

SYLLABUS

RESEARCH METHODOLOGY IN LANGUAGE EDUCATION

Course code: MEP413
Type of course: compulsory
Language of instruction: English
Name of lecturer: Teodora Iordăchescu, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Lecture	56	4	I	Grade	4

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to research methodology in language education;
- Using concepts specific to the field in order to explain the fundamental linguistic phenomena specific to the field;
- Application of principles, basic rules for understanding the conceptual and operational framework specific to pedagogic research in language education.

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. Fundamentals of pedagogical research and language education research
2. Aspects of language education
3. Concepts in language education research
4. Stages in language education research
5. Identifying the problem statement
6. Elaborating the research design
7. Organisation of research
8. Collection, analysis and interpretation of research data
9. Elaborating conclusions and recommendations
10. Research methods explained
11. Elaboration and defence of the research paper

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

- Developing some understanding of the role of logic and discourse representation as a tool in describing and analysing natural language semantics;
- having been introduced to, and reflected upon, a number of key topics in semantics;
- having developed critical reading skills and ability to initiate own research.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Allison, D. (2002). *Approaching English language research*. Singapore: Singapore University Press.
- Ellis, R., & Barkhuizen, G. (2005). *Analyzing learner language*. Oxford: Oxford University Press.
- Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press.

- Dörnyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Gass, S. M., & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah: NJ: Lawrence Erlbaum.
- Johnson, D. M. (1992). *Approaches to research in second language learning*. New York: Longman.
- McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*. London: Arnold.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah: NJ: Lawrence Erlbaum.
- Mackey, A., & Gass, S. M. (2012). *Research methods in second language acquisition: a practical guide*. Chichester: Wiley Blackwell.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Paltridge, B., & Phakti, A. (Eds.) (2010). *Continuum companion to research methods in Applied Linguistics*. London: Continuum.
- Perry, F. L. (2005). *Research in applied linguistics: Becoming a discerning consumer*. Mahwah, NJ: Lawrence Erlbaum.

TEXT ANALYSIS. ELEMENTS OF PHONETICS, LEXICOLOGY AND SEMANTICS

Course code: MEE411
Type of course: compulsory
Language of instruction: English
Name of lecturer: Gabriel Bărbuleț, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	1	Grade	10

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to the study of English;
- Using concepts specific to the field in order to explain the fundamental linguistic phenomena specific to the field;
- Application of principles, basic rules for understanding a written / oral or to express in writing/ orally in an appropriate manner, respectively, taking into account all elements involved (linguistic, socio-linguistic, pragmatic, semantic, and stylistic).

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. Varieties of English
2. Appropriate models of English
3. Describing language – grammar, spoken and written grammar
4. Problems with grammar rules
5. Describing language – vocabulary
6. Language corpora. Word meaning
7. Describing language - language in use
8. Purpose. Appropriacy. Genre
9. The sounds of the language (1)
10. The sounds of the language (2)
11. Sounds and spelling
12. Paralinguistic features of language
13. Vocal paralinguistic features
14. Physical paralinguistic features

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

- Developing some understanding of the role of logic and discourse representation as a tool in describing and analysing texts;
- having been introduced to, and reflected upon, a number of key topics in Text Analysis
- having developed critical reading skills and ability to initiate own research.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Catford, John C. (2002). *A practical introduction to phonetics*. New York: Oxford University Press.
- Crystal, David. (2008). *A dictionary of linguistics and phonetics* (6th ed.). New York: Wiley Blackwell.
- Davenport, Mike and S. J. Hannahs (1998), *Introducing Phonetics and Phonology*, London: Arnold.
- Gussenhoven, Carlos and Haike Jacobs (1998), *Understanding Phonology*, London: Arnold.
- Ladd, D. Robert (1996), *Intonational Phonology*, Cambridge: Cambridge University Press.
- Roach, Peter (2001), *English Phonetics and Phonology: A Practical Course* (2nd edn), Cambridge: Cambridge University Press.
- Trudgill, Peter (2000), *The Dialects of England* (2nd edn), Oxford: Blackwell.

