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are organising

**The 7th Conference on Linguistic and Intercultural
Education – CLIE-2017**

Alba Iulia, 16 - 18 June, 2017

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CLIE-2017

CONFERENCE ON LINGUISTIC AND INTERCULTURAL EDUCATION

Alba Iulia, 16 - 18 June, 2017

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1. **The 1st International Conference on Linguistic and Intercultural Education (CLIE-2008)**, 27-29 November 2008
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5. **The Exploratory Workshop (CLIE-2015): Linguistic and Intercultural Education in the Process of Internationalisation of Higher Education**, 26-28 March 2015
Venue and host institution: University of Alba Iulia, Romania
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*

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-2017 aims at investigating the mental lexicon of individual language users reflected in communication exchanges, seen from an intercultural perspective. Such issues as linguistic creativity in L1 and L2, degrees of metaphoricity in L1 and L2, context-based meaning creation are key aspects that need to be addressed in the nowadays intercultural dialogue.

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KEYNOTE SPEAKERS



ISTVAN KECSKES is Distinguished Professor of the State University of New York, USA. He teaches graduate courses in pragmatics, second language acquisition and bilingualism at SUNY, Albany. Professor Kecskes is the President of the American Pragmatics Association (AMPRA) and the CASLAR (Chinese as a Second Language Research) Association.

He is the founder and co-director of the Barcelona Summer School on Bi- and Multilingualism, and the founder and co-director of Sorbonne, Paris – SUNY, Albany Graduate Student Symposium.

His book *Foreign language and mother tongue* co-authored by Tunde Papp and published by Erlbaum in 2000 was the first book that described the effect of the second language on the first language based on a longitudinal research. Dr. Kecskes' book *Intercultural Pragmatics* published by Oxford University Press in 2013 is considered a groundbreaking monograph that shapes research in the field. His latest book is *Explorations in Chinese as a Second Language* published by Springer in 2017. Currently he is working on a new book titled "English as a Lingua Franca: The pragmatic perspective" to be published by Cambridge University Press in 2017.

Dr. Kecskes is the founding editor of the linguistics journal *Intercultural Pragmatics* and the Mouton Series in Pragmatics published by Mouton de Gruyter: Berlin/New York, as well as the bilingual (Chinese-English) journal CASLAR (Chinese as a Second Language Research)

published by Mouton and the co-founding editor of *Journal of Language Aggression and Conflict* published by John Benjamins: Amsterdam/Philadelphia (co-founder Pilar Garces Blitvich). He sits on the editorial board of the *Journal of Pragmatics* (Elsevier), *Pragmatics & Society* (Benjamins), *Lingua* (Elsevier), *International Journal of Multilingualism* (Taylor & Francis), *Language & Dialogue* (Benjamins), *Lodz Papers in Pragmatics* (De Gruyter), *Corpus Pragmatics* (Springer), *International Journal of Language and Culture* (Benjamins), the *Journal of East Asian Pragmatics* (Equinox), *BELLS Belgrade English Language and Literature Studies*, *Russian Journal of Linguistics* (Moscow), the *Journal of Foreign Languages* (Waiyuoyu) and the journal *Xiandai Waiyu* published in China. Dr. Kecskes is also on the editorial board of four book series: *Pragmatics, Philosophy and Psychology* (Springer), *Series in Pragmatics* (Cambridge Scholarly Publishing), *Pragmatic Interfaces* (Equinox), and *Studies in General Linguistics* (Hungarian Academy of Sciences).

Dr. Kecskes received a Senior Fellowship from the Rockefeller Foundation in the Rockefeller Research Center in Bellagio, Italy in 2004, a Senior Fellowship from the Mitteleuropa Foundation, Bolzano, Italy in 2005, a Honorary Professorship from Zhejiang University, Hangzhou in 2009, a Yunshan Chair Professorship from Guangdong University of Foreign Studies, Guangzhou, China in 2011, a Distinguished Visiting Professorship from Monash University, Melbourne, Australia in 2013 and an Distinguished Guest Professor at the University of Messina in May, 2017. He was the recipient of the Chancellor's Excellence in Research Award of State University of New York in 2014.



ȘTEFAN OLTEAN is Professor of Anglo-American Linguistics, Babes-Bolyai University, Cluj, Romania. His research has focused on the structure of the sentence, on free indirect discourse, on proper names, fictional names, and multilingualism, for the analysis of which he has used generative, semantic and pragmatic frameworks.

Professor Oltean was chairperson of the English Department of Babes-Bolyai University (2012-2015), dean of the Faculty of Letters (2000-2004) and vice-rector of Babes-Bolyai University (2004-2006).

He was Visiting Professor at Kent State University, Kent, Ohio (1984-1986), and Cornell University, Ithaca, New York (1990-1992). He is currently president of the Commission for Humanities and Theology, the Romanian Quality Insurance Agency for Higher Education (ARACIS). He was member of the board of the European Language Council (ELC/CEL) (2006-2014).

He was editor of *Studia Universitatis Babes-Bolyai, Philologia* (2000-2004), and is member of the advisory board of *Bucharest Working Papers in Linguistics*, University of Bucharest, *British and American Studies*, University of Timișoara, and *Diacronia*, Al. I. Cuza University, Iași. He published books and articles in stylistics, discourse analysis, narrative poetics and semantics. They include *Topics in the Semantics of Names and Discourse*, Cluj-Napoca, Casa Cărții de Știință, 2015; *Introducere în semantica referențială* ["An Introduction to Referential Semantics"], Cluj-Napoca, Presa Universitară Clujeană, 2006; *Lumile posibile în structurile limbajului* ["Possible Worlds for Linguistics"], Cluj-Napoca, Echinox, 2003 (books); and "A Survey of the Pragmatic and Referential Functions of Free Indirect Discourse", *Poetics Today*, Vol. 14: 4, Duke University Press, 1993; "Free Indirect Discourse: Some Referential Aspects", *Journal of Literary Semantics*, 1995; "On the Bivocal Nature of Free Indirect Discourse", *Journal of Literary Semantics*, 2003; and "On the semantics of fictional names", *Revue Roumaine de Linguistique*, LVIII, 4, 2013 (articles).



Associate Professor
Mariana-Rodica Pioariu
has been teaching the English language and Cross-cultural studies for more than 30 years. Her focus of interest ranges from varieties of the English language, idiomatic English or translation studies to Romanian-American cultural relations and the reception of American literature in Romania.

She is the author or co-author of several books, academic courses and numerous scientific articles and studies. Her latest books are: *Improve your English Idioms and Phrasal Verbs. A Practical Course* (2017); *Cross-Disciplinary Approaches to the English Language. Theory and Practice* (co-editor, 2011); *On Types of Narration in British and American Modern Fiction* (2005); *Dramaturgia americană în România. Eugene O'Neill, Arthur Miller, Tennessee Williams* (2004), *British and American Lifestyles. A Practical Course* (2002), *Entrance Examination Guidebook* (co-editor, 1999), etc.



Dr. Mariana NEAGU is a Professor of English Language and Linguistics in the Department of English at *Dunărea de Jos* University of Galați, Romania. She teaches graduate courses on Phonology, Semantics, an MA course on Stylistic Aspects in Translation and a PhD. course on the Semantics and Pragmatics of Academic English. In 1998 Mariana Neagu completed her PhD in linguistics at the University of Bucharest and in 2015 she got a degree as a habilitated doctor at the same university.

She has published books and articles in the fields of cognitive linguistics, semantics, metaphor and metonymy and cross-cultural communication. Her current area of interest is translation studies with particular focus on figurative language.

She has reviewed articles for several international journals (Annual Review of Cognitive Linguistics, Explorations in English Language and Linguistics, Journal of Language Aggression and Respectus Philologicus) and is a member in the advisory board of the Cognitive Modeling in Linguistics Conference. She edited three volumes of the journal *Translation Studies. Retrospective and Prospective Views*, the publication issued by the research centre affiliated to the Department of English, 'Dunărea de Jos' University of Galați.



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 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), and 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 Computational Linguistics (MIT Press).

In 1986 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.

PLENARIES

Distinguished Professor István KÉCSKES

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Formulaic language and deliberate creativity

The presentation examines the relationship of formulaic language use and linguistic creativity in the first and second language. It argues that prefabricated language is an essential part of language production so it cannot be excluded from linguistic creativity (see Chomsky 1966). In this sense linguistic creativity refers to the ability of combining prefabricated units with novel items (ad hoc generated items) in a syntax- and discourse-affecting way to express communicative intention and goals and create new meaning (Kecskes 2013). Linguistic creativity is a graded phenomenon ranging from the more conventional and predictable to the less conventional and unpredictable.

The focal point of this paper is deliberate creativity (Kecskes 2016) which is on the less conventional and more unpredictable side of the continuum. It is mostly a conscious process in which language users prefer to generate their own utterances rather than resorting to prefabricated units or the combination of ad hoc generated units and ready-made expressions in the target language. However, the low rate of formulaic language use in L2 does not mean that the “idiom principle” (Sinclair 1991) is blocked. There are several factors that are not present in L1 but are present in L2 affecting the functioning of the idiom principle in different degree. Such factors include language proficiency, willingness to use certain formulas, language fluency of other participants, limited core common ground, and others. As a result, the actual production of formulaic expressions in the L2 will always be lower than in L1.

This, however, does not mean that people in their L2 use are less creative linguistically than in their L1. It will be argued and demonstrated that deliberate creativity in L2 is a compensation for limited access to prefabricated units in the target language. Interlocutors create their own formulas relying on deliberate creativity.

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What's in a name? A semantic view of names in fiction

Abstract: This paper proposes an account of the semantics of names in fiction (fictional names). In doing so, it addresses the semantics of proper names first, which are seen as unstructured linguistic expressions, with no descriptive content or inherent meaning, whose sole function is to denote an individual directly. Their semantic value lies in their denotation, and they are like constants in the logical form. In contrast, fictional names are seen to function like variables bound by the existential quantifier, the individuals they denote in the worlds of fiction being identified, at the actual world, by description.

