Universitatea *Transilvania* din Braşov

HABILITATION THESIS

LANGUAGE IN INTER(ACTION)

Domain: Philology

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CONTENT

I. Rezumat

Teza de abilitare intitulată *Language in (Inter)Action* este structurată în trei părţi, care prezintă cariera mea profesională, interesele şi realizările mele în domeniul didactic şi de cercetare şi principalele obiective pe care mi le-am propus pentru dezvoltarea mea viitoare din punct de vedere profesional şi ştiinţific.

Carierea mea didactică, ştiinţifică şi profesională a urmat trei direcţii şi anume, feminism, engleza pentru scopuri speciale şi limbaj instituţional, prezentate în Secţiunea 2.

Un domeniu major de interes în activitatea mea profesională şi de cercetare, care a început cu programul de doctorat de la Universitatea „AL.I.Cuza" Iaşi este feminismul; teza se intitulează *Atitudini feministe în proza engleză din secolul al XVIII-lea* şi a fost redactată sub coordonarea prof. dr. Grigore Vereş şi prof. dr. Ştefan Avădanei. Lucrarea interpretează situaţia femeii aşa cum este prezentată în romanele, manualele de comportament, eseurile şi scrisorile din secolul al XVIII-lea, analiza fiind făcută în principal din perspectiva studiilor culturale.

Mi-am publicat teza şi am scris lucrări despre situaţia femeii din punct de vedere social, financiar, educaţional şi familial, pe care le-am prezentat la diferite conferinţe naţionale şi internaţionale. Ulterior am analizat modul în care femeile sunt reprezentate în tabloide şi felul în care vorbesc în instituţii.

În ceea ce priveşte engleza pentru scopuri speciale, interesul meu pentru acest domeniu a început la debutul carierei mele academice, odată cu *Proiectul de predare a englezei în scopuri speciale în România* (Project of English for Specific Purposes in Romania) şi a continuat şi după susţinerea tezei mele de doctorat. Proiectul a fost derulat de Ministerul Educaţiei şi Consiliul Britanic Bucureşti şi a avut un efect puternic asupra dezvoltării mele profesionale din punct de vedere al metodologiei de cercetare şi predare, în special predarea vocabularului. Ca urmare a participării în acest proiect, am obţinut diploma de master în educaţie de la Universitatea din Manchester, am fost co-autor şi co-editor la studiul de evaluare a proiectului şi am scris mai multe manuale de engleză în scopuri speciale în domeniul tehnic, economic şi juridic, precum şi lucrări despre metodologia proiectelor.

Interesul pentru analiza discursului a început cu proiectul finanţat de CNCSIS, intitulat *Limbaj instituţional şi comunicare interculturală în firme mixte din România* la care am participat în

calitate de membru. Scopul proiectului a fost să identifice practicile culturale şi de comunicare în companiile multinaţionale înfiinţate în România, un fenomen recent în ţara noastră. Ca urmare a acestui proiect am co-editat o carte şi am scris mai multe lucrări pe care le-am prezentat la conferinţe şi care au fost publicate în edituri naţionale şi internaţionale: John Benjamins, Editura Universităţii Transilvania din Braşov, Editura Star Cluj Napoca, St. Kliment Okhridski – Universitatea din Sofia, Cambridge Scholars.

Temele pe care le-am abordat pentru a identifica ce caracteristici prezintă acest tip nou de limbaj şi cultură instituţională în firmele unde engleza se foloseşte ca lingua franca sunt: tipuri de întrebări, evaluare, umor, argumentare, politeţe şi putere. Am folosit de asemenea şi datele oferite de alt proiect care s-a derulat în Universitatea Transilvania, proiect care a studiat comunicarea instituţională în firme româneşti şi am făcut comparaţii între firmele româneşti şi cele mixte, cu scopul de a identifica asemănări şi diferenţe din perspectiva culturii instituţionale şi relaţiilor de putere. Proiectul *Limbaj instituţional şi comunicare interculturală în firme mixtedin România* i-a implicat şi pe studenţii masteranzi ai Facultăţii de Litere de la Universitatea Transilvania din Braşov, în special pe perioada de transcriere a înregistrărilor şi a oferit o bază de date pentru analize şi studii ulterioare altor cercetători, companii şi profesori de limba română şi engleză.

În continuare teza prezintă aspecte academice şi didactice din cariera mea, cursurile pe care le predau, proiectele în care am fost implicată în calitate de coordonator, formator sau cercetător, conferinţele la care am participat sau pe care le-am organizat şi activitatea mea de referent.

A doua parte a tezei, intitulată *Planuri pentru dezvoltarea carierei profesionale, ştiinţifice şi didactice*, descrie planurile pe care mi le-am făcut pe baza experienţei didactice, rezultatelor şi feedback-ului studenţilor, precum şi pe baza intereselor mele de cercetare. Această secţiune are trei părţi: planuri de îmbunătăţire a programului de Studii americane pe care îl coordonez, modificările pe care doresc să le introduc în ceea ce priveşte conţinutul şi metodologia cursurilor pe care le predau şi, pornind de la ultimele mele lucrări de cercetare, planurile mele de cercetare pe viitor.

Partea a treia prezintă principalele surse bibliografice folosite în activitatea mea didactică şi de cercetare.

Teza cuprinde un portofoliu cu 10 dintre lucrările pe care le-am elaborat, considerate ca fiind reprezentative pentru activitatea mea ştiinţifică.

Am publicat 2 cărţi ca autor unic, 3 cărţi în calitate de coautor şi 2 cărţi în calitate de co-editor la edituri româneşti acreditate, 2 capitole în volume publicate la edituri internaţionale şi 9 capitole de cărţi în volume publicate la edituri naţionale, 18 lucrări în volumele conferinţelor naţionale şi internaţionale, dintre care 4 sunt indexate în baze de date ISI şi 20 sunt indexate în baze de date internaţionale. Am fost co-organizator la 10 conferinţe la Facultatea de Litere a Universităţii Transilvania din Braşov, am participat la 20 de concursuri de ocupare de post, sunt referent la jurnalul *Synergy* (Jurnalul Departamentului de Limbi moderne şi comunicare pentru afaceri, Academia de Şiinţe Economice Bucureşti Bucureşti), la 4 ediţii ale *Buletinului Ştiinţific al Universităţii Transilvania din Braşov* şi la 6 volume ale *Conferinţei de studii britanice şi americane*.

Pe parcursul activităţii mele didactice am predat cursuri practice de engleză studenţilor de la facultăţile tehnice şi economice din Universitatea Transilvania din Braşov şi, la Facultatea de Litere, cursuri şi seminarii de sintaxă, vocabular, testare, studii culturale, discurs mediatic, metode de cercetare; am publicat manuale pentru cele mai multe dintre ele.

Am fost membru RSEAS (Societatea română pentru studii americane şi englezeşti) şi IADA (Asociaţia internaţională pentru analiza discursului).

II. Scientific and professional achievements and the evolution and development plans for career development

II.1. Professional career until obtaining the Ph.D. degree at „Al.I.Cuza" University Iaşi

I would like to start by presenting briefly my professional career until I obtained the Ph.D. degree, emphasising the professional stages and my teaching and research activities.

In June 1980 I graduated from the English Persian programme of the Faculty of Foreign Languages and Literatures, University of Bucharest, where I was a student from 1976 till 1980.

After graduating I worked for 10 years (1980-1990) as a technical translator and interpreter in the Tractor Manufacturing Company Braşov; I was responsible with translating technical documentation, interpreting, and teaching English classes to the engineers working in the company. During this time I also taught English as a part time teacher in a lower secondary school and at the People's University of Braşov.

In 1991 I became a teaching assistant at Transilvania University of Braşov; at the beginning, I taught philology students as well as students of engineering, business and forestry. Gradually, as the Faculty of Letter was developing and more programmes were established, I taught more classes and more subjects at the Faculty of Letters in order to meet the demands of the department.

My academic career has followed three directions; the first major direction is feminism which started with my Ph.D. thesis, entitled *Feminist Attitudes in 18th Century English Fiction.* The second one has been teaching English for Specific Purposes (ESP), a direction which began before my Ph.D. programme and continued after obtaining the Ph.D. title; this area developed as a result of teaching ESP classes at Transilvania University and being a member of the *Project of English for Specific Purposes in Romania* (PROSPER) initiated by the Ministry of Education and the British Council Romania. My involvement in the project entitled *Institutional Talk and Intercultural Communication in Multinational Companies in Romania* has opened the third area of interest, discourse analysis. In my later papers I have combined feminism and discourse analysis, as illustrated by the subjects I have taught and the papers I have published.

II.2. Ph.D. dissertation

The title of the Ph.D. dissertation is *Feminist Attitudes in Eighteenth Century English Fiction*. Feminism has been a concept widely studied and discussed over the last six decades, being approached by a variety of disciplines, such as literature, linguistics, history, sociology, psychology, economics and medicine.

The starting point of my Ph. D. dissertation was to identify and analyse feminist attitudes as expressed in the works written in the 18th century, this period being generally considered as the one during which women's essential problems are approached and presented.

The thesis defines the beginning of feminism as the moment when women become aware of their difficult and unequal position and, therefore, question the justice of the social, moral, legal and financial order of the system in which they live. The thesis considers feminism as a coherent system of critical attitudes in terms of women's identity and roles as expressed by the authors studied.

II.2.1. Feminist theories

Feminism has been described as the movement started by and focusing on women (Lerner 1993, Jardine 1985); other authors define feminism as the attempt of triggering a radical change, of creating a world in which the standards of human values are defined by both genders (Cameron 1992), or as a political movement which appears when women distinguish themselves and their needs from those of their male kind and consider this distinction in terms of family, community and class (Alexander 1994).

The feminist movement has had a long history; initially, women did not claim rights but indirectly criticised their situation, which they presented as particularly difficult; next man's and woman's roles were critically evaluated and, consequently, requests for equal rights were made. Nowadays, feminism is considered as having covered four stages: the early period, which is characterised by claims for justice and equality for both genders and by the focus on the division between the private and the public life that women experienced. The second stage tries to obtain legal, political and educational rights for women, such as the right to higher education, vote, divorce; the third feminist wave appeared after World War II and resumes women's demands for

equal participation in the society, education, labour market, and politics. During (2005) describes several directions that characterise this period: the attack against conventional femininity images and patriarchal ideology, the development of Marxist feminism (focusing mainly on the workplace distinction between genders), the psychoanalytic approach (women being conceived as the "other" to masculinity), post-structuralism (represented mainly by the French feminist school which upheld feminism as a way of resisting patriarchy), and, finally, the shift to gender studies. The third wave is also the time when feminism becomes a fragmented movement because of two main reasons – the outstanding success achieved by woman's movement in the areas presented above and the many major differences between women as they no longer perceive themselves as a huge undifferentiated group, but as groups significantly differing in terms of geographical regions, cultural traditions, interests and experience. The end of the 20th century is characterised by a decline in the feminist movement, with far fewer women interested in it.

Feminist literary criticism, considered more as a set of critical strategies than a coherent school, has had as its major aim to disclose the stereotypical way in which women are presented (Kolodny 1991). Showalter (1993) suggests a classification of woman's writing in three stages: the first, when women writers imitate predominant authorial male styles and stands, the second, during which the authors protest against male standards and values and claim values of their own, and the third when the opposition male-female is no longer relevant, the female authors undergoing a process of self-analysis and self-discovery.

II.2.2.Definition of feminism

My Ph.D. thesis approaches women's writing in the 18th century as the first significant stage when major feminine claims are made; at the beginning of the century, the female authors rarely adopt a critical attitude while later they begin to describe woman's difficult situation and question the social, moral, legal and financial order. The end of the century brings more significant changes – Mary Wollstonecraft being one of the authors overtly criticising woman's current situation (Rogers 1982, Brown 1987).

By studying literary and educational works as well as essays and letters written in this period, the thesis analyses the relation between woman and society, family, education and employment,and presents the conflicts described in these works, conflicts which are interpreted as criticism of the

current situation. The writers do not make overt claims and the novels are characterised mainly by recurrent themes related to women's unjust situation; these works increase women's influence in terms of sentiments and morals, and thus, make woman an important character of the 18th century society. It is the time when covert claims are made for women in terms of their rights, as the 18th century is the first period when woman's situation begins to be questioned.

II.2.3. Works and topics studied

The thesis analyses from a feminist perspective the novels of famous 18th century writers - Samuel Richardson, Daniel Defoe, Frances Burney, Maria Edgeworth, as well as less known authors - Eliza Haywood, Charlotte Lennox, Frances Brook, Elizabeth Inchbald; it also approaches other types of works such as conduct manuals written for women (John Gregory, Dr. Fordyce), women's journals and letters (Mary Wortley Montague) and examines works published at the beginning of the 19th century as some of the women novelists analysed in the thesis continued their activity then.

The first area under study is woman and society; women are defined not as beings on their own, but by their relationships with those around them, therefore as daughters, sisters, wives or mothers. However, women find ways to obtain power by resorting to conformity (Frances Burney), sentiment (Samuel Richardson), imagination (Charlotte Lennox) or self-knowledge (Eliza Haywood and Jane Austen). The novels are interpreted as presenting the tension between woman's inner and outer self. Many heroines have to adopt a false identity and fight for the recognition of their true social and financial status; social life constantly puts these heroines at risk and they have little or no support in their struggle (Meyer Spacks 1990). Women's only option is to do nothing, think nothing and tell nothing, as everything else would be held against them. The heroines' main concern is to protect their reputation and consequently, they must constantly adopt a defensive attitude. Women are often presented as social victims as many images in the novels indicate - there are recurrent images of punishment (Elizabeth Inchbald and Frances Burney), oppression (Ann Radcliffe and Eliza Haywood), madness (Charlotte Lennox and Mary Wollstonecraft) (Clery 1995).

The relationship woman-education is characterised by two positions – the official one, which accepts the current situation, only making timid suggestions for its improvement; authors such as Hester Chapone, Hannah More and Maria Edgeworth claim that woman's education would make

women better wives and mothers, an attitude which indicates a more subordinate role for women as education would benefit mainly those around them. The opposite attitude is the protesting one, which fights contemporary prejudices and presents women's utterly unjust situation (Mary Astell, Lady Mary Wortley Montague and Mary Wollstonecraft). Women are in a double bind – if uneducated, they are considered stupid, if educated, they are considered arrogant and thus, socially rejected.

The relationship woman-family is presented from a variety of perspectives – women as daughters, sisters, mothers and wives. A very frequent image is that of the woman as the angel of the house, giving up any personal wishes or aspirations that run counter the family's interests. However, there are also completely different attitudes towards women's responsibilities – Mary Astell for example, considers that a woman's first duty is to herself and only after that to her family. The contradiction identified is that although they observe the rules imposed by their family and live a virtuous and selfless life, the heroines are deeply unhappy daughters, wives and mothers. The late 18th century is the period when female qualities change – women's physical purity is considered less important in comparison with moral purity as illustrated in Samuel Richardson's *Clarissa, or the History of a Young Lady*. It is now possible for seduced and abandoned women to find their happiness, women being no longer the only ones to blame for being seduced; some novelists present heroines that take revenge on their seducers (Eliza Haywood).

The chapter also emphasises the contradiction between what young girls are taught to expect before marriage and how little prepared they are for the actual reality they have to face. Woman's family situation is critically presented from a variety of perspectives – the reasons why young girls marry (Sarah Fielding, Frances Burney, Jane Austen), the pressure that their family exerts on them before they marry (Frances Sheridan), their husbands' cruel behaviour (Jane Barker, Frances Brooke). However, in this period, family roles begin to be redefined and the heroines are offered other options besides marriage. Widows are presented as free women, who can, and want to enjoy life while marriage is often associated with the image of closed spaces reminding of prisons.

The next chapter analyses women's situation in terms of their financial situation; as in the other areas previously analysed, women are in a double bind – they have no money if they do not work, and therefore they cannot survive, they are rejected if they find employment outside their home. Working women are often presented as having no morals and virtue, the only employment

acceptable for women being marriage (Copeland 1995). However, at the end of the 18th century, feminine virtues begin to be closer related to work as running the household and putting the family's money to good use are increasingly discussed. Priscilla Wakefield's *Reflections on the Present Condition of the Female sex with Suggestions for Its improvement* is very similar to a job description in terms of women's household duties (Hill 1994).

Working women, such as Defoe's Moll Flanders or Roxana are presented as active women, who achieve a higher social status and a safe financial position, but who lose their humanity and moral values during this struggle. The qualities which allow them to succeed and survive are precisely those that society rejects for women: inventivity, courage, cunningness, practical sense. Many heroines have to choose between poverty or financial safety, the latter being often connected with moral degradation (Probyn 1987).

All the claims that were made during the 18th century are resumed in the 19th and 20th centuries, the authors studied in the thesis being among the first ones to raise these issues.

