

LCC2018
◆
University of Craiova (Romania)
&
Department of Applied Modern Languages
◆
International Colloquium “Language, Culture, Civilisation”
◆
Sixth Edition
28-29 September 2018, Hotel „Royal”, Craiova

Programme of the “English Section”
(“ROYAL” SALOON, semi-basement)

THURSDAY, 27 SEPTEMBER 2018

12:00-20:00 ◆ ARRIVAL OF PARTICIPANTS

20:00-22:00 ◆ DINNER

FRIDAY, 28 SEPTEMBER 2018

09:00-09:30 ◆ OFFICIAL OPENING (“ROYAL” SALOON, semi-basement)

09:30-10:00 ◆ Bledar TOSKA (University of Vlora “Ismail Qemali”, Albania):
Cultural Aspects in Political Media Discourse

10:00-10:30 ◆ Cristina Maria ANDREI (University of Craiova, Department of Applied Modern Languages):

10:30-11:00 ◆ Maria Magdalena FĂURAR (University of Craiova, Faculty of Letters):
Essential tips for teachers of modern languages

11:00-11:30 ◆ COFFEE BREAK

11:30-12:00 ◆ Armela PANAJOTI (University of Vlora “Ismail Qemali”, Albania):
Nation Branding in Albanian Promo Videos

12:00-12:30 ◆ Loredana Daniela ISPAS (University of Craiova, Department of Applied Modern Languages):
Balance and Flexibility in Teaching Technical English

12:30-13:00 ◆ Costina Denisa BĂRBUCEANU (University of Craiova, Department of Applied Modern Languages):
Departing from Tradition: Technology Enhanced Learning (TEL) in English Language Teaching

13:00-15:00 ◆ LUNCH

15:00-15:30 ♦ **Mădălina CERBAN** (University of Craiova, Faculty of Letters):

The Functional and Stylistic Characteristics of Business Language

15:30-16:00 ♦ **Adriana LĂZĂRESCU** (University of Craiova, Department of Applied Modern Languages) & **Iulia Cristina FRÎNCULESCU** ("Victor Babeș" University of Medicine and Pharmacy, Timișoara):

Tackling Problem-solving in the Business Environment

16:00-16:30 ♦ **Cristina Gabriela MARIN** (University of Craiova, Department of Applied Modern Languages):

Tourism Terminology and Its Difficulties in Translation

16:30-17:00 ♦ **COFFEE BREAK**

17:00-17:30 **Iulia Cristina FRÎNCULESCU** ("Victor Babeș" University of Medicine and Pharmacy, Timișoara):

Developing Integrated Language Skills in English for Medical Purposes Teaching

17:30-18:00 ♦ **Andreea ILIESCU** (University of Craiova, Department of Applied Modern Languages):

Cultural Awareness for Business Speakers

18:00-18:30 ♦ **Irina Janina BONCEA** (University of Craiova, Department of Applied Modern Languages):

Teaching and Training Approaches during Technical English Classes

18:30-19:00 ♦ **Cristina Eugenia BURTEA-CIOROIANU** (University of Craiova, Department of Applied Modern Languages):

Elements of Romanian didactics present in both its assimilation by natives and foreign students

19:00-24:00 ♦ **FESTIVE DINNER**

SATURDAY, 29 SEPTEMBER 2018

09:30-10:00 ♦ **Olga ZINGAN** (Moldova Technical University, Republic of Moldova):

Integrated-Skill Approach in Teaching English for Specific Purposes. Focus on Reading Specialized Texts Setting the Pillars for Achieving Proficiency in TEFL

10:00-10:30 ♦ **Diana MARCU** (University of Craiova, Department of Applied Modern Languages):

Developing Oral Fluency in ESL

10:30-11:00 ♦ **Alina-Roxana POPA** (University of Craiova, Department of Applied Modern Languages):

Aspects of the Importance of Play in the Language Teaching of Adolescent and Adult Learners

11:00-11:30 ♦ **COFFEE BREAK**

11:30-12:00 ♦ **Ana-Maria DEMETRIAN** (University of Craiova, Department of Applied Modern Languages):

A 21st Century View on Culture and Communication

12:00-12:30 ♦ **Andreea Mihaela STOIAN** (University of Craiova, Department of Applied Modern Languages):

Refugees – a Challenge for the European Union

12:30-13:00 ♦ Raluca Nora URZICEANU (University of Craiova, Department of Applied Modern Languages):

Semantic relations of sporty terms – synonymy and polysemy

13:00-13:30 ♦ Laviniu LĂPĂDAT (University of Craiova, Department of Applied Modern Languages):

Teaching modern foreign languages in multilingual classrooms

♦ Laurenția DUTOVA (Moldova Technical University, Republic of Moldova):

The interaction between the didactic strategies and the areas of the language

♦ Simon FARAUD (University of Lausanne, Switzerland):

"Sucer la substantifique moelle": Different Marrows for Different Readers in Perrault's and Carter's "Cinderella"

♦ Huda HALAWACHY (University of Mosul, College of Arts, Department of English, Iraq):

Idiomaticity through the Czech and Polish Lenses: Some Extensional Remarks on Kafka and Zybort (2008)

13:30-14:00 ♦ CLOSURE OF THE COLLOQUIUM

14:00-16:00 ♦ LUNCH

16:00-24:00 ♦ DEPART OF PARTICIPANTS



◆ Cristina Maria ANDREI

Setting the Pillars for Achieving Proficiency in TEFL

Being a proficient user of English has lately become compulsory in a world governed by technology, constant movement and change of jobs, frequent travelling, etc. Mastering the basic skills in English may be enough to overcome some language barriers when setting a contact with a foreigner but advanced knowledge of it may help the present students land their dream job create a wonderful impression on others for being excellent communicators and successfully face the challenges that a current workplace may generate. However, achieving this level needs full involvement on both sides, teacher and student, hard work and willingness to teach and to be taught. English teachers should set clear guidelines to be followed and find suitable strategies for enhancing a high level of all the four Basic English skills: reading, speaking listening and writing.

