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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 2nd International Conference RETHINKING EDUCATION – RESHAPING THE WORLD. LANGUAGES, BUSINESS AND COMMUNITIES, taking place on 28-29 November 2013.

This edition of the Conference focused on three fields: firstly, *Language Education and Business*, including four articles. Then, the second panel focused on *Education for Business*, having another set of four articles. The third panel is entitled *Education through (inter)cultural, literary and translation studies* (7 articles). The series of contributions continues with three articles presented in the French section, as well as four more papers included in the German section. As a result, contributions part of this series used English, French and German as medium of expression. This year conference's aim was to show how research in the above-mentioned fields reflects future challenges of a culturally diverse, multilingual European society.

Opening the series of the first panel, *Language Education & Business*, **Adina Dudau** explores aspects on integrated working in mandated partnerships in the policy area of children and families in England. Dudau provides empirical data, using data extracted from interviews so that her ethnographic investigation brings a highly useful perspective for those engaged in transdisciplinary studies.

Mariana Nicolae's article explores the way higher education reflects the realities part of the academic environment. Nicolae thus examines how language influences access to education, process which in its turn affects employability. Her perspective relies on examples taken from the practice of the Bucharest University of Economic Studies, while mentioning certain linguistic barriers detected in the European diverse space.

Connecting linguistics to business practice, **Brândușa Prepelită-Răileanu** studies how higher education and the Romanian business community work together. Prepelită-Răileanu discusses current challenges operating between industries and higher education and analyses the work carried out by the Management Agency for Research, Innovation and Technology Transfer, as well as those provided by the Human Resource Training Centre or the Virtual Professional Community for Automatic Control & Robotics & Computer Science (VPC-ARCLL). A wider perspective of priorities for the higher education sector is definitely necessary.

Turning her attention towards gender issues, **Nisa Shon** business leadership examples in place in South Africa versus the United States. In the media, this translates into gender stereotypes which shape a specific perception of women as either incompetent or less skilled

than their male counterparts. Shon also discusses the case of unemployed women in 2012 and 2013. If legislation can be adjusted, females will be more actively engaged in society.

Opening the second section dedicated to *Education for Business*, **Georgeta Ghiga** examines in her paper entitled the current educational context. Ghiga thinks that in line with OECD findings, educational professionals have to reflect on the way in which present trends may affect the long-term development of education. She mentions, for instance, changes operating in the social area, discussing opportunities and means which can support student employability. In this sense, Ghiga feels that she has to adjust various language activities for her students of Public Administration.

Diana-Eugenia Ionică opens this area further up, looking at connections between language education and labour market needs. She examines in what way universities meet the needs on the labour market, considering three key aspects: how they adjust their curricula to the needs of their students; a multicultural education and, finally, who and in what way can assist graduates to develop their language education while they work. Ionică also presents data collected from three major universities in Bucharest.

Focusing on materials used by instructors, **Simona Ionel** studies diverse resources. She describes speech acts identified as useful when students learn about negotiation, but also those needed in the diverse and constantly changing business environment, such as submitting an offer, presenting a counter-proposal, taking a decision or reaching a compromise. She provides a detailed analysis for each of the selected textbooks.

In the last paper in this series, **Anca Pecican** inspects patterns of evaluation connected to evaluative metaphors emerging from Spanish written media. While employing a global theoretical framework, she presents results of different activities engaging students: reading, Spanish in use, using graphs and charts and value patterns related to euro. She indicates that the teacher plays a key role in designing and adjusting teaching resources for each group of students.

Section 3 opens up with the paper written by **Sorina Chiper**, in which she examines intercultural communication in the context of her personal experience. In her view, identity is less attached to a national group, but rather to professional values, complemented by gender and age affiliations. She thinks that bringing more real-life examples into the classroom is beneficial for learners.

