

STUDII DE CULTURĂ ȘI LITERATURĂ **CULTURE AND LITERATURE STUDIES**

DEMONUL REALITĂȚII

UN DIALOG IMAGINAR: PETRU CREȚIA – FERNANDO PESSOA

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Abstract: Starting from the semi-imaginary nature of human reality, particularly emergent in the plasma of literature, this small study focuses on some interferences between the semantic quanta that cut across two texts which are relevant to the human entropy of the last century: *Livro do desassossego/ The Book of Disquietude* (Fernando Pessoa) and *Luminile și umbrele sufletului/The lights and shadows of the soul* (Petru Creția). Essentially, the possible dialogue is based on the **methaphysical sadness** and the **noetic consciousness**, i.e. on the most incandescent Pessoa-Creția folds of resonance. At the first level, the sources are analyzed: the dynamic-contradictory body-soul reliance, the cold cruelty of man towards man (not at all cruelty of any hypothetical devil), the aggressive stupidity and the slander. The Augustan sense of human reality - as evidenced by both writers in the **ineffable exemplarity**, which is transdividual and transfinite - is, instead, the source of the **noetic consciousness**, whose purpose is understanding (and not explaining) Wholeness. Fernando Pessoa and Petru Creția, each at one end of a century and of a continent, both test the **consciousness of the irreducible complexity of human reality** from which the socratic **daimon** hasn't disappeared. (for *A Hora do Diabo*, Pessoa chooses a famous Miltonian assertion as an epigraph: **No light, but rather darkness visible**.) Throughout their dialogue, across time, other similar voices make themselves heard: Marcus Aurelius, Octavio Paz, Edgar Morin.

Key words: Human reality, Fernando Pessoa, Petru Creția, metaphysical sadness, cold cruelty, ineffable exemplarity

UN CONCEPT ȘI UN STUDIU DE MARE RELEVANȚĂ **ÎN ACTUALITATE: „REPUBLICA MONDIALĂ A LITERELOR”**

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Abstract: Pascale Casanova's concept - World Republic of Letters - mirrors a different perspective on literature by means of which the dichotomy internal critique (which looks on texts as autonomous types of universe) and external critique (looking for the historical context of literature production with no relation to its aesthetical value) is

overpassed. Our study points out this integrative perspective and its relevance when placed within national and international literature.

Keywords: *internal critique, external critique, World Republic of Letters, integrative literary history, context of literature.*

**CONSIDERAȚII EMINESCIENE
ASUPRA IDENTITĂȚII NAȚIONALE: ISTORIE, PRINCIPII, VALORI**

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Abstract: *This paper is focused on some important considerations on Romanian national identity, conscience, language, traditions and arts, according to the national poet Mihai Eminescu. His constant and very important activity in the major journals of the 19th century is well-known, but there are several fields that must be analyzed constantly because his opinions and his very confident attitude about the national identity can be considered a good definition of our contemporary historical stream of conscience. The weak points and the main important moments in Romanian history were placed in the middle of his articles published especially in „Timpul” journal but not only, in the historical moment when the Unification of all the Romanian Principalities was promoted by those intellectuals who believed in the unity of our values as a European nation.*

Key words: *Mihai Eminescu, „Timpul”, journal, identity, national, history*

IDENTITATE CULTURALĂ PRIN COMUNICARE

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Abstract: *The need to confirm the identity, targeting the linguistic, national and cultural component, has an integral and balancing role in the human being in relation to the environment it belongs to. A man is a social being which through communication creates a space in which he evolves as a person, the individual values contributing to the constitution of general values attributed to the collective to which he belongs. In this process, the need for national identity is emerging, this necessity being identified as a form of awareness of individual existence, through collective existence, the native language becoming a specific instrument of communication and confirmation of national identity. In the context of this finding, I will try to make a few references to the reality of the cultural identity of the Romanian community of Vojvodina, the Republic of Serbia, focusing on the reality of cohabitation in a space where the majority language is*

other than Romanian and where, the preservation of traditions, culture, language, in one word, of national identity, is a postulate of great importance for the Romanians here.

Key words: *communication, cultural identity, creation, literature, Vojvodina.*

CORNEILLE: PARADIGMA GRAȚIEI SUFICIENTE

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Abstract: *Corneille's work is based on a generous and exalting morality, in close connection with the vision promoted in that era by Jesuits. Rational and impulsive, passionate and free, they perpetuate the ideal of an entire age, loving adventurous life, noble passions and honor. But above all, they embody a very nice human type in which all ancient, chivalric and christian virtues are updated. For Corneille, the fact of being classical, both historically and axiologically, proved to be auspicious, his work being subjected with almost manicheist perseverance to restrictive patterns centered on the already obsessive conflict between love and duty, which kept silent the other valences of his dramatic texts. Thus, in the relationship he had with the other great playwright of the century, with Racine, Corneille was often the model that became an anti-model of tragic aesthetics, preferring fatalism and racism pessimism of heroism and cornelian optimism. Corneille's work is characteristic for the first half of the seventeenth century, dominated by the canons imposed by the theoreticians like Malherbe and Chapelain. It is the time when Antiquity is found, but it is trying to avoid servile mimetism of ancient forms and subjects by imposing Aristotelian rules. As author, Racine belongs to the next period, which extends until the 18th century. Her theoretician is Boileau, for which the principle of imitation is not enough. The main originality of Corneille's tragedy, compared to that of Racine (who presents man subjugated by the fatality he carries himself) is the human capacity to build his own destiny. Corneille trusts people, but does not make his characters as superhuman. The sources of this optimistic view of man are found in the various moral currents that circulated in the epoch, among which Neo-Stoicism, Jesuism and Cartesianism had a direct influence on Corneille.*

Key words: *religion, free will, ancient virtues, reason and will, religious consciousness*