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Associate Professor PhD. Mariana-Rodica PIOARIU

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Cross-cultural aspects of learning and teaching English: the Romanian case

Abstract: In this talk we are trying to reveal some of the most significant aspects of learning and teaching foreign languages, in general, and English, in particular, in Romania within a diachronic approach. We will take a glimpse into the beginnings of learning the English language and literature in our country, the status of English and American Studies in the interwar and post-war Romania, without neglecting the factors which favoured or hindered its penetration in the Romanian educational system, as well as in the collective mindset of the people.

Starting from the premise that in our contemporary world cultures need to know each other better, to get mutual awareness of otherness in order to understand and accept differences more easily, eventually sharing common values, we assume that such an objective cannot be achieved without language, the best medium of communication, intercultural mediation and mutual understanding.

We are living in a world of rapid change in which mobility of people, culture, businesses and information has considerably increased and diversified. Under such circumstances learning a foreign language and particularly English, seems to have become almost indispensable to everybody. It is certain to be the key to professional and social success all over the world where its status of global language is taken for granted. It is extremely helpful both for the individual and the society at large because it is the major way of getting to know and understand otherness and implicitly your own self better.

Thus learning English in the 21st century has become absolutely essential not only to youngsters, but also to grown-up people in any modern culture. The demand and motivation for the study of English in Romania has registered a lot of interest in recent years and it keeps being encouraged and steadily promoted at political, educational and social levels. Under the circumstances of globalization mastering a foreign language has become an essential feature of the modern world.

Learning to facilitate and accept different attitudes and values, get real respect of other cultures takes great pains and of course a lot of time, not to mention the requirement of constant teaching and long-term practice.

Under such circumstances a radical change has also occurred in the perception and attitude towards the study of foreign languages in general, as symbols of education and basic means of direct communication and

information. At present foreign languages, mainly the widely circulated ones are being studied by a diversity of people belonging to all walks of life and to all fields of activity. The number of languages studied nowadays is larger than ever and the methods of teaching are continually modernizing and diversifying.

At school level pupils may attend a greater number of English classes and get involved in a wider range of activities meant to stimulate and develop their interest in language learning. Thus, the young people are the first to get aware of the immediate benefits of learning English being supported at the same time by educational policies that develop and encourage this orientation.

Key words: Culture and language; Inter-relation; Cross-cultural communication; Learning and teaching English in Romania; Language as a major medium of human communication.

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The Analogic Genitive Pattern as an Active Metaphoric Expression. Is Its Translation an Intercultural Process?

The Analogic Genitive category, first mentioned in Sinclair (1989:40) and further explored in Goatly (1997: 215) seems to be a favourite syntactic pattern for specifying the Topic of Active Metaphors. With Active, fresh metaphors, the referent of the Vehicle (Source Domain) Term is unconventional, syntactically more prominent (as it precedes the Topic/The Target Domain Term) and is intensified as a result of the momentary delay in specifying the Topic. The aims of the paper are (1) to show how this construction works in postmodernist literature, especially in novels by Salman Rushdie and Ian Mc. Ewan and (2) to analyse how the Analogic Genitive Pattern was translated in the Romanian versions of the literary works under discussion.

Key words: Analogic Genitive; Active Metaphor; Topic; Vehicle; Mapping conditions.

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Professor GIACOMO FERRARI

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News as Myths: Expressive strategies in Italian giornalese

The current trend of journalists to "dress" news in suits of myths has consequences also on the choice of discourse strategies. Thus, a "spectacular" lexicon is often preferred to an "informative" one. This style is extended to the selection of metaphorical expressions. Thus, given a cognitive metaphor, journalists often choose "surface" expressions guided by this "mythological" strategy.

Key words: Journalistic style; Discourse strategies; Metaphor selection strategies.

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PAPERS

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Indirectness and Politeness in Saudi Arabic and British English: Interlanguage Request Modifications

Abstract: Investigations on speech act of request have been interesting for many researchers as it usually occurs in a daily basis with different situations and interlocutors (Schauer, 2009). When making a request, "the speaker impinges on the hearer's claims to freedom of action and freedom imposition" (Blum-Kulka, 1984 p.201). Requests are considered one of the most face threatening acts (Brown and Levinson, 1987) because they threaten the face of the hearer.

The current study is aimed to investigate the performance of the requestive behavior of Saudi interlanguage learners as compared to the native British English students. Participants of this study are all undergraduate students mainly from two language backgrounds: Saudi Arabic and British English. Investigations in the current study address pragmalinguistic knowledge, and the main focus are on: (a) the level of directness of the request act, (b) the internal modifications, (c) and the supportive move.

Discourse completion task (DCT) is the main data instrument used in the current study to elicit pragmalinguistic data, and it includes a single-turn response. Participants are asked to provide a written response to 12-given described situations. The classification matrix for directness and for internal modifications in the current study are based on the frameworks that were introduced in the Cross-Cultural Speech Act Realization Project (CCSARP) by Blum-Kulka et al., (1989), and the matrix used for external modifications is the one proposed by Schauer (2007).

Key words: Speech Act; Pragmalinguistic; Request; Internal modifications; Supportive moves; Discourse Completion Task.

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Pragmalinguistic competence of Saudi speakers of English: The case of refusal and acceptance of invitation

Abstract: The present study examines realization of the speech acts of refusal and acceptance of invitations made by advanced Saudi EFL learners in the UK in comparison with the British native speakers. This examination is based on the factors of L1 culture (including social distance and social power). It handles the main question of "to what extent does the realization of the refusal and acceptance of invitation by Saudi EFL learners differ from that of the British speakers in terms of pragmalinguistics?" According to Kasper and Rose (2002) such three sets of comparable data help identify the pragmalinguistic differences between native and non-native speakers and the impact which L1 learners' has on their L2 pragmatic competence.

Therefore, data were collected from 60 participants divided into three groups with 20 participants each. Group 1 includes Saudi EFL learners studying at the Anglia Ruskin University (ARU), whereas group 2 comprised Saudi EFL learners who are studying at home. Group 3 includes British undergraduates at the ARU. Data were collected through a 12-situation oral completion task (ODCT). Situations are designed to equally require responses of refusal and acceptance by the participants. That is, six situations requires refusal responses to the speech act of inviting while in the other six situations, participants were asked to positively respond and accept the invitations.

The responses strategies were adopted from Beebe, Takahashi, & Uliss-Weltz (1990) and Tseng (1999) in two parts of direct and indirect responses. Some of unclassified responses were found in Saudi group in Saudi Arabia. The data were analysed by ANOVA and it showed a negative pragmalinguistics in the target group. Saudi students tend to use more strategies in each response while British students do not use more than two strategies. Also, Saudi students in Saudi Arabia used religious expressions and they were classified into three types, namely religious wishing, religious swears and religious prayers.

Key words: Pragmatics; Interlanguage; Pragmalinguistics.

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A convergent approach to corpus and glossary creation for higher education CLIL

Abstract: During the last few decades, there has been growing scholarly concern for the enhancement of the international dimension of education with a view to opening wider perspectives for the learners' study and subsequent employment in the European space. One of the frameworks conceived so as to address the internationalization of education is *Content and Language Integrated Learning*, which is aimed at providing learners simultaneously with knowledge in a certain field of study and with communication skills in a widely-spoken language.

The study presented in this paper is interdisciplinary, lying at the intersection point of language pedagogy, corpus linguistics, information technology and lexicography. It is an integrative approach borrowing methodology from all these disciplines while pursuing the objective of formulating a teaching and learning methodology to be used in English-taught academic *Content and Language Integrated Learning*, the participants of which are non-natives speakers of English.

The novel methodology herein suggested is considered an effective means to enhance the acquisition of both specialized terminology and content knowledge in such educational contexts. More precisely, the paper attempts at demonstrating that corpus compilation and glossary-making can be joined into a valuable complementary method to establish a better balancing act between the improvement of the students' English language performance inside and outside their field of study and their acquiring the relevant content knowledge.

It reports on the experiment undertaken with Romanian students enrolled in the English-taught programme of Automotive Engineering at Transilvania University of Braşov, Romania. They were initially guided to adopt collaborative learning strategies throughout the activities related to corpus compilation and glossary-making so as to develop autonomous learning skills for long-time professional engagement.

The methodology was conceived in eight steps, which were scheduled to stretch over a whole semester, during the students' initial study stages. The two main activities, corpus compilation and glossary-making by means of electronic tools, are dedicated separate sections in this paper, which highlight the gradual development of the learners' language skills, abilities to handle electronic tools for the creation of learning and working resources and the acquisition of knowledge in a particular field of study.

Nonetheless, focus is laid on the relation of interdependency between these two major activities and on the benefits of approaching them convergently by undertaking the adjacent actions in an integrative way and with the end-product in constant view.

The methodology is designed as a coherent whole meant to positively impact the overall quality of the learners' study. The advantages of the proposed methodology have been discussed along two coordinates, one pertaining to the process and the other to the product. The two chief benefits of the methodology have been outlined as (i) enhancing the balance between content and language acquisition in *Content and Language Integrated Learning* for non-native speakers of English, fostering autonomous and self-directed learning abilities, and (ii) providing the learners with valuable resources during and after the study.

Key words: Higher education CLIL; Specialized corpus; Glossary; Cooperative learning; autonomous learning.

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Communication and emotion in the intercultural mediation

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Abstract: Long and authentic *intercultural relationships* could not exist if the main tool of the relationship - which is the *communication* - would not exist. As such, the communication process implies 2 aspects: to know how to express our own needs, taking into consideration the others and to be able to listen the needs the others may express. Although such expression of needs involves *an emotion*. As such, whether it is positive, emotion engages dialogue but whether it is negative, *emotion may generate conflicts or misunderstandings*.