Looking at communication specific to social media, **Raluca-Silvia Ciochină** considers that this is applicable in the public relations practice in the US, discussing the need for transparency. She deepens the topic, exploring key roles, responsibilities, potential skills and social competences used by public relations practitioners.

Switching their attention to identity as reflected in fairy tales, **Antonia Enache** and **Marina Militaru** describe particular narrative elements. Their analysis focuses on two Romanian tales, *Muma pădurii* (The Old Hag) and *Făt Frumos* (Prince Charming), where characters relate to characteristics seen as specific to Romanians, embodying either dark features or outstanding beauty, purity and courage.

Diana-Eugenia Ionică includes a second paper in this series, where she presents her perspective upon intercultural communication as connected to pluri- and multi-culturalism. She presents key contributors such as Geert Hofstede and Edward Hall and then provides a particular role-play which learners can use in order to deepen Hofstede's cultural model.

In the next paper, **Mihaela Luminița Levarda** engages in an analysis connecting Victorian education in that particular era as conveyed by Charlotte Brontë in *Jane Eyre*, Charles Dickens in *Great Expectations* or W. M. Thackeray in *The Newcomes*. In her view, young and active characters suggested that education can provide better living conditions, one such example being Pip in Dickens' novel.

Amelia Molea and **Constantin Raluca** study the issues posed by translations used in teaching ESP based on a cultural perspective. They discuss a particular technique meant to stimulate the work in higher education, namely interchanging roles between tutors and learners, which, in their view, supports effective and alert learning.

Shifting to stereotyping and group perception, **Adrian Solomon** closes this section with his paper entitled "THE ENEMY AS BARBARIAN" where he discusses the idea of the foreigner as an enemy, inspecting examples taken from history, be it in antiquity, the Middle Ages or more recent times, including WWI and WWII.

Rodica Stanciu-Capotă opens the French Section with her paper entitled "LES DÉFIS DE L'ENSEIGNEMENT DES LANGUES ÉTRANGÈRES À L'UNIVERSITÉ" based on techniques meant to stimulate an effective daily communication, as well as in the professional environment. To this end, acquiring flexible competences is a must and it can bring results if connected to a well-planned process, starting from knowing the audience to collecting cultural data.

Ileana Constantinescu and **Victoria Aldea** deepen the subject, surveying the need for business terminology and its specifics. They take into consideration the non-verbal language, whose techniques provide valuable support to learners at the Bucharest University of Economic Studies.

In her turn, **Ruxandra Constantinescu-Ștefănel** switches to a challenging topic, closing this series; she presents types of discourse used in the French media at the start of the 20th century. She examines the case of the French educational magazine *Science et Vie* (2007), for which she identifies particular characteristics. She explores diverse rhetoric means, such as synecdoches, metaphors or metonyms and the way characters emerge in this publication.

The German section includes the final four contributions. Firstly, **Florentina Alexandru** focuses on competences required by the learning of this modern foreign language, taking into consideration the need to develop grammar, socio-linguistic skills, communication strategies and discourse abilities in an intercultural background.

Then, **Voichița Alexandra Ghenghea** discusses curricula adjustments valid for particular professions, meeting thus labour market needs. In order to complete this, technically-based materials need to facilitate the communication between a specialist and a learner. Future engineers can play such a role in the area of technical writing.

Andrada Onu presents her view on a specific and challenging phenomenon, that of ethnolects, be they primary, secondary and tertiary. She then examines the variety linguistic known as "Kiezdeutsch", showing that this case refers to a multi-ethnolect.

Finally, **Andreea Rusen** closes the German section and the contributions of this edition. In order to find out if a specialised language represents a challenge for the learner of a foreign language, no matter which one, and his/her general one. She thinks that grammar phenomena

are relatively general, so that the learner of a foreign language may face difficulties in absorbing and using nominal sentences.

The papers collected in this volume articulate and discuss approaches to language, business and cultural studies, presenting the findings as well as main theoretical approaches of all authors.

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