TRAGEDIA ȘI COMEDIA, ÎNTRE ARISTOTEL ȘI OSCAR WILDE

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***Abstract:** Seen as two opposite literary forms some millennia back, tragedy and comedy cannot be perceived today as a dichotomy, but as two different sides, facets of the same reality. If for Aristotle, tragedy was characterised by seriousness and dignity, stirring fear and pity in the audience and, finally, catharsis, for the same Greek philosopher, comedy was utterly different (in Aristotle's view, the entire literature was mimesis, i.e. imitation of life). Later on, these two genres became indistinguishably mingled, as literature evolved according to the social evolution of the society. This kind of sophistication also emerged from the idea, expressed, among others, by Oscar Wilde, that literature was not an imitation of life (mimesis), but merely life was an imitation of art. However, a distinction still exists today: while tragic literary elements can address a broad, universal audience, comic elements still depend on various national and cultural approaches. Consequently, this is the main idea which the present paper aims to discuss. While irony and black comedy are linked to a specific cultural context without which the whole effect of the comic is sometimes destroyed or, at least, altered, tragedy is based upon elements universally understandable, such as death or suffering. The comic elements depend more on language. A satire, a parody, a pamphlet contain in themselves a sort of limitation, a kind of familiarity between the reader and a precise context, linguistic, social, political, ideological a. s. o. Luckily enough, in our times, there is a fragile line between comedy and tragedy, much thinner than it could have ever been imagined by a human being in Aristotle's time.*

Keywords: tragedy, comedy, Aristotle, mimesis, literature, modernity

JURNALE DE CALATORIE IN ROMANIA COMUNISTA.
DESTINAȚIA: FINLANDA

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***Abstract:** During Romanian communism, one could witness the publication of several travel journals that facilitated the access of Romanian readers to information on Scandinavian countries, especially Finland. Despite restrictions on freedom of movement, several intellectuals managed to reach remote and often frozen Finnish shores. Two important aspects need to be pointed out at this moment; first, during communism, Romania has published considerably more writings on Finland than between 1990-2017. Second, one must notice that none of the authors has spent enough time on location, to have a first-hand assessment. They relied on information provided to them and their interpretation is, therefore, mechanical. Nonetheless, their works are*

correct, informative and educational. Maybe slightly too encomiastic in describing Finland in the detriment of Romania. However, these authors contributed greatly to bringing the two countries closer, otherwise Finland would have remained forever an unknown.

Keywords: *travel journal, Finland, communism, Romania, Helsinki*

LA ROUMANIE VUE PAR LES DIPLOMES FRANÇAIS DE L'UMF IULIU HAȚIEGANU

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***Abstract:** Iuliu-Hațieganu University of Medicine and Pharmacy from Cluj-Napoca educates foreign students for a medical career. This paper aims to analyze the perception of French native speakers graduates on Romania and on the Romanian society. The balance is designed as a questionnaire with open and closed questions. The themes are addressed gradually, from geographic, linguistic, cultural and socio-cultural perspectives. At the heart of the survey is the student - as a social actor. From a geographic point of view, the retrospective look of the graduate remembers the places that impressed him/her due to the specific landforms, those that were part of a travel itinerary or those full of subjective experiences. The Romanian language is seen as a means of socio-cultural integration. Its knowledge (written and spoken) is necessary both in particular contexts (university, hospital environment, so on), as well as in the general ones (the understanding of the Romanian collective mentality). Habits and traditions are known due to the intercultural dialogue between Romanian/French-Romanian students and French students. Stereotypes about Romanian culture are removed following interaction and practical observation. Romania is a good training environment, both professionally and personally.*

Key words: *perception; Romanian mentality; Romanian language; integration; tradition.*

L'IDENTITE ETHNIQUE DES MINORITÉS DE ROUMANIE DANS LES PROGRAMMES DE LA TELEVISION PUBLIQUE

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Abstract: *In the weekly program, the public television includes programs dedicated precisely to ethnic minorities in Romania, whether general programs in Romanian, which bring to attention the social and individual identity of all national minorities living in Romania (e.g., Conviețuiri , in English, Living Together), as well as programs in the languages of the ethnic minorities (e.g., Akzente, German-language program for the German minority, or Hungarians on one, Hungarian language program addressing the Hungarian minority, or Fără etichetă (No labels), a program for Roma people, etc.). By analyzing these programs, we are interested in identifying the values promoted by the minority identity group in favor of social and cultural integration by contributing to the development of Romanian society, and also in order to maintain and consolidate the identity of their own group by presenting the material and immaterial patrimony, as well as, by presenting the life of the ethnic communities they belong to. These values make up the hard core of each ethnic community and they are agglutinated in specific cultural actions or products valued both within and outside the group's experience and compared to other groups through intercultural communication. "Intercultural communication is, within this context, a possibility to externalize our own values, simultaneously with receiving and accepting (not necessarily borrowing) the values of the other. Intercultural communication is essentially an interpersonal phenomenon which can also be extended to wider communities or groups that are identified on the basis of values common to all their members" (V. Păuș 2010 Comunicare interetnică și interculturală, in English: Interethnic and Intercultural Communication, p. 43). The study will exploit social identity theories (Moscovici, Turner, Tajfel, Mead, Mucchielli, Ricoeur, etc.) and research on interethnic and intercultural communication in Romania (G. Andreescu, L. Salat, V. Păuș, etc.).*

Keywords: *ethnic minorities in Romania, social identity, interethnic and intercultural communication, material and immaterial patrimony, values.*

PERMANENCE ET CHANGEMENT DANS LE DEVENIR IDENTITAIRE

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Abstract: *This article has its starting point in Oliver Sacks's autobiographical volume, On the Move: A Life. A volume of impressive density which includes aspects related to private life, professional becoming, love relationships, interactions with other doctor colleagues, it also contains a series of reflections and questions about the link between permanence and change in the process of identity becoming, very often in connection with the author's professional experience as a doctor.*