CULTURAL IDENTITY AND LITERARY DISCOURSE

Course Code: MEE412
 Type of course: Compulsory-elective
 Language of instruction: Romanian
 English tutoring available for Erasmus students
 Name of lecturer: Rodica Gabriela Chira PhD
 Seminar tutor: Rodica Gabriela Chira PhD
 Full time studies

Form of instruction	Number of teachinghours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS creditsallocated
Class	56	4	3	Exam	10

COURSE AIMS:

The main objective of this course is to open towards different possibilities of approaching cultural identity and literary discourse in space and time.

ENTRY REQUIREMENTS: -**COURSE CONTENTS:**

The course and the seminars are centered on two levels.

The first level supposes the study of several literary texts coming from the English literature: the Elizabethan Age (Shakespeare's *A Midsummer Night's Dream*), the Augustan Literature (Swift's *Gulliver's Travels* and *A Tale of a Tub*), the Victorian Literature (Robert Louis Stevenson, *The Strange Case of Dr Jekyll and Mr. Hyde*), short narratives the 20th century.

The second part is dedicated to tales/stories and their impact on the reality of different epochs; they can also be seen as a proof of common traits of humanity. Stories from different parts of the world will be analysed: England, France, America, Canada, Asia, Australia.

TEACHING METHODS:

Instruction is a combination of lectures, seminars, group work and individual work.

LEARNING OUTCOMES:

- creating a unitary and coherent structure of the main moments in the synchronic and diachronic evolution of literature and culture focusing especially on the English space in the first part, then passing on to a global view;
- detailed analysis of a fairy tale through consulting a specialized bibliography respecting the rules of scientific writing and with the recognition of the main characteristics of a certain epoch;
- evaluation, comparison and selection of the texts starting from explicit criteria of value.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination (50% + 50% of the final grade)

RECOMMENDED READING:

- Porter Abbott, H. (2002). *The Cambridge Introduction to Narrative*. Cambridge University Press. Chapter 2: Defining narrative, p. 13-27, <http://community.wvu.edu/~bdb026/306/ch2-defining-narrative.pdf>
- Friedman, Jonathan (1994). *Cultural Identity and Global Process*. Sage. On line partially - Identity and Social Change (isc) http://www.identity-and-social-change.eu/pdf/praesentation_cultura_identity_polen.pdf
- Miall, D. S. (2002). "Literary Discourse". In *Handbook of Discourse Processes*. Art Graesser, Morton Ann Gernsbacher, & Susan R. Goldman, Eds. Mahwah, NJ: Lawrence Erlbaum Associates. p. 321-355. http://www.ualberta.ca/~dmiall/MiallPub/Miall_Literary%20Discourse.pdf
- Declaration of Existence for Constructing Cultural Identities (CCI) Group. Excerpt from a speech given at Flinders University, April 15 1997, on the occasion of Scott Hicks receiving a Doctor of Letters honoris causa, http://ehlt.flinders.edu.au/humanities/exchange/asri/docs/CCI_declare_apr_05.pdf
- Propp, Vladimir (1968). *Morphology of the Folk Tale*. The American Folklore Society and Indiana University. Retrieved from https://archive.org/stream/MorphologyOfTheFolkTale/propp_djvu.txt
- Skulj, Jola (2000). *Comparative Literature and Cultural Identity*, Vol. 2, Issue 4, Article 5, Purdue University Press. Retrieved from <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1088&context=clweb>
- Wells, H.G. (1991, 2008). *A Short History of the World*, Penguin Books, Penguin Classics.

TECHNOLOGY OF INFORMATION AND COMMUNICATION

Course Code: MEP421
Type of course: compulsory
Language of instruction: Romanian
Name of lecturer: Todescu Valentin
Full time studies

Form of instruction	Number of teachinghours per semester	Number of teachinghours per week	Semester	Form of receiving a credit for a course	Number of ECTS creditsallocated
Class	14	2	II	Grade	2

COURSE AIMS:

It guides the student in building the relevant computer knowledge.

