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MINISTRY OF EDUCATION AND SCIENTIFIC
RESEARCH
“1 DECEMBRIE 1918” UNIVERSITY OF ALBA
IULIA
Centre for Research and Innovation in Linguistic
Education - CIEL



CIEL Centre, “1 Decembrie 1918” University of Alba Iulia
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are organising

The 8th Conference on Linguistic and Intercultural Education –
CLIE-2018

IN VARIETATE CONCORDIA – A HUNDRED YEARS OF ROMANIA



Alba Iulia, 5 - 7 July, 2018

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CLIE-2018

CONFERENCE ON LINGUISTIC AND INTERCULTURAL EDUCATION

Alba Iulia, 5 - 7 July, 2018

CLIE - 2018 continues the successful series of international conferences and workshops organised by dedicated linguists and educators since 2008:

1. **The 1st International Conference on Linguistic and Intercultural Education (CLIE-2008)**, 27-29 November 2008
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Venue: Hotel Srbija, Vršac, Serbia
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Special Themes: *Negotiating and constructing European identities across languages and cultures*
5. **The Exploratory Workshop (CLIE-2015): Linguistic and Intercultural Education in the Process of Internationalisation of Higher Education**, 26-28 March 2015
Venue and host institution: University of Alba Iulia, Romania
Special Theme: *Including an 'intercultural dimension' in the internationalisation of teaching, learning and research*
6. **The 6th International Conference on Linguistic and Intercultural Education (CLIE-2016)**, 22 - 24 April, 2016
Venue and host institution: University of Alba Iulia, Romania
Special Theme: *The intrinsic relationship between **language** and **culture** and the multifariousness of their interrelatedness, in particular from a **pragma-semantic** approach*

7. The 7th edition of the **Conference on Linguistic and Intercultural Education – CLIE-2017, Alba Iulia**, 16 - 18 June, 2017

Venue and host institution: University of Alba Iulia, Romania

Special Theme: *Linguistic creativity in intercultural pragmatics*

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 **CIELCentre** 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-2018 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.

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Simona **BUZAȘI**, Secretary-in-Chief, Faculty of History and Philology, "1 Decembrie 1918" University of Alba Iulia

KEYNOTE SPEAKERS



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.



Felix NICOLAU is Professor in the Department of Foreign Languages and Communication, The Technical University of Civil Engineering, Bucharest, Romania, and senior lecturer at the Faculty of Humanities, Lund University, Sweden. He defended his PhD in Comparative Literature in 2003 and is the author of eight books of literary and communication theory:

Morpheus: from Text to Images. Intersemiotic Translations (2016), Take the Floor. Professional Communication Theoretically Contextualized (2014), Cultural Communication: Approaches to Modernity and Postmodernity (2014), Comunicare și creativitate. Interpretarea textului contemporan (Communication and Creativity. The Interpretation of Contemporary Text, 2014), Homo Imprudens (2006), Anticanonice (Anticanonicals, 2009), Codul lui Eminescu (Eminescu's Code, 2010), and Estetica inumană: de la Postmodernism la Facebook (The Inhuman Aesthetics: from Postmodernism to Facebook, 2013), five volumes of poetry (Kamceatka – time IS honey, 2014) and two novels. He is member in the editorial boards of "Swedish Journal of Romanian Studies", "The Muse – an International Journal of Poetry" and "Metaliteratura" magazines. His areas of interest are translation studies, the theory of communication, comparative literature, cultural studies, translation studies, as well as British and American studies, and Romanian studies.



Azamat AKBAROV holds a PhD in Applied Linguistics. He is Full Professor in Applied Linguistics at Kazakh National University in Almaty, Kazakhstan. His extensive experience includes both general English and several areas of Applied Linguistics, and he has published widely in these areas.

He also has cross-linguistic expertise, having worked in French, Turkish, Russian, Korean, Bosnian, Kazakh and Uzbek as well as English, and understands the practical issues involved in teaching and learning different languages and transferring research ideas from one language to another. He is the Chairman of the International Conference of Foreign Language Teaching and Applied Linguistics (FLTAL), President of the Association for Applied Linguistics in Kazakhstan (AALK), Editor-in-Chief of J-FLTAL journal. He is the current member of American Association for Applied Linguistics (AAAL), The International Association of Applied Linguistics (AILA) and The International Association of Teachers of English as a Foreign Language (IATEFL).



Rodica Gabriela CHIRA is Associate Professor at *1 Decembrie 1918* University of Alba Iulia, Romania. With a PhD in Philology (Babeș-Bolyai University, Cluj, 2002), her fields of interest imply the history of French literature and civilization, comparative literature, imaginary studies, interdisciplinary and intercultural studies.

She authored 4 books: *Cyrano de Bergerac-du burlesque à la science-fiction* (Alba Iulia: Ulise, 2002); *Incursiuni literare*, (Sibiu: Imago, 2003); *Littérature et idées au Siècle des Lumières* (Sibiu: Imago, 2005, 2008); *Autres mondes. Approches SF* (Iași: Ars Longa, 2015). She (co-) authored 10 books, 1 dictionary, 60 articles and book chapters published in

international and national publications such as: *Caietele Echinox*, *JoLIE*, *Trictrac: Journal of World Mythology and Folklore*, *Columna. Finnish & Romanian Culture*, *Studia Universitatis Babeș-Bolyai*, *Cahiers Tristan l'Hermite*. Translator from French into Romanian (Mircea Eliade, *Sacru și profanul*, București, Editura Humanitas, 1992 Michel Ducobu, *Un belgian la capătul plajei*, Cluj-Napoca, Limes, 2012) and from Romanian to French, with Doina Pușcău (Iacob Mârza, *École et nation. Les écoles de Blaj à l'Époque de la Renaissance nationale*, Col. „*Bibliotheca Rerum Transilvaniae*“, Institutul Cultural Român. Centrul de Studii Transilvane, 2005), member of 5 national and international scientific committees. Co-editor of *Annales Universitatis Apulensis. Series Philologica*, *Incursiuni în imaginar* (Incursions into the Imaginary), *Caietele Echinox*, *Imaginaire et illusion*, vol. 23, 2012, etc. Vice-president of CIEL - Centre of Research and Innovation in Linguistic Education she heads the research group on Plurilingualism and Interdisciplinarity. She was visiting professor at Université de Caen, Basse Normandie in March-April 2018.

As a member of the Romanian Writer's Union, besides the above mentioned translations, she published a personal volume of poems *Dar din dar, poeme cu ilustrații* de Anca Sas, Alba Iulia, Aeternitas, 2012, and a pseudo-journal, *Casa mea de sticlă*, Ars Longa, 2018.

PLENARIES

Professor Giacomo Ferrari

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Lexical semantics, word-formation, metaphor, intercultural linguistics, cognitive linguistics

Abstract:

Metaphor has been recognised by linguists as a powerful generator of new meanings. Neogrammarians were aware of this although they did not make it an explicit claim; the first one to recognise such a mechanism has been Michel Bréal in his *Essai de Sémantique* (1897), but a real theory of metaphor has been first proposed by cognitive linguists. Bréal adds other linguistic mechanisms as extension, restriction, abstraction and others, and takes examples from Latin and other ancient languages.

An interesting attempt, described in this presentation, is the study of the way how different languages and cultures name new objects (in general technological appliances or tools). Different procedures emerge, that include, besides metaphor, function description or shape description. These three systems seem to be present in many languages but with different distributions. To make an example: while English prefers a function-descriptor as hair-dryer, Italian and German use a metaphorical name (Fohn, or Fon) besides a function-description (Haartrockener, asciugacapelli), and Greek uses a shape descriptor such as pistolaki. The distribution of these three mechanisms is different from language to language.

Keywords: metaphor, meaning generation, function description, shape description

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Re-devising the canon in post-postmodernity. Issues of intercultural communication and pedagogical convulsions

Abstract:

My article traces the passage from postmodernism to post-postmodernism, with a view to theoretical approaches and artistic ones (postmortemism, postliterature, performatism, and the New Sincerity). In order to better understand the new stylistic arc, I dwell upon the concepts of intermediality and reproduction. The reference case is Andy Warhol and his technique of creation through repetition. References are made to the post-postmodern followers of Warhol and their personal innovations (Damien Hirst, Joseph Kosuth, and Takashi Murakami). All these aspects converge into the reformulation of the Canon as utmost selection of values. The final part of the article is dedicated to the pressures exercised upon the curriculum (Dante Alighieri's masterpiece *La Divina Commedia*) in order to restructure it in correlation with the demands of political correctness. That is why the conclusion is also a follow-up to this research project: what will be the regime of survival for the masterpieces in post-postmodernity? Which will be the fundamentals of the curriculum of the future? Which will be the criteria for selecting values?

Keywords: canon, intermediality post-postmodernity, pedagogy, postmodernism

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21st Century Language Learning and Teaching: Implementation of Intercultural Education

Abstract:

The phenomenon of diversity has held an important part in the reflection of language for a long time. How there are so many languages in the world is a common question. For centuries, the explanation for linguistic diversity has been searched for in mythology and religion, where it is usually connected to the origin of language and the first common language of humankind (Akbarov, 2018). The need for interpreters in society started as a response to the tower of Babel builders who spoke different languages. Since then, interpreters were appreciated everywhere. Until recently, speaking a foreign language was considered a formality rather than a cruel reality. Knowing a foreign language used to be seen as a prestigious aesthetic, to belong to a certain social class or (most innocuous option) to be called an eccentric. But the changes in societies are inevitable, and as time passes we become less concerned about a huge fortress, that is called "Foreign Language", where a British orientated flag is mostly seen at the top of it. This shows that every structure starts with a plan and in this case, the necessary plan is the knowledge of modern methods of teaching. Historically, if we were unsuccessful in avoiding different people, we tried to convert them. Political, economic, and religious missionaries sought out opportunities to impose their own beliefs on others (Bennett, 1998).

Contemporary education has to go hand in hand with the global development in various areas of human activity (Akbarov et al, 2018). Recently, when the market of educational technologies brought many offers about the most diverse methods of learning English, the question of "What teaching method do you follow?" becomes necessary, which denotes an increase in the culture of consumption of intellectual products. A puzzled entrant, student or businessman (however, also a student) increasingly stiffens before the bookshelves with linguistic literature and media benefits or pensively looks through a long list of advertisements. One of the selection criteria is price, but the main one ... "English for two weeks", "Communicative Methods of Teaching English", "English with English in UK/US or somewhere in Malta", "Effective Express Method", "English at the Subconscious Level", eventually. Therefore, there are a lot of products that are either new or

unknown, which increases the doubts about the results. Hence, is it feasible to trust modern technologies? Or is it better to give preference to well-established "brands" - such as "Oxford", "McMillan" or "Pearson", gradually turning into a category of methodical classics?

The radical changes in the methods of teaching English that the world witnessed at the end of the twentieth century was obvious everywhere (Roberts, 1986). The status of English as the lingua franca of the world in the 21st century is undisputable. With the number of non-native speakers reaching into a seventh of the global population, it is now more than ever clear that English will be the language of the future. These changes are different from the previous ones when all priorities without a trace were given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. These are the principles of the "old school", which still yielded fruit, but at what cost? Mastering a language used to take a long routine work. Tasks were offered rather monotonous: reading the text, translating, memorizing new words, retelling, and exercises in the text. Sometimes, for the sake of the necessary change of activity, an essay or dictation, plus a phonetic drill as a rest could be applied for the language acquisition. When priorities were given to reading and working on "topics", only one function of the language was implemented and that was the informative (Widdowson, 1986). Not surprisingly, the language was well known to the unit: only very dedicated and hardworking group of people could master it at a high level. But on the degree of knowledge of grammar, they could compete with the graduates of Cambridge. This is true, because the work used to pay off as the profession of a teacher of a foreign language or an interpreter was considered to be very prestigious. This paper will explore the constant shift and changes in language teaching methodologies, covering the above-mentioned tendencies.

Keywords: English, language acquisition, methods, techniques, education

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Tales and Intercultural Education

Abstract:

As Forence Windmüler rightfully states in her article on intercultural adaptation of a tale to foreign cultures, recent studies situate the origin of tales in Ancient Egypt. The tales' themes evoke the survival of ancient rites of passage from one season to the other or rites of initiation. They evolve in accordance with customs, behaviors, needs and beliefs or are simply reshaped by the different artistic considerations of each epoch (2008). From an intercultural perspective, the study and exploitation of tales may therefore constitute a very rich source of knowledge.

Interculturality has become a crucial notion in our world and the best way to understand it and put it into practice can be achieved through education. The interest granted to tales in this context is not new. More and more teachers are inclined to use tales in class, but a brief overview on the topic allows us to see that this type of approach is still connected to some specific categories of age. In Bruno Bettelheim's view, this is quite logic since tales serve as an important step in the child's initiation in life.

Introducing notions of interculturality through tales at an early age is also very important and this can of course be achieved through native language classes of literature as well as through SLT. The process is important at the level of vocabulary and of the general knowledge as well. Nevertheless, tales do not mainly address to children up to 12 only. Tales may also serve at understanding one's cultural identity, in perpetual transformation from one age to the other, children, adolescents and adults included. Their study should not be limited to linguistic or ethnic approaches, ideologies and socio-cultural implications are included as well.

My intention is to situate the cultural identity of tales in a larger context, with stress on the role of connotations and denotations. The corpus of my analyses is based on fairy tales and mischievous tales taken from the French, German, English, Romanian and Spanish cultural spaces.

Key words: interculturality; cultural identity; education; denotations; connotations; fairy tales; mischievous tales.

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PAPERS

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Explicitation, Simplification and Neutralization in the Translation of Cohesive Devices

Abstract:

Recurrent features of translation, sometimes labelled as 'translation universals', have been intensively investigated within Descriptive Corpus-based Translation Studies. Numerous language pairs have been set under researchers' lens with a view to observing languages from a contrastive viewpoint, but also individually, in their translational manifestations. This has enabled the identification of characteristic features of the translational facets of languages, which have subsequently generated more and more nuanced scholarly theories. This paper examines the occurrence of some of the most frequent features of translation, namely: explicitation, simplification and neutralization in the translation of three cohesive devices: full ellipsis, partial ellipsis and reference. The study is based on a translational learner corpus and mainly addresses translator training. In addition, contrastive aspects of the translation of these cohesive devices are derived from the analysis. Methodologically speaking, the investigation combines the theoretical and applied areas of Translation Studies, with an interdisciplinary dimension provided by the fusion of methodological input borrowed from Translation Studies, Corpus Linguistics, Discourse Analysis and Contrastive Studies. The theoretical component of the translational research refers to issues of contrastiveness between English and Romanian viewed from a translational angle, in terms of equivalence of the said cohesive devices. The applied area of Translation Studies integrates the empirical approach to the translation of formal links and the translator training component. The empirical research applies both quantitative and qualitative methods. The former first consists in the extraction of relevant data from a corpus of translations made by master's students enrolled in the research-oriented programme of the Faculty of Letters, at Transilvania University of Brasov, Romania. The learner corpus comprises a relevant number of translations of a short story, collected during several academic years,

so as to make it representative of the master's students' translation competence. The examples, students' translation instances, are first quantitatively investigated for the extent of their adequacy and then qualitatively examined with a view to identifying the nature of the possible problematic areas and their reasons. On the one hand, the findings provide insight into the contrastiveness of the cohesive devices between English and Romanian, aspects of their equivalence and translatability, as well of the occurrence of translation universals, and, on the other hand, they enable the translator trainer to develop a teaching methodology for the improvement of the future students' translating formal links from Romanian into English. Based on these findings, the conclusions discuss methodological approaches to be adopted in the training of translators in as far as the translation of formal language aspects is concerned. The suggested teaching methodology is constructed in a dedicated manner, addressing the language pair English and Romanian, but also the students attending the faculty's master's programme. Nevertheless, based on further evaluation, the methodology could be extended to other similar educational environments.

