English. They were administered a test, being required to analyse 15 complex sentences by dividing them into main clause and subordinate clause, as well as pointing out the type of the subordinate clauses and their introductory elements. In order to find out if the translation method could contribute to the students' better identification of subordinate clauses, we also asked them to translate several sentences from Romanian into English and then analyse them. Following the test, it turned out that some of the students had difficulty in separating the complex sentences, since they failed to identify the subordinate words and their classes, and most of them were unable to identify the correct types of the subordinate clauses by mixing them up. Moreover, the translation exercise revealed problems related to the use of the sequence of tenses of the indicative mood and the subjunctive. Likewise, we noticed that several students who did poorly on the first exercise managed to better identify the type of the subordinate clauses after translating them into English. However, on the whole, the students' mother tongue proved to have both advantages and drawbacks to tense usage and the identification of the subordinate clause type.

Key words: subordinate clauses; introductory elements; tense usage in complex sentences; mistake analysis

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Wh-constructions in Singapore English: to move or not to move?

The paper's main claim is that Colloquial Singapore English (CSE, or Singlish) is at heart a wh-movement language; but the apparent wh-in-situ order in some matrix questions gives CSE the appearance of having optional wh-movement. CSE has traditionally been labelled a language with 'optional wh-behaviour' (Platt, & Weber, 1980). This means that wh-questions freely alternate between having the wh-expression in-situ (1) or fronted (2): (1) John buy what? (non-echo interpretation) (2) What (did) John buy? This paper presents novel data in CSE to substantiate two important observations: Firstly, wh-behaviour in CSE is not strictly optional, since it is impossible for the wh-expression to be fronted in an interrogative embedded clause, such as (3): (3) *John wonder Tom buy what? (non-echo interpretation, CSE) (4) John wonder what Tom buy. (CSE) The obligatory wh-movement in a context such as (4) is triggered by the need for the clause to be typed as an interrogative, before it can be selected by an appropriate verb. Secondly, the apparent optionality in a matrix CSE wh-question can be attributed to a new construction dubbed Declarative Syntax Questions (DSQ) (Bobaljik, & Wurmbrand, 2015). This is a declarative clause that nonetheless functions as a question through a Focus interpretation of the wh-expression. These two observations are independently corroborated in a number of other wh-movement languages, including Standard English itself. The empirical contributions of this thesis lie primarily in establishing the general patterns of wh-constructions in CSE, specifically that (a) we can attribute CSE wh-in-situ matrix questions to the observed DSQ phenomena, such as (1); and (b) pointing out the novel observation that a wh-expression is unable to remain in-situ when embedded under an interrogative-selecting verb in CSE, such as (4). The theoretical contributions include offering a new analysis of the CSE facts, and an attempt to answer the question how best to characterize CSE: as a wh-movement language, a wh-in-situ language, or a language that exhibits optional wh-movement? It also provides illumination on languages that exhibit a similar wh-asymmetry in matrix and embedded contexts.

Key words: Syntax, wh-movement, clause typing, Linguistic Variation, Language Contract.

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From Mathematics to Literature - an Interdisciplinary Approach

The multi-, inter- and transdisciplinary approach becomes the key of adaptability to the new challenges of our continuously changing world. Despite the deepening gap and the unequal fight between soft sciences in general and hard sciences, the first ones do not lose their importance in interdisciplinary approaches. In this respect, Edwin A. Abbott's *Flatland* (1884) becomes particularly revealing. Passed into oblivion little after its publication, the novel has been rediscovered after Einstein's demonstration of the theory of relativity as well as after the development of scientific research involving quantum mechanics. Teacher of Mathematics and theologian, the author of *Flatland* was a keen observer of the Victorian society which he transposed in Euclidean geometry. This type of exercise allowed him to underline the positive and negative traits of Victorian mentalities. We are therefore dealing with a world in two dimensions in the diversity of its manifestations – social organisation, inhabitants, behaviour, education – in an interesting intermingling of geometric demonstrations and political, cultural, religious interpretations. Thus the inconveniences and the advantages of this system and subsequently level of reality can be paralleled with other levels of reality represented by the world of the Point, the world in one dimension or even the world in three dimensions. The goal of this kind of approach is to underline the importance of interdisciplinarity and transdisciplinarity approaches. They are capable to offer a better and more coherent positioning in our own level of reality.

Key words: interdisciplinarity, transdisciplinarity, the axiomatic method, levels of Reality, modern teaching

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Intercultural education and learning networks between Spanish students and indigenous people: Evaluation of an innovative experience

The priority of intercultural bilingual education in Spain and Latin America focuses on the right of population to receive learning education in their minority language with the objective of preserving their mother tongue. The term “intercultural” implies interaction between peoples, cultures, recognition of values that individuals refer to in their contact to others (Grant & Portera, 2011). Intercultural education is a target to all members of the society. Its objective is to guarantee quality education and to develop intercultural skills by acquiring attitudes and knowledge.

Our paper presents an experiment in teaching innovation developed with indigenous Nahuatl speakers from the province of San Miguel de Canoa (Mexico) and 350 students of the University of Valencia. The innovative experience focused on setting up a collaboration network between Spanish students and indigenous people. We studied their use of digital technology as a means of expression and defence of the linguistic rights of minority languages such as Nahuatl and Valencian. In that respect, collective linguistic production and the use of two different languages touches upon the subject of the fight to preserve mother tongues in their original contexts.

The aim of the study reported on here was to investigate the role of the languages in contact, the “self-identity” influenced by the home culture (Lei Ye, 2018) in the social environment and in classroom, the differences and similarities between two cultures in contact. Intercultural dialogue between individuals from different cultural backgrounds was an important element in understanding and appreciation of cultural diversity.

This innovative experience related to intercultural learning in which all the students interact with members of Nahuatl culture community is vital in our current context of international and multicultural diversity. Many academic disciplines involve at least two cultures, one’s own culture and other cultures. Therefore, intercultural learning must be necessarily recognized as a powerful motor to communicate in cultural contexts and learn culturally (Jin & Cortazzi, 2013).

Our research in intercultural learning takes place in order to gain knowledge and apply findings to solve problems. The results help us to understand the relationship between all participants, as students, indigenous people, teachers engaging in learning in different contexts in which cultural features are important aspects to develop an effective and efficient learning, more satisfying from the social, affective and cognitive point of view (Ting-Toomey, 1999).

Key words: intercultural education, minority language, attitudes

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Narrative inquiry into language learning: A case of university undergraduates

Abstract:

This paper is positioned within narrative ways of understanding language learning. *Narrative inquiry* here refers to a method of investigation into how second year university undergraduates studying English represent their past language learning experience, evaluate their present experiences and plan their future experiences with this language. Narrative inquiry is an epistemological approach to research in that it seeks to understand human subjective experience by focusing on people's narrative construction of significant events in their lives. This research approach relies on the investigation of respondents' 'stories' which represent the meanings storytellers make of their experiences. As 'a way of understanding experience', narrative inquiry is also 'collaboration between researcher and participants (...) in social interaction' (Garvis, 2015: 3). In the view of many specialists (see for example, Benson, 2014: 154), applied linguistics is a scientific domain in which narrative inquiry, 'or the use of stories in academic research, (...) includes a significant body of work on the discourse and sociolinguistics of narrative'. Within this field of study, second and foreign language learning and teaching work also relies on narratives to investigate both learners' and teachers' understanding of who they are and what they do in relation to the language they learn or teach. The study reported in this paper is based on the collection and analysis of narrative data provided by university undergraduates majoring in English. In respect of narrative research data, research interviews are among the most common instruments for the collection of such data. However, life history interviews are not the only ways by means of which narrative data can be collected and the literature also mentions diary studies (Bailey, 1980), narrative journals (Polanyi, 1995) or written introspective language learning histories (Oxford, 1995). Narrative frames are also a means of investigating the experiences of language learners and the work of Barkhuizen and Wette (2008) and Barkhuizen (2014) informed the use of this data collection instrument in the study presented here. A narrative frame is a 'skeleton to scaffold writing' (Barkhuizen and Wette, 2008) consisting of a template of sentence starters and connectives followed by blank spaces meant to be filled in by respondents in relation to their own experiences. The narratives

frames used in this study included 16 sentence starters focusing on respondents' past and present experience and their imagined future successes in learning and using English. The narrative frames were completed by the learners themselves in their own time and sent to the researcher via e-mail. In the analysis, the participants' responses to the relevant sentence starters were extracted from the full stories and qualitatively categorized according to several main themes among which 'linguistic', 'instrumental', 'interactional' and 'affect' were the most salient. Quantitatively, the findings showed that the ability to speak the language ranked highest in the linguistic category which is not surprising since all the respondents focus on this skill in relation to their past learning experience and have 'speaking' as a major concern for their present effort to improve their English and their future plans for the use of this language in their professional lives.

Key words: narrative inquiry, narrative frames, qualitative research, language learning histories, foreign language learning.