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

1. **Introduction** (Philology and applied computer science field. The main uses of information technology. The applications usual editing, making video presentations (PowerPoint), documentation in electronic research resources)
2. **Desktop publishing (I)** (Using Microsoft Office Word (Open Office); Opening and saving files; Setting page margins, spaces, type and height of the characters. Setting keyboard Romanian. Selecting Standard Keyboard / Legacy)
3. **Desktop publishing (II)** (Using Microsoft Office Word (Open Office); Insert text; Using the tool cutting / pasting; Inserting footnotes. Inserting illustrations.)
4. **Making PowerPoint** presentations (Making PowerPoint presentations. POWER POINT application Microsoft Office. Opening and saving files. Addition of images. Insert text and illustration.)
5. Entering the electronic research resources philology.(Entering the electronic research resources philology. Electronic library catalogs. Electronic database of scientific literature. Subscribed databases and open access).
6. Documentation in international electronic catalogs. (Documentation in international electronic catalogs.US Library of Congress catalog. British Library catalog. Biblioteque catalog Nationale de France. UIUC research library catalogs, UCLA: National library catalogs in Hungary and Austria)
7. Using databases of resources to the philology of Romania (Collection National Digital Library National Library; Collection BCU Cluj-Napoca)

TEACHING METHODS:

Lecture, conversation, exemplification,

LEARNING OUTCOMES:

- Learn how to use Microsoft Word and Microsoft Power Point
- Learn how to use documentation in national and international electronic catalogs.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 60%; continuous assessment – 40%.

RECOMMENDED READING: .

- Johnson, Steve, *Microsoft Office Word 2007*, Bucuresti, 2007.
- *Power Point 2000: Curs rapid*, București, 1999.

INTERPRETING LITERARY TEXTS

Course Code: MEE421
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Marinela Lupşa
 Seminar tutor: Marinela Lupşa
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	2	Grade	8

COURSE AIMS:

- Studying, understanding and the appropriate use of the fundamental approaches concerning the concepts, the strategies and techniques

ENTRY REQUIREMENTS:

Introduction to the field of exploring a literary text and to understand and use correctly the concepts, techniques and strategies peculiar to this domain

COURSE CONTENTS:

1. Types of texts
2. The narrative text
3. The descriptive text
4. The explanatory text
5. The argumentative text
6. Texts used in mass media
7. The essay, the pamphlet, the letter, the autobiography

TEACHING METHODS: presentation, exemplification, conversation, interactive communication, debate

LEARNING OUTCOMES:

Theoretical, functional and creative competences concerning the correct and coherent interpretation

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written papers- tests 50 %; applications, projects-50%

RECOMMENDED READING:

- Modern Criticism and Theory (2000). A Reader(2nd edition), david Lodge, Nigel Wood, New York
- Understanding Contemporary Texts(2001). Donald C.Goellnicht (editor), Cambridge, CUP
- Beginning Theory: An Introduction to Literary and Cultural Theory (2001). Peter Barry, Macmillan, London

CULTURAL DIMENSIONS IN TEACHING ENGLISH

Course Code: MEE422
Type of course: compulsory
Language of instruction: English
Name of lecturer: Rodica PIOARIU , PhD
Seminar tutor: Rodica PIOARIU , PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	II	Grade	10

COURSE AIMS:

- Identifying the specific features of the American culture and civilization, describing them on account of the developments in the country s achievements.
- Analysing the major moments in the American history, everyday life, culture, education and government by means of literary works, films and drama.

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. Introductory course C1. General presentation of the course .THE COUNTRY AND THE PEOPLE

2 AMERICAN HISTORICAL PERSPECTIVES

The first American colonies.

Puritan America

3. AMERICAN HISTORICAL PERSPECTIVES

The American War for Independence.

The Civil War. Abraham Lincoln

4. AMERICAN HISTORICAL PERSPECTIVES.

The Great Depression The New Deal. Reflections in literature

6. AMERICAN HISTORICAL PERSPECTIVES.

Native Americans

Immigration in the USA

7.SOCIAL, ECONOMIC AND POLITICAL LIFE

Government and the administration in the USA. American democracy

9.SOCIAL, ECONOMIC AND POLITICAL LIFE

Local government.