There are frequent reflections on time, perception, consciousness and memory, as well as their associations with Sacks's scientific interests in neurology. There are approached, on one hand, aspects related to sensations, perceptions, adaptation and neural plasticity which are valid for most people (although the in-depth study often becomes more exciting for Sacks, the doctor, in exceptional circumstances when something deviates from the normal neurological functioning of the individual); on the

other hand, there are questioned matters about the author's evolution as a doctor, the professional identity metamorphoses, most often illustrated in the context of an impressive scientific collaboration with medical personalities and not only. The way in which these collaborations take place, both at the human level and in the exchange of scientific ideas, the profound relationships that arise from them, the questions that appear in the correspondence or in the work / friendly meetings bring up issues of identity which are always of currency - even though they were approached differently in various historical periods, from the perspective of more or less convergent approaches.

The aspects brought into discussion in the pages of Sacks's autobiography reminded us of the identity philosophical approaches belonging to Plato, J. Locke, Descartes, Heraclitus, Samuel Butler and many others. We found it interesting to repeat some of them based on Oliver Sacks's autobiographical reflections to see how the same subject, the identity becoming, can be approached in a pluridisciplinary vision which combines writing in the 1st person, medical interests in the sphere of neurology / biology / chemistry, neurosciences, philosophy, psychology, etc.

The vision which we have privileges the compatibility between identity and change, both being part of the very essence of living beings. We approach identity, as most of the authors quoted above do, as a relationship of the individual with himself throughout his life or career.

Keywords: identité, changement, mémoire, conscience, plasticité neuronale.

LA CONSTRUCTION IDENTITAIRE DU NARRATEUR HOMODIÉGÉTIQUE CHEZ AL BERTO (1975-1979)

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Abstract: In this paper we intend to analyze the identity crisis of the homodiegetic narrators belonging to three short stories written in French by the Portuguese writer Al Berto: *Salive, hôtel de la gare, Le plus grand calligraphe* and *Le navigateur du soleil incandescent*. When discussing the construction of the narrators' identity in Al Berto's francophone writings from '75 to '79, we will take into account the so called "general framework for reflection T.R.A.C.E" which was developed in 2005 by Alain Coïaniz. He created it in order to explain how people in general and francophone ones in particular consolidate their own identity in multilingual environments.

According to Alain Coïaniz, one's identity is directly influenced by five elements, namely "the territory" (which is determined by the social interactions that take place in a certain environment), "the references" (the cultural fulcrums), "the action" (or the behavior), "the conceptions" (the representations of reality) and "the energy" (the desire/ the need to be part of a group and, at the same time, to differentiate oneself from it).

Some contemporary scholars (for instance Mário Lugarinho) consider that these three short stories, as well as most of Al Berto's fictional work published in the volume

O Medo, are poetry. Nonetheless, taking into account the form and the content of these writings, as well as the relation between the narrator (the “poet”) and the story itself, we rather consider them to be prose written in a poetical language than poetry.

In order to better understand the shift between the two cultures (Portuguese and Belgian) and the linguistic strategies used by the author to construct the identity of these three narrators, it seems important to understand the reasons why the author chose to live in exile in Belgium. Since his diaries start only from 1982, we will have to use biographies, archives from RTP, as well as various studies and testimonials regarding Al Berto’s life and works of art.

Key words: *identity, body, exile, Portuguese writer, French langue*

SUR LES JEUX DE L’ENFANCE EVOQUES DANS « LES CONTES DU CHAT PERCHE » DE MARCEL AYME

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Abstract: *The aim of this article is to mention the name given to some of the games which are played by the two principal characters of the novels written by Marcel Aymé. In the beginning part of our article, we intend to make some considerations on the game as an essential part of the human being. We intend to continue by making observations on the particular constructions of the names given to the games played by Delphine et Marinette, the two sisters which occupy the central place of the novels written by Marcel Aymé. The computerized data base offered by the S.A.M.A. (the Society of the Friends of Marcel Aymé) gave us the opportunity to get knowledge about the latest research concerning this author. The review « Cahier Marcel Aymé », edited in France by S.A.M.A. form another part of the references we used in our demarche. Beginning by some considerations on the game and its educational values, we would continue by mentioning the words and/or expressions designating the game played by Delphine et Marinette and we would conclude by giving some examples of the possible use of the text written by Marcel Aymé in classes of French language.*

Keywords: *Aymé, noun, childhood, game, novel, French*

**CONSTRUCȚIA MEMORIEI CULTURALE
ÎN ROMANUL *PROVIZORAT* DE GABRIELA ADAMEȘTEANU**

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Abstract: Literature is known to have a very important role in cultural dynamics, many of the post-communist novels reflecting the recent past, in the form of its remembrance. As Andreea Mironescu shows, literature is an environment of the memory culture in post-communism, both in East Europe and Romania². According to Paul Cernat, the novel *Provizorat* by Gabriela Adameșteanu comes into prominence both as a "great novel of «relief» and a novel of couples in totalitarianism and their impossible intimacy" (cover IV, Gabriela Adameșteanu, *Provizorat*, second edition, Iași, Polirom, 2011). The duplicitous life of the protagonist, Leticia Arcan, with the feeling of permanently lived fear, is the duplicitous life of any Romanian in the communist era. The adulterous love story of Leticia and Sorin represents both the axis of the novel, and an opportunity to rebuild past epochs, especially Communism during Gheorghe-Gheorghiu Dej and Ceausescu. The novel creates and puts forth fictional representations and "possible worlds" of the past, thus influencing its representations at individual and collective level. The novel offers for the generation born after 1990 an alternative image of communism to the historical information in school textbooks, and for previous generations, the novel becomes a collective memory environment, relying on a participatory acceptance that does not necessarily imply nostalgia for the old regime but identification with (fictional) experiences and forms of everyday life in socialism. Starting from these premises, the present work aims to analyze the way in which Gabriel Adameșteanu's novel mediates access to the past, influences the collective images of communism, putting concurrent histories on the stage.

