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EDITORIAL

The current volume contains the papers presented at the Annual Conference of The Department of Modern Languages and Business Communication, Bucharest University of Economic Studies, the 3rd International Conference Series: **Synergies in Communication, Future of Europe**. The event took place in Bucharest, on 14 – 15 November 2014, being organized under the aegis of the Faculty of International Business and Economics. The panels covered by this edition are: (1) Synergies in business communication. Training, education and research; (2) Translation studies / Traductology and Terminology in Business and Economics; and, finally, (3) Diaspora Worldwide and in Today's Europe. The edition taking place in 2014 brings forward diverse contributions: 11 articles presented at the first panel, 3 at the second, while the third grouping includes 1 article, raising to 15 papers in total. In what regards their choice of linguistic expression, authors opted for English and French, most of the texts being written in English. In this edition, we have opted to present the papers according to the sections of the conference programme.

Mariana Nicolae opens the set of contributions of the first panel, *Synergies in business communication. Training, education and research*, with the paper "LEADERSHIP AND QUALITY ASSURANCE IN DEVELOPING NEW STUDY PROGRAMS IN ENGLISH. LESSONS FROM A ROMANIAN PERSPECTIVE", discussing the varied implications of the process to develop new study programs in today's higher education institutions with a focus on English language study programs. The paper concludes by highlighting some of the impacts and challenges that the author perceives as critical for the awareness of decision makers in the educational field.

Next in line, **Georgeta Ghiga's** article foregrounds the role of language education in shaping the students' communication skills and intercultural competence, therefore increasing their degree of employability. Her paper aims to establish how much of the skills and abilities mentioned above can be enhanced by language training, in a period of financial constraints and changing educational policies. This approach is less an in-depth analysis of some concrete ways of embedding the 21st century skills in the reform of the Romanian education system, but rather an attempt to put forward some of the present challenges to teachers.

Mihaela Arsene continues this series of reflections with the paper entitled "BUILDING ACADEMIC EXCELLENCE AND EDUCATING THE WHOLE PERSON THROUGH THE HOLISTIC ADMISSION APPROACH. THE U.S. UNIVERSITY MODE". Arsene analyzes the short and long- term effects of the holistic approach to admissions adopted by American universities. More specifically, the article explores the goals, requirements, and benefits of the holistic admissions system in place at U.S. universities, so as to highlight the admissions approach

and the applicant selection philosophy that account for the ultimate mission of the U.S. higher education institution, that is building academic excellence and educating the whole person.

Marta Cristina Suciu continues the discussion about higher education, in a paper that debates intercultural competences and intercultural dialogue issues within a multicultural learning environment. It supports the idea of cultural dimension and quality in higher education with a focus on intercultural sensitivity, intercultural dialogue and intercultural effectiveness. Her paper disseminates some of the outcomes resulting from the project "Parteneriate 92116" that had been dedicated mostly to the topic of Diversity Management and Intercultural Dialogue. **Mihaela Luminița Levarda's** paper, "THE FUTURE OF ENGLISH EDUCATION: VALUABLE VICTORIAN EDUCATORS", connects education with literature, discussing echoes of Victorian educational policies as reflected in fiction of the age. More specifically, the discussion considers the emergence of teacher training colleges in nineteenth-century England, where valuable educators were formed. At the same time, the argument analyses *Nicholas Nickleby*, a novel written by Charles Dickens to reveal the crisis of the English educational background at the beginning of the Victorian Age.

The next contribution by **Diana-Eugenia Ionciă, Marina-Luminița Militaru and Maria Ionciă**, introduces an interdisciplinary perspective that aims to link foreign language acquisition with the cognitive development of children and adults. The paper sets out to answer a series of questions related to the connection between speaking foreign languages and the cognitive development of children, the differences between the way children and adults learn foreign languages and the existence of a "critical period", after which learning foreign languages become extremely difficult or even impossible. The 'pragmatic' outcome of our paper proves that the advantages of learning foreign languages extend beyond simple communication benefits and are necessarily linked to the formation of a harmonious and more complex personality.

Slightly shifting the outlook to teaching ESP, **Raluca-Nicoleta Șerban** reflects on what could make classes genuinely relevant for students, wondering whether the curriculum and the various faculties' syllabi answer their needs as learners of a foreign language, but also as learners in general. The author wishes to discover whether the students are taught how to learn, with a view to motivating, to enabling them to become active, independent learners. This article is a plea for creativity and critical thinking in language teaching and it discusses manners in which cartoons may serve as a source of inspiration for teachers.

