

**ENCOURAGING STUDENT RESEARCH.
A VIEW FROM A BACHELOR'S PROGRAMME
IN APPLIED MODERN LANGUAGES IN ROMANIA**

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Abstract

Acknowledging the pervasive need for employees endowed with higher order (research) skills, this article presents the results of a large-scale case study undertaken by the authors to examine the ways in which Applied Modern Language students deepen their knowledge of both chosen languages and specialised fields by engaging in student research. The focus of our quantitative and qualitative corpus analysis is on Applied Modern Language students from the Faculty of International Business and Economics, Bucharest University of Economic Studies – ASE, Romania, and we shed light on research they conducted for the Annual Student Conferences between 2014-2021 and their Bachelor's theses between 2016-2021 (languages of submission, research topics etc.). Moreover, the article presents the results obtained when investigating the possible correlations between student research and their continuing education and professional paths.

Keywords: labour market needs; student research skills; interdisciplinarity; Applied Modern Language students; Bucharest University of Economic Studies – ASE, Romania.

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1. Preliminary remarks

It is widely known that research skills are very useful for students specialising in any of the higher education fields, as well as for a wide variety of professional domains of activity. Against this background, it is mandatory that student research be encouraged throughout the study programmes learners are engaged in. The present article intends to shed light on the benefits that student research may bring for their academic and professional pursuit. The article is organised as follows: it begins with a brief theoretical clarification of what we mean by research, then it refers to motivations for engaging in student research, afterwards it gives details on the findings of an extensive case study we conducted to examine the potential link between student research, continuing education and professional careers in the case of Applied Modern Language students from the Bucharest University of Economic Studies – ASE, Romania, and finally it summarises the conclusions reached.

So, what is research? The *Merriam Webster* Dictionary defines research as the "careful study that is done to find and report new knowledge about something". In detail, research implies

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finding good quality information at speed, reading selectively and at speed, [...] knowing how to use the information you find in appropriate ways [...], select and interpret [information] with a critical eye [...], at least a basic understanding of, and confidence in, manipulating numbers [...] good basic skills in writing. (Cottrell, 2013: 151ff, apud Mohanu, Dima & Lazăr, 2020: 457)

Hence, research skills are considered "complex and higher order tasks" and developing such skills is beneficial both to complete academic requirements and to prepare for the labour market (Garg et al., 2018: 4 and references cited therein). A report elaborated by the Australian Government's Department of Innovation Industry, Science and Research a decade ago highlighted the following:

The availability of a highly skilled workforce is central to knowledge-based societies and an enabling element of national innovation systems. Research skills are particularly important, as the pace of social and technological change strengthens demand for individuals who can engage with the cutting-edge of knowledge and assess and adapt new technologies and innovations as they emerge. (Australian Government, 2011: 1)

Not surprisingly, research skills are just one aspect of the complex 21st century labour market needs. In the last decade, numerous studies addressing the topic have revealed the following key areas of interest across professions: language skills in both mother tongue and foreign languages (e.g. literacy, reading and documentation skills, oral and written communication, presentation and argumentative skills, negotiation skills etc.), intercultural skills; creative, critical and analytical thinking; logical reasoning and problem solving; interpersonal skills, leadership and coordination skills, ability to work in teams; self-organisation and time managements skills; project management skills; numeracy and digital skills, sound knowledge of one's domain of specialisation and of related domains, as well as continuous learning skills etc.³

Given this complex profile of the 21st century professional and the weight of research skills (including documentation, critical analysis and selection, argumentative writing, presentation skills, as well as self-organisation skills, teamwork and coordination skills), it is only natural for higher education institutions to raise students' awareness of the need to develop such skills, both during curricular activities and during extracurricular activities (such as the participation in Student Conferences etc.). So, why engage in student research? To

- practice and develop the research skills needed to successfully complete academic disciplines (which require, among others, various writing assignments and oral presentation assignments) as well as to elaborate and defend graduation papers;
- practice and develop interpersonal skills (when working in a team for a jointly authored research paper, or when working with a paper coordinator/ thesis supervisor);
- benefit from financial incentives – for instance, at the Bucharest University of Economic Studies – ASE, Romania, the best student papers submitted and presented at Annual Student Conferences are awarded “cash prizes, internships, company products or vouchers” etc. (cf. Mohanu, Dima & Lazăr, 2020: 466). Moreover, award winning students have the opportunity to compete for a unique 280 euro's worth monthly scholarship for outstanding results in scientific research activity⁴;

³ For studies on Romanian labour market trends, see Vlăsceanu, Hăncean et al. (2009), Vlăsceanu, Miroiu et al. (2010), UEFISCDI & CNFIS (2010-2012), Deaconu et al. (2014), Gogu & Iucu Bumbu (coord.) (2016), Stăiculescu (coord.) et al. (2017), Foerster-Pastor & Golowko (2017, 2018), Butum et al. (2020).

For studies on international labour market trends, see among others Jackson & Chapman (2009), OECD. Quintini, G. (2014), Wickam (2015), ILO. Dyson and Keating (2015), ILO (2015, 2019), European Commission (2016), Manca (2018), *World Economic Forum* (2018), Gyarmati et al. (2020).

⁴ Only one such scholarship is awarded for Bachelor's students per Faculty, and the selection criteria include: outstanding academic results (transcripts of records are provided to illustrate that applicant students' grade point average is at least 9, where 10 is the highest possible grade point average); as well as participation in scientific research (e.g. national and international research projects, awards received for papers presented at the Annual Student Conference, publication of articles in recognised journals and of books or chapters in books). In the

- develop one's high-level cognitive skills (analysis, evaluation and creation) and a lot of other skills (problem solving, time management, self-organising skills etc.) increasingly demanded by the 21st century labour market.

To sum up, research skills represent a complex set of skills that any student and graduate must develop to be successful both during academic studies and in the world of work. Since universities are highly interested in moulding successful professionals, they are also highly interested in developing students' research skills, as part of the larger set of skills required by the national and international labour market. To illustrate the efforts made in this respect by a Romanian university, we have conducted an extensive case study on the research undertaken by students from the Bucharest University of Economic Studies – ASE, Romania, Faculty of International Business and Economics, Bachelor's programme in Applied Modern Languages; we present the findings of our analysis in the following section⁵.

2. Applied Modern Language students' research at the Bucharest University of Economic Studies - ASE, Romania

The aim of the present case study is to examine the research activity of Applied Modern Language students from the Bucharest University of Economic Studies - ASE, Romania (henceforth ASE's AML students), with a view to enhancing their academic and professional success. The present quantitative and qualitative analysis examines student research occasioned by the Annual Student Conferences and the Bachelor's graduation exams, and attempts to discover whether there is any correlation between student research interests, continuing education and professional careers. The analysis is based on a corpus built by the authors from:

- the Programmes of the Annual Student Conferences in the period 2014-2021 at University level⁶;
- the lists of ASE's AML students of Classes 2016 (enrolled in 2013) to 2023 (enrolled in 2020);
- the curricula of ASE's AML Bachelor's study programme⁷;

2021-2022 academic year, the scholarship for outstanding results in scientific research activity amounts to 1400 RON, the equivalent of approximately 280 euros (cf. ASE's University Senate. 2021a.,b.).

Interestingly, as regards ASE's Bachelor's students in Applied Modern Languages, Classes of 2016-2023, which our case study analyses in detail, we have found that they have so far benefited from 4 scholarships for outstanding results in scientific research activity (we would like to thank the representatives of ASE's Social Division – Office for Scholarships and other financial rights, for providing this useful information). In detail, Applied Modern Language students have received 4 research scholarships (31% of the 13 scholarships awarded to students from their Faculty), awarded to 3 AML students in the 2014/2015-2021/2022 academic years. More specifically, the research scholarship was awarded to 2 female AML students from the Class of 2019 (one of which obtained the scholarship in two consecutive academic years), and 1 male AML student from the Class of 2023. All of the scholarship winners participated in Annual Student Conference editions during their Bachelor's studies, with a total number of 6 student papers.

⁵ We would like to mention here that the current paper is the third in a series of papers dedicated to research conducted by students enrolled in study programmes organised by the Bucharest University of Economic Studies - ASE, Romania. The first paper is concerned with ASE's students' research conducted in modern languages (English, French, German, Italian, Japanese, Romanian for foreigners, Russian and Spanish) for the Annual Student Conference panels organised by the Department of Modern Languages and Business Communication from the Faculty of International Business and Economics, panels which attract students from all of ASE's Faculties (Dima & Mohanu, 2020). The second paper focuses on ASE's students' research conducted for the Annual Student Conference panels organised by all of ASE's Faculties and Departments (Mohanu, Dima & Lazăr, 2020).

⁶ We gratefully acknowledge the support of ASE's Department of Modern Languages and Business Communication, and of ASE's Division for Research and Innovation Management, who kindly shared relevant internal documents.

⁷ The respective curricula are available at <https://planinvatamant.ase.ro/SelectiePlan1.aspx?pp=16> (cf. ASE. REI. Curricula, not dated).

- the Programmes of the Bachelor’s thesis defense sessions 2016-2021⁸;
- the LinkedIn and Facebook Pages of ASE’s AML students of Classes 2016 to 2021 (from which we compiled Appendix 1, entitled “Master’s study programmes attended by ASE’s AML graduates of 2016-2021 who participated in Student Conferences in 2014-2021”, and Appendix 2, entitled “List of employers of ASE’s AML graduates of 2016-2021 who participated in Annual Student Conferences in 2014-2021”);
- the official websites of the companies listed in the professional descriptions on the aforementioned LinkedIn and Facebook Pages (based on which we completed Appendix 2 with relevant data).

The aspects that our corpus analysis focuses on are:

- i. the number of students participating in the Annual Student Conferences in 2014-2021;
- ii. the number of participations in the Annual Student Conferences;
- iii. the distribution of student papers across years of study;
- iv. the preference for single or collaborative authorship;
- v. the sections/ panels ASE’s AML students decide to submit papers for;
- vi. the languages of submission for Annual Student Conferences versus Bachelor’s theses;
- vii. the research topics chosen for Annual Student Conferences versus Bachelor’s theses;
- viii. publication opportunities;
- ix. the continuing education paths ASE’s AML graduates choose (with focus on types of study domains, universities and countries, languages of instruction etc.);
- x. the career paths ASE’s AML graduates choose (with focus on types of companies and jobs, languages used at work etc.).

In what follows, we present the findings of this large-scale corpus analysis.

2.1. Annual Student Conference research

The current section focuses on the results we obtained by analysing the Programmes of the Annual Student Conferences organised by the Bucharest University of Economic Studies in the period 2014-2021. We would like to mention the fact that the Class of 2016 is the first class of the Bachelor’s programme in Applied Modern Languages organised by ASE’s Faculty of International Business and Economics, admitted in 2013 and with the first opportunity of participating in the Annual Student Conference in the spring of 2014. In addition, the participation in Student Conferences of students in the Classes of 2020-2022 is influenced by the COVID-19 pandemics due to at least one factor – the Annual Student Conference of 2020 was not held. Moreover, the participation in Student Conferences of students in the Classes of 2022-2023 is not a closed subject, since their Bachelor’s studies are still ongoing.

With these limitations in mind, the aspects under analysis in the present section are: the number of students participating in the Annual Student Conferences in 2014-2021; the number of participations in the Annual Student Conferences; the distribution of student papers across years of study; the preference for single or collaborative authorship; the sections/ panels ASE’s AML students decide to submit papers for; the languages of submission for Annual Student Conferences; and the research topics chosen for Annual Student Conferences.

Upon analysing the Programmes of the Annual Student Conferences in the period 2014-2021 at University level, we have obtained valuable information with respect to ASE’s AML student research, which we present below. Table 1 renders the numbers of students and student papers, per Class, amounting to nearly 90 students and papers presented in the period under analysis (for reasons of space, the article does not provide a full list of registered papers). Thus, the number of ASE’s AML

⁸ The respective programmes were shared by ASE’s Department of Modern Languages and Business Communication.