II.2.4. Works based on the Ph.D. thesis

I published my Ph.D. thesis in 2001 – the title of the book is *Feminist Attitudes of the English Fiction from 1690 to1820.* 2001. Braşov: Editura Universităţii Transilvania Braşov. 157 pp. ISBN 973-8124-39-5. The aim was to make my research public as early feminism was a rather recent research topic in Romania. It was cited once (Mandal, Anthony and Brian, Southam. 2007. *The Reception of Jane Austen in Europe*. London New York: Continuum Publishing House http://scholar.google.com/scholar?cites=17841574497026023410&as_sdt=2005&sciodt=0,5&hl=ro&num=20 and it is available in WorldCat http://www.worldcat.org/title/feminist-attitudes-of-the-english-fiction-from-1690-1820/oclc/ 895046751&referer=brief_results

I also wrote a series of studies based on the works that I analysed in my Ph.D. dissertation on topics such as women's identity, women's claims to power, women's demands for education, women's subversion of widely accepted social values. These studies were presented at national and international conferences and some were published in the *Scientific Bulletin of Transilvania University of Braşov.*

Below I have selected the ones which I consider more representative:

1. Chefneux, Gabriela. 2007. "Claims to Female Power in Late 18th Century English Novels". In *Pro-Active Partnership in Creativity for the Next Generation Proceedings on the 31st Annual Congress of the American Romanian Academy of Arts and Sciences*. Doval, Elena and Helerea, Elena (eds.), 879-881. Montréal: Presses Internationales Polytechnique. ISBN 978-2-553-01412-3.

The paper analyses the way in which the heroines of the most acclaimed English novels published at the end of the 18th century subvert traditionally accepted male values and claim power; these heroines resort to conformity (*Evelina –or A Young Lady's Entrance into the World* by Fanny Burney), subversion (*Memoirs of Miss Sidney Bidulph* by Frances Sheridan), feeling (*Pamela; or, Virtue Rewarded* and *Clarissa; or The History of a Young Lady* by Samuel Richardson), imagination (*The Female Quixote or The Adventures of Arabella* by Charlotte Lennox), and reason (*A Simple Story* by Elizabeth Inchbald, *Maria or the Wrongs of Woman* by Mary Wollstonecraft, *The Mysteries of Udolpho* by Ann Radcliffe, and *Pride and Prejudice* and *Sense and Sensibility* by Jane Austen).

2. Chefneux, Gabriela. 1999. "Feminine Identity in Fanny Burney's Novels". In *KRONSTADTER Beitrage zur Germanistischen Forshung*. Puchianu, Carmen, Elisabeth (ed.), 181 -199. Braşov: Aldus. ISBN 973-9314-45-7.

This paper studies four of Fanny Burney's best known novels, namely *Evelina, or the History of a Young Lady's Entrance into the World*, *Cecilia, or Memoirs of an Heiress*, *Camilla, or a Picture of Youth*, and *The Wanderer, or Female Difficulties*. The focus of the analysis is female identity, as presented in these four novels, considered from the perspective of the impositions that society places on women. The heroines feel that they have to permanently conceal themselves as they are in permanent danger, their actions being permanently misinterpreted and questioned; the moral qualities that society requires of these young women are presented as only producing tensions between their private and social self. The heroines are defined by negative qualities – artless, blameless, activeless - and undergo social tests which are difficult and painful (Doody 1991).

Their name is a sign of their social status and in order to survive socially, most of Burney's heroines live under false names or use several names throughout the novels, which is a symbol that they lack external personality. Their main principle in social conduct is their fear of doing wrong and their genuine moral qualities are frequently turned against them (Doody 1991).

Fanny Burney is presented as an author who does not openly question social values but whose heroines' fate does.

3. Chefneux, Gabriela. 2006. "Subverting Traditionally Accepted Feminine Values – Elizabeth Inchbald's *A Simple Story* and Frances Sheridan's *The Memoirs of Miss Sidney Bidulph*". In *Bulletin of the Transilvania University of Braşov*13 (48), New Series, Series B5:549-552. ISSN 1223-964X.

This paper analyses the way in which Elizabeth Inchbald and Frances Sheridan present heroines whose observance of highly acclaimed social values such as delicacy, submission, moral integrity, or reason actually brings them only misery and unhappiness. Inchbald's heroine, Miss Milner, a female character who yields to feelings and passion, is a better human being than the male paragon of the novel, Dorriforth/Lord Elmwood.

Inchbald's novel is interpreted as Dorriforth's surrender to the love of his wife and that of his daughter, feminine passion and tenderness being presented as higher qualities than male reason. Sheridan's heroine, Sidney Bidulph, is an exemplary daughter, wife and mother, who observes all the social, moral and religious rules and yet, lives an unhappy life, constantly sacrificing herself for the others. She feels that her entire life is a test of endurance and moral integrity, which, although brilliantly passed, brings her no peace of mind or happiness (Spencer 1988). Thus, both novels are interpreted as indirectly criticising the social and moral values required of women by the 18th century English society.

4. Chefneux, Gabriela. 2005. "Issues on Women's Education as Reflected in 18th Century English Prose". In *Bulletin of Transilvania University* 12(47), Series B5, Philology and Cultural Studies: 597-606. ISSN 1223 - 964X.

The article presents the two main positions widely adopted at the end of the 18th century in relation to woman's education. The conservative attitude accepts woman's position as it is, claiming education for women so that they become good wives and acquire social accomplishments. This position is reflected in the works of many educationalists, Hannah More being one of the best known, in conduct books (Gregory and Fordyce), and magazines for women (such as *The Female Spectator*, *Lady's Museum*, *The Lady's Magazine*). The Bluestocking movement is also interpreted as belonging to the more conservative attitude: the representatives of this trend aim to prove that men and women can be intellectual equals and

protest against the idea that women should not be educated; some famous representatives are Elizabeth Carter, Hester Chapone, Elizabeth Montague, Hester Mulso, Catherine Talbot, Hannah More.

The paper also makes reference to the books published by writers such as Mary Astell's *A Serious Proposal to the Ladies for the Advancement of their True and Greater Interest*, Sophia's *Woman Not Inferior to Man: or, A Short and Modest Vindication of the Natural Right of the Fair Sex to a Perfect Equality of Power, Dignity and Esteem with Men*, which discuss ways of improving woman's intellectual condition as well as education for employment.

The second attitude is more revolutionary; in *A Vindication of the Rights of Woman* Mary Wollstonecraft proves that women are treated in a degrading manner, as they are considered human beings with no reason or understanding.

Nevertheless, both the traditional and the innovative trends make similar claims – a type of instrumental education would only make women better daughters, wives and mothers.

5. Chefneux, Gabriela. 2006. "*Forme de putere feminină în literatura engleză de la sfârşitul secolului al XVIII-lea*"[Forms of Female Power in Late 18th Century English Literature]. In *In Honorem Prof. Dr. Ştefan Avădanei*. Cuţitaru, Liviu, Codrin, Blănuţă, Iulia and Irimia, Florin (eds.), 93-98. Iaşi: Universitas XXI. ISBN (13) 978-973-7889-38-6.

The volume devoted to professor Ştefan Avădanei represents a collection of articles written by the professor's Ph.D. students whose theses he has supervised. I contributed with an article based on my Ph.D. thesis in which I analyse four different forms of female power presented by English novelists writing in that period - namely power achieved by means of conformity, sentiment, imagination and self-knowledge.

The relationship power and conformity is analysed in Burney's novel *Evelina, or A Young Lady's Entrance into the World*, which is very similar to a conduct book written for young debutantes. Each episode of Evelina' social progress represents a test of the young heroine's integrity, which makes her understand social conventions and know herself better (Doody, 1991). The heroine manages to internalize the very strict social rules, which she uses to her own advantage and thus succeeds in obtaining a secure social and financial position.

The relationship between power and sentiment is analysed in Richardson's novel *Clarissa, or the History of a Young Lady*, which is interpreted as the heroine's struggle of freeing herself from social conventions and prejudices and becoming a symbol of permanent moral and religious values (Keymer 1992).

The relationship between power and imagination is discussed starting from Lennox's novel *The Female Quixote: or the Adventures of Arabella*, considered by many critics as the forerunner of Austen's *Northanger Abbey*. Arabella organises and interprets the world according to the moral values that she has adopted from books and thus manages to live an eventful and colourful life unlike the other women characters in the novel (Doody 1989).

The relation between power and self-knowledge is analysed in Haywood's novel *The History of Miss Betsy Thoughtless* and Radcliffe's *The Mysteries of Udolpho* – two novels belonging to two different literary genres, which however have a common topic – the young heroines learn from their experiences and sufferings, thus becoming strong, moral, self-disciplined young women.

6. Chefneux, Gabriela.1999. The Relationship Woman Finance Analysed in Daniel Defoe's Moll Flanders and Roxana. In *Bulletin of Transilvania University of Braşov* 6(41), New Series, Series B: 179-183. ISSN 1223-964X.

The paper analyses Defoe's *The Fortunes and Misfortunes of the Famous Moll Flanders* and *Roxana, The Fortunate Mistress* from a feminist perspective as it considers the two heroines sexual and economic rebels (Probyn 1987). The two women are active survivors and agents in their world, who are convinced that poverty is the worst situation in life and constantly evaluate human relationships in financial terms. Defoe's heroines, considered as commodities by society, manage to succeed financially and socially by resorting to qualities that women are not supposed to possess.

Roxana and Moll Flanders have to make a choice between moral or financial survival as one can be achieved only at the cost of the other. In their struggle to achieve their financial and social ambitions, they transgress traditional feminine values and are punished for it; their mistake seems to be not their desire to become financially independent but the fact that after they have both achieved this status, they continue living an immoral life.

7. Chefneux Gabriela. 1998. **"**Power and Imagination in Charlotte Lennox's *The Female Quixote*". In *Bulletin of Transilvania University of Braşov* 5(40), New Series, Series B: 83-91.ISSN 1223-964X.

The novel is considered to belong to the older tradition of novels about female Quixotes, written by authors such as Madeleine de Scudéry, Roger Boyle, D'Urfe, Steele, Tabitha Tenney, Sarah Green, Eaton Stannard Barret, Jane Austen.

Lennox's novel provides contradictory interpretations of the women's situation: one such contradiction is that women are supposed to exert moral influence but they fully lack any kind of social, ethical, legal or financial power. Another contradiction is that romance reading, which was socially rejected by 18th century society because of the wrong perception of the world this genre advanced, is presented as a source of high standards of heroism and courage as compared to the vulgarities and mean aspects of everyday life. Arabella, the young heroine, finds refuge in romance reading and the books that she reads are a symbol of the legacy left to her by her mother – a source of a common female language, a bond between mother and daughter (Doody 1989). Because of these readings, the heroine refuses to see the world according to the male-imposed pattern, interpreting it according to her own vision - an insecure, dangerous place for women, which offers them no protection.

Arabella herself is presented as a complex character; according to the traditionally accepted social values, she is inferior to other women and yet she is presented as superior to them as she is far more generous, articulate and brave. She refuses to accept the „normal" life standard, which is deprived of events, with no story to tell, and she refuses to submit to the authority of her father or her future husband. However, the end of the novel presents Arabella as losing her power, as her imaginative world is destroyed by reasoning (Doody 1989); her universe, where women's wishes are the most important and women are not expected to carry out their father's and husband's requests, is destroyed, and Arabella's giving it up can be considered as the failed attempt of a young woman's wish of living the life she considers best.

8. Chefneux, Gabriela. 2013. "Representation of Women in English and Romanian Tabloids". In *Approaches to the Contemporary Multicultural Discourse, 10th Conference on British and American Studies.* Burada, Marinela and Tatu, Oana (eds.), 275-287. Newcastle upon Tyne: Cambridge Scholars. ISBN978-1-4438-5359.

ISI indexed and quoted in *Studii şi cercetări lingvistice* 1-LXVI –13: 152). Available in Worldcat   https://www.worldcat.org/title/10th-conference-on-british-and-american-studies-crossing-boundaries-approaches-to-the-contemporary-multicultural-discoures/oclc/874116371&referer=brief_results and in other world libraries (Princeton University Library, British Library, etc.).

The paper provides a comparative analysis of the way in which women are represented in two tabloids, an English one, *The Daily Mirror*, and a Romanian one, *Click*. It analyses the way in which women's roles are represented in the media, which is considered as an important way of creating identities.

The roles that contemporary women are expected to take on have become a mixture between the traditionally accepted male and female values. Women are still associated with the private sphere and defined in relation to their husbands, parents and children, expected to be self-effacing, submissive and dependent, qualities that contrast with male ones such as dynamism, reason and action. More recently, women have also come to represent a symbol of their husband's status (Gal and Kligman 2000). Women still find themselves in a professional double standard situation; if emotional at work, they are criticised for being women, if cold and analytic, they are criticised for not behaving in a feminine way.

The conclusion of the analysis indicates that the Romanian tabloid focuses more on women's physical aspect, on defining them in relation to the men in their lives and presenting them as false and cheating as partners but faithful to their husband's memory if widows. They seem to get a job only on the basis of their physical aspect or connections with male personalities and are presented as unable to control their emotions. The English tabloid adopts a different perspective on women, presenting them as happy mothers whose life has been changed for the better because of their babies and who are expected to sacrifice their careers in favour of their children. When presented as wives, English women are mainly victims, deceived and cheated on by their husbands towards whom they adopt a critical attitude. Professionally, they also rely on their good looks and tend to be overtaken by their emotions.

The Daily Mirror provides a wider range of roles and women are presented as more independent while *Click* adopts a more traditional perspective, emphasising women's physical qualities and their relationships with their husbands or partners.

II.2.5. Personal contributions
Feminism redefined

In my Ph.D. thesis I interpreted feminism as a coherent system of attitudes that criticises the social, economic, financial and moral constraints to which women are subjected.

The thesis analyses the 18th century as the beginning of the feminist movement, the period when women become aware of their situation and present their position in a more overtly or covertly critical way. The woman's situation is analysed in a wide range of works - novels, conduct books, letters, diaries, essays, the authors studied being both men and women who share the same critical attitude towards woman's current roles and situation and indirectly suggest changes; the thesis analyses both novels belonging to well known writers (Samuel Richardson, Daniel Defoe, Frances Burney, Maria Edgeworth, Jane Austen) as well as to less known authors (Eliza Haywood, Charlotte Lennox, Frances Brook, Elizabeth Inchbald).

The thesis combines literary criticism and cultural studies and it considers four areas: society, education, family and finance; these domains are connected by a common feature, namely a core contradiction since it appears that the social, economic, financial, moral and family values place women in a double bind - if women observe them, they are unhappy and if they break them, they are destroyed. Thus, the authors claim that these widely held values are flawed or false as suggested by the fate of most female characters in the works studied.

Socially, women are supposed to hold a significant position, but if they act or try to change things, they are considered either immoral or insane and are punished by society. The safest attitude that they can adopt is to have no initiative. In many of the difficult social situations in which they find themselves, the heroines are alone, with no family or friends to support them. Another feature identified is that if women are virtuous and observe all the widely accepted social values - submission, sacrifice, devotion to their families, they are doomed to unhappiness. The imagery which the novels abounds in is closely connected with punishment, oppression, closed spaces, prisons and madhouses, which symbolise woman's social condition. However, the novels indicate that women fight against these social rules and they succeed in achieving recognition by means of conformity, reason, feeling, subversion or imagination.

In terms of their relationship to their families, women are presented again as being in an irreconcilable situation – they are expected to be the angels of the house and have influence over

their family but actually they have no control over what happens to them; they are not allowed to have a personality of their own, being continually defined through their relationships to the men in the family, therefore as daughters, sisters, wives and mothers. Women are expected to be happy by subordinating themselves to the demands of their family members.

In the relationship between woman and education, the contradiction identified is that if women are educated, they are ridiculed by society, if they are not educated, they are considered stupid. Moreover, the education received by women in the 18th century does not prepare them in any way for their future roles.

Finally, the relationship between women and finance also indicates a conundrum - if they work, they are considered immoral, if they do not work to support themselves, they cannot survive. This is one of the reasons why they are presented as having no identity and are often trying to conceal themselves socially.

The authors analysed in the thesis and later papers made a significant contribution in terms of changing the perspectives on woman's situation; the topics raised at the end of the 18th century represent the beginning of the feminist claims, most of them to be resumed later. Some of the issues raised by 18th century writers continue to be discussed nowadays, although from different perspectives and at a different level.

My later papers have moved towards the way in which women are represented in newspapers; the analysis starts from the traditional feminine roles and indicates that these roles have changed and widened, but not to a significant degree. Another research area has been the study of the way in which women managers express power in institutional talk.

II.3. English for Specific Purposes

The interest in this research area started at the beginning of my academic career teaching when I was teaching English for Specific Purposes (ESP) classes and developed as the result of my being a member in the project entitled *Project of English for Specific Purposes in Romania* (PROSPER), managed by the Ministry of Education and the British Council Romania; the project lasted from 1991 until 2002.

The domains were teaching methodology, with a focus on vocabulary, materials design, evaluation research and ESP project methodology. Before obtaining my Ph.D. degree, I wrote several papers in these areas (ESP tests and materials, new roles played by teachers and students in ESP classes) and contributed a unit on management to the book entitled *English for Business and Administration*.1996. Bucureşti: Cavalliotti Publishing House - The British Council. 166 pp. ISBN 973-97714-4-0. Below I present the books and papers published after I obtained the Ph.D. degree.