The next contribution authored by **Ruxandra Constantinescu-Ștefănel** uses discourse analysis and an analysis grid in order to demonstrate how advertisements published in left hand political magazines reflect the political events of the time of their publication. To this end, the author examines several issues of « Le Nouvel Observateur », from 1991 after the fall of communism in Eastern European countries, from 2002 after the attacks of 9/11 and from 2013, after a long period of economic crisis. The items examined are the types of product advertised, the image and text of the advertisements, the speech contract, the classification of the text as discourse or story, the enunciation frame, the communicative roles, the linguistic expression of subjectivity, as well as the ethos and the advertising universe.

Rodica Stanciu-Capotă's article "L'ENSEIGNEMENT DES LANGUES ET LES DEFIS INTERCULTURELS" discusses the challenge of teaching interculturality, pluralism and diversity

through foreign language teaching to students of Economics. The author argues that the foreign language teacher has to consider what culture(s) should be taught in language courses with specific objectives and where to situate interculturalism in the era of globalization, in order to achieve the three goals of the educational process: to teach, to instruct and to train.

Continuing with a linguistics-oriented approach, **Roxana Anca Trofin** and **Maria Ana Oprescu** start from the assumption that language teaching contributes to the formation of personality through the development of communication skills and by putting the speaker in a dialogical relationship established between his culture and the culture conveyed by the target language. The authors explore the idea that the speaker of foreign languages is a social actor, who needs to develop his cognitive abilities but also his creativity, adaptability and the spirit of tolerance. The articles dwell on these aspects of personal development, arguing that the success of communication passes inexorably through knowledge and respect for the rules of the game relating to the affirmation of the personality and respect for the other.

Deliana Vasiliu closes this panel with an article entitled "ENSEIGNEMENT/APPRENTISSAGE DES LANGUES VIVANTES DANS UNE UNIVERSITE ECONOMIQUE AU XXI^e SIECLE Plaidoyer pour une culture de classe médiatrice et intercompréhensive". This research discusses the strategies to be implemented in an economic higher education establishment in order to encourage reflection on the contrastivity of the modern languages (LV) studied there. In this way, the argument intends to build on the current theoretical and practical achievements of InterComprehension (IC) and Formative Communication (CF). In addition, the analysis also addresses the complex problem of how the IC integrates its curricula into universities such as Languages for Specialists in Other Disciplines (LANSAD).

Shifting to *Translation studies / Traductology and Terminology in Business and Economics*, the second panel starts with **Maria Ana Oprescu's** article "TRADUCTION ET CONNOTATION EN PUBLICITE" which relies on the assumption that the development of a company on the international market requires new modes of communication and in particular the deployment of multilingual communication, so that the advertising message can adapt to the socio-cultural context and customer habits. In this context, the article tackles the role of multilingual communication and translation when having to penetrate new markets.

Moving on to terminology in Business Spanish, **Anca Pecican's** contribution aims to debate on the lexical and semantic behavior that certain metaphors related to market trends present in contexts. The analysis considers Spanish expressions in Spanish texts with various degrees of specialization, referring mainly to the dynamics of economic indicators. The author argues that the recurrent use of such expressions in similar contexts with specific reference to economic phenomena sets the basis for their inclusion into economics terminological data bases. The article aims to propose arguments for and against the idea that certain Spanish business metaphors cross the border from words to terms. Secondly, it puts forward a set of criteria that should be taken into account when establishing whether neological and metaphorical creations can be considered terms.

Mariana Nicolae's article "TRANSLATION & INTERPRETATION – THE NEED FOR LEADERSHIP" closes this panel, highlighting the need for highly specialized linguistic professionals and the role of leadership in developing people and institutions to meet the need of the European market for translating and interpreting services. The paper explores the Romanian

situation against the background of the EU specialized institutions. It looks, on the one hand, at the Romanian specialized market in terms of study programmes, competences, competition, costs and business value of services and, on the other, at the way universities position themselves as providers of qualified translators and interpreters.

Section three devoted to *Diaspora Worldwide and in Today's Europe* contains one contribution by **Irina Boncea**, entitled "A NEW APPROACH TO THE BRAIN DRAIN: THE DIASPORA OPTION". Boncea relies on the assumption that scientific networking is the most accessible way a country can deal with the brain drain phenomenon as scientific networks are beneficial for the donor country and a good alternative to return migration. This article looks at Romania's potential of turning brain drain into brain networking, using evidence from the medical sector, i.e. a questionnaire and in-depth interviews. Her paper closes this year's diverse series: while most of the authors provide their insights into topics related to linguistics or language teaching, some of the papers included in this set demonstrate that authors also value other research interests such as publicity or diaspora, for example.

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