Key words: cultural memory, communism, collective mentality.

**ZOE DUMITRESCU-BUȘULENGA
ȘI LUMEA REVISTELOR CULTURALE**

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Abstract: Our paper aims at presenting Zoe Dumitrescu-Bușulenga's rich journalistic activity and, in the same time, applying a novel reading grid to her essays published in the most important Romanian cultural journals of the 20th century: „Secolul XX”,

²Andreea Mironescu,

http://www.cesindcultura.acad.ro/images/fisiere/rezultate/postdoc/rapoarte%20finale%20de%20cercetare%20stiintifica%20ale%20cercetatorilor%20postdoctorat/lucrari/Mironescu_Andreea.pdf, accesat la 10 mai 2018, p. 6.

„Scânteia”, „România literară”, „Contemporanul”, „Revista de Istorie și Teorie Literară”, „Luceafărul”, „Tomis”, „Cronica”, „Argeș”, „Ramuri”, „Magazin istoric”, „Steaua”, „Caiete critice”, „Convorbiri literare”, „Viața românească”, „Analele Universității București” etc. Being considered a prominent figure of the last century, truly involved in the Romanian social, cultural and literary climate, Zoe Dumitrescu-Bușulenga was often seen as a literary critic situated between “old” and “new” or caught between two worlds. Therefore, we studied more than 150 articles trying to put in the spotlight her main areas of interest mirrored in the seven directions that we do consider her journalistic activity can be divided. More than simple articles, Zoe Dumitrescu-Bușulenga’s writings bring into attention the imperative need of “human becoming” oriented towards moral values in life.

Key words: Zoe Dumitrescu-Bușulenga, bridge between generations, ideology, moral values, authentic identity, Romanticism, national literature.

IOAN ALEXANDRU – POETICA IMNELOR

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Abstract: In the case of Ioan Alexandru’s poetry, the option for the so-called patriotic poetics – that is a lyrical discourse focused on the home reality or on subject with a national specificity, treated at its highest, as well as taking up the hymn formula, they are all linked to a firm interior structure, genuinely peasant, upon which there is a well-structured intellectual model, forged and refined through the thorough and direct contact with the European poetry and philosophy and especially the German one. It seems that the direction of taking up and accepting **the national** as a spiritual model and creative pattern stems, in his case, from **the universal**.

Key words: hymn formula, national vs. universal, patriotic poetry, byzantine tradition, philosophy.

PLANTE MIRACULOASE ÎN MENTALITATEA SOCIETĂȚII TRADIȚIONALE

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Abstract: The paper aims to highlight the impact of some miraculous plants upon the Romanian traditional mentality. Sometimes, by the simple presence, some plants have the ability to open any padlock (for example, Iarba fiarelor), other times they have the power to cast out evil creatures, in particular the Pixies, the Ghosts (for example, Aiul, Avrămeasa, Iarba lui Tatin, Iarba luminii, Leușteanul, Odoleanul, Pelinul, Sita-Ielelor

etc.). In the ontological universe of the traditional village, people rely on the empirical thinking. Depending on the ethnographic area of the country, we meet some regional names for one and the same plant. The scientific name of the plant is augmented by the popular name. The plants mentioned are ambivalent: beneficial to humans and animals (apotropaic, therapeutic function) and malefic for certain supernatural beings (Pixies, Ghosts). These plants are under the tutelage of the miracle due to the power they are invested with. *Iarba fiarelor* is a plant located at the boundary between real and unreal, instead *Aiul*, *Avrămeasa*, *Iarba lui Tatin*, *Iarba luminii*, *Leușteanul*, *Odoleanul*, *Pelinul*, *Sita-Ielelor* etc. are real plants that protect humans, animals from evil creatures from other worlds (Pixies, Ghosts). These plants must be picked up on certain feasts at certain moments of the day, and the beings seized by sickness can only be cured in days of sacred connotation. The miraculous plants have a taumaturgical role and become a point of contact between certain binaries: real-unreal, sacred-profane.

Keywords: miraculous plants, ritual praxis, profane, sacred, traditional society.

STUDII DE LIMBĂ / LANGUAGE STUDIES

UNIREA, REGĂȚENII³ ȘI ARDELENII. ÎNDRUMĂRI ȘI INCURSIUNI ÎN DIALECTUL ARDELENESC LA ÎNCEPUTUL VEACULUI AL XX-LEA

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Abstract: *The aim of our study is to discuss two papers published before and immediately after the reunification of the Romanian nation, respectively, namely **Cum vorbim și cum ar trebui să vorbim românește? Ardelenisme și alte -isme** ‘How do we speak and how should we speak Romanian? Words belonging to the Transylvanian varieties and to other varieties’ and **Câteva îndrumări în dialectul ardelenesc pentru a vorbi și scrie mai corect românește** ‘A short guidance regarding the Transylvanian dialect with a view to speaking and writing more correctly in Romanian’, in which the authors compile a series of linguistic peculiarities related to phonetics, lexis, semantics or grammar that characterise the Transylvanian varieties of Romanian (graiuri) and that they compare with the standard Romanian language. The motivation for this paper lies in the necessity of making Romanians who live on both sides of the mountains aware of certain forms of words and of the meaning of words and intricate syntactic structures that were quite widespread and that had to be understood or avoided in order to communicate efficiently. Even if some of the acts of language registered are not new, they do help us understand the state of affairs of the Romanian language in the*

³ În paginile DLR XIII, accepțiunea acestui termen este ‘denumire dată, după Primul Război Mondial, locuitorilor vechiului regat român’, p. 275. În coloanele DEXI, se adaugă o informație complementară ‘locuitor al Vechiului Regat’, p. 1653.