It goes the same for communication: whether it is effective, then *communication commits to engage dialogue*. But whether it is ineffective, communication is the origin of the *conflict*.

Using a multi-method research strategy included a qualitative and quantitative approach, case study and model building, it makes sense to affirm that *communication and emotion may become sources of misunderstandings, of conflict*. Specific literature, parallel analysis allowed to discover that whether both factors are properly managed and regulated, *communication and emotion may become the keys to resolve the conflicts or misunderstandings*.

This is the reason why the approach to resolve conflicts has a name well known: it's called *intercultural mediation*. This implies that the interculturalist/mediator knows how to « manufacture » and make adequate use of 3 heads and 3 hearts!

Intercultural mediation leads to language integration.

Key words: Communication; Emotion; Conflict; Mediation; Language integration.

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Ways of improving communication skills by means of British culture and civilization issues

Abstract: The present paper deals with the ways communication skills might be improved by different issues connected to British culture and civilization. Culture, transmitted from one generation to another, defines the identity of a society and distinguishes it from other societies.

Culture is the ground of meaning, the codes of behavior and characteristics of a society. The culture of a society is significantly reflected through its language. Only with a language are societies able to transmit their own cultures, beliefs and ways of life to others and shape their own lives with different cultures to which they are exposed. Language is the most advanced element of culture. The use of culture in foreign and second language education is not new.

Students improve their perception of a foreign culture and their own culture by gaining awareness of a foreign language. Cultural awareness and tolerance should be created in students because they enable students to express their cultural opinions. Culture is taught for two reasons: "to increase cultural awareness, and to promote cross-cultural interaction". The teaching of culture can raise awareness, appreciation and acceptance of other cultures.

Culture learning is the process of acquiring the culture-specific as well as culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process that engages the learner cognitively, behaviorally, and affectively.

Key words: Communication; Culture; Cultural Awareness; Cross-Cultural Interaction; Language.

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The juridical language and its difficult reception by foreign students

Abstract: The juridical language, as a specialized language, supposes certain difficulties of receiving by the foreign students eager to grasp the secrets of the Romanian law. The juridical systems in the whole world may have some similarities with the Romanian juridical system but by no means identities, the closest one by form and ideas being the French juridical system. Therefore, for the foreign students studying law in Romania, the difficulty of understanding the real sense of the juridical terms and the language used by jurists, which is a particular language specific to the discussed domain, becomes obvious. The explanation of the juridical terms and the specific vocabulary through synonymy, through antonymy or by periphrasis and then their placement into a larger context may represent a way for understanding and deepening in detail the real sense of the law words.

Key words: Juridical language; Term; Vocabulary; Foreign students; Romanian.

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Interruptions in medical consultations: issues of power and gender

Abstract: Interruptions in various areas of spoken interaction have been the focus of research which deals with such issues as power and dominance or gender. More recently this focus seems to have been on the many functions interruptions can hold. One research area in which interruptions may have been given less attention is that of doctor-patient interactions (see for example, Menz and Al-Roubaie, 2008). This paper investigates the issue of interruptions in medical interviews and how they can be related to power and gender. The area of medical consultations has been chosen for this investigation since it is a domain which has been subject to a substantial body of ethnographic or qualitative research from a range of standpoints. It also seems to be a setting which is familiar to many of us and does not require a lengthy introduction or explanation.

The discussion of interruptions in institutional talk, in the medical context in this case, draws from ethnomethodology and conversation analysis which have been increasingly concerned with 'institutional interaction' and in particular 'talk at work' (e.g., Boden and Zimmerman 1991, Drew and Heritage 1992).

Medical practice and the delivery of health care has become a particular focus of such studies and there is growing body of studies of talk and interaction dealing with interruptions in medical consultations. In this paper, I wish to address the issue of interruptions from three perspectives. First, interruptions are here dealt with in relation to the various types of such overlapping sequences described in the literature for example in the work of [Murata \(1994\)](#) or James and Clarke (1993). Second, they are investigated from the highly controversial perspective of how male and female conversational partners seem to behave differently or not when interrupting each other. Third, interruptions in medical consultations are here regarded as means of control and domination in encounters in which some of the participants seem to hold a power position and others a subordinate one (Fairclough, 1989).

The data corpus analysed from these three perspectives consists of 23 medical consultations recorded with the consent of two physicians, an ophthalmologist and a paediatric orthopedist. In a previous study, a pilot qualitative context-bound analysis of two of these medical consultations was conducted in order to inform the main study discussed here which is based on the whole corpus. The findings of this preliminary analysis demonstrated

that it seems possible to use an existing analytical framework (Menz and Al-Roubaie, 2008) for the identification of types of interruptions characteristic of medical interviews in the Romanian context.

Starting from these findings, the results of the main study show that some of the types of interruptions discussed in the literature seem to be characteristic of the Romanian medical encounters in this corpus and that, due in no small way to the specific cultural context, the theoretical analytical framework may be amended. The findings related to the issues of gender and power, on the other hand, demonstrate that in this corpus there is no major difference in verbal interruptive behaviour between male and female participants in medical encounters. Finally, the study shows that this type of verbal behaviour is indeed a mark of power relations.

Key words: Interruptions; Overlapping sequences; Medical consultations; Power; Gender.

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Lexical Reflections of Romanian Post-Communist Mentalities

Abstract: The French school of pragmatics (Kerbrat-Orecchioni 1980; 1994; Moeschler-Reboul 1999) as well as the expatriate Romanian linguist Eugen Coșeriu (1986; 1994) have argued that language serves as a means of expression of mentalities, while the cultural models which shape mentalities help create manifest expressions of culture. It is worth noting that the relationship between culture, language and mentalities was explored in Romanian linguistics since its modern beginnings, for example by Lazăr Șăineanu in his *Încercare asupra semasiologiei limbei române* (1887), before in mid-twentieth century the communist regime prohibited sociological and psychological research. By means of the “wooden tongue” (Thom 1996), or what the former political prisoner Ion Ioanid has called “the generalised socialist language” (1996: 148) as a means of expression of communist mentalities, the regime strove for social homogeneity. After 1989, the transition from communism to democracy has involved the replacement of homogeneity with diversity and an unprecedented outburst of voices and (hyper)subjectivities. In the process, the communist “new man”/*homo sovieticus* gradually revealed his real face and character, so that many cultural analysts have increasingly come to deplore the degraded socio-cultural environment, including degraded language use.

Starting from the perceived Romanian personality profile (IRSOP 2005) and English communications consultant Richard D. Lewis’s list of Romanian values (2006: 352), the paper identifies the current Romanian values and beliefs as reflected in language use, since semantic changes are also markers of changes in mentalities. Such changes are at the center of several debates on the present state of the national language. Beyond some centuries-old national peculiarities, such as verbal violence (Cesereanu 2003), in the context of globalisation there is a strong tendency to replace cultural diversity with a standardized international culture.

Key words: Identity; Mentalities; Semiotics; Semantic change.

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The Bilingualism In Education. The Baccalaureate With Bilingual Mention

Abstract: The bilingual Romanian-French classes in high-schools do exist for more than 20 years in Romania. In about 80 bilingual high-schools, the bilingual course starts in 9th grade and lasts for 4 years, integrating nonlinguistic subjects that are taught in French. Starting with 2007 there was signed an intergovernmental convention – between the Embassy of France in Romania in collaboration with Ministry of National Education in Romania – that established a French Baccalaureate for the bilingual classes. The Order of the Ministry n°. 1871/2007 lays the bases for the organization and the methodology of the Romanian Baccalaureate with bilingual mention. The students from the bilingual classes in the so called “Pilot” high-schools follow in 9th grade a pluridisciplinary modulus in French which ends with an exam that represents the anticipated examination for Baccalaureate. This examination is testing students’ level of information in DNL in French which were acquired during the pluridisciplinary modulus that they followed. It is compulsory for the students that want to take an examination in the French Baccalaureate. The Diploma that they receive facilitates graduates’ integration within the French Universities.

Key words: Education; Bilingualism; Anticipated examination; Baccalaureate; Bilingual mention.

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Décret nr. 2013-164 du 22 février 2013 portant publication de l'accord sur l'enseignement bilingue entre le Gouvernement de la République française et le Gouvernement de la Roumanie (ensemble trois annexes), signé à Bucarest le 28 septembre 2006, disponible sur <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027110486&dateTexte=&categorieLien=id>
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Résumé, compte rendu, synthèse d'un texte scientifique – méthodologie de lecture et rédaction

The summary, the review and the synthesis of a scientific text – reading and writing methodology

Abstract: The summary, the review and the synthesis of specialised texts represent real challenges for the students of a technical university. To elaborate the summary of an article based on thorough research or to write a technical review or a synthesis starting from several various texts, these are activities that require a multitude of intellectual abilities which the students will find invaluable towards the end of their academic studies, whether when choosing the future profession or when dealing with the daily life. In the professional life, the students will have to be able to extract quickly the main ideas from a technical report, from the description of a project, from a presentation, from the conclusions of a meeting, etc. They will have to be able to reformulate those ideas, to associate them with other ones, to compare them, at the same time discarding all the irrelevant details, thus keeping the ones that might be important. These are vital competences for a professional person in any technical field: when reading any scientific or technical article, any scientific journal, or any project, they must do it in such a way that they are able to quickly select and structure anything important from the written text. We think that it is important to define the summary, the review and the synthesis in order to better understand the methodology used for this type of endeavour, as well as using such instruments in the field of science and technology. We will then analyse the stages that precede the writing act of each of these types of texts: first, the analysis of the para-textual elements (title, sub-title, inter-title). We may also include here the intro as well. This first stage requires the ability to identify the nature of the text and the presence of the sender, as well as that of the receiver. Naturally, one must always remember not just the name of the author or authors but also the source of the text or texts. During the next stage, the text is read as a whole. During this first reading, one must try to understand the overall, global idea of the article, the main idea and the authors' opinions. Then there is a second, analytical reading of the text, during which we identify the paragraphs, the connectors, the lexical fields and the key words. This is the moment in which the readers notice the connection between the main ideas, the foundation of the plan of the text. After reading and understanding the text, the reader can now become a "writer". Our article will provide details for the rules the

“writer” will have to follow for each type of text (summary/vs./review; summary and review/vs./synthesis). It is mainly about reformulating the ideas, reducing the text/texts and the “writers” objectivity. The abilities which the students-“writers” will have to display are thus fairly complex: they will have to understand, analyse, reduce and reformulate the information.