II.3.1. ESP books

1. *English for Science and Technology*. 1999. Bucureşti: Cavalliotti Publishing House - The British Council. 150 pp. ISBN 973-97714-5-9. (Unit 1 Engineering Design).

2. *English for Legal Purposes part I.* 2001. Bucureşti:Cavalliotti Publishers -The British Council. 151 pp. ISBN 973-99463-34-7. (Unit 7 European Law and Unit 8 The Legal Profession from a European Perspective).

3. *English for Legal Purposes part II*.2002. Bucureşti: Cavalliotti Publishers - The British Council. 208 pp. ISBN 973-9463-47-9. (Unit 1 International Law and Unit 3 Enlargement of the European Union).

The ESP books were all written with the support of UK consultants and consist of three parts – the student's book, teacher's notes and audio-material.

4. Chefneux, Gabriela,Câmpean, Mihaela, Ispas, Mihai, Budău, Gabriel, Hamer, Martin, Lăzărescu, Constantin and Matthews, Barry. 2000. *English for Technical and Business Purposes in Wood Industry*. Braşov: Editura Universităţii Transilvania. 393 pp. ISBN 973-9474-65-9. Available in WorldCat -http://www.worldcat.org/title/english-for-technical-and-business-purposes-in-wood-industry/oclc/895719197&referer=brief results.

The book, one of the outcomes of a Tempus project, was written by a team of Romanian and English professors, specialising in English, wood industry and business. The eleven chapters of

the book were designed as the result of the needs identified by the professors at the Wood Industry Faculty of Transilvania University of Braşov.

The first ten chapters cover major technical areas related to the wood industry (properties of wood, timber technology, wood thermal treatment, mechanical wood processing, transporting and lifting installations, gluing and coating materials, furniture manufacturing, wood based materials, wood constructions) while the last two are devoted to marketing, management and contracts as these are also fields of interest to wood specialists. As the English language specialist, I aimed for the book to provide a balanced development of the four major language skills. The course also provides a Romanian-English and an English-Romanian technical dictionary, including the most frequently used words in the wood industry area.

One of the main strengths of the book is its highly technical character, which is the result of the close cooperation between wood processing engineers and the English language specialist.

5. Chefneux, Gabriela**,** Hamzea, Liliana and Popescu, Mihaela**.** 2007. *Techniques of Communication*. Braşov: Transilvania University of Braşov Publishing House. 255 pp. ISBN 978-973-635-779-4. Available in WorldCat: http://www.worldcat.org/title /techniques-of-communication/oclc/895260903&referer= brief _results

The book was published as part of the pilot project Leonardo da Vinci RO/04/B/F/PP-175016-COMPLETE, which took place from 2005 to 2007 and was coordinated by professor Corneliu Cofaru from Transilvania University of Braşov. The aims of the project were to promote new teaching, learning and evaluation methods based on the learner-centred approach and to diversify the learning means and instruments. Thus, the project made an original contribution to the education of trainers and specialists, managers and employees working in the energy, transport, and environment areas.

In terms of topics, the book covers three areas, energy, transport and environment, including sections on pollution, renewable energy sources, advanced transport telematics technologies, fuel cells, vehicle design, and sustainable development. It provides a balanced development of all the four language skills and includes tasks designed to prepare the specialists to use English in their profession.

II.3.2. Papers on ESP project methodology

As the result of my involvement in the project entitled *English for the World of Work*, I also published several papers which present the methodology, stages and results of the project.

1. Chefneux, Gabriela and Coposescu, Liliana. 2005. "English for the World of Work". In *Conference on English and American Studies*,37-46. Braşov: Editura Universităţii Transilvania Braşov. ISBN 973-635-300-1.

The paper presents the aims and the methodology of the project entitled *English for the World of Work.* The project had five main objectives – to promote wider learning of ESP in vocational high schools, to increase the relevance of English language learning to the technical vocational English curriculum, to develop teachers' and students' research skills, to train teachers to develop ESP materials, and to create closer relationships between the English language teachers, vocational subject teachers and local industry representatives. The training method, which proved to be successful, was to cascade the training from the team of trainers to the teachers and from the teachers to the students.

2. Chefneux, Gabriela and Coposescu, Liliana. 2005. "The ESP Component in the English for the World of Work Project". In *Conference on English and American Studies,* 61-66. Braşov: Editura Universităţii Transilvania Braşov. ISBN 973-635-300-1.

The paper describes one of the stages of the project, namely the needs analysis conducted by the project members, the classification of these needs and its results, that is the differentiation made by the students between General English and ESP. The paper uses as its theoretical framework the definition of discourse communities (Swales, 1997) applied to ESP, which has the following six characteristics: a broadly agreed-on set of common goals, mechanisms of intercommunication, participatory mechanisms to provide information and feedback (confirming/reinforcing community membership), a threshold level of relevant content and discoursal expertise, specific lexis, and one or more genres; secondly, it uses Swales' definition of genre (1990) - a communicative event, with a communicative purpose, a prototypical structural organization of the event, a characteristic content, style and intended audience. On the basis of this framework, the needs analysis indicated that the top priority was genres – business telephone conversations, job interviews, socialising, meetings, product presentation, followed by register, language functions and skills, which differed depending on the students' specialism.

The participants classified the needs under the following headings – who (participants in the communicative event), what (topics), where (the place of communication), why (language functions), and how (level of formality and channel of communication); the students also identified study skills (using the dictionary, giving references) and skills needed at the future place of work (team work, good communication). The pedagogical realisation of these needs made students aware of the difference between General English and ESP and also increased their skills of evaluating different textbooks and various task types.

3. Chefneux, Gabriela and Coposescu, Liliana. 2005. "A Theoretical Approach to the English for the World of Work Project". In *Synergy* 1: 88-94. Bucureşti: Editura ASE. ISSN 1841-7191.

The paper is written from the trainers' perspective on the *English for the World of Work* project, described above. During the first year of the project, the students were introduced to research skills, which were necessary to identify their future professional English language needs; during the second year of the project, the participants developed ESP materials on the basis of the identified needs. The production of materials was the joint effort of students, teachers of English and vocational teachers from the schools involved in the project.

The paper provides a theoretical approach to the project, looking at discourse communities (Swales 1997), genre (Swales 1990, Hymes 2001), stages in register analysis and their effects on course design and teaching materials (Hutchinson and Waters 1987); each of these concepts is correlated with one of the project stages and activities.

4. Chefneux, Gabriela.2005. „Participants' Evaluation of the English for the World of Work Project". In *Synergy* 1: 95-110. Bucureşti: Editura ASE. ISSN 1841-7191.

The article presents the participants' evaluation of the first year of the *English for the World of Work* project when the teachers and the students conducted a needs analysis by talking to possible employers with the purpose of creating a set of ESP teaching materials.

The research instrument was a questionnaire whose aim was to find out the participants' perceptions of what they considered useful and interesting about the project and the lessons they had learnt. The respondents were the teachers and students involved in the project; the students

perceived as most useful the research skills with which the project had equipped them while the preparation and delivery of their final presentations were described as the most difficult; they did not like the fact that there were various levels of commitment and that sometimes, the time allotted was not enough. Among the lessons learnt the students mentioned team work, research skills and better communication skills. The teachers' answers had a different focus – they seemed to appreciate most the students' ideas and the working method used in the project, which meant a new relationship between teachers and students.

II.3.3. Evaluation research - The Impact Study

Innovation in Teaching English for Specific Purposes in Romania – A Study of Impact. 1999. Bucureşti: Cavalliotti Publishing House The British Council. 300 pp. ISBN 973-9463-01-0. Available in WorldCat http://www.worldcat.org/title/innovation-in-teaching-english-for-specific-purposes-in-romania-a-study-of-impact/oclc/931146146&referer=brief_results

The book represents the result of the evaluation research conducted for the PROSPER project. I was involved as an author and editor. The aim of the impact study was to document the changes and innovations brought, demonstrate the successes and failures, and identify the unexpected effects generated by the PROSPER project.

The novelty brought by this impact study was that it was conducted by insiders, namely the teachers involved in the project, and that it was related to tertiary education.

First a baseline study was conducted in order to provide a comparative frame against which the achievement of the PROSPER project could be measured. The baseline study included data related to course content, teaching methodology, materials and testing, resources used and classroom observation.

The book is divided into 11 chapters, each dealing with a particular aspect that was considered as having high impact: teachers, classroom, students, graduates' employability, materials, tests, ripple effects. For each of these areas hypotheses were formulated, samples were decided on (PROSPER and non-PROSPER participants) and research instruments were designed - questionnaires, interviews, classroom observation schedules, which are all included in the book as Appendices. The research instruments were first piloted and then refined; for example, the

changes made to the teacher's questionnaire were a more user-friendly layout, clarity of wording, logical ordering of questions, more care to avoid jargon.

The team collected quantitative and qualitative data which were then coded, processed, analysed, and interpreted. Qualitative information was obtained in the form of diaries, teachers' accounts of the changes they felt they had undergone, and critical incidents during the project.

The instruments were triangulated – for example the students' questionnaire included similar questions with the classroom observation schedule and the teachers' questionnaire.

The analysis was objectively conducted, validating or invalidating the hypotheses, according to the data collected. For example, the questionnaire designed for teachers, which was filled both by PROSPER and non-PROSPER teachers, had as its underlying assumptions that the PROSPER teachers had changed their professional beliefs and attitudes towards learners, had assumed new roles and responsibilities, had been more involved in motivating their students, had changed the teaching methodology, including more teaching techniques, more real-life tasks, and different types of tests. The data analysis indicated that the hypothesis was only partly correct – for example, the PROSPER teachers stated that they needed more training in areas such as testing. The data also indicated unexpected impact and results – for instance, the PROSPER teachers stated that were interested in improving their classroom research skills and that they had become involved in teaching ESP methodology to their colleagues teaching other foreign languages than English.

Another chapter was devoted to the ripple effects of the PROSPER project, which presents outcomes not targeted at the beginning of the project, such as the setting up of language centres, changes in the management structure at departmental level, impact on the UK institutions that were involved in providing training for the project members, and influence on other projects in the region.

The volume provides relevant information for researchers in Romania and abroad who are interested in the methodology used. A few strengths of the impact study are the triangulation of the data sources, the identification of unexpected impact and of the ripple effects.

The book was a success, being one of the few evaluations conducted by insiders, and was appreciated by foreign institutions such as London University and the British Foreign Office.

25

Besides the book itself, the partial results of the analysis were presented in journals and conferences.

Chefneux, Gabriela and Hamzea, Liliana. 1999. "How and How Much Can Teachers Change?". In *Prosper Newsletter* 10: 15-22. ISSN:1224-3361. The article presents the way in which the teachers'questionnaire was designed and how the results were interpreted.

II.3.4. Vocabulary teaching

I obtained my Master's Degree in Education in 2001 from the Centre for English Language Studies in Education, Manchester University, the United Kingdom; my dissertation was graded with A.The degree, offered as a long-distance course, involved a variety of modules such as Assessment in Language Learning, Teaching Reading, Writing, Speaking and Listening, Language Learning Skills and Materials, Course Design and Evaluation, Educational Technology for ELT; each of these modules required two or three assignments.

My dissertation submitted in part fulfilment of the requirements for the degree of M.Ed. in the Faculty of Education was on teaching vocabulary and later, I published a book based on it which is entiteld *Vocabulary Teaching and Learning – From Theory to Practice*. 2001. Braşov: Editura Infomarket. 109 pp. ISBN 973-8204-12-7.Available in WorldCat http://www. worldcat. org/ title/vocabulary-teaching-and-learning-from-theory-to-practice/oclc /895629045 &referer = brief _results

II.3.4.1. *Vocabulary Teaching and Learning – From Theory to Practice*
Current knowledge

Vocabulary teaching is an area that has been more thoroughly studied during the last 50 years. Three main trends can be identified in this field, namely the movement from an atomistic to a holistic approach to vocabulary, which integrates vocabulary under language knowledge and does not strictly separate it from grammar; secondly, the focus on the learner, which means developing learners' independent learning strategies and skills, and taking into account their needs and motivation; thirdly, a wider range of vocabulary teaching techniques which are correlated with research on learning.

Zimmerman (1997) provides a historical perspective on vocabulary teaching methods and he includes the following ones:

- the Grammar Translation Method, which is based on semantics and etymology, selects vocabulary items mainly from literary texts, and uses vocabulary as a way to illustrate grammar rules;

- the Reform Movement, which focuses on sentences and considers separate words and isolated sentences, the selection criteria for vocabulary being simplicity and usefulness;

- the Direct Method, which aims at teaching vocabulary by means of interaction, relying on the use of objects and realia brought into the classroom;

- the Reading Method or Situational Language Teaching, which emphasises the need to facilitate reading skills by improving vocabulary; vocabulary selection is based on word frequency lists;

- the Natural Approach, which lays more emphasis on vocabulary, considering reading as a very efficient way of learning vocabulary.

Significant changes in teaching and learning vocabulary have also been influenced by the way words have been defined, the definition moving from a more atomistic to a more holistic approach; authors such as Dave Willis (1996), Michael Lewis (1993, 1997) state that lexis should be given a far higher importance as the words are the ones to which grammar is subordinated. Nattinger and De Carrico (1992) and Lewis (1993) study lexical phrases and classify words as individual lexical items, multi-word terms and polywords; Lewis (1993) claims that prefabricated language should be taught in order to help learners to use language appropriately. More and more attention is paid to what knowing a word means (Carter and McCarthy 1990, Hatch and Brown 1995, Wallace 1988), the underlying idea being that the difference between knowing or not knowing a word is a continuum along which the learner moves. Authors study the way in which words are learnt: Channel (1991) distinguishes between acquisition and learning, Hulstijn (1997) between incidental and intentional learning, Hatch and Brown (1995) study unintentional learning, Yang (1997) discusses the influence of three cognitive skills upon vocabulary acquisition – conscious word translation, word recognition and semantic priming; Coady (1997) describes four major approaches to vocabulary instruction, namely context alone (vocabulary learnt from context by means of reading), strategy instruction (structured vocabulary learning), development plus explicit instruction (a combination of the previous two), and classroom activities (a more traditional approach). Hatch and Brown (1995) report five essential steps in learning vocabulary, namely sources of encountering new words, getting a clear image of the words (visual, auditory or combined), learning the meaning, making

a memory connection between the meaning and the form of the word, and using it. Other authors study the way in which words are stored and retrieved (McCarthy 1990), Aitchinson (1987), Gairns and Redman (1991), or difficulties related to learning vocabulary (Laufer 1997, Lyons 1997, Arnaud and Savignon 1997). Finally linguists also analyse the relations between the words and the way they are taught - Hatch and Brown (1995), Gairns and Redman (1991), Johnson and Lakoff (1980).

Vocabulary Teaching and Learning– From Theory to Practice is the result of my research on current theories and ways of teaching vocabulary, which I applied to the vocabulary course I was teaching to 2nd year English majors.

Initially, the course consisted of a collection of vocabulary exercises which I selected around various topics (economics, travel, food, etc.) and introduced mainly through reading and listening. However, I identified several shortcomings of this course such as: a limited range of inputs of new words, a limited range of vocabulary teaching techniques, and a teaching approach that was not sufficiently student-centered. Consequently, I designed a questionnaire which aimed to identify students' needs and motivation and to see whether students would appreciate a wider range of teaching methods. The questionnaire was applied at the beginning and at the end of the course. After the first administration of the questionnaire, it became clear that that the topics which I assumed as being of interest to the students were not considered interesting enough by them and that the range of vocabulary teaching methods should be widened.

Therefore, I designed another course syllabus for the vocabulary course which was based on the following teaching assumptions: words should not be taught in isolation, the input has to be more motivating for the students and require them to process the words more, and the students should be invited to express their preferences. The changes brought to the course met these requirements: the input became more varied – reading, as well as listening or watching a video, a wider variety of texts - newspaper articles, advertisements, narratives, etc.; the number of new vocabulary items was reduced to fifteen per lesson and more types of exercises were used in order to develop a wider range of vocabulary learning skills - to activate selective attention, recognition, manipulation, interpretation and production. The students were also encouraged to openly discuss their vocabulary learning strategies and, among these, they mentioned using rhyme, personal associations, identifying the root. The questionnaire was administered again at the end of the course, after the changes had been implemented, and the students' answers indicated that the changes in the course had had an impact; the respondents stated that they had a

wider range of vocabulary learning strategies, that they felt they had had more support from the teacher in terms of presenting and recycling the new words. However, the new vocabulary course had shortcomings too: not enough attention paid to the way in which words are part of a larger text, not enough recycling and no progress tests. Consequently, further changes were made, which included a wider range of topics, a more obvious shift from word to text level, the analysis of texts from top to bottom, more practice provided for all the four skills.