Principality of Transylvania of the first quarter of the 20th century. We shall interpret the lists of words from various perspectives, with the purpose of revealing less known linguistic aspects. Therefore, the excursion that we propose shall be mainly diatopic, while, in given situations, we shall also make reference to synchronic acts of language, wishing to underline both the unity of the language and the diversity of the elements it is made of.

Keywords: *Union, Romanian language, Transylvania, diatopy, regionalisms, synchrony, linguistic unity and diversity.*

CONSIDERAȚII DIACRONICE ASUPRA SUBDIALECTULUI MARAMUREȘEAN

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Abstract: *This study presents a diachronic contrast of the features specific to the Maramures subdialect, within a frame of about 90 years. We find that most features are preserved, not only at the phonetic level but also at morphological and lexical ones, which demonstrates the conservative nature of this dialectal area.*

Key words: *diachronic, dialectal, subdialectal, speech, specific feature*

INFLUENȚE CULTURALE ÎN ANTROPONIMIA COMUNEI OCNA ȘUGATAG, JUD. MARAMUREȘ

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Abstract: *This paper aims at illustrating the dynamic of anthroponyms in the author's home commune, Ocna Șugatag, Maramureș county, by comparatively looking at the period of the Hungarian occupation and the Great Union (1907–1927) and the post-communist period (1990–2017). The names were taken from birth registers of all the four villages making up the commune. Ocna Șugatag commune, consisting of the villages Ocna Șugatag (the main village), Breb, Hoteni and Șugatag Village, is renowned for the saltwater lakes formed after the roadways of the salt mines (closed in 1950) caved in. While the salt mines were still running, the settlement of Ocna Șugatag was multi-ethnic as the workers came from everywhere in Romania and Europe for salt exploitation, and this aspect was reflected by the anthroponymy of newborns. Between 1907 and 1927, except for a few cases, names were Magyarised in agreement with the policy of the Hungarian administration. In the 2000s, modern, foreign names appeared*

as a result of the massive migration to Italy, France, Spain and Great Britain, as well as the influence of the mass media. The analysis of the anthroponyms in question highlights a certain anthroponymic pattern for every time period considered and the criteria underlying name choices. The frequency of Romanian first names is different in the two historical periods, whereas calendar names are constant in the anthroponymy of the area under investigation, although only as second first names. At the same time, in 1907–1927 the number of double or triple first names is relatively small, as such names occurred especially in Hungarian and Jewish families, whereas after 1990 double first names were regular regardless of bearers' ethnicity.

Keywords: *anthroponym, first name, Hungarian, Jewish, Romanian, influences.*

**RUMAÑOLA – O NOUĂ VARIETATE LINGVISTICĂ?
DESPRE CREATIVITATEA DIN NECESITATE CA REZULTAT
AL CONTACTULUI DINTRE DOUĂ CODURI LINGVISTICE**

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Abstract: The following pages describe the manner of speaking of a large number of Romanian residents of Spain after the year 2000. This typical hybrid manifestation produced by the contact between Romanian and Spanish was called **rumañola** and was considered, independently: a **variety of the Romanian language** (dialect / "imigralect" or language), an **ethnolect**, a transitive sociolect, an ephemeral product of a linguistic trend, or only a typical **linguistic erosion** (atrophy) of the Romanian immigrants in the first and the second generation in a well-defined socio-cultural context. The laying out of the linguistic and extra-linguistic causes (the typological similarity of the two languages, the limited competences of the locals in their native language and their low interest in its standardized version ...) which led to the emergence of this new **lingua franca** is followed by the presentation of the main lexical and morphosyntactical features of rumañole.

Keywords: *atrosiere lingvistică, bilingualism, idiolect, Languages in Contact, Romanian language, rumañole, sociolect, Spanish language*

DESPRE EPITOMA UNEI LUCRĂRI CANTEMIRIENE

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Universitatea „Alexandru Ioan Cuza” din Iași

Abstract: More common than Vita Constantini Cantemyrii drafted in Latin by Dimitrie Cantemir is its epitome signed by the scholar which was published after the death of the epitomist (1738) in a Latin-Russian bilingual edition as De vita et rebus

gestisConstantiniCantemiriPrincipis Moldavia/ История о жизни и делах Молдавского господаря князя Константина Кантемира. *This variant of the biography of the voivode Constantin Cantemir lacks the strong influence of the Romanian language and the stylistic embellishments of the Romanian literate; furthermore, it was more accessible to the public that knew Latin and closer to what a historiographic work conveyed in the era. In practice, the drafting of the work was perhaps useful due to its considerably little length which made it easier to read. Although Bayer goes to the source for entire passages, the wish to transpose the text into a correct and “intelligible” Latin led to massive interventions at the level of expression. Following, nonetheless, the subjective manner lying at the basis of Cantemir’s text and being given credit for it, the historical value of this processing is likely to be reduced despite the epitomist’s endeavour to provide additional information and complete the chronology.*

Key-words: *DimitrieCantemir, epitome, latin, biography, G. S. Bayer*

DE LA CUVÂNT LA TEXT. POEZIA ȘI VIZIUNEA LUMII

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Abstract: *The signified (the content of idiomatic signs) and, implicitly, the designations it influences, are the “raw material” of textual meaning in general, and thus of poetic textual meaning, as well (since meaning presupposes the pre-existence of signification entities previously created in speech as pre-textual units, already rendered within and through the idiomatic tradition). But what is specific to the poetic way of creating meaning is that poetry interrupts, to a certain extent, the organisation of the world rendered by language or by the “worldview” in Humboldt’s terms, creating instead another order and implicitly another “world”, sometimes even abolishing the meaningful limits of words and reconfiguring paradigmatic opposites (for instance, by desemanticisation or resemanticisation). The poetic act creates its own referent during (and simultaneously to) the process of creation of meaning with poetic finality, by interrupting the primary organisation of the world rendered by language and by an individual and free reconfiguration of the world order, in an independent universe of discourse. World-conceiving is, in fact, as Coșeriu reveals, the essential and intrinsic finality of poetry (the poetic finality).*

Thus, poetry creates its own meaningful entities, which are “universal possibilities of being” (Coșeriu) and which configure a world of meanings that is independent in relation to the world perceptible through sensible experience. The creation of this world of meanings does not relate to the empirical (real) world. Instead, this essential metaphorical process is guided by the poetic principle of the transgression of the “ordinary system of meanings” into a different “ontological horizon”, in Blaga’s terms. A world created by literature only acquires consistence gradually, as its content, the textual meaning, is established.