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Exploring BA Students' Intercultural Awareness and Their Expectations in Translation Courses

Abstract:

The aim of the research in this paper is to investigate how the second, third and fourth year BA students of English as a foreign language perceive what they should be provided with in new translation courses that Pale Faculty of Philosophy (Department of English) is introducing, and to explore their perception about the difficulties in the process of gaining the translation competence. The basic premise is that the students are not sufficiently aware of the translation as a part of intercultural communication, and that so far not all of the relevant methodological means are being used in the teaching process. The survey, therefore, also focuses on the teaching methods and styles most commonly used in translation courses, the outcomes expected, as well as their advantages and disadvantages. The results of the research may serve as a reliable basis for enhancement of the teaching process and the translation competence acquisition process, first and foremost through methodological eclecticism, then raising the awareness of intercultural components in translation and encouraging the communicative approach to teaching, through a positive classroom atmosphere creation. In the end, several points are made on how to raise the awareness among the students about various aspects of intercultural competence development.

Key words: translation theory and practice; intercultural awareness; students' attitudes; teaching methods; teaching process

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In support of Ancillary Antonymy: Evidence from Arabic

Abstract:

Ancillary antonymy is a highly frequent category in Jones's (2002) typology of the discourse functions of canonical antonymy in written and spoken (oral) discourse, a dominant category that has been retrieved and validated by a number of subsequent studies across languages, including Swedish (Murphy et al., 2009), Japanese (Muehleisen and Isono, 2009), Dutch (Lobanova et al., 2010), Serbian (Kostić, 2011), Qur'anic Arabic (Hassanein, 2013), Chinese (Hsu, 2015), Modern Standard Arabic (Alhedayani, 2016), and Classical Arabic (Hassanein, 2018). However, Davies (2012) and Alhedayani (2016) removed this function from their typologies on the grounds that it is an epiphenomenal function featuring within transcategorical frames. This study seeks to defend the preponderance of ancillary antonymy in discourse as a distinct category by developing a provisional typology of it based on a Qur'anic discourse (oral or written) dataset. New paradigms are proposed to demonstrate how the ancillary function of antonymy is pragmatised therein on a cline from canonicity to noncanonicity on the syntagmatic axis. The proposed paradigms include the oppositional interchangeability of canonical, less canonical and noncanonical antonyms, synonyms, meronyms, analogues and duplicates. The developed typology might serve as a toolkit for the analysis of ancillary opposites across other languages.

Key words: al-muqabala “opposition”; al-tibaq “antonymy”; ancillaries; Arabic.

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Conceptualisations of teacher’s roles and functions

Abstract:

This paper aims at identifying the metaphors associated with teaching and teachers, as viewed by Romanian students, who are preparing to become teachers themselves. Our research focused on 125 students enrolled on pre-service teacher training (Module one, for undergraduate level), who were asked to write an essay, titled *My best teacher ever*, in which they had to think of the qualities that make a teacher and their teaching act memorable in the mind and soul of students. The results were clustered into cognitive metaphors pertaining to the culturally-embedded representations of the teachers. The most frequent metaphor was that of “guiding light” and “friend”. The teacher as “knowledge repository” was less frequent, although that of “organiser” was well praised, as students expressed the need for order and to some extent, respect, in the classroom. The findings are in line with the humanistic approach to education which places the student in the centre of attention for the educational process.

Key words: teaching metaphors, conceptualisation of the teacher, humanistic education

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Challenges Arabic Native Speakers Encounter When They Form Wh Questions in English Language: A Contrastive Study

Abstract:

This paper investigates the similarities and differences in syntactic structures of wh questions in English and Arabic languages in order to explore the difficulties Arabic native speakers encounter when forming wh questions in English. Additionally, The paper identifies the type of errors in wh questions made by Arabic native speakers who are studying English as a foreign language, classifies these errors and presents recommendations to teachers and curriculum designers for incorporating these recommendations into language courses in order to avoid errors such as in: “You went where?”, “said what the teacher?”, “it can be done how?” At the same time, the paper will examine and explain why Arabic native speakers encounter no difficulty when they form certain questions in English as in: “Who bought a new car?” Although this paper focuses primarily on the syntactic errors, semantic and pragmatic errors are also examined. To explain the sentence structures in both Arabic and English and all the possible positions that Interrogative wh phrases occupy in both languages, Chomsky’s Minimalist Program (1995) will be used as a framework. The Contrastive Analysis approach will be utilized to illustrate the type of errors found in the English wh questions as produced by Arabic native speakers. The data was collected by giving structured written tests to native Arabic speaking students who are studying in tertiary level in the UAE. The data is analysed quantitatively and qualitatively to avoid the weakness of each method.

Key words: Contrastive Analysis, English, Arabic, Wh-questions.

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Francophony in the context of Teaching French as a Foreign Language: a didactics of intercultural education

Abstract:

This presentation aims to explore the concept of Francophonie in joint with the didactics of French as a foreign language, in a school (secondary education) and university context (beginner, intermediate and advanced students). According to the requirements of the Council of Europe and the CEFR, the learning of a foreign language must aim to develop, in addition to language skills, intercultural competences, and thus bring the learner to totally experience otherness. Nevertheless, many current research on the teaching of modern languages deplores a partial, even essentializing, understanding of the cultures, and denounces a “fronting diversity”. In addition, the current context of tensions between linguistic, cultural and national identities invites us to reflect on the very meaning of the concepts of cultural and linguistic identity. In this context, the Francophonie, integrating linguistic, spatial and identity variation, can appear as an efficient concept to overcome “fronting diversity” and develop an intercultural approach to learning French. In this perspective, French-speaking language and culture participate in a conception of the teaching of French as an intercultural mediation.

The communication will then present concrete didactic approaches in language and literature, integrating the differences in context (secondary or university education) and level of proficiency in French of learners (beginner-intermediate advanced). In a transversal way, it will also be necessary to highlight that the reflexivity and complexity of the cultural approach, inseparable from a real intercultural approach, are not only reserved for advanced speakers, but can and must be considered at all levels of French language learning.

Key words: FLE, francophony, didactics, intercultural mediation, alterity

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Title in French:

La francophonie en contexte FLE : une didactique de l'éducation interculturelle

Abstract in French:

Cette communication se propose d'explorer le concept de francophonie à l'épreuve de la didactique du FLE, en contexte scolaire (enseignement secondaire) et universitaire (étudiants débutants, intermédiaires et avancés). Selon les prescriptions du Conseil de l'Europe et du CECRL, l'apprentissage d'une langue étrangère doit viser à développer, outre des compétences linguistiques, des compétences interculturelles, et ainsi amener l'apprenant à faire l'entière expérience de l'altérité. Néanmoins, nombre de recherches actuelles sur l'enseignement des langues vivantes déplorent une appréhension partielle, voire essentialisante des cultures en jeu, et dénoncent une « diversité de façade » (Dervin, 2014). En outre le contexte actuel de crispations des identités linguistiques,

culturelles et nationales invite à une réflexion sur la signification même des concepts d'identité culturelle et linguistique. Dans ce cadre, la francophonie, intégrant la variation linguistique, spatiale et identitaire, peut apparaître comme un concept efficient pour dépasser la diversité de façade et développer une approche interculturelle de l'apprentissage du français. Dans cette perspective, langue et culture francophones participent d'une conception de l'enseignement du FLE comme médiation interculturelle.

La communication présentera dans un deuxième temps des pistes didactiques concrètes en langue et littérature, intégrant les différences de contexte (enseignement secondaire ou universitaire) et de niveau de maîtrise du français des apprenants (début-intermédiaire-avancé). De manière transversale, il s'agira également de mettre en évidence que la réflexivité et la complexité de l'approche culturelle, indissociables d'une réelle approche interculturelle, ne sont pas réservées aux seuls locuteurs avancés, mais peuvent et doivent être pensés à tous les niveaux de l'apprentissage du FLE.