Keywords: translation universals, cohesive devices, contrastiveness, translator training, learner corpus

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Incorporating Culture in Teachers' Training

Abstract:

The present paper addresses the question of how one should include culture in language teacher training to enhance awareness of the target culture. Admittedly, language teachers are themselves learners, constantly improving their own cultural competence. Teachers must be made aware of the fact that there are no superior and inferior cultures, and that there are differences among groups within the target culture. This means that language is not only part of how we define culture, it also reflects culture. Thus, the culture associated with a language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken. Culture is a much broader concept that is inherently tied to many of the linguistic concepts taught in second/foreign language classes. Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that behavior and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behaviors. Although language teaching materials may not include the target language culture and its teaching, it is the language teachers' responsibility to find practical solutions to this problem to integrate culture into their teaching in one way or another, and it would not be reasonable to assume that language learners will later be exposed to cultural material after they reach mastery of the linguistic features of the language. The creative classroom teacher can come up with numerous ideas regarding how to integrate culture into the textbooks and classroom activities. Some of the strategies I would like to suggest are the utilization of movies, lectures from native speakers of the target culture, audio-taped interviews with native speakers, video-taped observations of the target language community, and authentic readings and realia. However, it should be noted that the potential activities and strategies are endless, and that each teacher should assess his/her own context to evaluate the effectiveness of any prospective activity, and

should modify any activity or material at hand to fit his/her students' needs better.

Keywords: Culture, Training, Curriculum, Linguistic Competence

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**Exploring and Assessing Cross-cultural Sensitivity in
Bosnian Tertiary Education: Is there a real promise of
harmonious coexistence?**

Abstract:

The aim of this research was to examine how university type, nationality, grade point average, gender and grade level affect the cross-cultural sensitivity of students at tertiary level of education in Bosnia and Herzegovina. The revised and updated Inventory of Cross-Cultural Sensitivity (ICCSv2) was utilized. It contains four subscales: cultural inclusion, cultural behavioral integration, cultural anxiety, and cognitive flexibility and consists of 44 statements and a 7-point Likert scale. The representative sample consists of 219 students from three different universities in Bosnia and Herzegovina, two private universities and one public university. Present research has shown that university type, grade point average and nationality have a significant effect on the development of cross-cultural sensitivity. On the other hand, gender and students' grade level do not appear to have any significant impact on cross-cultural sensitivity. The results suggest that university along with its peculiar properties has a significant influence on shaping students' cross-cultural development. The major implication of the study is that some aspects of cross-cultural sensitivity can be developed further in the university milieu and through curriculum adjustment.

Keywords: cross-cultural sensitivity, university, grade level, GPA, gender, nationality

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Ontologies of Linguistic Annotation of Romanian and English corpora

Abstract:

Inside the project *Universals and variants of English and Romanian business metaphors. A corpus-based conceptual mapping of contemporary journalese from a pedagogical approach* (University of Alba Iulia, Romania)¹ we studied two corpora consist of articles that appeared in the following newspapers: *The Economist*, *The Guardian*, *The New York Times* and *The Telegraph* for the corpora in English and *Adevărul*, *Jurnalul Național*, *Cotidianul*, *Capital* and *Ziarul Financiar* for the Romanian corpora, each corpora sum totaling over 500,000 words for each of the two languages.

Creation of an ontology-based automatic classification of business metaphors and inter-relatedness between cognitive categories and cultural categories is one of project specific objectives. (Popescu, 2016) Ontological analysis was a very important step in our work because she clarified the structure of knowledge and helped us in representation of our system. (Chandrasekaran, Josephson, & Benjamins, 1999)

Initially, we analyzed the existing and recognized ontologies of computational linguistics, the similarities and differences between them, the latter being illustrated in the picture below.

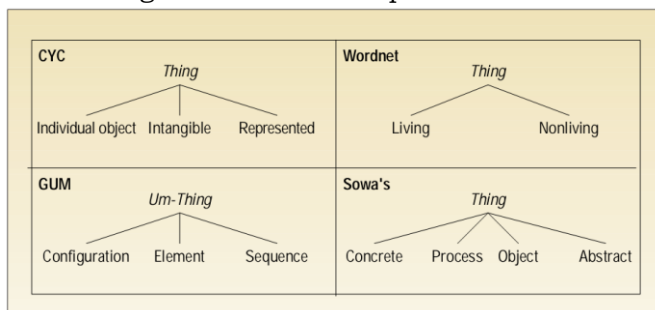


Illustration of how ontologies differ in their analyses of the most general concepts. (Chandrasekaran, Josephson, & Benjamins, 1999)

Because we analyse metaphors, we are aware that

¹ This work was supported by a grant of the Romanian National Authority for Scientific Research and Innovation, CNCS - UEFISCDI, project number PN-II-RU-TE-2014-4-2785.

- there are many metaphors in the world
- the meaning of metaphors may be different depending on the language and interpretation of the subject according to the knowledge of the interpreter
- expressions in a certain language, grammar, data construct, metaconcepts, can influence / affect the recognition / understanding of metaphors.

In any case, starting from the fact that this project combines two large domains (linguistics and informatics) we tried to create a linguistic ontology in order to structure a computational ontology.

An ontology is a formal conceptualization of some domain of interest (Rospocher, Marco; Tonelli, Sara; Serafini, Luciano; Pianta, Emanuele) and start from this definition, the two corpuses were analyzed, the field of interest was studied and then the necessary knowledge in the ontology creation was punctuated.

Starting from the definition of computational ontologies that are a means to formally model the structure of a system, i.e., the relevant entities and relations that emerge from its observation, and which are useful to our purposes (Guarino, Oberle, & Staab) we design our model.

Key words: ontologies; linguistic ontologies, computational ontologies, Computational linguistics; Corpus linguistics; Metaphor annotation; database.

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The use of imaginative conditional clauses by Bosnian university-level English-majoring students

Abstract:

Being syntactically and semantically fairly complex, conditional clauses are a rather troublesome area in the English grammar, even when the learners' focus is directed only towards the three basic patterns. In spite of English language learners' prolonged exposure to these constructions, major errors are still detected in their production. Particularly problematic are imaginative conditional clauses, with their two subtypes, namely present/future hypothetical/counterfactual and past counterfactual conditional clauses, which are considered to be more marked and containing more morphological material than real conditional clauses. However, two subtypes of imaginative conditional clauses also differ in markedness, with past counterfactual conditional clauses being more marked than present/future hypothetical/counterfactual conditional clauses. Thus, the present study aims to explore whether 103 Bosnian university-level English-majoring students will face more difficulties in the production of past counterfactual conditional clauses than present/future hypothetical/counterfactual conditional clauses on different types of tests, namely the English-Bosnian translation test, the Bosnian-English translation test, the rewriting test and the fill-in-the-blank test. Moreover, it aims to investigate whether some external factors, such as grade-point average and grade level, have a significant effect on the use of these conditional clauses. The research results point to the students' insignificantly higher results obtained in the use of past counterfactual conditional clauses overall and on two different tasks, namely the English-Bosnian translation test and the rewriting test. Moreover, the results also indicate that the students' GPA from grammar-teaching courses and their grade level have a significant effect on the overall and specific use of two subtypes of imaginative conditional clauses.

Keywords: present/future hypothetical conditional clauses, present counterfactual conditional clauses, past counterfactual conditional clauses, markedness

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“The Panorama of Contemporary Universal Poetry” - The Possibility of Impossible Translations

Abstract:

In the early 1970, A.E. Baconsky succeeded, despite numerous oppressions of the Communist system, making an impressive volume: an anthology including 100 greatest poets of the world, translated, some of them, for the first time in Romanian language. Literary theorist, poet himself, A.E. Baconsky realized, at the time, a gesture of cultural rebelliousness. "The Panorama of Contemporary Universal Poetry" was becoming not only the widest translation effort, but also a book of essays around the translation act and the importance of the translator in world cultures. Last but not least, Baconsky has managed to overcome the boundaries of national culture and to offer a new perspective on what universalisation of literature and interculturality means. The courage to edit a volume of translations accompanied by fine analyses of the chosen poems, as well as his essays on the unknown biography of the 100 poets brought to A.E. Baconsky the status of the most important promoter of universal culture, especially since the poet was recognized in Europe as a historian of the arts as well, so that his work is a mix of hermeneutical strategies. But this cultural masterpiece of A.E. Baconsky was against the political directorates of Romania under Communism and brought him many cultural penalties and criticism. However, the importance of this ample translation exercise in the universal lyric of the twentieth century cannot be challenged by anyone. "The Panorama of Contemporary Universal Poetry" remains, until today, a unique book in Romanian culture.

Key-words: translation, poetry, A.E. Baconsky, culture, universality

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Conceptual Metaphors in the Online or Digital Journalism Referring to the Political Party PSD and the Social Movement “Rezist”

Abstract:

It has been long discussed that metaphors are not merely stylistic devices that serve as ornaments to a literary text, but they exceed the limits of literature and function at a cognitive level. That is, they exist in our “everyday conceptual system”, even before being put into language. In his much-discussed study from 1952, “Metaphorical Creation in Language”, Eugeniu Coșeriu states that “man’s poetic activity (in the etymological sense of the word) can be noticed in all speakers (not only in gods or heroes) and in each speech act”. A quarter of a century later, George Lakoff and Mark Johnson from UC Berkeley set the base of a new trend in the study of metaphor. Cognitive linguistics regards metaphor as a matter of thought and not only as a matter of language, hence the term “conceptual metaphor”. “We live by” metaphors. Metaphors are so pervasive in our everyday life and we make use of them so often in trying to “classify reality”, that we stopped perceiving some of our most common expressions as metaphoric. Taking these theories as a starting point, my paper aims to identify and analyze several conceptual metaphors regarding the political scene in Romania. I will focus primarily on the conceptual metaphors used by the online or digital journalism to refer to the political party PSD and the social movement “Rezist”. As I already suggested, the list of sources from which I will be extracting the corpus of metaphors will consist mainly of videos and articles from various websites. I consider that this is a topic of great interest and actuality, since the discussions related to these two entities has been dominating the public sphere for more than two years. Therefore, it is important to analyze the way in which the media (in this case the online or digital journalism) shapes reality by means of metaphors. The central questions my paper will try to answer are: “What are the source domains of these conceptual metaphors?”, “How do they influence and shape the public opinion?” or “Why is the political party PSD referred to as ‘the red plague’?”.

Keywords: conceptual metaphor, cognitive linguistics, politics, PSD, Rezist

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An Account of English Learners' Difficulties in Dealing with Complex Sentences

Abstract:

The Syntax of Complex Sentences is generally considered by both teachers and students to be one of the most challenging parts of English Grammar. We thus decided to determine the reasons why most students found it difficult to understand and assimilate the aspects related to Complex Sentences. In order to do so, we carried out a study focused on exploring the mistakes made by our students. The target group, which comprised 70 second-year students majoring in English, was administered a test containing two parts. For the first part they were asked to divide several sentences into main clause and subordinate clause, specify the type of the subordinate clauses, point out the introductory elements and characterize them from a morphological point of view. As regards the second part of the test, the students were required to translate a number of sentences from Romanian into English, and also to indicate the type of the subordinate clauses.

After analyzing our students' papers, we drew up a list of recurrent mistakes. It turned out that they had difficulty in separating the two clauses, namely 30% of them included parts of the main clause into the subordinate clause and vice versa. This mistake was actually triggered by the fact that they were unable to distinguish the subordinate word. 45% of them could not identify the correct type of the dependent clauses: they usually mixed up the subtypes of Nominal Clauses (the Subject Clause, the Predicative Clause and the Direct Object Clause being the most confusing ones) and several Adverbial Clauses (they frequently mistook purpose for reason, result for purpose and comparison for manner). Moreover, 50% of the students didn't succeed in correctly indicating the parts of speech used as introductory elements, as they commonly mixed up (relative) adverbs and conjunctions.

The translation exercise also revealed several types of mistakes. The main problem lay in the inappropriate use of tenses in the subordinate

clauses, notably in Object Clauses and Subject Clauses, as well as in some Adverbial Clauses. This was mainly due to the interference of mother tongue and their unfamiliarity with the sequence of tenses. For example, 55% of the students used the future simple instead of the present tense in Adverbial Clauses of Time in order to express a simultaneous action with the one rendered by the future simple in the main clause. Likewise, an even higher number of students, i.e. 60%, proved poor knowledge of using the Synthetic and Analytic Subjunctive in Object Clauses, Subject Clauses and Adverbial Clauses of Comparison, Concession and Purpose. However, we noticed that those students who did poorly on the first exercise managed to better identify the types of the subordinate clauses after translating them into English, since in this way they could get a better grasp of the relationship between the two clauses. The second part of the test proved that, in some cases, the students' mother tongue had both advantages and drawbacks to tense usage and the identification of subordinate clause types.

Last but not least, since our study offers an insight into the aspects that pose problems for students, it can also contribute to improving the teaching strategies as regards complex sentences.

Keywords: complex sentence-related difficulties, tense usage, error analysis

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Human Relationships Determined by Different Types of Space in Meša Selimović's *Death and the Dervish*

Abstract:

The issue of space and character has been of constant interest to us and, along the way, we have approached the subject of both space and literary character in different studies. Now we wish to bring the connection that exists between the space of the text and the characters of Meša Selimović's novel, *Death and the Dervish*, to the attention of the reader.

The idea of proxemics, which deals with the study of the correlations between the two major categories of the literary text, namely the text and the characters, when applied to literature, such a privileged space of the imaginary, serves to prove that within the text the characters are self-constructed according to their available playing space, whereas the space has its own specific characteristics and is symbolic only to the extent that it is perceived as such by the same character. Space is a place of experiences, of encountering the other, both in a private and a social setting.

Obviously, such an analysis is not exhaustive, it is only one step, but a step that offers possibilities and allows for surprising analyses. We have always been tempted by this subject primarily because the issue of space and time continues to attract and provoke, which has been proven over the years by the multitude of published works and conferences surrounding the chronotope.

Key words: space, character, dwelling, shell, dervish, Meša Selimović

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Title in Romanian: Relațiile umane determinate de diferite tipuri de spațiu în *Dervişul și moartea*, de Meša Selimović

Abstract in Romanian:

Problematica spațiului și a personajului este o preocupare permanentă a noastră și de-a lungul timpului am abordat atât spațiul cât și personajul literar, în studii separate. Acum dorim să aducem în atenția cititorului legătura creată între spațiul textului și personaje într-unul dintre romanele lui Meša Selimović, *Dervişul și moartea*.

