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**EDITORIAL**

The current volume contains a selection of the papers presented at the Annual Conference of The Department of Modern Languages and Business Communication, Bucharest University of Economic Studies, *the 10th International Conference “Synergies in Communication”*, organized in Bucharest on 27-28 October 2022 as a hybrid academic event. The present edition contains 46 papers published in English, French, German and Romanian and covers the following conference panels: (1) Synergies in Linguistics, Business and (Inter)Cultural Communication; (2) Interdependences: Academic and Digital Literacies in the New Educational and Research Environment. Revisiting Quality in Higher Education; (3) Romanian Cultural and Linguistic Studies; (4) East Meets West across Borders and Boundaries; (5) Synergies in Rituals and Folklore Texts; and (6) Love in Times of Pandemic, War and Economic Crisis. The edition taking place in 2022 brings forward diverse contributions: fourteen articles presented at the first panel, eight at the second, the third panel includes six papers, the fourth nine, the fifth three articles, and the last panel has six papers, raising to forty-six academic papers in total.

The first panel of the 2022 edition entitled *Synergies in Linguistics, Business and (Inter)Cultural Communication* has as final results seven articles published in English, four in French and three in German. **Viorela-Valentina Dima** and **Elena Tălmăcian** open the set of contributions of the first panel discussing the opportunities and challenges of involving students in self- and peer assessment. The authors’ investigations and final outcomes are based on the analysis of a corpus of 332 documents, out of which 196 midterm-related documents (instructions, exam sheets, answer keys, evaluation grid, exam answers, evaluation sheets filled in by students and teachers, distribution of exam answers to students) and 136 final exam-related documents of the same types. **Matei Idu**, **Andreea Maria Cean-Cosmulescu**, and **Iulia Cristina Antonie (Cotea)** focus their articles on the activity of conference interpreters, interpreted discourse and (legal and literary) translation challenges. **Antonia Cristiana Enache**, **Marina-Luminita Militaru**, **Diana-Eugenia Panait-Ionică** analyze the details surrounding two media scandals in the Romanian public space (i.e. the background and context of each scandal, the consequences of the statements, etc.), while explaining the concepts of “cancel culture” and societal reactions. **Shaan Najem Abdullah Shammari**’s article sheds light on the racism displayed by Trump’s tweets, posted on Twitter between 2015 and 2019 and examines how Trump uses racism in his language to construct a positive self-presentation and a negative other-presentation. The last article written in English at panel one belongs to **Elsa Skënderi Rakiplari** who examines the way in which Albania is framed culturally and politically in a textbook of Albanian as a foreign language. **Irène Kebiheng À Maben** analyzes in French the questioning and the role played by it in the modern media while trying to find answers to the following questions: “Why is questioning at the heart of modern media communication? What are the most used interrogative morphemes and what are the known expectations regarding their choice? What are the missions

of interrogation in the modern media?”). The second article written in French by **Carmen-Ecaterina Ciobăcă** focuses on the way in which a statement pertaining to France’s president Emmanuel Macron has been translated into the anglophone and Romanian press. Furthermore, the author also examines the objectivity of the press discourse when characterizing Macron’s statement and analyzes the titles of several articles published in the anglophone and Romanian press, scaling them based on their objectivity/subjectivity and emphasizing their impact on the target audience. **Stéphane Fotis Roume** looks deeply into the language of Bentham’s work who was able to consider language both as a means of control and as a means of forming minds. **Liliana Alic** discusses the similarities and dissimilarities between the academic discourse and university discourse, and tries to verify whether or not a relationship of synonymy can be established between them.

The German section from the first panel is characterized by a diverse approach from a thematic point of view, the researches carried out dealing with subjects from the field of lexicology and lexical analysis, as well as literature, including the didactic perspective. Thus, the process and the causes of archaization of old lexemes are analyzed by **Maria Sînziana Ilescu** on a representative selection of lexical elements which, despite their iconic role in literary texts or their use in popular poetry respectively in language courses specializing in fine arts, are no longer used by the linguistic community in everyday language. The author investigates the interesting relationship between quantitative and diachronic principles and highlights the importance of quantitative aspects in diachronic approaches.