Key words in French: FLE, francophonie, didactique, médiation interculturelle, altérité

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Cultivating 21st Century Skills of Business Administration Undergraduates in ESP Course: Project- based Learning Approach

Abstract:

In the rapid-changing business of globalization, newly-graduated employees with numerous soft skills are considerably required by current employers to fulfil the urgent needs of competitive job market. It becomes clear that learning English for Specific Purposes (ESP) involves not only developing language skills but also acquiring necessary content-specific knowledge of such specialized area. In particular, the business students in a non-native English speaking context are typically competent with business knowledge, however, these non-English majors face real challenges in using English and tend to be hesitant in written and spoken English communication. To boost their confidence, project-based learning (PBL), based on constructivist theory (Vygotsky) and experiential learning (Dewey) in ESP teaching incorporating business contents, professional skills and English authentic tasks could improve communication skills, project management, and key skills essential in the twenty-first century e.g. leadership, problem solving, and critical thinking skills. Previous studies demonstrate that PBL in ESP course proves to be a dynamic and enriching approach which strongly promotes students with communication skills, individual competence e.g. planning, leadership, reflective, problem-solving, creative thinking, organizing skills (Deveci & Nunn, 2018), motivation-enhanced (Stroller, 1997; Papastergiou, 2005), and self-directed learning (Mamakou, 2009; Bolsunovskaya et al., 2015), creative-designed activity (Indrasari, 2016), collaborative work (Musa et al., 2011; Tyagi, & Kannan, 2013), deep knowledge learning, cross-disciplinary contents (Kovalyova et al., 2016), hand-on experience as well as information technology. In line with the ESP nature of 'purposive-driven' and 'problem-solving' (Belcher, 2006), PBL approach creates ample learning opportunity with business owners in a real engagement platform. Through this innovative approach, key twenty-first workplace skills obtained in the real-life experience together with students' initiative may, consequently, unleash students' potential which is quite limited in a traditional classroom. This paper aims to

examine the effectiveness of implementing PBL in 'English for Business Correspondence' (EBC) course of non-English major students. It also discusses the development of twenty-first century skills through PBL in achieving the learning outcomes. Emphasizing the process and product of PBL, the research describes students' experiential learning in six selected businesses in the current market which are 'Bangkok Float Center', 'Eat Me Up', 'Games Together Board Game Café', 'Ice Cream Hot Pot', 'NAPLAB: New Model of Co-napping Workspace', 'ZeroMoment refillery'. Further, each team analyses the collected data using SWOT analysis. In the final stage, the data are presented in the setting-up business meeting and are written up in the form of business report. The purposive participants in this research are nineteen Business Administrative students of three programs: Finance, International Business, and Marketing, enrolled in EBC at Srinakharinwirot university, Thailand. Based on quantitative and qualitative data, the current research uses a set of questionnaire, self-reflective writing, and focus group interview. The results reveal the process of meaningful learning from the real-world business project complemented with English communication skills. Beyond expectation, key employability skills and global awareness such as knowledge-sharing communication, social responsibility, friendly-minded environment, inter-cultural awareness, have been fostered through the PBL process. Some practical recommendations relevant to ESP teaching, course design, teaching materials, are also presented.

Key words: Project-based learning, 21st century skills, ESP, collaborative work, experiential learning, business report

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Applying the Conversation Analytical Approach to the Hungarian L2 class

Abstract:

In my paper I present how the Conversation analytic (CA) approach and the fine grained analysis of L2 data can inform foreign language pedagogy (see Richards and Seedhouse 2005).

CA brings valuable contribution to Applied linguistics by taking into consideration the overall sequencing and structuring practices of L2 conversations e.g. turn-taking and repair (Schegloff, Jefferson, & Sacks 1977), thus teachers can improve their pedagogical practices by concentrating on the interactionally relevant micro-practices.

First I give a general presentation of the import of CA to language pedagogy and I present some turn-taking units, and conversational strategies as well as different instances of repair practices from my data with Korean novice speakers of Hungarian as a foreign language.

My data consist of audio and video recorded conversations. I demonstrate how novice L2 users employ their situated resources for organizing their interactions in the foreign language and how they orient themselves towards relevant features of the target language. In doing so I argue that even novice speakers demonstrate remarkable interactional sophistication.

I discuss a specific feature of style of speech of Korean novice learners that of adding vowels to word-final consonants, which is sometimes referred as vowel-marking. This and a word final intonation pattern is not specific to Korean native speakers, but EFL teachers have also observed the phenomenon with Japanese students. The feature has most often been pointed out as a 'pronunciation problem,' resulting from 'negative transfer'. I argue that teachers of a second/foreign language instead of carrying out pronunciation drills to uproot the phenomena should concentrate on training students to use interactionally equivalent conversational micro-practices in the target language. They could also include explicit instruction not just in the 'grammar' but also in the micro-practices of the target language/culture, including those of self-repair. This, may resolve a number of difficulties, and may even significantly improve subjective impressions of students' spoken abilities. The application of conversation analysis to non-native speaker data has inevitably led to

new methodological challenges. My study also points out some problems facing analysts of non-native discourse.

Key words: Conversation analysis in second language education, applied linguistics, interference, novice L2 users, Hungarian as a foreign language

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Bridging the gap between meaning and translation

Abstract:

The focus of this paper will be on the book *Eight Contemporary American Poets*. Selection and translation into Serbian has been done by Dr. Petar Penda, full professor at the English Department, Banjaluka Faculty of Philology (Bosnia and Herzegovina). The selection includes poems by Robert Bly, Adrienne Rich, Charles Wright, Charles Simic, Michael S. Harper, Louise Gluck, Joy Harjo, Rita Dove. One of the primary goals of this paper is to describe the general characteristics of the Serbian translation, as well as to point out and analyse all lexical, syntactic and other differences from the original text. Also, we will single out the following features: social function of the translation, the role of a translator, communicational dimension of the translation, translation of cultural elements.

Translation is today in the focus of many disciplines, primarily those related to linguistics, as well as to anthropology, psychology, biblical hermeneutics and so on. The psycholinguistic approach to translation is based on a thesis that a translator created his product thanks to the usage of linguistic concept on the first place. On the other hand, cognitive linguistic approach relies on the point that translation is only a branch of applied linguistics. A translator, obviously, should be at about the same time both a linguist and a very informed/educated person and to change these roles very frequently in the very process of translation. This thesis seems to be very important and about the same true for our corpus, because professor Penda, the translator, proves to be very informed and capable to change sides, from a linguist to a translator and vice versa.

On the other hand, as Catford (Catford 1965: 35) states, it is very well known that there is no absolutely adequate translation, because the principle of the *sameness* is an ideal very far away in most cases. In order to try to make this gap smaller, it is very necessary for a translator to pay a special attention to the following five stages, as suggested by Nida (Nida 1964: 165) the subject matter, the participants, the act of speaking or writing, the code, and the message (Nida 1964b: 120; cf. Jakobson 1960). Also, it is of crucial importance that those who are sending the message, translators, adjust the message very carefully for those will receive it (readers), especially when it comes to educational and cultural background. This process in the case of *Eight*

Contemporary American Poets is realised very spontaneously but very effectively at about the same time, due to the translator's skills, as well as the fact that there is no great time distance between the writers – the translator/readers.

Key words: translation, meaning, social function, cultural elements

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Emotional lives of ESL teachers: A case of blogging about PBLA

The goal of this presentation is to report on the results of a study that investigates the emotions of ESL teachers expressed in the TESL Ontario blog in response to a new initiative known as Portfolio-Based Language Assessment (PBLA). The study is couched within the sociocultural theory (SCT) introduced by Vygotsky that emphasizes the interconnection between cognition, affect and human action (Vygotsky, 1987). Recent studies conducted within the framework of SCT typically pay attention to the cognitive aspect of Vygotsky's theory undermining the close connection between emotions, cognition and actions. The tendency to separate cognition from emotions is due to the Western cultural tradition where the rational is separated from emotional and any type of emotional response is considered challenging and problematic (DiPardo & Potter, 2003; Fried et al., 2015). Contrary to this tradition, Vygotsky argued that "emotions are not a state within a state". They cannot be understood outside the dynamic of human life. It is within this context that the emotional processes acquire their meaning and sense." (Vygotsky, 1987: 333). According to Vygotsky, emotions are socially constructed and they play an important role in shaping motivation and thought. The concept of emotional geographies is used to analyse the data taken from teachers' blog on PBLA. According to Hargreaves (2001), emotions have imaginary geographies of psychological closeness or distance as well as physical ones. Specifically, we use the concept of moral and political distance to code the data presented in the blog for the Emotional Response Episodes (ERE). The data analysis has shown that most of the teachers show greater moral as well as political distance in response to the new assessment initiative mandatory imposed on them. By expressing their emotions, such as loss, frustration, anger towards an unwelcome change, they reclaim their agency, create a sense of solidarity and comradery, and assert their professional status as teachers whose classroom decisions are based on knowledge, teaching experience and,

first and foremost, the recognition of the needs of their students. The study aims to address the call to investigate teachers' affect, an underinvestigated area of research in the field of second language education, as it directly influences teachers' motivation and actions when introducing an educational change to their students.