Ideea de proxemică, ce se ocupă cu studiul corespondențelor dintre cele două categorii majore ale textului literar, spațiul și personajul, aplicată în literatură, un teren privilegiat al imaginarului, demonstrează faptul că în cadrul textului personajele se autoconstruiesc în funcție de spațiul lor de joc, asta în vreme ce spațiul are caracteristici specifice și este simbolic doar în măsura în care este perceput ca atare de același personaj. Spațiul este un loc al experiențelor, al întâlnirii cu celălalt, atât în viața privată cât și în cea socială.

Evident, o astfel de analiză nu epuizează opera, este doar o etapă, însă una ce oferă deschideri și permite efectuarea de analize cel puțin surprinzătoare. Am fost tentați mereu de această temă în primul rînd datorită faptului că problema spațiului și a timpului continuă să atragă și să provoace, lucru dovedit, de-a lungul anilor, de multitudinea de lucrări publicate și de conferințe organizate pe tema cronotopului.

Key words in Romanian: spațiu, personaj, locuire, cochilie, derviş, Meša Selimović

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Northern mythology and metaphor building in Edda Snorri Sturluson’s Icelandic mediaeval texts

Abstract:

Snorri's Edda or Edda in prose or the New Edda is a collection of mythological and heroic stories, but it is also a handbook of poetics and prosody (metrics) made up by Snorri Sturluson, the most important Scandinavian writer of the Middle Ages. Outstanding scholar, public speaker and political man in the Iceland of the late 12th and the early 13th century, Snorri, Sturla's son focusses his attention on two axes of interest: history of Norway's kings and northern mythology. In this second segment, he rebuilds the mythological material of the Old Edda (Edda in verse), adding a small handbook of poetics together with a prosody one to finally get the following structure: a Prologue (Fórmali), Gylfi's Delusion (Gylfaginning), Discourse on poetry (Skáldskaparmál) and Discourse on versification (Háttatal). Leaving aside Snorri Sturluson's preoccupation with poetic and metric theory-since our objective is not to study Icelandic linguistic elements – our paper aims at dealing, from the perspective of a foreign reader, with the reception of the metaphor in the mythological corpus Gylfi's Delusion as follows: Valhöl-Walhalla (northern paradise), Bifröst-The Rainbow (bridge between heaven and earth), Yggdrasil-The Ash-tree (Gods' place of judgement), Skíðbládnir-The Ship (made by dwarfs), Gleipnir-The Link (obtained by witchcraft /spell), Sleipnir-The Horse (Ódin's) and, last but not least, some metaphors of the names assigned to Ódin. Essentially, five of them are included in a single stanza quoted by Sturluson in chapter 41: Ash Yggdrasil's trunk | of trees is foremost, / And Skíðbládnir of ships; / Odin of Æsir, | of all steeds Sleipnir, / Bifröst of bridges... (Translated by Arthur Gilchrist Brodeur [1916], on the site <http://www.sacred-texts.com/neu/pre/pre04.htm>, retrieved on June 14th, 2018). I have built this frame with a view to getting our students familiar with the septentrional mythical universe and, possibly, to challenge them to make some correspondence with elements of other mythologies they are aware of, mainly with the Greek mythology of Troy which Gylfaginning is claiming.

Keywords: Edda, Snorri, Ódin, Valhöl, Yggdrasil, Bifröst, Troy.

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Corpus of analysed texts

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A textual analysis of students' Business writing tasks in a Romanian university setting

Abstract:

The article shows the results of a recent research study that focused on the analysis of Romanian students' business writing tasks. The population of the study consisted of 130 first year students studying Business English. The study aimed to identify language features of students' business writing tasks. The research mainly analyses through textual analysis the writing tasks of first year students studying Business English in a Romanian university. The main purposes of the study were to identify specific linguistic properties (syntactic, lexical and grammatical complexity) found in students' writing tasks, the extent to which they use business vocabulary in their task but also how students' writing is determined by inter-lingual transfer. The research design comprises a qualitative technique through text and discourse analysis. Pedagogical implications in the case of teaching Business writing skills in a university setting are also discussed as well as factors explaining students' academic writing skills. Also, specific features of Romanian students writing skills are discussed and the way their first language impacts on their foreign language writing abilities.

Keywords: discourse analysis, textual analysis, business writing

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Investigating Language Learning Strategies: A case study of university teaching staff

Abstract:

The research reported in this paper focuses on language learning strategies. The title of the paper, 'Investigating Language Learning Strategies: A case study of university teaching staff', is first intended to show the focus of the research. Second, it indicates that this is a 'case study' in the sense given by Gomm, Hammersley, and Foster (2000: 2-3). Third, the title distinguishes the type of respondents participating in the research: university teaching staff with a professional interest in learning or improving their knowledge of English as a foreign language. The paper presents an exploratory study examining the language learning strategies of university teaching staff and was designed to a) identify and classify the language learning strategies employed by the respondents, b) explicate the relationship between individual differences and language learning strategy use, and c) supplement an existing learner strategy typology, i.e. Oxford, (1985, 1986, 1990). This study is based on the assumption that the learning of a foreign language involves some conscious manipulation of input. In this sense, language learning is comparable to the learning of other cognitive skills. 'Conscious manipulation' in language learning can take the form of the adoption of language learning strategies. The definition of language learning strategies has developed from being primarily related to the solution of language problems, to acquisition of new knowledge and metacognitive knowledge intended to manage the language learning process. Although much work has been done in the investigation of language learning strategies, few studies have examined the strategies that are used by language learners with a professional interest in the learning of a language and none focused specifically on those who are studying to be able to either teach in English or participate in international conferences. The data came from 20 members of the university teaching staff who completed a language learning strategy questionnaire adapted from Oxford (1990). Further on, these participants agreed to be interviewed on their answers to the aforementioned questionnaire and therefore a decision was made that the data to be analysed and interpreted were going to be questionnaire and semi-structured interview data. These data were analysed by

application of an existing theoretical framework – the language learning strategy system mentioned above. The findings suggest that learners with a professional interest in the study of English seem to use almost all the types of strategies from the analytical framework. Interestingly, they also appear to use other strategies relatable to the context of this study and/or to each individual. These learners could therefore be defined as independent learners because they take full responsibility for their learning. This research is mainly about trying to understand aspects of one area of language learning, i.e. learning strategies, in order to possibly identify implications for teaching. As Johnson and Johnson (1998: 280) state, it seems ‘increasingly unlikely that we are going to understand very much about teaching if we fail to try to understand learning at the same time’.

Keywords: language learning strategies, conscious manipulation of input, metacognitive knowledge, individual differences.

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A Psychological Approach to the Usage of Unadapted English Loanwords in Romanian Lifestyle TV Shows

Abstract:

A Psychological Approach to the Usage of Unadapted English Loanwords in Romanian Lifestyle TV Shows To explain English domination, one can point, in the first instance, to a host of technological, economic and political factors. Here we see that it is not the mere presence of English that causes any language to become a borrower, but rather the fact that English, more than any other living language, exists in association with an archi-culture whose elements are being accepted and elaborated internationally” (Picone, 1996:27). Television, as an element of such a culture, primarily vehiculates information about the speaker’s identity and role within a certain communicative group. Van Dijk has argued that television discourse “is not simply an isolated textual or dialogic structure. Rather it is a complex communicative event that also embodies a social context, featuring participants[...] as well as a production and reception process’ (1988:2). Nowadays, a globalizing world produces globalized television products that are designed to appeal to viewers’ mindsets and reshape them according to various group interests. People adjust their behaviour according to their social status or the position of the people they are put into contact with and the cultural pattern promoted by the society and shared by everybody at a given moment. Society, in general, is a complex canvas of social roles and statuses against which interpersonal relations are developed and individual access to esteem and prestige is insured (Linton,1965:11). The social status may be symbolically professed through garments, titles or privileges, language and behaviour or goods or services the individual can afford. The interaction at the group level is achieved through language which becomes an element of identity relevant for the referential social group. The identity of the group enhances with a specific vocabulary, expressions or idioms that can make the difference and strengthens the in-group cohesion: “The creation of group identities involves both the categorization of one’s “in-group” with regard to an “out-group” and the tendency to view one’s own group with a positive bias vis-a-vis the out-group. The result is an identification with a collective, depersonalized identity based on group membership and imbued with positive aspects”(Islam, 2015:1781). In

fashion tv shows, for example, the exchange of cultural patterns are transferred from fashion designers or fashion consultants to fashion consumers. The psychological motivation for the acquisition and usage of undapted English loans in everyday language by the Romanian speakers within social groups has been looked into (Dabu, 2017) based on Maslow's hierarchy of needs presented in his work - A Theory of Human Motivation (1954). Going deeper into the matter, this article is intended to scrutinize various tv shows in point of the types of English loans (either necessary or luxury lexical items) that occur during the shows and whether they label their users as belonging to a certain social group. From a psychological point of view, the usage of unadapted English loans is associated with esteem needs although sometimes this usage is devoid of substance.

Keywords: television products, cultural pattern, group identity, hierarchy of needs, luxury English loans

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New trends and orientations in language teaching

Abstract:

Globalization, technological development, as well as international mobility and communication have enhanced work and research into multilingualism. Multilingualism has also spread in the field of education as well – numerous school curricula include the teaching of four-five languages, or even more. In the last 15 years more and more studies concerning education and/or language learning adopt a social approach, paying more attention to the linguistic need of students, their language behaviour and practices and the language environment in which the teaching/learning process is taking place. From such perspective language is considered as a resource, therefore the ultimate goal of language teaching is not the perfect acquirement of one or more languages, but the development of such a linguistic repertoire where each language has its own place and role. Researchers dealing with the so called holistic multilingual education are interested in new language teaching methodologies through which language boundaries become blurred and softened, such as „translanguaging” (Portolés and Martí 2017), the study of cognates and false friends in vocabulary teaching (Carlo et al. 2004, Cenoz and Gorter 2011) or the development of metalinguistic awareness (Cenoz and Gorter 2011, 2015). The present study aims to present briefly the above mentioned approaches to language teaching as well as the results of interviews carried out with high school English teachers concerning their classroom language use.

Keywords: multilingualism, language teaching, holistic approach, new trends

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The Beginnings of English Studies at the “Alexandru Ioan Cuza” University of Iași

Abstract:

“A Hundred Years of Romania” represents an opportunity to remember, among many other momentous events of a century ago, the establishment of English Studies at the “Alexandru Ioan Cuza” University of Iași, the oldest higher education institution in Romania, inaugurated in October of 1860, one year after the establishment of the Romanian state. Before the setting up of the first English chair in 1925 as an outcome of the unprecedented sociopolitical development of Romania following the First World War, however, the Romanian literary journals in Iași had already been publishing articles and reviews aiming to acquaint Romanian readers with the unfamiliar English culture. Research on the study of English in Romania is scarce so that there is controversy as to when and where English was first introduced in a Romanian university curriculum – some researchers suggest 1917 or 1918 at the University of Iași (Dorobăț 2010:12). The paper explores the historical context of the beginnings of institutionalized English studies at the University of Iași and the seminal contribution of Iancu Botez, one of the founders of the journal *Viața Românească*, who taught English at Liceul Național before he became the first tenured university professor. The ups and downs of English Studies in Moldavia and Romania in general are a relevant topic not only from the historical viewpoint but also from the present perspective where Romania has a bad public image ([/www.bbc.com/news/magazine-21550768](http://www.bbc.com/news/magazine-21550768)).

Keywords: English Studies in Romania; The Teaching of English; Cultural Studies; Comparative Studies

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On-Line Language Learning Advertising and Its Intercultural Dimension

Abstract:

It is commonly known that advertising is not only a type of communication that aims at conveying a given message to its receivers but also a means of language use and one of the most persuasive form of discourse. According to Angela Goddard, the main purpose of advertising is getting the customer to register the act of communication either for immediate action or for becoming disposed to the advertised product or service. This perspective facilitates the scientific approach to advertising from many different perspectives including the linguistic one. Having language as the most important element, advertising is meant to introduce and promote goods and services and sometimes people and/or events and its area is extending. Learning a foreign language may also be advertised in many different forms such as flyers, brochures, logos, slogans, commercials and so on. All these contain persuasive messages. Identifying and examining the linguistic features and rhetorical figures of the texts promoting on-line lessons and applications for learning a foreign language lead to establishing the most frequent linguistic devices employed in two of the most frequently used forms of on-line advertising: slogans and commercials. The study deals only with the verbal aspect of advertising on the following language levels: phonological, lexical, morphological, syntactical, semantic and rhetorical, highlighting the connection between the use of specific advertising language and the advertising objectives. At the same time, the study intends to shed light to the cultural dimension revealed by the whole aspect either of the slogans or of the commercials in order to influence the receivers' perception of a new language and implicitly of a new culture.

Keywords: advertising, linguistic features, rhetorical figures, verbal aspect, intercultural dimension

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Interpreting Poetry for Teaching about Style

Abstract:

This paper investigates a series of problems which may appear in the process of literary text interpretation, especially texts belonging to the lyric poetry genre, in view of teaching certain stylistic analysis techniques at university level. Teaching practice shows that one of the major difficulties undergraduates can face in their stylistic approach to such a text consists in the correct decoding of its theme and the message. The main objective of this paper is therefore that of presenting some examination / interpretation of the external form of the analysed text meant to lead to its internal form. While the investigation of a text's internal form favours the direction from the significant towards the signified (in Saussure's terminology), the investigation of its external form focuses on the opposite direction. Besides these main directions and the order in which they have to be approached, it is obvious that one can identify various textual and discursive framing techniques which can be applied at the stage of preliminary analysis of the text. The premise of this research, partially verified by personal teaching practice, resides in the idea that an adequate stylistic approach is one of a circular type: i) it starts from general observations on the external form of the text, ii) it identifies the essential coordinates of the text's internal form and the resulted significations are discussed and iii) it returns to the external form of the text by focusing the analysis on the identification and description of the mechanism of stylistic figures and procedures which supports the internal form. Of course, a discussion of the esthetic value of the analysed texts is not out of the question since this value also results from their stylistic force. The theoretical framework this paper relies on is comprehensive enough: it recovers strong elements of genetic stylistics, i. e. the so-called idealistic critique (Dámaso Alonso), or those of an integrative stylistics (Amado Alonso, Cesare Segre, Roman Ingarden and others). This theoretical framework also uses the methodology offered by stylistic trends with a strong linguistic slant, such as Jakobson's functional stylistics and by the stylistics of effect promoted by Michael Riffaterre. In the same line of thought, elements of the Jauss's esthetics of reception, according to which the process creation – reception – critical interpretation is an indissoluble unit. A configuration of the perimeter of this investigation

involves certain methodological aspects belonging to the field of linguistic stylistics and, partially, to the domains of pragmatics and general semiotics. Implicitly, the analytical instruments to be used will be selected from those specific to the aforementioned domains. The demonstrative analysis will be applied to two modern Romanian poems, mainly selected according to the following principle: the texts must contain enough aspects which can create difficulties in reception and which require various stylistic approach techniques.