Key words: Summary; Review; Synthesis; Scientific or technical article; Specialised texts.

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On non-temporal meaning of temporal conjunctions in English and Serbian language

Abstract: The research in this paper is focused on the secondary, non-temporal meaning of English conjunctions *when, while, as* and *whereas*, such as atemporal, causal, contrastive and comparative meaning. The analysis tends to discover the contextual environment where the deviations of the primary, temporal meaning of the conjunctions might occur, along with the other grammatical elements possibly influencing the deviation. Furthermore, both the syntactic and semantic status of the structures introduced by the conjunctions abandoning their temporal meaning is also observed, in that such structures usually become more mandatory in the context. The empirical analysis tends to establish whether and, under which circumstances, the same or similar deviation of the primary temporal meaning occurs with the Serbian temporal conjunctions. The comparative analysis shows that the realisation of non-temporal meaning of the conjunctions is considerable, to a high percentage concurrent with the non-temporal meaning of the structures being introduced by the aforementioned conjunctions in English.

Key words: Conjunction; Temporality; Non-temporal meaning; English; Serbian.

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Translating advertisements – challenges and perspectives

Abstract: Localization in advertising is one of the main issues that specialized translators face nowadays. In most of the cases, it is a real challenge to adapt the message of an advertisement to the specificities of a culture, so that it would be both economically and linguistically effective. As any marketing and advertising strategy is directed towards a target audience, the translator's mission is to adapt the promotional texts to various social, cultural, legal and political elements of the potential customers. Besides the particularities related to the target audience's age, gender, religion, marital status, social practices and commercial habits, localization in advertising aims at adapting the texts to the ideology of the political system in the country where the product in question is going to be marketed, the economic parameters and the legal provisions in force. Together with these factors, localizing translators of advertisements have to take into consideration the correspondence between the image and the text or between the length of the lines in the source language and the number of words used in their translation. Therefore, they feel constrained to combine a lot of translation strategies and procedures, in order to render the message of the original text as efficiently as possible. From transference to free translation, they resort to all the available means for correctly and appealingly conveying the same meanings as in the source text. This article aims at providing an overview of all these translation techniques, as well as a contrastive analysis of a corpus of advertising texts in English and Romanian. This analysis will focus on the figures of speech, loan words, calques and other lexical and stylistic means of rendering the same content in both languages, preserving its conciseness and persuasive function. The influence of the English language on Romanian has manifested itself for almost three decades, and advertising is one of the fields in which it is quite obvious, due to the more and more globalized trade, in which English plays a dominant role. In such a context, the Romanian translators face the difficulty of distinguishing between the linguistic competences of the target audience (i.e. the commercials addressed to the youngsters contain more loans and calques from English than those addressed to the elderly) and adapting them to the needs and expectations of the potential customers, making the advertisements sound natural to the specific category it has been intended for. These difficulties add to the already existing ones, since, according to Smith and Klein-Braley, any advertisement is "a microcosm of

all the prosodic, pragmatic, syntactic, textual, semiotic and even ludic difficulties to be encountered in translating” (Smith and Klein-Braley, 1997:175). Therefore, the complexity of this phenomenon is worth studying and may provide any researcher in the field of mass-media with rewarding results.

Key words: Advertising; Translation strategies; Localization; Contrastive analysis.

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Complementary toolkit for aphasia therapy: a linguistic approach

Abstract: Aphasia is a complex and multidimensional disorder that occurs due to an underlying health condition affecting the higher integrating brain activity responsible for language production and communication. In-depth studies agree that there are two main types of aphasia [Broca and Wernicke] but argue upon the classification of different subtypes. This is mainly due to the diversity of different cases that do not always fit into any of the standard classifications. Because of this miscellaneous behaviour of aphasia professionals always look for complementary methods to help recovery. One of these methods is music therapy. Besides the fact that music can relieve stress and anxiety in patients it can be used to aid communication where this is deficient or merely impossible. Recent studies demonstrated that, since it is not age dependent, musical training can modify brain function and plasticity in aphasics. Singing with lyrics showed higher brain activity than just singing without lyrics, which may support the clinical findings that non-fluent aphasics are better communicators when intonating speaking. Melodic Intonation Therapy was particularly developed to aid recovery from aphasia. Most clinicians consider gestures helpful in aphasia therapy. Recent studies demonstrated that the more impaired communication was significantly more gestures were involved in aphasic communication. In most cases, hemiplegia did not prove to be an impediment to the use of gestures. People with aphasia employ “content-carrying” gestures that display a cueing effect to help the production of speech. Researchers also argue that these movements have language-like properties in the same way as gestures used by mime artists and deaf signers. The use of gestures is encouraged by speech-language pathologists during therapy. Emotional language is any choice of words that employs emotional response. Usually, it is used in theatres, film industry and mass media to create a more powerful impact on the audience. Emotional language is stored in the right hemisphere of the brain. Apropos of aphasia, we can think of the patient as the audience whose emotions are triggered by such language use, but we can also think of the patient as the speaker whose emotions can inhibit speech production or facilitate speech production. This study aims to analyse the different possibilities that can add something to the aphasia therapy besides the usual speech-language rehabilitation. These complementary tools are not devices or any other prefabricated tools.

Key words: Aphasia; Music therapy; Content-carrying gestures; Emotional language.

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The importance of using TED Talks in attentive listening

Abstract: Listening as a receptive skill in language teaching and learning has long been neglected in our schools and universities of Kosova mainly because of the problems with basic infrastructure (old classrooms, overloaded classes with students and moreover, lack of technology. While working as lecturers at the Univeristy of Prishtina and University of Gjakova and having a long experience in delivering courses of English Language, which are mainly practice based courses aiming at improving the four language skills: listening, speaking, reading and writing, TED talks have been introduced as a listening activity for the students whose native language is not English. By using this strategy, a positive classroom atmosphere has been perceived and students' interest and motivation on listening and comprehending these talks has been increased. Well-planned selection of topics from TED Talks related to students' interests would arouse their motivation in attentive listening. Well organized and coherent stories, especially those personal, sincere and sad ones told in a TED auditorium arouse students' attention who listened breathlessly until the final minute of the talk. Short talks from 8 to 15 minutes, rated as funny, persuasive, inspiring and motivational by the TED audience, were chosen to be used as listening comprehension tests. The longer talks purposefully were used with subtitles and shorter ones without them. Students listened to them only once, answered the comprehension questions and filled in questionnaires as well as gave feedback on these talks. All the qualitative and quantitative data from the tests and questionnaires will be presented and given in further details.

Key words: Listening; TED talks; Attention; Motivation; ESL; Comprehension.

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L'analyse des données et l'élaboration didactique en français technique et scientifique

Data Analysis and Methodological Elaboration in Teaching Technical and Scientific French

Abstract: When drafting pedagogical teaching programmes we need to take into consideration that teaching French with Specific Purposes is different than teaching French as a foreign language due to the fact that the teacher / designer of the course is confronted with various teaching situations that are specific to the future fields that students will be working in. In this case, teachers must design themselves the teaching curriculum and adapt the teaching material that is available to the professional field of their students. The entire process of selecting the teaching material has several steps as follows: finding out the professional field of the students from the teaching institution, analyzing the students' needs, an analysis of the gathered data and material the students will work on, a further data analysis for viewing the communication situations they will need to learn and, finally, creating the activities in order to make students acquire these language skills. In this article, we will treat the last two steps, the data analysis and the methodological elaboration of teaching materials specific for technical and scientific French. The object of the present article will be the data analysis that a teacher of French for Specific Purposes needs to do in order to design a coherent teaching curriculum and to attain their teaching objectives when teaching French used for technical or scientific purposes. We will reflect upon the design of teaching materials used with students from the technical university of Cluj in learning French for Specific Purposes. Teaching a foreign language for a technical or scientific purpose means a double effort in designing a course because, apart from the methodological and language knowledge, the teacher must also learn about the professional field their students are about to work in. After collecting the teaching material, teachers must do a thorough analysis of this data in order to design a curriculum to teach students the language competences (written and oral) within real life situation activities similar to the ones they will meet in the future at their workplace. When elaborating these activities specific to technical or scientific French, all teachers must take into account several restraints such as designing interactive working activities where the teacher's role is to supervise how the activity is going and whether its aim is attained, to create communication situations that can develop the easy target competences, turning to authentic discourses. Teachers are very often limited to fields like

mechanics, computer science, civil engineering, etc. What often happens is that teachers must tackle a running marathon between a technical or scientific vocabulary, a good management of the communicative method and creating teaching materials and activities which won't bore the students (role-play activities, etc) From the moment they gathered the material, teachers of French for Specific Purposes create various communication contexts the students will probably meet with in their future professional life and combine it with the language structures, lexical aspects and a logical structure of the teaching activities they are about to use in class.

Key words: Teaching French for Specific Purposes; Technical; Scientific; Methodological elaboration; Data analysis.