The book actually presents the course and the changes it underwent; it starts with the presentation of the theoretical approaches to vocabulary learning which I considered significant for my students; the way in which we organise our mental lexicon (Aitchinson, 1987), the way in which learners memorise words (McCarthy 1990), difficulties related to learning vocabulary, and specific lexical areas that cause such difficulties – cognates (Hatch and Brown 1995, Lyons 1977), multi-word verbs (Gairns and Redman 1991), idioms (Wallace 1988, Arnaud and Savignon 1997). These authors also offer suggestions about how these difficulties can be overcome. The next chapters are more practice-oriented; they present the students' previous language learning experience, the initial structure of the vocabulary course, the reasons why I thought it should be improved, the new materials used during the course, and the students' feedback.

II.3.4.2. Other works related to vocabulary teaching

Other publications related to teaching vocabulary and based on my M.Ed. dissertation are:

1. Chefneux, Gabriela.2001. "Trends in Vocabulary Teaching". In *Bulletin of Transilvania University of Braşov* 8(43), New Series, Series B: 129-134. ISSN 1223-964X.

The paper describes the main trends in vocabulary teaching principles (structuralist, transformational, computational), and vocabulary teaching methods (Grammar Translation Method, Reform Movement, Situational Language Teaching, the Natural Approach) as well as the effects they have had on teaching vocabulary.

2. Chefneux, Gabriela. 2001. „A Practical Course in Vocabulary - Changes and Evaluation". In *Prosper Newsletter* 13: 28-34. ISSN 1224-336.

The paper presents from a theoretical and practical perspective the changes brought to a course on general English vocabulary taught to second year students majoring in English at Transilvania University of Braşov. It starts with the principles in selecting vocabulary (frequency, range, availability and coverage), sources of vocabulary learning, vocabulary teaching techniques and analyses the way in which these approaches have influenced the actual teaching of the course.

3. Chefneux, Gabriela. 2003. "Vocabulary Teaching – Theory and Practice". In *Conference on English and American Studies*, 189-200. Braşov: Editura Universităţii Transilvania Braşov. ISBN 973-635-240-4.

The paper presents a questionnaire that was applied to 2nd year philology students in order to identify their vocabulary learning strategies, the number of words that they consider that they can learn during a 90 minute seminar, and their needs and expectations in terms of the teacher's vocabulary teaching methods.

The questionnaire was designed starting from the definition of a word (Lewis 1993, Pawley and Syder 1984, Nattinger and deCarrico 1992), from what linguists consider that knowing a word means (Hatch and Brown 1995, Wallace 1988, Grabe and Stoller 1997), from theories related to learning words and ways of storing and retrieving them, difficulties encountered when learning new vocabulary such as decay theory and cue dependent forgetting (Channell 1991, Hatch and Brown 1995) and the relations between these concepts and teaching.

4. Chefneux, Gabriela. 2007. "Vocabulary Learning Strategies – A Comparison between Two Learners".In *Conference on English and American Studies*, 63-7. Braşov: Editura Universităţii Transilvania Braşov. ISBN (10) 973-635-756-2; ISBN (13) 978-973-635-756-5.

This paper investigates the vocabulary learning strategies of two learners who are similar in age and have a similar level of English language proficiency but who use English in two different environments – Jane is a university student of English and French, while John is an engineer who sometimes uses English at work. The paper analyses their direct learning strategies, these strategies being defined as the ones directly involved in learning the target language and including memory strategies (storing new information and retrieving it), cognitive strategies (enabling learners to understand and produce new language), and compensation strategies (enabling learners to use language even if they have gaps in their knowledge) (Oxford 1990).

The research instrument was a semi-structured interview divided into three parts – the learners' previous learning language experience, memory strategies and compensation strategies. Jane's and John's answers indicate that they had similar previous learning experiences – both being used to studying independently; in terms of memory strategies, it seems that John perceives words as longer units while Jane considers them more one-unit items; they resort to different memorising techniques – John trying to use the new words in context more frequently than Jane, being more willing to experiment with the new word in new contexts, and being more aware of the possible sources of finding new words. The conclusion is that the two learners use different vocabulary learning skills in order to react to their environment - for example, John uses a wider range of information sources, while Jane has more developed study skills.

II.3.5. Personal contributions to the ESP area

II.3.5.1. ESP textbooks

English is widely used as the language of communication in many professions and fields, for publications, conferences, sites, etc.

All the ESP books which I have written have been based on the belief that ESP is a combination of topics and way of learning. So, the „what" (in terms of topics, lexis, grammar) is strongly related to the „why" (the learner's needs), and the „how" (the tasks which are based on theories related to learning).

All the ESP books presented above are aimed at adult professionals working in areas such as science, business and administration, law, wood industry, energy and transport.

All the books observe the following teaching principles and have the following features:
- they aim to promote independent learning as:
  o they encourage independent study - they contain an answer key and a list of key terms at the end of each unit; some textbooks include a list of terms or a small dictionary;
  o each unit has an introduction which presents the objectives in terms of the skills developed and the language items to be practiced;
  o they encourage a reflective attitude towards learning – at the end of each unit there is a small evaluation questionnaire related to the unit;

- they include tasks centring on a main skill, but also integrated with others, trying to simulate real-life activities;
- they allow the student to choose the parts in the units s/he considers relevant and thus develop the skills s/he considers useful;
- the content of the textbooks is based on a language needs analysis carried out for each professional area, by means of administering questionnaires and conducting formal and informal discussions with professionals in the domain;
- in terms of difficulty, the level is intermediate, the aim being to take the students to the next level but also to help them to learn on their own and increase their confidence in using English in a professional environment;
- the books use an integrated approach to language learning, with each unit centring on several skills;
- the textbooks are written with the author having in mind issues that may cause specific difficulties to Romanian speakers of English (in terms of grammar and skills);
- they include translation exercises, as the needs analysis indicated that translations were considered useful and relevant;
- the books are the result of the close cooperation between specialists in the respective areas and the teachers of English.

II.3.5.2. ESP project methodology

The ESP projects in which I was involved were innovative in two respects – content (they promoted Content Integrated Language Learning) and methodology. The projects brought together teachers of various subjects and teachers of English who worked together in order to produce new teaching materials for which English was used as the medium of instruction. The materials aim to develop the students' independent learning skills, as well as their analytical, critical, evaluation, and research skills.

The methodology was also innovative – the teachers cooperated with the students, who were encouraged to conduct needs analyses, evaluate current textbooks, and produce teaching materials.

The main lessons learnt were that for a project to be successful, participants should be motivated, the objectives of the projects should be clear and clearly explained, the quality of the training

should be high, the level of support provided to the participants appropriate, and the outputs made public.

II.4. Institutional talk

My interest in professional communication developed with the project entitled *Institutional Talk and Intercultural Communication in Multinational Companies in Romania* (2007-2008); as a project member I transcribed and analysed the data, edited a book, contributed 3 chapters to another one, and presented papers at several conferences, which were published in various volumes.

II.4.1. *Institutional Talk and Intercultural Communication in Multinational Companies in Romania* – project description

The project *Institutional Talk and Intercultural Communication in Multinational Companies in Romania* (2007-2008), CNCSIS Code 1052, brought together a team of researchers from the Faculty of Letters and from the Faculty of Sociology, both from Transilvania University of Braşov.

Van Leeuwen (2005) describes three types of interdisciplinary research – centralist (a single discipline at the centre of knowledge with others related to it for more knowledge), pluralist (all disciplines have an equal part in the research), and integrationist (disciplines are interdependent and the research is conducted by various teams). Our approach was of the centralist type, as linguistics was the main discipline, with sociology providing additional knowledge.

The starting point of the project was that in multinational companies, a relatively recent type of companies established in Romania, the organisational culture is shaped by means of a process of adaptation to the specificity of the respective cultures and languages and that the communication between the speakers of English as a lingua franca acquires features specific of that particular organisation. So, the team used the case study as a research method, the research being of an exploratory nature.

The aim of the project was to identify the communicative and cultural practices in multinational companies, where a new type of communication was developed. The focus of the research was on the types of interactions between employees and employers coming from different cultures and on the cultural environment in such companies.

The research questions the project tried to answer were: What are the features of this new type of institutional talk? How do participants communicate in English, which is not their mother tongue? Which are the communication situations characteristic of such companies? What causes communication misunderstandings? The research was conducted in two multinational companies identified in Braşov, with which the project team concluded a research agreement.

II.4.2. Approaches to intercultural communication

Communication has been studied from several perspectives: sociopragmatic – language use constrained by factors such as participants' degree of power, social distance, etc., pragmatic – constraints on topic, participants' use of language in interaction, effect on other participants, sociolinguistic – influence of speakers' socio-cultural background, gender, age, and social class on the way they use the language, multilingualism.

Kecsckes (2004) states there are two types of communication: the first is cross cultural communication, which relies on a comparative-contrastive approach and studies specific concepts or ideas belonging to several cultures which are then compared; the second is intercultural communication, which is used when the focus is on international collaborations that last for a limited period of time. According to Laroche (2003), the cultural differences in international projects are caused by differences in non-verbal communication, meanings for the same word, and the assumptions made about the same situation. In such studies, the emphasis is on the divergent way in which speakers coming from a variety of cultures perceive concepts characterising the organisation where they are working.

According to Gumperz and Gumperz (2005), Sarangi and Roberts (1999) and Blommaert (1991), intercultural communication is related to different communicative conventions, speaking styles, narrative models, which are all part of the speakers' cultural identity and which help the participants to identify themselves.

Cultural differences have also been analysed considering the role of context. Mey (2004) believes that misunderstandings in linguistic and intercultural studies are caused, to a large extent, by the insufficient attention paid to the social dimension. He proposes the use of pragmatic act, which he defines as the human communicative behaviour which depends on the situation and not on the individual's words. Holmes (2006b) defines intercultural competence as the speakers' ability to draw on specific knowledge and skills in performing and interpreting the others' performance appropriately in different socio-cultural contexts.

Intercultural talk was studied first as communication in the context of immigration, minorities, politics and business. English used as lingua franca has been studied in interactions between learners who do not speak English as their mother tongue (Kramsch1998, Gass and Varonis 1994, Schwartz1980, Yule 1990) and in a business context (Firth 1990, Spencer Oatey and Xing 2008).

II.4.3. Approaches to institutional talk

Institutions have been defined as organisations dedicated to education, public service or culture (Mayr 2008: 4).

The work place is the site where identities are formed, with different identities being activated at different times. According to the social constructionism and performativity theory, identity is not a given but a property that changes as it undergoes a process (Clegg, Kornberger and Pitsis 2008). The authors state that we negotiate and evaluate our professional identities which are projected upon us by other members of our professional group and that we also assume different identities to fulfil various professional tasks and achieve different work goals.

The interest in professional communication has developed over the last 20 years, the researchers using both a linguistic and a sociological approach to study the way in which organisations develop and operate. The analyses have covered differences between every-day and professional language and issues related to power, intercultural communication, and gender studies.

Linguists and sociologists have studied institutions as mainly characterised by a particular type of discourse (Deetz 1982). Mumby and Clair (1997) believe that institutions create their social reality by means of language, discourse being thus assigned an important part in explaining

reality (Drew and Heritage 1992, Cameron 2000). Discourse is also interpreted as action; Candlin and Maley (1997) define it as the means by which we act upon the world, constructing and constructed by a set of practices. Two main positions characterise discourse analysis. The first one approaches discourse as particular units of language, which are analysed in a formal or structural way. The emphasis is laid on cohesion, narrative, causality and motivation (the last being connected with the scripts that we use in order to understand the surrounding world) (Brown and Yule 1983). The second approach, called functionalist, considers discourse as language in use, influenced by the speakers' purpose of communication, context, etc. The underlying assumption is that language is used to mean something and to do something (Richardson 2000:24).

Goffman (1986) claims that human interaction represents a social institution on its own, varying according to the type of environment where it takes place – hospitals, courts, households - and being influenced by standards, rules and expectations. Relying on Goffman's and Garfinkel's previous work, Sacks, Schegloff and Jefferson (1974) open new ways of considering conversation and initiate conversation analysis. Schegloff (1999) defines conversation as an interactional achievement which is negotiated between the speakers and claims that the analysis should be made on a case-by-case basis. The same attitude is adopted by Levinson (1995), who states that conversational analysis should not take into account elements that do not belong to the immediate context unless such elements are obvious in the conversation (for example participants' jobs, gender, etc.).

Sacks, Schegloff and Jefferson (1974) emphasise the importance of analysing recordings of talk-in-interaction and account for conversation in terms of turn-taking; they define turn constructional units as complete language units, which can be a sentence, clause, or phrase and whose end marks the possibility for the other speaker to take the turn. Schegloff and Sacks (1973) advance the concept of adjacency pairs, namely utterances where the former calls for the latter, of the type question/answer, challenge/rejection, offer/acceptance, etc. with the second utterance classified as preferred or dispreferred. They also consider the concept of topic in terms of subject, progression, shift and change.

Other linguists have analysed casual conversation, a type of informal interaction with people talking for the sake of talking, not with the purpose of accomplishing specific tasks; Eggins and Slade (1997) study casual conversation relying on a wide range of concepts and categories – participants (age, social status), purpose of interaction (solidarity, gossip, telling a story, etc.),

humour and its function in casual conversations. Their analysis is based on grammatical and semantic patterns and discourse structure and their conclusion indicates that interaction represents a semantic activity, as meaning is made in the process. Unlike in casual conversation, in institutional talk there are aims to be achieved, uneven distribution of power, and short interventions.

Context acquires an increasingly higher priority. Following Hyme's sociolinguistic approach to conversation (2001) and influenced by Goffman, Gumperz (1999) develops interactional sociolinguistics, considering the context as the major factor in interpreting discourse; he emphasises the importance of the speakers' socio-cultural context, which can account for the difficulties that may occur during conversations. Context is analysed considering several aspects: the local level - the current, previous and next turn, the relationship between participants in terms of status and hierarchical position, the place where communication takes place, participants' previous knowledge in terms of language, work relationships, etc.

The Systemic Functional Linguistic approach (Sinclair and Coulthard 1975) analyses conversations as well organised levels of languages, correlating the structure of conversation with that of other language units, levels and structures. Language is defined as a meaning-making process, whose study should consider the text (what is actually meant), the semantic system (what people can mean), and social features such as ambiguity, inequality, and change (Halliday and Kirkwood 1975). Halliday (1994) also discusses the three types of meaning that a text can have: ideational (representation of reality), interpersonal (related to the participants' roles and relationships), and textual (related to the meaning of the message). Linguistically, the ideational meaning is achieved by the system of transitivity (indicative of the relations between processes, participants and circumstances), the interpersonal by means of the mood system, with different types of sentences (declarative, interrogative, etc.) and various degrees of obligation, and the textual one by means of theme (the way in which the text elements are foregrounded or backgrounded). The systemic model explains how language is used to enact participants' social identity at four different levels – grammatical (types of clauses, mood), semantic (choice of lexical items), discourse structure patterns (types of moves), and generic structure patterns (introducing chunks of talk in the chat flow) (Eggins and Slade 1997).

Institutional talk is defined as the written or verbal interaction focused on carrying out a professional task, by means of which the participants conduct their professional activity. It is described by its orientation towards a specific aim (to carry out professional tasks), by

constraints in terms of what can be said (topics) or done (speech acts), being characterised by a system of pre-allocating interventions in communication. Many studies have focused on identifying the features of institutional communication; they have adopted an interactional sociolinguistic approach and have been influenced by other linguistic disciplines, such as critical discourse analysis and pragmatics. The trend is to widen the interdisciplinary research by bringing together sociology, psychology, communication studies and anthropology (Mullany 2007: 8).

Workplace communication has been analysed in terms of the discursive strategies used to manage meetings in corporations (Bargiela Chiappini and Harris 1997), ways in which status is realised in discourse (Sollit-Morris 1996), amount of talk as an indication of power (Holmes and Stubbe 2003), politeness and power in organisations (Morand 1996), relation between gender and power at work (Fletcher 2001, Mullany 2007), use of humour at the workplace (Holmes 2006 b).

Weigand (2012) defines professional communication not according to the situation but considering its purpose as the essential feature; she interprets professional communication as that site where dialogue and professional life interact. She strongly argues in favour of a holistic approach to professional communication which should include situation, context, discourse, topic, gender, politeness, and advocates for the study of human competence-in-performance, an ability which depends on factors such as human nature, culture and environment. Ionescu Ruxăndoiu (2002) proposes an interactionist orientation as the methodological tool to analyse interaction, which she defines as activities that take place at the level of speakers and hearers and are mutually conditioned.

More recently, linguists have studied the relationship between language and power in institutional setting such as universities, prison, and the military (Mayr 2008). These studies indicate that institution and discourse shape each other and control the individuals' way of perceiving the world; the studies also emphasise the relationship between the ideology of the institution and the way it affects the individuals interacting with it, one of the main conclusions being that by means of the discourses promoted institutions attempt to transform or redefine social practices (Mayr 2008). The connection between institution, discourse and power has been investigated by Mumby and Clair (1997) who analyse the way in which members of disadvantaged groups can use discourse to oppose oppression or to perpetuate it and by van Dijk (1993) who reveals how dominant groups maintain their dominancy by means of discourse.

