

INTERNATIONAL CONFERENCE

LANGUAGES FOR SPECIFIC PURPOSES:

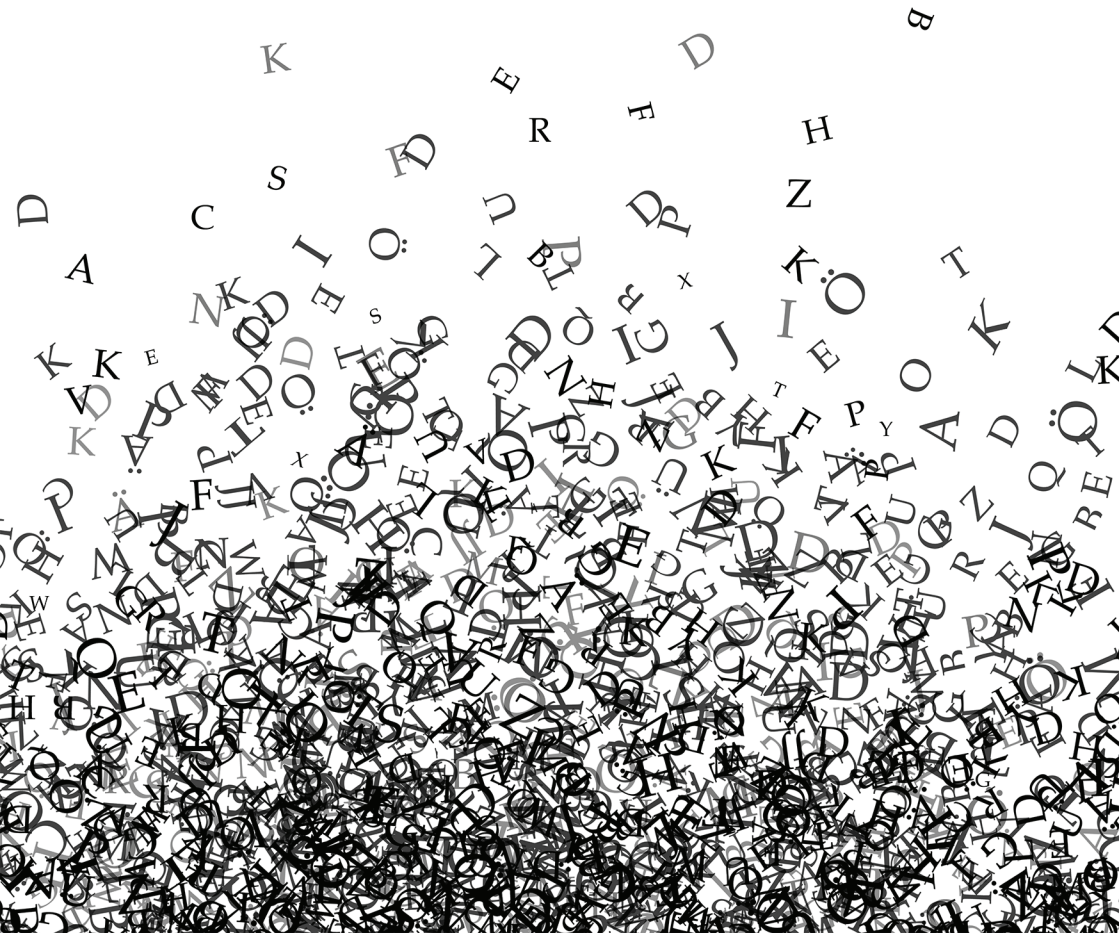
Communication and
Cultural Contexts

**DIMITRIE CANTEMIR CHRISTIAN UNIVERSITY, BUCHAREST &
ISTANBUL AYDIN UNIVERSITY
NOVEMBER 8-9, 2018**

Dimitrie Cantemir Christian University, Bucharest

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ISTANBUL AYDIN
UNIVERSITY



Universitatea Creștină
Dimitrie Cantemir



International Conference on
**CURRENT ISSUES IN
LEARNING and TEACHING**
Second | Foreign | Additional Languages

 **May 3, 2018 | 10:00-17:00**
 **IAU Florya Campus, Istanbul**

Contact: international@aydin.edu.tr

Introduction

In the framework of the Bilateral Agreement for Scientific Cooperation, **Dimitrie Cantemir Christian University (DCCU) & Istanbul Aydin University (IAU)** organize the **4th joint International Conference on Language for Specific Purposes: Communication and Cultural Context** as the second part of the conference on *Foreign/Second Language Teaching*, held in Istanbul, at IAU Florya Campus, on May 3, 2018. The first two conferences, held in Istanbul and Bucharest, in April and November 2017, accordingly were devoted to the *Regional Cooperation in the Black Sea: Opportunities and Challenges*. The main objective of these conferences it to create a modern network that would give drive to a scientific research, based on latest research tools and would update, share and reinforce the knowledge of young and experienced researchers.

The conference aims to bring together, scientists, researchers, trainers, translators, students to exchange and share their experiences, views and research results on all aspect of Languages for Specific Purposes, and to assess the need of a further engagement with non-linguistic fields of knowledge. It also provides the opportunity of reflecting upon the challenges of multicultural and globalized societies that language trainers are facing today in their mission of preparing and supporting trainees and students for present day's demands and practices of the world of professionals.

Papers on trends and teaching of foreign languages for Specific Purposes in the fields of **legal, medicine, and IT** propose different approaches for LSP curriculum development and design, Assessments methods and criteria of ESP learners, LSP translations and interpreting, cross-cultural communication in LSP and investigate current issues in LSP.

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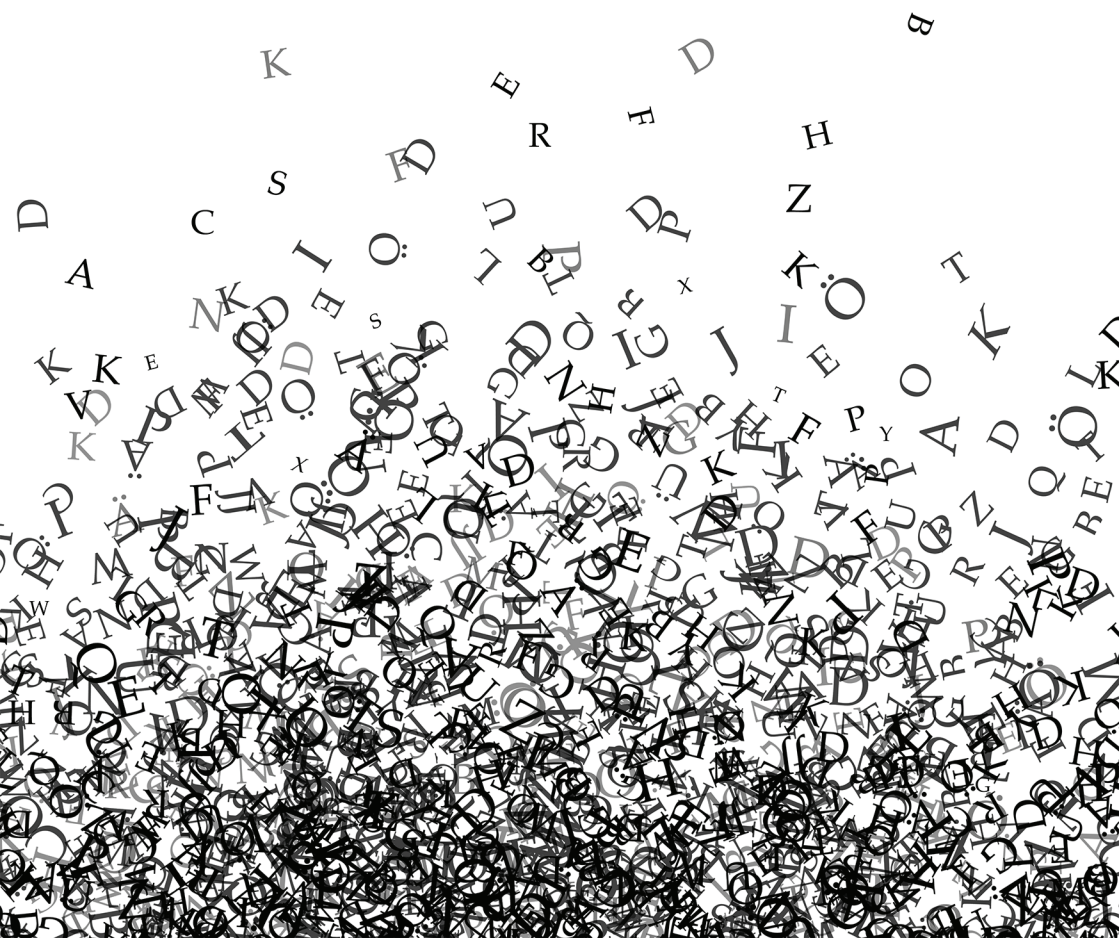
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CONFERENCE PROGRAM