◆ Denisa Costina BĂRBUCEANU

Departing from Tradition: Technology Enhanced Learning (TEL) in English Language Teaching

Today, the uprising **digital era** is playing a decisive role in making ELT overconfident and has become a must in language teaching. Chalk and blackboards no longer appeal to this generation' students and large seminar classrooms are no longer motivated by a teacher who turns his back at them, to write at the blackboard. It thus becomes demanding to provide a diverse digitalized teaching perspective to large classroom of today' students, from different backgrounds and environments, through the use of **technology**, the trendiest resource used by learners. You speak their tongue, when spelling technology. In order to make language learning more effective, instead of teaching a barren, undeveloped coursework, one can use technology related assignments with the help of practical **gadgets** to offer scope for self-learning to such classrooms. In Romania' schools and universities, teachers are still using chalk and blackboard in teaching English. The rejection of technology and of present day educational trends can only lead to ineffective language lessons and bored, poorly motivated students. If in the western world **smartboards** have replaced the traditional **overhead projectors**, in our seminar classrooms they have just been installed, or are still lacking, teachers providing mobile, heavy video projectors, once in a while. The introduction of audio-visual aids in language classroom, together new concepts of **e-learning**, the standard classrooms have been substituted by virtual, visual, cool, calm, **kinetic classrooms**. E-Learning, centres on the infrastructure, and managerial factors that can create or crack an e-learning initiative. With the revolution of **Apps** accessible on Windows, **Android** and **iOS** smart phones and tablets the learning of English is increasingly becoming self-regulated, courses in power point or prezi are now visualised and shared both on the above the head video projectors and on the student's phones to meet the learner's individual needs. Power point or prezi on the smartphone have replaced paper writing, and listening is done individually, with headphones, where the availability of language labs is scarce or inexistent. This adds greater worth on the gaining of English language and the recent guidelines in learner-centred classrooms engage student' self-sufficiency and influence, consequently turning students in dynamic decision-makers in the education practice.

◆ **Bledar TOSKA**

Cultural Aspects in Political Media Discourse

This presentation investigates some frequent and important linguistic aspects, such as collocation patterns, statistical figures, quantity words, keywords and keyness found in newspapers articles with a centred-right and conservative orientation in Britain published in December 2013 to report on the right of Romania's and Bulgaria's citizens to work in the UK starting from 1 January 2014. The empirical analysis is based on a 50,000-word specialized corpus to investigate how the use of particular items in specific contexts is intended to indirectly convey ideological viewpoints and effects on readers from a cultural perspective. The micro-level as well as the macro-level analyses confirm the initial hypothesis that these linguistic aspects can potentially convey proximization of an imminent frightening situation in line with the cultural conventions of the readership.

◆ **Irina Janina BONCEA**

Teaching and Training Approaches during Technical English Classes

The increasing demand for specialized English courses has lead to an unprecedented interest in teaching methodologies that are able to deliver proficient graduates in specific English sub-domains. Be it Business English, Computer English, English for Aviation or Medicine, it is becoming increasingly clearer that straightforward traditional teaching cannot deliver highly proficient or efficient graduates in these fields. The challenges are numerous and complex, but it is the teaching approach that can make a significant difference. English Teaching is being replaced by the concept of English Training, a concept that the current paper is attempting to define and refine with a view on improving language proficiency and professional performance for graduates in technical ultra-specialized domains.

◆ **Cristina Eugenia BURTEA-CIOROIANU**

Elements of Romanian didactics present in both its assimilation by natives and foreign students

In time, the process of teaching-learning Romanian both by Romanian students and by foreign students has evolved, assimilating modern techniques and methods of approach. The didactics of teaching and learning Romanian both by Romanian students and by foreign students refers to all the general and specific aspects of the process of assimilation of the contents of this discipline: objectives, contents, strategies, lesson categories, models for structuring the didactic approach, for designing the didactic activity, for assessing the performance of the students, on which otherwise are centred all the efforts of the educational factors. Thus one achieves an opening of the discipline towards the problematics of the finalities of learning. Moreover, if in the case of Romanian students the methods of teaching-learning Romanian converge to its thoroughgoing study, in the case of foreign students, it is first about an approach and liking of an unknown or partially known language, which sometimes does nothing but make difficult its assimilation process.

◆ Mădălina CERBAN

The Functional and Stylistic Characteristics of Business Language

The paper proposes a classification of the most important functional and stylistics characteristics of the business language. We divided the paper into two distinctive parts: The first paper emphasizes the importance of business language within the present global context. As it is known, the English language is widely recognized as the language used in business transactions and other economical areas. The second part of the paper discusses the most important features of business language, classifying them into functional and stylistic features. The functional features involve two types of functions, one that is psychological, and the other one sociological. While the psychological functions regard the means by which people negotiate with reality, the sociological ones refer to those ways by which people negotiate with other persons. The stylistic features of business English are reflected at different levels of language: lexical (the exactness of the meanings of words, highly specialized and abbreviated terms, terms of civilization and politeness, use of compounds), syntactic (sentence length, use of programmed sentence structure, use of strong opening sentences, active voice, limited rhetorical sentences), and textual (strict formal concise language, clarity), and we are going to exemplify them with business texts, discussing the most common structures that appear in this type of discourse.

◆ Ana-Maria DEMETRIAN

A 21st Century View on Culture and Communication

Today's world is more and more about communicating across cultures and about building bridges. Nevertheless, this idea is easier to express than to apply or even fully understand. Adopting a culture of inclusion can become a way to advance in life and enjoy a successful outcome in everything we do. The approach to enhancing interpersonal and communication skills has been changing due to globalization and breakthrough technologies. People need to acknowledge the existence of this process and see the importance of learning to keep up with the times in order to develop personally and professionally. Educators can help, professors of English – the international language of communication – can help, we can all help to spread the news. In the language class learners could have the chance to improve their communication skills and experience the benefits of the culture of inclusion as well as practise communicating in a foreign language. A better future, characterized by human evolution and empowerment, is based on investment in strengthening the connection between individual lives and collective lives as well as on achievement of one's goals through open dialogue and transformative learning.

◆ Laurenția DUTOVA

The interaction between the didactic strategies and the areas of the language

The present contribution is focused on showing the taxonomy of strategies outlining the strategies centred on the teacher's activity and the action of teaching as well as the strategies centred on the activity of learning and the interaction teacher – student. To have success in all the mentioned strategies there should be taken into consideration the three types of language items: phonological, lexical and structural and the difficulties related to them.

◆ Simon FARAUD

"Sucer la substantifique moelle": Different Marrows for Different Readers in Perrault's and Carter's "Cinderella"

Many literary productions explicitly give the reader a central role in the production of meaning, thus highlighting the pragmatic dimension that lies within every text seen as a communicative act directed towards an implied reader. A textual analysis usually brings to light the literary tools/strategies through which an author establishes, maintains and influences the connection he seeks with a reader put in charge of deciphering the latent or implied content of the text. This pragmatic approach seems particularly relevant in the case of fairy tales, a literary genre generally thought of as being inherently oral rather than textual in its origins. Writers such as Charles Perrault or the Grimm brothers used this reputation to publish fairy tales they claimed had been gathered from the very mouths of old nurses passing them down to the next generation, and then collected to form collections of folk tales representative of a certain culture. But behind this apparent simplicity, generations of writers have used fairy tales productively to express concerns about their time and society to contemporary readers capable of understanding the implied content that had been infused in the texts.