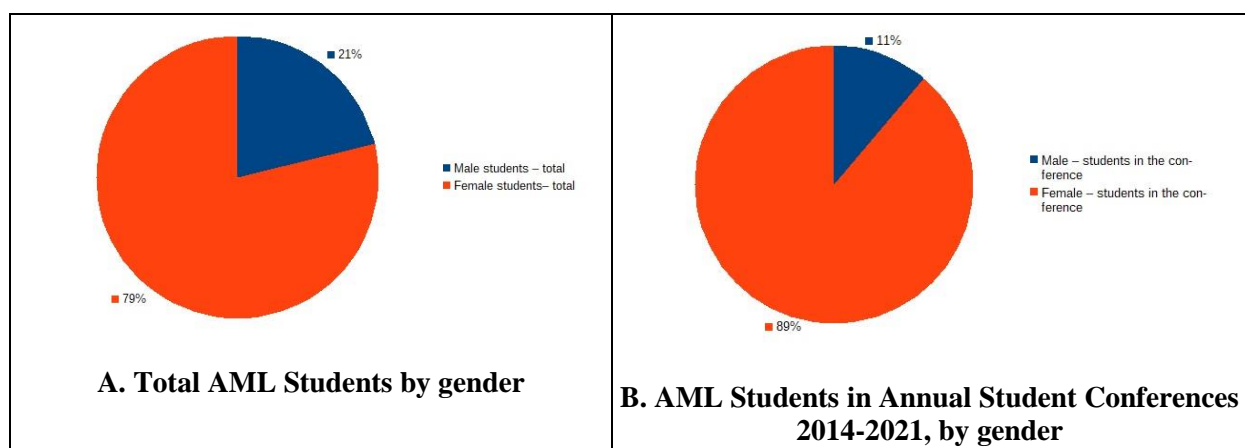
students participating in Annual Student Conferences represents 24% of all of ASE’s AML students of Classes 2016-2023, which is a lot more than the University average of 5% of all Bachelor’s students (for the University-level data see Mohanu, Dima & Lazăr, 2020).

Table 1. ASE's AML Students participating in Annual Student Conferences 2016-2021, by Class

Number of AML Students and papers	
1	Class of 2016 – 12 students, 14 papers
2	Class of 2017 – 17 students, 14 papers
3	Class of 2018 – 11 students, 11 papers
4	Class of 2019 – 11 students, 9 papers
5	Class of 2020 – 15 students, 12 papers
6	Class of 2021 – 7 students, 12 papers
7	Class of 2022 – 9 students, 11 papers
8	Class of 2023 – 7 students, 6 papers
Classes of 2016-2023 – 89 students, 89 papers	

As regards the demographic data, Figure 1 shows that the vast majority of ASE's AML students participating in Annual Student Conferences are female students (89%, Figure 1b), which is expected since the majority of ASE's AML students in general are female students (79%, Figure 1a). Moreover, we would like to specify that the Student Conference papers in question were written by 27% of all of ASE's AML female students, as compared to 13% of all of ASE's AML male students.

Figure 1. ASE's AML Students - Classes of 2016-2023, by gender



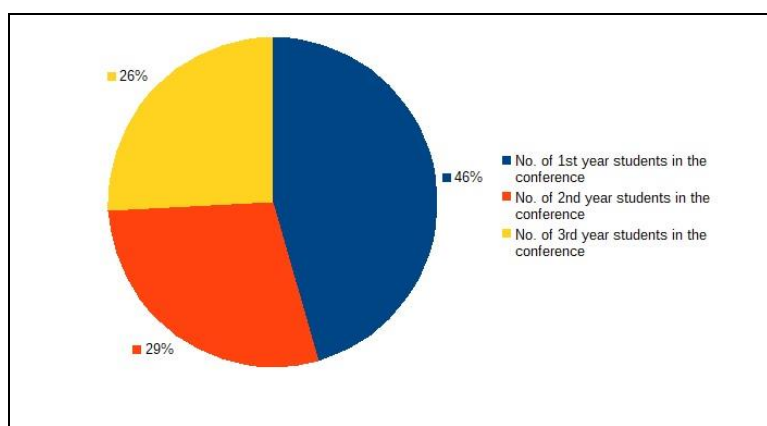
With reference to the decision of participating in the conference once (i.e. in one academic year) versus several times (i.e. in several academic years), the majority of ASE's AML students (67%) submit papers during one academic year. Out of these, 12% are male students, whereas 88% are female students. Only a third of the students submit papers for several editions of the Annual Student Conference, out of which 10% are male students and 90% are female students.

Figure 2. ASE's AML students - Classes of 2016-2023, by number of participations in Annual Student Conferences

No. of students in the conference once	Male students in the conference once	Female students in the conference once	No. of students in the conference several times	Male students in the conference several times	Female students in the conference several times
60	7	53	29	3	26
67%	12%	88%	33%	10%	90%

With respect to the interest shown in the Annual Student Conference throughout the academic year, Figure 3 shows a general tendency for first year students to participate in the Conference in larger numbers (46%, similarly to the University-level tendency, as per Mohanu, Dima & Lazăr, 2020: 460) than second year students (29%) or third year students (26%). The exact weight of each year is, of course, influenced both by the nonexistence of the 2020 edition of the Annual Student Conference and by the fact that the Bachelor's studies of students in Classes of 2022-2023 are still ongoing (time will tell whether they chose to participate in the 2022 and 2023 editions of the conference).

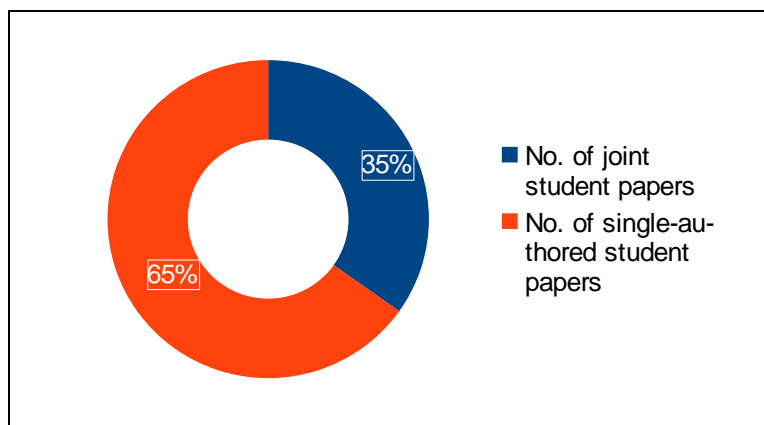
Figure 3. ASE's AML Students participating in Annual Student Conferences, by year of studies



With respect to the choice for single or collaborative authorship, Figure 4 below shows that the majority of students (65%) opt for submitting single-authored papers for the Annual Student Conferences. The preference for single authorship is similar to the University average of 64,7% single-authored student papers (Mohanu, Dima & Lazăr, 2020: 464).

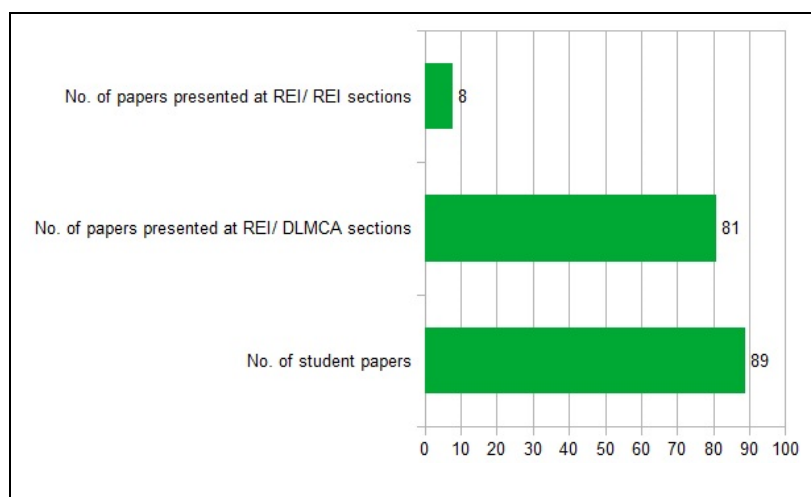
As concerns the students who submit jointly-authored papers, as a rule, joint authors are colleagues in the same Class; we have found only one paper authored by an AML student – Class of 2018 – in collaboration with a student from another Bachelor's programme of the same Faculty. Generally, jointly-authored papers are submitted by teams of two students, with rare instances of papers submitted by three or more authors. Moreover, as a rule, joint authors share the same gender, with only 5 papers authored by mixed genders (16% of the jointly-authored papers).

Figure 4. ASE's AML Students participating in Annual Student Conferences, by type of authorship



Another aspect of interest for our analysis is the Conference sections/ panels ASE's AML Students decide to submit papers for. By examining the Annual Student Conference Programmes 2014-2021 at University level, we were able to observe that AML Students from all Classes submit papers only to sections organized by the Faculty of International Business and Economics (REI) – the same Faculty that organises the Bachelor’s programme in Applied Modern Languages⁹. The majority of papers (91%) are submitted for sections organised by the Department of Modern Languages and Business Communication (REI/ DLMCA), with few papers submitted for sections organised by the Department of International Business and Economics (REI/ REI).

Figure 5. ASE's AML Student Conference papers 2014-2021, by organising Faculty/ Department



At this point, we would like to mention that the curriculum of ASE's Bachelor’s programme in Applied Modern Languages comprises disciplines taught by academics from the following 8 Faculties and 11 Departments within the Bucharest University of Economic Studies (see Table 2):

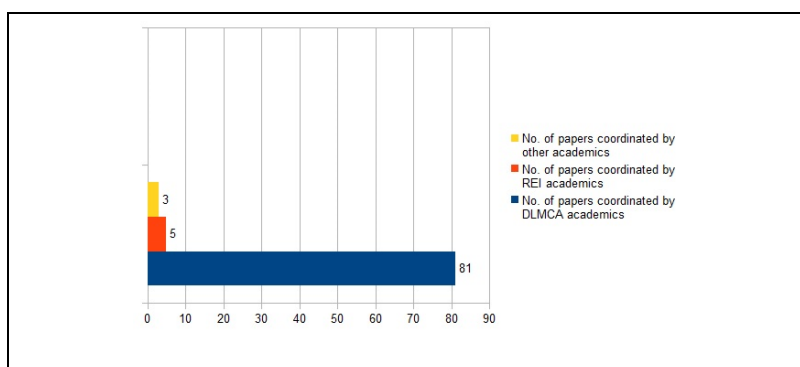
⁹ At University level, the majority of Conference student papers presented in Bachelor’s panels (i.e. 67.8%) are submitted by each Faculty’s Bachelor’s own students, the remaining students opting to submit papers to panels organised by other Faculties (cf. Mohanu, Dima & Lazăr, 2020: 462).

Table 2. Faculties and Departments included in the curricula of ASE's AML Bachelor's programme¹⁰

No.	Faculty	Department
1	Accounting and Management	Financial and Economic Analysis and Valuation
2	Information Systems	Management Information Systems
3	Agrifood and Environmental Economics	Physical Education and Sports
4	Business and Tourism	Tourism and Geography
5	Economic Cybernetics, Statistics, Economic Informatics	Statistics and Econometrics
6	International Business and Economics	Modern Languages and Business Communication
7		International Business and Economics
8	Law	Law
9	Management	Management
10		Philosophy and Social and Human Sciences
11	Marketing	Marketing
	8 Faculties	11 Departments

We have also examined Student Conference programmes from the perspective of the coordinating teacher's Faculty and Department for each of the AML student papers submitted for the Annual Student Conferences 2014-2021. We have included this aspect since we consider it relevant to see whether AML students are interested in writing research papers under the supervision of academics from all the Faculties/ Departments included in the curriculum or not. As Figure 6 below shows, the majority of coordinating teachers come from the Department of Modern Languages and Business Communication (REI/ DLMCA), with papers presented at the sections organised by the same Department. Only a few papers are coordinated by teachers from the Department of International Business and Economics (REI/ REI) and the Department of Law (DREPT/DREPT) – all presented at sections organised by the Department of International Business and Economics (REI/ REI).