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Magic Realism and Discourses of History in Salman Rushdie's Shame

Abstract: The present paper succeeds to our theoretical framing of what distinguishes New Historicism from traditional historiography and to a survey of the theoretical positions assumed by the main representatives of this school that has fuelled literary studies since the 80s. This time we are examining the writing practices drawing on the assumptions of a New Historicist view of the past which bear upon narrative structure, rhetorical devices, character construction and troping. According to Linda Hutcheon, postmodernism is less a period than a poetics or an ideology. Historiographic metafiction is a type of writing that doubles back upon itself, a generic hybrid in its inscribing of both historical and literary intertexts. It clearly attempts to combat what has come to be seen as modernism's Ivory Tower stance, its contempt for reality and history and fixation on formal devices that separated art from the "world," literature from history. But it often does so by using the very techniques of modernist aestheticism against themselves. The autonomy of art is maintained; metafictional self-reflexivity even enforces it. But within this seemingly introverted intertextuality another dimension is added through the ironic inversions of parody: art's critical relation to the "world" of discourse and beyond that to society and politics. History and literature provide the intertexts in the novels examined here, but there is no question of a hierarchy, implied or otherwise. They are both part of the signifying systems of our culture. They both make sense of our world. This is one of the lessons of that most commonly practised genre of postmodernism: historiographic metafiction. *Shame* is Salman Rushdie's third novel, published in 1983. It portrays the lives of two historical personages, Zulfikar Ali Bhutto and General Muhammad Zia-ul-Haq, disguised as Iskander Harappa and General Raza Hyder. On the high level of a nation's history, the professed purpose of the novel is to teach the readership a lesson about overthrowing a dictator. On the level of commoners, it is a plumbing of the collective unconscious affected by such a totalitarian regime: its psychological pressure gives birth to violence. In New Historicist fashion, Rushdie judges the present society against its historical background, producing a hybrid overlay of past and present history. The present fundamentalism is traced back to the very birth of Islamism, the temporal frame of the plot being borrowed from the Hegiran calendar. Rushdie interrogates the sense of guilt and of shame that is seen as an heirloom of colonialism. It is precisely the lack in confidence that comes with

a nation's awareness of its roots, of its past that makes it vulnerable, that induces spiritual paralysis. It is worth noting that the freedom in the treatment of the past does not at all indicate contempt for the past as was the case with the vanguard movements of the last century. New Historicism is a critique of false ideas about history, of political attempts to rewrite the past according to circumstantial interests of the power system. Rushdie is a master in providing tropes of this lack of authenticity affecting some versions of the past: fading photographs, vanishing ink, empty luggage, and letters instead of meaningful linguistic units.

Key words: New Historicism; Reading practices; Historical characters; Historiographic metafiction.

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On the macrostructure of abstracts in medical and economic journals and its LSP implications

Abstract: Scientific publications are meant to keep professionals up to date with the latest research and information in their field. The most renowned scientific publications are written in English, which has become the language of communication in sciences. All papers submitted for publication in a scientific journal need to be accompanied by an abstract written according to the guidelines for authors, which are specific to each journal. Moreover, submission of abstracts is a requirement and a means of selecting the most interesting pieces of research to be presented at conferences and congresses. That is why, we believe that abstract writing in English needs to be part of the training of all undergraduate students in various fields of science.

The purpose of our study was to observe how the theory of abstract writing is put into practice in genuine research papers, in order to identify the best way of teaching students how to write abstracts of scientific articles. Also, we aimed to find out whether there are differences between abstract writing in economics and in medical journals, or whether there is a common way of writing abstracts of scientific articles which could be taught in ESP classes.

For this purpose, we analysed a total of 40 recent abstracts from widely read journals with an impact factor of above 2, as follows: 20 abstracts from medical journals included in PubMed, and 20 abstracts from economic journals included in the Philadelphia List. We formulated ten research questions concerning the macrostructure of the abstracts, which referred to their structure, headings, length, keywords, references and related information. We also studied the guidelines for authors in each of the chosen journals, in order to have a clearer view of the requirements for writing abstracts in these publications, and to compare the analysed abstracts with the instructions for authors.

We compared the results of our analyses and found significant differences between abstracts in medical and in economic journals. Some of these differences are in line with the literature and others come to complete the information available on abstracts in scientific journals. For example, we found that while most abstracts in medical journals are structured (75%), the

majority of abstracts in economic journals are unstructured (95%). Also, abstracts of medical articles were significantly longer (270-530 words) than abstracts of articles in economics (65-178 words). A surprising finding was that most abstracts of medical articles were not accompanied by key words (75%), whereas in the case of economic journals, key words were provided in all the analysed publications.

Our conclusion was that while abstracts in economics and medicine differ significantly in terms of macrostructure, there are certain common elements which support the idea that abstracts of scientific articles have a common ground, based on a shared general structure: introduction (background/objectives), methods, results and conclusions. Finally, based on the results of our research, we designed several activities to be used in the LSP class, which would enable students to learn about writing abstracts of scientific articles and about the particularities of such abstracts in the field of their study – medicine and economics respectively.

Key words: LSP; Abstract; Microstructure; Medicine; Economics; Journal.

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Regional Differences in the Processing of Romanian Anglicisms¹

Abstract: As English has turned into the first *global lingua franca* (Crystal 2003) over the last decades, numerous contact-induced language phenomena that seem to affect present-day Romanian have been linked to the former's worldwide influence. Most studies dedicated to the Anglicization of Romanian have adopted a normative stand, trying not necessarily to understand such phenomena, but to create an environment into which only accepted Anglicisms would fit.

On the other hand, our research has focused on the protagonists of Anglicization, i.e. the Romanian native speakers, mainly on their perception and processing in order to see whether there are some other reasons, besides their attempt to be *trendy* or *cool*, that make some of the phenomena under analysis more salient and more prone to become permanent.

Here, we have investigated whether regional differences count when it comes to the processing of lexical Anglicisms. In a nutshell, using an E-prime based experiment, we have tested Romanian students from Bucharest and Braşov in order to see whether geographical variation would trigger differences in the processing of luxury lexical Anglicisms, that is word loans for which there is at least one long-established word in Romanian. Our preliminary results seem to suggest that this is indeed the case.

Key words: Psycholinguistic experiment; Anglicisms; Regional variation, Language processing.

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*Keeping up with Anglicisms*²

Abstract: This presentation analyses the way in which modern French, Spanish, Italian, Portuguese and Romanian dictionaries reflect the lexical changes triggered by the pervasive influence of English, changes that are manifest in the present-day Romance languages under discussion.

First, we have chosen 20 lexical Anglicisms and analysed their use in present-day Romanian and whether they appear in official Romanian dictionaries. Then, we have offered some possible explanations for the fact that some of them are not yet officially recognised as part of the language. Last, but not least, we have taken the same loan words and studied their use and how they have been standardised (if at all) in all the other mentioned Romance languages.

This contrastive analysis has offered us an insight into the language policies of the other Romance languages, policies that could be of help in the lexicographic work of Romanian linguists, and not only.

Key words: Anglicization; Romance languages; Usage; Norm; Dictionaries.

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Education for Human Rights through Foreign Language Teaching. A Retrospective Look

Abstract: The current paper draws upon the theories on the rationale of the curricula, as formulated by thinkers such as Dwayne Huebner (1959), Louise M. Berman (1968), Gerald Weinstein and Mario Fratini (1970), mentioned by Negreş-Dobrior (2008), in order to plea for the important role of the humanistic education in the development of one's personality. It aims to revisit, in times of increased concerns with migration, the claims of the schools of thinking developed by the above-mentioned theorist, who envisage the humanistic education as a "curriculum of affect". It does so by suggesting a consideration of the humanistic education from a specific angle: that of the embeddedness of the foreign language teaching into the education for human rights.

The approach adopted in the paper highlights the fact that the education for human rights explores and shapes cognitive skills to the same extent that it does affective and attitude-related ones, where from the relevance of education for human rights in terms of its ability to teach, beyond abstract concepts, ways of being and acting. The document at the core of the paper is the "Convention on the Rights of the Child" (CRC), which stipulates, in articles 28 and 29, that the state parties acknowledge the children's right to education, and that they commit themselves to ensure, among other aspects, the education of the child in the spirit of the respect for his/her mother tongue, identity and cultural values, the national values of the country in which he/she lives, of his/her country of origin, as well as those of other civilizations.

Almost three decades after the adoption of the "Convention on the Rights of the Child", the attempt to harmonize, in ways that are effective and go beyond the empty rhetoric, the respect for one's cultural identity and values, as simultaneous to the respect for other civilizations, seems to be a daunting challenge. That is why this proposal aims to revise significant projects, reports and other types of documents that have treated language education as part of the education for human rights in order to glean the most valuable lessons that can be learnt, as a basis for a renewed agenda of intercultural education meant to foster genuine mutual understanding and respect in times marked by migratory movements.

Key words: Education for human rights and foreign language teaching; Humanistic education; The right to education; The Convention on the Rights of the Child; Foreign language teaching and migration.

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Religiosity in Masa lui Brâncuși by Valeriu Anania. The translation and analysis

Abstract: Valeriu Anania created a poetic artwork to integrate and represent part of the Romanian cultural heritage. The title of the poem this article seeks to analyze, *Masa lui Brâncuși* translated as 'The table of Brâncuși' makes reference to part of the sculptural Ensemble of Constantin Brâncuși, *Masa tăcerii* translated as: 'The table of silence'. The sculpted table, as well as the rest of the elements included in the Ensemble of Brâncuși, has been created as an homagial monument honoring the heroes of the First World War. Some researchers believe that Brâncuși's sculptures carry a more profound symbolism, a Christian codification. Valeriu Anania transliterates Constantin Brâncuși's sculpted artwork into a religious literary masterpiece. His representation of the sculpture through verse resembles a frame narrative. Just as Brâncuși encoded a certain symbolism safeguarded by the sculptures apparent signification, Anania encoded the religious element, decoding the symbolism encoded by Brâncuși. This article seeks to bring light upon Valeriu Anania's poem *Masa lui Brâncuși*, focusing on the de-codification of religious elements. It also means to provide the literary stage with a translated version of the text from Romanian language into English language and with its analysis.