For instance, nearly three hundred years after the first publication of Perrault's tales, Angela Carter was commissioned to offer a new translation in English. Instead of sticking to the original text, she chose to adapt it and make it more accessible to 20th-century female children, to whom she intended to offer little *"parables of experience"* (Carter 76), thus *"going against the dominant trend promoting imagination and escapism."* (Hennard Dutheil & Heidmann 45).

In pragmatic terms, targeting a different audience should imply significant textual changes and adaptations, despite the "translation" label attached to this particular work. Carter took the liberty of changing several elements of Perrault's *"Cendrillon"*, as she offered a looser translation than some of her predecessors had, more in line with her 20th-century feminist opinions and aspirations. We shall therefore demonstrate that both Perrault and Carter did not write fairy tales in an ivory tower, but instead had their intended readership in mind at every step of the writing process. While the French courtier writes for the educated, witty audience of the Parisian *salons*, Carter subtly modifies the original text to make it more didactic as she targets a younger, 20th-century audience in need of experience and guidance.

◆ Maria Magdalena FĂURAR

Essential tips for teachers of modern languages

The more you expose your students to the target language, the better. Occasionally, speaking English may be necessary, but a lot of the time, it is not. Immersing your students in the target language helps them use it more independently and this can lead to increased confidence and better vocabulary. Students enjoy listening to 'real people' speaking the target language, so get your colleagues involved. If a teacher with some knowledge of the target language comes into your classroom, involve them in the immersive experience. If they are struggling, the students can help them improve their language skills. If they already speak to a high level, it shows the communicative value of language skills. Encourage students and staff to use the language, even if they make mistakes, and emphasise that communication is the key.

◆ Iulia Cristina FRÎNCULESCU

Developing Integrated Language Skills in English for Medical Purposes Teaching

The present article forwards an example of an English course for medical students whose aim is to develop integrated skills. We think that the relationship between English for medical purposes and language skills should be at the core of theoretical and practical investigations on the teaching aspects of medical English. To prove our point, we have chosen a series of listening/watching, reading, speaking, and writing exercises structured around the topic "Symptoms of Disease". Our goal is to demonstrate that these exercises which focus on language skills used in combination rather than singly, help students develop competency in medical English. Moreover, we will show that in the lecture room language skills should not be separated, if we want to make English for medical purposes teaching both clear and systematic and at the same time flexible enough to allow for creativity and variety. By using all language skills during medical English courses, students will be better prepared to recognise and understand the meaning of medical terms, practise pronunciation and incorporate appropriate spelling, grammar and usage of medical terminology in professional contexts. They will also take part in meaningful medical dialogues and in writing tasks relevant for their future profession.

◆ Huda HALAWACHY

Idiomaticity through the Czech and Polish Lenses: Some Extensional Remarks on Kavka and Zybert (2008)

As has been hotly debated in the literature, idioms have shown to be a subject, which stirs a lot of controversy and even a thorny area to tackle by scholars. Proof lies in the pioneer's works where idioms have been viewed differently as far as history, definition, typologization, terminology, origin are concerned. A number of theories have been proposed to help non-native speakers of English in comprehending idioms; choosing the healthiest ones remains a matter of debate among linguists themselves. In their rich theoretical article, Kavka and Zybert (2008) have reviewed idiomaticity problematic issue of tracing back its departure point; some personalities were moved to the forefront, as their attempts of the 1950s were never scooped out. I look at the cluster of seminal cognate terminologies as *idiomaticity*, *idiomatology*, *idiomatics*, *phraseology*, *collocation* and the like which were given in the two authors' argument; sometimes they are used interchangeably by the authors in their publications! My remarks come to raise two other unfolded issues – (1) Different Terminology and Inconsistent Definitions among Scholars in Literature and (2) Different Terminology and the Non-modelling Relations. I hope that my argument opens up promising avenues for the two issues, in particular, and the challenging study of Idiom.

◆ Andreea ILIESCU

Cultural Awareness for Business Speakers

This article is aimed at enhancing the relevance of cultural awareness for business speakers. Beyond a shadow of a doubt, tailoring a speech to fit the audience means to become acquainted with the people you'll be addressing, for instance, with their interests, views, and degree of formality

with your topic. In a similar vein, analysing your audience stands for a critical step to ensure a favourable outcome. Furthermore, speaking to a diverse audience can generate positive reactions. By interacting with people whose backgrounds differ from your own, you are equipped to promote a supportive communication climate that welcomes contrasting perspectives on topics and issues; draw from a wide pool of knowledge and information that contribute to a learning experience for all participants; foster positive inter-group relationships in a cooperative fashion as well as better articulate your own cultural identity and grasp that of others. Nowadays, business speakers and their audiences must be especially vigilant and make use of their critical thinking skills consistently. In a nutshell, information literacy abilities are also a must.

◆ **Loredana Daniela ISPAS**

Balance and Flexibility in Teaching Technical English

The paper outlines flexible methods, issues and practices in teaching technical English. It offers support for teachers who want to develop more flexible approaches to teaching English. There are two important aspects in teaching technical English: all teaching should reflect the methodology of the disciplines it serves; and the nature of the interaction between the teachers and students may be very different from that in a general English class. We regard teaching technical English as extremely varied, and for this reason, it is difficult for us to tip the balance. We believe that teachers have clear objectives for the class and a good understanding of the teaching material. Teachers must have sufficient flexibility to cope with the needs of the students. The flexibility deals with the great variety and complexity of real-life situations that teaching technical English presents. Flexible teaching gives teachers choices about *when*, *what* or *how* they teach. Teachers of technical English must be able to manage the learning process rather than to be the primary providers of learning material. The technical English teacher should maintain the balance of needs and resources. The main elements of flexible teaching are the adaptability to students' needs and the teachers' role as mentors, counsellors or leaders.