Initially, workplace interaction involved the study of professionals, such as doctors or social assistants interacting with laypersons; the activity type perspective adopted by Sarangi and Roberts (1999) for the analysis of doctor-patient interaction indicates modes of talk that are shifting from the professional mode to the institutional and the personal experience ones, the institutional mode dominating. Other analyses have focused on interactions among professionals in universities (Edelsky 1981) and business communication with later studies investigating small and medium enterprises and family businesses (Angouri and Agelidou 2012).

The study of professional communication has also focused on gender in business communication (Mullany 2007, Holmes 2006 a, Kendall and Tannen 1998, Tannen 1993). In her analysis, Mullany uses the concept of community of practice, which she defines as people coming together in a mutual endeavour. Wenger (1998) ascribes three features to the community of practice, namely mutual engagement, joint negotiation and shared repertoire. Mullany (2007) studies the way in which institutional discourse is influenced by gender proving that gender is a social construct, which changes in time and can be linguistically identified. She uses the performative model with individuals "doing" gender and thus, reflecting in their speech the way in which gender is socially perceived according to the norms that govern gender performance. She states that the speakers' linguistic behaviour is influenced by the current beliefs but that these beliefs also change as speakers resist or challenge them.

II.4.4. Similar projects

One of the best known projects which analyses professional communication is *Language in the Workplace*, which was conducted at Victoria University, Wellington, New Zealand and was coordinated by Janet Holmes. Initiated in 1996, the project lasted seven years and studied small and large, governmental and private organisations.

The project collected and analysed genuine interactions at the workplace, covering a wide range of situations – transactional and interactional, formal and informal discussions, large and small meetings, brief conversations between peers, etc. The research team also collected ethnographic data by means of observation, informal contacts, briefings before or after recordings, etc. Initially, the research focus was on the way in which verbal interaction is used to cope with conflicts while later it shifted towards identifying characteristics of communication between

native and immigrant speakers of English, the aim being to suggest linguistic way of integrating immigrants at the workplace.

The research team of the *Language in the Workplace* project used a combined analytical framework, namely sociolinguistics, politeness theory and critical discourse analysis, all considered essential in identifying the features of institutional communication.

One of the main conclusions of this research is that the socio-cultural context deeply affects talk and that in order to understand and interpret what people talk about, the social setting, the discourse context the community of practice, and the culture of that particular workplace have all to be taken into consideration and thoroughly understood (Holmes 2006 a: 25).

Other studies collected data from different countries (Sweden, New Zeeland, the United Kingdom) from national companies where the employees are of different nationalities; other studies have analysed communication in various workplaces such as classroom, medical offices, courts (Drew and Heritage 1992, Sarangi and Roberts,1999); Clyne (1996), Roberts, Davies and Jupp (1992) have analysed formal meetings in formal environments.

Gunnarson (2009) studied workplace communication where Swedish, the dominant local language, is used by native speakers and immigrants. The project focused on a hospital, where Swedish was spoken and on an international company, where English was used as the corporate language. The project is called *The Communicative Situation of Immigrants at Swedish Work-places* and the research team used the interactional sociolinguistic perspective in order to analyse contexts and the creation of work identity. In the analysis Gunnarson used concepts such as code switching (the mixture between the language used in the company and the speaker's mother tongue), dominant language (the language used by the majority or the official language adopted in a particular institution), diglossia (the use of different languages for different purposes) in order to analyse the communicative strategies used by speakers who do not have enough language knowledge to communicate their message. The conclusions are that although the employees have developed communicative strategies that help them to operate successfully at work, they sometimes have difficulties in understanding what their colleagues tell them, they are extremely aware of the strategies they resort to, and have an increased level of pragmatic competence as they are able to participate in various socialising events at their work place.

Another project in which Gunnarson was involved was called *Texts in European Writing Communities* (2009), which analysed written communication in Swedish, German and English banks and engineering companies. The project looks at differences at two levels - institutional and national. When English is used as lingua franca, the studies indicate that the knowledge of the English language influences the recruitment process (Gunnarson 2009), that sometimes native speakers of English find their language inadequate, particularly for written communication, and that the interactions between employees having different mother tongues but using English at work is highly cooperative; other studies (Kankaanranta 2005, Fant 1992) present the employees' tendency of adopting a more Americanised style in order to level the cultural differences in such international companies.

In Romania, the interest in professional communication started with Slama-Cazacu's analysis of work communication in the industrial sector. The data include interviews, conversations, short recordings, photographs as well as direct observation; the results were first published in 1964 and republished, after further work, in 1999 in the volume entitled *Psiholingvistica. O ştiinţă a comunicării* [Psycholinguistics. A Science of Communication], which reflects the new terminology tendencies in Romanian industry. Other similar projects were concluded in 2002 - *Corpus de română vorbită*, [Corpus of Spoken Romanian] (coordinated by Dascălu-Jinga 2002) and *Interacţiunea verbală în limba română actuală* [Verbal Interaction in Present Day Romanian] coordinated by Ionescu Ruxăndoiu (2002), both including direct and mediated types of interaction (face-to-face conversations and recordings of radio or TV broadcasts). Similarly, at Cluj University, the POP corpus, collected in 2004, provides transcripts from French, English and Romanian focusing on oral texts.

Another project is *Comunicarea la locul de muncă* [Communication at the Workplace], coordinated by Gheorghe, Măda and Săftoiu. The project adopted the methodology of the *Language in the Workplace* project and one of the results was the publication of two books: *Comunicarea la locul de muncă.Corpus de interacţiune verbală în mediul professional* [Communication in the Workplace. Corpus of Spoken Interaction in the Professional Context] (Gheorghe, Măda and Săftoiu 2009 a) which includes transcriptions form several types of environments – companies, upper secondary schools, training courses for insurance agents and, the second volume, *Comunicarea la locul demuncă. Schiţă de tipologie a textelor redactate în mediul profesional românesc* [Communication in the Workplace. A Sketch of Typology of Texts Written in the Romanian Professional Environment], (Gheorghe, Măda and Săftoiu 2009 b), which provides a variety of written texts produced in various institutions – companies,

schools, hospitals, police stations, courts of justice.

This project was conducted simultaneously with the project entitled *Institutional Talk and Intercultural Communication in Multinational Companies in Romania* and they complemented each other. In some of my papers I compared the data provided by the two projects in order to identify features of the two organisational cultures.

II.4.5. Data collected

The team of the project entitled *Institutional Talk and Intercultural Communication in Multinational Companies in Romania* approached several companies for permission for recording and two granted it – a Romanian Belgium and a Romanian-American one; in both these companies English was used.

The aim of the research was both academic and practical as it tried to identify features of communication in such companies and to answer concerns raised by the community of professionals working there. The perspective used followed Bucholtz and Hal's idea (2005) that investigating discourse requires paying attention to far wider cultural forces as well as to the practice context and to the details of discoursive form and content.

The methodological principles in analysing the data were strict reliance on data transcription, avoidance of personal remarks which are not connected to the talk itself, and describing what an event is and not what it is like (Sidnell 2010).

The research team observed the ethical principles of informed consent and confidentiality. Thus, the names of the companies were not given and the names of the participants were withdrawn. When the discussion was about a particular software or piece of equipment that could have disclosed the company's name or operation, the word was deleted. The recordings were transcribed and shown to the local manager; at the end of the study, the papers presented and the conclusions of the project were shared with the employees in the two companies.

The audio and video data collected include recorded meetings, meetings being considered as the place where the dominant ideologies, norms and values of the institution are reinforced. There are three types of work meetings: face-to-face meetings, phone conferences (participants

discussing over the phone work-related topics), and Virtual Networking Communication sessions (VNC sessions), which bring together more participants from different parts of the world who discuss together professional topics over the phone and in front of a computer, with one of the participants having the screen control.

The research team recorded and transcribed two face-to-face meetings (each lasting approximately 2 hours), six phone conferences (the average time for a phone conference being 35 minutes), and five VNC sessions (all lasting 2.5 hours in total).

II.4.6. Publications based on the project

One of the project outcomes was the publication of two books, described below:

1. Coposescu, Liliana and Chefneux, Gabriela (eds.). 2008. *Institutional Talk and Intercultural Communication in Multinational Companies: Corpus of Spoken Interactions in English*. Braşov: Editura Universităţii Transilvania. 200 pp. ISBN 978-973-598-407-6.

Available in WorldCat -http://kvk.bibliothek.kit.edu/view-title/index.php?katalog= WORLDCAT&url=http%3 A%2F%2Fwww. worldcat.org%2Ftitle%2Finstitutional-talk-and-intercultural-communication-in-multinational-companies-corpus-of-spoken-interactions-in-english%2Foclc%2F852717438%26referer%3Dbriefresults&show CoverImg=1

I transcribed some of the data and was one of the editors of this book.

The book consists of two parts – the first is the theoretical and methodological presentation of the project and the second offers samples of transcripts of the video and audio recordings.

The book is an example of a rather small corpus of spoken data, its main innovative characteristic being that it offers one of the first collections of data recorded in a joint company in Romania. It includes approximately 14 hours of spoken interactions in English illustrated by three different types of communication: face-to-face meetings, telephone conferences, and VNC sessions.

The project starts from the premise that the culture of an international company is not determined by the culture of the mother company or that of the stronger civilisation but is a joint, on-going produced one, developing during the employees' day-to-day activity.

The transcriptions of spoken interaction are analysed based on the definition of institutional talk in terms of goals, constraints (what can be said or done) and turn-taking, a pre-allocated system. The underlying assumptions of the analysis are that the interactional patterns structure the social relationships, that participants make choices from a variety of communicative means which are suitable at a particular moment, that the interlocutors communicate for a goal, and that they use specific linguistic strategies to organise their talk.

The turn is considered the main unit of the interaction analysis. The speakers are identified on the basis of their ethnic identity (Romanian and foreigners, marked with R and F respectively). The episodes – the extracts of talk in interaction upon which the research focused - are defined in terms of boundaries, the sequential organisation of discourse. The episodes are established in terms of topic, sequences of question and answer, jokes, speech acts (requests, asking for information). The theoretical framework is provided by the Communication Accommodation Theory (Giles, Coupland and Coupland 1991), which considers communication as the site of language context and professional identity and claims that during communication individuals use convergent or divergent moves (strategies that help speakers to adapt to the interlocutors' communicative behaviour in order to reduce or increase the distance between speakers and interlocutors).

By analysing the interactions recorded, the research team aimed to identify the type of organisational culture developed in such multi-national companies in Romania. The conclusions of the analysis indicate that knowledge of English is not an issue for any of the participants, language level causing no misunderstanding. Similarly, the participants do not display significant differences in terms of topics discussed. However, the way in which professional tasks are discussed is different; for example, when the Romanians do not understand clearly what they are supposed to do, they resort to jokes and fantasy, side-tracking professional talk, while the Belgians resort to jokes when they make additional professional requests for the Romanian employees. The communication style is collaboratively constructed with convergent moves made

by both Belgians and Romanians, but with differences in terms of politeness – the Romanians being more formal.

2. Coposescu, Liliana (ed.). 2009. *Intercultural Communication in Multinational Companies*. Braşov: Editura Universităţii Transilvania din Braşov. ISBN 978-973-598-599-8. Available in WorldCat http://www.worldcat.org/title/intercultural-communication-in-multinational-companies/oclc/852717442&referer=brief_results

I contributed with three chapters to this book:

Chefneux Gabriela. Questions – a Theoretical Perspective.pp. 21-31

Chefneux Gabriela. Modality in Institutional Talk.pp. 61-82

Chefneux Gabriela. Frame Analysis in a Face-to-Face Meeting. pp.103-120

These three chapters are papers which I presented at three international conferences (*Constructions of Identity*, 2008 Cluj, *Conference on British and American Studies* 2008, Braşov, and *Discourse of Globalization*, 13th International Conference of the Bulgarian Society for British Studies, Sofia, Bulgaria, 2010).

The volume is a sequel to the first one, *Institutional talk and intercultural communication in multinational companies: Corpus of Spoken Interactions in English*, and presents the project results in a more detailed way. Thus, the first part describes the Romanian employees' perceptions and feelings about the Belgium-Romanian company for which they work as indicated by their answers to a questionnaire. The next chapter analyses questions from a theoretical and practical perspective, the authors classifying the type of questions used in the interactions and their functions. Another chapter of the book studies modality, humour, and frames in order to understand the way in which social relationships and meaningful communication are achieved in the professional environment; finally, the last chapter focuses on the use of technologies for communication.

Below are presented the papers that I wrote as the result of my involvement in this project; they are grouped according to the topics studied:

Chefneux, Gabriela. 2009. **"**A Theoretical Framework for Analysing Intercultural Communication in Joint Companies". In *Conference on British and American Studies*, 79-86.

Braşov: Transilvania University Press Braşov. ISSN 1844-7481. Available in WorldCat

http://www. worldcat.org/title/conference-on-british-and-american-studies/oclc/896857832

&referer = brief_results

The paper, written at the beginning of the project, is devoted to the study of communication in international companies, offering a theoretical framework which the research team considered useful for the analysis. It starts from Hofstede, Hofstede and Minkov's work on organisational culture (1997) and Clyne's on cultural values in discourse (1996) and defines communication as interaction, which is a phenomenon characterised by several features: practical ones, as it accomplishes acts through talk, social, as participants interact, and cultural, as the system of shared meaning and practices is learned and taken for granted. The assumptions, which the later analysis needed to validate, were that the team leader decides on the topic and its change, that the main type of questions is the clarification one and that the frames change from professional to personal. The data analysis focuses on topics (who initiates and changes the topic), changes of frame, questions (types and functions), positive and negative ways of speaking (humour, agreement, jokes or sarcasm and disagreement), and vocal behaviour (the number of turns and their length).

II.4.6.1. Questions

Chefneux, Gabriela. 2009. **"**Questions – a Theoretical Perspective". In *Intercultural Communication in Multinational Companies.* Coposescu Liliana (ed.), 21-31. Braşov: Editura Universităţii Transilvania din Braşov. ISBN 978-973-598-599-8. Available in WorldCat http://www.worldcat.org/title/intercultural-communication-in-multinational-companies/oclc /852717442&referer=brief_results

Written at the beginning of the data analysis stage, the paper offers a theoretical framework for the analysis of questions in the face-to-face meetings, phone conferences and VNC sessions, providing the basis for the research team to analyse and classify the questions in the data.

The paper presents questions from a variety of perspectives: linguistic -Wekker and Haegeman (1993), Quirk, Greenbaum, Leech and Svartvik (1992), sociolinguistic - Goody (1978) and Wang (2006), pragmatic (Kiefer 1980, 1988), functional (Freed 1994) and conversational analysis (Button 1987). The analysis indicates that clarification questions are used in relatively

equal amount by both Romanian and Belgian speakers, which demonstrates that meaning is jointly constructed; the analysis also reveals that only Romanian participants use challenge questions, as an indirect way of criticising the team leader's professional suggestions and requests.

II.4.6.2. Modality

Chefneux, Gabriela. 2010. **"**Interpersonal Communication in Institutional Setting: An Analysis from the Interpersonal Function Language Perspective". In *Discourses of Globalization, Selected Papers of the 13th International Conference of the Bulgarian Society for British Studies*, *November 7-9* 2008.Frozdanova, Lilyana and Pipeva, Maria (eds.), 59-71. Sofia: St. Kliment Ohridski University Press. Available in WorldCat *http://www.worldcat.org/title/discourses-of-globalization-selected-papers-of-the-13th-international-conference-of-the-bulgarian-society-for-british-studies-november-7-9th-2008-sofia/oclc/695034110&referer=brief_results* and in other libraries (The British Library, Harvard College Library, Yale University Library, etc.).

This paper analyses modality in order to identify certain features of oral interaction that are characteristic of the institutional discourse developed in the multi-national company in Braşov.

Fairclough (1993) states that modality is a point of intersection in discourse between the ideational and interpersonal functions of language, or, in other words, between the signification of reality and the enactment of social relations. He also claims that the use of modality often implies a form of power, an idea also supported by Hodge and Kress (1993), who consider that the system of modal auxiliaries in English reflects the ambiguous attitude between knowledge and power. Hodge and Kress (1993) also describe other functions that modality has - to indicate the speaker's source of authority, show solidarity, express various degrees of politeness and points of view. Halliday (1994) defines modality as a way of formulating the speaker's judgment of the probability or obligation involved in what is said and differentiates between modalisation (relating to degrees of probability and usuality) and modulation (relating to degrees of obligation and inclination); he further discusses modalisation and modulation in terms of value (the speaker's modal judgment of the assertion made) and polarity.

Using these theoretical concepts, the paper analyses a telephone conference at the multi-national company and looks at the ways in which obligation and probability are expressed. Thus, the

Belgian team leader expresses obligation in a subjective implicit way and, when he uses high values, he usually softens them by resorting to the personal pronoun we of the inclusive type, hedging devices, or passive voice constructions. When he provides solutions or makes decision, he usually resorts to unmodulated ways of expressing obligation. Probability is expressed in subjective explicit ways both by the Belgian and Romanian speakers. The conclusion of the analysis indicates that Belgian and Romanian employees favour similar ways of expressing probability and that they all resort to hedging. However, there is a significant difference in terms of expressing obligations – the Belgian speaker uses a subjective implicit manner with high values, while the Romanian employees use a subjective explicit manner with median values.