The religious element is found in Valeriu Anania's literary work since his debut as a writer, poet and playwright. He lived his life as a monk, part of the Christian orthodox clergy, he was a playwright, novelist, essayist but most importantly, a poet. The poet was not one to follow a trend or bow to the current, therefore his work cannot be included in a specific literary movement. As punishment for his free intellectual spirit, the communist dictatorship ruling Romania, jailed him for a period of six years. During his incarceration in the Aiud and Jilava prisons, Anania created one of his most renowned plays, written in verse, *Meșterul Manole*, translated as 'Master Mason Manole', demonstrating the ability to create verse in the utmost horrific circumstances. As we will observe further on in this article, the tumultuous events of his life played an important part in the creation of his literary work.

Key words: Poetry; Valeriu Anania; Constantin Brâncuși; Spirituality; Christianity; Religion; Translation; Analysis; Symbolism.

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The speech act of greeting in the interlanguage of Korean L1/Hungarian L2 speakers (in comparison with the utterances of Korean L1 and Hungarian L1 speakers)

Abstract: This presentation introduces the interlanguage realization of the speech act of greeting in the performances of Korean L1/Hungarian L2 speakers (who are at least at the B1 level in Hungarian) in comparison with the regular realization of this speech act in the performance of Korean L1 and Hungarian L1 speakers. The research participants answered a simplified version of a discourse completion test (DCT) consisting of four different greeting situations. The observed greeting strategies had specific characteristics related to their culture-bound semantic-pragmatic features (Szili 2013).

The speech act of greeting is an important part of social interactions. Greetings are our first words or gestures toward the interlocutor. If the interaction continues beyond the greeting, the further turn-taking in the conversation will be based on the greeting and develop accordingly (Bouchard 2011; Shleykina 2016).

Our research revealed a two-element greeting structure in the 3 groups. The first element is the greeting part in its narrowest sense (e.g. 'Hi!' or 'Good morning!' etc.), the second part is the phatic element (e.g. 'How are you?' or 'Nice weather, isn't it?').

In the second greeting part, we observed specific culture-bound semantic-pragmatic features. The Hungarian greeting comprised only the expression of 'How are you?' (in Hungarian *Hogy vagy?* / *Mi újság?*), the Korean ones (including the interlanguage utterances) could be classified into the following semantic-pragmatic categories: (1) Where are you going? (2) 'It has been a long time (since we met last time).' (3) What are you doing (now / nowadays)? (4) Have you eaten already? / Will we have lunch together? (5) small talk (reflections) on the weather, (6) complaints about being tired.

Interlocutors with different cultural backgrounds feel comfortable only when they can manage their social interactions in their own culturally specific way. The transfer of the semantic forms into the interlanguage utterances prove the interlocutor's need to fill certain semantic slots (Beebe-



Takahashi–Uliss-Weltz 1990) (e.g. lunch invitation in Korean or in Korean L1 / Hungarian L2 as part of the greeting).

Awareness of specific cultural differences allows people to adjust to the interlocutor's cultural expectations. Therefore, the research results can be useful in acquainting people with Korean and/or Hungarian greeting strategies, and thereby enabling them to communicate successfully in relevant intercultural settings. The research results can also be used in Korean or Hungarian L2 classes to help students master the specific culture-bound greeting strategies (to develop good communicative competence). Furthermore, the results can contribute to contrastive research in the pragmatics of the speech act of greeting relating to Korean and/or Hungarian culture.

Key words: Greeting strategies; Intercultural pragmatics; Hungarian as foreign language; Korean culture.

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Discourse, location and culture: the tourism domain

Abstract: This paper aims at uncovering the role of linguistic and discursive issues in the (de)construction of locations / destination sites in multiple discursive practices in tourism. The study will discuss theoretical contributions to the study and promotion of intercultural communication as well as factors underlying changes in patterns and forms of communication in tourism. The selection of examples evidencing (meta)language functions (referential - ideational / experiential) is meant to highlight the discursive materiality and impact on the (de) construction of the identity of the destination - space, people, and cultural artifacts.

Key words: Intercultural communication; Destinations; Tourism; Multimodality; Discourse analysis.

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Collaborative Peer Feedback in Teaching Romanian as a Foreign Language

Abstract: Collecting feedback from colleagues is essential in teaching a foreign language as it increases effectiveness. I consider that collaborative teaching and reflection on the process of teaching can provide the teacher with additional insights or it can even help in having a different perspective on teaching. In the long run, peer feedback helps identify the next steps in learning and also allows teachers become more reflective about their teaching practices.

Key words: Peer; Feedback; Collaborative.

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Code-switching in second and foreign language classrooms

Abstract: New trends in SLA research and multilingualism are shifting from the idea of separating languages towards focusing on the individual's whole linguistic repertoire and connection/interaction among languages.

Code-switching is considered to be a salient feature of multilingual speech. Codeswitching is said to be the feature that best illustrates the difference between monolingual and multilingual speech production and reflects students' competences in two or more languages (Safont Jorda, 2005:36).

"Focus on multilingualism" (Cenoz and Gorter 2011) is a new approach that aims at increasing language competence by integrating languages that are learnt at school. The authors use the term translanguaging as a pedagogical strategy and highlight the importance of focusing on the relationship between languages and creating such activities that enhance students' metalinguistic repertoire.

The present paper aims to give a comparative analysis of code-switching patterns occurring within Romanian and English language classroom interaction within Hungarian minority schools.

These two languages have different status in the Romanian educational system – Romanian is the state language, while English is a foreign language – thus different teaching methods, paradigms, principles and tools of assessment are to be used in the case of teaching these languages. The research focuses on the different teaching paradigms found in official documents related to teaching Romanian and English languages; on general classroom language use – the presence and proportion of different languages; and on the functions, pedagogical purposes of the observed code-switching instances.

Key words: Multilingualism; Classroom interaction; Code-switching; Translanguaging.

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Gadgets- a helpful instrument for teaching and learning foreign languages

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. Here are also included the applications from the field of learning foreign languages. They have not been on the market for a long time and many of the teachers or students do not even know about them. This is why we would like to present such an application for the particular case of the German language so that we can offer both teachers and students an idea about the advantage they could have by using such an application.

Key words: Apps; Gadgets; German language.

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Queer intercultural relationships: translating polyphonic identity

Abstract: Queer couples from different cultural backgrounds find themselves involved in relationships which require them to interact in a language other than their mother tongue. This state of affairs influences communicative practices between partners, and can lead to relationships which flourish, or break down. A great deal of previous research focuses on the negative aspects of intercultural queer relationships without much attention being paid to intercultural dialogue as a form of translated discourse. Focusing on an analysis of semi-structured interviews with two queer couples, this article will attempt to make a complementary contribution to existing research on queer intercultural relationships by offering to examine what constitutes positive and ethical same-sex dialogue. In the first instance, it will look at various aspects of intercultural dialogue based on a polyphonic and dialogic understanding of identity. It will also document the ways in which the utterances of participants become subjected to linguistic and cultural interpretations, leading to 'mis-translation' and unethical ascriptions. This will provide the basis for the claim that queer intercultural dialogue can be usefully perceived as a form of translated discourse.

Key words: Queer intercultural relationships; Dialogic identity; Polyphony; Translation; Linguistic hospitality; Hybridity; Ascription.

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Intercultural metaphors: Towards a global conceptual schema or variable cultural concepts

Aims and scope: Papers in this panel will seek to explore the relationship between cognitive concepts and cultural concepts as embodied in metaphorical, figurative language. We will undertake to demonstrate that cognitive metaphors are instantiations of cultural categories manifested in the language spoken by the community that shares a common set of characteristics within a given cultural matrix. Popescu (2012, 2015a, 2015b), following Lakoff and Johnson (1980) and Kövecses (2005) upheld the tenet that metaphors clustered in cognitive categories account for cultural categories, both in terms of conceptual universals and variants, resulting in a complex mapping of interrelated cross-connections.

According to the cognitive linguistic theory, one concept is represented in our mind by a series of other concepts that together constitute a coherent whole, in the form of a mental frame. However, there are social and cultural, even ideological concepts that are hardly generalizable, and hence, not universal. As analysed by Kövecses (2014), an example in case may be the representation of the self, which is variable across different cultures. Thus (pp. 62-65), in Western societies that emphasise the self, the concept is associated with a number of other concepts, including independence (personal), selfcentred, self-expression, self-indulgence, personal goals and desires, happiness (personal), achievement (personal), self-interest, selfishness, suspicion, pride, competition, indifference.

Conversely, in some Eastern societies, the notion of the self is embedded in a different network of concepts, opposite to the above: interdependence, other-centred, saving the other's face, self-denial, social goals and desires, happiness (social), achievement (social), interest (social), sharing, trust, humility, cooperation, care, concern.

Geert Hofstede's anthropological theory of cultural categories (1991) is parallel to the above one, in that he also characterises societies as individualistic versus collectivistic. In individualist societies the ties between people are loose, people tend to look after himself/herself and their immediate families, whereas in collectivistic societies, people from birth onwards are integrated into strong, cohesive ingroups, cherishing family values. Our investigations will concentrate on the linguistic manifestations of such cognitive categories versus cultural ones, and will try to reveal if indeed, cultural conceptualisation projects in turn, metaphorical conceptualisation.

PAPERS

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From computer science to computational linguistics. The first sketch of a database for a computational linguistics project

This article attempts to highlight the importance of basic knowledge in the field of linguistics for a student who wants to move from computer science to computational linguistics.

Terminology is the first step that needs to be taken on the road to the new discipline that is supposed to be mastered. Then, the focus was on different methods of identifying metaphors: Pragglejaz Group (2007), Stefanowitsch & Gries (2006), and Charteris-Black (2004).

In particular, the project Universals and variants of English and Romanian business metaphors. A corpus-based conceptual mapping of contemporary journalese from a pedagogical approach (2015-2017, University of Alba Iulia, Romania)[\[1\]](#) required an in-depth study of metaphors alongside the understanding of lexical metaphors, conceptual metaphors and cultural metaphors.