Thus, the poetic act definitely presupposes the meanings of a language and implicitly the “worldview” rendered by language (as a primary semantic process). The new view of a different world created by poetry is not a reconstruction or multiplication

in relation to the worldview we have through language, but a trans-meaningful creation that provides, due to the uniqueness of its individuality, models of universality. It is the hypostasis of human creativity, a type of creativity that establishes essence freely and absolutely.

Keywords: *worldview, poetic meaning, poetry, universe of discourse, poetic finality.*

PLACEMENT OF ADVERBS IN MEDIAL POSITION IN RELATION TO THEIR DISTINCT CLASSES

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Centrul Universitar Nord din Baia Mare

Abstract: *Even though many languages, such as Romanian, appear to exhibit a rather free word order, or at least not very rigidly confined syntactically due to the fact that meaning is straightforwardly achieved by means of employing specialized inflectional morphemes, the Modern English of today is rather strict, even rigid for that matter in terms of word order as it is an analytic language. This in turn entails that the syntactic relationships and constrains among words are mostly disclosed by means of the position they occupy within the sentence. The paper analyses one of the positions the adverbs may assume in a declarative sentence, namely medial position, and correlates it to the various classes of adverbs to which they are ascribed.*

Key words: *word order, adverb, medial position, movement, linguistics, classes of adverbs*

LE QUANTIFICATEUR INDEFINI ATÁTICA DU ROUMAIN ET SES ÉQUIVALENTS FRANÇAIS

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Abstract: *The Romanian indefinite quantifier atâtica is the diminutive form of the demonstrative adverb atât (so / so much) and it occurs in the informal language. Based on the observation of a large sentence-corpus - consisting mainly of examples provided by various websites - our paper presents the results of the semantic and referential analysis of this adverb as it appears in different contexts. Our final goal is to find the most appropriate French equivalents for atâtica. Used especially with its deictic value (since the word can be accompanied by an ostensive gesture), but not only, atâtica expresses the idea of a very small quantity, both concrete and abstract. The various translation solutions that we propose underline this semantic content, nuanced according to the contextual use of the word.*

Key words: atâtica, atât, *indefinite quantifier*, (*very*) *small quantity*, *French equivalents*.

MARQUEURS DE LA QUANTITÉ ÉLEVÉE

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Abstract: We shall analyze the indeterminate quantity which depends on the semantic character of the terms whose quantity is estimated. What we had in view was to identify the high degree quantity in the way it is formed: as simple words (like adverbs) or groups of words (linguistic constructions). In order to better illustrate these marks we have grounded our analysis on examples borrowed from a corpus of proverbs and idiomatic phrases where some particular constructions make the enunciation expressive.

Key words: *adverb, quantity, marks, to express, verbal process*

STUDII DE PEDAGOGIE ȘI DIDACTICĂ / TEACHING METHODOLOGY STUDIES

ABATERI RECURENTE DE LA NORMĂ ÎN ÎNVĂȚAREA LIMBII ROMÂNE CA LIMBĂ STRĂINĂ (RLS)

Asist. dr. Cristina GOGĂȚĂ, asist. dr. Alina ANDREICA*,
șef de lucrări dr. Aurora BĂGIAG, șef de lucrări dr. Ana COIUG,
asist. dr. Alexandrina TOMOIAGĂ

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Abstract: The present research operates with the structure 'Romanian as foreign language' (Limba română ca limbă străină – RLS). The structure is used in order to designate the Romanian language used by non-native speakers, in the same way as FLE (Français langue étrangère) or EFL (English as a foreign language). The term 'language' has the meaning of historic language, as it is described by Eugen Coseriu: a cultural and historic product recognised both by its speakers and by other speakers as language. However, the historic language differentiates depending on the space (diatopically), on social and cultural criteria (diastratically), and on the register

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(diaphasically). According to the principles of integral linguistics stated by Eugen Coseriu, language can be described as an activity, as a technique, and as a product. In learning a foreign language, as it is the case of RLS, the finality should be to speak in the Romanian manner, that is language as an activity, but that is possible only as a result of the prior practise of language as a technique. Eugen Coseriu identifies three levels of virtual technique: 'the system', 'the norm' and 'the type'. While the system offers a variety of possible choices, the norm restricts them, and the type provides coherence to the various parts of the system, especially with regard to the morphology and to the syntax. Our research is grounded both on theoretical linguistic principles, and on the practical experience with the foreign students enrolled at the University of Medicine and Pharmacy „Iuliu Hațieganu”, from Cluj-Napoca. Audio recordings of the students' speaking activities were taken in the second semester of the academic year 2017-2018. The recordings represent a useful insight on the live mechanism of learning a foreign language, with a variety of deviations from the norm, as well as a generous utilisation of the system. The audio recordings have proven to be useful for a quantitative analysis of the most frequent deviations from the linguistic norm. Our analysis focuses on the morphology and on the syntax of the students' performances, depending on the group level in Romanian, A1 or B1. The most frequent deviations from the norm imply the verb, the adjective, the article and the noun: the conjugation of the verb (the person, the subjunctive mood, the pronoun-verb agreement), the use of definite articles with subjects, with direct objects, or with predicate nouns, the use of the indefinite article depending on the gender of the noun it determines, the agreement in gender, number and case between the noun and the adjective, the proper use of genitive case endings. Besides their authenticity, the voice recordings allowed us to explore the relation between the deviation in Romanian and the norm in English, in order to develop more specific materials for the teaching of RLS. The conclusions of the quantitative analysis showed that most of the deviations involved the verb, the article and the adjective, and that students do not use in oral communications categories they are unsure about, such as nouns in the genitive case.