◆ **Laviniu LĂPĂDAT**

Teaching modern foreign languages in multilingual classrooms

Goals of foreign language programs vary, depending on the nature of the language taught and methodological preferences. Since there are many different approaches to teaching a foreign language, you will need to work closely with your course supervisor to ensure that your instruction is compatible with your department's approach. Here, we include a few general principles that should apply no matter what language learning approach you employ: addressing student expectations, creating a positive learning environment, and finding a balance among modelling, explaining and practice. Make clear to your students your approach to language learning and provide a rationale. Students' initial expectations for your course may be based on previous language learning experiences that differ significantly from the one that you will provide. Some modelling and grammar explanations are always necessary, but students will only master new material through practicing it intensively. Maintaining an appropriate balance of modelling, explanation and practice in your classes will contribute significantly to the effectiveness of your instruction.

◆ **Adriana LĂZĂRESCU & Iulia Cristina FRÎNCULESCU**

Tackling Problem-solving in the Business Environment

The Romanian business environment has long been governed by the cultural mix brought about by American multinationals. It is a clear fact that nowadays business people of different nationalities have to co-work in the same building and at the same projects using English as the language of communication, striving to find viable solutions to every-day business problems. This study has analysed different cultural approaches to problem-solving, as seen in a multinational based in Craiova, Romania in 2017 and the specific business vocabulary used in the process. There were three teams involved in the study, a Romanian team, a Spanish one and an American one. Each team was made up of four members, all of them of the same nationality. Results showed that the cultural background influenced business people's decisions about problem-solving. Our findings suggest that the Romanian business environment is still both locally-influenced via the cultural impact, and on an increasing trend towards American-like problem-solving approaches.

◆ **Diana MARCU**

Developing Oral Fluency in ESL

For all those who are involved in the acquisition of a second language, instructors or students, the ultimate goal and interest is that of being able to produce language fluently and accurately. In terms of English as a Second Language, fluency is also perceived as a major target, yet a very difficult one to achieve, which needs special attention on behalf of both teachers and learners. When students start acquiring a second language, they face the obvious barriers of a language, those of vocabulary, grammar and sentence structure but, it is the precise need of becoming fluent in speech which leads to anxiety at all levels. Thus, the present paper aims at discussing the subject of developing oral fluency in ESL classes, a stringent topic for those who need to perform in a world driven by globalization and internationalisation. Based on the literature in the field, fluency and accuracy are defined, making a clear distinction of what they represent and how much they interact and weigh in the communicational process. At the same time, the paper discusses and proposes various techniques for improving fluency in classes, which may be used by instructors in order to make their students practice English so as to reach their goal – that of becoming fluent in various contexts.

◆ **Cristina Gabriela MARIN**

Tourism Terminology and Its Difficulties in Translation

English for Tourism is a very fashionable subject nowadays and I think that the most important aspect of the translation of idiomatic expressions related to travelling and tourism is their presupposed untranslatability. The difference arise from the various cognitive patterns at work in the two languages (English and Romanian) which do not allow cultural pattern to be transmitted directly. It is almost never word-to-word translation. Therefore, I have decided to show a practical direction part of this research dealing with a constrastive analysis of the vocabulary used in tourism and its translation/ equivalents into Romanian. There are tons of idioms in English language and it is hard to know how to group them and after that to explain their meaning in Romanian language. English

teachers should expose their students to real life usage and by using the corpus-based approach, they will do it meaningfully and in accordance with the students' needs. Tourism students need to be aware of currently used specialized vocabulary in their field of study. Studying the language used in Tourism and Travelling domain will improve their command of currently used English.

◆ **Armela PANAJOTI**

Nation Branding in Albanian Promo Videos

After the fall of Communism, especially during the nineties, many people visited Albania mainly for two purposes: to appease their curiosity or to work for international organizations. In the last decade, the perspective and the purpose of visiting Albania have almost completely changed, making it one of the most inspiring tourist destinations for many people from various countries. This phenomenon has been accompanied by the need to promote tourism as fundamental for developing it. One of the most widespread means for promoting tourism is launching promo videos to invite tourists from all over the world to visit these countries. In this paper, I discuss some of the latest promo videos produced by the Albanian National Tourist Agency. For my reading of these promo videos, I will adopt the semiotic perspective, more precisely cultural semiotics, and, view them as nation branding attempts, nation branding herein loosely defined as a form of reputation building for a country in order to make itself well-known internationally through the marketing of its own symbols. For the purposes of this analysis, I will look into the signs and symbols, representative of national identity, which enable semiotic conditions and advertising discourses as systems of signs and thus collectively create what Lotman calls the semiosphere and which responds to nation branding.

◆ **Alina-Roxana POPA**

Aspects of the Importance of Play in the Language Teaching of Adolescent and Adult Learners

Neuroscientists warn that the rigidity in the environment of formal education, the non-playfulness in which the goal is to get the right answer, kills spontaneity. As they further argue, it is only by being spontaneous and having fun that the brain grows, that it goes beyond holding theoretical knowledge and acquires problem-solving skills, whatever one's age. Therefore, in order to get their students' attention, teachers need to be creative and to identify what motivates learners, by tapping into the power of play.

◆ **Andreea Mihaela STOIAN**

Refugees – a Challenge for the European Union

The European Union is a complex organization formed in order to bring together several European nations. It has its own laws and regulations that are meant to protect and to enable a constant economic and political development for its member states. In 2018, the European Union gathers 28 member states, which function as a team that promotes all type of connections between its members – cultural, strategic, exchanging workforce, free movement of persons within the EU's borders, commercial trading etc. All these close relationships also brought economic welfare for the majority of the EU's member states. From the outside, many countries like: Germany, Spain,

Italy, France or even Romania – all of them members of the European Union – were seen as a life buoy by those who were trying to escape from countries like Syria, Afghanistan or Iraq where the war and the economic instability made the daily life impossible for the citizens. In 2015, the exodus of refugees to the European Union began. Desperate people arrived by sea or some of them made their way over land – especially via countries like Turkey, Albania and Greece; all of them looking for a place to start a better and a quieter life. One million refugees crossed into Europe and this massive flow of people represents a challenge for the European Union.

◆ **Raluca Nora URZICEANU**

Semantic relations of sporty terms – synonymy and polysemy

In a world subject to daily political changes and socio-economic transformations, which are increasing, different religions and multiple cultures, the universal language perceived by the entire humanity is sport. Sport is one of the most dynamic social activities aimed at improving the human being. In this article, we analyse the paradigmatic phenomena of synonymy and polysemy found in the language of sports. Thus, we face a synonymy existent between neologisms from different sources (team), less often, between a neologism and a traditional term (horseback and riding, mesh and net), between an actual loan and a tracing (half and midfield); we also encounter expressive synonymy born from stylistic reasons, that is to alternate expression, which is found in the sports press. In terms of polysemy, the analysis undertaken on the sporty terms has revealed that there are some terms that have multiple specialized means, taken both from specialized dictionaries but also from the foreground.