Keywords: internal form, external form, stylistics of the effect, functional stylistics, esthetics of reception

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The semantic values of the English progressive

Abstract:

The research in this paper is focused on presenting the complexity of the English progressive verb form. The basic aim of the research has been to investigate the contextual conditions under which the progressive form, as context dependent and stylistically marked, may realise its various levels of meaning. We primarily rely on Leech's theory of the English progressive (Leech 2004), revisiting the author's arguments on the semantic layering of this form, such as duration, limited duration, completeness/incompleteness of verb situations. We will refer to these levels of meaning as aspectual and temporal, but will also try to shed light on some other implications of the progressive form in sentential context, such as future time reference, habituality, intention, subjectivity, emotinal colouring. We premise that the temporal meaning of the progressive verb form is derived with reference to what is seen as contextually independent, or simple verb form, which occurs in the lexical material surrounding the progressive form itself. We further on emphasise that the reference to the simple verb forms may contribute to comprehending the levels of aspectual and temporal meaning of the progressive, but that some other semantic values, such as the above-mentioned, may allow for certain pragmatic interpretations and stylistic implications, which is under the direct influence of particular sentential context. Consequently, this occurs along with the increased use of the progressive in contemporary English, even for the situations regularly expressed with simple verb form. Finally, we summarize various contextual factors influencing the proper interpretation and use of this very complex English grammatical item, and exemplify the situations where the progressive might be interchangeable with the simple verb form.

Keywords: progressive verb form, reference, meaning, semantic layering, context

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**The sociology of literary reception: a case study on
Romanian translations of Chinese literature**

Abstract:

Literary reception is the focal point of several areas of research, including communication, literary studies, but also psychology, sociology, ethnology, and cultural studies. Thus, the theory of reception is vivid and abundant, changing instinctively its influences and valences, being open to the construction of new ramifications in areas, often related but, more and more frequently, different, such as economy, politics and international relations. The overall objective of the present research is to closely analyse literary translations from Chinese into Romanian from the point of view of cultural reception and to reflect and investigate what this strategy involves before and after translation. This paper proposes, thus, an extended approach to cultural translations, an approach to the sociology of translations, to their cultural, linguistic, literary, political and economic reception. In achieving the proposed objectives, the research expands far beyond the literary text itself, to its macro context. This presentation will analyse a series of interviews with Romanian translators of Chinese literary works, investigating, through a qualitative exploratory research, the role of translators in the cultural exchange between China and Romania and their influence on cultural, political and economic relations between the two countries.

Keywords: Chinese literature, socio-cultural reception, translators, social agents, mediation

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Cultural identity through communication

Abstract:

The need for identity confirmation, aiming at the linguistic, national and cultural components has a role in the integration and balance of the human being in relation to the environment one is part of. Humans are social beings, who create a space in which they evolve as persons, through communication, the individual values contributing to the creation of general values, assigned to the group he/she is part of. During this process, the need for national identity takes shape, this need being identified as an awareness of the individual's existence as part of the collective existence. Thus, the mother tongue becomes a specific instrument of communication and acknowledgement of personal identity.

A special case is that of the Romanian language spoken by the well-defined communities from other countries, in this case, by the historical communities from outside the Romanian borders. Some historical elements intervened in this process, which made those groups remain separate from their mother country. In the context of this ascertainment, I will try to make some references to the reality of the cultural identity of Romanians from Vojvodina, Republic of Serbia, focusing on the reality of cohabitation in a place where the language of the majority is different from Romanian and where, over the years, the preservation of traditions, culture, language, briefly, the preservation of national identity is a very important postulate for the ethnic Romanians from here.

Therefore, in this work, the subject of analysis is focused on the imperative role of the teenagers' newspaper "Tinerețea" (periodical of the "Libertatea" publishing house from Panciova, Serbia) as a method of communication in the preserving of the cultural identity of Romanians from Vojvodina, Serbia. The imperative message of this periodical has affirmed itself over the years, since its creation in 1972 until the present moment – a newspaper by teenagers for teenagers.

Keywords: communication, cultural identity, "Tinerețea" magazine, Vojvodina.

Abstract in Romanian:

Nevoia de confirmare a identității, vizând componenta lingvistică, națională și culturală are un rol integrator și de echilibrare a ființei umane în raport cu mediul din care face parte. Omul este o ființă socială, care prin comunicarea își creează un spațiu în care evoluează ca persoană, valorile individuale contribuind la constituirea unor valori generale, atribuite colectivului din care face parte. În acest proces, se conturează nevoia de identitate națională, această necesitate fiind identificată ca o formă de conștientizare a existenței individuale, prin intermediul existenței colective, limba maternă devenind un instrumentul specific de comunicare și confirmare a identității naționale. Un caz special este acela al limbii române vorbite de comunitățile reprezentative din alte țări, în cazul de față, în comunitățile istorice din afara granițelor României, în această ecuație intervenind elemente de ordin istoric care au făcut ca aceștia să rămână detașați de țara mamă. În contextul acestei constatări, voi încerca, să fac câteva referiri la realitate identității culturale a comunității românilor din Voivodina, Republica Serbia, axându-mă pe realitatea conviețuirii într-un spațiu unde limba majoritară este alta decât limba română și unde, de-a lungul anilor, păstrarea tradițiilor, culturii, limbii, într-un cuvânt, a identității naționale este un postulat de o importanță majoră pentru etnicii români de aici. Astfel, în lucrarea de față, obiectul analizei este axat pe rolul imperativ ce revine revistei pentru tineret „Tinerețea” (publicație a Casei de Presă și Editură „Libertatea” din Panciova, Serbia) ca modalitate de comunicare în păstrare identității culturale a românilor din Voivodina, Serbia. Mesajul imperativ al acestei publicații s-a confirmat de-a lungul anilor, de la apariția ei în anul 1972 și până în prezent – o revistă a tinerilor pentru tineri.

Key words in Romanian: comunicare, identitate culturală, revista „Tinerețea”, Voivodina

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Conceptual metaphors in business English. A pedagogical approach

Abstract:

Abstract This article relies on an experiment conducted at 1 Decembrie 1918 University in Alba Iulia with students enrolled in Accountancy and Finances and Banking programmes. It aims to measure students' awareness of conceptual metaphors in business English contexts. To this end, students were assigned with the task of identifying and explaining business metaphors from business texts retrieved from an English corpus encompassing articles retrieved from business broadsheets. The experiment consisted of two stages: pre-experimental stage which mainly consisted in giving students input on conceptual metaphors and their role in business genre. The second stage consisted in identification and explanation of conceptual metaphors. The follow-up of these stages was the interpretation of students' results. In order to measure students' results in the experiment the teacher processed their findings and designed two scoring procedures. After processing students' findings possible solutions and explanations are provided. The experiment relies on previous work in the field, mainly on the experiments conducted by Jeannette Littlemore (2000, 2001, 2003, 2008, 2011).

Keywords: Conceptual metaphors; Business English; Business discourse; Teaching process.

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Self Evaluation: How to Ease Speaking Anxiety in Exams and Improve Performance

Abstract: The paper analyses the extent to which self evaluation as a metacognitive strategy can help students lower their anxiety in English speaking examinations. After giving some theoretical guidelines regarding metacognition and anxiety, the paper takes a more practical approach. The study involves testing B1 and B2 level students so as to establish whether self evaluation has an impact on speaking exam performance. All students are given a questionnaire to establish whether they feel anxious before exams and only those who have a tendency towards examination anxiety are included in the study. The experimental group has been consistently taught how to use self evaluation after speaking tasks throughout one semester, while the control group has not. The results reveal that anxious students who use self evaluation get better results than those who do not.

Key words: self evaluation, metacognition, anxiety, speaking examination.

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The metaphor of teaching and teachers

Abstract:

The aim of this paper is to explore the metaphors associated with teaching and teachers, as viewed by Romanian students, preparing to become teachers themselves. The research involved 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. References: Beijaard, D. (1995). Teachers’ prior experiences and actual perceptions of professional identity. *Teachers and Teaching: Theory and Practice*, 1(2), 281-294. Korthagen, F.A. J. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20, 77-97. Leonard, T. (2008). *Pedagogies of the Imagination: Mythopoetic Curriculum in Educational Practice*. Springer. Popescu, T. (2012). English Language Teacher Trainees’ Perceptions of “Good” English Language Teachers’ Characteristics.

Keywords: teaching metaphors, conceptualisation of the teacher, humanistic education

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**Cumulation of Semantically Related Verbs in Literary and
Artistic Texts**

Abstract:

Cumulation with verbal near-synonymous lexemes is a very significant figure in literary and artistic texts. This is primarily due to the fact that verbal lexemes, as well as adjectival, are kind of linguistic units of attributive characteristics, which offer different choices. Cumulation with reduplication of semantically related verbs is realised within the framework of sentence constructions, i.e. compound conjunctive and non-conjunctive sentences. As a dominant of cumulative series, there are verbs of different semantic types, such as the verbs of speaking, verbs of displacement or moving within the space, evaluative verbs, and so on. The aim of the analysis is to describe syntactical and stylistical specificities of this type of figurative accumulation and to single out their distinctive models represented in literary artistic texts.

Keywords: Semantically Related Verbs, Cumulation, reduplication, figurative accumulation

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On a shaky ground: Exploring the limits of shared knowledge in the English requests of Omani EFL learners

Abstract:

In this presentation, we report on a study carried out at a university in Oman. The study investigates how English as Foreign Language (EFL) learners acquire requests in English. The research was initially initiated by (1) a number of pragmalinguistic and sociopragmatic errors noticed in the EFL learners' requests to faculty members; (2) by the importance of pragmatic awareness for successful cross-cultural communication in diverse communities, such as Oman. The study investigates how requests are realized by EFL learners and interprets the differences, if any, found in the realization patterns of those requests. Requests are discussed in Brown and Levinson's (B & L) politeness theory (1987). Central to this theory is the concept of face, that is a public self-image. In order to maintain face, Speaker (S) and Hearer (H) cooperate by using a number of strategies. For example, by using indirect requests (i.e. directives in the form of questions that might start with can/ could/ would), S mitigates the threat to the H's negative face. B & L's politeness theory and the universality of face, cooperation in interaction, and indirectness have been questioned and criticized (Wierzbicka, 2003). We do not question the concepts proposed by B & L's politeness theory. However, we believe following Wierzbicka (2003) that depending on the values emphasized in a certain culture (e.g., freedom from imposition, individualism, self-reliance vs. dependence on a family, tribe, community), the speakers realize different interaction strategies to achieve their communicative goals. 26 undergraduate university students and a control group of 10 participated in the study. Each participant completed 5 Discourse Completion Tasks that elicited 77 tokens of requests for (i) learning materials, (ii) an extension on the course assignment, (iii) changing the date of the test; (iv) extra help from the course instructor. The elicited data were analyzed for (i) the request strategy (direct vs. indirect), and (ii) the grounding (i.e. a reason for requests). The results show that of 77 requests, the participants supplied indirect requests at the rate of 72%. The difference is found in

the way how the request is structured. Only 25% out of the 77 requests include a grounding. When the grounding is supplied, as in Can you change the test date because my friends want to travel, it was different from that supplied by the control group. This divergence is explained through the speakers' use of different cultural scripts which are shaped by certain cultural values (e.g., freedom from imposition and independence vs. collectivism and dependence). The results suggest that EFL students who live in diverse speech communities, such as Oman, should be made aware of these differences and the reasons behind them. As noted by Blommaert & Rampton (2011, p. 6), diversity in itself presents a challenge to the presumption of shared knowledge and mutual understanding, as this study demonstrates. In teaching interlanguage pragmatics, the focus should be on developing awareness of and sensitivity towards differences in cross-cultural communication styles.

Keywords: Oman, indirectness, cross-cultural pragmatics, requests, cultural scripts

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Nationalism in Mihai Eminescu's works- between political discourse and poetic expression

Abstract:

The cultural-political paradigm of the 19th century European context is founded on nationalism and is supported, at a discursive level, by the identitarian rhetoric. In this context, the emergence of small nations in the geopolitical arena presupposes an appropriation of the Herderian paradigm and determines axiologically the emergence of legitimizing epistemes. These political, cultural and linguistic claims of nation-states crystallize in the attempt at self-definition through ethnoculture. The legitimizing discourse relies, in this respect, on the indissoluble link between language, culture (seen both at the level of its manifestations in the artistic field and as an incontestable exponent of the folk tradition) and territory (perceived not only as a geopolitical delimitation but as an identity mark).

Starting from this theoretical framework, our work will analyse the way in which the concepts of *nation*, *lineage* and *people* are crystallized both in Eminescu's journalism and in the author's poetic work. In the first part of the paper, we intend to follow the ways in which the Romanian cultural and political identity is configured during the 19th century, taking into account some key-moments such as the Revolution of 1848, the Union of the Romanian Principalities, the reign of Carol I and the War of Independence. At this stage we will also analyse the principles on which the Romanian community consciousness is based and the value framework that configures both the identitarian discourse as well as the ways of reporting to otherness.

In the second part of the paper we will analyse the position of Mihai Eminescu in the historical-political context of his country, referring, firstly, to the expression of political thinking in the journalism signed by the author. Thus, we will pursue the ways of crystallization of the idea of *nation*, as it is perceived by the author, in the social-cultural-political plans, while also trying to mark the rhetorical nuances accompanying the concepts of *nation*, *lineage* and *people*. We will also try to highlight the relationship between the political program of Mihai Eminescu and the human ideal that derives from his journalistic discourse.

The last part of our analysis will follow the way in which the

aforementioned concepts are outlined in the author's political work as well as in his poetic work. Through this, we will not only try to discern the ties that are established between the two types of discourse (political and poetic) but also to reveal the specifics of ideation and expression that mark the poet's view on the idea of nation.

Keywords: Mihai Eminescu, nation, lineage, people.

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Abstract in Romanian:

Eșafodajul cultural-politic al spațiului european de secol XIX se fundamentează sub semnul naționalismului și este susținut, la nivel discursiv, de retorica identitară. În acest context, emergența națiunilor mici în arena geopolitică presupune o însușire a paradigmei herderiene și determină, în plan axiologic, apariția unor episteme cu rol legitimator. Aceste revendicări pe plan politic, cultural și lingvistic ale statelor-națiune se cristalizează în încercarea de autodefinire prin etnocultură. Discursul legitimator mizează, în acest sens, pe legătura indisolubilă dintre limbă, cultură (văzută atât la nivelul manifestărilor sale în plan artistic cât și ca exponent incontestabil al tradiției populare) și teritoriu (perceput nu doar ca o delimitare geopolitică ci ca matcă identitară). Pornind de la acest cadru teoretic, lucrarea noastră va analiza modul în care se cristalizează conceptele de națiune, neam și popor atât în publicistica eminesciană cât și în opera poetică a autorului. În prima

parte a lucrării, ne propunem să urmărim modurile de configurare a identității cultural-politice românești pe parcursul secolului 19, având în vedere câteva momente-cheie precum revoluția pașoptistă, Unirea Principatelor Române, domnia lui Carol I și Războiul de Independență. Tot în această etapă vom analiza principiile pe care se fundamentează conștiința comunitară românească și cadrul valoric prin care se configurează atât discursul identitar cât și modurile de raportare la alteritate. În a doua parte a lucrării vom analiza poziția lui Mihai Eminescu în contextul istorico-politic al țării sale, raportându-ne, în primă instanță, la expresia gândirii politice în publicistica semnată de autor. Astfel, vom urmări modurile de cristalizare a ideii de națiune, așa cum este ea întrevăzută, de către autor, în planurile social-cultural-politic, încercând, totodată, o (de)marcare a nuanțelor retorice care însoțesc conceptele de națiune, neam, popor. Vom încerca, de asemenea, să relevăm raportul care se formează între programul politic eminescian și idealul uman care derivă din discursul publicistic. În ultima parte a analizei noastre vom urmări raportul dintre modul în care se cristalizează sus-numitele concepte în opera politică a autorului și modul în care le regăsim proiectate în opera sa poetică. Prin aceasta, vom încerca nu doar să discernem legăturile care se stabilesc între cele două tipuri de discurs (politic și poetic) ci și să relevăm specificitățile de idee și de expresie care marchează raportarea poetului la ideea de națiune.