Written communication in the virtual space has become indispensable, and among young people this is done in a specific way. **Mihaela Parpalea** presents the formation models of new words in the written language of young people, which, in the author's opinion, are marked more stylistically rather than referentially. The last paper in German belongs to **Alexandru Popa** who talks about the relevance of the theory of fictional worlds for the study of literature.

The second panel of the 2022 edition of the International Conference “Synergies in Communication” is entitled *Interdependences: Academic and Digital Literacies in the New Educational and Research Environment. Revisiting Quality in Higher Education*. This section includes a large array of scientific research and valuable academic contributions related to: technical devices used in higher education; approaches to academic writing; use of differentiated pedagogical methods in a multigrade classroom; multimodal tasks to develop academic and digital literacies in an international educational context; the analysis of the rhetoric of crowdfunding communication; digital learners in secondary education and the implications that technical devices have in acquiring and enhancing second language learning skills. In the article “Environments and Communicators in Science Communication” **Dana Lupu (Constantinică)** examines scientific content sharing in the virtual environment and discusses about the relevance of the scientific communicator’s institution and about the environment impact on the scientific research to be transmitted and disseminated. **Monica-Lucreția Luca-Huști** authors an article where she discusses the digital implications for second language learning skills, in high school education. Her research examines the academic performance of Romanian 12th grade students in a digital French learning environment. After examining the use of digital instruments and the learning strategies to improve the students’ speaking skills, the author investigates some of the learners’ preferences and choices of digital French learning instruments and strategies. **Emilia**

**Andreea Moțoranu**'s article "How to Use Differentiated Pedagogy in The Multilevel Classroom" presents the characteristics of a multilevel class, focusing on communicative and action-oriented approaches. Her paper analyses the learning group as a vector of a renewed educational dynamics. In her research, "Gadgets, Screens, Wellbeing, and Effectiveness in Higher Education", **Iulia Rascanu** investigates the impact of technology use in higher education. Starting from the assumption that in the current era, especially after the pandemic, students and teachers alike tend to use digitalization and its functionalities in order to update and streamline study materials, the author presents a case study meant to quantify and analyze students' familiarity and preferences of various devices in their study, seeking to observe their effect on health/well-being in relationship with data-and-knowledge-storage. **Alina-Roxana Dulgheru (Goldan)**'s research is entitled "The Framework of Academic Essays Seen Through a Swalesian 'Cars' Lens" and it investigates the relevance of genre-based approaches to teaching writing. The study is based on Swales' 'CaRS' ("Creating a Research Space") model of analysis, with the main focus on identifying genre characteristics at macro-level in argumentative essays, which are produced in the IELTS (International English Language Testing System) context. The author analyses and compares, in terms of structure, a corpus of IELTS essays, with the main focus on identifying the macro-level genre characteristics. The second section closes with **Alina Strungaru**'s theoretical paper "Identities in Academic Writing", on the difficulties and challenges encountered by students in academic writing. Her research identifies several of the factors which influence the quality of academic texts. These factors derive from identity crises, such as cultural differences specific to academic communities, or writing in native and foreign languages. **Adela Catană** provides an interesting theoretical framework concerning the impact of gender on the process of English acquisition. Likewise, she also analyses a selection of data collected during a 2022 multilevel survey that engaged forty Italian and Romanian military students aged 18-20 and the information obtained revealed the similitudes and differences that occur between female and male military students in terms of English learning, attitudes, motivation and social interaction.

The third panel – *Romanian Cultural and Linguistic Studies* included two strands: i) the presentation of 6 papers dedicated to the teaching and learning of Romanian as a foreign language and/ or to Romanian literature, and ii) a Round table which tackled the topic of teaching and learning of Romanian as a foreign language.