The Constitution of the USA

Violence in the modern world

10.CULTURE AND EDUCATION

Education in the USA

Trends and orientations of the American youth in the 60s

11.CULTURE AND EDUCATION

Great actors and VIPs

Great painters and musicians

Female American playwrights

12.THE AMERICAN MODERN DRAMA

E.O'Neill and the resurrection of the ancient Greek Tragedy

13.THE AMERICAN DRAMA

Arthur Miller and the failure of the American myth

14. THE AMERICAN DRAMA

Tennessee Williams and his romantic perspective on life

TEACHING METHODS:

Lecture, conversation, debate, film projections

LEARNING OUTCOMES:

Presenting and analysing cultural phenomena in the context of the target culture

Establishing the major characteristics of the American culture and civilisation, the great themes and trends in American culture

The concrete production of cultural knowledge on the basis of deeper insights within the study of the 20th American artistic productions-literary, dramatic film productions.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper/oral exam – 60%; continuous assessment-essays, presentations – 40%.

RECOMMENDED READING:

- Brown George Tindall, David E. Shi. *America – A Narrative History*, WW Norton & Company: College Books, New York London, 1994
- Bromhead Peter, *Life in Modern Britain*, Longman, 1992
- Deac Livia and Nicolescu Adrian, *British Life and Civilisation*, EDP, Bucuresti, 1984GM
- Lerner, Robert E., Meachen, S., Mcnall Burns, E., *Western Civilizations*, vol. I, II, New York, W. W. Norton & Company Inc., 1993.
- Mazour, A.,G., Peoples, John, M., *World History. Peoples and Nations*, Chicago, 1990.
- Oakland John, *British Civilisation. An Introduction*, Routledge London And New York, 2005
- Stevenson Douglas K, *American Life and Institutions*, Ernst Klett Verlag, Stuttgart, 1990
- *The Cambridge Companion to Modern American Culture*, Christopher Bigsby (Editor)

EUROPEAN LINGUISTIC POLICIES. CEFR LINGUISTIC ASSESSMENT AND CERTIFICATION

Course code: MEP512
Type of course: Compulsory
Language of instruction: Romanian
English tutoring available for Erasmus students
Name of lecturer: Adina Curta, PhD
Seminar tutor: Adina Curta, PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	III	Grade	10

COURSE AIMS:

Knowing, understanding and a correct using of the basic notions of the European Council documents regarding teaching/learning/assessment and status of foreign languages in Europe: CEFRL, ELP and *Guide for the Development of Language Education Policies in Europe*.

ENTRY REQUIREMENTS: METHODOLOGY IN FOREIGN LANGUAGE TEACHING.

COURSE CONTENTS:

1. CEFRL – general presentation, aims, functions.
2. CEFRL – Action based approach.
3. CEFRL – Assessment and European linguistic certification.
4. Skills approach in foreign language teaching.
5. CEFRL –Skills approach frame.
6. Self-assessment through ELP.
7. *Guide for the Development of Language Education Policies in Europe – Linguistic policies in national education systems*
8. *Guide for the Development of Language Education Policies in Europe – Mastery of the English language and plurilinguism*
9. *Guide for the Development of Language Education Policies in Europe – Plurilinguistic and pluricultural repertoire*
10. *Guide for the Development of Language Education Policies in Europe – Linguistic varieties*
11. *Guide for the Development of Language Education Policies in Europe – Identifying needs n languages*
12. *Guide for the Development of Language Education Policies in Europe – Plurilinguism and plurilinguistic education*
13. *Guide for the Development of Language Education Policies in Europe –Formation of language teachers*
14. *Guide for the Development of Language Education Policies in Europe – Linguistic ideologies*

TEACHING METHODS:

Lecture, conversation, reading.

LEARNING OUTCOMES:

- Identification and understanding of specific language used in European documents regarding the study of modern languages.
- Correct use of terms in teachers' school documents.
- Integration of European linguistic policy terms into the Romanian educational context.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Oral exam.