Key words: emotions, sociocultural theory, Portfolio-Based Language Assessment

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The interface between inflection and derivation in Kinasukuma noun class system

Abstract:

The paper addresses the interface between inflection and derivation in Kinasukuma noun class system. Kinasukuma is one of the dialects of Kisukuma found in Tanzania, it forms a linguistic cluster with its neighboring languages, namely: Kinyamwezi, Kikimbu, Kinilamba, Kinisanzu and Kiriwa (Batibo 1992:43). Guthrie (1970:40) classifies Kisukuma as a zone F language, found in group 20 (Kisukuma-Kinyamwezi) in which Kisukuma is assigned to F. 21. Previous studies show that a lot has been done on inflection and derivation in some Bantu languages. These studies present inflection and derivation in terms of their differences. A small number of studies discuss the two processes in terms of their relationship such as Rugemalira (2005a, 2005b); Katamba and Stonham (2006). This paper identifies the similarities in function between inflection and derivation in Kinasukuma. To achieve this end, the paper employs various concepts including morphology, morpheme, and word which are used to construct the framework of this study. Data were collected using Schedule, interview and documentary review methods. The collected data are analysed using fragmentation analysis strategy. The findings reveal that in Kinasukuma there is an interface between inflection and derivation in Kinasukuma noun class system. This means that, it is possible for the noun class prefixes to play both inflectional and derivational roles in Kinasukuma. For instance, some of the singular-plural shifts indicate both contrast in number and meaning. Also, the findings observe that when different noun class prefixes are attached to the root noun, various meanings result. Furthermore, the pairing of singular and plural nouns can represent both inflectional and derivational features. Most Tanzanian Languages are endangered (Kisukuma being the least endangered) and not well documented. In order to reverse this trend it is crucial that solid descriptions and analysis of the local languages is conducted as a way of also preserving cultural heritage and enhancing identity.

Key words: inflection, derivation, noun class, affix

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The status of “but” in documentaries and their Romanian subtitles

Abstract:

The aim of this article is to describe the status of 'but' functioning as a connector of contrast in documentaries and their subtitles, with English as the source language and Romanian as the target language. 'But' is a complex word, serving as a connectivity device, comprehension facilitator and argumentative indicator, acquiring therefore a host of roles, both within and beyond the sentence. As theoretical support, I will employ the idea put forward by Fraser (2009) that 'but' conveys one core meaning, that of contrast and that pragmatically it has a wide range of interpretations which are to be inferred from the context, but I will also draw on the Relevance Theoretic approach to discourse connectives elaborated by Diane Blakemore (1987, 2002, 2004) who referred to these functional items as encoding procedures rather than concepts, their meaning being interpreted based on what they indicate, not on what they describe. As for its role in argumentation, 'but' will be analysed within the pragma-dialectics framework. Using my own research, but also that carried out by Halliday and Hassan (1976), Quirk et al (1985), Biber et al (1999) and Fraser (1999, 2009), I have made a list of connectors of contrast and the conclusion I have reached so far is that there are roughly 66 such items in English. However, in documentaries, there is a tendency to use only a few of them, approximately 15 (but, yet, still, however, though, although, even though, despite, in spite of, rather, in reality, better, while, whereas). 'But' is at the top of the list, having by far the largest number of occurrences and therefore being of outmost importance in constructing the idea of contrast. According to the type of relationship and the function it displays in specific communicative situations, it is translated into Romanian with different linguistic items (dar, însă, iar, ci). However, the technical constraints typical of audiovisual translation force the subtitler to shorten the text on many occasions. For example, repetitions and discourse markers such as 'you know', 'well', 'I mean', 'to tell you the truth' are not recovered, there is a tendency to use hypernyms instead of hyponyms, as an accurate recovery of their meaning would take up too much space. As for the contrastive connector 'but', there is a certain inconsistency with respect to its rendition in Romanian. When it functions at the level of the sentence, it

is very rarely omitted as it displays a strong syntactic dependence. Conversely, when it functions at the discourse level, its translation does not seem to have the same degree of salience, in certain cases the subtitler resorting to its omission as part of his/her strategy of text condensation. I will identify and analyse the types of situations in which 'but' is omitted in Romanian and those in which it is not, focusing on the three aspects mentioned above.

Key words: Connectors of contrast, audiovisual translation, relevance theory, procedural meaning, pragma-dialects

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Practical approaches to the teaching of Business English

Abstract:

The current paper aims to examine advertisements in which metaphorical comparisons were made in the case of some products. The purpose was to identify what rhetorical themes emerged among the advertisements and to determine if the visuals could provide sufficient content for a marketing message. An analysis was performed on each through the application of visual semiotics. Findings indicated that a visual metaphor approach can deliver involved rhetorical marketing messages to the viewer. Generally speaking advertising is used by companies to improve the competitive advantage or to increase the number of sales or to increase notoriety, as well. Lately an increasing number of companies are turning to corporate social responsibility which includes social obligations that their business organizations have towards society: economic responsibilities, legal, ethical and philanthropic ones.

The research involved will be guided by the following questions: "What does research say about academic vocabulary instruction that fosters student engagement in academic talk and explicitly teaches word-analysis skills? How can expanded academic talk support academic vocabulary acquisition?" Using the guiding research questions, several studies have been chosen to provide extended interaction and talk for vocabulary acquisition and word-analysis instruction. Metaphors merge two seemingly incompatible images or concepts in an effort to create symbolism. Metaphors are frequently used in advertising as a way to enhance the perceived value of a product or to make it seem more personal. They can also help to create a particular brand image. An advertising metaphor often combines a verbal phrase with a visual image to dramatize the effect.

As suggested in the analysis there is a set of images which present a visual metaphor that was reinforced by the use of language. This use of language is essential to understand the metaphor, but it is never presented as a source or a target domain. Therefore, it can be concluded that the pictures presenting this pattern must be considered borderline cases. Teaching students how to use an academic word, modelling, and providing guided support can foster increased participation and attendance to desired vocabulary.

To share our findings we plan to dialogue with our colleagues to discuss major pedagogical and content implications. As teachers, it is our responsibility to provide mainstream teachers with applicable suggestions for academic vocabulary items and activities to promote student talk, as well.

Key words: visual metaphors, print advertisements, rhetorical marketing messages, economic responsibilities, student engagement in academic talk

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The proto-cyborg in Dadaists' syncretic performances

Abstract:

Distinctions between/approaches to Dada and futurism, cubism and surrealism progress. The same happens to the cargo of (political) anarchy in Dada. My article addresses the experimental and performance side of the Dada phenomenon. Of course, there is a comprehensive spirit of avant-garde, as there is a *Saeculum* of modernity. Dada, however, functioned like a crucible that took over the experimental openings of the moment and pushed them to a level rarely overtaken until today. Any contemporary performance can invoke Dada as its origins. *Cabaret Voltaire* represents the start of a noble artistic lineage. What would be the typology of Dada performance, then? What was the role of the proto-cyborg in the Dadaist vision of the anti-art? In order to approximate the answer to these questions I took for study three photomontages realized by Raoul Hausmann in the decade 1920-1930. Hausmann designed hybrid representations of proto-cyborgs in which what mattered was the ideological symbolism, not the functionality of these projects. Especially the Berlin-branch of Dada took a keen interest in technology, but in relation to war, propaganda, and politics. This old cyborgology had two intentions: one the one hand to highlight the possibilities offered by a hybrid self, which engulfed many "others", on the other hand to signal the danger of losing identity and become prey to all sorts of ideological manipulations. Not all Dadaist anti-art was anti-art for anti-art's sake; actually, by supporting cosmopolitanism and the abolition of national barriers, Dada anticipated some globalist tenets. Avant-garde itself, as a whole, de-structured the traditional conditioning of arts and heralded the composite and kitsch-oriented postmodern art.

Key words: Dada, experiment, performance, syncretism

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**Intercultural non-formal education through the
Ethnology and folklore student society of UAB**

Abstract:

The *Ethnology and folklore student society* of UAB is a student entity, set up within the Department of Philology of *1 Decembrie 1918* University of Alba Iulia, with an aim to carry out activities that will supplement the courses in Ethnology and folklore (1st year, BA level) and Romanian traditional culture from the perspective of globalisation (2nd year, MA level).

Setting up the society started from the premise that through non-formal and informal learning situations, students' acquisitions can be greatly improved. Thus, we are looking to create authentic learning situations which will enhance the philology students' competences and contribute to group cohesion and to the strengthening of the feeling of belonging, to the awareness of some identity components and some landmarks of self-knowledge and –esteem. Moreover, the benefits of this type of activity target a better knowledge, respectively promotion of the local heritage.

Event history is complemented by the history of mentalities, and the criteria on which identity discourse is built derive from various areas: history, geopolitics, literature. These three areas can jointly build the profile of an individual or collective identity. One can speak of identity as a phenomenon: it is studied from a wide array of angles: national, family, ethno-linguistic, cultural, confessional, psycho-social, gender or generation-based. The foundation of the process of differentiation between national identities is made up of the relationship between the particular and the universal component, and an essential place is held, from this perspective, by the national folklore, traditions, customs, etc. The ethnographic component seems to serve well any process of defining national identity, as well as educating any youth in the spirit of interculturality.

In this respect, the current presentation aims at bringing forth a series of activities carried out with the students of the *Ethnology and folklore student society*, highlighting the benefits of each topic under scrutiny (the cycle of winter or spring feasts, the traditional attire, ceramics, furniture and textiles, photography with ethnographic value).