NOVEMBER 8, 2018	
10.00 - 11.00	Registration
11.00 - 11.30	Opening Ceremony (Room 130)
	<p>DCCU and IAU representatives</p> <p>Professor Corina Adriana Dumitrescu, Ph.D. President of the Senate, Dimitrie Cantemir Christian University</p> <p>Professor Cristiana Cristureanu, Ph.D. Rector, Dimitrie Cantemir Christian University</p> <p>Professor Ramona Mihăilă, Ph.D. Vice-Rector for International Relations, Dimitrie Cantemir Christian University</p> <p>Associate Professor Mihaela Mateescu, Ph.D. Dean of the Faculty of Foreign Languages and Literatures</p> <p>Associate Professor Filiz Çele, Ph.D. Istanbul Aydin University</p>
11.30 - 12.30	<p>Book stand and Educational Opportunities for LSP</p> <p>YUNUS EMRE INSTITUTE Gihan CURTOMER, Lecturer</p> <p>INSTITUT FRANÇAIS DE ROUMANIE: Frédéric BEAUMONT, Pôle d'échanges universitaires et scientifiques, Chargé de coopération universitaire</p> <p>AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE: Elena FLOROIU, Chargée de projet Liliana LUPUȘOR, Responsable de projet</p>
12.30	Group Photos
12.45 - 13.15	<p>Morning Keynote Speeches:</p> <p>Moderator: Associate Professor Onorina Botezat, Ph.D. Director, Center for Research, Faculty of Foreign Languages and Literatures</p>
	<p>Teaching Languages for Special Purposes – A Quest for Meeting Job Market Needs</p> <p>Aleksandra Matulewska Professor Ph.D., Adam Mickiewicz University, Poznan Faculty of Modern Languages and Literatures, Department of Legilinguistics and LSPs</p>
13.15 - 13.45	<p>Didactique de la traduction juridique à destination des candidats à l'examen des traducteurs assermentés dans le cadre d'une formation post-diplômante</p> <p>Paulina Nowak-Korc Professor Ph.D., University of Łódź, Faculty of Philology Department of Specialized Languages and Intercultural Communication</p>

14.00 - 15.00	LUNCH			
15.00 - 16.30	Conference Panels			
	Panel 1 (Room 130)	Panel 2 (Room 131)	Panel 3 (Room 133)	Panel 4 (Room 120)
16.30 - 17.00	Coffee break			
17.00 - 18.30	Conference Panels			
	Panel 5 (Room 130)	Panel 6 (Room 131)	Panel 7 (Room 133)	Panel 8 (Room 120)
18.30 - 19.15	Afternoon Keynote Speech			
	<p>Complicity and Discrimination: Interpreting Legislation on the Conflict Between Religious Freedom and LGBT Rights</p> <p>Frank S. Ravitch Professor of Law and Walter H. Stowers Chair in Law in Religion at the Michigan State University College of Law, U.S.A. He also directs the Kyoto Japan Summer Program</p>			

NOVEMBER 9, 2018	
9.30 - 10.00	Welcoming coffee (Room 130)
10.00 - 10.30	<p>Maria Amor Barros Del Río University of Burgos (keynote speech via skype)</p> <p>VIR_TEACH: A VIRtual Solution for a comprehensive and coordinated training for foreign language TEACHers in Europe</p>
	Networking (Room 130)
10.30 - 12.00	DCCU and IAU representatives
12.00 - 12.30	Closing remarks

PANEL 1

LSP Teaching and Acquisition

Moderator:

Filiz Çele

**Cross-Linguistic Transfer at the End State of L2 Acquisition:
Implications for Second/Foreign Language Teaching**

Filiz Çele

**Curriculum Framework for English Language Courses for IT
Study Programs at Tertiary Level in Serbia**

Tijana Dabić, Radmila Suzić

**L2 Acquisition of English Articles by L1 Arabic Speakers: Does
Transfer Override Fluctuation?**

Himdad Zrari, Filiz Çele

**Translation and Terminological Challenges Encountered
in the Compilation of the English-Polish, Polish-English
Photogrammetric Dictionary**

Ewelina Kwiatek

**The Overview of *English for Law* Course Books. A Comparative
Analysis of the Proposed Content to Romanian Students**

Onorina Botezat

PANEL 2

Miscellaneous Approaches to LSP

Moderator:

Luiza Marinescu

Do You Speak Luxembourgish?

Luiza Marinescu

Cloud-based Learning for ESP

Ana-Maria Chisega-Negrilă, Luiza Kraft

Intercultural Openings in Contemporary Romanian Education

Raluca Ștefania Suci

Languages for Special Purposes. New Tasks in Teaching Foreign Languages

Ecaterina Dumitru, Emil Dumitru

The Legal Approach to Environmental Issues

Annalaura Giannelli

Difficulties in Teaching Legal English from a Layman's Perspective

Codruța Badea

PANEL 3

Spanish and Italian Specific Terminology

Moderator:

Mihaela Mateescu

Retos y experiencias de la enseñanza del español en el Ministerio del Interior rumano

Camelia Preda

Ejercicios de gramática y léxico como recurso didáctico adicional en la enseñanza de la traducción jurídica

Ioana Cecovniuc

La traduzione del sottocodice di matematica

Otilia Doroteea Borcia

Il linguaggio politico - approfondire la lingua italiana attraverso lo studio della scienza politica e delle istituzioni politiche italiane attuali

Aurora Martin

Specifico della terminologia nella glottologia e nella glottodidattica dell'italiano come L2

Răzvan Staicu

PANEL 4

Various Translations Techniques

Moderator:
Tamara Ceban

L'adaptation, limite extrême de la traduction

Tamara Ceban

Difficultés de l'opération traduisante dans le discours scientifique

Gabriela Iliuță

**Analysis of Translations in Cinematographic Adaptations of
*Picture of Dorian Grey***

Paula Băloiu

Le discours à plusieurs voix. Grille d'analyse polyphonique

Dan Sterian

Teaching Approaches in ESP Classes of Business and Engineering

Alexandra Moraru

PANEL 5

Skills & Curriculum Design in Teaching LSP

Moderator:
Cristina Athu

The Ways of Developing Students' Critical Thinking Skills by Using Blended Learning Models in Foreign Language Teaching
Ziyoda Khalmatova

Current Reflections on Teaching in Higher Education: A Comparative Study of the Romanian and Turkish System
Carmen Beatrice Duțu

English for Law Course Design: A Case Study
Yolanda-Mirela Catelly

Receptive Language Skills from the Perspective of Authenticity
Florentina Alexandru-Vana

Subtitling: Practices and Choices that “make” the TV Meaning
Monica-Elena Mitarcă

The Use of Pronunciation. Learning Strategies in Turkey: A State of Art in Instruction
Akbar Rahimi Alishah

PANEL 6

Translating Cultures, Literature & the Arts

Moderator:
Elena Vallová

A Deconstructivist Depiction of D. H. Lawrence's *The Horse Dealer's Daughter*

Özlem Özel

The Demon Female: A Manifestation of Edgar Allan Poe's *Hidden Terrors*

Vasfiye Sakman

Translation of the Terminology and the Analysis of Agatha Christie's Detective Story *They Came to Baghdad*

Elena Vallová

Linguistics Semiotics and Musical Semiotics. A Paradigmatic Approach

Diana Tudor

Teaching History of Emotions in a Foreign Language

Nadezhda Alexandrova

PANEL 7

English for Medical Purposes

Moderator:
Mirela Radu

Medical Eponyms: History and Function

Roxana Elena Doncu, Cristiana Ileana Coşconel, Liliana Florina Andronache

Phraseology of Medical Discourse in English. Patterns and Functions

Diana Tudor

Importance of English for Medical Purposes in a Knowledge-Based Society

Mirela Radu

Medical Terminology Formation: Cornerstone of Learning Medicine

Mirela Radu

Difficulties in the Acquisition of English Medical Terms

Ionela Ganea

PANEL 8

LSP: Social and Current Issues

Moderator:

Maria-Luiza Dumitru Oancea

The Challenge of Seeing a Text in 3D: Dyslexic Students at ESL Classes

Sara Hunziker

Teaching Ancient Greek in High School and Academic Environment

Maria-Luiza Dumitru Oancea

Vocational Identity as a School-oriented Factor

Carmen Ghinea

Features, Roles and Functions of Sexist Newspaper Headlines

Ramona Mihăilă

Gender and Culturally Sensitive Teaching / Learning

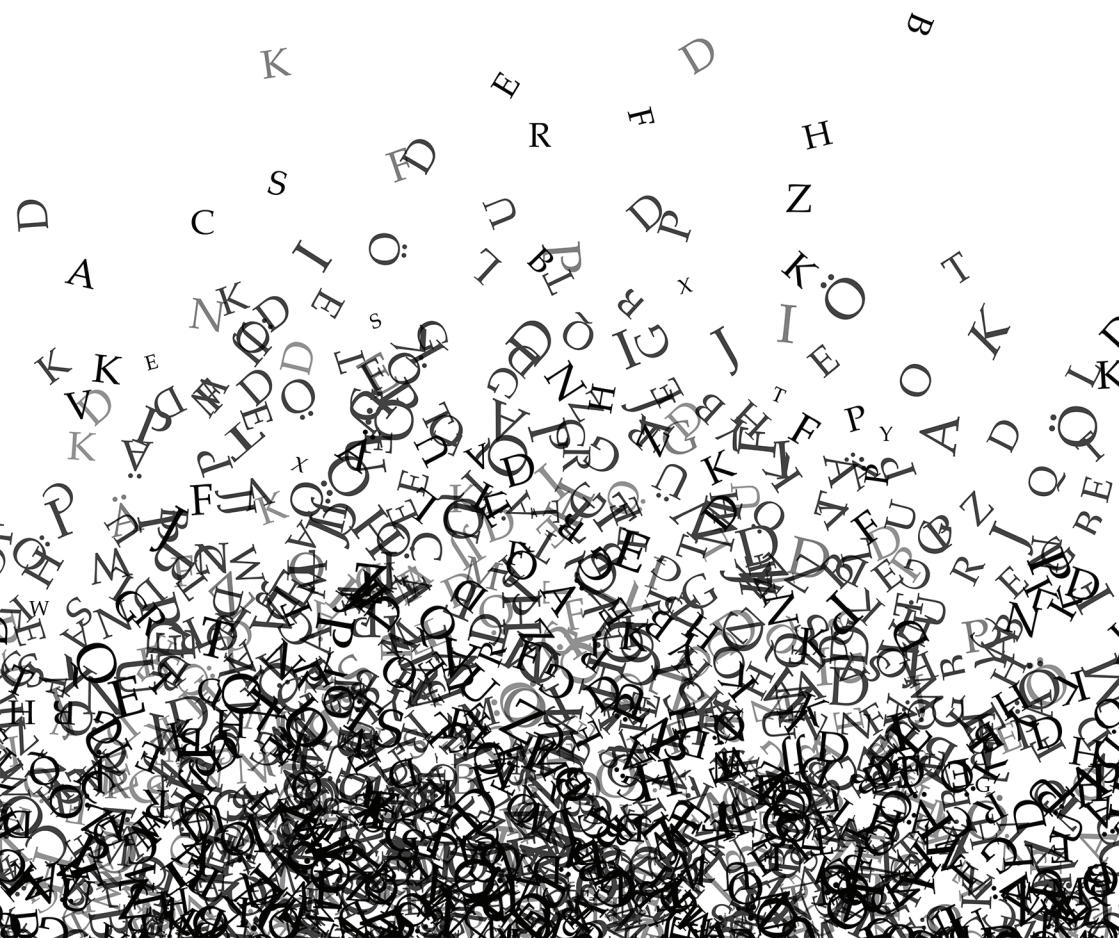
Inginur Rustem

Gender-sensitive language and Gender-responsive Pedagogy

Ahn Kim Duong

ABSTRACTS

KEYNOTE SPEECHES



Teaching Languages for Special Purposes – A Quest for Meeting Job Market Needs

Aleksandra Matulewska

Adam Mickiewicz University, Poznan
Faculty of Modern Languages and Literatures
Department of Legilinguistics and LSPs

Abstract. Teaching specialist languages in Poland reveals the necessity of multidimensional approach application. First of all, there is a need to adapt and localize textbooks so the divergent expectations and requirements of learners and educators are met. Due to the fact that foreign language teachers usually have only philological education, they lack knowledge in a given field in which a particular LSP is used. Therefore, learning and teaching various LSPs should be combined with acquiring knowledge in a given domain through the proper course curriculum and course materials. The author presents the best practices in this area.

Keywords: LSP, teaching LSPs, model of LSP teaching, LSP learning

Prof. UAM dr. hab. **Aleksandra Matulewska** graduated from Adam Mickiewicz University in Poznań, Poland, Faculty of Modern Languages and Literature, Institute of Linguistics (MA in linguistics and information science in 2000, Ph.D. in general linguistics in 2005, doctor habilitated in applied linguistics in 2014). She is a translator, a member of the Association of Polish Translators and Interpreters (STP) and an expert member of the Polish Society of Sworn and Specialized Translators TEPIS. She has been teaching legal translation and interpreting since 2003 at the graduate and postgraduate studies. She has lectured at workshops organized by the Translation Unit of the European Parliament in Luxemburg, STP and TEPIS

in Warsaw. So far, she has published 4 monographs on legal translation, one course book and over 80 papers on specialized translation. She has also participated in over 100 conferences and workshops delivering speeches.

**Didactique de la traduction juridique à destination des
candidats à l'examen des traducteurs assermentés
dans le cadre d'une formation post-diplômante**

Paulina Nowak-Korcz

University of Łódź, Faculty of Philology,
Department of Specialized Languages and Intercultural
Communication

Abstract. This presentation aims to analyze the most typical problems, which occur while teaching legal translation for certified translators' candidates at postgraduate studies. The author discusses legal regulations regarding the profession of sworn translators in Poland as well as emphasizes the role of postgraduate studies preparing sworn translators to work in real life environment. The main problems occurring in legal translation teaching are indicated and illustrated with examples. The author particularly focuses on the importance of legal translation theory and practice but pays particular attention to the role of comparable texts in legal translation teaching.

Keywords: legal translation, teaching legal translation, certified translators, comparable texts in legal translation teaching

Dr. Paulina Nowak-Korcz – graduated from the Adam Mickiewicz University in Poznań, Poland, Faculty of Modern Languages and Literatures, Institute of Linguistics and Institute

of French Language Studies. She obtained the academic degree of doctor in the field of humanities in the discipline of general linguistics in 2013. Her scientific interests mainly oscillate around contrastive linguistics and LSP translation. She is a translator of specialist texts, especially in the field of law, economics as well as hunting. She is a member of the Polish Society of Sworn and Specialized Translators TEPIS. She has been teaching legal translation and conference interpreting since 2010 at the Postgraduate Studies for Candidates for Sworn Translators and Interpreters at the Adam Mickiewicz University in Poznań, Poland. Since 2018, she has been also an employee of the Faculty of Languages, Department of Specialized Languages and Intercultural Communication at the University of Łódź. So far, she has published several papers on Polish-French and French-Polish specialized translation, in particular legal one. She also participated in many conferences and workshops delivering speeches.

Complicity and Discrimination: Interpreting Legislation on the Conflict between Religious Freedom and LGBT Rights

Frank S. Ravitch

Professor of Law and Walter H. Stowers Chair in

Law & Religion

Director, Kyoto Japan Program

Michigan State University College of Law

Abstract. This talk explores the tension between religion based complicity concerns and discrimination against members of the LGBT community. Moreover, the talk addresses how legislation on these issues, such as RFRA (Religious Freedom Restoration Acts) and their interpretation by courts

and government entities can effect these rights. Much of the tension between complicity and discrimination arises from a failure within the legal system to understand the concepts themselves, as well as their commonality. Importantly, however, misinterpretation of statutory language by courts in the U.S. has played a role as well. The clearest example of this arose when the U.S. Supreme Court interpreted the federal RFRA to protect for-profit entities, which has further exacerbated the conflict between complicity and discrimination in the U.S. The talk suggests that compromise is possible through clearer legislation and a contextual approach to these issues focusing on the settings where conflicts take place and the sorts of discrimination involved.