◆ **Olga ZINGAN**

Integrated-Skill Approach in Teaching English for Specific Purposes, Focus on Reading Specialized Texts

This article discusses the integration of the four basic language skills- speaking, reading, writing and listening in English for Specific Purposes (ESP) class, the core element being English specialized text. In engineering education, the specialized text (ST) is essential not just as a source of information, of domain-related knowledge, but as a way of introducing new vocabulary, new ideas, as a model for writing, as a supplement to lecture. Our research question is whether specialized text reading assures optimizing ESP learning, in general, and favours developing of the four basic language skills, particularly. Though reading is an individual skill, one of the best ways to install in our students the need to read and discuss STs, is to bind the integrated-skill approach and cooperative learning. The article outlines skills to be focused at the three text- reading stages and specific activities to be carried out. Individual, pair and group activities enable those skills gradual improvement, thus stimulating students' motivation to read. Finally, it should be acknowledged that specialized text reading is an essential tool to be thoroughly explored in the ESP class to achieve the major course goal, that of specialized language acquisition by the engineering students.



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Département de Langues modernes appliquées
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Colloque International « Langue, Culture, Civilisation »
◆
6^e édition

28-29 Septembre 2018, Hotel „Royal”, Craiova

Programme de la « Section française »
(SALLE DE PROTOCOLE, rez-de-chaussée)

JEUDI, 27 SEPTEMBRE 2018

12:00-20:00 ◆ ARRIVÉE DES PARTICIPANTS

20:00-22:00 ◆ DÎNER

VENDREDI, 28 SEPTEMBRE 2018

09:00-09:30 ◆ OUVERTURE OFFICIELLE (SALLE « ROYAL », demi-sous-sol)

09:30-10:00 ◆ Jérôme THOMAS (Université Paul-Valéry Montpellier 3, France) :
De la nature ou de la culture ? L'anthropophagie rituelle des Tupi du Brésil (XVI^e siècle) au prisme des Européens

10:00-10:30 ◆ Ileana Mihaela CHIRÎTESCU (Université de Craiova, Département de Langues modernes appliquées) :
L'Histoire de deux âmes : Je suis là, de Clélie Avit

10:30-11:00 ◆ Daniela SCORTAN (Université de Craiova, Département de Langues modernes appliquées) :
Encourager l'originalité des étudiants : de l'expression écrite dirigée à l'expression écrite libre

11:00-11:30 ◆ PAUSE-CAFÉ

11:30-12:00 ◆ Fabienne SOLDINI (CNRS, Laboratoire Méditerranéen de Sociologie, Maison méditerranéenne des sciences de l'Homme, Aix-en-Provence, France) :
Communautés de lecteurs en ligne, de la sociabilité littéraire aux jeux lectoraux

12:00-12:30 ◆ Laurențiu BĂLĂ (Université de Craiova, Faculté des Lettres) :
Le Jeu de mots, moyen expressif d'enrichissement du lexique argotique roumain

12:30-13:00 ◆ Attila JAKAB (Université « Eötvös Lóránd » de Budapest, Hongrie) :
Une conception raciale de la nation hongroise comme projet de société

13:00-15:00 ♦ DÉJEUNER

15:00-15:30 ♦ Anda RĂDULESCU (Université de Craiova, Faculté des Lettres) :
Procédés courants et innovation dans la traduction de la poésie de Boris Vian en roumain

15:30-16:00 ♦ Monica IOVĂNESCU (Université de Craiova, Faculté des Lettres) :
L'Usage du monde de Nicolas Bouvier – mots et merveilles du voyage

16:00-16:30 ♦ Hugues GALLI (Université de Bourgogne, Dijon, France) :
« Ça glisse au pays des merveilles » : jeux de langue, création et détournement dans le cinéma X français des années 80 et 90

16:30-17:00 ♦ PAUSE-CAFÉ

17:00-19:00 ♦ PETITE BALADE AU CŒUR DE LA VILLE

19:00-24:00 ♦ DÎNER FESTIF

SAMEDI, 29 SEPTEMBRE 2018

09:30-13:30 ♦ VISITE GUIDÉE DE LA VILLE

13:30-14:00 ♦ CLÔTURE DU COLLOQUE

14:00-16:00 ♦ DÉJEUNER

16:00-24:00 ♦ DÉPART DES PARTICIPANTS



◆ Laurentiu BĂLĂ

Le Jeu de mots, moyen expressif d'enrichissement du lexique argotique roumain

L'un des traits importants de tout argot (à côté de son caractère plus ou moins cryptique et de celui de *signum* social, donc identitaire), en est sa nature ludique. Notre intervention se propose de mettre en évidence le penchant des argotiers à utiliser le jeu de mots lors de leurs créations argotiques anonymes, ce qui prouve (une fois de plus, s'il en était besoin !) leur inventivité lexicale débordante, fait qui a comme résultat l'enrichissement incessant du vocabulaire argotique. Les sources de notre communication sont puisées à l'argot roumain, mais le jeu de mots en tant que moyen expressif d'enrichissement du lexique argotique est propre à tout argot. Suite à nos recherches, nous avons remarqué que le moyen préféré des argotiers roumains dans la construction de leurs jeux de mots est le mot-valise [par exemple, *linginer* 'ivrogne', du vb. (a) *linge* 'lécher' (un des nombreux verbes qui signifient 'boire (de l'alcool)' dans l'argot roumain + *inginer* 'ingénieur')], mais on rencontre aussi d'autres procédés (la déformation basée sur une analogie formelle, par exemple, *aproștimativ* au lieu d'*aproximativ* 'approximatif', de *proșt* 'sot'). En ce qui concerne le champ lexical auquel appartiennent les termes les plus nombreux obtenus par ces procédés, c'est celui de la BOISSON ALCOOLIQUE (ALCOOLISÉE) (boire, boisson, buveur...).

◆ Ileana Mihaela CHIRÎTESCU

L'Histoire de deux âmes : Je suis là, de Clélie Avit

Dans son roman, *Je suis là* (2015), Clélie Avit ne nous présente pas une histoire d'amour typique, classique, idyllique. Les deux protagonistes se trouvent dans deux réalités différentes. Chacun d'eux perçoit le monde de deux directions distinctes. Thibault n'a jamais été dans le coma, Elsa n'a jamais connu cette situation: de pouvoir entendre, mais de n'avoir pas la force physique de bouger son corps. Eux-mêmes ne savent pas comment ils peuvent communiquer. Mais il y a des choses claires : ils interagissent au-delà de la communication verbale, au-delà de la perception des touchers, au-delà de la science qui prétend connaître et résoudre n'importe quoi. Thibault cherche dans l'image d'Elsa, son propre image. Il a besoin de réveiller Elsa pour se sentir lui-même réveillé, ressuscité. Thibault se sent engourdi à cause du manque d'une famille, à cause de l'échec de son frère et à cause de son incapacité de se pardonner à soi-même et de pardonner les autres.