For this project, a corpus-based methodology described in Popescu (2015) was adopted, and the exemplification of each type of metaphor mentioned above in specific texts that are part of the two corpora was vital both for understanding the metaphors of a PhD student with basic training in computer science and understanding of the project. The 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 totalling over 500,000 words for each of the two languages.

The annotation of the metaphors required particular attention and in-depth study of the consecrated works; for example, a carefully studied work was Annotation of Linguistic and Conceptual Metaphor by Ekaterina Shutova.

Starting from the linguists' needs for this project, a database (containing the two corpora as well as text analysis information - annotation of metaphors, explanation of them, etc.) will be created and stored on a server. Users will

have access to it using their own web browser. Team members will have access to the database using a user-based login form and password.

This solution greatly simplifies teamwork if members are in different locations (sometimes different countries) and users are working on the same version of the data. Another plus is that one does not have to install dedicated software - an inconvenience for some people. A user-friendly, simple, clean, intuitive and reliable interface will be developed. Using the interface, adding, editing or deleting an article in the database will be very simple.

A standard form will be made available to the user (team members) for any new introduction of an article. In this form, fields such as: the name of the author of the article, the title of the article, the date of publication, the newspaper in which it was published, the text of the article, the category to which the article belongs are completed.

In each article the metaphors will be annotated (they will be highlighted, either the lemma or the basic word, detailed explanations will be introduced by the linguists for the annotated metaphors).

A special search section will be made available to everyone and, depending on the searches made, users will be able to access the list of metaphors containing a particular word or group of words, explanations of the linguist for these metaphors, categories, etc.

Key words: Computational linguistics; Corpus linguistics; Metaphor annotation; Searchable database.

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Science, poetry and metaphors

Abstract: “Poetical Theorems”, a book first published in France, in 1994, starts from the idea of mediating a deeper understanding of the contemporary scientific theories, with their complex visions, by the help of a “trans-linguistic lexicon which incorporates poetized concepts similar to those earlier discovered in the “lyrical theorems” conceived by the Romanian poet and mathematician Ion Barbu” (Dincă 2011: 122). As “word of mathematics”, a theorem is defined by S. Schwartzman (2010) in terms of “proof of a speculation that has been arrived at by looking at something”. Metaphor could also be defined as “looking at something” in a poetical way. The term “poetical” is defined by the Merriam Webster dictionary as “being beyond or above the truth of history or nature”. Transdisciplinarity also goes beyond disciplines in its attempt to explain that the only possible universal language is the translinguistic one, that “words are nothing but traces of the lost spoken word” (Nicolescu 1994: VI, 35), that “words are quanta” (Nicolescu 1994: VI, 6). Metaphor could thus be defined through its connection with quanta in quantum physics. It can help us explain what mind is and how it works, what we can know and how we can go about gaining knowledge, the nature of reality, philosophical questions indebted to metaphor (Johnson 2008: 40).

The aim of our paper is to analyze instances of novel metaphor, that is a metaphor used to structure “a new way of thinking about something” (Lakoff & Johnson 1980: 53). The corpus of our research is represented by Basarab Nicolescu’s “Poetical Theorems”.

Key words: Novel metaphor; Transdisciplinarity; Quantum physics; Levels of Reality.

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Metaphors in Klaus Iohannis's and Donald Trump's discourses

Abstract: The aim of this article is to show how metaphors in political discourses are a reflection of the speaker's cultural background and an illustration of the linguistic environment in which they have been produced. The contrastive analysis of the discourses that presidents Donald Trump and Klaus Iohannis have recently delivered on the topic of the social and political changes in their countries focuses on the metaphors used in either case in order to conceptualize the urgent need of changing mentalities and practices. Although they are at the opposite poles of economic power, Romania and the United States of America have a similar political climate, characterized by the frictions between the president and the governmental body and the conflicts between the supporters of the major parties.

Therefore, there are a lot of similarities in the speeches delivered by the presidents of the two countries, as far as the main topics and the discourse strategies are concerned. Besides the common features of these speeches, this article will also analyze the cross-cultural differences between them, as well as the cultural implications of all the metaphors and other figures of speech they contain.

This complex contrastive analysis is meant to highlight the universalities of conceptual metaphors in political discourses, such as the description of democracy as a frail organism that must be protected by the presidential institution ("Democracy must be kept alive, defended every day and reinvigorated!" – Klaus Iohannis's discourse in the House of Parliament on February 7th, 2017; "to foster democracy for civilians" – Donald Trump's speech on foreign policy, on April 27th 2016) or the image of a nation as a warrior fighting for its rights ("Do we want to be a strong, prosperous nation, which [...] can be proud of its independent justice, [...] or a weak, despised nation, which risks everything for a few politicians in a difficult situation?" – Klaus Iohannis, idem; "In America, we understand that a nation is only living as long as it is striving" – Donald Trump's inaugural address on January 20th, 2017). Nevertheless, it will also point to the variations in the use of metaphors, to the register and the tone of the speeches, as well as to some psychological factors, such as either president's type of personality and the pressure of the moment when the discourses were delivered (i.e. during fierce presidential elections, in case of Donald Trump's speeches, and during street protests against governmental

ordinances, in case of Klaus Iohannis's discourse in the House of Parliament).

Consequently, the analysis contained in this article illustrates how different languages and different speakers reflect similar realities by means of conceptual metaphors, which, if they are well-chosen and tailored to the needs of the audience, can make a great impact and even change the people's perception of a certain political context.

Key words: Metaphors; Contrastive analysis; Political discourses; Similarities; Cross-cultural differences.

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Metaphors for Brexit in the European Public Discourse

Abstract: Rather than being mere figures of speech that characterize the language of the poet, as proposed by traditional theories of language, metaphors have recently been recognized as essential cognitive instruments that determine and shape the way we think, act and express our thoughts in language (Reddy, 1979; Lakoff and Johnson, 1980; Kovecses, 2002). Conceptual metaphors are based on the experience we have with our bodies, on the interaction with our physical and cultural environments, and they help us make sense of the world by mapping the abstract on the concrete, the unfamiliar on the familiar, the new on the old. The existence of these metaphors that organize our entire conceptual system can be inferred from their lexical realizations, language providing valuable insights into the way we conceptualize the world.

An important characteristic of metaphor is its partial character – a metaphor will always highlight one aspect of a concept while downplaying or hiding others. As a consequence, various aspects of the same idea can be described by different and often contradictory metaphors. The viewing of the economy as an organism, a machine, a ship/the ocean, a building – all ways of thinking about certain aspects of the economy in concrete terms, each of them offering different perspectives on the same reality and providing different frameworks for its understanding and interpretation – is an example in this respect. Due to the partial understanding they provide conceptual metaphors can result in a sort of “*cognitive myopia*” (Schon, 1993), constraining our mental models, guiding convictions as to what is true or false, legitimate or not, even distorting reality in order to make it fit the metaphor, and thus leading to a harmful or dangerous view of the world.

Metaphors used in order to conceptualize economic and political situations can, in this way, acquire an important role in planning foreign policy and in justifying the government’s actions or hiding the consequences of these actions (Lakoff, 1991).

The present paper analyses the metaphors employed in the public discourse to talk about Brexit and the related negotiations between the UK and the EU. The speeches of the most important actors in these negotiations are analysed with a view to identifying the conceptual metaphors they employ in order to describe and justify their actions, as well as the lexical realizations of these metaphors. On the other hand, the press coverage of the negotiations is assumed to be done from a more neutral position, and thus

use a different set of metaphors. It is hoped that the contrastive analysis of these texts will illustrate the essential role metaphors have in shaping a way of acting towards a complex economic situation.

Key words: Metaphor; Metaphorical expression; Conceptual domain; Brexit.

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*The conceptualisation of economy in business journalese*⁴

Abstract: The paper attempts to explore different conceptualizations of economy in British business English press. Our approach is based on corpus, we incorporated a corpus encompassing business articles retrieved from British quality press ranging from 2013 to 2016. For our analysis we amassed a corpus consisting of business newspaper articles retrieved from British quality press: *The Economist*, *The Financial Times*, *The Guardian*, *The Telegraph*. We place our investigation within the area of specialized language, more specifically within broad business genre and we will mainly address to business and economic discourse as portrayed by British business quality press, we will not refer to business sub-genres (banking, Stock-Exchange, finances). The second focus is to identify the way economy is conceptualized in a corpus made up of British business newspaper articles. In our analysis we start from the premises that linguistic metaphors highlight and trigger the existence of conceptual metaphors in a given discourse. The conceptual categories identified depict different ways of seeing business and economics impacting differently on the readers, the source of our corpus addresses to informed entrepreneurs and stakeholders. British journalists use metaphors both as stylistic devices to convey their opinions on the state, evolution of the economy and as rhetorical devices to persuade readers, to inform and to remind. The findings draw on the fact that figurative uses and conceptual metaphors easily percolate business English discourse.

Key words: Economy; Conceptual metaphors; Corpus; Journalese.

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*The metaphor of teaching and teachers*⁵

Abstract: This paper aims at exploring metaphorical conceptualisations associated with teachers and the teaching profession, as viewed by Romanian students, preparing to become teachers themselves. The research was carried out among 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 also present, alongside with that of “organiser”, which was well praised, as students expressed the need for order and to some extent, respect, in the classroom.

The findings are in line with the humanistic approach to education which places the student in the centre of attention for the educational process.

Key words: Teaching metaphors; Conceptualisation of the teacher; Humanistic education.

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Embodiment in the Cognitive Metaphor Theory

Abstract: The conceptual metaphor is essential in our way of thinking and relevant in the study of the mind. Lakoff's and Johnson's work in 1987 and 1980 was groundbreaking for the study of the conceptual metaphor, built on the opposition between rationalism (objectivism) and experientialism (empiricism). According to objectivists thought is disembodied, it has no connection with the body, which Lakoff and Johnson disproved in their work.