Key words: ethnology, complementary educational activities, informal situations, identity discourse, globalisation, heritage, interculturality

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Title in Romanian:

Educație non-formală în cadrul cercului studențesc de etnologie „Ovidiu Bârlea” al UAB

Abstract in Romanian:

Cercul de Etnologie „Ovidiu Bârlea” al UAB este o entitate studențească înființată în cadrul Departamentului de Filologie al Universității „1 Decembrie 1918” din Alba Iulia, cu scopul de a desfășura activități complementare cursurilor de *Etnologie și Folclor* (anul I, ciclul licență) și *Cultură tradițională românească din perspectiva globalizării* (anul II, ciclul masterat).

Înființarea Cercului a pornit de la ipoteza că prin intermediul situațiilor informale de învățare, achizițiile studenților se pot îmbunătăți. Astfel, se caută situații de învățare autentice, care să diversifice plaja competențelor la studenții filologi și să contribuie la coeziunea grupului, la întărirea sentimentului de apartenență, la conștientizarea unor componente identitare și a unor repere ale cunoașterii și stimei de sine. De asemenea, beneficiile acestui tip de activitate vizează și o mai bună cunoaștere, respectiv popularizare, a patrimoniului local și zonal.

Istoria evenimentială este completată de istoria mentalităților, iar criteriile pe care se construiește discursul identitar provin din zone diferite: istorie, geopolitică, literatură. Cele trei domenii menționate pot construi, în colaborare, profilul unei identități individuale sau colective. Se poate vorbi, credem, de identitate ca fenomen: ea este studiată într-o paletă foarte generoasă de ipostaze: națională, familială, etno-lingvistică, culturală, confesională, psihosocială, de gen sau generație etc. La baza procesului de diferențiere a identităților naționale stă raportul dintre componenta particulară și cea universală, iar un loc important, din acest punct de vedere, îl ocupă folclorul național, tradițiile, obiceiurile etc.

Componenta etnografică pare să servească foarte bine orice proces de definire a identității naționale, dar și educarea oricărui tânăr în spiritul interculturalității. În acest sens, lucrarea de față urmărește să prezinte o serie de activități desfășurate cu studenții Cercului de Etnologie, reliefând beneficiile fiecărei teme abordate (ciclul sărbătorilor de iarnă sau de primăvară, costumul tradițional, ceramica, mobilierul și textilele, fotografia cu valoare etnografică).

Key words in Romanian: etnologie, activități educaționale complementare, situații informale, discurs identitar, globalizare, patrimoniu, interculturalitate

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The role of intrinsic and extrinsic motivation in learning English for medical purposes

Learning a second language requires a catalyst which is a fundamental factor in the acquiring process: motivation. Raby (2008) defines academic motivation as a psychological mechanism which generates the need and desire to learn a second language. It is this mechanism that gives rise to the learning behaviours which allow the students to maintain their focus and to make use of different learning strategies. The Self-Determination theory of motivation developed by Ryan & Deci (2002) identifies and describes different types of motivation in correlation to various rationales and goals. The theory distinguishes between intrinsic and extrinsic motivation: the former designates the enthusiasm and willingness to engage in any form of activity because it is personally rewarding, whereas the latter resides in external factors and rewards which are not fundamentally associated to that specific activity. According to Walker, Greene, & Mansell (2006), it is the intrinsic motivation which leads to more effective cognitive engagement and self-assessment. The present study was designed to investigate effective methods of using students' motivation in creating successful teaching strategies, as teachers are often expected to find ways of meeting various expectations of various learners. This research paper establishes a quantitative framework for exploring students' intrinsic and extrinsic motivation to learn English for Medical Purposes. The aim of this study was to analyse how motivation shapes the learning behaviours and influences students' participation in the English classes and in tasks outside the class. The better to explore this matter, a Likert scale questionnaire of 20 items was developed and applied to 331 1st – and 2nd – year students at the Faculty of Medicine, Transylvania University of Brasov. Their course runs for 2 years, including a theoretical course of 2 hours and a seminar of 2 hours every two weeks. Preliminary findings show that motives are extrinsic rather than intrinsic: they are mostly related to external factors such as professional and integrative interests (better job perspectives, studying / working abroad, access to medical literary resources, establishing a better connection with the academic community and communicating with patients). As for significant aspects of intrinsic motivation, students showed considerable interest in the English and American cultures. Such cultural elements can be used by the teachers to generate

curiosity and to encourage class engagement. On the other hand, extrinsic motivation can be used by teachers to complement (and compliment) their students' intrinsic motivation. The article presents the data obtained and constitutes a first step in determining the most effective way of elaborating teaching strategies effective for improving the language competences of the medical students. Furthermore, the findings generate a basis for designing a course tailored to the students' interests, as motivation can have a substantial influence on the language learning process, both qualitatively and quantitatively.

Key words: intrinsic motivation; extrinsic motivation; English for medical purposes; ESP

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Adhocism in Croatian Grammars: Revealing post-Yugooslvian Linguistic "Imposters" Through the Historical Linguistics Prism

Abstract: In his 2010 Croatian grammar, Dragutin Raguž attempts to explain variable endings for successive Genitive (G) or Dat./Loc. (DL) adjectives via two tendencies: a) a phonotactic rule for the breakup of adjectives if the following word begins with a similar consonant, a velar (for the G) or a labial (for the DL); and b) one of two or more consecutive adjectives will distinguish itself by adding an ALFA, regardless of whether the following word begins with a velar or labial. The following examples from the author's own writing can serve as a small, but representative corpus: "[...] na štokavštini bosanskoga tipa (ikavskoga govora) [...] programom hrvatskoga narodnoga preporoda (ilirskoga pokreta) [...] funkciju općeg, zajedničkoga jezika svih Hrvata [...] na kajkavskome jeziku [...] na hrvatskome jeziku [...] iz najnovlijega vremena [...] o zajedničkome životu [...] između hrvatskoga i srpskoga jezika [...]" 'For štokavian of the Bosnian type (ikavian dialect) [...] the program of the Croatian folk revival (the Illyrian movement) [...] the function of a common, unified language for all Croats [[...] [...] in kajkavian [...] in Croatian [...] from the most recent times [...] about a united life [...] between the Croatian and Serbian languages.' The above-cited corpus from Raguž's own writing includes 10 (!) violations of his own purported rules. This is just one example of several which I will provide of the seemingly pervasive adhocism in Croatian grammars published after the breakup of Yugoslavia (1992). I lay out various potential reasons for what I call "Synchronic Imposterism", which encapsulates an apparent strategy to promote phony synchronic gramamtical rules without any reference to the historical record.

Key words: adhocism; Croatian; grammar; variation; historical linguistics

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Using extensive reading in teaching English as a foreign language

Abstract:

Extensive reading is a topic that has been widely discussed over last decades and its benefits have been generally approved by many researches. Bamford states that students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer. Bamford praises the motivation aspect of Extensive reading, seeing its primal benefit in developing positive attitudes toward the foreign language and increased motivation to study this language.

Extensive reading as a term naming an approach to teaching a foreign language reading was introduced by Harold Palmer and Michael West after piloting a project of ER in India. The term was chosen to distinguish extensive reading from intensive reading. Intensive reading refers to “careful reading (or translation) of shorter, more difficult foreign language texts with the goal of complete and detailed understanding” (Bamford and Welsh 1). On the other hand Extensive Reading is based on reading easy material that contains mostly one to two unknown words per page for general understanding. Students choose their own materials and can stop reading if the material is not interesting for them. There are no tests after reading; student’s personal reaction to reading is the goal. “They even have the option of putting the book or story down and selecting another after reading a few pages. They can skip words the cannot understand, if they think they are following the main point, and they have the option, of course, of looking up every word, if that is their style”. ER imitates reading in the first language in the way that its key elements are purpose and pleasure.

Because of its complexity, Extensive Reading programme involves thorough planning and well-timed preparation. It is therefore advisable for the teacher to prepare himself/herself for the work of teaching Extensive reading and coordinating a reading programme in certain ways. Teachers need to select and develop suitable and related language activities through which the learners’ language sensitivity and cultural awareness, as well as creative and critical thinking can be developed.

Key words: language, extensive reading, programme, students, teacher

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A comparative view of conceptual metaphors for organisations in British English and Romanian

Abstract:

We are bombarded daily by information, through various channels (e.g. newspaper,, televisions, Internet, radio, advertising, etc.) from various companies, in their fierce attempt to stay competitive on the market in order to capture and retain our attention, and most desirably, to spur us into some sort of action and buying behaviour.

Besides regular, daily advertising campaigns, corporate advertising (with an emphasis on public relations, corporate websites, or publications), sales promotions, in-company magazines, etc., companies also go for print media in order to build a positive image among their stakeholders. Plenty of national broadsheets feature articles that contribute to creating a company's reputation and name-awareness among the general public, and also generate role-models from among successful entrepreneurs or business executives. Consequently, newspaper discourse is abounding with figurative language intended particularly to attain this objective.

The issue of business metaphor has been in the limelight lately, as professionals from a large array of domains, particularly marketing experts, company communications specialists and not least linguists (especially cognitive linguists and psycholinguists) have tried to understand the underlying mechanisms and the way in which it can influence the audience.