Figure 6. ASE's AML Student Conference papers 2014-2021, by coordinating teacher's Faculty and Department



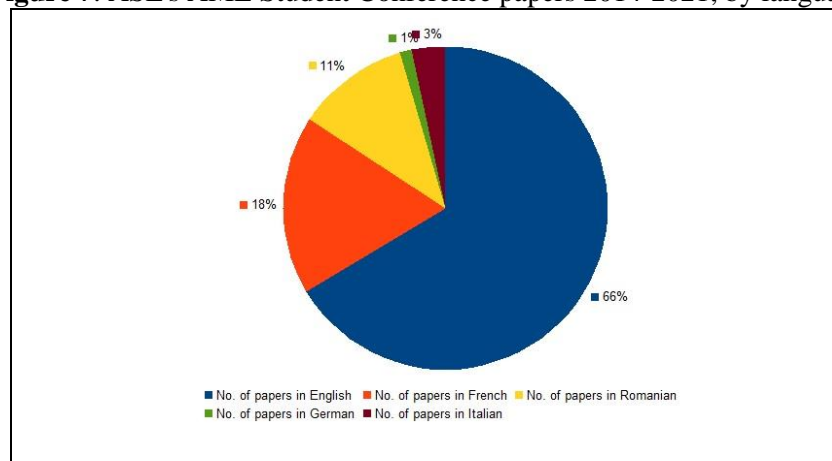
ASE's Bachelor's programme in Applied Modern Languages comprises disciplines taught in three languages – English, French and Romanian, as follows: English and French language, culture and civilisation, and specialised languages; business communication, discourse analysis, translation and

¹⁰ For details regarding the disciplines taught by academics from each Faculty/ Department, see the curricula at <https://planinvatamant.ase.ro/SelectiePlan1.aspx?pp=16> (cf. ASE. REI. Curricula, not dated).

interpretation, academic writing, quantitative and qualitative research methods - taught in English; marketing, finance, management, human resources management, business law, public relations etc. - taught in Romanian. Moreover, ASE's AML Students have the opportunity to attend optional foreign language courses in: Arabic, Chinese, German, Italian, Japanese, Russian, Spanish and Turkish¹¹. Given this language diversity, it is only natural to examine what languages ASE's AML Students submit papers in.

As shown in Figure 7 below, the majority of papers submitted by ASE's AML Students for Annual Student Conferences 2014-2021 were written and presented in English (66%), followed by papers submitted in French (18%) and Romanian (11%), with only a few papers written in German (1%) or Italian (3%)¹². Mention should be made that: the papers written in English and Romanian are submitted for sections organised by the Department of Modern Languages and Business Communication (REI/ DLMCA) or the Department of International Business and Economics (REI/ REI); the papers written in French, German and Italian are submitted for sections organised by the Department of Modern Languages and Business Communication (REI/ DLMCA). Moreover, some of the papers written in Romanian are submitted for REI/ DLMCA sections dedicated to Japanese and Russian (business) culture and civilisation – i.e. 3 papers and 4 papers, respectively. Hence, we observe that AML Students submit papers both in the languages of the programme (English, French and Romanian) and in other languages/ for sections dedicated to other linguistic and cultural areas (German, Italian, Japanese and Russian), which is indicative of their interest in studying more than two foreign languages.

Figure 7. ASE's AML Student Conference papers 2014-2021, by language



Our analysis also highlights the research topics chosen by ASE's AML Students for Annual Student Conferences. As epitomized in Figure 8 below, most papers are written on topics related to literary, cultural and civilisation studies (49%), followed by languages for specific purposes (22%, including the use of languages in entrepreneurship, finance, management, marketing and advertising¹³) or the teaching and learning of foreign languages (10%); few papers are written on topics related to

¹¹ For discipline names, languages of instruction etc., cf. the curricula at <https://planinvatamant.ase.ro/SelectiePlan1.aspx?pp=16> (cf. ASE. REI. Curricula, not dated), and the syllabi at <https://fisadisciplina.ase.ro/SelectiePlan.aspx?pp=16> (cf. ASE. REI. Syllabi, not dated).

¹² At University level, the majority of student papers are written in Romanian (81%), followed by English (10%), French (4%), German (1%) and other languages (4%, Romanian for foreigners, Italian, Russian, Japanese and Spanish) (cf. Mohanu, Dima & Lazăr, 2020: 464). This hierarchy reflects the hierarchy of the languages of instruction of ASE's study programmes – Romanian, English, French and German; the other languages are not languages of instruction at Bachelor's or Master's level, they are foreign languages taught in a variety of language classes: compulsory, elective or optional classes.

¹³ Papers on topics related to entrepreneurship, finance, management, marketing and advertising are coordinated by teachers from the Department of Modern Languages and Business Communication (REI/ DLMCA) or the Department of International Business and Economics (REI/ REI). It may thus explain why AML papers coordinated by teachers from other relevant Faculties/ Departments (e.g. Financial Analysis and Valuation, Management or Marketing) are not present in the Conference Programmes.

international business and economics issues (9%, including international business law), languages for the labour market (7%), or traductology and terminology (2%).

Figure 8. ASE's AML Student Conference papers 2014-2021, by research topic

Annual Student Conference	languages for specific purposes	the teaching and learning of foreign languages	literary, cultural and civilisation studies	traductology and terminology	languages for the labour market	International business and economics	all topics
Class of 2016	5	2	3	1	3	0	14
Class of 2017	4	4	3	1	0	2	14
Class of 2018	1	2	6	0	1	1	11
Class of 2019	3	0	3	0	1	2	9
Class of 2020	2	0	9	0	1	0	12
Class of 2021	3	1	5	0	0	3	12
Class of 2022	2	0	9	0	0	0	11
Class of 2023	0	0	6	0	0	0	6
Classes of 2016-2023	20	9	44	2	6	8	89
Percentage	22%	10%	49%	2%	7%	9%	100%

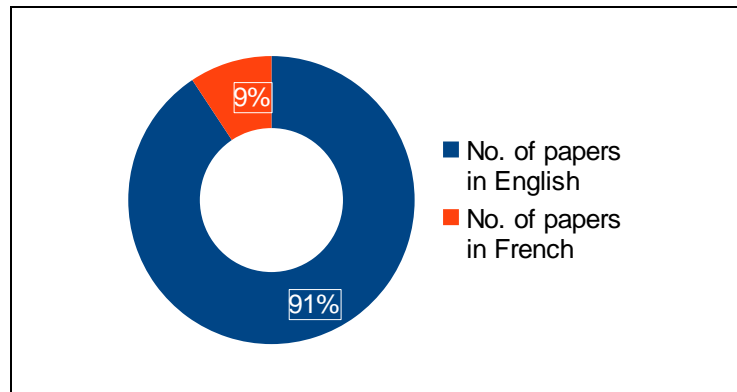
In sum, our analysis of the Annual Student Conference Programmes 2014-2021 has revealed so far that Applied Modern Language students have a greater interest in student research than the University average: 24% of ASE's AML students participate in Student Conferences versus 5% of ASE's Bachelor's students from all study programmes. First year students are more prone to participate in Student Conferences both at AML level and at University level. Single authorship is preferred over joint authorship in both cases. As regards Student Conference panels, ASE's AML students submit papers for sections organised by their own Faculty, which fits within the general tendency at University level. In terms of languages of submission, all three languages of the AML programme are present (English – 66%, French – 18% and Romanian – 11%), while other languages/ sections dedicated to other linguistic and cultural areas are also represented (German, Italian, Japanese and Russian). The University-level weight of the languages of submission for Conference student papers is different, reflecting the languages of instruction of Bachelor's programmes: Romanian – 81%, English – 10%, French – 4%), German – 1%, and other languages – 4% (i.e. Romanian for foreigners, Italian, Russian, Japanese and Spanish). With respect to the research topics chosen for Annual Student Conferences, ASE's AML student papers exhibit a preference for literary, cultural and civilisation studies, followed by languages for specific purposes, and by the teaching and learning of foreign languages; only a few Student Conference papers are written on topics related to international business and economics issues, languages for the labour market, or traductology and terminology.

2.2. Bachelor's thesis research

The current section resorts to the Programmes of the Annual Student Conferences 2014-2021 and the Programmes of the Bachelor's thesis defense sessions 2016-2021 to explore the link between Student Conference research and Bachelor's thesis research. We examine the following aspects: the languages of submission for Bachelor's theses versus Annual Student Conferences; the research topics chosen for Bachelor's theses versus Annual Student Conferences; the quality of student research reflected in publication opportunities. As expected, we can only explore the link between the two types of student research with respect to ASE's AML Classes of 2016-2021, i.e. the Classes that have had the opportunity to engage in both types of student research. This line of investigation remains open for Classes of 2022-2023.

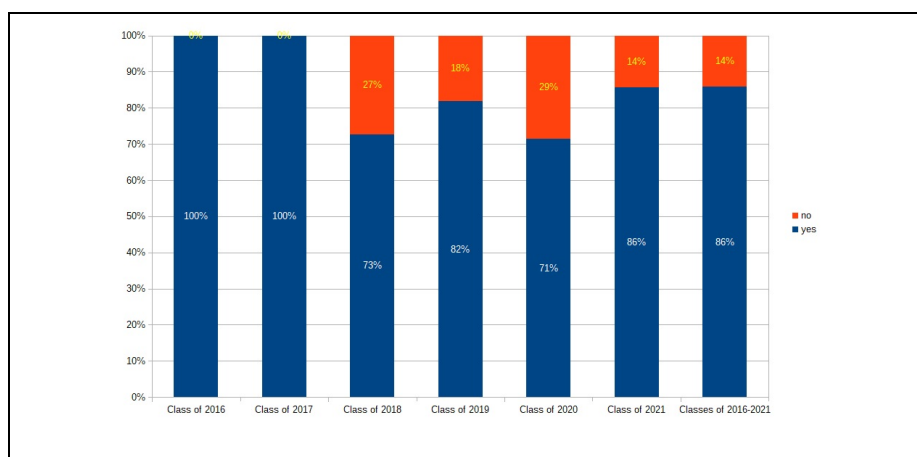
In what concerns the languages that ASE's AML graduates write Bachelor's theses in, given the fact that the languages of the programme are English, French and Romanian, it is expected that these would be the languages used for the elaboration of graduation papers. In fact, Figure 9 below shows that all Bachelor's theses were written in English (91%) or French (9%) by ASE's AML graduates of 2016-2021.

Figure 9. Bachelor's theses written by ASE's AML graduates of 2016-2021, by language



It is also worth investigating whether there is any correlation between the languages used for Student Conference papers and those used for Bachelor's theses. Figure 10 shows that, overall, 86% of the Bachelor's theses are written in the languages that Student Conference papers are written in. In detail, students who write Conference papers in English also write Bachelor's theses in English, students who write Conference papers in French write Bachelor's theses either in English (73% of the students who write Conference papers in French) or French (27% of the students who write Conference papers in French), whereas students who write Conference papers in Romanian and/or other languages write Bachelor's theses in English.

Figure 10. Correlation between Student Conference language and Bachelor's thesis language for ASE's AML graduates of 2016-2021



In what concerns the research topics chosen by ASE's AML students for Bachelor's theses, Figure 11 shows a preference for topics related to languages for specific purposes (56%, nearly all papers in this category being written on marketing and advertising issues), followed by topics related to literary, cultural and civilisation studies (26%) or the teaching and learning of foreign languages (9%); few papers are written on traductology and terminology (4%), languages for the labour market (4%) or international business and economics (1%, papers in this category are supervised by REI/REI teachers).