II.4.6.3. Frame analysis

1. Chefneux, Gabriela. 2009. "Frame Analysis in a Face-to-Face Meeting". In *Proceedings of the International Conference Constructions of Identity (5).*Moldovan, Rareş and Petrar, Petronia (eds.), 67-75. Cluj: Editura Cluj Napoca Star. ISBN 978-973-647-670-9. Cited twice – (Coposescu, Liliana. 2012. Discursive Hibridity at Work. In Professional *Communication across Languages and Cultures* [Dialogue Studies 17]. Săftoiu, Răzvan and Măda, Stanca (eds.), p. 102. Amsterdam: John Benjamins and by Săftoiu, Răzvan. 2012. Small Talk – A Work of Frame In *Communication across Languages and Cultures*[Dialogue Studies 17]. Săftoiu, Răzvan and Măda, Stanca (eds.), p. 229. Amsterdam: John Benjamins.

Frames are defined by Goffman (1986) as a cultural and individual way of understanding experience and organising relevant social events. Fillmore (1976) uses the concept of frame semantics to analyse the semantic roles and scenarios that define each frame, while Gumperz (1982) uses the frame theory in conversational analysis, stating that participants use interactional cues in order to make sense of the type of the speech activity in which they are engaged and to reach a plausible interpretation of the speech event. Similarly, Straehle (1993) defines frames as metamessages which explain the purpose of communication and which are conveyed by means of linguistic and non-linguistic cues. Tannen (1993) describes frames as evidence of participants' expectations at several levels – context, episodes, actions, etc., and studies omissions, repetitions, backtracks, hedges, modals, evaluative language, etc. as linguistic evidence of frames. She further states that misunderstandings of frames can lead to the misinterpretation of utterances, and thus to confusion, talking at cross-purposes, or even conflict.

Another concept used in the paper is footing, defined by Goffman (1986) as the alignment between the speaker and the other participants in an interaction; footing changes as speakers present different projections of themselves and is signalled by lexical, syntactic or paralinguistic cues. So, footing is the way in which interlocutors accomplish frames in verbal interactions and it can indicate the roles that the speakers choose to assume.

The paper analyses a formal meeting, considered as the outermost frame, during which most of the frame changes are from professional to personal or joking. The meeting includes instances of conflation, a combination of personal and professional issues, with transitions which are often lexically marked by *I think*. There are smaller frames – such as giving instructions, explaining, describing, etc. as well as out-of-frame instances – speaker's interventions that are fully unexpected and not continued by the other participants. The paper identifies the linguistic cues that mark the shift from one frame to another and discusses the instances when the transition initiated by one of the participants is not taken into account by the others and the instances when the participants' reaction to the switch from professional talk to jokes is acknowledged just by laughter, with no overtly expressed lexical items. The analysis indicates that most misunderstandings between the Romanian and Belgian participants are caused by Romanian participants who choose not to observe the team leader's signals of concluding a topic or moving to another one; this situation can be accounted for in two ways – the Romanian employees either do not agree with the team leader's suggestion or solution, or perceive the direction in which the meeting should proceed in a different way as compared to the Belgian team leader. The Belgian team leader's linguistic cues (*so, so right, let's summarize a little*) indicate a more direct way of returning to the topic under discussion, while the joking frames are interpreted as the Romanian team members' manner of avoiding unpleasant topics or of rejecting the team leader's suggestions. Most of the frame changes from professional to personal are triggered by the Romanian participants, which indicates the relaxed and friendly atmosphere that exists in the company. The frame analysis conducted for this face-to-face meeting proves that the misunderstandings are not caused by linguistic reasons but by different agendas.

2. Chefneux, Gabriela. 2010. "Changes of Frames in Institutional Talk". In *Bulletin of Transilvania University of Braşov* 3(52) 2010, Series IV Philology and Cultural Studies: 167-174.ISSN 2066-768X. Indexed in EBSCO and CEEOL data bases.

The article analyses a phone conference in the joint company with a view to identifying the changes of frames, the way in which they are linguistically expressed, and the participants'

alignment. The frame is defined as the participants' expectation of a particular communicative situation, which helps them to interpret the activities in which they are engaged and which may be a cause for misunderstandings in communication. Footing or alignment is defined as the relation that participants in an interaction adopt towards themselves and their interlocutors (Tannen 1993), which is negotiable during a conversation.

In terms of frames, this telephone conference is characterised by shifts from professional to personal frames, the latter type including evaluation, narrative and personal frames as illustrated by the instances when participants introduce themselves. The meeting also includes out-of-frame situations - the participants organise their discussion, negotiate their turn, or settle issues which do not relate to what is currently discussed. The most frequent frame changes in the meeting are small ones, with participants moving from explaining to justifying, describing, narrating or asking and answering questions. Many of the frame changes are triggered by the Romanians who often ask questions about their professional tasks after their turn has passed. They announce that they return to an earlier topic or that they raise a new issue by labelling their turn and using sentences such as I *would have to ask you something*.

In terms of alignment, the team leader is obviously in control, which is revealed by the fact that he selects the topic, allots the turns, etc. while the Romanians align themselves as team members, changing this footing when they ask questions and thus initiate a new topic themselves. All the new topics raised by all the participants are clearly indicated by words aimed to clarify the purpose of the intervention; the team members also indicate the changes of frame by explicitly referring to the issue they raise, for example they say *I have a question, can I ask you something*. *So* is also frequently used by foreign and Romanian participants to mark the change of frame. There are few frame changes identified in this telephone conference and they never represent significant shifts from the topic under discussion, the reason probably being the fact that the participants are involved in a telephone conference and they have to make sure that no misunderstandings occur.

II.4.6.4. Evaluation

1. Chefneux, Gabriela. 2009. **"**Evaluation in Institutional Talk. Type and Lexical Realization". In *Conference on British and American Studies*, 103-112. Braşov: Editura Universităţii Transilvania din Braşov. ISSN 1844-7481. Available in WorldCat -

http://www.worldcat. org/title/conference-on-british-and-american-studies/oclc/
896857832& referer=brief_results

Evaluation has been analysed by Labov and Waletzky (1967) as one of the stages of narrative structures in spoken presentations of personal experience. Eggins and Slade (1997) apply the concept to narratives occurring in spontaneous conversation and describe four categories of appraisal – appreciation, affect, judgement and amplification. Linde (1997) is one of the few authors who have studied levels and types of evaluation in a technical professional environment; she starts from the assumption that evaluation is a combination of the linguistic and social levels of analysis. From a social perspective, evaluation is related to the way in which the self is perceived and determined, it closely correlates with social norms, and includes comments of what the world is and ought to be. Linde describes the incidental, constituent and topic levels of evaluation, which can be all linguistically realised at various levels – sentence, phrase, lexis, phonology and paralinguistics.

The paper uses Linde's concepts in order to analyse a telephone conference in a joint company operating in Romania, where English is used as lingua franca. It identifies who evaluates (mainly the team leader but also team members, who evaluate and self/evaluate) and what is evaluated (professional experience, future tasks allotted to the team members, current situation and stage in professional tasks, team members' proposals or way of working).

The conclusions are that the main type of evaluation in this telephone conference is incidental (96 instances), followed by constituent (44 instances) and finally topic (19), evaluation appearing most frequently at the end of a topic, as a sign of closing it, a move usually made by the team leader. In terms of appraisal, the most frequent type is amplification (more mitigation and fewer augmenting type), appreciation (more cases of reaction and valuation and very few of composition), affect (including instances of unhappiness and dissatisfaction) and very few instances of judgment. In terms of lexical realisations, the analysis indicates frequent use of adverbs (e.g. *basically, particularly, mostly, really*), adjectives and determiners (*a short question, some three years*), interrogative and negative sentences.

The Romanian team members resort more frequently to self-evaluation (appraisal mitigation type), interpreted as a way of downplaying their professional mistakes while the significantly higher number of incidental evaluation instances produced by the team leader indicates a supporting and encouraging type of atmosphere in the company.

2. Chefneux, Gabriela. 2009. "Evaluation in Institutional Talk". In *Bulletin of Transilvania University of Braşov* 2(51), Series IV. Philology. Cultural studies: 209-212.ISSN 2066-768X (Print), ISSN 2066-7698 (CD-ROM). Indexed in CEEOL and EBSCO.

The aim of this study is to identify the way in which evaluative language is used in the interactions recorded in the multinational company.

Eggins and Slade (1997) consider that interpersonal semantics is best characterised by appraisal, involvement and humour, evaluation being a component of appraisal. By analysing these three categories, the authors describe the ways in which people share their perceptions of and feelings about the world, about each other, and about material phenomena. The authors classify the attitudinal meanings of words used in conversation into four categories, namely appreciation, affect, judgment and amplification. Appreciation is defined as evaluations made about people, objects and entities, and it is further subclassified into reaction (whether we like an object or not), composition (the structure of a text or process), and valuation (the evaluation of the content of the message). Affect relates mainly to feelings and can express happiness or unhappiness, security or insecurity, satisfaction or dissatisfaction. Judgments are passed in terms of ethics, morality or social values, while amplification refers to the way in which the speakers grade their attitude. The paper uses these concepts to analyse a phone conference which includes five participants in order to identify features of the institutional talk developed in this multinational company.

The conclusions are that both Romanian and Belgian speakers frequently use amplification, out of which mitigation is best represented, being used by the Romanian speakers to express their feelings at the management's change of plans or to account for tasks not being finalised. Augmenting is used more frequently by Romanians than by the Belgian team leader, the aim being to explain unfinished tasks again or, for the Belgian team leader, to justify his decisions. Appreciation displays a totally different pattern, being used very often by the team leader in order to evaluate the messages conveyed by the team members or the situations they describe, while the Romanians rarely use appreciation and, when they do so, it is only to evaluate products. Reaction is almost equally used by both the team leader and the team members, with rare cases of affect occurring during this meeting. The analysis indicates that in terms of evaluation techniques, Romanian participants mainly resort to mitigation and augmenting, while the Belgian team leader makes frequent use of valuation.

II.4.6.5. Politeness

Chefneux, Gabriela. 2013. **"Politeness at Work"**. In *Topics in Linguistics* 11 *Contexts, References and Style*, Constantin the Philosopher University in Nitra: 22-31. ISSN 1 337-7590. Indexed in EBSCO and available in WorldCat - http://www.worldcat.org/title/topics-in-linguistics/oclc/ 892342247

Politeness has been a widely studied topic - Bargiela-Chiappini and Kádár (2011), Gu (2011), O'Driscoll (2011), Sifianou (2011), Mullany (2007), Holmes (2006 a), Watts (2003), Clyne (1996), Brown and Levinson (1987) in terms of definition, types (positive and negative) and strategies (indirectness, humour, mitigation, etc.). This paper interprets politeness as a cultural concept, which resists normative definitions and is used to avoid conflict; as such it involves three factors: distance, defence and camaraderie (Kádár and Bargiela- Chiappini 2011:2). Eelen (2001) emphasises the subjective nature of both politeness and impoliteness, the latter being deemed to occur not when the speaker produces behaviour but when the hearer evaluates that behaviour.

Politeness can be understood only within a specific context and, in the workplace, it has been defined as a set of practices and strategies which communities of practice develop and which individuals use with the purpose of assessing their own and others' behaviour and position within the group (Mills 2003). As factors influencing the degree of politeness the authors quoted above indicate power, context, cultural system, age, gender, language impairment, nature and length of the relationships, and frequency of interaction between the interlocutors. As far as politeness strategies are concerned, they include indirectness, small talk, humour, mitigation, apologies, etc. However, all these strategies should be analysed on a case-to-case basis taking into account the context.

The analysis of a phone conference at the multinational company suggests that the Belgian and Romanian participants both use politeness strategies such as indirectness, humour and mitigation with minor differences – a more positive type of politeness used by the Belgian team leader (more direct speech acts and imperatives headed by the pronoun you) and a more negative type of politeness used by the Romanian employees. As other factors that influence the level of politeness, the conclusions also indicate level of power, stage of the meeting, conference medium (via telephone or face-to-face) and the participants' proficiency level.

II.4.6.6. Mitigation

1. Chefneux, Gabriela. 2010. **"**Mitigation and Communication at Work". In *Conference on British and American Studies*, 133-142. Braşov: Transilvania University Press Braşov. ISSN 2066-768X. Available in WorldCat http://www.worldcat.org/title/conference-on-british-and-american-studies/oclc/ 896857832&referer=brief_results

This paper aims to identify the linguistic strategies that the Romanian employees working in the joint company use in order to express themselves in a more softened and downplayed manner.

The first part presents the concept of mitigation, interpreted as a way of expressing deference (Gladwell 2008) and the linguistic ways in which mitigation is expressed. The paper analyses a telephone conference including four Romanian employees and a Belgian participant, the team leader, focusing on the Romanian employees' use of mitigation strategies in terms of purpose and lexical choices. The team members resort to mitigation to describe professional difficulties in a more face-saving manner and to make requests. Linguistically, they use main clauses, which, apparently juxtaposed, are actually adverbials of concession or cause, adverbials of conditions and comment clauses; they also select lexical items of a more tentative type such as *try, to be about to*, restriction on intensification devices (e.g. *most*), and downtoners (e.g. *a little bit*). For requests, the Romanians resort to sources of authority (official announcements, people in higher position) while linguistically they use adverbial clauses of reason, indirect quotations, and conditionals.

2. Chefneux, Gabriela. 2012. **"**Mitigation at Work, Functions and Lexical Realizations". In *Professional Communication across Languages and Cultures*.Dialogue Studies 17. Măda, Stanca andSăftoiu, Răzvan (eds.), 169-192. Amsterdam: John Benjamins. ISBN 978-902-721-034-0.

Cited for 3 times: Zsubrinszky Szuszanna in *LINGUIST List*.24.1866, Tuesday, April 30, 2013 (DS_17._Linguist_List_24.1866._Dated_30.04.2013_httplinguistlist.orgissues2424-1866.html.pdf), Grein, Marion*.* in *Language and Dialogue*(3:2):325-327. Amsterdam: John Bejamins. (DOI: 10.1075/ld.3.2.12grehttps://benjamins. com/#catalog/journals /ld.3.2.12gre /details and Lam, Phenix, W.,Y. 2015. *Pragmatics and Society* 6(1):147-151. https://benjamins.com/#catalog/journals/ps.6.1.07lam/detailsDOI: 10.1075/ps.6.1.07lam Available in WorldCat http://kvk.bibliothek.kit.edu/view-title/index.php?katalog=WORLD CAT&url=http%3A%2F%2Fwww.worldcat.org%2Ftitle%2Fprofessional-communication-

and in other libraries (Library of Congress, Israel National Library, British Library, etc.). Indexed in Bibliography of Pragmatics Online, MLA Bibliography, LB, LLBA, Scopus, IBR/IBZ, Linguistic Abstracts.

Mitigated speech has been analysed, among others, by Gladwell (2008), Eggins and Slade (1997), Fairclough (1996), Levinson (1995), Brown and Levinson (1987). It is used to convey politeness as the speakers distance themselves from the requests they make in order to soften disagreement, criticism or opinions that may run counter to those of the interlocutors, to avoid accountability, to downplay evaluation, to convey bad news, or to indicate commiseration (Brown and Levinson 1987). Mitigation can be lexically realised in a wide variety of ways – indirect speech acts (Levinson 1995), use of adverbs of the type just, only, quite, actually, which signal vagueness or incompleteness (Eggins and Slade 1997), pseudo agreement (use of then), or token agreement (yes but) (Brown and Levinson 1987), tautologies (redundant ways of expressing an idea – of the type boys will be boys (Brown and Levinson 1996:220), distancing in time by using past or future reference instead of the present, passive constructions, use of progressive aspect, modal verbs, negation, use of but, adverbial phrases and clauses (in a sense, in all probability, if I may ask you); Quirk, Greenbaum, Leech and Svartvik (1992) classify downtoners into approximators (they lower the effect of the action expressed by the verb or even deny it), compromisers (they lower the effect of the verb and question its appropriateness), diminishers (they either downgrade a part of the item expressed or diminish an attitude) and minimisers (they amplify a negation). Adverbial clauses of condition, concession and comment may also act as mitigators.

In the paper mitigation is defined as a way of reducing the severity of an utterance that has the illocutionary force of ordering, asking, commanding, etc. The analysis focuses on the functions of mitigation and lexical choices made by the participants who are involved in a telephone conference.

The conclusions indicate that mitigation is used to "do" politeness (to soften commands and evaluation), to downplay professional experience and to reduce accountability by justifying why the professional tasks have not been completed. The Romanian participants favour a more indirect approach and resort to mitigation when they consider the situation face-threatening or when they make requests.

Lexically, the most frequently used mitigation strategies are indirect speech acts, question tags (of the type *eh* and *OK*), clauses of reason and comment clauses, quotative particles, passive constructions, downtoners and adverbs, particularly approximators (*kind of, sort of*) and diminishers (*a bit, just*), as well as constructions indicating possibility (the modal verb *may*, the adverb *perhaps*, conditional clauses).