The first strand of Panel 3 included the following articles: **Mihai Șerban, Raluca Nicoleta Șerban, Nicoleta-Adina Panait & Zinaida Tamara Fedot** – "*A pedagogy of errors in the process of assimilating the Romanian language as a foreign language*" – an article that investigates the nature of second language acquisition errors triggered by the influence of the learners' mother tongue. Based on empirical data collected from the authors' experience of teachers of Romanian as a Foreign Language as part of the Preparatory Year of Romanian Language for Foreign Citizens organized by the Faculty of International Business and Communication from the Bucharest University of Economic Studies, the authors put forth a classification of RFL acquisition errors determined by the influence of students' mother tongues or of support languages (English/ French) used in the teaching and learning processes. **Nicolae Adrian Henț** who wrote "*The relevance of contrastive and error analysis in the acquisition of phonetics. A case study on Armenians learning Romanian*" focuses on second language

acquisition errors triggered by the influences of mother tongue and the support language (Russian), with rich exemplification based on a corpus of intermediary and advanced level essays written by foreign learners of RFL from the “Valeri Brusov” University of Yerevan, Armenia. The paper includes a comparative description of the phonetic/phonological systems of the Armenian and Romanian, which is valuable for the author’s attempt to identify and tackle the problematic areas arising in the teaching and learning of Romanian as a foreign language in an Armenian context. **Nicolae Stanciu**’s paper “*Using linguistic corpuses to enhance pragmatic awareness in second language acquisition. Etymological confluences, strata and interferences in teaching and learning Romanian in North Macedonia*” presents an impressive wealth of data on the confluences between the two languages – Romanian and Macedonian, data which are present in a 50000-entry corpus the author has contributed to, and which can successfully be employed in the teaching and learning of RFL in North Macedonia. **Andreea-Maria Preda** wrote “*Romanian language for foreigners – from challenge to success*”, a paper that deals with the experience of teaching and learning RFL at the “Ferdinand I” Military Technical Academy, Bucharest, Romania. The author describes the optional RFL course offered by the university to its foreign students – curriculum, teaching and learning activities, requirements for successful completion, extracurricular activities. Among the challenges experienced by the academic staff, the article mentions the difficulties in developing students’ knowledge of Romanian grammar in communicative contexts, raising awareness of language registers, resorting to published educational materials and/or developing new ones adapted to students’ needs. Among the rewarding experiences, the author mentions students’ success on various levels – near-native pronunciation, conversation and presentation delivery, reading comprehension, writing of short presentations, intercultural exchange amongst themselves and with the teacher. **Raluca Nicoleta Șerban** and **Adina Panait** coauthored “*Teaching Romanian as a foreign language at the Bucharest University of Economic Studies. A brief historical view*” focusing on the experience of research on Romanian language and culture at a Romanian economic university, as reflected in the articles published by the academic staff members of the Department of Modern Languages and Business Communication in two of the university’s journals - *Synergy* and *Dialogos*, as well as in the Proceedings of the International Conference *Synergies in Communication*. The paper shows academics’ interest in various aspects related to Romanian language and culture: from grammatical and terminological characteristics, multilingual and multicultural aspects, the teaching and learning of RFL, to business communication trends, etc.

The second strand of Panel 3 included the Round table entitled “Teaching Romanian as a foreign language in Romania and abroad - challenges, solutions, best practices”, attended by 18 academics who teach Romanian as a Foreign Language in Romania (in Arad, București, Iași) and/ or abroad (in Belgium, the Czech Republic, Italy, Poland). The event was moderated by Viorela-Valentina Dima & Roxana-Magdalena Bârlea. An account of the discussions is given in **Roxana-Magdalena Bârlea, Viorela-Valentina Dima & Raluca-Elena Hurduzeu** – “*The teaching of Romanian as a foreign language in Romania and abroad. An overview*”, who present the contributors’ accumulated experience regarding aspects such as: the profile of learners of Romanian as a foreign language, teaching materials and resources used in the educational process, teaching methods and strategies adapted to student profiles/ programme designs (with focus on the Romanian-based Preparatory year of Romanian language for foreign citizens, and on the activity of the Departments of Romanian language and culture abroad).