Keywords: Law and Religion, LGBT Rights, Constitutional Law, Legislation, Civil Rights, Civil Liberties

Frank S. Ravitch is Professor of Law and the Walter H. Stowers Chair in Law and Religion at the Michigan State University College of Law. He also directs the law school's Kyoto, Japan Program. Professor Ravitch has authored nine books, numerous law review articles, essays, book reviews, and book chapters, as well as amicus briefs to the U.S. Supreme Court. He is the author of *Freedom's Edge: Religious Freedom, Sexual Freedom, and the Future of America* (Cambridge University Press, 2016); *Marketing Creation: The Law and Intelligent Design* (Cambridge University Press 2012), *Masters of Illusion: The Supreme Court and the Religion Clauses* (NYU Press 2007); *Law and Religion: Cases, Materials, and Readings* (West 2004)(2nd Ed. 2008) (3rd Ed. 2015 with Larry Cata Backer), *School Prayer and Discrimination: The Civil Rights of Religious Minorities and Dissenters* (Northeastern University Press, 1999 & paperback edition 2001). He is co-author, with the late Boris Bittker and with Scott Idleman, of the first comprehensive treatise on Law and Religion in more than one hundred years, *Religion and the*

State in American Law (Cambridge University Press 2015). He is also co-author with Colin P. Jones of *The Japanese Legal System* (West 2018), and co-editor with Jessica Giles and Andrea Pin of *Law, Religion and Tradition* (Springer 2018).

Professor Ravitch's research has primarily focused on law and religion in the U.S. and Japan, but he has also written about civil rights law and disability discrimination. He has given numerous academic presentations nationally and internationally. In 2001, he was named a Fulbright scholar and served on the law faculty at Doshisha University (Japan), where he taught courses relating to U.S. constitutional law and law and religion. He regularly serves as an expert commentator for print and broadcast media. He speaks English, Japanese and Hebrew.



María Amor Barros del Río

University of Burgos

VIR_TEACH:

A VIRtual Solution for a comprehensive and coordinated training for foreign language TEACHers in Europe

*VIR_TEACH: A VIRtual Solution for a comprehensive and coordinated training for foreign language **TEACH**ers in Europe* is an international project co-funded by Erasmus+ (KA203) whose aim is to create a digital tool to improve the postgraduate certificates on Masters on Education (Foreign Languages) and provide teachers, researchers, student teachers and policy-makers with open-source tools and resources.

Other objectives are to implement training activities for teachers and students, to create a reference digital platform to share good practices and to contribute to the convergence of curricular formats in terms of foreign language teacher training at a European level.

All in all, this project will promote long-term cooperation in joint programs for teacher training, creating an international network of excellence in the field of language teacher training.

VIR_TEACH is a consortium of five higher education institutions in Europe. The project is coordinated by Prof. María Amor Barros del Río, from the University of Burgos (Spain) and its other partners are UC Leuven Limburg (Belgium), Szczecinska Szkoła Wyzsza (Poland), Dimitrie Cantemir Christian University (Romania) and Universidade Lusófona (Portugal). VIR_TEACH is running from 2018-2021 and it has been allocated a total budget of 410.705 €.

This image is a dense, abstract composition of various letters and symbols in different sizes and orientations, creating a complex, textured pattern. The characters are scattered across the frame, with some appearing larger and more prominent than others. The overall effect is a chaotic yet rhythmic arrangement of typographic elements, resembling a word cloud or a collage of characters. The letters are in various shades of gray, and the background is white, which makes the characters stand out. The density of the characters increases towards the bottom of the image, where they form a thick, dark mass.

Teaching History of Emotions in a Foreign Language

Nadezhda Alexandrova

Sofia University “St. Kliment Ohridski”

Abstract. In my presentation, I will deal with the methodology of teaching a modern academic discipline, such as “History of emotions” to foreign students. There are very rare occasions when the students are foreign but the professor still can convey his talk in his native language, for instance, when the students are at a summer course of learning the language, native for the professor. However, when the professor needs to conduct the whole class in a foreign language, such as English, in front of multinational audience of students, this posits a huge challenge on both parties in the didactic process.

In a discipline such as “History of emotions,” there are specific philosophical, psychological, anthropological and even literary categories that need to be translated in English. This complicates the process for the students who are faced with a double challenge - to comprehend the notion and its representation in society and to translate the notion of emotion into their own language, and to their individual perception and previous knowledge of certain emotion. In my presentation, I will illustrate these methodological problems with two case studies of different classes to which I teach similar courses about “history of emotions.”

Receptive Language Skills from the Perspective of Authenticity

Florentina Alexandru-Vana

“Dimitrie Cantemir” Christian University

Abstract. Obviously, in a linguistically-culturally homogeneous school context, we cannot speak about intercultural learning as long as all or almost all who participate in the teaching and learning process belong to the same language and culture space. Under these conditions, only foreign language teaching can bring to the foreground the confrontation with another culture and above all because language teaching and learning has also a cultural component. Learning a new language therefore requires the encounter with the different areas of the everyday life of a foreign country (its traditions, patterns of thought, values and action), that means with the authentic context of the target culture. However, can a real intercultural encounter in foreign language teaching be achieved in a linguistically-culturally homogeneous context? To what extent can we contribute to the development of the reception behavior of the learners by using authentic teaching materials? Based on these questions, this article presents the results of an empirical study on the listening, watching and reading comprehension from the perspective of authenticity.

The Use of Pronunciation. Learning Strategies in Turkey: A State of Art in Instruction

Akbar Rahimi Alishah
Istanbul Aydin University

Abstract. This study reviews a recent related literature carried out in Turkey in relation to the sound production and pronunciation of problematic sounds. The article examines the phonetic properties of word stress along with phoneme in English produced by Turkish speakers learning English as a foreign language. In the studies examined, the phonetic correlating English and Turkish has been made according to fundamental frequency, duration, intensity. The vowel's quality was analyzed across Turkish speakers' production of the stressed and unstressed syllables of English. It was seen that the learners do not attempt to approximate the pronunciation of the English words as natives do. The acquisition of English like pronunciation has been analyzed. The problems with the articulation of sounds are determined and finally implications for language teachers and material developers have been offered.

Difficulties in Teaching Legal English from a Layman's Perspective

Codruța Badea
"Dimitrie Cantemir" Christian University

Abstract. The free movement of graduates and undergraduates within the European borders and beyond, as well as the implementation of Erasmus program in Romanian universities, private and state-owned ones, have created a huge demand

for English, so students of different specializations (legal, medical, technical etc.) have become increasingly interested in acquiring the necessary skills in order to compete on international markets. The internationalization of commerce has also established English as an international language both at European and global level, determining non-native English speakers to specialize in what is commonly defined as ESP. Consequently, the needs to understand the requirements of other professions and willingness to adapt to these requirements make a specific group of learners prepare differently from those learning general English, because they need English for specific purposes rather than using it in daily life. As a result, the worldwide request for English has created an enormous demand for quality language teaching and language teaching materials and resources.

The article addresses some difficulties of teaching legal English by a non-native language trainer who is not an expert in law but who, nevertheless should provide accurate explanations of different legal terminology in order to enhance students' language acquisitions.

Analysis of Translations in Cinematographic Adaptations of *Picture of Dorian Grey*

Paula Băloiu

“Dimitrie Cantemir” Christian University

Abstract. In our current times the audience tends to regard films by comparing them to all sorts of past elements such as color difference (black and white vs. multicolor), length (having a time limit vs. a two-hour big screen specification), visualization (the viewer's imagination vs. the director's ideas). But by analysing what we are seeing and hearing, all of us

made the learning process possible and overcome the isolation factor that may result if the adaptation does not match the audiences' expectancy. These cinematic means of portraying a simple novel are defined by precious vigor and a precise aptitude to arrange and rearrange time. Therefore these "translations" use visuals and acoustic senses that arouse delight or thrill, agitate or unnerve. A literary work has its own set of rules and even its own set of words that create a language, this same exact perception is applied in the process of making a movie.

In this paper I would like to highlight this exact aspect by analyzing the novel written by Oscar Wilde and its distinct adaptations, to shed some light on matters such as translation undergoing a further analysis by using the cinematographic study that shifts and changes the notions of the original work. More importantly, these pieces of texts should be treated as rewritings, especially when they are within a context in which controversial discourses and censorship prevail.