These strategies are differently used by the team members and the team leader – the team leader resorts to indirect speech acts, adverbial clauses of reason, quotative particles, downtoners (*a bit* is often used), distancers (*there*), inclusive we and words expressing probability. The Romanian team members also use indirect speech acts and adverbial clauses of reason but also adverbials clauses of condition, negative sentence and approximators as well as downplayers, restrictors on intensification, adjectives and token agreement. Both the team leader and the team members use humour to soften either commands or mistakes.

II.4.6.7. Humour

1. Chefneux Gabriela. 2014. "Humour at Work – A Comparative Perspective". In *Structure, Use and Meaning in Intercultural Settings.* Buja, Elena and Măda, Stanca (eds.), 71-86. Braşov: Editura Universităţii Transilvania din Braşov.ISBN 978-606-19-0466-2. ISI indexed.

The paper provides a comparative analysis of the use of humour in two companies – a Romanian and a joint one.

Researchers such as Gunnarson (2009), Mullany (2007), Holmes (2006 b), Holmes and Marra (2004), Hay (2000) have studied humour at the workplace in terms of its functions: to strengthen relationships and mitigate face-threatening acts (Holmes 2006 a), to enact power and disguise protests, to criticise or challenge (Mullaney 2007), to deny requests (Mulkay 1988). Other researchers have studied humorous genres ranging across a continuum from irony and sarcasm to ridicule, derision, self-deprecation, teasing, jokes, joint fantasising, wordplay, puns (Schwarz 2010, Kotthoff 2007, Eggins and Slade 1997, Berger 1993).

The paper studies the use of humour in two companies – one where only Romanian employees work and the other one a Belgian-Romanian company. It considers as humorous instances the ones marked in the transcription by smile or laughter and uses five criteria for the analyses:

function of humour, humorous genre, butt of jokes, collaborative versus individual humour, and mode adoption.

In terms of function, humour is used in many similar ways in the two companies: the employees resort to it to do collegiality, soften criticism, mitigate professional requests, downplay unpleasant situations. The managers in both companies use humour for similar purposes (to do collegiality, to criticize, to mitigate unpleasant situations), with an additional function in the joint company, that of softening refusals. The explanation could be that Romanian employees make fewer requests than the ones in the joint company.

In both companies jokes are frequently used, with no identified instances of irony or sarcasm. The Romanian manager resorts to self-deprecation, but such cases are rare. Wordplays are found only in the Romanian company, the explanation being that in the joint company neither the team leader nor the team members use their mother tongue. The butts of jokes are quite similar – marriage and absent colleagues in both companies, while moral characteristics, for example stubbornness, appear only in the joint company.

In terms of collaborative versus individual humour and mode adoption, there are instances of joint humorous sequences in both companies – the difference being that in the Romanian company they are initiated by the manager and uptaken by the employees while in the joint one, the sequences are initiated by the Romanian members with the team leader adopting the mode. The team leader in the joint company usually adopts the humorous mode initiated by the participants, but before doing so, he clearly states his position about the topic under discussion. One possible explanation is that humour sidetracks the professional discussion in such sequences and the foreign team leader tries to avoid these situations (Coposescu and Coposescu 2009). He sometimes overlooks the team members' laughter but he adopts the humorous mode when the topic is more sensitive.

In conclusion, the analysis indicates a close working relationship in both companies, with a more informal atmosphere in the joint company as shown by the more frequent humorous exchanges.

2. Chefneux, Gabriela. 2015. "Humour at Work". In *Language and Dialogue* 5(3): 381-407. Amsterdam: John Benjamins Publishing Company. e-issn 2210–4127. Included in Bibliography of Pragmatics Online, MLA Bibliography, LB, LLBA, Scopus, IBR/IBZ, Linguistic Abstracts

Humour has been defined as a creatively manipulated deviation from norms, an important means to promote interpersonal adaptation, representing a set of tactics used for different purposes in human communications; it is a highly adaptable technique which can have positive or negative ends and which can play a very important function in the management of self and interpersonal relations (Hill and Fitzgerald 2002). There are three main theories of humour, namely incongruity, hostility and release, or according to the psychological perspective, cognitive or perceptual (incongruity), social or behavioural (superiority) and psychoanalytical or relief (Schwarz 2010). Researchers (Mullaney 2007, Holmes 2006 b) have studied the way humour is used in institutional environments; for instance Holmes (2006 b) analyses humour by investigating three features: the pragmatic force of contribution (supportive versus contestive humorous sequences, where participants may agree with one another, add, elaborate or strengthen what has been previously said or challenge earlier contributions); secondly, the length of the contribution (maximally and minimally collaborative contributions), and thirdly, the content of contribution (to support or criticise).

This paper analyses the uses of humour in a multinational company in Romania, in two communicative situations - a phone conference and a face-to-face meeting both attended by Belgians and Romanian participants. The aim of the study is to identify features of the culture developed in this recently set up joint company.

The general conclusions indicate that both Romanian and Belgian participants resort to humour both for transactional and relational goals in order to preserve good working relations; the type of humour more frequently used is of a supportive type and includes individual humorous exchanges, sometimes supplemented by collaboratively produced humorous sequences.

Nevertheless, there are also differences. The team leader resorts to humour for such reasons as to do collegiality and thus preserve and promote good relations, to soften unpleasant situations, to criticise individuals attending the meeting, to mitigate professional requests, to save team members' face (by mitigating their mistakes), and to soften refusals. The team members use humour for rather different reasons – such as to hide embarrassment when they did not perform a task well, to hide professional insecurity, to cover misunderstandings (when they did not understand what was expected of them), to cover mistakes, to react to cultural differences, to do collegiality, to defuse possible conflicting situations, to express discontent, to make requests which may not be granted; they also use self-directed humour, a type of humour not used by the Belgian team leader.

The Romanian team members initiate humorous sequences, the mode being adopted by the team leader, and thus triggering joint humour sequences which appear often during the phone conference. The analysis also indicates that that the frequency of humorous sequences highly depends on the type of communication (face-to-face or by phone) and that sometimes it is difficult to identify a single clear function of humour as the same humorous sequence can have several functions - for example to refuse, criticise, save face and do collegiality. The atmosphere in the company appears to be friendly, participants' criticism and discontent being phrased as jokes; finally, it seems that the use of humour is closely related to power relationships.

3. Chefneux, Gabriela. 2016. Humour at Work**.** In *12th Conference on British and American Studies, Multidisciplinary Approaches to the Construction of Meaning*. Burada, Marinela, Tatu, Oana and Sinu, Raluca (eds.), 120-147. Newcastle upon Tyne: Cambridge Scholars Publishing. ISBN (13) 978-1-4438-8587-4.

This paper studies two different types of Romanian institutions – a public high school and a private company. For the high school, two meetings are analysed – a school council, attended by all the teachers working in the school, and a school evaluation meeting, during which two school inspectors present the results of the evaluation of the school. This meeting is attended by the inspectors, the high school head teacher and the teachers in the school.

The criteria used for the analysis are: functions of humour (Kothoff 2007, Attardo 2002, Berger 1993, Mulkay 1988 and Wilson 1979), humorous genres - irony, sarcasm, ridicule, derision, self-deprecation, teasing, jokes, puns (Attardo 1994), values indicated, incidence of jokes, and mode adoption (laughter uptaken or not).

In terms of functions, the head teacher uses humour to mitigate possible misunderstandings, to criticise, to mitigate power (more often); there are no instances of humour identified during the inspector's speech. The manager of the company uses humour to diminish criticism, mitigate bad news, and do collegiality.

The most frequently used humorous genres in both institutions are joking and self-deprecating humour, with one instance of irony during the school meeting; the type of humour is more frequently challenging rather than cooperative.

The values indicated are working long hours, tight deadlines, being away from home, and family values in the company, and students' attitude to school, usefulness of parent teacher meetings, politics and red tape in school.

The number of joint humurous sequences is far higher in the company meeting than in the school meeting and the incidence of jokes also displays different patterns. During the school evaluation meeting, the inspector makes no jokes while in the company there are more humorous instances produced by the manager and fewer ones produced by the participants. During the council meeting there are many cases of failed humour and very few instances of joint humour.

The conclusions indicate that the topic plays a significant part in the incidence of humour production although to different degrees: while the results of the inspection are presented at the school meeting there is no laughter or smile; although the financial results are not good in the company, while presenting them, the manager smiles and sometimes jokes. When the topic is lighter, for example the end-of-the year party in the company, the incidence of jokes is far higher.

The occurrence of humour is significantly influenced by the type of meeting (the more formal the meeting and the higher number of attendants, the fewer instances of humour). It appears that the power relationships are very well reflected in the way humour is used – in the inspection meeting, which is more official, the deputy inspector resorts to irony, the inspector uses very few jokes, the only other participant in the meeting who makes jokes aloud being the school principal; all the other participants only joke aside. During the council meeting, there are more humorous instances, but the participants tend to laugh more at the principal's jokes and less at their colleagues' jokes.The company meetings indicate that most of the humorous instances are produced by the managers but the participants also make jokes and participate in joint humour sequences.

II.4.6.8. Argumentation

1. Chefneux, Gabriela. 2015. "Argumentation at Work". In *Persuasive Games in Political and Professional Dialogue.* [Dialogue Studies 26]. Săftoiu, Răzvan, Neagu, Maria-Ionela and Măda, Stanca (eds.), 145-159. Amsterdam: John Benjamins Publishing Co. ISBN 978-902-721-043-2.

Available in WorldCat http://kvk.bibliothek.kit.edu/view-title/index. php?katalog =BVB&url= http%3A%2F%2Fgateway-bayern.de%2FBV0429 54370&showCoverImg=1. Included in Bibliography of Pragmatics Online, MLA Bibliography, LB, LLBA, Scopus, IBR/IBZ, Linguistic Abstracts.

The paper analyses argumentation in two different professional contexts – a joint company, which brings together Romanian and Belgian employees and a Romanian one. The approach used is of a pragmadialect type (van Eemeren, Garssen, Meuffels 2009), which combines the speech act theory, conversational maxims and discourse analysis in order to describe and evaluate argumentative dialogic discourse. It relies on Cummings's idea (2005), namely that in order for an argument to be analysed, one of the tasks would be to reconstruct and pragmatically interpret it. Thus, Cummings (2005: 182) states that the reconstruction involves the accurate identification of the discourse type (which can be ambiguous), argument (analogical, inductive or deductive), premises (stated or implied), and meaning.

The paper approaches argumentation as a type of interaction whose aim is to solve differences of opinions between interlocutors; it reconstructs the argument, identifies the grounds and the stated or unstated warrants, the way in which they are lexically expressed, and its purposes (Toulmin 2003).

There are similarities and differences in terms of the types of argumentation used in the two companies, probably caused by the different types of culture, types of meetings (phone-conferences or face-to-face ones) and participants' gender (only men in the joint company and men and women in the Romanian one). In both companies argumentation is used to settle differences and reach professional decisions, to persuade, to explain, to justify, to maintain good relationships, to reproach, or to be polite. There are also differences between the companies both in terms of uses of argumentation - to train in the case of the joint company and in terms of frequency, politeness and training being more frequently used in the joint company.

The Belgian team leader and the Romanian managers base their arguments on reason, experience and position, with a difference in emphasis – more reliance on experience in the joint company while statistics is used only by the Romanian manager. The warrants are seldom expressed as in both companies the main operating principles are assumed to be known; there is one exception in the Romanian company. Another difference is the jointly built argument, which is encountered only in the Romanian company.

The analysis indicates that the joint company promotes a lower type of culture, with participants considered as equal, while the Romanian one favours a higher type of culture, with participants considered as having unequal positions.

2. Chefneux, Gabriela. 2015. "Argumentation in Newspaper Articles". In *11th Conference on British and American Studies. Embracing Multitudes of Meaning*. Burada, Marinela, Tatu, Oana and Sinu, Raluca (eds.), 129-140. Newcastle upon Tyne: Cambridge Scholars Publishing. ISBN (10): 1-4438-7060-9 ISBN (13): 978-1-4438-7060-3.

ISI indexed; available in WorldCat http://www.worldcat.org/title/11th-conference-on-british-and-american-studies-embracing-multitudes-of-meaning/oclc/901287320&referer=brief_results and in several other libraries (Oxford, Cambridge, National Library of Scotland).

The paper differentiates between argumentation and persuasion in terms of goal, methods adopted and techniques used. Whereas argumentation is based on reason, tries to solve issues separating the interlocutors, and thus bridge the distance between them (Rovenţa Frumuşani 2000), persuasion attempts to influence the interlocutor's actions and deals more with judgments, usually presenting a single perspective; argumentation is related to the illocutionary function of language while persuasion to the perlocutionary one (van Eemeren and Grootendorst 1983). James (2009) defines propaganda as the effort to spread an opinion in order to manipulate people's beliefs and he lists several propaganda techniques such as name calling, card stacking (half truths), poisoning the well (the adopted position considered only from a single perspective), plain folks rhetoric (a contrived popular approach), motherhood terms (concepts accepted as having a positive value by default), ad hominem (claims rejected on the basis of the claimer's fault), appeal to fear, and augmentation. Finally, evaluation is interpreted according to Thompson and Hunston (2000:5) as "the expression of the speaker or writer's attitudes or stance, viewpoint on, or feelings about the entities or propositions that he or she is talking about". The lexical choices of an author are indicative of the position adopted. Tănase (2011) states that in journalistic texts the stylistic devices can be classified into three classes: rhetorical devices, evaluative adjectives, adverbs and opinion verbs, and stylistic markers (1st person plural pronoun, imperatives, and rhetorical questions).

The paper uses this framework to analyse an article entitled *Obama's Political Expediency is Hurting Our Nation* written by Laury Reagan and published in *The American Thinker* on the 9th of March 2012.

The analysis indicates that the author relies on persuasion rather than argumentation; although apparently objective, the journalist is not moderate as she includes no counterarguments. The most frequently used persuasion techniques used are fear, motherhood terms, ad homine attack and poisoning the well. The evaluative adjectives and adverbs in the article as well as the high number of interrogative and negative sentences indicate the journalist's purpose – that of persuading the readers that Obama should not be re-elected.

II.4.6.9. Power

1. Chefneux, Gabriela. 2015. "Women Managers in Meetings – Ways of Expressing Power". In *Bulletin of the Transilvania University of Braşov* 8 (57), Series IV - Philology and Cultural Studies: 5-18. ISSN 2066-769X (Print), ISSN 2066-7698 (CDROM). Indexed in EBSCO and CEOL.

The study of the way in which power is linguistically expressed has made a key contribution to explaining the construction of identity, behaviour, knowledge and discourse. Linguistically reflected in institutional talk, it becomes a norm and provides the characteristics of the culture of particular organisations. Critical studies of organisations/institutions and their discourses describe these establishments as 'sites of struggle where different groups compete to shape the social reality . . . in ways that serve their own interests' (Mumby and Clair 1997: 182).

The paper analyses a meeting in a Romanian company, meetings being considered by Holmes (2006 a) as places where power is fought for; this particular meeting is attended by six senior managers and chaired by the general manager, who is a woman. The paper studies the way in which power is expressed relying on the following features: amount of talk (Vine 2004), topic choice and control (Fairclough 1989), turn taking defined by Atkinson and Drew (1979) as a system of pre-allocating turns, interruptions described by Fairclough (1989) as an overt way of marking power in face-to-face discourse, evaluation (Holmes 2006 a), politeness - Brown and Levinson (1987) claiming that speakers with less power are expected to be more polite, directness or explicitness (Vine 2004), use of modality (Mayr 2008), directives, requests and advice, defined in terms of purpose and beneficiary (Vine 2004), questions, interpreted as an index of interpersonal relationships (Heritage 2002), or, as a way of enacting or claiming power (Holmes and Chiles 2010), their use in meetings being a very subtle way of indicating power.

However, all the authors emphasise that it is the context that indicates whether the utterance is used to emphasise or diminish power relations.

The data suggest that in this particular company the woman manager resorts to very specific ways of expressing power, some of which differ from the ones previously listed. For example the manager interrupts but she also accepts to be interrupted when the issue under discussion is important. The manager resorts to subtle uses of the personal pronouns I and we – she uses inclusive we to mitigate requests but she also uses I quite often, thus openly acknowledging her high status in the company and her power of making decisions. One of her strategies is to resort to the personal pronoun I when she allots responsibilities, which can be interpreted as a power-strengthening method. She mitigates corrections by grounding moves but generally her manner is rather straightforward and she uses a wide range of forms to express her position– from imperative constructions to declarative sentences depending on the topic and on the stage of the discussion.

The paper concludes that this woman manager indicates her legitimate power in a variety of ways - she chairs the meeting and announces the agenda, decides on the sequence of the topics and the manner in which these topics should be discussed. She usually allows interruptions but also brings the participants back to the topic under discussion and corrects them. When the topic under discussion is important (financial errors or unfulfilled duties), the manager phrases her requests with strong modal verbs, strong imperatives, repetitions, negative interrogatives, and sentences starting with *so*. However, she sometimes mitigates these directives by grounding, use of we, placing herself as the beneficiary, and resorting to impersonal forms. The results of the analysis point to the woman manager's generally assertive style as she often chooses to express her power in a direct way.