Figure 11. Topics for Bachelor's theses chosen by ASE's AML graduates of 2016-2021¹⁴

Bachelor's theses	languages for specific purposes	the teaching and learning of foreign languages	literary, cultural and civilisation studies	traductology and terminology	languages for the labour market	International business and economics	all topics
Class of 2016	19	5	3	1	1	0	29
Class of 2017	39	8	9	3	1	0	60
Class of 2018	37	4	7	4	3	0	55
Class of 2019	18	1	6	1	2	0	28
Class of 2020	15	3	20	2	2	2	44
Class of 2021	10	1	20	0	0	0	31
Classes of 2016-2021	138	22	65	11	9	2	247
Percentage	56%	9%	26%	4%	4%	1%	100%

Upon comparing the research topics chosen for Bachelor's theses with the topics chosen for Annual Student Conferences, we notice a reversal in top three categories: topics related to languages for specific purposes are number 1 in Bachelor's theses and number 3 in Annual Student Conferences; topics related to literary, cultural and civilisation studies are number 3 in Bachelor's theses and number 1 in Annual Student Conferences; topics related to the teaching and learning of foreign languages are number 2 in both cases.

We have also analysed whether Student Conference research topics are linked to Bachelor's thesis research topics, and found that, in 51% of the cases there is no correlation, whereas in 49% of the cases, the research topics correlate (see Figure 12). We would like to clarify the fact that out of the 73 graduates of 2016-2021 present in the Student Conference in 2014-2021, two students had not defended their Bachelor's theses by October 2021 when this paper was written.

Figure 12. Correlation between Student Conference and Bachelor's thesis research topics for ASE's AML graduates of 2016-2021

Class	Correlation between Student Conference research and Bachelor's thesis research	yes	no	No. of students in the conference
Class of 2016	12	8	4	12
Class of 2017	16	5	11	17
Class of 2018	11	6	5	11
Class of 2019	11	5	6	11
Class of 2020	14	6	8	15
Class of 2021	7	5	2	7
Classes of 2016-2021	71	35	36	73
Percentage		49%	51%	

¹⁴ Dima, Grosu-Rădulescu & Hurduzeu (2019), refer to the Bachelor's thesis research topics of ASE's AML graduates of 2016-2018 and mention a preference for topics related to languages for specific purposes (68% of the students in question, 42% of the theses in this category being written on marketing and advertising issues), followed by topics on "the teaching and learning of foreign languages (13%), cultural studies and civilization (10%), traductology and terminology (5%), languages for the labour market (4%)".

The present article also analyses the Bachelor's theses of ASE's AML graduates of Classes 2016-2018 who defended their papers in later years, as well as those of Classes of 2019-2021. We notice that research topics related to languages for specific purposes remain on top of graduates' preferences, while the weight of the other categories of research topics varies in time.

With regard to the quality of student research reflected in publication opportunities, we have identified 9 papers published by ASE's AML graduates of 2016-2021. Table 3 below shows the existence of one Student Conference paper published as a single author by a student from the Class of 2020 (i.e. Stan, 2018), and of 8 articles based on Bachelor's theses – the latter were published by students from the Class of 2016 (5 articles jointly authored by ASE's AML graduates and their thesis supervisors - Brăslășu & Dima, 2017, Cartacai & Prelipceanu, 2017, Manea & Prelipceanu, 2017, Olteanu & Prelipceanu, 2017, Sălcianu & Prelipceanu, 2017), the Class of 2017 (1 single authored article – Teodoroiu, 2017, and 1 article jointly authored by an AML graduate and her thesis supervisor – Grosu-Rădulescu & Stan, 2018), and the Class of 2021 (1 single authored article – Stroinea, 2021)¹⁵.

Table 3. Research papers published by ASE's AML graduates of 2016-2021

No.	Class	Annual Student Conference papers	Bachelor's theses	Total
1	Class of 2016	-	Brăslășu & Dima (2017) Cartacai & Prelipceanu (2017) Manea & Prelipceanu (2017) Olteanu & Prelipceanu (2017) Sălcianu & Prelipceanu (2017)	5
2	Class of 2017	-	Grosu-Rădulescu & Stan (2018) Teodoroiu (2017)	2
3	Class of 2018	-	-	0
4	Class of 2019	-	-	0
5	Class of 2020	Stan (2018)	-	1
6	Class of 2021	-	Stroinea (2021)	1
	Classes of 2016-2021	1 paper	8 theses	9
Total research papers published by ASE's AML Students:				9 papers

In sum, as regards the link between Student Conference research and Bachelor's thesis research, we have noticed the following: i) a general tendency for writing both types of papers in the same language, with English being preferred by the majority of students/graduates in both cases; ii) a rather weak correlation of research topics (with 49% of students opting for the same category of topic in both cases); iii) a relative interest in publishing either Student Conference paper or Bachelor's thesis research results (only 9 papers published so far, 7 of them jointly authored with the coordinating teacher/ thesis supervisor). On the one hand, the choice of language of submission and/ or research topic is expected to vary across study years as AML students encounter new disciplines and possible coordinating teachers. On the other hand, there is considerable room for growth in the area of publication¹⁶, provided both students/ graduates and coordinating teachers/ thesis supervisors make the extra effort to revise and improve so as to meet the quality standards of academic journals.

¹⁵ For the sake of completion, we would like to also mention the names of the coordinating teacher/ thesis supervisors of the single-authored articles: Teodoroiu (2017) was supervised by Ruxandra Constantinescu-Ștefănel, Stan (2018) was coordinated by Raluca Marina Nicolae, whereas Stroinea (2021) was supervised by Laura Mihaela Mureșan.

¹⁶ The quality of ASE's AML Bachelor's research is also reflected in citations. For instance, Dima (2021, in print) cites the results of a series of case studies on topics related to national and international trends in the use of languages for the labour market elaborated by ASE's AML graduates from the Classes of 2017-2019 (cf. Ișfan, 2017, Ispas, 2018, Năstase, 2018, Anghel, 2019). Hence, if student research papers are considered worthy of citation, it is probably the case that – with further refinement – they have a good chance of being published.

2.3. Student research interest, continuing education and professional careers

This section is based on data collected in October 2021 from the LinkedIn and Facebook Pages of ASE's AML students of Classes 2016-2021 who participated in Student Conferences in 2014-2021¹⁷, and from the official websites of the companies mentioned by these students in their professional descriptions. We analyse the following aspects: the continuing education paths ASE's AML graduates choose (with focus on types of study domains, universities and countries, languages of instruction etc.); and the career paths ASE's AML graduates choose (with focus on types of companies and jobs, languages used at work etc.). The aim of this investigation is to see whether there is any link between ASE's AML students' research interests (for either Annual Student Conference papers or Bachelor's theses) and their continuing education options and professional careers. We would like to specify the fact that – for reasons of confidentiality and data protection, the article does not mention student names, only overall findings.

2.3.1. ASE's AML graduates' continuing education options

As regards the continuing education options of ASE's AML graduates in question, we refer to: the types of study programmes, the types of study domains, the universities attended, the countries where ASE's AML graduates continue their studies, the languages of instruction of the other study programmes they attend.

To begin with, the other university study programmes mentioned by ASE's AML graduates of 2016-2021 who participated in Annual Student Conferences in 2014-2021 comprise other Bachelor's study programmes and Master's study programmes, both in Romania and abroad. More specifically, Figure 13 below shows that 5% of ASE's AML graduates in question attended a second Bachelor's study programme, whereas 75% of ASE's AML graduates in question attended a Master's programme upon completing the AML study programme, with 71% of graduates attending one Master's programme and 4% of graduates attending two Master's programmes.

Figure 13. ASE's AML graduates of 2016-2021: continuing education options, by type of study programme

Class	No. of students in the conference	No. of students attending other Bachelor's programmes	No. of students attending Master's programmes	1 Master's programme	2 Master's programmes
Class of 2016	12	0	10	10	0
Class of 2017	17	0	12	12	0
Class of 2018	11	2	9	8	1
Class of 2019	11	0	10	8	2
Class of 2020	15	1	10	10	0
Class of 2021	7	1	4	4	0
Classes of 2016-2021	73	4	55	52	3
Percentage		5%	75%	71%	4%

On the one hand, the other Bachelor's study programmes attended by ASE's AML graduates under analysis are organised by the Bucharest University of Economic Studies – ASE (a programme in Business and Tourism attended by one AML graduate) or the University of Bucharest (two programmes in: Law attended by 2 AML graduates, and Foreign Languages and Literatures attended by one AML graduate). On the other hand, the Master's study programmes attended by ASE's AML graduates under analysis are organised by 8 Romanian universities (86% of ASE's AML graduates in

¹⁷ As such, our study is **not** about all of ASE's AML graduates of 2016-2021, only about those participating in Annual Student Conferences.

question) and 7 foreign universities (14% of ASE's AML graduates in question), as rendered in Appendix 1:

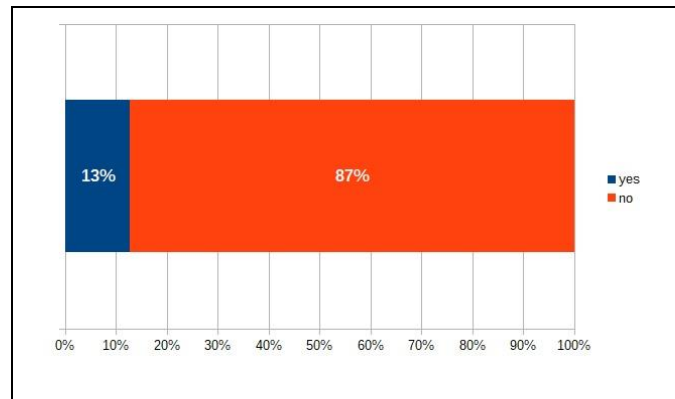
- universities from Romania: the Bucharest University of Economic Studies – ASE (64% of the AML graduates in question); the National University of Political Studies and Administration – SNSPA (7%); the University Politehnica of Bucharest – UPB (5%); the "Carol I" National Defense University – UNAP (2%); the "Titu Maiorescu" University – UTM (2%); the University of Agronomic Sciences and Veterinary Medicine of Bucharest – USAMV (2%); the University of Bucharest – UNIBUC (2%); the West University of Timișoara – UVT (2%);
- universities from Belgium: Vrije Universiteit Brussels – VUB (2%);
- universities from The Czech Republic: Charles University- CUNI (2%);
- universities from The Netherlands: Breda University of Applied Sciences – BUAS (2%); Maastricht University – UM (2%);
- universities from The United Kingdom: Coventry University – CU (3%); Lancaster University School of Management – LUMS (2%); University of Bedfordshire – BEDS (2%).

Overall, Appendix 1 shows that ASE's AML graduates in question attended 35 Master's programmes organised by 23 faculties from 15 universities in 5 countries (Romania, Belgium, The Czech Republic, The Netherlands and The United Kingdom) in 4 Fundamental domains (Mathematics and Natural Sciences, Engineering Sciences, Social Sciences, Humanities and Arts), and in 9 Master's domains (Environmental Science; Engineering and Management; Juridical Sciences; Administrative Sciences; Communication Sciences; Political Sciences; Military sciences, information and public order; Economic Sciences; and Philology). The majority of ASE's AML graduates in question attended Master's programmes in Social Sciences (93%, with 74% of graduates attending programmes in Economic Sciences), followed by Political Sciences (9%) and Communication Sciences (5%). A few of ASE's AML graduates in question attended Master's programmes in Engineering and Management (3%), or Environmental Science, Juridical Sciences, Administrative Sciences, Military sciences..., and Philology (2% each)¹⁸.