La traduzione del sottocodice di matematica

Otilia Doroteea Borgia

"Dimitrie Cantemir" Christian University

Abstract. In this paper there are mentioned some peculiarities of the scientific text translation, which require, unlike those written in the common language, knowledge of specialties by the translator. As a natural medium, a verbal communication, the language (or code) is formed by the languages (or sub codes) that are then divided into sub-sub codes. Thus, to the sub code of mathematics there belong the sub-sub codes of arithmetic, algebra, geometry, etc., which become in the time almost independent disciplines. Some theories and theorems of the first great mathematicians of the history (such Euclid and

such Thales of Miletus) are given as examples of mathematical language, together with a small glossary of speciality. Before the conclusions on the semantic structure of scientific languages, unlike that of natural languages, one remembers the influence exerted by the mathematics on the arts in general, on painting in particular, with the birth of the cubism.

**The Overview of *English for Law* Course Books.
A Comparative Analysis of the Proposed Content to
Romanian Students**

Onorina Botezat

“Dimitrie Cantemir” Christian University

Abstract. Designing a course content is a great challenge for every teacher. In the case of textbooks for languages for specific purposes, the aim is even harder to reach, for a lot of extralinguistic features must be taken into account. When teaching Legal English to Romanian students, the main problem is that the involved legal systems belong to different legal families, thus apart from the linguistic content, one should approach a lot of legal issues in class. The purpose of this paper is to compare the proposed content in different Legal English coursebooks, published in the last two decades in Romania, in order to discover the commonalities and highlight the differences and find out what the core of corpus themes focused on the Romanian public should look like.

English for Law Course Design: A Case Study

Yolanda-Mirela Catelly
Politehnica University of Bucharest

Abstract. The field of LSP encompasses certain domains that are characterized by very specific features that course designers have to carefully consider in order to achieve an appropriate balance between needs, constraints and stakeholders' expectations. One such field is that of *English for Law*, for which there are frequently major challenges to be met, such as: the existence of different legal systems at international level, hence different terminology being used in various places, with unavoidable fractures of meaning, as some terms may not cover the same realities, as well as a heterogeneous English language proficiency of the trainees at postgraduate level. Against such a background, and with a view to diminishing the constraints of time pressure, a case study depicting an innovative approach is given in the paper, presenting a three-layer modular flexible course. The three lines of action are represented by a selective input type of: (i) *General English*, (ii) *Legal English in response to the students' needs*, and (iii) *further professional skills*, specifically required by the organization under whose aegis the course takes place – in the educational context described here, the National Institute of Magistracy – NIM. The main approach components and their rationales are discussed.

L'adaptation, limite extrême de la traduction

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Résumé. Nous nous proposons de faire une analyse de la traduction littéraire par le biais du procédé oblique de la traduction, et notamment l'adaptation, qui est considéré un procédé limite extrême de la traduction. Ce procédé implique un changement de point de vue lorsqu'on passe d'une langue à l'autre. On verra comment l'adaptation dans la traduction peut intervenir au niveau des mots, de l'expression ou même de l'énoncé entièrement. On va assister dans la traduction à l'aide de ce procédé à une représentation de changement du point de vue dans la langue d'arrivée par rapport à la langue de départ. Nous présenterons une analyse de l'adaptation dans la traduction et on assistera au passage du processus de traduction de la langue de départ à un processus de véritable réécriture en langue d'arrivée. On verra comment le traducteur est-il amené à trouver des équivalents pour la langue d'arrivée. Le traducteur prend les idées du texte original et les réécrit d'une façon complètement différente. Par l'adaptation on verra la vraie création d'une autre œuvre à partir de l'originale, étant donné que ce procédé est considéré comme une limite extrême de la traduction. Notons que le traducteur arrive à la limite extrême de la traduction dans les cas où la situation à laquelle le message se réfère n'existe pas dans la langue d'arrivée, c'est-à-dire dans des situations de difficultés purement linguistiques, quand les termes et les expressions sont intraduisibles ou les mots sont connotés différemment.

Ejercicios de gramática y léxico como recurso didáctico adicional en la enseñanza de la traducción jurídica

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Resumen. En este trabajo se plantea una reflexión sobre la utilidad de preparar y, consecuentemente, emplear ejercicios de gramática y léxico como herramienta didáctica complementaria en la enseñanza y aprendizaje de la traducción jurídica. Los ejercicios propuestos se dividen en dos grupos principales según el momento en que se presenten a los aprendientes (antes o después de la traducción del texto) y según los objetivos de enseñanza y aprendizaje (realizar la traducción del texto y, asimismo, repasar y analizar unidades gramaticales y léxicas anteriormente estudiadas). El beneficio de tales ejercicios se explica en un doble sentido: por una parte, favorecen el conocimiento gramatical, léxico y cultural del aprendiente en las lenguas en contacto y, por otra, facilitan el desarrollo de ciertas destrezas cognitivas como la deducción de significados y la reformulación, precisas para efectuar no sólo traducciones jurídicas sino también traducciones de toda índole (de carácter literario o no literario/especializado).

Cross-Linguistic Transfer at the End State of L2 Acquisition: Implications for Second/Foreign Language Teaching

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Abstract. This study examines whether different instantiation of the Empty Category Principle (ECP) in the L1 and the L2 results in negative transfer during the real-time processing of

ungrammatical *wh*-questions with that-trace violations in L2 English. In English, subjects are not allowed to be extracted across overt complementizer as in **Who do the police believe that attacked the man last night?* because this violates the Empty Category Principle (ECP), which states that traces must be properly governed. However, in Spanish, subjects can be extracted in the presence of the complementizer. We tested a group of end state L1 Spanish and Turkish learners of L2 English and a group of native English controls on a grammaticality judgment task (GJT) involving long-distance grammatical and ungrammatical *wh*-questions using a self-paced word-by-word in the moving window procedure. Overall accuracy results indicate that L2 groups, particularly, the Spanish group were significantly less accurate ($F(2, 82) = 30.22$; $p < .01$) and slower ($F(2, 76) = 14.80$; $p < .01$) than the native speakers in correctly judging ungrammatical types. For L2 groups, the most difficult type to correctly judge was the *wh*-extractions with that-trace violation (Spanish M: 2.95; and Turkish M: 4.32 out of 10). Results from self-paced word-by-word reading times (RTs) reveal that the locus of the difficulty in sentences with that-trace where the L2 speakers, particularly Spanish speakers spent significantly longer RTs, was the embedded verb (e.g., 'attached) that follow the complementizer ($F(1, 71) = 24.97$; $p < .01$). These findings confirm L1 transfer at the end state of L2 acquisition.

Cloud-based Learning for ESP

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Abstract. The change in technology involves a change in the way learning is delivered. Cloud-based learning means using services hosted on the Internet and represents a cost-effective and more flexible solution to companies and institutions. Instead of developing and maintaining their own computer networks, firms prefer to resort to services such as Gmail, Google Apps, Google Cloud Platform and Amazon Web Services. These are public services available on any device; they offer a number of advantages in terms of the amount of information stored and the storage facilities on remote computers, so that users will have access to them at all times. In addition, the use of LMS's (Learning Management Systems) comes with more advantages related to the portability, productivity, and availability of ESP courses within and outside the working hours. This paper will look into some of the LMS solutions and into the ways this technology will shape the face of learning into the 21st century.

Curriculum Framework for English Language Courses for IT Study Programs at Tertiary Level in Serbia

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Singidunum University, Belgrade

Abstract. The paper proposes a framework for English language courses at IT departments in Serbia. The presented framework is grounded on a mixed-method research conducted at eight IT departments in five cities in Serbia. Three main data sources used were: (1) a questionnaire for students (775 information technology students at 2nd and 3rd years of their studies); (2) a questionnaire for professors and assistants teaching domain content courses; and (3) a structured-interview (16 students, 10 professors and 10 teaching assistants). After the data had been gathered, the quantitative (mean, standard deviation, correlations, t-test) and qualitative (grounded theory techniques) analyses were carried out. The findings from the research indicate that the information technology students' needs in English Language Teaching are not fully met. It was found that English Language Teaching at IT departments should not be dichotomized, based only on General English and ESP courses, and linearized, providing the same path for all students. Instead of that, it should be gradual and determined after the initial testing. Accordingly, it is necessary to define a number of obligatory and elective courses as well as specific knowledge and skills that need to be mastered by the end of schooling. The findings may be useful for all ESP teachers teaching at Technical faculties, especially the ones teaching IT students.

Medical Eponyms: History and Function

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Abstract. Eponyms are a widely encountered phenomenon in medical terminology. Those who support their use and maintenance argue that eponyms serve important functions, among which the most important is to celebrate personalities that have contributed to the progress of medicine. On the other hand, there are others who argue that eponyms are inconsistent and do not fit the purposes of scientific communication; their spelling and pronunciation makes them problematic, too. Our paper will discuss both points of view, showing that the characteristics of medical eponyms make them a useful tool for teaching students about the history of medicine.