The fourth panel, **East Meets West across Borders and Boundaries**, covers nine diverse contributions. The authors have approached themes related to linguistics, translation, cultural and reception studies. One paper in French, the other eight are in English. In their articles, the authors have examined largely diverse geographical areas ranging from the Far East (Japan) to Global South (India), the Soviet Union or western/eastern writers. Interdisciplinary analysis emerges naturally in all cases, for instance when history goes hand in hand with writing (Valery Levchenko), for Joseph Conrad's novel (Michal Moussaffi), the analysis of an Indian film (Iulia Rascanu), Telegu/English translation techniques (Sai Chandra Mouli Timiri), linguistics and philosophy (Konstantinos Alevizos) or conceptual metaphors in Carmen Firan's novel (Alexandra Moraru).

**Konstantinos Alevizos** opens this series with his article entitled "*The Limits of Translation According to Epicurean Linguistic Theory*". He looks closely at Epicurus' philosophy and explores his thinking in relation with the use of language. While mentioning a certain amphisemique predisposition, Alevizos refers to the linguistic reservoir accumulated by a nation, as well as the ability of employing translation in a particular language. Such relationships imply continuous transformation and innovation based on Epicurus's system. **Sai Chandra Mouli Timiri** examines in his article the issues of translation and intertextuality via suggestive translation examples from Telugu to English in the case of Devarakonda Bala Gangadhara Tilak's poem "Na Kavithvam". While referring to source language and target language, Timiri comments various fragments rendered in English, showing that selected translators adopted their own translation techniques sustaining poetic exchange, simplicity and cultural integration. Turning her attention to contemporary writing, **Alexandra Moraru** examines linguistic aspects emerging from Carmen Firan's novel, *The Lost Shadow*. Drawing on the cognitive-semantic approach, Moraru discusses conceptual metaphors in this particular narrative. Firan's novel opens up from this point of view to an analysis about journeys, often seen in terms of stereotypes, changing mindsets and resources meant to bring personal success. Focusing on Joseph Conrad's novel, *Under Western Eyes*, **Michal Moussaffi** investigates the multiplicity of narratorial voices as related to cultural gaps in between "east" and "west". According to Moussaffi, conversations are for the main protagonist, Razumov, when engaged in interactions with others, particularly challenging contexts; in addition, the voice of the narrator contributes to a multi-layered fictional product which the reader has to read sensibly. **Irina-Ana Drobot** looks at cultural practices specific in the far east. In her paper, entitled "*Shooting with Bow and Arrow in Japanese versus Western Cultures*", she discusses approaches specific to religion, philosophy, culture and anthropology. While opening the study to other cultural areas where archery has a long tradition, such as Middle East countries, as well as Bhutan, Drobot also examines Buddhist influences and archery in relation with Zen practices. In her opinion, Japanese archery differs fundamentally from western cultural activities; however, learning drawn from Japanese archery is valid for all cultural areas. Turning to literary contributions in the first decades of the 20<sup>th</sup> century, **Valery Levchenko** examines Soviet Yiddish-speaking authors in the 1920s-1930s. Summarising their literary interests, Levchenko systematically presents 25 biographies of Yiddish authors and documents from Odessa state archives. Their range of works include reportage, fiction and short stories, essays, poetry, drama and literary criticism, as well as regular articles in the media of the time. Despite their modest yet diverse family background and