We find it interesting to examine whether the student research topics (chosen for either the Annual Student Conference or the Bachelor's theses) correlate with the study domains of the Master's programmes attended upon graduating from the Applied Modern Language programme. For the Classes of 2016-2021, we found a correlation in the case of 7 graduates - 13% of the graduates who attended a Master's programme (see Figure 14 below). The majority of ASE's AML graduates who continue their studies in the field they researched while being AML students chose marketing and advertising topics for both (5 out of 7 graduates); other instances where we found a match were: 1 graduate whose Bachelor's thesis focused on language use in diplomacy and attended a Master's programme in Diplomacy in International Economy, and 1 graduate whose Bachelor's thesis focused on literary, cultural and civilisation studies and attended a Master's programme in Politics and Society.

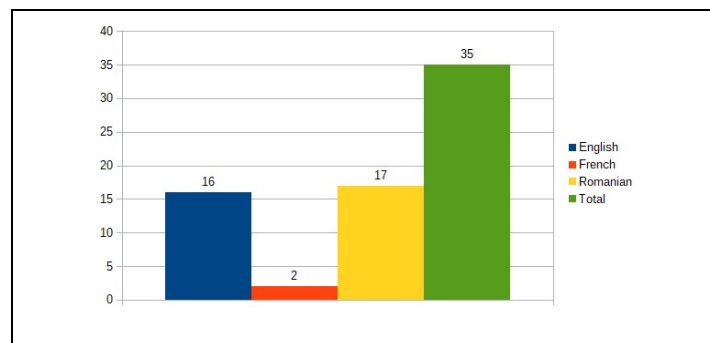
¹⁸ The findings in this article are consistent with the findings of Dima, Grosu-Rădulescu & Hurduzeu (2018, 2019), who examined the educational and career options of AML graduates at national level, with focus on ASE's AML graduates of 2016-2018. In terms of Master's options, the latter show a clear preference for continuing their studies with programmes in Economic Sciences: "an overwhelming majority of 92%" chose "economic Master's programs (in Business Administration, Public Administration, Finance and Banking, Marketing, Management, International Relations, Human Resources etc.)" (Dima, Grosu-Rădulescu & Hurduzeu, 2019: 163).

Figure 14. Correlation between student research topics and Master's study domain



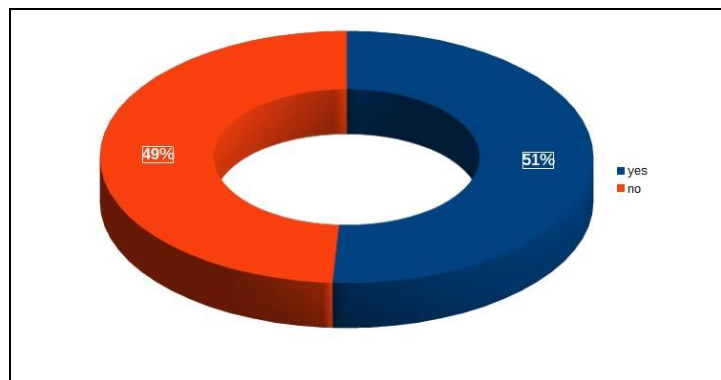
Since ASE's AML Bachelor's programme is taught in three languages – English, French and Romanian, it is only natural to explore whether these languages are present in graduates' continuing education options. Hence, Figure 15 below renders the languages of instruction of the 35 Master's programmes chosen by ASE's AML graduates of 2016-2021 so far. We notice that 17 programmes are taught in Romanian (49%); 16 programmes are taught in English (46%), whereas 2 programmes are taught in French (6%).

Figure 15. Master's study programmes attended by ASE's AML graduates of 2016-2021, per language of instruction



We also looked at whether there is any correlation between ASE's AML graduates' Bachelor's research language and the language of instruction of the Master's study programme chosen upon graduation. Figure 16 shows that such a correlation exists in 51% of the cases (including students who wrote Bachelor's theses in English or French and continued their studies with a Master's programme taught in the same language). The other 49% represent graduates who wrote Bachelor's theses in English or French and continued with a Master's programme taught in Romanian, as well as graduates who wrote Bachelor's theses in French and continued with a Master's programme taught in English.

Figure 16. Correlation between Bachelor's research language and Master's language of instruction



In a nutshell, our analysis of the educational data mentioned by ASE's AML graduates of 2016-2021 who participated in Student Conferences in 2014-2021 on their LinkedIn and Facebook Pages led to the identification of a general tendency to continue one's higher education by attending a Master's programme: 75% of the students in question enrolled in a Master's programme upon graduation. ASE's AML graduates' choice of Master's study domains (Environmental Science; Engineering and Management; Juridical Sciences; Administrative Sciences; Communication Sciences; Political Sciences; Military sciences, information and public order; Economic Sciences; and Philology) shows that the Applied Modern Language programme equips graduates with the necessary knowledge and skills for a variety of fields. By comparison, the national standards for the external evaluation of the academic quality of Bachelor's programmes in Applied Modern Languages only indicate that AML graduates are expected to continue their studies in the field of Philology (cf. ARACIS, 2017: 67). The weight of each Master's study domain may, however, be influenced by the curricular design of the Applied Modern Language programme and the University that organises it – since ASE is mainly an Economics university and roughly a third of the disciplines in the curriculum of ASE's AML programme are Economics disciplines, it is only natural to observe that Master's programmes in Economic Sciences are preferred (74% of the graduates under analysis chose to continue their studies in this field).

The curricular design of ASE's AML Bachelor's programme also opens up a variety of choices in terms of Master's languages of instruction, which, in turn, provides opportunities for choosing to continue one's studies in Romania and/or abroad. Thus, we have observed that all three languages of the programme – English, French and Romanian – are present in ASE's AML graduates' Master's study options, with Romanian and English at a close tie (49% and 46%, respectively), while French-taught programmes are less present (6%)¹⁹. English-taught programmes are attended in Romania and abroad (at 7 foreign universities from 4 countries: Belgium, The Czech Republic, The Netherlands and The United Kingdom), while French and Romanian-taught programmes are attended in Romania.

In what concerns the possible link between student research and Master's study programmes, we looked at both topics/ domains and languages. On the one hand, we found a weak correlation between student research topics and Master's study domains: only 13% of ASE's AML graduates in question

¹⁹ This may, however, be influenced by the educational offers of Romanian universities, which organise French-taught programmes in less domains and in smaller numbers than Romanian and/or English-taught programmes. See, for instance, Militaru (2021, in print), who refers to 55 Master's programmes taught in French or in French and Romanian/ English/ German/ Hungarian/ Italian out of the 3156 Master's programmes (i.e. 2%) listed in a Report elaborated by ARACIS (2018). The most recent national Nomenclature of fields and academic specialisations/ study programmes only comprises 47 Master's programmes taught in French or in French and another language (cf. Government of Romania, 2021), which is illustrative of the more limited options that Bachelor's graduates have in attending such a programme, when compared to Romanian or English-taught programmes.

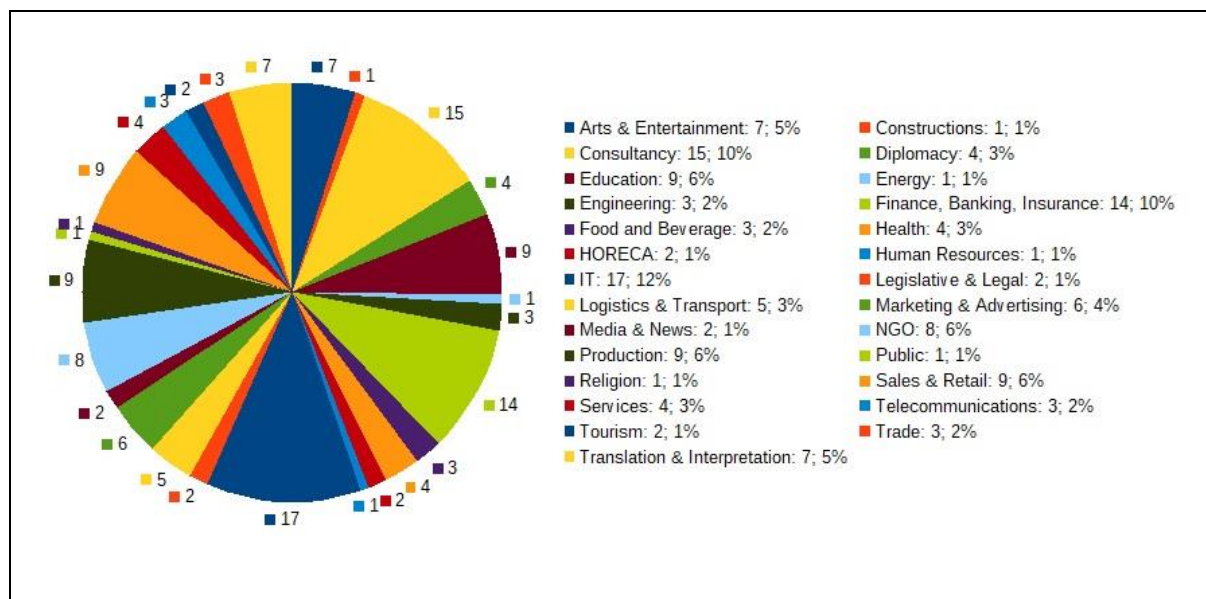
chose Master's programmes in the field they researched while being AML students. On the other hand, we found a stronger correlation between Bachelor's research language and Master's language of instruction: in 51% of the cases the language is the same for both.

2.3.2. ASE's AML graduates' professional careers

Our description of the career paths ASE's AML graduates embark on refers to the following issues: types of employers (domains of activity, country of origin, company language(s), examples of companies), types of jobs (domains of activity, examples of job titles), languages used at work. Mention should be made that we found employment details on the LinkedIn and/or Facebook pages of 63 out of the 73 AML students who submitted papers for the Annual Student Conferences in 2014-2021, so we only refer to them in what follows.

In what concerns the types of companies mentioned in the LinkedIn and/or Facebook pages of ASE's AML graduates of 2016-2021 who participated in Student Conferences in 2014-2021, Figure 17 shows a large variety of company domains of activity – nearly 30 such domains²⁰! The majority of ASE's AML graduates in question work for companies whose domain of activity is registered in: IT – 12%; Consultancy – 10% (Business Processes Management & Outsourcing; Finance & Audit; Management consulting; International security, public policies and good governance); Finance, Banking and Insurance – 10%; followed by Education – 6%; NGOs – 6%; Production – 6%; Sales and Retail – 6%; Arts & Entertainment – 5%; Translation and Interpretation – 5%; Marketing and Advertising – 4%; Diplomacy – 3%; Health – 3%; Logistics and Transport – 3%; Services – 3%.

Figure 17. Types of hiring companies by field of activity for ASE's AML graduates of 2016-2021



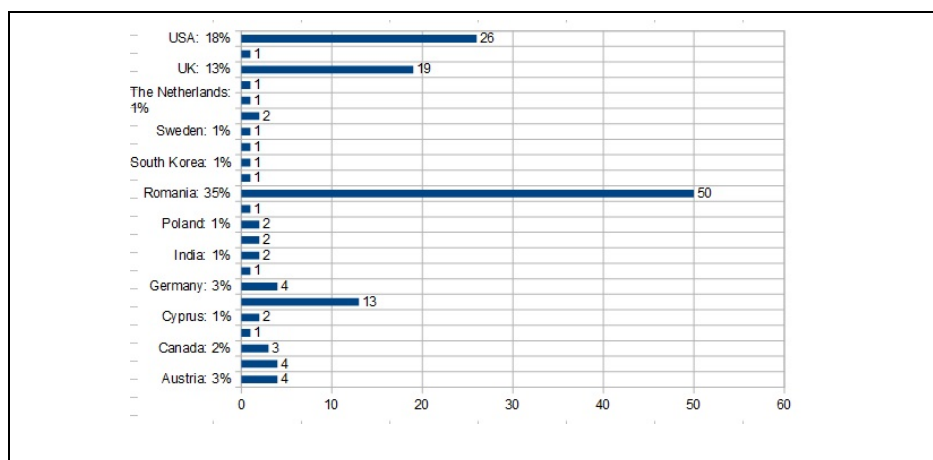
The full list of companies that ASE's AML graduates under analysis have found jobs with is provided in Appendix 2. For the sake of exemplification, we mention here a few of the most known employers in the most frequently mentioned domains of activity:

²⁰ The classification of domains in this article reflects the classification of domains on the Romanian recruitment platform eJobs (<https://www.ejobs.ro/>).