The current presentation draws on a wider project, i.e. "Universals and variants of English and Romanian business metaphors. A corpus-based conceptual mapping of contemporary journalese", which started from the assumption that cognitive metaphors represent instantiations of cultural categories present in the language spoken by the geographical or other community that shares a collective set of characteristics within a given cultural matrix. Moreover, metaphors clustered in cognitive categories may account for cultural categories, both in terms of conceptual universals and variants, engendering a complex mapping of interrelated cross-connections (Popescu 2012, 2015a, 2015b, 2016). Broadly speaking, the theoretical framework relies on the Conceptual Metaphor Theory (CMT) advocated by Lakoff and Johnson (1980), highlighting the cognitive, universal and embodied nature of metaphor,

on the one hand, and the theory of metaphor universality and variation expounded by Kövecses (2005; 2010), on the other.

Key words: company, conceptual metaphor, British English, Romanian

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Exploiting the knowledge of Romanian language in the acquisition process of German as a foreign language

Abstract:

The present paper aims at identifying the capacity and possibility of some people, users of the Romanian language at a minimum level of C1, according to the CEFR, to succeed, through the go-between of the Romanian language, seen in this context as a working tool, in understanding, becoming aware of, identifying, associating information, acquiring linguistic knowledge, creating communicative skills in order to teach, or respectively, acquire German language at a level that is sufficient enough to allow for meeting the communicative needs at personal and professional level.

We consider that, at this moment, the German language, considered as a cultural good or product, is positively perceived, or rather as a professional and personal necessity by Romanian mother tongue speakers, and not only. Moreover, we are witnessing an increase in the demand for German language acquisition as a foreign language from the part of these speakers. In order to acquire German as a foreign language there is at this moment significant demand and purchasing power. This is due to pragmatic and concrete reasons if we think of German companies in Romania, such as Bosch Group Rexroth in Blaj (county of Alba), where employees, Romanian citizens with Romanian mother tongue, are either professionally conditioned, or feel the necessity of learning German for professional reasons. At the same time there is a significant number of university graduates, especially in the medical field, but not only, who, upon graduating, prefer to find a job in Germany. Considering the market value of the German language at the present moment in this socio-economic context and the fact that the need for German language acquisition derives from a powerful social / commercial need (more and more delineated, prevailing and explicitly stated), both at personal and community level, we consider that the study of exploiting the knowledge of Romanian language in the acquisition process of German as a foreign language, represent a natural, necessary, pragmatic undertaking and a useful tool for both specialists and the public at large, who would thus benefit from understanding this complex cultural phenomenon, because learning German does not only mean learning the German language, it also

means acquiring a thinking pattern that determines different realities from the ones experienced so far.

Key words: Romanian language, German as a foreign language, commercial vs cultural value of a language

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Title in Romanian:

Valorificarea cunoștințelor de limbă română în achiziția limbii germane ca limbă străină

Abstract in Romanian:

Valorificarea cunoștințelor de limbă română în achiziția limbii germane ca limbă străină se referă la capacitatea și posibilitatea unor persoane, utilizatori ai limbii române cu nivel minim C1 conform Cadrului European Comun de Referință pentru Limbi, în a reuși ca prin acest lucru, să acceseze, să înțeleagă, să conștientizeze, să repereze, să asocieze informații, să acumuleze cunoștințe lingvistice, să-și creeze deprinderi comunicative pentru a preda respectiv pentru a achiziționa limba germană la un nivel suficient care să permită satisfacerea nevoilor comunicaționale la nivel personal și profesional.

Considerăm că la ora actuală limba germană, văzută ca un bun sau produs cultural, este percepută pozitiv sau ca o necesitate profesională sau personală în rândul vorbitorilor cu limba maternă limba română, dar nu numai. Mai mult decât atât, se înregistrează o creștere a cererii de achiziție a limbii germane ca limbă străină din partea acestor vorbitori. În vederea achiziției limbii germane ca limbă străină există actualmente în România cerere și putere de cumpărare semnificativă. Acest lucru se datorează unor rațiuni pragmatice și concrete dacă ne referim la firmele germane din România, ca de exemplu Bosch Group Rexroth de la Blaj (jud. Alba), unde angajații, cetățeni români cu limbă maternă limba română, fie sunt condiționați profesional, fie simt necesitatea învățării limbii germane în scopuri profesionale. Totodată se

înregistrează un număr semnificativ de absolvenți de facultate, în special în domeniul medical dar nu numai, care după finalizarea studiilor doresc să profeseze în Germania. Având în vedere valoare de piață a limbii germane la momentul actual în acest context socio-economic și faptul că nevoia de achiziție a limbii germane derivă dintr-o puternică nevoie socială/comercială (tot mai conturată, pregnantă și explicit exprimată) atât la nivel personal cât și la nivel comunitar considerăm că studiul cu privire la valorificarea cunoștințelor de limbă română în achiziția limbii germane ca limbă străină reprezintă un demers firesc, necesar, pragmatic și un instrument util atât specialiștilor cât și publicului larg care astfel ar avea beneficiul înțelegerii acestui fenomen cultural complex pentru că a învăța limba germană înseamnă nu doar a învăța limba germană, ci și a dobândi un mod de gândire care determină realități diferite față de cele cunoscute până la acel moment.

Key words in Romanian: limba română, limba germană ca limbă străină, valoare comercială vs valoare culturală a unei limbi

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A few teaching ideas with the help of apps

Abstract:

Computers and mobile phones have become an integral part of our lives today. Mobile phones, smart phones or tablets – mobile devices seem to be useful assistants in many life situations. There seem to be apps for everything: game apps, navigations apps, travel apps, fitness apps, weather apps, taxi apps, gps apps, photo apps, cinema apps, but also educational apps. And this last category interests us teachers the most. In order to be able to keep up with the times, we, as teachers working in the field of foreign language didactics have to include these apps more and more in foreign language classrooms in order to facilitate the acquisition process of a foreign language. By using apps on mobile phones and computers, a lot can be achieved, especially from the motivational point of view, but if you also develop a foreign language teaching strategy in the field of mobile learning over time, the acquisition process of a foreign language can be greatly facilitated.

Edu-Apps are easy to use applications developed for teaching purposes which, in combination with mobile learning in blended learning scenarios, are intended to create added value for collaborative work process and language use. However, this added value on the didactic level presupposes that the use of Edu-Apps and mobile learning should be systematically designed, well thought – out and functional (cf. Grimm, & Hamer 2014:2). In order to be able to carry out a generally valid categorization of learning apps in the field of foreign language didactics, one has to take a closer look at their characteristics. Mobile learning basically refers to the possibility of acquiring knowledge or making it usable by means of mobile end devices, independent of time and place.

The theory concerning the development of mobile learning is relatively young and influenced by numerous authors. For this reason currently exists no generally applicable definition. Mobile learning, which is also referred to as M-learning, clearly differs from traditional learning due to its specific characteristics, the former being linked, for example, to educational institutions and certain learning schedules (cf. Falk, 2015). However, the distinction to e-learning is more difficult to make and Crompton (2013) therefore classifies M-learning as a further development to E-learning, which at the same time forms a bridge to D-learning.

My contribution therefore focuses on some very practical teaching ideas for the use of apps in the classroom. If they prove to be useful, these projects can also be adopted by other teachers in their teaching process and this will increase the use of mobile learning in foreign language teaching and learning.

Key words: apps, gadgets, DaF

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<https://derdiedaf.com>

Title in German:

Ein paar Unterrichtsideen mit Hilfe der Apps

Computers und Handys sind heutzutage zum integralen Bestandteil unseres Leben geworden. Die Handy's, Smartphones oder Tablets - also mobile Geräte scheinen in vielen Lebenssituationen nützliche Helfer zu sein. Es scheint Apps für alles Mögliche zu geben: Spieleapps, Navigationsapps, Reiseapps, apps für physische Kondition, Wetterapps, Taxiapps, Gps-apps, Photo-apps, Kino-apps aber Edu-apps. Und diese letzte Kategorie interessiert uns Lehrern am meisten. Um den Schritt mit der Zeit halten zu können müssen wir als Lehrkräfte, die im Bereich der Fremdsprachendidaktik wirken diese Apps immer mehr im Fremdsprachendidaktik miteinbeziehen, um den Erwerbprozess einer Fremdsprache zu erleichtern. Durch den Einsatz Apps auf Handys und Computer kann insbesondere vom motivationalen Aspekt her viel erreicht werden, aber wenn man mit der Zeit auch eine Fremdsprachendidaktik im Bereich des mobilen Lernens entwickelt, so kann dadurch der Erwerbprozess einer Fremdsprache stark erleichtert werden. Edu-Apps sind leicht bedienbare und für Unterrichtszwecke entwickelte Anwendungen, die in Kombination mit mobilen Lernen in Blended-Learning-Szenarien einen Mehrwert für kollaborative Arbeitsprozesse und Sprachverwendung schaffen sollen. Dieser Mehrwert auf didaktischer Ebene setzt jedoch voraus, daß der Einsatz von Edu-Apps und mobilem Lernen systematisch angelegt, durchdacht und funktional sein sollte (vgl. Grimm & Hammer 2014: 2).