Languages for Special Purposes. New Tasks in Teaching Foreign Languages

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Emil Dumitru

“Dimitrie Cantemir” Christian University

Abstract. The article examines actual questions of developing an integrated model in teaching foreign languages and focuses his attention on the methodology of teaching languages

for special purposes. The importance of wide use of new technologies is underlined. At the same time the authors overview the idea that the communicative system-active approach is basic in teaching.

Gender-sensitive Language and Gender-responsive Pedagogy

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Abstract. Teaching and learning are largely gender biased. Gender-responsive pedagogy (GRP) can bring about solutions for minimizing gender stereotypes in the classroom and promote communication, interactions between lecturers and students. GRP trains lecturers to be more gender aware and equips them with the skills to understand and address the specific learning needs of both sexes. While language plays an utmost important role in teaching and learning, gender-sensitive language contributes much to GRP.

This paper analyzes the importance of gender-sensitive language in the classroom and its contribution to GRP. While language is a systematic means of communicating by the use of sounds or conventional symbols, male and female students experienced the language differently. The language itself, also can be affected by emotion, health status, or even the teaching and learning context. The systematic use of gender-biased terminology influences attitudes and expectations and perpetuate a stereotyped view of women's and men's roles in the society, and influence the way how students perceive social norms and values, and the world around them. This paper also emphasizes that, in the context of Industrial Revolution 4.0, contemporary learning and teaching strategies, together with

communication technologies may have different impacts on the use of language in the classroom, and on the interactions of lecturers and students.

Current Reflections on Teaching in Higher Education: A Comparative Study of the Romanian and Turkish System

Carmen Beatrice Duțu

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Abstract. The present paper is long overdue. It represents the narrative personal and comparative reflection on my own experience as a teacher in higher education in the past 5 years in Romania in a private university, with a focus on my teaching in Turkey between 2013 and 2014 in a state university. Besides illustrating the differences and similarities between the two educational systems of higher education, my paper also gives a narrative account of the subtle challenge of teaching in a foreign environment and the impact this experience has had onto my own professional development.

The Legal Approach to Environmental Issues

Annalaura Giannelli

Università Giustino Fortunato

Abstract. There are two main legal approaches to environmental issues. The first one is typical of the western culture, and is the anthropocentric one. Which is the most important feature of this perspective?

The protection of environment is not directly provided, but only because of the protection assured to different rights,

whose holders are always human beings (property right).

Environment is, therefore, considered, as the object of protection, not has the direct holder of the right to be protected.

The other approach is the eco-centered perspective, whose main feature is the fact that the protection of the environment is directly assured, not only through the protection of other rights. Environment, therefore, has a sort of legal personality and is the holder of full rights (to be protected against any human aggression). Which are the advantages and the disadvantages of this perspective?

The area of legal protection is broad: it includes situations when the aggression to the environment does not correspond to the infringement of other human rights (so called Green Paper rights);

It is difficult, on the other hand, to understand who has the *locus standi* to bring an action before the court to enforce a right of the "Nature." In addition, because of the answer given to the present question, there is a risk of over protection of the environment.

The paper aims to compare the two-abovementioned approaches, in order to understand which is the most capable of giving concrete answers to the need of increasing the legal protection in protecting the environment.

Difficulties in the Acquisition of English Medical Terms

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Abstract. This paper aims at presenting the main difficulties encountered by students of Romanian as their first language while learning and using in context English medical terms. The

study focuses on students in their first year of studies in “Carol Davila” University of Medicine and Pharmacy from Bucharest in their acquisition of a new vocabulary consisting of words of Latin and Greek origin that they have to use when talking about bodily systems and diseases. The paper also presents some of the grammar mistakes they commonly make.

Vocational Identity as a School-oriented Factor

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Abstract. In almost every educational environment, there are some students who require an extra level of motivation. Regardless of the cause of the student’s lack of motivation, an educator can choose to approach the situation with a proactive way and creative solutions. Educators with such an approach can be inspiring and stimulating to the overall environment in a classroom. But their work will not be complete without appropriate strategies meant to involve efficiently the classroom human resource. The term “strategic management of human resources” has been often used in specialized literature as the most important tool in using human resources for achieving the right strategic targets and requirements of the educators. It relates to integration, adaptation and mainly to the harmonization of the previous two with the various areas of the educational curricula. Any strategic management of human resources should consider the *identity* as an important factor that represents the clear consciousness of a student’s individuality. An educator knows that identity is built gradually, based on organizing, structuring and controlling information on the self. Therefore, this paper aims at exploring the relations and interaction between the strategic management of the human

resources and the abilities of educators in helping vocational students create their self-knowledge when choosing their future profession and working place.

The Challenge of Seeing a Text in 3D Dyslexic Students at ESL Classes

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Abstract. Suffering from a learning difficulty that seems to affect between 5-17 % of the population, dyslexic students remain a challenge for teachers from all over the world. The current article presents some of the learning problems caused by this disorder as well as some of the pioneering initiatives taken by some researchers and ESL teachers who obstinately tried and succeeded in getting encouraging and sometimes, even excellent results in teaching dyslexic students. A special interest is paid to the programmes created by the British Council and Pearson for the ESL teachers who face the challenging task of helping their dyslexic students to reach their full learning potential.

Difficultés de l'opération traduisante dans le discours scientifique

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Résumé. Dans la théorie interprétative de la traduction, l'opération traduisante se décompose en trois étapes : compréhension – déverbalisation – réexpression. Elle consiste

donc dans une succession de prises de décisions après la lecture attentive du texte. Au premier abord, le texte scientifique ne devrait pas poser beaucoup de problèmes de traduction vu son rapport étroit avec la langue générale. Mais il faut souligner qu'il n'y a pas de cloison étanche entre le lexique général et le lexique fondamental d'où résultent de nombreuses difficultés de traduction. Le texte scientifique offre de nombreuses métaphores et il n'est pas le résultat d'une transposition métaphorique du « sens premier ». Alors, toutes les étapes de l'opération traduisantes deviennent de plus en plus difficiles et le traducteur doit faire un travail acharné de terminologie.

The Ways of Developing Students' Critical Thinking Skills by Using Blended Learning Models in Foreign Language Teaching

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Abstract. Higher education should address changing expectations associated with the quality of the learning experience and the wave of technological innovations. Technological tools, especially the use of the web as a learning environment and integration with face-to-face communication make great contributions to education. Blended learning in education provides a vision and a roadmap to understand the possibilities of organically blending face-to-face and online learning for engaging meaningful learning experiences. The models of blended learning are widely used in foreign language teaching as well. Herein the aim of learning foreign language is not only to be able to communicate but also to think how to think, to be creative and to improve critical thinking skills. This article covers the concept of critical thinking,

critical thinking skills and thinking maps of clarifying and interpreting expressions and ideas. Further, in this article, some data are collected about the infusion of critical thinking into foreign language learning in order to design different ways of developing critical thinking skills of students by using blended learning models in teaching foreign language.

Translation and Terminological Challenges Encountered in the Compilation of the English-Polish, Polish-English Photogrammetric Dictionary

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Abstract. The paper describes a new attempt at creating a bilingual photogrammetric dictionary that is targeted both at field and language experts. The dictionary relies on the photogrammetric terminology glossary described in the article “Photogrammetric Terminology: Third Edition (2016) Listing” by Granshaw, which includes an annex with a glossary of English terms and their definitions.

Terms and definitions were translated into Polish and were used as an input to create an EN-PL and PL-EN photogrammetric dictionary that was additionally enriched with grammatical, orthographic and semantic information.

The dictionary entries were elaborated by translation students (first year of MA studies). Ambiguities and lexical gaps were discussed with field experts.

The dictionary-making process tuned out to be very demanding both on the translation level (translating definitions that included cross-references to other terms) and on the terminological level (synonymy, polysemy, conceptual mismatches).

Do You Speak Luxembourgish?

Luiza Marinescu

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Abstract. The present paper attempts to discuss the following issues: 1. A Brief Historical Survey. 2. Regional Trilingualism in Luxembourg: A Case Study of European Politics. 3. How to Spell a Spoken Language or the Luxembourgish Spelling Odyssey. 4. Luxembourgish Linguistics in a Nutshell. 5. First Documents in Luxembourgish (Codex Aureus). 6. The Luxembourgish Dictionaries. 7 Short Survey of Luxembourgish Literature. 8. How to Speak an Unknown Language in Order to be Understood by 10 Different Language Speakers: Books and Readers

Il linguaggio politico - approfondire la lingua italiana attraverso lo studio della scienza politica e delle istituzioni politiche italiane attuali

Aurora Martin

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Abstract. Many Romanian students, winners of Erasmus scholarship in Italy, even if they are capable of mastering the political-institutional situation in Romania, have often found themselves in difficulty in learning the rules that regulate the Italian political system. This is why I propose a friendly approach to the current Italian political institutions, such as the Government and Parliament for these students.