◆ Hugues GALLI

« Ça glisse au pays des merveilles » : jeux de langue, création et détournement dans le cinéma X français des années 80 et 90

Empruntant la voie des *porn studies* dans le monde anglo-saxon, l'analyse de discours s'est emparé, en France et depuis quelques années seulement, de la pornographie et de son/ses discours (cf. des auteurs comme Maingueneau, Paveau et Perea). Phénomène sociétal majeur dont le développement a suivi de près l'explosion des technologies numériques, la pornographie est devenue finalement assez tardivement un objet d'étude à part entière en linguistique. Notre exposé consistera à explorer un corpus plus ancien remontant aux décennies 1970 et

1980, la première décennie considérée comme renvoyant à l'enfance du cinéma pornographique, la seconde à son âge d'or. Les titres des films dont nous verrons le caractère racoleur, drôle ou parfois carrément pathétique seront examinés à l'aune de leur créativité parfois transgressive parfois potache (mai 68 étant passé par là) ou dans leur veine parodique.

◆ **Monica-Maria IOVĂNESCU**

L'Usage du monde de Nicolas Bouvier – mots et merveilles du voyage

L'usage du monde (1963), le premier récit de voyage publié par Nicolas Bouvier, écrivain de la Suisse romande, vient proposer aux lecteurs une vision différente de celle des auteurs cultes en vogue à l'époque – Claude Simon, avec *La Route des Flandres* (1960) et Jack Kerouac, avec son *On the Road* (1957). Pour Bouvier, ce premier grand voyage, de Genève à Khyber Pass, sur la frontière afghane, en compagnie de son ami Thierry Vernet, peintre, (qui signe les dessins du volume), se déroule sous le signe de *l'enchantement*. Dans les termes de l'écrivain, *s'émerveiller* devant les choses et les gens, *s'attacher* et *s'arracher* en même temps. Notre analyse se propose de mettre en exergue le rapport entre ce à quoi on renonce et ce qu'on s'approprie lors d'un voyage qui « se suffit à lui-même », afin de pouvoir se sentir chez soi dans une autre culture, et l'usage qu'on fait des mots pour envoûter le lecteur. Car, pour cet auteur, la donne est de « *restituer, avec un vocabulaire opaque, pesant, lacunaire ce qui avait été ressenti comme légèreté aérienne (...)* » (Nicolas Bouvier, *L'échappée belle*).

◆ **Attila JAKAB**

Une conception raciale de la nation hongroise comme projet de société

La loi nr. XXV, dite de *numerus clausus*, de 1920 fut pratiquement la première loi ouvertement antisémite adoptée en Europe après la première guerre mondiale. L'objectif de cette loi était d'aider à redéfinir l'identité nationale hongroise traumatisée par l'éclatement de l'empire austro-hongroise et le démembrement du pays millénaire par le traité de Trianon. Dans le contexte de la guerre perdue la recherche des boucs émissaires a commencé assez rapidement, déjà en dernière année de la guerre. Les juifs étaient tout désignés pour remplir cette fonction. La focalisation sur le rôle des juifs dans les malheurs qui se sont abattus sur la nation hongroise permettait à la fois d'occulter la responsabilité de l'élite intellectuelle et politique, de contribuer à la consolidation du pouvoir du régent Horthy, de ne prêter guère attention aux problèmes sociaux aigus qu'on ne souhaitait pas résoudre, et surtout de redéfinir l'identité nationale hongroise malmenée et en crise. C'est dans ce contexte que « la question juive » a été utilisée pour le détournement de l'attention de la société et comme référence dans la définition raciale de l'identité nationale hongroise. Le « chrétien » devenait ainsi une catégorie raciale en Hongrie, la contrepartie du « juif ».

◆ **Anda RĂDULESCU**

Procédés courants et innovation dans la traduction de la poésie de Boris Vian en roumain

Entreprise hardie et piégée, la traduction de Boris Vian en roumain n'est pas seulement un exercice de style, mais aussi une provocation même pour les traducteurs chevronnés. Traduire

ce « *fou du langage* » (Lapprand, 1993) en roumain, sans le trahir complètement, sans perdre ses jeux de mots et ses inventions lexicales suppose une excellente connaissance des registres du français et, en égale mesure, des ressources créatives du roumain. Les traductrices Linda-Maria Baros et Georgiana Banu ont accepté le défi de ce « *poheteu* » insolite et ont réussi à rendre dans leurs traductions la tonalité et l'esprit ludique du recueil *Je voudrais pas crever*. Confrontées à un registre qui passe de la langue standard à la langue familière et à l'argot, elles ont préféré le trop marqué au non marqué, elles ont joué le jeu et ont inventé des mots et, dans la mesure du possible, lorsque le roumain l'a permis, elles ont utilisé les procédés courants de transfert, dont correspondances, translittérations, transcriptions, équivalences.

◆ Daniela SCORTAN

Encourager l'originalité des étudiants : de l'expression écrite dirigée à l'expression écrite libre

De plus en plus, les didacticiens du français mettent en évidence la nécessité d'instrumenter le processus d'écriture. Ce n'est pas suffisant de mettre les étudiants en projet, mais il faut leur fournir des moyens concrets, des outils et des supports pour réussir et contrôler au mieux leur activité. Par de diverses activités de déblocage ou d'écriture de textes avec contraintes (sans utiliser telle lettre par exemple), ou d'exercices construits à partir d'improvisations, les étudiants sont amenés à dépasser les archétypes traditionnels et à s'engager, pour leur plus grand plaisir, sur des sentiers parfois inconnus. L'expression écrite est pourtant loin d'être une chose à la portée de tous. Quelques aspects méritent d'être mentionnés. Lorsque l'étudiant a écrit une première ébauche, l'usage veut que l'enseignant la lise et lui retourne ses commentaires, remarques et éventuelles corrections. Les observations des professeurs de français portaient principalement sur les aspects liés au lexique (richesse, précision, variété) et aux maladresses syntaxiques. Aujourd'hui les enseignants élargissent leurs commentaires en renvoyant les étudiants au projet d'écriture qu'ils ont l'intention de faire, par exemple en les rendant attentifs au destinataire ou au type de texte. Cette ouverture des critères d'évaluation est associée au fait que le texte n'est plus conçu dans les limites serrées d'un cours, mais se situe dans un projet d'écriture plus étendu, réalisé dans l'optique de l'enseignement enrichi du français.