Keywords in Romanian: Mihai Eminescu, națiune, neam, popor

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Collaboration of the Preschool Teacher Training College in Vrsac with partner institutions from Romania

Abstract:

The Preschool Teacher Training College “Mihailo Palov” from Varset, Republic of Serbia, is an institution with long-standing traditions considering its location in a city which had been a very important centre of education and culture of the Serbian Banat. Varset is recognized by the grammar and the normal schools in which a great number of future teachers were trained, and over the last decades these traditions have been continued by the Preschool Teacher Training College “Mihailo Palov”, in which future teachers are trained for preschool institutions (teachers for preschool students). At this moment, the courses of this institution are provided in three languages: Serbian, Romanian and recently, Romani. The traditional collaboration of the schools with the educational institutions of Romania has had very good results until now, and in this direction the Preschool Teacher Training College “Mihailo Palov” has got one step ahead, through establishing a large number of collaborators through the Erasmus+ programme. Teaching and learning in Romanian in this institution represents a good reason to establish new partnerships with tertiary institutions from Romania, but also from other educational, scientific and cultural fields. The most fruitful collaboration is with partners from Timisoara, Arad and Resita considering the geographical nearness, but recently, especially through the Erasmus+ program it has extended with universities from other places of Romania such as Alba-Iulia, Iasi, Sibiu, etc. Collaboration takes place through exchange of students and teachers but also through common projects, by attending scientific conferences, publishing of scientific papers in journals edited by the partners, organization of camps for students, cultural events, etc. The positive results in the collaboration field with the mentioned institutions open new perspectives and possibilities, which are beneficial not only for the institutions involved in this collaboration but also for the society as a whole.

Keywords: partnership, collaboration, Serbian-Romanian relations, students, teachers

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Образовање учитеља и васпитача у Вршцу, Vârșeț, 1996;

Abstract in Romanian:

Școala de Studii Înalte pentru Educatori „Mihailo Palov” din Vârșeț, Republica Serbia, este o instituție de învățământ cu tradiții bogate, având în vedere că se găsește într-un oraș care secole în șir a reprezentat un important centru școlar și cultural al Banatului. Vârșețul este cunoscut prin preparandiile și școlile normale în care s-a instruit un număr însemnat de viitoare cadre didactice, iar în ultimele decenii aceste bogate tradiții le-a continuat Școala de Studii Înalte pentru Educatori, în care se instruiesc cadre necesare pentru munca educativ-instructivă în instituțiile preșcolare (educatori pentru preșcolari). În momentul de față, cursurile în această instituție se desfășoară în trei limbi: sârbă, română, iar de câțva timp și în limba romă. Colaborarea tradițională a școlilor vârșețene cu instituții de învățământ din România a dat până în prezent rezultate deosebite, iar în această privință Școala pentru Educatori a mers un pas înainte, prin stabilirea unui număr mare de colaboratori prin intermediul programelor Erasmus +. Desfășurarea procesului de învățământ în limba română în această instituție reprezintă un motiv în plus pentru angajarea școlii în stabilirea de noi parteneriate cu instituții universitare din România, dar și din alte domenii ale activității educative, științifice și culturale. Cea mai bogată colaborare se desfășoară cu partenerii din Timișoara, Arad și Reșița, având în vedere în primul rând apropierea geografică, dar în ultimul timp, în special prin intermediul programelor Erasmus +, și cu universități din alte părți ale României, cum ar fi cele din Alba Iulia, Iași, Sibiu etc. Colaborarea se desfășoară prin schimbul de studenți și profesori, dar și prin alte proiecte comune, prin participarea la conferințe științifice, publicarea de studii științifice în revistele de specialitate editate de instituția-partener, prin organizarea de tabere pentru studenți, manifestări culturale etc. Rezultatele pozitive obținute în domeniul colaborării cu instituțiile amintite deschid noi perspective și posibilități, ale căror consecințe sunt benefice nu numai pentru instituțiile implicate în această colaborare, ci și pentru societatea ca întreg.

Keywords in Romanian: parteneriat, colaborare, relații sârbo-române, studenți, profesori

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Prepositions a, in, per, tra. Different models of Ground in Italian and Polish

Abstract:

This presentation deals with the learning of some spatial prepositions in Italian L2 by Polish learners. Cognitive linguistics and “(re-)thinking for speaking” are adopted as theoretical frames for the language learning process. According to some researches, typological distance between L1 and L2 affects such a process at the grammatical and cognitive levels, as it implies the mapping from a conceptual system to another. This gives rise to linguistic interference between the source and target language. Italian and Polish differ in at least two ways, as Polish expresses syntactic relations by a full case system, while Italian relies only on prepositions. More importantly, according to Talmy’s classification Polish is a satellite-framed language while Italian is verb-framed, but following studies have shown that these categories are not mutually exclusive but have fuzzy boundaries.

In the learning of prepositions three elements are at play, a natural progression from simpler to more complex ones, the conceptualization of the event into which the propositions are used to express spatial relations, and the semantic categorization of the participants into the event, in particular the basic one, Ground.

By means of different elicitation techniques (questionnaires, frog story, and written task), many oral and written texts have been collected from Polish learners of Italian of different level of competence. It turns out that the use of (some) spatial prepositions by these learners is affected more by a different semantic categorization of the Ground between the two languages than by the typology of the motion event.

Keywords: second language acquisition (SLA), Italian L2, thinking for speaking, Italian and Polish prepositions, semantic modelling

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**Aspects of the secular and the religious from Old English to
Renaissance Literature – in symbols, metaphors, imagery
and thematic range**

Abstract:

The present study aims to look at a few key aspects which any attempt at the study of literature considers very relevant and indeed universal, the interconnection of the secular and the religious within the fabric of literature, be it poetry or prose. We are of the opinion that throughout the history of literature and literary creation religion has been a keystone of writers whether they openly and knowingly embraced its relevance and fruition or they chose to tear themselves from it in a critical attitude (radical or moderated) motivated by historical, political or even spiritual reasons. Somehow, the spiritual-religious vein can lay claim as much to devotional works as to the revolutionary works of revolt against its ostensive constraints on the free expression of creativity. The present study is mainly a didactic one, and it aims to uncover the fruitful and meaningful interplay between the two aspects of cultural-philosophical-literary approaches, the secular and the religious, trying to trace their evolution in the history of English literature from the Anglo-Saxon literature to late-Renaissance. The approach of the present study is meant to start with a succinct survey of religious symbols and themes identified in the works of the anonymous writers of the Old English literature from Caedmon's Hymn and The Dream of the Rood to the devotional works of medieval literature such as Ancrene Wisse, Julian of Norwich and the morality plays. We will continue by pursuing the radical switch of the writers' attention that happened with the discovery and the creative exploitation of the Celtic legends during the medieval times by Marie de France and by other Anglo-Norman writers who steered the attention away from previous literary preoccupations and towards courtly romance, the Arthurian legends and the mythical literary histories found in the work of writers such as Geoffrey of Monmouth, Wace and Layamon, a body of literature which greatly informed the thematic range, imagery and symbolism of the Renaissance (e.g. Edmund Spenser and Shakespeare). The last part of the research will focus on the analysis of the exploitation of religious symbolism and some relevant metaphors, symbols and

imagery which can reveal the individual attitude to religion found in the works of Shakespeare and John Donne.

Keywords: religious symbolism, secularism, elegy, romance, lays, symbolic imagery

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Verb assimilation patterns: regional variations across Romania

Abstract:

The influence of English on other languages has triggered a variety of contact-induced language change phenomena in present-day Romanian. This presentation, part of a larger research project, will discuss the case of verb Anglicisms. There are numerous English verbal borrowings currently entering the Romanian vocabulary, lacking complete morpho-syntactic assimilation, thus still oscillating between conjugation patterns.

The analysis is twofold: on the one hand, it examines the way in which such verb Anglicisms are morphologically assimilated, trying to establish whether there is a well-defined pattern that follows the main linguistic trends (i.e. most linguists expect new verbs to be assimilate to the 1st conjugation, see for example Băncilă, & Chițoran 1976; Bota 1978, Stoichițoiu Ichim 2001/2005) or whether change is also happening at this level; on the other hand, it tries to establish whether there is any regional variation when it comes to the assimilation of verbal Anglicisms.

The first objective is more of a theoretical endeavour, which also relies on real-life data analysis. The second one calls for a more experimental approach: by administering a verb-based questionnaire we have tried to see how English-based verbs are assimilated to present-day Romanian and whether there are any regional differences.

Key words: verb Anglicisms; morpho-syntactic assimilation; questionnaires; regional variation

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**Towards shaping the intercultural communicative profile of
basic language users: the case of persuasive strategies
employed in written discourse**

Abstract:

Intercultural communication competence has been recently placed into the research and teaching attention mainly as a key-priority within the second/foreign language teaching classrooms. More specifically, developing intercultural speakers entails to fostering students' intercultural competence as well as linguistic competence in a way that prepares them to be able to interact with speakers of other languages and cultures. A very important component of the effective communication is the persuasiveness of the message that is conveyed with a particular aim. In the speakers' attempt to achieve persuasiveness, they make use of several means which are used to change the beliefs, attitudes, values, feelings and intentions, of a person by communicative means, in other words, speakers employ several persuasive strategies. This study aimed at recording the persuasive strategies that are employed by 200 language students (11 years of age) of A1 language level according to CEFR when using English to communicate with speakers of other languages than Greek. As for the implementation of this study, it was carried out through the 5R approach which consists of five stages called "Investigatory Readings", (1st Investigatory Reading – Identifying students' understanding, 2nd Investigatory Reading – Recording the persuasive strategies, 3rd Investigatory Reading– Recording the speech acts, 4th Investigatory Reading – Recording the students' evaluation elements & 5th Investigatory Reading – Finishing Review) in which the researcher had to stress his focus on certain elements as regards to the research hypothesis and goals set a priori. This particular approach of persuasive discourse examination was also used in several researches at national level, which aimed at recording communication strategies employed by language students when producing written discourse. The processing and analysis of the results indicated that the A1 language level students made use of more rational persuasive strategies such as Authority, Model and Information in their attempt to persuade and influence the other. Towards this goal, they appeared to activate this mode of persuasive through performing assertive speech acts of claim and

assure as there is high relevance as regards to the context of rational persuasive activation and assertive speech acts performing in terms of their goal and the settings of the context. Last, A1 language students seemed to use mainly adjectives, dots and exclamation mark as evaluation elements in their written discourse aiming to express directly and indirectly their judgement towards their proposals.

Keywords: intercultural communication, persuasive strategies, young learners, foreign language

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The Conceptual Metaphors of Joy

Abstract:

The purpose of this paper is to study how “joy”, an emotional concept, is metaphorized in English from a cognitive perspective.

We are going to briefly touch what a metaphor is, we will go over different types of conceptual metaphors and finally we are going to talk about the conceptual metaphors of “joy”.

We think in terms of metaphors, we learn them very early and we don't know that.

Our ordinary conceptual system, in terms of what we think and act, is fundamentally metaphorical in nature.

First, we are going to define what a metaphor is. For over 2,000 years, metaphor was studied within the rhetoric and was focused on how to persuade others of a particular point of view by the use of rhetorical devices. As a consequence, metaphor has been identified since the time of Aristotle with implicit comparison: Achilles is a lion. Grady (1999) uses the term of resemblance metaphors. The resemblance is not physical: Achilles does not actually look like a lion but our cultural knowledge which holds that lions are courageous, helps us associate Achilles with the lion's qualities of courage and ferocity. Lakoff and Turner (1989) call resemblance metaphors based on physical resemblance image metaphors. Resemblance metaphors have received considerable attention within conceptual metaphor theory, particularly within the approach now known as cognitive poetics.

Lakoff and Johnson's 1980 book *Metaphors We Live By* changed the way linguists thought about metaphor. Conceptual Metaphor Theory was one of the earliest theoretical frameworks identified as part of the cognitive semantics enterprise and provided much of the early theoretical impetus for the cognitive approach. The basic premise of Conceptual Metaphor Theory is that metaphor is not simply a stylistic feature of language, but that thought itself is fundamentally metaphorical in nature.

Secondly, we will describe the types of conceptual metaphors. Lakoff and Johnson (1980, pp. 26-79) identified three types of conceptual metaphors:

Structural metaphor – one concept is structured on the basis of other concept that is highly structured and clearly defined (e.g. LOVE is a JOURNEY).

Orientation metaphor – organizes whole system of concepts (HAPPY is UP). Most of our basic concepts are organized in conceptual frame of one or more spatially oriented metaphors that are grounded in the physical and cultural experience.

Ontological metaphors – serve various purposes such as reference, quantification etc. They treat abstract (non-physical) things as entities. We barely notice them as metaphors because they are so naturally imprinted in our conceptual system that we take them to be the direct descriptions of mental phenomena. We use them to understand the events, actions and states. Events are metaphorically conceptualized as objects, actions as substances and states as containers (Lakoff, et al., 1980 pp. 40-45).

Finally, we are trying to make the cognitive model of joy taking the example of Lakoff for anger. Joy is a fluid in a container: She was bursting with joy; joy is heat/fire: Fires of joy were kindled by the birth of her son; joy is a natural force: I was overwhelmed by joy; joy is a social superior: If I ruled the world by joy; joy is an opponent: She was seized by joy; joy is a captive animal: All joy broke loose as the kids opened their presents; joy is insanity: The crowd went crazy with joy; joy is a force dislocating the self: He was beside himself with joy.

Keywords: cognition, joy, conceptual metaphor, emotions, cognitive linguistics

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Toward a theory of "the rhetorical moment"

Abstract:

Exploring the lost rhetorical moments from the history of 19th-century Romanian political eloquence should start from a central feeling of loss and from the assumption that, to a greater degree than memory, collective forgetfulness - constitutive of a new type of identity such as the one developed in 19-th century Romania - is the concept that describes the rapid process of modernization occurring in this period. Hence, I endeavor to define the rhetorical "moment" as both space and time, as enclosed Reality, as "isle". Accordingly, this concept of Real includes positive fullness and absences (textual remnants, absent audiences), wherefrom its inherent "sublimity". In the frame of a rhetorical theory of situatedness, rhetoric and situation (context) should not be ontologically demarcated as distinct entities. They should be integrated, as Michel Meyer pleads, in a problematological model that assumes the functioning of literature and political eloquence within a complex cultural ecology that implies: 1. a common frame of reference (political memory); 2. a vector of change (historical consciousness, social learning); 3. a political idiolect (lexis and rhetorical clichés); 4. specialized rhetorical styles (moods) and specialized audiences. Such problematological perspective enables us to take into consideration both the rhetorical moment and its after-life medializations. While the level of problematocity influences the intellectual distance between speaker and audience(s), historicized rhetorical moments (such as those chosen as case studies in this paper) show the highest level of problematocity. Apart from incompleteness, the unreliability of contextual information, scarcity of sources and fragmentary editing, problematocity also refers to the mixed nature of these "afterlife" texts: irrespective of their conditions of production, they get through to us as hybrids, as both oral and written works. Hence, their double "writing" should refer to traces left on paper (speech transcripts) as well as to fragile traces impressed on the sensible surface of collective memory (loss vs. remembering the greatness of such rhetorical moments).