Key words: deviation, Romanian as foreign language, RLS, linguistic norm, Eugeniu Coseriu, voice recording analysis, quantitative research, morphology

COMPETENȚELE DE LITERAȚIE – O ACHIZIȚIE INCONTURNABILĂ

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Abstract: As an instrument of autonomisation, the functional alphabetisation is not only one of the fundamental rights of the human being, it is the condition of its development and its integration in a society that needs a more and more precise and clear

communication. The inability to read, to understand and use the information comprised in a text is a troubling phenomenon that preoccupies not only the professionals of learning, supposed to correct the related mistakes, but also other institutions responsible of the good functioning and prosperity of the society. To form and develop literacy skills to children and teenagers is to recognize the importance of the relational competences which cannot be considered without a good reading skill, a good writing skill and an interacting skill, thanks to multiple communication instruments. Basic literacy, functional literacy and multiple literacy represent different degrees of mastery of these skills. Educational systems should integrate, one way or another, disciplines meant to form, entertain and develop these skills. By the structuration of these skills of linguistic communication which it proposes – especially reading and written comprehension – the European Framework of Reference for Languages can offer support and inspire the conception of new specifications of the programs of modern languages.

Keywords: *baselineliteracy; functional literacy; multiple literacy; illiteracy*

DEZVOLTAREA COMPETENȚEI DE LECTURĂ – PARTE INTEGRANTĂ A COMPETENȚEI DE COMUNICARE

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Abstract: *Over the years, one of the most effective methods for developing communication skills has been that of reading (and competencies related to it). The reading skills adopt the model proposed by LIFT-2 - The Reference Framework for Secondary Education Literature Teachers. An essential element in the development of reading skills is the written media used. They must match the level of pupils' training, their age, interests and concerns. In addition, the media used must be authentic or veracious to simulate authenticity. Examples of written texts as a support for reading exercises are: ad texts, invitations, catalogs, brochures, letters (of any kind), newspaper or magazine articles, internet extracts, interviews, instructions use, drops, tourist leaflets, etc. In his approach, the teacher has to consider three aspects in choosing the tools used: communicative, discursive and pedagogical. He must know clearly what is the function of the written document used in the communication and what are the essential elements to be noticed when the reading can be considered to have achieved its purpose. An essential feature of reading skills is their connection with communication skills, which complement each other. The success of the reading depends on the abilities of the participants in the communication, the interlocutors. Reading skills - as defined in the PISA 2012 Reference Framework - includes the ability to find, select, interpret and evaluate information in various texts. The definition given to reading competence is the following: "Understanding, using, reflecting and engaging in the reading of written texts, in order to achieve their goals, to develop their knowledge and potential and to participate actively in society. "*

Keywords: *comunication; lecture; reading skill; curricula; creativity*

**DIMENSIUNI ALE REFORMEI ÎNVĂȚĂMÂNTULUI DIN ROMÂNIA
ÎN CONTEXTUL POLITICILOR EDUCAȚIONALE INTERNAȚIONALE**

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***Abstract:** As a base component of educational policy, the European dimension represents a finality which is aimed at overcoming the national specifics of European education systems, respecting diversity, emphasizing pluralism and interculturality. Achieving the European dimension at the level of education and training systems implies the correlation of two elements: emphasizing the cultural identity of each nation and upholding the cultural diversity that generates tolerance, interculturality, and respect for one another. At the level of educational policy, the European dimension implies: accentuating the importance of developing competences required by a democratic society; emphasis on foreign language classes, on studying their literature and social sciences; giving special importance to the use of computers in education; decentralization of decision-making in regards to the curriculum and establishing the finalities, structure and content of education, especially according to the interests and skills of the pupil, all correlated to the social context; providing a school environment compatible with the ideals of a democratic society and favourable to the cultivation of values specific to it.*

After 1990, there have been numerous changes to the Romanian education system that have had as aim the switch from an authoritarian and centralized education system to one adequate for a democratic society and which would be in concordance with European education. Therefore, the priorities of the pre-university education reforms after 1990 have aimed to: reform the curricular system (centring on developing competencies, abilities and skills; make learning pathways flexible and individual by adapting the educational supply to the individual demands; adapting the educational content to the social and economic needs); create/develop a lifelong learning system for adults; re-establish the connections between school – community, school – economic environment; improve the access to education and quality of education for at risk groups; improve the participation in education; correlate the Romanian education system to the European objectives and standards; develop orientation and professional counselling systems; decentralize the education system.

Adapting to the European systems and structures requires the following courses of action: reducing the quantity of information in education programmes and adapting the curriculum to the European standards; converting the system based on reproducing information to a creative one; improving the infrastructure and making electronic communications widely available; creating productive partnerships between education institutions and the economic, administrative and cultural environment; education management oriented towards competitiveness and performance. Concerning the integration with the European education systems, it is necessary to consider their common tendencies and characteristics: extending primary school, both towards a

higher age and a lower one; focusing the evaluations on competencies and abilities attained by the end of an education stage/level; creating broad career paths in higher secondary education and not narrow ones that would be unstable or uncertain on the future labour market; establishing school orientation as part of the education process as well as of the principles and concepts that mark the beginning of the millennium – global education, lifelong learning, inclusive education, equal opportunities, partnership in education.