Features, Roles and Functions of Sexist Newspaper Headlines

Ramona Mihăilă

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Abstract. The headline is the newspaper article reduced to a few words. To save space, newspapers abbreviate article titles and use short terms, which are understandable to native speakers, but which, may be unfamiliar to non-native speakers. The headline of a feature story should identify the subject and it must attract and inform. From a lexical point of view, newspaper headlines use a lot of distinctive vocabulary. They prefer words that are usually shorter and generally sound more dramatic than ordinary English words. The present paper identifies the grammatical, lexical and semantic-pragmatic characteristics of sexist newspaper headlines and the ways they influence the understanding of offending articles.

Subtitling: Practices and Choices that “Make” the TV Meaning

Monica-Elena Mitarcă

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Abstract. As in each activity related to media, the choices of the professionals performing them have an impact on the meanings derived by the audiences in the process of viewing, listening, and reading.

The angle the photographer uses, the choice of words of a headline, the editing practices of news pieces for television are well researched from the perspective of framing the event into a media production. However, one of the things that is least

approached from the media studies perspective (although tackled from the language perspective and from the practical angle as a professional activity, see Jorge Diaz-Cintas and Aline Remael, 2014) is subtitling.

Although many times confused with the actual translation of the lines of the narrator and the characters, the subtitling process consists in a successive string of transformative processes – from the words uttered by these persons into a script (or the other way around, especially for fiction) into a shorter document, which is then structured into lines. These transformations necessary for the lines to fit on the screen and in the reading time are important to the extent they carve out a meaning that might differ from the original one in another way than it happens through the translation and adaptation.

Our research identifies the limitation of the medium in relationship with the practices and how these are creating the meaning, through the study on a BBC documentary series.

Teaching Approaches in ESP Classes of Business and Engineering

Alexandra Moraru

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Abstract. The present paper studies the development of the students' communication skills in the fields of marketing, management, foreign affairs, as well as engineering and high technology. The key element of the current study is to identify the student's difficulties in acquiring the lexis and find suitable methods to blend General English topics and ESP for particular domains. Considering that ESP deals with a learner-centered approach for communicative competences in specific lines of work, this paper is interested more in how

to approach Business English students in their attempt to study target vocabulary which they do not understand in their mother tongue, as well as future engineers who struggle with mathematical symbols and other specific terminology.

Teaching Ancient Greek in High School and Academic Environment

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Abstract. I have chosen to talk about a topic that was little approached in the literature of language teaching methodology: ways of teaching Greek language (in high school and academia). Since for classical philologists this still poses a lot of problems, especially because there is still little awareness of its importance, which has the negative effect of the lack of interest of students and potential candidates for the bachelor module for classical philology in general.

I will try to introduce methods that I consider to be extremely effective in teaching Greek language, starting with the cultural and literary approach of the Greek language, to the deciphering of the essential symbols of the Greek world or even to small excursions and especially problematic etymological, game-based linguistic exercises, different types of analysis, but also the balanced alternation of secular texts with scriptural or patristic texts that can contribute to a certain extent to the description of the Greek mentality. Grammar tables and the linkage of language lessons in the teaching modules are, from our point of view, another means of facilitating the learning of the ancient Greek language.

A Deconstructivist Depiction of D. H. Lawrence's *The Horse Dealer's Daughter*

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Abstract. This analysis of the short story “The Horse Dealer’s Daughter” is based on a Deconstructivist reading in relation to the female character, Mabel. The story by D. H. Lawrence presents the woman through her life and her love affair. In this study, Lawrence’s female character will be examined through a Deconstructivist reading within the scope of her family and private life.

Calvin Thomas in *The Lessons in Theory: An Introduction to Theoretical Writing* (2013) credits Niall Lucy’s definition of Deconstructivism and says “Deconstructivism begins, as it were, from a refusal of the authority or determining the power of every ‘is’, or simply from a refusal of authority in general” (Thomas, 2013, p. 205). In relation to this theory, the woman in Lawrence’s short story “The Horse Dealer’s Daughter” defies the expectations of society through her determination to be self-sustained and authentic. Lawrence’s female character is reflected in a setting in which she is enabled to be strong enough to move on. She makes her own choices, when she has to make an important decision, or challenges the expectations of society and familiar female behaviours in her love affair with the help of her self-esteem in relation to Feminism. In this, she reflects a strong personality through a Deconstructivist depiction.

Finally, this study discusses how gender biases define a woman and how a woman defines herself socially in relation to Deconstructivist reading.

Retos y experiencias de la enseñanza del español en el Ministerio del Interior rumano

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Resumen. La presente ponencia se propone compartir experiencias resultadas a raíz de los últimos cuatro años de enseñanza del español a adultos empleados del Ministerio del Interior rumano.

En primer lugar, se realizará una breve presentación de la institución del Ministerio en que se enseña español y posteriormente se destacarán las principales características del personal deseoso de aprender esta lengua.

A continuación, se presentarán de manera sucinta los cursos de español que se han diseñado para responder a sus intereses profesionales y los métodos utilizados en la enseñanza, con especial incidencia en el curso de lenguaje especializado (jurídico-policial). Se darán a conocer experiencias relevantes y los retos –desde la perspectiva del profesor y de los cursantes– en la adquisición del lenguaje jurídico y policial (sistemas institucionales y legislativos diferentes, ausencia de diccionarios jurídicos bilingües, formación y experiencias de vida diferentes, capacidad de memorizar variable etc.).

La ponencia concluirá con una serie de lecciones aprendidas y propuestas de ampliación de los métodos de enseñanza, algunos de los cuales se podrían aplicar también a otros cursos de lenguaje especializado.

Importance of English for Medical Purposes in a Knowledge-Based Society

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Abstract. The present paper aims at presenting the increasing relevance of learning medical English especially for those who practice it. As means for sharing new discoveries, the weight of English in medical contexts has gained new insights. Medical English is fundamental in communication with patients, with peers or even in more formal settings such as conferences or writing articles. EMP has emerged as a sub-category of ESP and has reached to be a vernacular that binds health care professionals with the beneficiaries of health systems. Being used so extensively EMP brings along another advantage: higher career opportunities and better incomes. Having said all these, we should all come to the conclusion that EMP has gained its right to be a subject in itself in academic medical settings.

Medical Terminology Formation: Cornerstone of Learning Medicine

Mirela Radu

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Abstract. Grasping the way medical terms are created represents the backbone and the core of any attempt of learning medicine. Without getting acquainted to medical terminology, one would not be able to understand the very essence of medical knowledge. The theory lacks a field of linguistics specially designed for the language of medicine. Creation of medical

terminology is a noticeable part of tagmemics and it should be part of any healthcare professional's daily vocabulary. It lays claims to medical staff, historians, as well as to specialists in linguistics. Teaching English to students who study medicine has become a discipline-specific language learning process built upon specific target and real situations. The objective of teaching English in such a restrictive area is to prepare and guide students to be aware of the purpose of learning English and finding it harmonious in their field of expertise.

The Demon Female: A Manifestation of Edgar Allan Poe's *Hidden Terrors*

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Abstract. This study examines the relationships and similarities between the female characters in Poe's short stories "Eleonora" and "Morella" and the women in Poe's own life, particularly his mother, his stepmother and his wife, Virginia. All the women in his life passed away leaving Poe deprived of maternal affection. Under the weight of these deaths, Poe developed a belief that he was cursed in relation to women. An enmity against all women grew within him. This study analyzes and attempts to explain the reasons behind the female characters' apparent depression and wickedness, and their power and cleverness in changing the entire lives of the male protagonists. Explanations are drawn from the Old Testament Bible and, psychoanalytic and feminist theory.

The female characters in Poe's "Eleonora" and "Morella" also identify with Eve, the first woman, named in the creation story in Genesis. Adam, who is mentioned as the first man, is perhaps the initiator of Poe's wrath and envy. Eve eats

from the forbidden Tree of Knowledge and the two are cast out of Heaven. In the aftermath of this Fall, God gives the gift of birth to Eve. The malicious response of all mankind is to attribute anything that goes badly, any misfortune, any disappointment, any unrealized promise, to woman. This is enough to keep alight man's enmity and envy of woman.