- *IT*: Alten; Brainspotting; Cegedim Service Center; CryptoDATA Tech; DELL Technologies; HP Inc; Infosys; Huawei; Microsoft; Optaros; Oracle; Secureworks; Zitec;
- *Consultancy*: Accenture; AUSY Technologies; CGS; Conectys; Exiger; Expert Forum; Genpact; KPMG; LPS Academy; Impact Hub; Strategikon; Teleperformance; _VOIS – Vodafone Intelligent Solutions; Webhelp; WNS Global Services;
- *Finance, Banking and Insurance*: Advanced Capital Solutions; Allianz; BCR; Deloitte; Garanti BBVA; Ingenico; Kredyt Inkaso; Libra Bank; Ministry of Public Finance Romania; Raiffeisen Bank; Romanian Financial Supervisory Authority; Santander Bank; Société Générale; UFX.COM;
- *Education*: British Council; Easy Learning Solutions; Gilbert Inglefield Academy; “Ion Luca Caragiale” National College; Învăță Germana și Japoneza cu Iuliana/ Learn German and Japanese with Iuliana (a freelance language learning platform launched by one of ASE’s AML graduates of 2018); Shakespeare School;
- *Production*: British American Tobacco – BAT; Goodyear Tier & Rubber Company; Mercedes Benz; Michelin; OMV Petrom; Renault; Samsung Electronics; Tenneco;
- *Sales and Retail*: Auchan; Bonami Decor SRL; CCC SA; eMAG; H&M; LETTS Direct UK; Procter & Gamble; Projet IND; Țiriac Auto;
- *Translation and Interpretation*: Academia de Traducery/ Academy of Translations; Glocco; Immi Translate; Teleguage; TransPerfect; Unbabel; United Language Group;
- *Marketing and Advertising*: Clock; Cognetik; ISRA Center Marketing Research; McCann World Group; Men in Black Romania; Traffic Empire;
- *Diplomacy*: Embassy of India in Romania; Embassy of Romania in London; Ministry of Foreign Affairs Romania; Royal House of Romania;
- *Logistics and Transport*: ANEIR Group; DB Schenker; Marlow Navigation; TAROM;
- *Telecommunications*: Connect 44; iBASIS; TELUS.

It is also worth mentioning what the countries of origin of the hiring companies are. Thus, only 35% of the AML graduates in question work for Romanian companies; the majority of 65% of AML graduates work for foreign companies from 11 countries, as follows: US companies – 18%, UK companies – 13%, German and Austrian companies – 3% each, Canadian companies – 2%, Cypriot, Dutch, Indian, Polish, South Korean and Swedish companies – 1% each (see Figure 18 below).

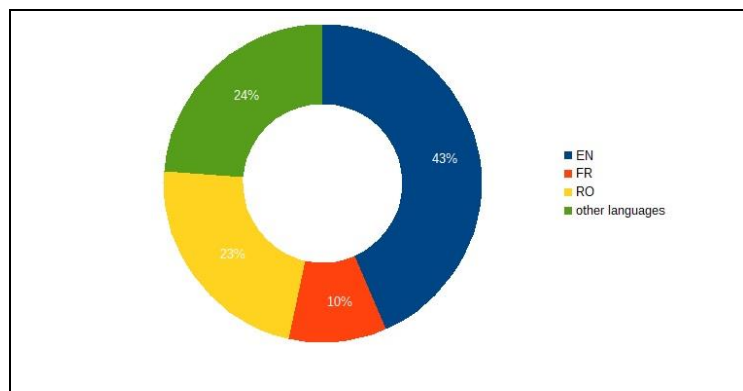
Figure 18. Types of hiring companies by country of origin for ASE’s AML graduates of 2016-2021



To find out what the languages used at work by ASE’s AML graduates' hiring companies are, we visited the respective companies’ official websites and found that: English is listed as an official

language by 43% of the companies, French by 10% of the companies, Romanian by 23% of the companies, whereas 24% of the companies under analysis list other languages as official languages. Among the later, we mention: German – 13%, Spanish – 7%, Italian and Japanese – 5% each. Moreover, 9% of the company websites contain mentions such as: “all languages” (in the case of a translation and interpretation company), “all EU languages”, “8/ 10 / 12/ 15 languages” followed by an enumeration etc. Among the other languages specified by these companies, we also include here: Danish, Greek, Hungarian, Korean, other Romance languages (Portuguese, Quebecois), Russian and other Slavic languages (Bosnian, Bulgarian, Croatian, Czech, Montenegrin, Polish, Serbian, Slovak) or Turkish.

Figure 19. Hiring company languages, as per company official website for ASE’s AML graduates of 2016-2021



It is, of course, important to examine what type of jobs ASE’s AML graduates find, not just what type of companies they work for. Hence, in Figure 20 we present a comparative view of company domains of activity versus job domains of activity. We would like to clarify the fact that we counted the number of *types* of jobs, not of graduates holding the respective type of job.

On the one hand, we notice the existence of nearly 15 job domains of activity²¹, with most types of jobs in IT – 16%, Finance, Banking and Insurance - 21%, Customer support - 14%, Consultancy - 13%, Human Resources - 11%, Sales and Retail - 9%, Administrative and Secretariate, and Marketing and Advertising – 8% each, followed by Education – 5%; Communication and Public Relations – 4%; Translation and Interpretation – 3%, Services – 2%, Arts and Entertainment, Diplomacy, Logistics and Transport – 1% each. On the other hand, we notice that the majority of types of jobs are found in companies from the following fields: IT – 16%, Finance, Banking and Insurance – 15%, Consultancy – 10%, followed by Education and Production – 6% each, Food and Beverage – 5% etc.

²¹ Our present findings confirm the findings of Dima, Grosu-Rădulescu & Hurduzeu (2018, 2019), who show the diversity of career options of ASE's AML graduates of 2016-2018. The domains of activity listed are: banking; cultural and recreational activities; diplomacy; finance, the food industry; human resources; IT; marketing and advertising; medical care; non-governmental organisations; outsourcing; real estate; telecommunications; the textile industry; transportation (Dima, Grosu-Rădulescu & Hurduzeu (2019: 161). “Noticeably, 93% (an overwhelming majority) of these positions are in the economic field, with just a few of them in the philological field (English language teacher) or the diplomatic field (embassy interns or employees)” (idem: 162).

Figure 20. Company domain of activity and job domain of activity, for ASE’s AML graduates of 2016-2021

Company domain of activity & number	Number of Types of jobs														Total	Percentage
	Administrative Secretariate	Arts & Entertainment	Communications and Public Relations	Consultancy	Customer Support	Diplomacy	Education	Finance, Banking, Insurance	Human Resources	Logistics & Transport	Marketing & Advertising	Sales & Retail	Services	Translation & Interpretation		
Arts & Entertainment: 7, 5%	0	1	0	1	0	0	0	0	2	0	1	0	1	1	7	4%
Constructions: 1, 1%	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1%
Consultancy: 15, 10%	1	0	0	4	5	0	0	5	3	0	0	0	1	0	19	10%
Diplomacy: 4, 3%	0	0	0	0	0	2	0	0	0	0	1	0	0	0	3	2%
Education: 9, 6%	1	0	0	1	0	0	7	0	0	0	1	0	0	1	11	6%
Energy: 1, 1%	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1%
Engineering: 3, 2%	0	0	0	2	1	0	0	0	0	0	0	0	0	0	3	2%
Finance, Banking, Insurance: 14, 10%	1	0	1	3	5	0	1	15	1	0	1	0	0	0	28	15%
Food and Beverage: 3, 2%	0	0	0	1	1	0	0	4	1	0	1	2	0	0	10	5%
Health: 4, 3%	3	0	0	0	1	0	0	0	0	0	0	0	0	0	4	2%
HORECA: 2, 1%	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2	1%
Human Resources: 1, 1%	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1%
IT: 17, 12%	0	0	1	7	2	0	0	6	7	0	5	3	0	0	31	16%
Legislative & Legal: 2, 1%	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	1%
Logistics & Transport: 3, 3%	1	0	0	0	1	0	0	2	0	2	0	0	0	0	6	3%
Marketing & Advertising: 6, 4%	0	0	0	0	2	0	0	0	0	0	4	0	0	0	6	3%
Media & News: 2, 1%	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2	1%
NGO: 8, 6%	3	0	1	0	0	0	2	0	2	0	0	0	0	0	8	4%
Production: 9, 6%	0	0	1	1	2	0	0	2	3	0	0	3	0	0	12	6%
Public: 1, 1%	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1%
Religion: 1, 1%	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1%
Sales & Retail: 9, 6%	1	0	0	1	1	0	0	0	0	0	1	6	0	0	10	5%
Services: 4, 3%	1	0	0	0	0	0	0	1	0	0	0	1	1	0	4	2%
Telecommunications: 3, 2%	0	0	0	0	6	0	0	1	0	0	0	1	0	0	8	4%
Team: 2, 1%	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2	1%
Trade: 3, 2%	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	1%
Translation & Interpretation: 7, 5%	0	0	0	3	0	0	0	0	0	0	0	0	2	0	5	3%
Total	15	2	8	25	27	2	10	39	20	2	15	17	9	5	190	
Percentage	8%	1%	4%	13%	14%	1%	5%	21%	11%	1%	8%	9%	2%	3%		

The following enumeration serves to illustrate the types of jobs ASE’s AML graduates hold, per domain of activity:

- **Finance, Banking and Insurance:** Accounts Payable Specialist; Cash Application Specialist; General Ledger Analyst with French; Audit Analyst with French; Banking Officer; Banking Security and Antifraud Officer; Financial Accounting Specialist; Fraud Risk Specialist; Payments and Compensation Specialist; Tax Consultant; Financial Analyst; Insurance Specialist; Billing Administrator; Billing Administrator with French etc.;
- **Customer support:** Client Service Representative; Conseiller Clientèle; Business Support Analyst; KYC Analyst; Support Renewal Advisor with German and English; Check-in Agent; Call Center Operator; Customer Relationship Trainee with French; Service Desk Agent with French; Bilingual Customer Service Representative (English and French); Customer Service Ambassador; Customer Service Representative (German and English) etc.
- **Consultancy:** Content Developer; Content Analyst with French; Web Content Analyst; Documentation Specialist; Research Associate; Research Manager; Project Manager Assistant (with English); Project Coordinator; Project Manager; Quality Assurance Specialist; Référent Qualité et Formation etc.;
- **Human Resources:** Human Resources Administrative Assistant; Assistant Recruiter; Junior Recruiter; HR Specialist; Information Technology Recruitment Consultant; EMEA Data Center Recruiter; Engineering Recruiter EMEA; Gestionnaire Administratif BPO – HR Payroll; HR Operations Analyst; Human Resources Analyst; HRIS Analyst; Risk and Change Manager etc.
- **Sales and Retail:** Assistant Retail Vans; Junior Sales Analyst with French; Sales Assistant; Retail Sales Assistant; Sales Analyst; Key Account Manager; Operations Data Analyst; Sales Advisor; Sales Cashier etc.
- **Administrative and Secretariate:** Assistant Manager; Executive Assitant to CEO; Medical Receptionist; Office Administrator; Crew Coordinator Assistant etc.
- **Marketing and Advertising:** Copywriter; Digital Ambassador; Digital Marketing Specialist; Google Digital and Analytical Consultant; National Coordinator Google Atelierul Digital; Brand Ambassador; Brand Representative; Digital AdOps; Junior Marketing Assistant; Marketing Executive etc.