Um eine allgemeingültige Kategorisierung der Lernapps im Bereich der Fremdsprachendidaktik vornehmen zu können muss man sich ihre Merkmale genauer anschauen. Mobiles Lernen bezeichnet grundlegend die Möglichkeit mittels mobiler Endgeräte orts- und zeitunabhängig Wissen zu erwerben bzw. nutzbar zu machen. Die Theoriebildung betreffend das Mobile Lernen ist relativ jung und von zahlreiche Autoren geprägt. Deshalb liegt zur Zeit keine allgemeingültige Definition vor. Das mobile Lernen, das auch als M-Learning bezeichnet wird unterscheidet sich aufgrund der zugeschriebenen Eigenschaften klar vom traditionellen Lernen, welches beispielsweise an Bildungseinrichtungen sowie an gewisse Lernzeiten gebunden ist. (vgl.Falk, 2015). Die Unterscheidung zum E-Learning ist aber schwerer zu machen und Crompton (2013) klassifiziert M-Learning daher als Weiterentwicklung zu E-learning, welche zugleich eine Brücke zum D-Learning bildet. Im Fokus meines Beitrags stehen deshalb einige sehr praktische Unterrichtsideen, die die Anwendung der Apps im Unterricht bevorzugen. Sollten sie sich als nützlich erweisen, so könnten diese Projekte dazu dienen, dass sie auch von anderen Lehrkräfte im Unterricht übernommen werden und damit könnte die Anwendung des mobilen Lernens im Fremdsprachenunterricht eine stärkere Verbreitung finden.

Key words in German: Apps, Gadgets, DaF

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Slang language used by James Joyce in chapter “Circe” from *Ulysses*: a challenge of translation for Mircea Ivănescu structural and cultural perspectives

Abstract:

This paper researches how slang language, “a linguistic practice rooted in social needs and behaviours” according to Adams (2009:6), is transferred from a source text into a target text with the chapter “Circe” from the Irish novel *Ulysses* by James Joyce as the data material, in an attempt to seeing in what way could this type of text be a challenge for the translator Mircea Ivănescu when rendering the use of English and Irish slang in Romanian. In addition, the paper deals with a view on structural perspectives of slang in *Ulysses*, a composition which began in 1914 and was published in 1922, considered to be one of the most difficult works of literature to read. The range of styles that the writer uses is one of the reasons that the book is held up as one of the key texts of literary modernism, a movement characterized by overturning traditional manners of writing. Joyce fills his narratives with some of the most imaginative uses of language in his devotion to portray the grandeur of ordinary life and what goes on in his characters’ minds moment by moment, a style emblemizing his signature: the stream of consciousness.

The Romanian translator, Mircea Ivănescu, is a postmodernist poet who prefers to employ an ordinary language in his writings. Moreover, he is a self-taught man of letters who didn’t even get a degree in the languages he translated from. However, “*Ulise*” is an acclaimed Romanian translation and critics have repeatedly praised Ivănescu’s translation skills and use of language. For that reason, the paper focuses on the choices made in the process of cultural transposition of slang language and on the changes in form and structure of words and expressions when rendered from one language to another.

Key words: slang, structural perspectives, cultural context, challenge in translation, etymology

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From "metaphors they live by" to "metaphors they don't live by" - The American conceptual metaphors reflected in Andrei Codrescu's novels

Abstract:

The paper is part of a PhD thesis on the significance of topoi in Andrei Codrescu's novels. The present work is dedicated to the American space and depicts the manner in which Andrei Codrescu relates to the traditional metaphors characterising the USA. We observed that each conceptual metaphor defining America is to be found reversed in Codrescu's prose, illustrated with elements that lead to its practical deconstruction. In our opinion, the author highlights the difference between the accepted mentality of the American founding myths and metaphors and their contradictory practical situation in the life of the Americans. Our paper starts with terminological explanations on the conceptual metaphors and analyses next the following conceptual metaphors: "America is a melting pot"; „America is a salad bowl” – in connections with the exile and the immigrant's condition in the USA; "The American Dream", through two characters, Wakefield and Joszef Barat, two real spaces, Las Vegas and Hollywood, and a fictional space, Typical City; "America is the land of all opportunities, with the character Ivan Zamyatin, from Wakefield, and "America is a journey", a metaphor illustrated through Andrei Codrescu's American journey and its relation to the American "car-god".

Key words: conceptual metaphors, contemporary mentality, Andrei Codrescu, topicality of metaphors

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First language transfer in second language acquisition as a cause for error-making in translations

Abstract:

Starting from Lord (2008) who claims that ‘many researchers study the effects of L2 on mother tongue, but few researchers analyse the effects of mother tongue on L2’ I have decided to analyse in this piece of research the errors produced by Romanian students when translating tense-based sentences from Romanian into English in order to establish whether or not the errors are produced as a consequence of the transfer of the grammar knowledge of the students from their mother tongue on L2. When students transfer grammar knowledge from L1 into L2 errors may occur due to the structural grammar differences between the source and the target language. From this point of view, important differences between the Romanian and the English verb system (the aspect, the temporal sequentiality as reflected in posteriority, simultaneity and anteriority) might reveal in the end that Romanian students that learn English as a foreign language transfer in English structures and forms from Romanian, which leads to errors. When analysing the reasons that lead to error making when learning a foreign language, linguists, didacticians and methodologists claim that the interference between the mother tongue (Romanian, in this case) and the newly learnt language (English) is an important source for making errors. Linguistic interference, also known as language transfer, refers to the transfer of linguistic features between languages which can be either positive or negative. Positive linguistic transfer (target-like use of L2) is when the grammatical structure or element is the same in both languages and consequently, the produced outcome is correct. On the contrary, negative linguistic transfer (non-target-like use of L2) is when the grammatical structure is different from one language to the other and the outcome breaks the linguistic laws in the target language. The theoretical approach that deals with the analysis of the differences and similarities between languages is contrastive analysis which has demonstrated that when two languages are more distinct, the likelihood of greater negative transfer is all too possible. That implies that any two languages which have more similar grammatical rules would expectedly result in positive transfer. Contrastive analysis proves its usefulness especially in the teaching-learning process; firstly, the teacher must be

aware of the differences between the students' first language and their L2 in order to help students overcome difficulties when learning a foreign language and to reduce the number of transfer errors that students might produce. Secondly, the students need to become themselves aware of these differences so that they make fully-informed linguistic decisions. Thus, this is a predictive method of knowing beforehand what might lead to errors when Romanian students translate from Romanian into English. Nevertheless, teaching should not be based on this comparative analysis as the only way of teaching students.

Key words: linguistic transfer; interference; second language acquisition

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Sense of Belonging among International Students: More than a Feeling – a Dialogic Move

Abstract:

This paper explores a dialogic dimension of the sense of belonging in international students' life narratives. It approaches it through pedagogical and linguistic studies such as threshold concepts (Meyer and Land 2005) and mixed game theory (Weigand 2010), respectively. It aims to identify how ESL students negotiate the reposition of the self in their narratives in order to create a sense of belonging. The first decades of the 21st-century have seen a growing trend in transglobal movements – among them, international student mobility, which brings diversity, multilingualism, and interculturalism to university classrooms. It is known that a sense of belonging is an important index to evaluate students' engagement and success in an educational context (Strayhorn 2012). However, like immigrants, international students face adaptation challenges during the acculturation process in the new environment, which can destabilize their sense of belonging, identity, and their host language proficiency. Traditional studies about the sense of belonging have fallen within the field of psychology (Maslow 1954). This paper, however, takes an interdisciplinary approach to combine scholarship in higher education and in linguistic studies in order to evaluate the complexities of human beings' sense of belonging which involves relational, dialogic, and dynamic dimensions. To start with, this study understands threshold concept as defined in Meyer and Land's work, "it represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress" (2003:1). Their notion of threshold concepts entails transformative experiences, a process of becoming, and a repositioning of the self. Such a view can help us identify how ESL students negotiate a sense of belonging that can bring together not only their feelings but also their actions during the acculturation process. In other words, to create a sense of belonging a student goes through a troublesome transition while adapting to the new culture, which can "lead not only to transformed thought but to a transfiguration of identity and adoption of an extended discourse" (Meyer & Land, 2005: 374). Based on this, a person's understanding of a sense of belonging entails not only an attitude but also a dialogic action that complements its semantic-pragmatic view. In other words,

moved by feelings, a student does something with words, acts and reacts in order to reposition themselves in the new academic culture. To understand this dialogic move that frames one's sense of belonging, this study relies on Weigand's linguistic work on 'mixed game theory' that defines dialogue as a negotiation of "different positions" (2010, p. 59) which involves interlocutor's actions, reactions, and reflections. Hence, this paper analyses international students' narratives in which students recognize the notion of a sense of belonging as a threshold concept that is paramount to their adaptation in the new academic context. The students' narratives derive from a classroom activity designed for a first-year course taught in the humanities for ESL undergraduates at a university in Canada where the majority come from China.