Keywords: the European dimension of education, education reform, educational policies, education system, curricular reform;

**STUDIU PRIVIND REPREZENTĂRILE METAFORICE
ALE VIITORILOR PROFESORI
DESPRE PROCESUL DE PREDARE ȘI ROLURILE PROFESORULUI**

**Conf. univ. dr. Ioana TODOR
Universitatea „1 Decembrie 1918” din Alba Iulia**

Abstract: According to conceptual metaphor theory, metaphors are much more than stylistic devices, they are view as basic elements of thinking. Common presences in our every-day language, metaphors "we live by" (Lakoff & Johnson, 1980/2008) shape our perception and understanding of the physical and social world, give sense to facts and events, structure personal experience and collective knowledge, guide actions, sometimes even without noticing them. Metaphors are present in didactic discourse and in discourse about education as well, shaping the way educational actors - students, teachers, parents, policy makers - conceptualize the learning and teaching process, teachers' roles, classroom interactions. Metaphors "we teach by" (Badley & Brummelen, 2012) "shape what we do in classrooms" (*idem*) and can be useful tools to investigate teachers' explicit and implicit beliefs and expectations. This paper presents an analysis of pre-service teachers' metaphoric representations about the teaching process, with the aim to investigate the way they conceptualize their roles in the classroom. The study sample includes 114 pre-service teachers, selected on a voluntary participation basis from the students enrolled in the Teacher Training Program at the University of Alba Iulia. The results are discussed in relation to their potential relevance for optimizing training, motivation, job satisfaction and teaching practice of future teachers.

Key words: conceptual metaphors, cognitive metaphor theory, pre-service teachers, teaching, teacher's roles

LECTURERS' AND STUDENTS' EXPECTATIONS AND BELIEFS ABOUT THEIR ROLES IN ENGLISH LANGUAGE PROFICIENCY DEVELOPMENT IN EMI IN A ROMANIAN UNIVERSITY

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***Abstract:** An important component of higher education development programmes and policies, internationalisation has become the driving force in universities which seek to increase their visibility, recruit a growing number of home and international students, strengthen their institutional collaboration with overseas partner universities and improve their prestige. Administrative and managerial effort is channeled towards the implementation of English medium instruction (EMI) both in under- and post-graduate education. The accelerated movement in higher education towards EMI for more student recruitment has also led to research interest in the topic of EMI implementation and outcomes. Drawing from previous work on these topics, the present study investigates EMI in the local context of a Romanian HEI, an engineering university. The research questions pertain to the topics above, and more closely to the motivation of students to enroll in EMI programmes, the impact of EMI on English language learning, as well as the students' and content teacher's roles and perceptions of English language learning in EMI. Using an exploratory preliminary qualitative survey, the study focuses on the perceptions of students on their English language proficiency development while studying engineering in English and on their expectations regarding who and what can contribute to improving language proficiency while acquiring specialized knowledge and competencies in English as the language of teaching.*

***Keywords:** ELT in higher education; English as medium of instruction (EMI); language pedagogy; language curriculum; CLIL.*

ENSEIGNER LE FRANÇAIS SUR OBJECTIFS SPÉCIFIQUES EN MILIEU UNIVERSITAIRE : LE COURS DE RÉDACTION DES DOCUMENTS

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***Abstract:** Teaching French as a foreign language in a technical university lies at the intersection of various fields in the methodology of teaching French language : the field of French for Specific Purposes and the field of French for University Purposes. The characteristics of the two fields combine, but most often their particularities draw them apart on different paths. The aim of this article is to present and analyse the specific*

particularities of academic writing course targeted to 2nd year students of the Faculty of Automation and Computer Science within the Technical University of Cluj-Napoca. The objective of this course is to focus on the linguistic aspect, but also on the acquisition of the writing competences in order to write scientific and technical texts, mainly to acquire the know –how to write scientific or technical papers such as: scientific articles to be published, science posters, abstracts, technical reports or the dissertation paper at the end of the Bachelor studies or Master degree. The necessary steps that need to be followed in order to write such a scientific paper are gradually presented in the educational teaching plan called Fișa Disciplinei [Course's Teaching Plan] that can be found on the University's website in Romanian. These steps are taught logically throughout this course and they are of an utmost importance in the students' training. Writing a scientific paper implies choosing the theme and the subject at first, and then comes the documenting stage, the drafting of the paper plan and, finally, the actual writing of the scientific paper. The knowledge this course aims to provide is in addition to the basic knowledge students already learn, specific to their field of study. Therefore, this course's focus is on the development of the writing skills that are required by the technical university, the knowledge and mastering the data research methods but it is also an immersion into the academic world of engineers.

Key words: *French for Specific Purposes, academic writing, technical and scientific documentation*

L'ACQUISITION DE LA PROPOSITION CIRCONSTANCIELLE DE TEMPS PAR DES ACTIVITÉS COMPARATIVES BILINGUES, FRANCO-ROUMAINES

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***Abstract:** We present in this article a method of Time Clause teaching through bilingual French-Romanian comparative analysis. Since the entire acquisition process is a complex and vast one and can not be fully comprised between the pages of a single article, we insisted on the phase of fixing the theoretical knowledge by observing and syntactically analyzing bilingual phrases and emphasizing in particular the identities and similarities between the two languages. This bilingual method is accessible to a wide range of students, to those who start learning French from a beginner level, but also to those with medium, advanced levels. It is addressed to groups of Romanian students who have already assimilated the basic knowledge of the Romanian language syntax envisaged as a course of study by the Romanian curricula and who will be able to use this basis as a benchmark in the acquisition of the foreign language.*

Key words: *methodology of bilingual teaching, French-Romanian pattern, comparative analysis, syntax and translation, Time clause.*