- *Education*: English teacher; French teacher; German teacher; Japanese teacher; Piano teacher; Teaching Assistant; Young Learner Support Officer; Digital Learning Designer (with French); Education Volunteer; Trainer;
- *Communication and Public Relations*: Corporate Communications Specialist; Social Media Specialist; Public Relations Officer; Spokesperson; Events Assistant; Events Coordinator etc.
- *Translation and Interpretation*: Translator; Telephone Interpreter; Editor; Project Coordinator; Project Manager;
- *Diplomacy*: Liaison Officer; Protocol Officer;
- *Logistics and Transport*: Logistics Coordinator; Customs Broker.

At this point, we find it necessary to compare our findings with the national standards for Applied Modern Language programmes, and the description of such programmes on Romanian universities' websites. On the one hand, according to the Specific standards for the external evaluation of the academic quality of Bachelor's programmes in the field of Humanities, Applied Modern Language programmes

prepare specialists in multilingual professional communication, translators, cultural mediators, proof readers, revisers, technical editors, specialists in managerial assistance and top level secretariate (Manager Assistant), domain specialists, scientific researchers, editors, state and civil servants, workers in large and small companies, external relations officers, research assistants in linguistics, teachers in secondary education. (ARACIS, 2017: 15, authors' translation).

On the other hand, there are 20 universities that organise Bachelor's programmes in Applied Modern Languages all over Romania, in Alba Iulia, Arad, Bacău, Braşov, Bucharest, Cluj-Napoca, Constanţa, Craiova, Galaţi, Iaşi, Piteşti, Sibiu, Târgu Mureş, Timişoara (cf. Government of Romania, 2021). The AML programme descriptions on institutional websites were analysed by Dima, Grosu-Rădulescu & Hurduzeu (2018), who found that Romanian higher education institutions anticipate AML graduates careers in:

general and specialized translation, multilingual professional communication, linguistic and cultural mediation, applied and multimedia computing text editing and revision in economics, accounting, marketing, management, law, public relations, international business. (Dima, Grosu-Rădulescu & Hurduzeu, 2018: 163-164)

Therefore, according to the national standards, AML graduates are supposed to hold mainly philological jobs, such as those in Communication and Public Relations, Translation and Interpretation, Media and News, or Education. The other fields of activity included in the standards would be those in: Administrative and Secretariate, Diplomacy, Public institutions, and "large and small companies". University websites provide details on the latter's domains of activity: in economics (i.e. accounting, marketing, management, international business), or in the legal field (i.e. law). Hence, the national standards and university websites anticipate a variety of domains AML graduates are needed for on the job market, and the reality of ASE's AML graduates' careers shows an even larger variety!

Having presented the types of companies and jobs ASE's AML graduates of 2016-2021 specify on their LinkedIn and/or Facebook pages, we now examine whether there is any correlation between student research and professional careers chosen. As such, Figure 21 below shows that 35% of ASE's AML graduates work in domains linked to their Student Conference and/ or Bachelor's research topics, whereas 65% of them work in areas that are not connected to their research topics. In what concerns ASE's AML graduates whose research interests match their professional interests, they research and work in the following fields: marketing and advertising – 20 out of 22 graduates in this category (91%), education/ language teaching – 1 out of 22 graduates (<5%), and translation and interpretation – 1 out of 22 graduates (<5%).

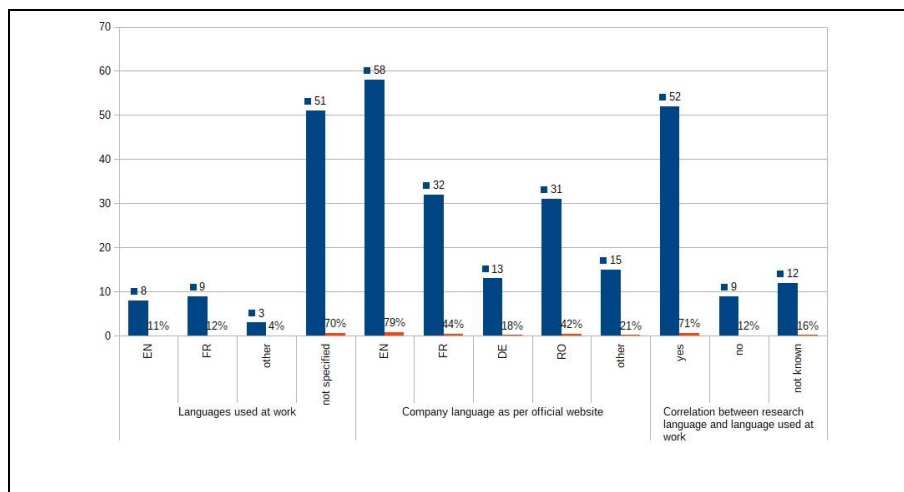
Figure 21. Correlation between student research and career for ASE’s AML graduates of 2016-2021

Class	Correlation between student research and career	yes	no	No. of students in the conference
Class of 2016	11	3	8	12
Class of 2017	15	5	10	17
Class of 2018	10	4	6	11
Class of 2019	10	7	3	11
Class of 2020	11	1	10	15
Class of 2021	6	2	4	7
Classes of 2016-2021	63	22	41	73
Percentage		35%	65%	

Naturally, we are also interested in finding out whether there is any correlation between the languages used for student research and the languages used at work. To obtain insight on the languages used at work, we proceeded in two steps: first, we collected information on languages from the graduates' LinkedIn and Facebook pages (more specifically, some graduates mention English, French, German, Japanese as languages used at work); second, we visited the official web pages of the companies ASE's AML graduates work for, to see what the declared company languages are (we considered this second step necessary since there are a lot of graduates who do not mention work languages in their LinkedIn and/or Facebook pages). Figure 22 below epitomizes the results obtained:

- i) the languages used at work as stated by AML graduates: English – 11%, French – 12%, other – 4% (German and Japanese);
- ii) the company languages as per official website: English – in the case of 79% of the AML graduates, French – 44%, German – 18%, Romanian – 42%, other – 21% (Czech, Danish, Greek, Hungarian, Italian, Japanese, Polish, Russian, Slovak, Spanish, Turkish etc.);
- iii) the correlation between language used for research and language used for work: yes – 71% of the AML graduates (either English or French or both), no – 12% (some students researched in English and use French for work or vice versa), not known – 16% (these are the AML graduates who do not mention any job-related information on their LinkedIn and/or Facebook pages).

Figure 22. Correlation between research language and language used at work for ASE’s AML graduates of 2016-2021



In brief, this section has illustrated the immense diversity of hiring companies and jobs that graduates from an Applied Modern Language programme may find work in. We believe these findings confirm the results of research on Romanian and international labour market needs for professionals with sound knowledge of both their field of specialisation and modern languages. As concerns the national standards of quality for Applied Modern Language programmes, we believe there is room for refinement in that more space could be allocated for targeting non-philological domains of activity.

With respect to the possible link between student research and professional career, we examined both research topics/ domains of activity and languages used. On the one hand, we noticed a correlation between student research topics and professional domain of activity in the case of 35% of ASE's AML graduates in question. On the other hand, we found that in the case of 71% of ASE's AML graduates under analysis, there is a correlation between the language(s) used for research and language(s) used for work (either English or French or both).

3. Conclusions

The current article has explored the ways in which student research may prove beneficial for their academic and professional pursuit. We placed this investigation against the background of the national and international labour market needs for professionals endowed with a complex set of skills, including research skills. We conducted an extensive quantitative and qualitative corpus analysis of research conducted during 2014-2021 by Applied Modern Language students from the Faculty of International Business and Economics, Bucharest University of Economic Studies - ASE, Romania, with focus on: Annual Student Conference research between 2014-2021, Bachelor's thesis research between 2016-2021, as well as to the possible correlations between student research and the opportunities for continuing education and professional careers that graduates from the Classes of 2016-2021 have taken advantage of.

As regards Annual Student Conference research conducted by ASE's AML students between 2014-2021, we have noticed that nearly a quarter of all AML students were interested in participating in this kind of scientific events, almost five times more than the University average. Moreover, similarly to the student research trends at University level, single authorship prevails over joint authorship, participation in Conference panels organised by one's own Faculty prevails over participation in panels organised by other Faculties, papers elaborated in English and French are the most commonly found papers written in foreign languages. We could not establish a parallelism between AML Student Conference papers and other Student Conference papers at University level with respect to the research topics chosen, since the University-level Student Conference papers were not available.

As concerns Bachelor's thesis research conducted by ASE's AML students between 2016-2021, we noticed a weaker or stronger link with AML's Student Conference papers, function of the aspect under analysis. On the one hand, we found a strong correlation between the languages of submission, with 86% of the Bachelor's theses being written in the languages that Student Conference papers were written in. On the other hand, we found a weaker correlation between the research topics chosen for the two occasions: 49% of ASE's AML students wrote Bachelor's theses and Student Conference papers on similar topics. Furthermore, we referred to the – so far – small interest in publishing the results of Student Conference paper or Bachelor's thesis research results, and hinted to the fact that more student research papers may be worthy of publication provided additional efforts are made in order to meet the quality standards of academic journals.

The last step in our investigation was to explore the potential links between student Conference or Bachelor's research and continuing education and professional paths followed by ASE's AML graduates of 2016-2021. Again, correlations are weaker or stronger, depending on the aspect under examination. With regard to continuing education options, we identified a correlation between Bachelor's research language and Master's language of instruction in 51% of the cases, and a correlation between Student Conference or Bachelor's research topics and the Master's study domains in only 13% of the cases. With regard to employment opportunities, we found a strong correlation

between the languages used in research and the languages used at work: 71% of ASE's AML graduates use the same languages in both cases (either English or French or both). However, we found a weak correlation between Conference or Bachelor's research topics and the professional domain of activity chosen: only 35% of ASE's AML graduates work in the fields they researched while being students.

Furthermore, our investigation of ASE's AML graduates' continuing education and professional paths has led to the identification of a large variety of study and work domains that open up for Applied Modern Language graduates, a lot more than the national standards of quality for AML programmes anticipate. On the one hand, ASE's AML graduates choose Master's programmes beyond the anticipated Philological domain, in domains such as: Environmental Science; Engineering and Management; Juridical Sciences; Administrative Sciences; Communication Sciences; Political Sciences; Military sciences, information and public order, or Economic Sciences (with the latter prevailing in 74% of the graduates under analysis). On the other hand, ASE's AML graduates find jobs in considerably more domains of activity than anticipated by the aforementioned national standards: nearly 30 company domains of activity and 15 job domains of activity are listed in ASE's AML graduates' professional descriptions, versus 8 domains of activity mentioned by the standards. Furthermore, the weight of the job domains anticipated by the standards is very small with ASE's AML graduates (few of them work in Administrative and Secretariate – 8%; Media and News or Education – 5% each, Communication and Public Relations – 4%, Translation and Interpretation – 3%, Diplomacy or Public institutions – 1% each); noticeably, the majority of ASE's AML graduates work in what the standards generically refer to as "large and small companies", in the following fields: IT – 16%, Finance, Banking and Insurance - 21%, Customer support - 14%, Consultancy - 13%, Human Resources - 11%, Sales and Retail - 9%, Marketing and Advertising – 8%, followed by Services – 2%, Arts and Entertainment, or Logistics and Transport – 1% each. Interestingly, job titles with explicit connection to research skills are also present in ASE's AML graduates' professional descriptions (for instance, Documentation Specialist, Research Associate or Research Manager, in companies which operate in the fields of Consultancy, Engineering, Marketing and Advertising, or Sales and Retail).