One of the pillars of the Cognitive Metaphor Theory (CMT) is that thought is embodied and bodily experiences have a strong connection with the mind. According to this view, concepts are connected to the body, to senses, to perception, and they are grounded in these experiences. Concepts, which are not directly experienced through the body, are understood with the help of metaphors.

This study aims to present embodiment and how it is manifested in linguistic metaphors, by finding examples in language that show how metaphors are created through embodiment; since a lot of bodily experiences can be universal, embodiment could be one of the reasons for universal metaphors. This study is based on theories and work done by Lakoff (1987), Lakoff and Johnson (1987, 1980, 1999, 2003), Kövecses (2002, 2005, 2015), Glucksberg (2001), Fauconnier (2002) and Casasanto (2013, 2017).

Research on the metaphor in English has been done quite extensively; therefore my main focus will be on other languages such as Finnish and Hungarian, as well as Romanian. I would like to analyze embodied conceptual metaphors in these languages, especially those related to time, in order to find linguistic variants and universals. My premise is that the effects of the passing of time can be perceived through a common human experience, which can have linguistic evidence in these languages. It is difficult to think and speak about abstract concepts such as time or emotions without linking them to something concrete.

For instance, the embodied primary metaphor SAD IS DOWN (Lakoff and Johnson 1980), which is based on the common human experience of changes in body posture due to emotion, has several frequently used linguistic metaphors in English, Hungarian as well as Finnish, while in Romanian the linguistic expressions are not as explicitly based on the word 'down' or 'low', as seen in examples (4) and (5):

(1) I'm feeling **down/ low** spirited/ **down**hearted/ **down**cast.

(2) **Lehangolt/ levert/ letört** vagyok.

'le – down'

(3) Olen **alakuloinen/ allapäin/ alamaissa**.

'ala – down'

(4) Sunt la pământ.

'I am on the ground'

(5) Am căzut in depresie.

'I fell into depression'

As seen in examples (1) to (5), embodied metaphors, which are based on a common human experience, tend to be universal, but their linguistic forms may vary. I would like to examine to what extent this hypothesis is true and in what way linguistic metaphors show variation in English, Hungarian, Finnish and Romanian.

Key words: Conceptual metaphor theory; Embodiment; Universality; Embodied realism.

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Metonymy and metaphor in food and wine advertising

Abstract: Food and wine are often the subject of textual and visual advertising, following different lines, as taste, tradition, naturalness etc. According to Forceville (1994, 2008, 2012) a multimodality is activated by interference of at least two systems of signs, a linguistic and an image one. Although the mapping from source to target domain may establish different relations between concepts (Bolognesi, 2016), the multimodal metaphor is largely used in the field of advertising, where the two messages stand in different relations with one another cooperating to send a unique message or different and coordinated messages.

The content of such messages is the product to be advertised.

From a linguistic point of view, the characterization of smell and taste is carried by an evocative language, which must compensate for the lack of a specific terminology for those senses (Caballero and Suarez-Toste, 2008, Creed 2013, Negro, 2015). Such a terminology rests on different conceptual mechanisms, such as metonymy, synaesthesia, and also metaphor. Thus, the taste is often referred to as “velvety” or “pointy”. The image that appears in advertisements is designed to suggest different views on food and wine as a product of tradition, family tradition, local identity, art, history, etc.

Examples will be shown that highlight all these aspects of the combination of language and image metaphors.

Key words: Metaphor; Metonymy; Multimodality; Advertising.

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A Cognitive Approach to Science Fiction

Abstract: The present study focuses on metaphor theme analysis in Science Fiction literature from a cognitive perspective. The approach departs from recent studies in the Conceptual Metaphor Theory. We are aware of the key role that metaphor plays in our conceptualization of the world as well as in the configuration of any discourse. Ever since Lakoff and Johnson's *Metaphors We Live By* (1980) and Lakoff and Turner's *More than Cool Reason* (1989) the fields of Linguistics and Literary Interpretation have benefitted from the valuable insight and understanding of the way in which analogy and metaphor structures our thinking and shapes our discourses and our understanding of any discourse be it fiction or factual, literary, political, scientific or otherwise. More recent studies which continue this relevant line of philological research involve a concern with the ways in which main conventional conceptual metaphors can and have been covertly employed throughout history and within any type of discourse to naturalize ideological constructions, in other words to subconsciously create readymade expectations and responses. In our (postmodern) day and age it may seem naïve to believe in the possibility of non-ideological thought and discourse. Consequently, a study of metaphor as a potential mechanism of ideology is all the more relevant. Our study is concerned with the extent to which metaphorical patterns can be and are employed to shape social attitude and social practices, with the ability of discourses/authors to exploit and reinforce, overtly or covertly, metaphorical patterns in an attempt to convey particular visions, influence social and psychological attitudes and practices, create stereotypes, prejudice, even identity. Since metaphor is such a powerful tool for understanding and representing abstract and complex realities, since it embodies the analogical mechanism by which our minds create understanding and representation, since metaphor works by highlighting and hiding features, and since most of the time we use a number of different domains to be able to describe one concept, we hardly ever realize that metaphors convey partial knowledge and that they can become powerful tools for ideology.

The theoretical background for the present study consists of authors who have made comprehensive analyses of main conceptualizations and

main metaphor themes used to endorse ideology, such as Andrew Goatly, Jonathan Charteris-Black, Peter Stockwell and George Lakoff. We will apply this theoretical insight on Science Fiction literary discourse represented by authors such as Ray Bradbury, Isaac Asimov and Brian Aldiss.

Key words: Conceptual metaphor; Ideology; Dystopia; Identity, AI

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*MONEY metaphors in British and Romanian business journalese*⁶

Abstract: This paper is aimed at identifying MONEY metaphors in British English and Romanian in business journalese. The underlying research was carried out on two self-made corpora of approximately 60,000 words each, collected from different business broadsheets that appeared during 2012-2016. The conceptual framework is constituted by the Conceptual Metaphor Theory, as put forth by Lakoff and Johnson (1980), and carried forward by Kövecses (2005, 2010, 2014a and 2014b). The research methodology is based on different strategies proposed by the Pragglejaz group (who propounded the Metaphor Identification Procedure), Stefanowitsch (2006), and Charteris-Black (2004). The final strategy is based on a preliminary overview of the best known proverbs in the two languages, followed by an insight into the semantic fields of the word, through using online tools, such as dictionaries, lexical datasets, thesauri, semantic ontology-based software, concordancing, etc. Furthermore, a semi-manual identification of metaphors was carried out, followed by clusterisation into cognitive metaphors. The categories identified were compared between the two languages and differences (in case of metaphor variation) were accounted for (where possible) from the perspective of cultural categories (in particular provided by Hoftsedé's model).

Key words: Conceptual metaphor; Cultural categories; Business journalese; Money metaphors; Corpus linguistics.

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*COMPANY metaphors in British and Romanian Business Journalese*⁷

Abstract: This article is aimed at identifying and analysing conceptualisations of “company” found in Romanian and British business journalese. The analysis framework for this investigation is based both on a pragma-linguistic approach, and on the cognitive metaphor theory, as well as on anthropological theories of cultural categories. Traditionally, though rather antagonistically, companies are regarded both as lifeless “machines”, over which mechanistic control may be exerted, and as “living organisms”, and derived from the latter, as “systems of change”: a “lethargic” company may be transformed into an investor.

The analysis is carried out on two corpora (British and Romanian), consisting of articles from general audience and financial broadsheets, written during 2002-2016, i.e.: *The Economist*, *The Guardian*, *The Financial Times* and *The Telegraph* for the British corpus; and *Adevărul*, *Adevărul financiar*, *Jurnalul Național*, *Cotidianul*, *Capital*, and *Ziarul financiar* for the Romanian corpus. As a conclusion, it appears that conceptualisations of companies are rather similar in the two corpora, with differences assignable to cultural, social or historical differences.

Key words: Business metaphors; Concordancers; Corpus-based approach; Conceptual Metaphor Theory (CMT); Conceptualisation of company; Cultural variation; Business journalese.

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*The Saints of the Prisons – The use and the abuse of a metaphor*⁸

Abstract: The syntagma “the saints of the prisons” is strongly connected to the Romanian collective consciousness, the freedom of expression and the freedom of the religious beliefs, as well to the cultural and spiritual resistance until the personal sacrifice. But, as any element presenting a potential of affinity and personal reverberation in the collective consciousness, this metaphor is appealing to the contemporary politicians in the process of manipulating the electors and for an eventually salvation of the criminally sentenced politicians.

The first part of our study explains the appearance of the metaphor and exemplifies its main elements and the context in which the people politically convicted by the communist regime created. Our examples come from the memoir literature, from the recent fictionalisation in the Romanian literature, in *Un singur cer deasupra lor* (*A Single Sky Above Them*), by Ruxandra Cesereanu and the TV documentaries from the series *Memorialul durerii* (*The Memorial of Pain*). This aspect of the metaphor circulates in his original meaning, even if, in time, the process of secularisation affects its transmissibility to the young generations, excepting some initiatives that catch up some elements as “social fraternity and solidarity”, some legionary elements without any harming potential, or hip-hop musical projects militating for the valorization of the historical past of the communist prisons, e.g. Cedry2k.

The second part of the study analyses the abuse of the metaphor “the saints of the prisons” and the way in which, by using the religious elements and the collective memory, the political dignitaries condemned for various crimes circulate the status of “politically condemned for intending the awakening and the salvation of the nation”. Beyond the self-proclaiming aspect, we make a comparison between the following elements: survival and creation in the prisons for communist re-education as a risk for the aggravated punishment versus the luxury conditions and the creation in the contemporary prison as a condition for probation.

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Key words: Saints of the prisons; Metaphor; The abuse of the metaphor; Prison literature; Political manipulation; Ruxandra Cesereanu.

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