Keywords: moment, loss, forgetfulness, present audiences, absent audiences,

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Changing the Perspective on the Position of Women in Society

Abstract:

The present paper focuses on the developments in approaching the status of women in different human communities, starting from the ancient world to modern times . Why such a topic? Because the questions regarding women's subordination and the need for justice and equality between sexes have been at the core of long intellectual debates. The topic should be seen as a call for a recognized feminine identity, her status in society and her need for self-esteem and respect. In other words, a claim to be defined in terms of her own self and not in her relation to men, since as human beings women are entitled to the same opportunities for self-expression as men. In fact, this topic is not at all new; it used to concern people in former times and, no doubt, will keep doing so in future, as long as the matter under discussion has not been completely solved and men and women are “condemned” to live together and share the benefits and ills of human existence, in a world ruled by men. It is more than obvious nowadays that the feminist issue—including woman's identity, her position in society, her feeling of discrimination, of being undervalued in certain cultures, her bad treating and subordination in most societies—continues to draw the attention of lots of scholars, writers and analysts throughout the world. According to certain cultural stereotypes women have been considered the weak sex, unable to shape and conduct their own lives, completely depending on man's help, the only accepted bread-winner in a traditional family. Moreover, they have either been regarded as oppressed nature or as universal victims and their access to public life has been largely denied. Such perceptions and mentalities are difficult to change and need lots of time to do it. Yet, significant progress has been made in the status and position of women in society so that the modern contemporary woman can no longer pretend she keeps being discriminated and considered inferior from an intellectual, cultural or economic point of view. No doubt, the feminine half of human society cannot be ignored because her contribution to the development of human civilization and the progress of humanity at large, must be taken for granted.

Keywords: women's subordination, masculine authority, feminist movement in America, change of social paradigm, cultural stereotypes.

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**La formation continue – desideratum et nécessité
professionnels dans l'enseignement des langues en
Roumanie**

Abstract:

L'apprentissage des langues étrangères – notamment du français qui en a ouvert la voie – est une tradition qui compte deux bons siècles dans l'espace roumain. Enseignées et pratiquées à l'origine dans le cadre privé des familles nobles ou aisées, elles se sont imposées comme disciplines obligatoires dans les programmes scolaires, une fois l'enseignement institutionnalisé. Marque de distinction sociale à l'origine, apprendre une langue étrangère relève, par l'évolution du système roumain d'enseignement, de la démocratisation. En effet, deux langues sont prévues dans le parcours scolaire précédant le baccalauréat : la première, à partir du collège (et depuis les classes primaires depuis 1990), la seconde à partir du lycée (dès le collège depuis 1990). La formation initiale des professeurs est assurée dans les universités d'Etat ou privées, dans le cadre des cours de psychopédagogie et didactique des langues dispensés par des professionnels de ces disciplines. Un département spécialisé assure le relais entre les didacticiens des universités et les enseignants des établissements scolaires, relation matérialisée lors des examens validant leurs compétences et aptitudes professionnelles. Conformément au Programme élaboré par le Ministère de ressort, trois seuils, dont le premier obligatoire, marquent la progression dans la carrière didactique, la continuité dans la formation d'enseignant. L'accès au palier supérieur suppose, étape par étape, un volet docimologique, des exigences de langue, de didactique et de connaissances psychopédagogiques, selon une législation et une méthodologie spécifiques. Deux ans après le début professionnel la certification (« définitivat ») des trois composantes énumérées (en raison de 7/10 points) permet aux candidats d'exercer l'activité enseignante dans le secondaire. A quatre ans d'intervalle, l'échelon appelé « deuxième grade » constitue une option personnelle et une étape intermédiaire. En effet, les 8 points/10 propulsent le candidat vers le grade supérieur, épreuve majeure de la maestria professionnelle et professorale, d'innovation dans l'enseignement de la langue en question. C'est en cela que réside le desideratum – souhait, aspiration,

appétence – une forte motivation d'ordre personnel. Véritable challenge, l'élaboration d'un mémoire reflète la personnalité de l'enseignant dans toute sa complexité, car l'ouvrage doit répondre à deux exigences : méthodiques (deux tiers de l'ensemble) et scientifiques (le tiers restant). En durée comptable, en conditions normales, le parcours d'un professeur de langue depuis son début jusqu'à cet accomplissement s'étale sur dix ans, summum de maturité, d'expériences accumulées, consolidées et restituées à ses partenaires de route, apprenants et collègues. Une fois lancé et ayant atteint ce sommet, reste à atteindre l'apogée, l'obtention de la distinction de « professeur émérite », couronnement de la carrière, mais non sans l'effort d'un concours. Ainsi donc, la formation continue se présente comme un paradigme pluridimensionnel : institutionnel, professionnel et personnel, reliant les deux actants de l'enseignement / apprentissage, l'enseignant et l'apprenant, pour leur bénéfice réciproque.

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Mots-clés: CECRL, formation continue, formation des enseignants, stratégies pédagogiques

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Training Teachers of French As a Foreign Language: Past, Present and Perspectives

Abstract:

Our paper sets itself to present the training of future teachers of French as a Foreign Language in Romania, at the West University of Timisoara. In this respect, we consider two main stages: before and after the Bologna process. As a consequence of the Bologna process, the university teaching system, hence the future teacher training system has suffered major changes. Equally, the three - level system (Bachelor, Masters', PhD), has influenced both the curricular areas and the quality of the learning process. As far as teacher training is concerned, we emphasize on the transfer between Letters and the specialised teacher training departments- in our University's case, the Teacher Training Department, functioning simultaneously and in parallel with the major qualification of students, provided by the (French) Language and Literature Desk. For the students in Philology, the teaching qualification is optional, but mandatory in acquiring the right to teach the language. If, in the past, this training was included in the core university syllabus, granting the students the right to teach at any teaching level, upon successful completion, nowadays pattern has two modules, with different accent and implication on teaching levels. We aim at presenting the structure of this teaching programme, the curriculum and general competences as well as the specific ones, which the future teachers are supposed to acquire, both from a theoretical perspective, and from the practical teaching perspective. Apart from this teaching training provided by the Teacher Training Department, the West University of Timisoara also provides optional courses to those in need to complete their teaching training. Those are courses about using modern, multimedia techniques in teaching: multimedia drills, smart board, interactive textbooks, so on and so forward. We shall refer, also, to the life-long-training of teachers, mainly to the didactic degrees and the criteria of being granted such degrees.

Key words: teacher training, professional competences, life-long learning, pedagogical strategies

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Résumé:

Notre communication vise une présentation de la formation des enseignants FLE en Roumanie, plus précisément dans l'Université de l'Ouest de Timișoara, ayant comme points de repère les deux grandes périodes – avant et après le processus de Bologne. Suite au processus de Bologne, l'enseignement universitaire et, avec lui, la formation des futurs enseignants, a subi des transformations majeures. Le système de trois cycles (licence, master, doctorat) a eu des conséquences aussi sur le curricula que sur la qualité du processus d'enseignement. En ce qui concerne la formation des futurs enseignants, il est à souligner, en premier lieu, le transfert de la formation au départements spécialisés, dans notre cas le Département de Formation des Enseignants, qui fonctionne en parallèle avec la formation en langue et littérature des étudiants. C'est une formation optionnelle pour les étudiants en Lettre, mais obligatoire pour avoir le droit d'enseigner. Si autrefois cette formation était incluse dans le curricula universitaire pour les étudiants en Lettres et leur donnait le droit d'enseigner à tous les niveaux préuniversitaires, aujourd'hui la formation actuelle offre le choix de modules avec des accès différents au niveau d'enseignement. Nous nous

proposons de présenter la structure de ce programme de formation, son offre.

Mots-clés: formation des enseignants, compétences professionnelles, formation continue, stratégies pédagogiques

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Free Indirect Discourse and the Worlds of Possibility in Ian McEwan's Novel *The Child in Time*

Abstract:

The paper aims at discussing the nature of the free indirect discourse and the manner in which it appears within postmodern fiction, more precisely Ian McEwan's novel *The Child in Time*, through the modality of possible world semantics. First it explains how the free indirect discourse needs to be understood in this context, by resorting to a theoretical introduction and justification of this particular approach. This area focuses mainly on what can be referred to as the fictions of language, meaning the creation of those worlds of fiction which tend to replicate a system of reality evoked by way of discourse. Then, it showcases how the free indirect discourse works for the fictional piece under discussion. Ian McEwan's *The Child in Time* offers a great territory for this type of analysis, given the fact that the novel is a third person narrative, an indirect account of events, a reported story and thus a perfect sample of free indirect discourse in fiction. Finally, by blending in these perspectives within the narrative universe and observing how they render a structural matrix of fiction upon which worlds of possibility can be modally distinguished, the paper will prove that the analysis of the free indirect discourse completes the entire picture of a syntax of the narrative within the possible world determinism.

Keywords: free indirect discourse, possible worlds, postmodern fiction, possible world semantics, fictional discourse

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Developing secondary school students' communicative skills and vocabulary through extensive reading

Abstract:

Reading is one of the skills that a learner of foreign language should acquire. During the foreign language class it is most often taught by careful reading (or translation) of shorter, simple or more difficult foreign language texts. The goal of reading is usually complete and detailed understanding. But reading is also considered by many people as a very pleasurable free time activity that broadens one's knowledge and vocabulary.

The aim of this thesis is to present an alternative approach to intensive reading, an approach that will not focus on exact translation of the text but that stresses the pleasure of reading - Extensive reading. Extensive reading involves students in reading large quantities of books at the level appropriate for them. The primary goal of Extensive reading is reading in order to gain information and to enjoy texts. A variety of books that cover various topics are provided and students choose titles according to their interests. Their reading is based on choice and purpose that are the basic elements of real-life reading.

Key words: reading, students' progress, purpose, teaching methods, books

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**“HOW COME, CHIEF WILLOUGHBY?” - or the power of
metaphorical utterances**

Abstract:

The aim of this presentation is to analyse the metaphorical utterances used in the advertising messages in *Three Billboards outside Ebbing, Missouri*, 2017. The framework of analysis is provided by Forceville (1996), who applied the relevance theory to metaphors used in advertising. According to Forceville, following Sperber and Wilson's (1986) model, the addressee “trusts the communicator to have aimed at optimal relevance. The utterance in question being no more than a stimulus that gives the addressee some degree of access to the thoughts of the communicator, the addressee's search for the first interpretation consistent with the principle of relevance involves, we must assume, an assessment that there is a considerable ‘gap’ between thought and utterance on the part of the communicator, and hence that the utterance is not a literal, but, in this case, a metaphorical one” (Forceville 1996: 96). The three billboards feature simple messages in black capital letters against a crimson red background, without any pictures, which however trigger thoughts and events not necessarily anticipated or expected by the sender. The journey of the intended message to the desired action meant by the communicator is long and twisted, and makes the tragi-comedy enthralling, despite its lack of verisimilitude. The POLICE ARE GUARDIANS metaphor is challenged (hence the question mark) throughout the movie and the fantasy-like ending offers no redemption at all (ex-officer Dixon is no longer lawfully entitled to pursue the alleged culprit). The first impact of the three billboards is presented in a comic-dramatic vein: DIXON: “How come Chief Willoughby?” what? LATINO: What? DIXON: Yeah! LATINO: Huh? DIXON: How come what? LATINO: What?! (with reference to the third billboard) DIXON (to himself): What the Hell is this? (to JEROME): Hey you? What the fuck is this? JEROME: What the fuck is what? DIXON: This! This! JEROME turns around and reads, as if for the first time. JEROME: Advertising, I guess. DIXON: Advertising what? JEROME reads it again. JEROME: Something obscure? DIXON: I'll say! (second billboard - “AND STILL NO ARRESTS?”) The first billboard (“RAPED WHILE DYING”) is silenced, only shown by the camera, probably given the gravity. The lead character, Mildred Hayes, the

communicator of the advertising messages states her intentions: to shame the local police into action. MILDRED: Well, my daughter, Angela, she got abducted, and she got raped and murdered seven months ago, on this self-same stretch o' road here, unfortunately, and, to me... I mean, to me, it seems like the local police department is too busy goin' round torturing black folks to be bothered doing anything about solving actual crime, so I kinda thought these here billboards might, y'know, concentrate their minds some. The unfolding of events nevertheless pushes the communicator's intention to forcible outcomes, at times carried to extremes, i.e. Chief Willoughby's death. In conclusion, the initially questionable metaphor POLICE ARE GUARDIANS is upturned and shattered to disbelief, and although the movie ends in anticipation of castigating the rapist, this would (or would not) be done by the mother of the victim and the ex-officer Dixon.

Keywords: metaphorical utterances, POLICE ARE GUARDIANS metaphor, relevance theory, billboard advertising

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The ambivalence of verbs of substance emission

Abstract:

This paper addresses the shifting behaviour of some verbs of substance emission. Although argued to lack adjectival perfect participles in English (cf. Levin 1993), some of these verbs have adjectival perfect participles in Romanian. In this paper, we investigate the adjectival perfect participles of verbs of substance emission, and we argue that, in fact, we are dealing with two types of verbs bearing the same phonological label, i.e. verbs of substance emission and verbs of change of state. Arguably, it is the change of state meaning that gives rise to the adjectival perfect participle. Moreover, sometimes the change of state meaning is encoded by a verb with a slightly different phonological label, giving rise to a distinct adjectival participle. As a matter of fact, the speakers we consulted rejected the adjectival participles derived from the verbs of emission, and found acceptable the adjectival participles of the verbs of change of state. We also examine the counterparts of these verbs of substance emission in Italian, a language in which unaccusativity (i.e. the hypothesis according to which a surface subject is an underlying object) and unergativity (i.e. the hypothesis according to which a surface subject is also an underlying subject) are signalled by distinct auxiliaries. With a few notable exceptions, the great majority of these verbs take auxiliary *avere* “have”, a diagnostic of unergativity in Italian. In fact, shiftiness is expected in the case of events that can be construed either as substance emission or as a change of state on the emitter as a result of substance emission.

Keywords: verbs of substance emission, event of change of state, event of substance emission, adjectival perfect participles, auxiliary selection, English, Romanian, Italian, unaccusativity, unergativity.