RECOMMENDED READING:

- *Common European Framework of Reference for Languages*, www.coe.int/lang
- *Guide for the Development of Language Education Policies in Europe*, https://www.coe.int/t/dg4/linguistic/Guide_niveau3_EN.asp
- *European Language Portfolio* - <http://www.coe.int/en/web/portfolio>.

THEORY AND PRACTICE OF TRANSLATION

Course Code: MEE511
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Marinela Lupşa
 Seminar tutor: Marinela Lupşa
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	3	Grade	8

COURSE AIMS:

Studying, understanding and the appropriate use of the fundamental approaches concerning the concepts, the strategies and techniques for translating and interpreting any type of text

ENTRY REQUIREMENTS:

Explaining linguistic phenomena which are to be found in texts that have specific characteristics, understanding the concepts of equivalence and equivalent in translation, maintaining the cultural and national identity of the translated texts

COURSE CONTENTS:

1. Introduction; The 'Science' of translation
2. Early translation studies; the call for a new discipline
3. The standard of Evaluation; 'Ostranenie' as the Evaluative standard
4. Translation studies as literary history
5. Language and culture; types of translation; decoding and recoding; untranslability
6. Deconstruction; Foucault and the de-structuring the concept of original
7. Peculiar aspects of literary translation; structures, prose and translation; poetry and translation; dramatic texts and translation

TEACHING METHODS: presentation, exemplification, conversation, interactive communication, debate

LEARNING OUTCOMES:

Theoretical, functional and creative competences concerning the correct and coherent translation

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written papers- tests 50 %; applications, projects-portfolio 50%

RECOMMENDED READING:

- Bassnett, Susan (2000). Translation Studies, London: Methuen.
- Graham, Joseph (1999). Theory and Practice of Translation, Ithaca: Cornell University Press.
- Lefevere, Andre (2001). Translated Literature: Towards an Integrated Theory, Albany: State University of NY.
- Munday, Jeremy (2002). Introducing Translation Theories. Routledge

PLURILINGUAL IMAGINARY AND SCIENCE FICTION

Course Code: MEE512
Type of course: Compulsory-elective
Language of instruction: Romanian
English tutoring available for Erasmus students
Name of lecturer: Rodica Gabriela Chira PhD
Seminar tutor: Rodica Gabriela Chira PhD
Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	3	Exam	8

COURSE AIMS:

The main objective of this course is to open towards different possibilities of approach of pluridisciplinarity through plurilingualism and science-fiction.

ENTRY REQUIREMENTS:

There is no compulsory work placement in the course unit.

COURSE CONTENTS:

Starting from Suzanne Collins' trilogy *The Hunger Games* (2008-2010) with its French and Romanian translation, the course is meant to offer a pluridisciplinary approach from a plurilingual lecturer's point of view. We are in front of a dystopian text taken as speculative science-fiction. It asks from the reader an encyclopaedic knowledge meant to introduce him in the imaginary of different epochs with an impact on the evolution of mentalities. The course also implies the definition of science-fiction with its subgenres as well as its connections with comparative literature, with mythology, with history and geography, with science and philosophy, with utopia and anti-utopia.

TEACHING METHODS:

Instruction is a combination of lectures, seminars, groupwork and individual work.

LEARNING OUTCOMES:

Science-fiction seen as a literary genre offers an adequate description of the contemporary world where the place of the imaginary is so important. The publicity and the market economy lead towards a "colonization of the imaginary", towards its manipulation. Certain science-fiction texts belonging especially to speculative fiction create a bridge between the past and the future. As a type of literature centered on the imaginary, it has the power to increase the inventiveness against this type of aggressiveness. The comparison with important literary texts of different epochs as well as the reduction of distances created between humanistic and scientific cultures lead towards pluridisciplinarity.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination (50% + 50% of the final grade)

RECOMMENDED READING:

- Collins, Suzanne. (2008). *Hunger Games*, (2009) *Catching Fire* (2010) *Mockingjay*. Scholastic Press.
- Cubleşan, Constantin. (1992). *Falsa memorie a domnului Tomas, Poveste de dragoste, Balerina albastră*, in *Suflete mecanice*, Sibiu : Transpres. Casa de Presă și Editura Sibiu, pp. 5-17, 18-22, 23-44.
- Antohi, Sorin. (1991). *Utopica. Studii asupra imaginarului*. București, Editura Științifică.
- Bachelard, Gaston. (1989). *La formation de l'esprit scientifique. Contribution à une psychanalyse de la connaissance objective*. Paris, Librairie Philosophique J. Vrin.
- Gattegno, Jean. (1992). *La science-fiction*. Coll. « Que sais-je ? », Paris : Presses Universitaires de France.
- Hobana (Ion) & Wevebergh (Julien). (1998). *Triumful vizătorilor*. București : Editura Nemira.
- www.see-educoop.net/education_in/pdf/individ_pluril_societ_... Piet Van de Craen, *Individual Plurilingualism and Societal Multilingualism in an Official Bilingual Environment in a Trilingual Country. Belgian Language Education in a Historical and European Perspective*.

CONVERSATIONAL ANALYSIS

Course code: MEE521
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Gabriel Bărbuleț, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	24	2	4	Grade	8

COURSE AIMS:

- Definition, description and explanation of key concepts, theories, methods specific to the study of English;
- Using concepts specific to the field in order to explain the fundamental linguistic phenomena specific to the field;
- Application of principles, basic rules for understanding a written / oral or to express in writing/ orally in an appropriate manner, respectively, taking into account all elements involved (linguistic, socio-linguistic, pragmatic, semantic, and stylistic).

ENTRY REQUIREMENTS:

COURSE CONTENTS:

CONVERSATIONAL ANALYSIS

- Conversational Analysis – possible definitions
- Foundations of CA
- Historical foundations: Garfinkel and Goffman: ethnomethodology and the study of the interaction order
- Early CA

PRAGMATICS & CONVERSATIONAL ANALYSIS

- Performatives – Felicity Conditions
- Conversational Implicature

CONVERSATIONAL MAXIMS AND THE COOPERATIVE PRINCIPLE

- Relevance
- The Politeness Principle
- Deixis

METHODOLOGICAL ISSUES IN CONVERSATIONAL ANALYSIS

- Turn-taking
- Adjacency pairs and sequence organization
- Repair
- Turn design

DISCOURSE ANALYSIS - BASIC PRINCIPLES

- Discourse as language use and social practice
- Who does discourse analysis and why?

DEFINING DISCOURSE

- Discourse Analysis rules and principles of language in use
- Contexts and cultures of language in use
- Power and politics of language in use
- Interaction
- Context
- Socio-cultural knowledge in conversational inference

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

- Developing some understanding of the role of logic and discourse representation as a tool in describing and analysing conversations;
- having been introduced to, and reflected upon, a number of key topics in Conversational Analysis
- having developed critical reading skills and ability to initiate own research.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- Levinson, Stephen C. (2000). *Presumptive meanings: The theory of generalized conversational implicature*. MIT Press.
- Mey, Jacob L. (1993) *Pragmatics: An Introduction*. Oxford: Blackwell (2nd ed. 2001).
- Kepa Korta and John Perry. (2006) *Pragmatics*. The Stanford Encyclopedia of Philosophy.
- Potts, Christopher. (2005) *The Logic of Conventional Implicatures*. Oxford Studies in Theoretical Linguistics. Oxford: Oxford University Press.
- Sperber, Dan and Wilson, Deirdre. (2005) Pragmatics. In F. Jackson and M. Smith (eds.) *Oxford Handbook of Contemporary Philosophy*. OUP, Oxford, 468-501.
- Thomas, Jenny (1995) *Meaning in Interaction: An Introduction to Pragmatics*. Longman.
- Verschueren, Jef. (1999) *Understanding Pragmatics*. London, New York: Arnold Publishers

INTERCULTURAL TRANSFER

Course Code: MEC523
 Type of course: optional
 Language of instruction: English
 Name of lecturer: Rodica Gabriela Chira PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	20	2	4	Exam	6

COURSE AIMS:

- Knowing, understanding and a correctly using fundamental ideas concerning intercultural transfer.
- Integration of the knowledge in a coherent structure in accordance with the contemporary demands.