In conclusion, although not without limitations, our present investigation has led to informative results regarding both student research (at undergraduate and graduation level) and possible links with graduates' choices for continuing ones' education in Romania or abroad, and with opportunities for insertion on the labour market. Further research is, of course necessary, to identify the best ways to encourage students to enhance their research skills, as well as to increase the correlation between student research endeavours and continuing education and career options.

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**Master's study programmes attended by ASE's AML graduates of 2016-2021
who participated in Student Conferences in 2014-2021**

Data collected from the AML graduates' LinkedIn and Facebook pages in October 2021.

Fundamental Domain	Master's domain ²²	Master's programme, language of instruction and University ²³	No. of AML graduates/ Percentage
Mathematics and Natural Sciences	Environmental Science	Climate Management and Sustainable Development (Romanian, UPB)	1 AML graduate, 2%
Engineering Sciences	Engineering and Management	Entrepreneurship, Management and Business Engineering (Romanian, UPB); Agricultural Consultancy (Romanian, USAMV)	2 AML graduates, 3%
Social Sciences	Juridical Sciences	Business Law (Romanian, UTM)	1 AML graduate, 2%
	Administrative Sciences	Human resources management in the public sector (Romanian, ASE)	1 AML graduate, 2%
	Communication Sciences	In Romania: Technologies de la traduction automatique (French, UPB); Communication and Advertising (English, SNSPA); Abroad: Media Innovation (English, BUAS)	3 AML graduates, 5%
	Political Sciences	In Romania: Diplomacy and Negotiations (Romanian, SNSPA); Security and diplomacy (English, SNSPA)	5 AML graduates, 9%

²²The Master's domains and programmes are grouped as per the national classifications, cf. Government of Romania (2021). H.G. 403/ 2021 din 31.03.2021 privind aprobarea Nomenclatorului domeniilor și al specializărilor/programelor de studii universitare și a structurii instituțiilor de învățământ superior pentru anul universitar 2021-2022, publicat în Monitorul Oficial, Partea I nr. 378 din 12 aprilie 2021 [Government Decision on the Approval of the Nomenclature of fields and academic specialisations/ study programmes and of the structure of higher education institutions for the 2021-2022 academic year, published in the Official Gazette, Part I N. 378 of 12 April 2021], https://www.edu.ro/sites/default/files/fisiere%20articole/HG%20403_2021%20Nomenclator%20programe%20licenta%202021-2022.pdf.

²³ University abbreviations stand for:

- Romania: Bucharest University of Economic Studies – ASE; "Carol I" National Defense University – UNAP; National University of Political Studies and Administration – SNSPA; Titu Maiorescu University – UTM; University of Agronomic Sciences and Veterinary Medicine of Bucharest – USAMV; University of Bucharest – UNIBUC; University Politehnica of Bucharest – UPB; West University of Timișoara – UVT;
- Belgium: Vrije Universiteit Brussels – VUB;
- The Czech Republic: Charles University- CUNI;
- The Netherlands: Breda University of Applied Sciences – BUAS; Maastricht University – UM;
- The United Kingdom: Coventry University – CU; Lancaster University School of Management – LUMS; University of Bedfordshire – BEDS.

Fundamental Domain	Master's domain²²	Master's programme, language of instruction and University²³	No. of AML graduates/ Percentage
		Abroad: Politics and Society (English, UM); Diplomacy, Law and Global Change (English, CU)	
	Military sciences, information and public order	Public Communication in the Field of Security and Defense (Romanian, UNAP)	1 AML graduate, 2%
	Economic Sciences	In Romania: ASE: Business Administration (English, French); Entrepreneurship and Business Administration(English); Informatics Systems for the Management of Economic Resources (Romanian); IT&C Security (English); Business Communication in English (English); Diplomacy in International Economy (Romanian); English Language Education and Research Communication for Business and Economics (English); Management of International Business (English); Marketing Management (Romanian); Marketing Research (Romanian); Online Marketing (Romanian); Strategic Marketing (Romanian); Business project management (Romanian); Human Resources Management (Romanian); Project Management (Romanian); UVT: Strategic Marketing and Digital Marketing (Romanian) Abroad: International Business (English, CU, VUB); International Relations and Affairs (English, CUNI); Marketing (English, BEDS); Project Management (English, LUMS)	43 AML graduates, 74%
Humanities and Arts	Philology	American Studies (English, UNIBUC)	1 AML graduate, 2%
Total AML graduates of 2016-2021 who participated in Student Conferences in 2014-2021:			
4 Fundamental domains	9 Master's domains	35 Master's programmes; 15 universities; 23 faculties; 5 countries; 3 languages (English, French, Romanian)	58 (52 graduates attending 1 MA progr. and 3 graduates attending 2 MA progr.)

**List of employers of ASE's AML graduates of 2016-2021
who participated in Annual Student Conferences in 2014-2021**

Data collected in October 2021 as follows: company names are taken from ASE's AML graduates' LinkedIn and Facebook pages, company fields of activity and countries of origin are taken from the official company websites.

Company	Field of activity	Country of origin
Academia de Traducery/ Academy of Translations	Translation & Interpretation	Romania
Accent Travel & Events	Tourism	Romania
Accenture	Consultancy	Ireland
Advanced Capital Solutions	Finance, Banking, Insurance	US
Aeroclubul României/ Romanian Airclub	Logistics & Transport	Romania
AEGEE	NGO	Belgium
AIESEC	NGO	Canada
Allianz	Finance, Banking, Insurance	Germany
Alten	IT	France
ANEIR Group	Logistics & Transport	Romania
Asociația Turistică Ghizii României/ Romanian Guides Tourist Association	Tourism	Romania
Assystem	Engineering	France
Atlas Spinal Center	Health	United Arab Emirates
Auchan	Sales & Retail	France
AUSY Technologies	Consultancy	France
Autoritatea de Supraveghere Financiară/ Financial Supervisory Authority	Finance, Banking, Insurance	Romania
BCR	Finance, Banking, Insurance	Romania
Bonami Decor SRL	Sales & Retail	Romania
Brainspotting	IT	Romania
British American Tobacco – BAT	Production	UK
British Council	Education	UK
British Romanian Chamber of Commerce	Trade	UK/ Romania
Bucharest University of Economic Studies – ASE	Education	Romania
CCC SA	Sales & Retail	Poland
CCIFER/ CCI en Roumanie	Trade	France/ Romania
Cegedim Service Center	IT	France
CGS	Consultancy	US
Chrysolis	Religion	UK
Clock	Marketing & Advertising	Romania
Cognetik	Marketing & Advertising	US
Colegiul Național Ion Luca Caragiale/ Ion Luca Caragiale National College	Education	Romania
Conectys	Consultancy	Romania
Connect 44	Telecommunications	Switzerland
CryptoDATA Tech	IT	Romania

Company	Field of activity	Country of origin
DaAfaceri	NGO	Romania
DB Schenker	Logistics & Transport	Germany
Deloitte	Finance, Banking, Insurance	UK
DELL Technologies	IT	US
DeseneAnime.ro	Arts & Entertainment	Romania
Easy Learning Solutions	Education	US
eMag	Sales & Retail	Romania
Embassy of India in Romania	Diplomacy	Romania
Embassy of Romania in London	Diplomacy	Romania
European Parliament	Legislative & Legal	Belgium
European Sunlight Association	Health	Belgium
Europe Direct		Belgium
Exiger	Consultancy	US
Expert Forum	Consultancy	Romania
Federația Română de Baschet/ Romanian Basketball Federation	Arts & Entertainment	Romania
Garanti BBVA	Finance, Banking, Insurance	Turkey/ BBVA Spain
Genpact	Consultancy	US
Gilbert Inglefield Academy	Education	UK
Global HRM Consulting	Human Resources	Romania
Global Records	Arts & Entertainment	Romania
Glocco	Translation & Interpretation	Slovakia
Goodwood Racecourse LTD	Arts & Entertainment	UK
Goodyear Tier & Rubber Company	Production	US
Grosvenor Services	Services	Ireland
HABAU	Constructions	Austria
H&M	Sales & Retail	Sweden
Honeywell	Engineering	US
HP Inc	IT	US
Huawei	IT, Telecommunications, Production	China
iBASIS	Telecommunications	US
Ignis Global	Engineering	UK
Immi Translate	Translation & Interpretation	US
Impact Hub	Consultancy	Austria
Infosys	IT	India
Ingenico	Finance, Banking, Insurance	France
ISRA Center Marketing Research	Marketing & Advertising	Romania
Învață Germana și Japoneza cu Iuliana/ Learn German and Japanese with Iuliana	Education	Romania
KPMG	Consultancy	The Netherlands
Kredyt Inkaso	Finance, Banking, Insurance	Poland
LETTS Direct UK	Sales & Retail	UK
Libra Bank	Finance, Banking, Insurance	Romania
LPS Academy	Consultancy	UK
Marlow Navigation	Logistics & Transport	Cyprus

Company	Field of activity	Country of origin
McCann World Group	Marketing & Advertising	US
Medsana Romania/ Athens Medical Group	Health	Greece/ Romania
Men in Black Romania	Marketing & Advertising	Romania
Mercedes Benz	Production	Germany
Michelin	Production	France
Micro Focus	IT	UK
Microsoft	IT	US
Ministry of Foreign Affairs Romania	Diplomacy	Romania
Ministry of Public Finance Romania	Finance, Banking, Insurance	Romania
MOBO Organisation	Arts & Entertainment	UK
Molson Coors GBS	Food and Beverage	US & Canada
Motenasu Project	Food and Beverage	Romania
Municipality of Bucharest	Public	Romania
National Museum of Contemporary Art	Arts & Entertainment	Romania
Nestle	Food and Beverage	Switzerland
OCS Group	Services	UK
Open Night	Media & News	Romania
OMV Petrom	Production	Austria
Optaros	IT	US
Oracle	IT	US
Parliament of Romania	Legislative & Legal	Romania
Pepsico	Food and Beverage	US
Playtech	IT	UK/ Isle of Man
Polimed	Health	Romania
Procesio	IT	Romania
Procter & Gamble	Sales & Retail	UK
Projet IND	Sales & Retail	Romania
PTC	IT	US
QA Ltd	Education	UK
Questo	Arts & Entertainment	Romania
Radox Radiators SRL	Production	Romania
Raiffeissen Bank	Finance, Banking, Insurance	Austria
Renault	Production	France
Romexpo	Trade	Romania
Rotary	NGO	US
Royal House of Romania	Diplomacy	Romania
Samsung Electronics	Production	South Korea
Santander Bank	Finance, Banking, Insurance	Spain
Save the Children International	NGO	UK
Secureworks	IT	US
Shakespeare School	Education	Romania
SNC Lavalin	Services	Canada
Société Générale	Finance, Banking, Insurance	France
Strategikon	Consultancy	Romania
Școala de Muzica Armonia/ Armonia	Education	Romania

Company	Field of activity	Country of origin
Music School		
TAROM	Logistics & Transport	Romania
Telelanguage	Translation & Interpretation	US
Teleperformance	Consultancy	France
TELUS	Telecommunications	Canada
Tenneco	Production	US
TotalEnergies	Energy	France
Traffic Empire	Marketing & Advertising	Germany
TransPerfect	Translation & Interpretation	US
Travco Corporation	HORECA	UK
Țiriac Auto	Sales & Retail	Romania
UFX.COM	Finance, Banking, Insurance	Cyprus
Unbabel	Translation & Interpretation	Portugal & USA
United Language Group	Translation & Interpretation	US
Uniunea Studentilor din Romania/ Romanian Student Union	NGO	Romania
Upwork	Services	US
_VOIS – Vodafone Intelligent Solutions	Consultancy	UK
Webhelp	Consultancy	France
WNS Global Services	Consultancy	India
Young Initiative	NGO	Romania
Youth Voice Romania	NGO	Romania
Zitec	IT	Romania
Total number of companies: 143	Total number of fields of activity: 27	Total number of countries: 12