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Suggesting and recommending as culture specific verbal interactions

Abstract:

Even though there is an ongoing discussion on the term and the scope of deontic modality, there seems to be an agreement that there is a type of modality enabling the speaker to influence the behaviour of his/her addressee. Permeating conversational routines, speech act verbs and deontic modal verbs can shed light on the prevailing social attitudes and values in a given culture and social setting. One of the ways to influence someone's behaviour is to give or offer him/her a suggestion or a recommendation using certain modal or speech act verb (suggest, propose, recommend...). According to Goddard and Wierzbicka (2014), the English language is unusual in having literally hundreds of speech act verbs, apparently outgoing the other languages of Europe in this respect, let alone most languages from other parts of the world. Furthermore, it has developed a whole range of "suggestive" strategies and formulas and those most frequent ones seem to be deontically used modal verbs. Using a deontic modal to make a suggestion the speaker often allows the addressee not to take the proposed action, acknowledging the speaker's role as a participant in a dialogic exchange. The paper deals with the deontic uses of modal verbs in the English, German and Serbian language suggesting a course of action to an addressee. On the one hand, the focus is on the differences between different modal verbs in the sense of the strength of the deontic meaning they express (i.e. the degree to which a speaker imposes his/her own will on the addressee), having in mind that suggesting something to another person openly recognizes the addressee's freedom to do as he or she wishes. On the other hand, the paper offers fine-grained cognitive semantic analysis of the senses of individual modal verbs in the English, German and Serbian language used to make a suggestion or a recommendation, depending on various contexts. Considered from the perspective of prototype theory, modal verbs can express various shades of weak deontic meanings (suggestion, recommendation, advice, proposal, instruction...). Additionally, they express a whole range of meanings depending on the mood of the utterance (positive, negative,

interrogative or negative-interrogative). Other elements appearing in the context also contribute to various shades in the meaning of the modal. Based on the cognitive semantic analysis, the paper offers a repertoire of these various senses in the English, German and Serbian language, identifying certain cultural dependent differences.

Key words: modal verbs, suggesting, recommending, English language, German language, Serbian language

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Deconstructing Stereotypes: Perception of Women in Higher Education in the Kingdom of Saudi Arabia - A Realm of Empowerment

Abstract:

The image of the subservient woman who has no other choice than to comply to the norms and rules dictated by the orthodox, men dominated and run society, is perhaps the most common perception of Westerners about the Kingdom of Saudi Arabia. As a well-entrenched notion, it is for the most part perpetuated by the standards and norms of our respective culture which in turn define how we interpret and look at other cultures. The benchmark then becomes our own culture against which we compare and contrast ideas and values of other – many times non-Western – societies, as it is the case with Saudi Arabia. The result is ultimately a Western infused interpretation that creates bias and overlooks the uniqueness of the particular culture. The main rationale of the following paper is to deconstruct these stereotypical notions and to present the Saudi society and culture which is devoid of such a Western apprehension. The prime focus here is to examine the field of female public education, with a particular focus on higher education, and thus to show that Saudi women can be and in fact are empowered by means of education. The historical accounts – especially the reforms of King Faisal and his wife Iffat Al Thunayan – demonstrate the achievements that have been done in the field to further women's educational opportunities. While the high number of female school attendants and graduates exemplify the advancements, such figures are merely one dimensional and do not give justice to the underlying complexities. For this matter, the heritage of Bedouinism (tribalism), Wahhabism, the orthodoxy of the Ulema with their monopoly of the interpretation of Islam and its consequences which pose in the public discourse about advancing girls' and women's situation in the Kingdom, are further elaborated. The concept of Islamic feminism will add another layer to the analysis which can be seen as a tool that enables Saudi women to move forward on the path of progress by simultaneously

keeping up the balance of tradition and modernity. As a result, a holistic view will be presented in the paper, in which the situation of Saudi women is seen and analysed through the lenses of Saudi culture. Then, the unique state of women will not be reduced to the simplified belief that Saudi girls and women are solely trapped in the parochial, patriarchal system, but can become empowered through education, even in the face of struggles posed by the Ulema's monopoly of Wahhabi Islam which pervades all aspects of life, so too, the domain of female higher education.

Keywords: stereotypes, deconstruct, female students, higher education, Islamic feminism, realm of empowerment

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Teasing situation as a device for observing L2 communication strategies

Abstract:

This presentation introduces the merits of using a teasing situation in a discourse completion test (DCT) for observing specific L2 communication strategies. The respondents were Polish L1 (n=82), Korean L1 (n=44), Japanese L1 (n=45)/Hungarian L2 speakers (who were at least at the B1 level in Hungarian). Their utterances were compared to the regular L1 realization of this speech act in the performance of Hungarian (n=40), Polish (n=30), Korean (n=25) and Japanese (n=25) L1 speakers. The research participants answered a simplified version of DCT consisting of a possible teasing situation. The DCT utterances convey the metapragmatic knowledge of the speaker: what (s)he thinks is suitable in the framework of the given contextual factors (see Brown–Levinson 1987). Teasing is a device to manage social relationships. In the examined situation, the speaker told an unbelievable, boastful, cheeky story about his/her (unmerited) success at the expense of the hearer, a fellow university student (as a teasing trigger), to which the hearer reacted in a wide range of ways from being hurt or angry to being amused by the story and finally responding in a humorous way. A teasing situation is suitable for investigating specific L2 communication strategies, because in the language classes the students are generally not taught how to tease or react to a tease in the learned language. This situation seemed to elicit emotional utterances from the respondents. Our research revealed that specific pragmatic strategies appeared in the L2 utterances, determined largely by the L1 of the speakers. The observed L2 strategies tally with the hearer's psychological reactions expressed linguistically and influenced by his/her cultural background. The following common pragmatic strategies appeared in each group: (1) focusing on the implausibility of the heard information, the research participants tried to find an explanation based on a variety of assumptions or (2) they supported the boast partly by humorous utterances. Specific pragmatic strategies in the utterances of L2 speakers were present as follows: (1) the expression of the true feelings of the speaker, e.g. accusing the interlocutor of lying and (2) the expression of congratulations. The examined situation took place in a friendly atmosphere, and the speaker reacted in a way that

secured this friendly relationship for the future, as well. Interlocutors with different cultural backgrounds feel comfortable only when they can manage their social interactions in their own culture-bound way. The teasing situation is a specific one that an L2 speaker might encounter, and as we could see, our respondents produced L2 utterances in keeping with how they would react with their fellow country(wo)men. The transfer of the specific pragmatic strategies into the interlanguage utterances prove the interlocutor's need, a kind of psychological constraint, to fill certain semantic-pragmatic slots (cf. Beebe-Takahashi-Uliss-Weltz 1990).

Keywords: intercultural pragmatics, teasing, metapragmatic knowledge, culture-bound utterances, expression of emotions

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Fantastic literature and metaphorical language - common intercultural elements

Abstract:

When we choose to talk about the fantastic concept, we can refer to each individual literature, it being a common point of all civilizations. Along with love, art, dream, faith and death, the fantastic is also a man's refuge, a topic so often encountered in literary works. Most of the time, the masks the fantastic approaches are surprising the desire of the human being to leave the pattern in order to reach the space where human limits can be overcome. The hidden, problematic or unsettling desires, obsessions and thoughts in all their complexity always find the solution in the fantastic tops. The fantastic genre has always offered and will offer adventures in the center of the mystery where imaginary worlds are made up of symbols that hold true meanings to the eyes of the mundane. By the very fact that the fantastic involves a discontinuity, this genre receives some unrealistic features confirmed and supported by the presence of some characters, which occupy a large part of this type of literature. No matter how huge this rupture between real and fantastic is, in the end it must be based on an ambience of rationality, even if at the same time he struggles to remove any element of the concrete from his composition. Keeping this relationship between the two antipodal elements succeeds in ensuring an eternal balancing of the lecturer between recognizing or not the current topos of the action. Fantastic is born in the sacred, but manifests in its entire splendor in the profane. Reality is filtered through fantastic, because another kind of sensitivity is being used. It is impossible to know the sacred, as long as the reader does not feel ready to decipher himself profane, because the presence of reality forbids the appearance and analysis of the unreal. Here, more than other types of writings, fear, unclarity and anxiety-causing nightmares are defining and largely dependent on the reader's imagination. Starting from this hypothesis, there is a connection between fantastic and psychic issues, which is deeply trained in several categories of feelings. Fantastic alarms, disturbs, is regarded as abnormal or inexplicable. It expresses a state of confusion, a disorder, a state of crisis, a state of mind that can be amplified from anxiety to fear. Fantastic produces uncertainty overturns, inoculating an inexplicable, strange, mysterious state that

signals imminent danger. Once the natural order of things is reversed, there is logical-illogical opposition, which is often presented to the lecturer through a physical opposition of the characters, space and time of the story. This trail, along with the use of metaphorical language and the alternation of narrative plans, proves to be a common one within fantastic writings, regardless of the culture to which it belongs.

Keywords: intercultural, connection, language, fantastic, refuge

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Using Romanian Language in Teaching German

Abstract:

The present paper deals with Romanian language seen primarily as a working instrument assisting the acquisition process of the German as a Foreign Language, which can be used or not by a Romanian native speaker.

We consider that in general no native speaker possesses and does not acquire in their active and / or passive vocabulary all the words in their mother tongue. Therefore it would be more appropriate and realistic to say that a native speaker does not always possess more or less knowledge, in his mother tongue or in a foreign language; however, we may never speak of an absolute totality of such knowledge. We bring as arguments two pragmatic elements: first and foremost, an individual never needs and therefore will never invest time in what he/she does not need; and secondly, he/she does not have full assimilation capacity for a living and continually changing organism such as a foreign or mother tongue.

Consequently, any person possesses a certain level of knowledge of mother tongue or foreign language, different from the whole, final and maximum hypothetical level.

As we already mentioned, we reiterate the belief that an individual acquires constantly and continuously knowledge of mother tongue or foreign language according to circumstances, context, necessity or interest. Thus, turning language (not necessarily the mother tongue), or more pragmatically said, the knowledge of a language into an instrument of another language acquisition, or of the knowledge of another language, different from the other one, represents an interesting and challenging perspective. In order to develop such an approach, focused on the Romanian and German languages, but which could be particularised for any other combination of languages, one needs advanced knowledge both in Romanian and in German, as well as a long-standing practice and positive track-record regarding the exploitation of Romanian language knowledge in the acquisition process of German as a Foreign Language.

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

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Title in Romanian:

Utilizarea limbii române în predarea limbii germane

Abstract in Romanian:

În contextul prezentei lucrări vom aborda limba română înainte de toate din perspectiva unui instrument de lucru cu rol ajutător în procesul de achiziție a limbii germane ca limbă străină, instrument la îndemâna unui vorbitor nativ (român) sau nu. Suntem de părere că în general niciun vorbitor nativ nu posedă și nu-și însușește în vocabularul activ și/sau pasiv, pe parcursul propriei vieți, totalitatea cuvintelor din limba lui maternă. Prin urmare ar fi mai corect și realist să spunem că un vorbitor nativ sau nu deține întotdeauna cunoștințe, în limba maternă sau străină, mai mult sau mai puțin avansate, însă nicidecum totalitatea absolută a acestor cunoștințe. Aducem în argumentație două elemente pragmatice: în primul rând nu are nevoie și prin urmare un individ nu va investi timp în ceea ce nu are nevoie, iar în al doilea rând nu are capacitatea de asimilare totală a unui organism viu și în continuă transformare precum este o limbă străină sau maternă. Prin urmare orice persoană este deținătoarea unui anumit nivel de cunoștințe de limbă maternă sau străină, diferit de nivelul ipotetic total, final, maximal al unei limbi. După cum am specificat deja, reluăm ideea și considerăm că individul achiziționează în mod constant și continuu cunoștințe de limbă maternă sau străină în funcție de conjunctură, context, necesitate, interes, etc. În acest sens transformarea unei limbi (nu neapărat cea maternă), sau mai pragmatic spus a cunoștințelor de limbă dintr-o anumită limbă în instrument de achiziție a unei alte limbi, sau altfel spus în instrument de achiziție a cunoștințelor de limbă a unei alte limbi diferite de prima, reprezintă un demers și o perspectivă cel puțin interesante. Pentru a putea dezvolta o astfel de tematică, particularizată pe limba română și pe limba germană, însă la fel de bine particularizabilă pe orice altă combinație de limbi, este nevoie de

cunoștințe aprofundate atât în ceea ce privește limba română cât și limba germană și totodată este necesară o practică susținută și cu rezultate pozitive în ceea ce privește valorificarea cunoștințelor de limbă română în achiziția limbii germane ca limbă străină.

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

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Searching for Treasure in Detective Novels: Edgar Allan Poe's Gold-Bug and Arthur Conan Doyle's Adventure of the Musgrave Ritual

Abstract:

In this essay we propose to analyze how in the detective story *The Gold Bug* of Edgar Allan Poe a series of events lead to a puzzle that needs to be resolved, and where nothing is what seems to be until the end, when the truth and the logical reasoning of the mystery is revealed. Any other interference does nothing else but to put the reader in the wrong way so that the mystery can only be unbound in the end. In *The Adventure of the Musgrave Ritual* by Arthur Conan Doyle the narrative scenario is repeated: Sherlock Holmes tells his friend Watson of a case he had worked at the very beginning of his career, a strange chain of events that led to a game revealed by the detective. The common point of these two detective novels is how each of the two participants, William Legrand and Sherlock Holmes, will be able to extract from the amalgam of useless information only those that will lead them to resolve the case presented: only a common mind with the science of deduction will make connections with reasoning, leaving the information ballast aside.

Keywords: enigma, treasure, deduction, *The Gold Bug*, *The Adventure of the Musgrave Ritual*, Edgar Allan Poe, Arthur Conan Doyle

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Main problems of legal translation

Abstract:

We live in an era of globalization, which makes the world seem smaller and also makes travel easier. At the same time we have an unlimited access to information, a chance to become experts in what we do and so, deepens the rift between experts, in this case jurists, and common people. The translation became a challenge for translators, who have to cope with these changes and the need of information. The purpose of this article is to draw attention to the difficulties of translating a legal text and the difficult task a translator has when he needs to set sail on foreign ground in search for the best equivalent and translation.

Keywords: translation, law, terminology, legal language

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Think Like a Native: An Innovative Approach to Teaching and Learning English

Abstract:

In an increasingly globalized society, being able to effectively communicate in the English language has become a crucial, sought-after skill that provides its speakers with a clear advantage over competitors in almost any field. Learning English has become a top priority for many, if not most, working adults worldwide, and the ESL industry is responding accordingly. Despite the development of a plethora of adult education programs and record-breaking enrollment worldwide, many English language learners are still not meeting with success. While many research studies have been conducted in the field of second language acquisition and a variety of English language programs have been spurned by their findings, the quest for more effective ESL teaching strategies and methodologies has only intensified. Currently, most, if not all such courses emphasize the study of grammatical conventions as the best way to access the English language and approach its mastery. As linguists see language as a way of thinking and perceiving reality rather than simply uttering sounds and linking words through phrases, learning a new language must then be more than simply translating words verbatim and memorizing grammar rules. Thus, thinking like a native speaker must clearly be the goal, and this is where those searching for a better ESL teaching model will find the answers they are seeking. The study I propose considers the effects of alternative routes to teaching English that approach learning in a holistic way, much in the way that young children learn language. While It goes against logic to teach language without formal instruction in grammar conventions, when asked to produce such language, most adults will begin by accessing personal experiences with the phrases or text, often recalling syntax, rather than attempting to replicate previously memorized grammatical rules. I thus propose that adults should be taught English in the same way that young children learn, in context, and through experiences rather than rules. This much more holistic way of learning language will help adult English language learners absorb the language by practicing key phrases in

reading and listening and then repeating them in their writing and speaking. Thus, instead of recalling the correct form of the past participle while engaged in a conversation with a friend, for example, adult learners should attempt to incorporate and practice groups of words or phrases that native speakers commonly use, much like learning to play the guitar through the use of chords. Once students learn individual phrases, sentences can then be constructed, all while focusing on building vocabulary, and the shift to using the language and thinking like a native speaker can begin. In conclusion, current adult education ESL programs that focus on the study of grammar as a main component must be replaced by models that allow students the freedom and opportunity to learn to think in the language rather than simply memorize its rules. I argue that adults should engage with the English language holistically, without rules and nomenclature, instead using appropriate literary text, commonly used key phrases, and meaningful connections.