◆ Fabienne SOLDINI

Communautés de lecteurs en ligne, de la sociabilité littéraire aux jeux lectoraux

Les web clubs de lecteurs sont un dispositif numérique qui favorisent la diffusion et l'organisation de connaissances littéraires et de compétences lectorales par le biais d'une sociabilité lectorale en ligne. Ouverts à toute forme littéraire, y compris la moins légitime culturellement, ils drainent un public différent des usagers des clubs de lecteurs traditionnels, notamment plus jeune, et autorisent un rapport à la lecture novateur, alliant culturel et ludique. Mon analyse portera plus particulièrement sur les challenges qui sont organisés et réalisés par les lecteurs. Définis par les sites comme des « défis », ils génèrent des interactions tout autant littéraires que ludiques entre les participants, ainsi qu'un rapport agonistique à la lecture. Ils peuvent être répartis en trois catégories, selon leurs objectifs et leurs contraintes lectoraux : littéraires, paratextuels et quantitatifs, et témoignent d'une banalisation du rapport à la lecture, devenue performance quantifiable, reflétant les impératifs sociaux de la société contemporaine.

L'analyse des challenges permet ainsi d'appréhender les transformations des pratiques lectorales : le modèle classique d'une lecture individuelle, linéaire et intensive cède la place à celui, novateur, d'une lecture collective, fragmentée, extensive et cumulative, bousculant et transformant les hiérarchies culturelles.

◆ Jérôme THOMAS

De la nature ou de la culture ? L'anthropophagie rituelle des Tupi du Brésil (XVI^e s.) au prisme des Européens

Le cannibalisme Tupinamba constitue un système complexe de rites et de croyances qui présente des enjeux sociaux et même politiques. Le bénéfice de ces pratiques n'est pas seulement alimentaire, si tenté qu'il le fut. Comme dans toute alimentation humaine, on ne mange pas n'importe quoi, ni n'importe comment, ni avec n'importe qui. Le cannibalisme rituel est de l'ordre de la culture. Par sa fonction sociale fondamentale, il réunit toute la communauté et la fait exister. Or, les Européens ont une toute autre vision de ces rites. Barbares, cruels, sauvages, tels sont les adjectifs qui qualifient ces pratiques. Le cannibalisme épouse les traits du monstre ou du diable et il échappe à l'humanité. Selon Mondher Kilani, « *de l'angoisse à l'interdit, l'insoutenable devient inconcevable, et le répugnant impensable* ». C'est pourquoi il est important de savoir ce qu'est le cannibalisme non pas en soi ou pour nous, mais pour ceux-là seuls qui le pratiquent selon le mot de Lévi-Strauss. En d'autres termes, le cannibalisme est-il de l'ordre de la nature ou de la culture selon que l'on se place du point de vue des Tupi ou des Européens.



LCC2018
◆
Universitatea din Craiova (România)
&
Departamentul de Limbi moderne aplicate
◆
Colocviul Internațional « Limbă, Cultură, Civilizație »
◆
Ediția a VI-a
28-29 septembrie 2018, Hotel „Royal”, Craiova

Programul „Secțiunii române”
(SALA DE CONFERINȚE, etajul I)

JOI, 27 SEPTEMBRIE 2018

12:00-20:00 ◆ SOSIREA PARTICIPANȚILOR

20:00-22:00 ◆ CINĂ

VINERI, 28 SEPTEMBRIE 2018

09:00-09:30 ◆ DESCHIDEREA OFICIALĂ (SALONUL „ROYAL”, demisol)

09:30-10:00 ◆ Nicolae PANEA (Universitatea din Craiova, Facultatea de Litere):

Nicole Belmont, de la povește la anti-povește sau folcloristica la început de mileniu

10:00-10:30 ◆ Olivia BĂLĂNESCU (Universitatea din Craiova, Departamentul de Limbi moderne aplicate):

Feedback-ul acordat studenților străini: tehnici, provocări, soluții

10:30-11:00 ◆ Lidia BIVOL (Universitatea Tehnică a Moldovei, Chișinău, Republica Moldova):

Observații asupra celor mai frecvente lacune în însușirea limbii străine și modalități de remediere a lor

11:00-11:30 ◆ PAUZĂ DE CAFEĂ

11:30-12:00 ◆ Anca PĂUNESCU (Universitatea din Craiova, Departamentul de Limbi moderne aplicate):

Limba română ca limbă străină: provocări, realități, abordare didactică. Studiu de caz – limba română pentru anul pregătitor – între modern și tradițional

12:00-12:30 ◆ Adrian-Florin BUȘU (Universitatea din Craiova, Departamentul de Limbi moderne aplicate):

Metafora ca spațiu al productivității semantice și cognitive

12:30-13:00 ◆ Svetlana CATERENCIUC (Universitatea Tehnică a Moldovei, Chișinău, Republica Moldova):

Particularități derivaționale ale termenilor tehnici

13:00-15:00 ♦ PRÂNZ

15:00-19:00 ♦ PLIMBARE PRIN CENTRUL VECHI AL ORAȘULUI

19:00-24:00 ♦ CINĂ FESTIVĂ

SÂMBĂȚĂ, 29 SEPTEMBRIE 2018

09:30-13:30 ♦ VIZITĂ GHIDATĂ A ORAȘULUI

13:30-14:00 ♦ ÎNCHIDEREA COLOCVIULUI

14:00-16:00 ♦ PRÂNZ

16:00-24:00 ♦ PLECAREA PARTICIPANȚILOR



◆ **Olivia BĂLĂNESCU**

Feedback-ul acordat studenților străini: tehnici, provocări, soluții

Acordarea feedback-ului este o responsabilitate de bază a profesorului. Este un proces continuu care presupune nu numai corectarea studenților, ci și evaluarea muncii lor, scopul final fiind acela de a-i ajuta să-și monitorizeze singuri progresul. *Feedback*-ul poate îmbrăca diverse forme, de la încurajări și laude, la corectare și discuții în grup. Este știut faptul că studenții reacționează diferit atât la laude, cât și la critici, în funcție de personalitatea lor, de gradul de pregătire sau de tipul de activitate, dar lucrurile devin mai profunde atunci când intervin și diferențele culturale. În articolul de față, ne propunem să abordăm feedback-ul și implicațiile sale în contextul multicultural al grupelor de studenți străini înscrși în Anul pregătitor de limba română și să oferim posibile soluții de rezolvare a problemelor ivite.