upbringing, these authors were highly active and contributed to the development of Yiddish literature in the Soviet Union. Expanding the area of analysis via Sange Dorjee Thongdok's film *Crossing Bridges* produced in 2013, **Iulia Rașcanu** looks at migration as presented in a visual narrative. She takes into consideration geographical boundaries referred to in Arunchal Pradesh, Assam, as well as intricate cultural elements. Rașcanu delves into an examination of particular diasporic elements and inspects de-diasporisation featured in this production. According to Rașcanu, the film affirms the need of the protagonists to find their 'home' in a wider sense. In her paper focusing on Mateiu Caragiale's works, *The Rakes of the Old Court* and the novella *Remember*, **Dana Radler** examines Balkan attributes seen typical for Caragiale's writing according to literary critics. Radler examines various cultural references populating the narratives, confirming the interest of the writer in etymology, history and occultism, as well as heraldry and symbolism. The fascination of the author with the past may qualify the narrative as a hybrid mix, romantic yet modern carnivalesque. **Cristina Zimbroianu's** paper, entitled "Rudyard Kipling's *The Jungle Book* and *Soldiers Three* in Francoist Spain and Communist Romania", closes this section. In her study, Zimbroianu looks closely at the two proposed works in line with reception theories since censorship systems were well-institutionalised in both countries. While presenting most notable aspects of censorship in place in Spain and Romania, she presents archival data for Kipling's writing. There is visible differentiation in terms of published editions as well as details of archival data preserved in Romania when compared to Spain. While the theoretical corpus and selected works vary substantially, these contributions included in this edition confirm that the interest in the east-west interactions is both a vast and fertile territory of scholarship.

The fifth panel contains articles on rituals and folklore. If **Ana R. Chelariu** who wrote *Trickster's Social Functions and The Language Paradoxes: The Romanian Păcală among The Tricksters in Mythology and Folklore* emphasizes that language is an essential instrument of communicating social traditions and that myths manifest themselves through language, and through its many figurative forms of expression, metonymy, synecdoche, or irony, the most important ones being symbols and metaphors, **Mare Kõiva** examines customs relating to Palm Sunday as part of the local identity, and the use of archaic customs in the Estonian society. Her aim is to provide a first overview of the tradition of ritual calendric visits, on which people used living branches or twigs. The last article belongs to **Maria Șpan** who delights us with visual communication through clothing in the Transylvanian village of Gura Râului. To simply quote the author: "The research methods used during fieldwork were: observation, participant observation, interviews and document/artifact analysis. Additional ritual texts, collected orally and containing descriptions of costumes, as well as photos from the author's and the villagers' personal archives, were used to illustrate and reinforce the idea of a simple costume, but one that communicates countless messages about those who wear it."

The sixth panel of the conference contains articles on the topics of love, contagion and war. In the first article of the section, **Maria Grajdian** analyzes the notion of "pragmatic love" with its three main characteristics (compassion, courage and commitment) as it appears in three iconic science fiction movies: *Blade Runner* (1982), *Blade Runner 2049* (2017) and *Baymax: Big Hero 6* (2014). **Monica Alina Toma's** paper, *The brotherhood between saints and wolves in "The book of saints and friendly beasts" by Abbie Farwell Brown*, perceives "love" as a driving force

through which holy people restore the divine harmony of Paradise to our challenging world. The love between the natural realm and its Creator is also present in the construction of the garden described by **Sofia Tabari** in *La geometrie, la spirale 'Al-Halazun' et la glorification de la nature pour l'amour divin*. Regarding the COVID-19 outbreak, **Raluca Ghentulescu** discusses the pandemic from the perspective of translation, interpretation and terminology by taking into consideration the emotional context standing behind the actual communication. In their turn, **Alexandra Moraru** and **Gabriela Andrioai** focus on the conceptual metaphors present in the French comedy *Stuck Together*, which depicts in a humorous way the emotions of love, hate and fear that have arisen due to the threat of the coronavirus infection. In the last article of the section, *Medias, communication et conflits politiques interétatiques*, **Mohammed Benaziz** shows how the media may influence the public opinion and even reorient political processes.

In conclusion the present volume covers authentic and diverse perspectives and topics relevant for our times, ranging from developing students' (self-) evaluation skills, conference interpreting challenges, translation studies, (social) media scandals, rituals and folklore, literature, Romanian cultural and linguistic studies, academic and digital literacies in the educational field and many more. At the conclusion of this editorial, it is really impressive to see how the community of academic (inter)national voices have continued to strengthen their commitment to excellence, cooperation and debate, building synergetic and constructive (inter)disciplinary dialogues.

***Editors***

Marina-Luminița Militaru  
 Cornelia Pătru  
 Olivia-Cristina Rusu  
 Viorela-Valentina Dima  
 Dana Radler  
 Monica Alina Toma

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