This study aims to explain the terror and psychologic neuroses behind wrathful male authors who, like Poe himself, use female characters as vile manifestations of evil in their works.

The Specificity of Terminology in Glottology and Glottodidactics of the Italian Language as a Second Language (L2)

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Abstract. The term “glottology”, defined in different ways, is a very important part of the science of linguistics and language learning.

Language is part of the speech and is more homogeneous than the latter. Language is therefore a natural order in a system that does not allow any other application of the category, but with a possible objection: language is based on the ability that we have acquired naturally (verbal ability); language is conventional, so apparently it would be logically subordinated to the natural instinct. A sector of linguistics that consists in teaching a language is *glottodidactics*. To connect such sectors in a coherent discourse, theoretical research or application in practice, obviously there is a need for particular terminology and specific mechanisms of communication.

Le discours à plusieurs voix. Grille d'analyse polyphonique

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Résumé. Oswald Ducrot reprend les travaux de Mikhaïl Bakhtine sur le dialogisme, en proposant pour la théorie de la polyphonie une nouvelle application; il déplace ainsi ce concept présent dans l'analyse des textes littéraires au cœur d'un énoncé et non d'une suite d'énoncés.

Ducrot considère que l'énoncé véhicule l'image de sa propre énonciation, le sens de l'énoncé n'étant qu'une description de l'énonciation qui l'a produit. Parmi les marqueurs linguistiques que l'on peut qualifier d'hétérogènes et qu'il faudrait identifier dans une analyse polyphonique il y a l'ironie, la négation, la concession et le discours rapporté, dans toutes ses formes - discours direct, discours indirect, discours indirect libre, discours direct libre.

Intercultural Openings in Contemporary Romanian Education

Raluca Ștefania Suci

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Abstract. Contemporary educational needs include the ability to be intercultural. We can no longer speak today only of an education that promotes discovery, respect, the ability to live alongside diversity, to understand it, to transform it into positive aspects necessary for cohabitation. In addition, education in Romania is associated with the phenomenon of interculturality. Teacher's specialist knowledge must be associated with a wider

cultural approach, with a reorganization of teaching techniques, with the insertion of elements that include differences that are beneficial to individual and collective development. Initial and continuing teacher education/training programs should constantly include interculturality issues, and especially the conception that school is the first step for life-long learning, an education that incorporates the ability to live in balance with oneself and others.

Linguistics Semiotics and Musical Semiotics. A Paradigmatic Approach

Diana Tudor

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Abstract. This paper discusses similarities and differences between music and language in terms of a semiotic framework, the one developed by C.S. Peirce, whose theories of semiotics are useful for analysing all kinds of symbolic systems, music being one of them. I pointed out that both language and music consist of sequences of key elements of sound such as the phoneme in language, they both have structural rules, for example, syntax in language and chord or harmonic progression in music. Moreover, a linguistic perspective can be effective for understanding and approaching music language.

Phraseology of Medical Discourse in English. Patterns and Functions

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Abstract. This paper aims to analyse the phraseological patterns of medical reports belonging to the field of cardiology and cardiovascular surgery, published in various medical journals within the European Union. We identified several types of lexical collocations, combinatorial patterns that are recurrent in this particular kind of discourse, whose cohesion is responsible for producing comprehensible, coherent target texts

Translation of the Terminology and the Analysis of Agatha Christie’s Detective Story *They Came to Baghdad*

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Abstract. The aim of our contribution is an analysis of the detective story *They came to Baghdad* by Agatha Christie. The novel was published for the first time in Great Britain by the publishing house Collins, in 1951. The Slovak translator Andrea Mrázová translated the novel into the Slovak language. The translation of the novel was published with Liber Novus d.o.o., Serbia for the Slovak journal *Život* in December 2015, in Bratislava. In our contribution, we will pay attention to the methods of translation of different types of terminology and some translational problems. The original text contains many expressions in the Arabic language and different institutions in

different countries. We will analyze the translation from the point of view of the terminology and also the translational shifts and rules.

L2 Acquisition of English Articles by L1 Arabic Speakers: Does Transfer Override Fluctuation?

Himdad Zrari

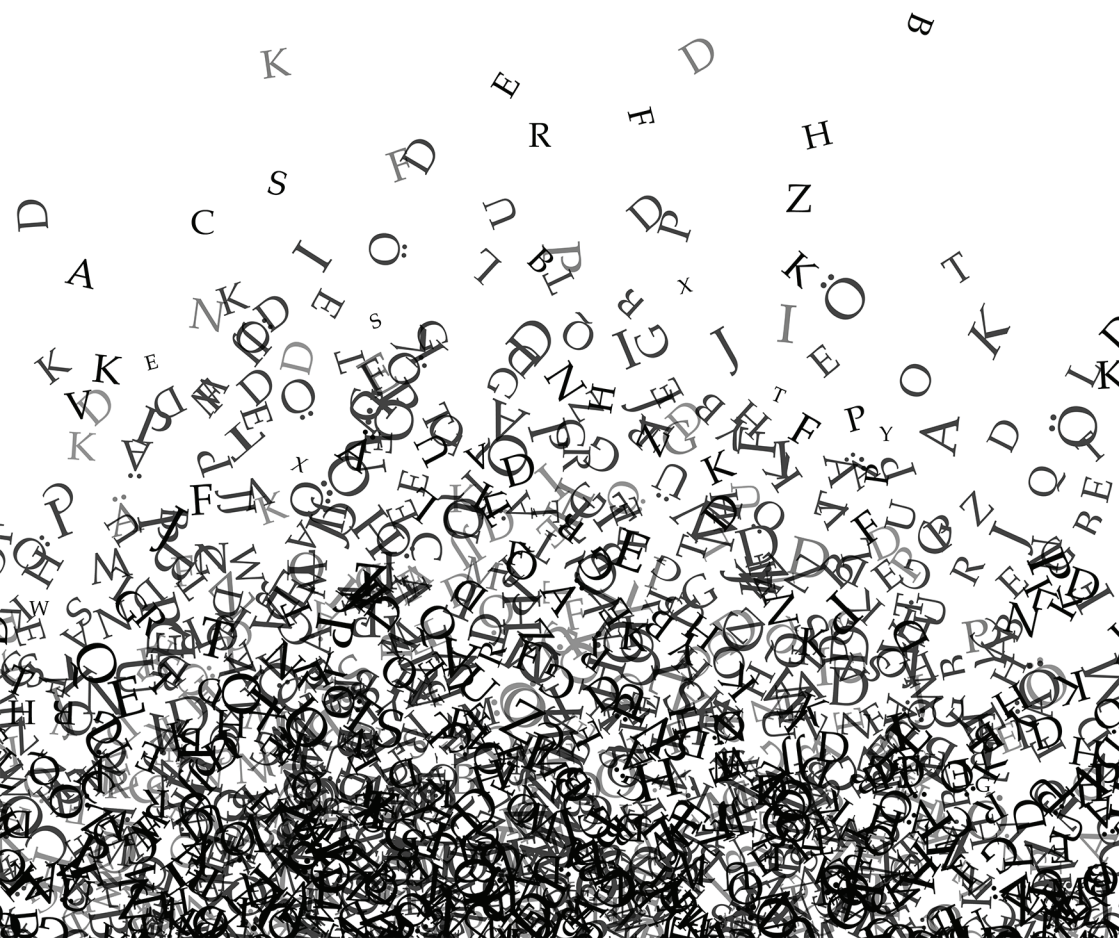
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Abstract. The study looks at the acquisition of English articles (the, a/an) by L1 Arabic learners of English as a Foreign language (EFL) to examine whether L1 Arabic learners with a definiteness-based L1 transfer L1 parameter or fluctuate between the definiteness and the specificity settings of the article choice parameter (ACP). We tested a group of Arabic-speaking EFL learners and native English speakers on two written production tasks: a forced choice-elicitation task (FCET) and a picture-description task. The FCET involved 36 experimental dialogues in four contexts, each of which had 9 dialogues: [+definite, -specific], [-definite, -specific], [-definite, +specific] and [+definite, +specific] singular object noun phrases (NPs). The picture description task required subjects to provide a written description of five pictures involving a short story in which definite and indefinite articles are used with singular NPs. The results show that adult EFL learners regardless of their L1 background experience fluctuation between the two settings of the ACP at the initial stage of L2 acquisition of articles and suggest that fluctuation is a developmental process (Zdorenko & Paradis, 2008) rather than a transfer from the L1.

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