ENTRY REQUIREMENTS:

There is no compulsory work placement in the course unit.

COURSE CONTENTS:

The course is focusing on the intercultural transfer concerning different cultural areas belonging either to the same country or to different countries. Cultural productions are perceived as a result of communication and “translation” from one culture to the other. The aim is to improve our awareness in understanding and accepting “otherness”, to help us keep an appropriate distance when facing our “selves”. Stress is put on the imperative re-thinking of interrelationship as a necessary path towards changes in mentalities so as to produce a political change or promote European multilingualism. Intercultural transfer also refers to culture of enterprise, scientific culture and technical culture.

TEACHING METHODS:

Interactive learning.

LEARNING OUTCOMES:

- operating with different sources on the past and present forms of intercultural transfer;
- establishing cultural facts on the basis of specific information;
- being able to pertinently use the foreign language in different situations of intercultural transfer.
- adequately exploiting the conceptual, methodological approach specific to humanities in the interdisciplinary investigation of complex cultural facts.
- involving projects and cultural politics at different levels (local, regional, national, European, global).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Adam, Thomas (2011). *Intercultural Transfers and the Making of the Modern World, 1800-2000. Sources and Contexts*. Palgrave Macmillan.
- Gannon, M. J. et al. (1994). *Understanding Global Cultures. Metaphorical Journeys Through 17 Countries*, Sage Publications.
- Lang, Peter (1992). Revised edition: Tarragona: Intercultural Studies Group, http://usuaris.tinet.cat/apym/publications/TTT_2010.pdf.
- Nicolescu, B. (2007). *Transdisciplinaritatea. Manifest*. Iași, Junimea.
- Pym, Anthony (2010). *Translation and text transfer. An essay on the principles of intercultural communication*. First published: Frankfurt am Main, Berlin, Bern, New York, Paris, Vienna:
- Segovia, Raquel (2009), "Transfer phenomena and intercultural movements of texts", *Journal of Intercultural Communication*, ISSN 1404-1634, issue 19, Januari 2009, University of Castellón, Spain, <http://immi.se/intercultural/nr19/segovia.htm>, URL: <http://www.immi.se/intercultural/>.

COMMUNICATION IN ESP

Course Code: MEC524

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Rodica PIOARIU, PhD

Seminar tutor: Rodica PIOARIU, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	20	2	II	Grade	8

COURSE AIMS:

- To consolidate oral and written communication in ESP
- To get accustomed with the peculiarities of the specialised language in different fields of activity: business, law, medical domain, technical scientific field, social security, tourism etc.
- To use the suitable language characteristic of communication in different professional contexts
- To produce oral and written messages at C2 level- translation projects, presentations, etc

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. Introductory course. Definition of terms .Forms of communication.
2. Formal and informal communication
3. Language and communication. English for specific purposes
4. Hindrance in communication
5. The communication process. Types of communication
6. Communication in business.
7. Communication in law.
8. Communication in social security
9. Communication in technical, scientific language.
10. Verbal, non-verbal specialised language, etc.

TEACHING METHODS:

Lecture, conversation, translation work,

LEARNING OUTCOMES:

Presenting and analysing the peculiarities of communication in different fields of activity

Using the suitable language characteristic of communication in different professional contexts

Producing oral and written messages at C2 level- translation projects, presentations, etc

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper/oral exam – 60%; continuous assessment-essays, presentations – 40%.