Key words: sense of belonging; threshold concept; dialogic approach; international students; higher education

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On some types and functions of reported speech in English and Serbian newspaper discourse

Abstract:

The paper aims to investigate and classify some types and functions of reported speech in English and Serbian newspaper discourse. After a short account of the most relevant theoretical reflections related to the phenomenon of reported speech, the paper presents an exemplified classification of the types of reported speech present in English and Serbian daily and weekly newspapers, as well as a description of their potential functions. Predominant forms of reported speech are direct and indirect speech, which can be explained by the overall tendency of newspapers to present a valid and objective representation of the actual events. Other types of reported speech we found scarcely are free indirect and free direct speech. Although the mentioned types of reported speech are rare, the fact that they do appear occasionally raises the issue of the functions they are supposed to perform and the effect they are supposed to have on the reader.

Key words: reported speech; media language; Bakhtin; English; Serbian

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Current Approaches and Methods in Teaching Business English and Potential Perspectives

Abstract:

The purpose of this paper is to analyse various approaches and methods used in teaching Business English in order to assess which ones are the most suitable in the current context of internationalization and globalization. Well-known approaches such as Communicative Language Teaching, Content and Language Integrated Learning, Whole Language, Competency-Based Language Teaching, Task-Based Language Teaching and others as well as alternative approaches such as The Natural Approach or Community Language Learning will be presented in detail in an attempt to determine their suitability when teaching Business English or other forms of ESP. At the same time, the issue of assessing language competency at the end of a specialized language course (as it is the case for the students of The Faculty of Economics and Business Administration from Cluj-Napoca) will be addressed trying to offer solutions to a combination of factors which has proved to be quite difficult to deal with so far. Using the suitable approach and methods and taking into account the role of technology might be the way towards complying with already established rules and assessing students' real abilities in Business English.

Key words: Business English, Approach, Method, Competency

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SPECIAL SESSION – “UAB STUDENTS TRANSLATE”

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Difficulties in translating idioms and metaphors

Abstract:

This presentation aims to heighten the difficulties in translating idioms and metaphors from English language as source language and Romanian language as target language. Studying English language and different translation strategies made me and my colleagues much more aware of the hard job a translator has to do. Clearly, it is not enough just to learn a second language to claim the ability of being a translator. The process of translation is complex and it requires understanding and embracing a whole new culture. Every language represents the unique code of a nation, society, culture. It is almost impossible for a translator to decode messages from an unknown world. This is probably the most important and known reason for the non-equivalence between the specific linguistic constructions from one language to another. To receive and decipher a message, it is necessary to know how to use the tools needed: language, habits, traditions, the written or unwritten laws of native speakers. In this category of tools we can enclose also: the idioms and metaphors. The soul and spirit of a language are represented by the own particularities and distinctive ways to express and interpret the hidden meanings. The majority of idioms and metaphors has different explanations or interpretations from a language to another. This paper will focus on idioms and metaphors definitions, a comparative analysis through idioms and metaphors with the same meaning but totally different conceptualized, and the difficulties met in the translating process with some linguistic constructions proved in the end to be untranslatable or a reason for loans between languages.

Key words: idioms, metaphors, meaning, translation, translation strategies, learning, equivalence, difficulties

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Translating legal texts

Abstract:

In the twenty-first century it has become extremely important for professional translators in the field of law to be accurate and knowledgeable, as mistranslation or misinterpretation in a legal contract or a business negotiation can lead to deal breaks or even court of law. Therefore, legal translators need special training in order to acquire the appropriate knowledge and competences in the area of legal translation. We would like to present in the following some of the qualities of good legal translators – accuracy, knowledge of the legal terminology and even legal issues, sensitivity to the specific situation. Second, we would also like to provide some examples of translation difficulties and errors that may arise due to the differences between the two legal systems – the Romanian one and the British/ American one and poor knowledge of the specialised lexis. Third, we want to give some examples of the disastrous consequences that poor translation may have for the parties involved.

Key words: translation errors and difficulties, legal translation, translation analysis.

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Translation challenges faced by translators

Abstract:

In order to be a successful translator, one needs, besides sound linguistic knowledge of both source language and target language, also other aspects, such as good knowledge of other aspects, for example the culture, history, geography, etc. of the geographical areas where the two languages are spoken. We can speak of four important competences involved in learning a language, i.e. the linguistic competence, the intercultural competence (the ability to communicate and behave appropriately with people from different cultures, the socio-linguistic competence (the ability to aptly communicate by using appropriate words, expressions, and attitude towards a particular topic, setting, or relationship) and the pragmatic competence (the ability to use language effectively in order to achieve a specific purpose and to understand a language in context, Thomas, 1983).

Besides these, a successful translator needs other skill, as well, such as: a working knowledge of the specific area (economics, banking, finance, medicine, law, etc.), self-regulating (monitoring) competence (awareness of the quality of translations made and the need to self-improve), ICT competence (a working knowledge of hardware and translation-related software) and research competence (the ability to resort to adequate bibliographic and lexicographic resources).

In this presentation we will address some of the issues that may arise in the process of translation, such as different grammar structure in the two languages, cultural differences, social norms, but also field-specific content.

Key words: translation challenges, translation competence, intercultural competence, sociolinguistic competence

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Issues in translating business texts

Abstract:

In the nowadays world of global multinationals, business translation is an essential factor of success. A company needs professional translation services when doing business abroad, with customers and especially in negotiations. Quality translation is needed in all aspects of a company's operations, e.g. sending out emails, designing an international website, marketing campaigns abroad, etc.

In order to achieve good business translation strategies, translators can still resort to Mona Baker's model of translation issues of non-equivalence at word level: a) Culture-specific concepts (unknown or seldom understood in the target culture especially when it deals with the notion of religious beliefs, social customs, or varieties of food), b) lack of a lexicalised concept (when the source language notion can be identified in the target language, however there is no equivalent word to render it, c) semantic complexity of the source language, particularly when texts are connected to some specific domains such as business, economy, engineering, medicine or law, d) different distinctions in meaning between the source and target languages, e) lack of a general word in the target language (or superordinate), f) lack of specific words in the target language (or hyponym), g) Differences in physical or interpersonal perspective (pertaining to the relationship between people, things and places), h) Differences in expressive meaning (as opposed to the propositional meaning, which may be the same), i) Differences in form, j) Differences in frequency and purpose of using specific forms, k) Difference in the use of loan words in the source text. Likewise, Baker's strategies can also be applied in the case of translating business texts. In the current presentation we will focus on such problems and strategies in translating business texts from English into Romanian and vice-versa.

Key words: business translation, translation difficulties, translation strategies.

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Difficulties in translating economic and legal field

Abstract:

Translating a text means handling communications and poetry at the same time, juggling anthropology and linguistics, transmitting intentions, feelings and implicit messages, without failing to respect the subtleties, idiosyncrasies and inherent beauty of a language.

Translators usually have to deal with different problematic areas in their work, whether they are translating economic documents or a sworn statement so this is the reason why not everyone is able to make a good quality translation.

The aim of this presentation is to underline a few of the problems that professional translators face in their activity.

We will concentrate on time constraints, lexical difficulties (e.g. polysemy, synonymy), semantic and stylistic aspects (e.g. figures of speech), grammar issues and terminological differences. Last but not least, we will address the cultural issues at hand when doing economic and legal translation.

Economic texts are difficult to translate, as the contexts in which financial transactions usually take place are completely obscure to laypeople and it is no wonder different translators offer different translations of the same document.

The difficulties of translating legal texts are caused mainly by the striking differences between the Romanian legal system and the English one. Thus, the translation of such documents poses a lot of problems which occur because of the nature of legal language and the specific features of the English and the Romanian legal systems and languages.

Key words: business translation, legal translation, translation difficulties, translation strategies.

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Translating Romanian Folklore

Abstract:

Although the study of folkloristics and ethnology may go as back as the late 18th Century, there has been little research into the translation strategies used in the translation of such texts. Folkloristics itself has an international character, as folk narratives as well as songs have always surpassed linguistic and cultural boundaries. Translation was apparently considered as self-explanatory and uncomplicated, and therefore many important questions remained outside scientific inquiry. Is it enough for us to say that a translator of folklore texts just re-creates another version of a tale or song which will be then progressively assimilated to the style and specificity of the recipient culture? We believe that it takes more to it than just that. Translators are cultural mediators, and their work is a process of creative or re-creative endeavour, as they have to replace unfamiliar concepts with familiar ones, through re-telling and re-writing, sometimes through altering and adapting or even by reducing and adding when the case may be.

The current presentation will focus on some strategies that Romanian translators can use when rendering folkloristic texts from Romanian into English.

Key words: translation of folklore, translation strategies, cultural mediation

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