Keywords: Second language acquisition, , Second language teaching, ESL methods, teaching in context, adult education

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Apps – ein nützliches Instrument für DaF

Abstract:

Especially over the few past years we can see a growing digitization in our everyday life. Whether it's about mobile phones, smart phones or tablets - this kind of gadgets have become extremely helpful in many fields of our everyday life.

This thing has been noticed also by the educational institutions so that they began to react and to invest in the development of some applications for the sake of education.

We will discuss in the present paper some applications from the field of learning foreign languages. The training of foreign language teachers in order to become competent users of new technologies represents an important aspect for continuous professional development programmes.

Keywords: Apps, Gadgets, German language

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Discursive Constructions of Balkan Interpersonal Relationships around the Time of the Great Union

Abstract:

Our paper sets out from the allegation that the idea of the nation in the Balkans at the turn of the twentieth century was an organic construction and the outgrowth of anonymous “infrastructural modernization processes” (organicist models of social existence) rather than a cultural construct contributed by discourse makers, writers and intellectuals in a series of books published under a common heading: Antimodernism. Radical revisions of *Collective Identity*, edited by Diana Mishkova, Marius Turda and Balazs Trencsenyi (2014). In his celebrated novel, *The Bridge on the Drina*, Nobel Award winner Ivo Andrić of mixed ethnic origin in Bosnia-Herzegovina uses the bridge as a cognitive metaphor, that is, a trope mapping collective identity as a trysting site where interpersonal conflicts and relationships are shaping the very mould of the social body. His novel draws heavily on the country’s history going back to the time of the Ottoman Rule. It differs from Hart Crane’s *Brooklyn Bridge*, for instance, where the actual bridge is the pretext for a tropical site of avant-garde praise to modern technology. Our paper is tilting the balance in favour of a discursive construction and genealogy of the nation, looking for examples where interpersonal relationships in fictional universes of the early twentieth century are constructed as desirable in light of contemporary political philosophy or a nation’s political agenda rather than “life-like”, realistic. Whereas mimetic fiction is past-oriented, most often failing in its realistic ambitions, deliberately artificial images of social relationships are looking to the future, setting up models of social reform. This latter kind of poetics bespeaks the spirit of modernism, being inspired by Giambattista Vico’s philosophy of history, alluded to in the opening of *Finnegans Wake*, and his “new science”: while it is impossible to retrieve the exact image of past events, the historian can write the future into being ...

Keywords: discourse analysis, interpersonal relationships, collective identity, imagined communities, nation narration, modernism

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A linguistic approach to women discrimination in state laws. The Irish case

Abstract:

If modernity has brought along a number of incredible technical advancements, in the domain of gender and social gender representation, though notable, the advancements have not succeeded in taking down all the barriers against the rigid social and familial representations of the roles of men and women, respectively, of husband and wife. In most societies women are assigned inferior positions, not only in work-related contexts, but also in family contexts. Though trained and professionalized, modern women confront stigmata similar to those in the Inquisition or even older, which proves that age-old beliefs are hard to be dropped or, maybe worse, are intentionally maintained. Within this context, three major issues have lately stirred controversies with direct impact on women in general, on their sexuality and their motherhood, in particular. Though I will refer only to the last one, I begin my argument by presenting all three situations as they offer a comprehensive overview of the topic. The first issue refers to the movement 'metoo' which revealed to the public traumas undergone by actresses that were abused by either male actors or film directors who, given their position of power, found it normal to take advantage of young actresses willing to access the shining world of Hollywood. Their confessions demonstrate that, although famous and educated, a woman may permanently run the risk of being taken advantage of on the excuse that she is weaker. The second issue refers to the public dispute of whether it is acceptable or not for a mother to breastfeed in public. There were voices that claimed that public breastfeeding may be indecent, offensive for those who may happen to see a mother breastfeeding her baby or, maybe, the public exposure of breasts (though for a different purpose) and the public visualization of women's breasts is hypocritically thought offensive by others. The third issue and the one my paper is actually going to deal with is the dispute over allowing or not women to have abortion. Besides the moral implications, which I'm not going to refer to, there are certain lay states that blame and criminalize abortion with some exceptions

that the Parliament and the state stipulate in the law. In my paper I will refer to the special case of Ireland that issued in 2013 a law which forbade women to have abortion unless a medical condition would endanger mother's or child's safety. My paper will linguistically analyze the document called 'Protection of Life during Pregnancy Bill 2013' issued by the Irish Parliament and signed by the President of the Republic in order to highlight the stand of the lawmakers, the vocabulary they use in referring to mother and baby, the manner in which the interdictions are expressed, the modal verbs they use and the implications of their use, the voice the verbs in the law text are, the techniques of backgrounding / foregrounding. All these elements will provide precious data as to how women are said by the Irish State what to do with their bodies.

Keywords: discrimination, Ireland, abortion

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**"The Right Word" - a metaphor with "infinite" form to
unlock communication**

Abstract:

Our study presents a method for unblocking communication in pedagogic and social-professional contexts. The method has as starting point "asemic" texts that provoke the reader to dare to communicate in various forms when the communication is blocked due to several causes. The name of the method is a metaphor with a content that can be changed depending on the need of the communication context and suggests that any communication context has a word that can start the flow of information in a conversation. The method was tested on various occasions of informal education/ training and it was developed by us during the last seven years. Our initial intention was to help children expressing their thoughts and ideas, which were blocked due to the exaggerate isolation in the virtual space or due to fear to communicate. We discovered that the method is useful not only to unblock communication, but also as a first step for a further therapy of the expression form.

Keywords: metaphor, communication, asemic writing, therapy of expression

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Teaching English for Academic Purposes: Professional Competencies in Academic Discourse across Different Subject Areas

Abstract:

In the early 1980s an innovative practice in teaching English as a second language and a new branch of English for Specific Purposes (ESP) was identified – English for Academic Purposes (EAP). Since then the EAP has rapidly developed as an answer to the communicative demands of an increasing number of international students at the modern universities worldwide where English is used for studying, teaching and researching. Specific academic disciplines and different cultural contexts set high expectations for EAP academics all over the world. Most of them are not native speakers of the English language but they are expected to prove their lecturing competencies as academics by delivering the lectures in English, conducting administration assignments, presenting at international conferences, doing research and publishing papers in English. Consequently, the EAP materials have been adapted and new teacher training courses have been introduced. Another challenge is that even L1 English speaking teachers might find it demanding to teach subject-specific content as they have neither been trained in the particular field nor they have expertise and experience in the area. Some authors consider that the subject-specific conventions should be taught by the subject teachers exclusively as they have absolute control over the specialist content. Nevertheless, the subject specialists are not always able to teach disciplinary literacy skills as they mostly do not have the expertise to do it and understanding of the language role in their respective disciplines. The paper aims to emphasize the importance of continuing personal learning and professional development for EAP academics to gain competencies in academic discourse across disciplines.

Keywords: English for Academic Purposes, academic discourse, EAP lecturing competencies, academic literacy skills, personal and professional development for EAP academics

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Control Constructions in British English Newspapers

Abstract:

This study concerns the appearance of different forms of control construction, namely to- infinitives, -ing infinitives, and bare infinitives. It has been observed that more than one form of control construction can appear in the same environment, for example, John loves fixing/to fix cars and John helped Tom fix/to fix his cars, while only one form of control construction appears in a specific position, as in John kept on fixing the car and John enjoys fixing cars. Moreover, despite having the three different forms, to- infinitives seem to appear more often than others, while null infinitives seem to appear the least often. To find the reasons for the appearances of different forms of control construction, this study originally aims at studying their frequencies, their environment, and their involvement with syntactic and semantic interpretations and language variation. It was hypothesized that reasons relating to syntax, semantic, and language variation are behind the appearance of different forms of control construction. The data was acquired from sports columns of The Daily Telegraph due to the high readership of both the sports columns and the newspaper. After investigating all instances of control construction in the data, to- infinitives were found the most often, followed by -ing infinitives, and bare infinitives. With the support from previous studies, it was analyzed that the use of control construction is not syntactically determined, but is semantically, pragmatically, and cognitively determined with the involvement of language variation. Most of the rare bare infinitives are archaic forms, while the appearances of the -ing infinitives and to- infinitives result mainly from their semantic interpretations. The high frequency of to- infinitives is believed to be due to its being an unmarked form, which consequently affects the low frequency of bare infinitives, a marked form. Horror aequi principle is also believed to play a role in the appearance control constructions. However, it was also suggested that the high frequency of to- infinitives is genre specific as the

construction is considered terminology for sports discourse, as in we were just trying to find a way to win the game (Liska 2010). Further investigation of control construction in different genres is required to provide a broader generalization on the use of control constructions. Lexical analysis on how different forms of control construction are derived will also be beneficial to this study.

Keywords: Control constructions; to- infinitive; -ing infinitives; null infinitives; syntactic and semantic interpretations

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Active Listening in Intercultural Communication Situations: Evidence from the EFL Classroom

Abstract:

In this paper, we suggest that interactants share an array of assumptions; in fact, while it is perennially difficult to capture what is actually shared, this must be the case otherwise meaningful communication could never take off the ground. (Giles, & Coupland 1991: 2)

This paper has three parts. The first part proposes a novel characterization of a major challenge presented by intercultural communication situations. Conceptualizations of the interactants' shared knowledge in terms such as 'common ground' (Clark and Brennan 1991) or 'mutual cognitive environment' (Sperber and Wilson 1986; 1996) are more or less theoretically adequate. However, actual communication events are (typically) better described in terms of the mutual absence of doubt about the adequacy of participants' shared knowledge (rather than the knowledge that they actually share). I argue that this view is supported both by traditional work in the field of anthropology (Malinowski 1923) and by the more recent emphasis on the interplay between economy of effort and epistemological caution in communication (Sperber et al. 2010).

The second part of the paper illustrates the argument presented in the first part by considering a critical incident communication situation (an EFL conversation class in a university in the UK). I try to show that the students' reactions to the task set by the teacher (and the teacher's responses to what the students said and did) show that neither the teacher nor the students doubted the adequacy of their shared knowledge, which led to miscommunication and deterioration in the rapport between the teacher and the students.

Finally, I argue that the importance of active listening (a process which begins before, is maintained throughout, and continues after the communication event) can be conceptualized plausibly in terms of a shift away from mutual absence of doubt in favor of a mindful focus on establishing and monitoring a common ground/mutual cognitive environment suitable for achieving successful communication in a situation of intercultural communication (where

the term 'mindful' is used as defined in Žegarac, Spencer-Oatey and Ushioda 2014).

Keywords: intercultural communication, active listening, critical incident

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Second Language Teaching Strategy

Abstract:

First language refers to the earliest language which a person after birth contacts in, learns and masters. Generally it is equivalent to the mother tongue. Second language refers to the second language that a person learns other than his / her first language and needs to learn, work or communicate. This paper is about to research a second language teaching to explore the scope of the teaching content, put forward some teaching examples and teaching strategies for teachers to be reference. To solve the mixed language problem in one class, immersion teaching method should be used to teach. Immersion refers directly to the second language as a teaching language in order to provide students with a large number of second language environment. Hence, students could get knowledge in the process of mastering a second language. Teachers only speak the second language to their students, they should not only be teaching second language in the second language, but also teaching some of the subject contents in the second language. Teachers' language input has a direct impact on students' language learning. The successful communication and interaction between teacher and students is the key factor in learning a foreign language. Especially in the second language learning circumstance, the language of the teacher is even more special. Because it is both a medium of instruction and a language of subject matter, it is the most important to note [Brown & Rogers, 2002]. A second language teacher should have a special teaching speed. Especially for beginners, teachers tend to slow down their speech, exaggerate and emphasize in order to make the students easy to understand, to imitate, or to leave the space for students to think. In addition to the speed of speech, teacher's pronunciation should be clear, the tone should be obvious, tone should be strengthened, should have pause time and repeat for some time. In terms of vocabulary, the word density can not be too large, teachers should use simple and specific vocabulary. In terms of sentences, the sentences teacher uses should be short, simple and repeatable. The requirement for the second language teacher's is more stringent than that of the first language teacher, because students can mostly only reach the target language in the classroom

and the language of the teacher is the standard of student imitation. The study of students as the main body of study and their learning rules can reflect the objective law of language learning better. Thus they can reduce the subjective assumption of more or less the traditional instructor-centered language teaching methods.

Keywords: Second Language, Teaching, Strategy

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The past in the manuals used in primary education in Romania and in Serbia

Abstract:

In the field of primary education in Romanian language in Serbia, special attention is given to learning the Romanian language and literature, due to the contribution of this subject to the correct learning and usage of literary Romanian. Literature texts (originated from Romanian language, translations from Serbian and world literature, as well as the works of Romanian writers from Serbia) included in the manuals used in the period primary education, have the purpose of increasing the interest of knowing the reality through artistic images and to form communicative competences in the field of artistic-literary education.

Since that literature for kids is first of all an art of the word and only afterwards literature for kids, in the present work we decided to put some light on aspects referring to the pastels which are included in the index of the manuals currently used in the primary cycle, in Serbian schools where in Romanian language is learnt as mother tongue.

In this context, we will present opinions regarding poetry themes, aesthetic quality of creations, their accessibility, educational message, methods of approach to texts in primary classes.

Keywords: literature for children, pastel, education in Romanian Language.

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Abstract in Romanian:

În învățământul primar cu predare în limba română din Serbia se acordă o atenție sporită studiului limbii și literaturii române, datorită contribuției acestei discipline școlare la învățarea și folosirea corectă a limbii române literare. Textele literare (provenite din literatura română, traduceri din literatura sârbă și universală, precum și creațiile scriitorilor români din Serbia), cuprinse în manualele care se utilizează în perioada școlarității mici, au menirea de a dezvolta interesul pentru cunoașterea realității prin intermediul imaginii artistice și de a forma competențe comunicative în domeniul educației literar-artistice. Având în vedere faptul că literatura pentru copii este în primul rând artă a cuvântului și apoi literatură pentru copii, în lucrarea de față ne-am propus să evidențiem câteva aspecte referitoare la pastelurile care sunt incluse în cuprinsul manualelor folosite în prezent în ciclul primar, în școlile cu predare în limba română, ca limbă maternă, din Serbia. În acest context vor fi prezentate opinii referitoare la: tematica poeziilor, valențele estetice ale creațiilor, accesibilitatea lor, mesajul educativ, moduri de abordare a textelor de acest gen în clasele primare.

Keywords in Romanian: literatura pentru copii, pastel. învățământul în limba română