RECOMMENDED READING:

- Bidu-Vrănceanu, Angela, Relațiile dintre limbajele tehnico-științifice și limbajul literar standard, în “Limbă și literatură”, 1990, vol. III-IV, p. 277-284.
- Ciobanu, Georgeta, Elemente de terminologie, Timișoara, 1998.
- Coteanu, Ion, Terminologia tehnico-științifică. Aspecte, probleme, în LR, XXXIX (1990), nr. 2, p. 95-100.
- *** Introduction à l'étude des langues de spécialité, coord. Paul Miclău, București, 1980.
- Lexic comun, lexic specializat, coord. Angela Bidu-Vrănceanu, București, 2002.
- Miclău, Paul ș. a., Les langues de spécialité, București, 1982.
- Ploae-Hanganu, Mariana, Terminologia și limba comună. (Pentru o bază de date terminologice), în LR, XLI (1992), nr. 9, p. 479-490.
- Slușanschi, Dan, Studiul vocabularelor speciale. Probleme de metodă, în SCL (XXII), 1971, nr. 6, p. 587-593.

WRITING THE DISSERTATION PROJECT

Course code: MEE522
 Type of course: compulsory
 Language of instruction: English
 Name of lecturer: Gabriel Bărbuleț, PhD
 Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	60	6	4	Grade	6

COURSE AIMS:

This practical course takes the student through the stages of a dissertation, explaining how to gain marks at each stage of the making scheme, as well as exploring a worrying feature in many dissertations: plagiarism (Biggam 2007b). The topics to be covered include: submitting the research proposal; writing the introductory chapters to the dissertation; clarifying the research objectives; how to reference and review literature; describing and justifying the research methods; developing a framework for analysing the empirical research; producing a solid conclusion to the work; writing a competent abstract; presenting the work; and the importance of good grammar. Detailed sample answers, together with relevant practical examples, will be used to illustrate good and bad practices.

ENTRY REQUIREMENTS:**COURSE CONTENTS:**

1. Preparing for your dissertation (putting together your research proposal; research focus and overall research aim; research objectives and key words; research methods; setting a timescale; producing a dissertation template; supervisor meetings)
2. The introduction (the general structure of the introduction; background; research focus revisited; overall research aim and individual research objectives; value of your research; suggestions)
3. Writing the background chapters (writing the literature review; reporting on previous research; reporting verbs; critiquing a previous research; adopting a stance towards a previous research; paraphrasing and summary writing)
4. The literature review (focus on your research objectives; referencing; description vs. critical evaluation; structuring your literature review)
5. Research methods (research strategy; quantitative vs. qualitative research; sampling techniques; positivism and phenomenology; justifying your research strategy; the question of reliability and validity; data collection; preparation; framework for data analysis; limitations and potential problems)
6. Writing up your findings (the general approach; the process of description, analysis and synthesis: an example)
7. Writing the methodology chapter (the place of methodology section; a review of methods used by similar studies; how the data were processed; the particular challenges of qualitative research; keeping a research diary)
8. Writing the results chapter (structuring the Results; purposes of the Results section; numbering systems)
9. Concluding your dissertation (what's in a conclusion?; research objectives: summary of findings and conclusions; recommendations; contribution to knowledge; self-reflection)
10. Writing the abstract (what is an abstract? how to write an abstract; abstract template;)
11. Practical issues (presenting your work and preparing for a viva; presenting your work: common mistakes; preparing for a viva; the marking scheme; a word of warning: plagiarism; what counts as plagiarism?)

TEACHING METHODS:

Elicitation, Cooperative learning, Discussion and survey, Team-based learning, Active learning systems, Active listening.

LEARNING OUTCOMES:

Consolidation of selection and usage of bibliographic resources which are necessary for writing a scientific paper

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Combined oral and written examination to verify the quality and correctness of information assimilated. (50%+50%).

RECOMMENDED READING:

- American Psychological Association (2009). *Mastering APA Style*. 6th Revised Edition.
- Biggam, John (2008). *Succeeding with Your Master's Dissertation A step-by-step handbook*. Berckshire. London: OUP.
- Mauch, James E. (2003). *Guide to the Successful Thesis and Dissertation A Handbook for Students and Faculty*, Fifth Edition, Marcel Dekker, Inc., New York. Basel

- Paltridge Brian and Sue Starfield (2007). *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors*, Routledge, Taylor & Francis Group. London and New York.
- Swales, John M. & Christine B. Freak (2009). *Academic Writing for Graduate Students: Essential Tasks and Skills*. Second Edition, Ann Arbor: The University of Michigan Press