◆ **Lidia BIVOL**

Observații asupra celor mai frecvente lacune în însușirea limbii străine și modalități de remediere a lor

Actualmente predarea limbii străine a devenit o provocare pentru didacticieni în favoarea unei reușite eficiente și rapide. Așa cum învățarea limbii se bazează pe achiziția celor patru competențe de bază: înțelegerea și exprimarea orală, înțelegerea și exprimarea scrisă, stăruim să raportăm studiul de față la procesul de predare/învățare a limbii franceze la Universitatea Tehnică a Moldovei, unde studierea limbii străine se delimitează în două cicluri: limbă generală și limbaj specializat. Într-un caz sau altul, didacticii resimt dificultăți de achiziționare a competențelor din partea celor care studiază, unde obiectivul comunicațional prevalează. În acest context vom aborda subiectul corectării erorilor de exprimare, axate pe paradigma comunicativă firește. Didacticii deseori ezită la capitoul rectificare – cum s-ar face mai eficientă în procesul de predare/însușire a limbii străine. Fie în limbă generală, fie în limbaj specializat, o sarcină didactică prioritară care trebuie inerent să devină eficientă, este utilitatea corectării. Experiența pedagogică reliefează mereu o problemă: studenți, stăpânind suficient limba încât să se facă înțeleși atunci când tratează un subiect sau altul în timpul unui act de comunicare, au deseori o exprimare totuși mai mult sau mai puțin defectuoasă. Așa cum unii specialiști nu cred în eficiența corectării lingvistice, ba dimpotrivă, o consideră dăunătoare, susținem ideea că *feedback*-ul corectiv ar putea fi eficace, atunci când se respectă anumite condiții și are o mare importanță în practicile pedagogice. O întrebare relevantă nu este de fapt dacă este necesar sau nu să corectăm greșelile studenților, îndoiala rezidă în **elementele de corectat** și **maniera** de a face rectificările. De-a lungul experienței pedagogice am constatat că învățarea regulilor gramaticale nu e un scop în sine, dar totuși acestea sunt un mijloc de a dezvolta competențele și nu putem face abstracție de ele. Prin urmare, cele mai grave lacune observăm la apropierea subiectelor gramaticale, dar și cele de sintaxă, care se supun mai dificil remedierii. Ne mai propunem să identificăm metode corective din partea profesorului dar și autocorrigibile din partea celui care studiază limba străină; soluții de uzitare a metodelor de corectare întru facilitarea și ameliorarea reușitei.

◆ **Adrian-Florin BUȘU**

Metafora ca spațiu al productivității semantice și cognitive

La o examinare, oricât de sumară, constatăm că folosim metafora în cotidianul comun fără să ne dăm seama. Metalimbajul care servește la explicarea acestui concept este alcătuit din metafore. Vorbim metaforic pentru că gândim metaforic. Exprimarea denumirii unui lucru prin alte cuvinte, adică problema *echivalenței în diferență* implică aproximarea. Conceptele, în fond, nu sunt altceva decât unități

abstracte de cunoaștere care ne ajută să identificăm cu aproximație zona concretă determinată de ele. Într-o ierarhizare riguroasă, sinonime perfecte nu există, mai întâi pentru că orice concept e construit prin eliminarea unor trăsături nesemnificative, dar capabile să particularizeze, apoi pentru că limbajul nu poate denumi singularități (cu excepția numelor proprii), nu poate individualiza obiectul, propunându-se doar ca schemă mentală, ca mod de organizare a experienței umane.

◆ **Svetlana CATERENCIUC**

Particularități derivaționale ale termenilor tehnici

În terminologia tehnică din limba engleză sunt evidente tendințele de renovare a sistemului afixal, în special, a celui prefixal, ca urmare a trecerii elementelor de compunere culte de origine greco-latină în categoria morfemelor afixale. Procedul derivațional afixoidal prin prefixoide este utilizat pe larg la formarea noilor termeni în metalimbajul tehnic englez alături de afixarea prin prefixe și sufixe tradiționale.

◆ **Nicolae PANEA**

Nicole Belmont, de la poveste la anti-poveste sau folcloristica la început de mileniu

Plecând de la problematica pe care Nicole Belmont o abordează în *Petit-Poucet rêveur* (Paris, Jose Corti, 2017), ne propunem să analizăm raportul dintre poveste și contextual popular contemporan ca o formă continuă de reinventare a genului.

◆ **Anca PĂUNESCU**

Limba română ca limbă străină: provocări, realități, abordare didactică. Studiu de caz – limba română pentru anul pregătitor – între modern și tradițional

Într-o lume dominată de diversitatea culturală și lingvistică, studierea limbii române ca limbă străină pe parcursul anului pregătitor este o provocare la începutul fiecărui an universitar. Cu fiecare generație ne propunem să contrazicem stereotipurile de genul „limba română – limbă inaccesibilă străinilor” sau „limba română – limbă neinteresantă”. Este timpul să depășim aceste percepții limitate și să ne concentrăm asupra modului concret în care toți cei interesați pot fi încurajați să învețe limba română la un nivel suficient pentru nevoile specifice ale fiecăruia. Predarea din perspectiva interculturalității este un răspuns la pluralismul cultural care constituie o sinteză a elementelor definitorii ale unui anumit spațiu pentru a constitui un mediu moderator, pentru a construi o nouă civilizație. Această dimensiune este cultivată în cursul anului pregătitor, pe parcursul căruia studenții percep cel mai bine că toate culturile sunt egale în abordarea lor umanistă, deci nu sunt diferite, ci complementare. De aceea realizăm în cursul orelor un consens între valorile naționale și diferențele culturale ale umanității, formând astfel un orizont cultural național-universal. Scopul educației interculturale este de a cultiva receptivitatea la diferență, de a crește permisivitatea față de alteritate, de a forma o competență interculturală. Abandonarea valorilor culturii de origine, a propriilor instrumente de cunoaștere în explorarea culturii alterității nu este nici posibilă, nici recomandabilă deoarece individul nu poate renunța niciodată la schemele culturale dobândite pe parcursul vieții sale. Limba română pentru studenții care urmează să studieze în România (și mai ales în limba română!), le asigură acestora un viitor posibil în cazul în care stabilirea lor ulterioară în România devine o realitate.