2. Chefneux, Gabriela.2016. "Power at Work – A Comparative Analysis". Paper presented at the *13th Conference on British and American Studies* 8-9 May, Braşov. To be published in the Proceedings of the 13th Conference on British and American Studies.

This paper provides a comparative analysis of the ways in which the managers of two types of companies – a joint one (Romanian-Belgian) and a Romanian one - choose to express power.

The paper investigates the way in which power is expressed in two meetings and examines the ways of enacting power from an interactional perspective, using the same concepts as the ones

presented for the previous paper: topic selection (Fairclough 1989), directives (Vine 2004) and interruptions, considered in terms of what is said, length of time, interactants' positions (Fairclough 1989). The type of power is also studied; according to Spencer Oatey (1993) it can be legitimate, conferred by the individual's position in the organisation, based on expertise, the individual's professional knowledge and experience, or consultative – managers and employees discussing and making plans together.

The conclusions of the analysis suggest that in terms of the type of power, the Romanian woman manager resorts quite frequently to her legitimate power, which she explicitly expresses by means of *I* and by indicating herself as the beneficiary of the actions she requests. In one case (when she discusses the budget) she also resorts to her professional power. In the joint company, the high number of instances identified indicates that the Belgian team leader resorts to his professional power, with fewer instances of legitimate power, which are often mitigated by *I think*, questions, or *a bit*.

In terms of topic control, in both companies it is usually the managers who control it; in the Romanian company, the manager sometimes accepts interruptions when she considers them useful to the discussions, but very often ignores them. She resorts to a wide range of strategies to deal with interruptions, from totally disregarding them, to repeating the word her interlocutor has used in order to continue her own idea; nevertheless, she sometimes invites interruptions. In the joint company, the team leader tries to answer the person who interrupts him and then continues with what he was saying before. He also resorts to humour to interrupt and always makes sure that the team members have nothing to add after a particular topic has been covered.

Directives are expressed by both managers in a variety of ways – both direct and indirect; in the two companies, the managers resort to more direct ways when the discussion refers to professional errors or unfulfilled professional duties. For example, the Romanian manager uses strong modal verbs, imperatives, repetitions, negative interrogatives, sentences starting with *so*; she sometimes mitigates these directives by grounding, use of we, by placing herself as the beneficiary, or by resorting to impersonal forms. The Belgian team leader is also more direct when he makes professional requests of his team but he also mitigates his directives very often and resorts to humour.

II.4.7. Conclusions

Professional discourse is of high significance in our society and it is important to understand how it is constructed for institutions to function successfully.

The project *Institutional Talk and Intercultural Communication in Multinational Companies in Romania* focuses on a recent phenomenon in Romania –multinational companies set up in our country; in these institutions English is used as lingua franca by employees who speak other mother tongues (French, Turkish, Romanian); the project uses a multidisciplinary approach, with linguists and sociologists working together to collect and analyse the data. It brings a new approach to intercultural communication as it combines sociolinguistic analysis with organisational culture.

The topic has relevance for the Romanian context and the corpus constitutes a rich source for further studies and analyses. Moreover, the project also offers data related to new types of spoken discourse which are technologically mediated – phone conferences and VNC sessions, types of distant communication that acquire an increasingly higher part in today's world. The project relies on the sociolinguistic approach that considers that social meaning is achieved by means of communicative interactions and uses several perspectives: pragmatics (Levinson 1995), speech act theory (Austin 1962 and Searle 1976), conversational maxims (Grice 1975), and sociolinguistics (Gumperz 1968, Labov 1972).

The hypothesis underlying the project *Institutional Talk and Intercultural Communication in Multinational Companies in Romania* is that the type of institutional talk and intercultural communication in these joint companies emerge in communication, the beliefs and norms shared by the people working together representing the culture created in that company.

Therefore, institutional talk and intercultural communication are generated by what is going on in the company, by the participants and their communicative behaviour, which can be context or culture dependent; institutional talk does not pre-exist but is built by the participants during their verbal interaction. The project mainly focuses on verbal communication and involves a variety of communication situations (face-to-face, phone conferences and virtual networking conferences); the team analysed who the participants are, what the communication channel is, what the communication purpose is and what communication strategies the participants use: interactional strategies (pauses, number and length of interventions) and discursive strategies –

questions versus statements, positive versus negative ways of expressing (laughter, jokes, agreement versus irony and disagreement), modality, argumentation.

Besides transcribing data and editing the volume entitled *Institutional Talk and Intercultural Communication in Multinational Companies: Corpus of Spoken Interactions in English*, I analysed the data with a view to identifying features specific of the institutional communication in such companies. More recently, I also compared the transcriptions from the joint company with the ones from a Romanian company in order to identify similarities and differences in terms of institutional talk and company culture. In the joint company the analysis indicates that the institutional culture is jointly constructed by the Belgians and Romanians alike.

Below are summarised the most important findings - first for the joint company, with Belgian and Romanian employees, and then the comparison between the Romanian and the joint companies.

The results of the analysis indicate that in the joint company the culture is of a lower type - employers and employees often resort to humour, shift from professional to personal frames, and use a more negative type of politeness. The comparison with the Romanian company suggests that the culture in both companies is rather friendly and informal, the Romanian one having a stronger tendency towards a more formal, power oriented type of culture.

The joint company

Topic studied	Belgians	Romanians
MODALITY- Obligation	subjective, implicit, high values, often unmodulated when making decisions, modulated for other cases	subjective, explicit, median values
MODALITY probability	subjective explicit	
FRAME	changes from professional to personal	changes from professional to personal (more frequent in number)
EVALUATION	incidental mainly, then constituent and valuation	self-evaluation mitigation and augmenting
POLITENESS STRATEGIES	more positive type indirectness (fewer instances) humour	more negative type indirectness (more instances) humour
MITIGATION (uses)	-to do collegiality -to make (additional) professional requests	-to downplay accountability -to downplay professional experience
MITIGATION (lexical choices)	- indirect speech acts - adverbial clauses of reason	
	quotative particles, downtoners, distancers, inclusive we, words expressing probability	adverbial clauses of condition, negative sentences, approximators, downplayers, restrictors on intensification, adjectives
HUMOUR (uses)	- to do collegiality - to defuse possible conflicting situations	
	-to soften unpleasant situations -to criticize -to mitigate professional requests -to mitigate team members' mistakes -to soften refusal	-to hide embarrassment -to hide professional insecurity -to cover misunderstandings -to react to cultural differences -to express discontent -to make demands

Comparison between the Romanian and the joint companies

Topic studied	Romanian company	Joint company
HUMOURS (uses)	- to do collegiality -to soften criticism -to mitigate professional requests -to soften unpleasant situation	
		- to soften refusal
HUMOUR (genres)	- self-deprecation - jokes - wordplays	jokes
HUMOUR (butts)	- similar butts: marriage, absent co-workers	
		national features
HUMOROUS SEQUENCES	- initiated by the manager and uptaken by employees - collaboratively produced sequences less frequent	- initiated by employees and uptaken by the team leader - collaboratively produced sequences more frequent
ARGUMENTATION	- arguments based on reason, experience and position - warrants seldom expressed	
	-reliance on external sources - warrant expressed once	- reliance on professional experience - warrants never expressed
POWER (type)	- reliance on legitimate power - reliance on professional power (one instance)	- reliance on professional power
POWER (interruptions)	- interruptions sometimes accepted and sometimes disregarded	- interruptions accepted and acknowledged with answers
POWER (directives)	- expressed in direct and indirect ways, particularly when the topic is professional duties	
	- sometimes mitigated	- often mitigated

The project has had a significant impact both on the research team and on other stakeholders - for example the employees in the two companies have become more aware of the context and cultural issues of their working places. The students of the Faculty of Letters from Transilvania University of Braşov have also benefitted because the corpus has been used for further analyses in the postgraduate program, lending these classes a more practical approach. The master's degree students were involved in the research as they helped with the transcriptions. The team members had the opportunity of attending national and international conferences whose topic was communication in a globalised world (Sweden, Bulgaria, and in Romania Bucharest, Cluj, Braşov) and several papers written during the project were published by Romanian and international publishing houses.

The data offered by the project can be of interest to the wider community of researchers, business companies, and teachers of English and Romanian.

The project has represented an important stage in my professional development and research interests; the most recent interest areas of study (argumentation, evaluation, mitigation, humour) have combined with my interest in feminism, opening a new research area – women's way of expressing power.

II.5. Conferences

Attending conferences and presenting papers is of major importance for making one's research known and finding out about current research topics and studies.

Since the beginning of my university career I have participated in more than 30 national and international conferences, which have represented an opportunity to meet and exchange ideas with colleagues from Romania and abroad.

II.5.1. National conferences

2008
  - *Conference on British and American Studies 6th edition*, The Faculty of Letters, Transilvania University of Braşov;

2007

- *Conference on British and American Studies 5th edition*, The Faculty of Letters, Transilvania University of Braşov;
- *Ateliere tematice*, Universitatea 1 Decembrie Alba Iulia;

2006

- *Conference on British and American Studies 4th edition*, The Faculty of Letters, Transilvania University of Braşov;

2005

- *Conference on British and American Studies 3rd edition*, The Faculty of Letters, Transilvania University of Braşov;

2004

- *Conference on British and American Studies 2nd edition*, The Faculty of Letters. Transilvania University of Braşov;
- *Biblio 2004 Braşov*, Transilvania University of Braşov;

2003

- *Conference on British and American Studies 1st edition*, The Faculty of Letters, Transilvania University of Braşov.

II.5.2. International conferences

2015

- *The Thirteenth Conference British and American Studies*, The Faculty of Letters, Transilvania University of Braşov;
- *American/Romanian International Conference Appalachian/Carpathians: Researching, Documenting, and Preserving Highland Traditions*, The Faculty of Letters, Transilvania University, Braşov;

2014

- *IADA Workshop: (Inter)faces of Dialogue – Constructing Identity through Language Use*, Transilvania University of Braşov;
- *Conference on British and American Studies 12th edition– Multidisciplinary Approaches to the Construction of Meaning*, The Faculty of Letters, Transilvania University of Braşov;

- *SUM Structure, Use and Meaning in Intercultural Settings*, 3rd International Conference on Theoretical and Applied Linguistics, The Faculty of Letters, Transilvania University of Braşov;

2013

- *Conference on British and American Studies 11th edition Embracing Multitudes of Meaning*, The Faculty of Letters,Transilvania University of Braşov;

- *5th Nitra Conference on Discourse Studies*, Constantine the Philosopher University in Nitra, Slovakia;

2012

- *Conference on British and American Studies 10th edition Crossing Boundaries: Approaches to the Contemporary Multicultural Discourse*, The Faculty of Letters,Transilvania University of Braşov;

- *Structure, Use and Meaning* Conference on Theoretical and Applied Linguistics, 2nd edition, The Faculty of Letters,Transilvania University of Braşov;

2011

- *Conference on British and American Studies 9th edition*, The Faculty of Letters, Transilvania University of Braşov;

2010

- *Conference on British and American Studies 8th edition* – The Faculty of Letters, Transilvania University of Braşov;

- *Discourse of Globalization, 13th International Conference of the Bulgarian Society for British Studies*, Sofia University "St. Kliment Ohridski", Bulgaria;

- *Workplace across Languages and Cultures. International Conference on Professional Communication*, Transilvania University of Braşov;

2009

- *Conference on British and American Studies – 7th Conference*, The Faculty of Letters, Transilvania University of Braşov;

2008

- *Construction of Identity* – Babeş –Bolyai University, Cluj;

2007

- *The 31st Annual Congress of the American Romanian Academy of Arts and Sciences*, Transylvania University, Braşov;

1999

- *British and American Studies 9*, Universitatea de Vest, Timişoara;

1998

- *Tagung Kronstadter Philologie Fachereich Gemanistik zum Theodor - Fontane Gedenkjahr*, The Faculty of Letters,Transilvania University of Braşov;
- *ELTECS Conference*, Kazahstan.

II.5.3. Conference organisation

2014 - *IADA Workshop: (Inter)faces of Dialogue – Constructing Identity through Language Use*, Transilvania University of Braşov;

2003-2011 *Conference on British and American Studies*, 1st – 9th editions, The Faculty of Letters, Transilvania University of Braşov.

II.6. Peer Review

2012 – up to now - *Synergy*, Journal of the Department of Modern Languages and Business Communication, ASE Publishing House, ISSN 1841-7191, indexed in 5 international data bases (Central and Eastern European Online Library CEEOL, Open J Gate, Index Copernicus, Open Access Journal Index, ERIH PLUS)

2015

- *Bulletin of the Transilvania University of Braşov* 8 (57-2), Series IV: Philology and Cultural Studies. ISSN 2066-768X (Print), ISSN 2066-7698 (CD-ROM);

- *Bulletin of the Transilvania University of Braşov* 8 (57-1), Series IV: Philology and Cultural Studies, ISSN 2066-768X (Print), ISSN 2066-7698 (CD-ROM);

2014

- *Bulletin of the Transilvania University ofBraşov* 7 (56-1), Series IV: Philology and Cultural Studies. ISSN 2066-768X (Print), ISSN 2066-7698 (CD-ROM);

2011

- *Conference on British and American Studies 9th Edition*. 2011. Braşov: Transilvania University Press Braşov. ISSN 1844-7481;

2009

- *Bulletin of the Transilvania University of Braşov* 2 (51), Series IV: Philology and Cultural Studies, ISSN 2066-768X (Print), ISSN 2066-7698 (CD-ROM);

2005

- *Conference on British and American Studies, 3rd edition*. 2005. Braşov: Transilvania University Press Braşov, ISBN 973-635-300-1;

2004

- *Conference on British and American Studies, 2nd edition*. 2004. Braşov:Transilvania University Press Braşov. ISBN (10) 973-635-660-4; ISBN (13) 978-973-635-660-5;

2003

- *The National Conference on English and American Studies, Conference Papers*. 2003. Braşov: Transilvania University Press Braşov. ISBN 973-635-240-4.

II.7. Educational and research projects

I have also been involved in several educational, training and research projects.

II.7.1. Training and educational projects

1991- 2002 The PROSPER project

The project entitled *Project of English for Specific Purposes in Romania* (PROSPER) started in 1991 as a joint initiative of the British Council Bucharest and the Ministry of Education and it involved six major tertiary educational Romanian institutions (Academy of Economic Studies Bucharest, Politehnica University Bucharest, Cluj Technical University, Iaşi Technical University, Politehnica University of Timişoara, and Transilvania University of Braşov); the initial aim of the project was to change the methodology of teaching English to future key professionals in Romania. The project provided in-country training courses taught to Romanian teachers of English by British experts as well as courses provided at British universities.

The main outcomes of this project have been:
- writing ESP books;
- writing articles and presenting papers at national and international conferences;
- obtaining the Certificate of Advanced Studies from the *Institute for English Language Education*, Lancaster University, the United Kingdom;

- obtaining the title of Master's Degree in Education awarded by the *Centre for English Language Studies in Education*, Manchester University, the United Kingdom;

- attending several training courses on managing language schools: 1995 at the *Institute for English Language Education*, Lancaster University, 1997 Timişoara - Private Language School Inspectors, 2000 training the trainer (Professional development for foreign language teachers: Bell Teacher Training Institute, Saffron Walden, the United Kingdom);

- setting up the language centre at Transilvania University of Braşov;

- setting up QUEST - Quality Language Services Romania, which later joined the European Association for Quality Language Services (EAQUALS), to put in place procedures related to quality assurance and maintenance;

- participating in other ESP projects as a manager, trainer or project member;

- managing the British Council Centre Braşov (1999-2003).

2010-2012 short-term expert for the Project FSE RO POSDRU/57/1.3/S/32629, „*Formarea Profesională a Cadrelor Didactice din Învăţământul Preuniversitar pentru Noi Oportunităţi de Dezvoltare în Carieră*" [Professional Training of Secondary School Teachers for New Career Opportunities]. The project aimed to retrain teachers of other subjects to become teachers of English and it was coordinated at Transilvania University by prof. Mircea Neagoe. As part of this project I delivered courses on English morphology and syntax.

2005-2007 short-term expert for the project entitled *Program pentru Învăţământul Rural* [Project for Rural Education] - Transilvania University of Braşov with MedC-UMPIR (coordinated by prof. Vladimir Mărăscu Klein), Contract 720/04.10.2005. The project aimed to improve the quality of teaching English in secondary schools in rural areas and as part of this project, I taught English morphology, English syntax, written communication, evaluation, and testing.

2004-2006 trainer and material writer in the project entitled *English for the World of Work*, initiated by the Ministry of Education and the British Council Romania; this project, based on the pilot project described below, aimed at developing an inter-curricular optional course (language and communication and technologies) in 17 vocational schools in Romania (Arad, Braşov, Brăila, Bucharest, Constanţa, Galaţi, Timişoara). It promoted Content Integrated Language Learning, developed vocational students' research skills, and enhanced their critical and analytical skills. The project methodology was also very innovative, as it involved teachers

of various subjects working with students and representatives of local industries in order to identify English language skills necessary for the vocational students' future jobs. The needs analysis was followed by a critical evaluation of textbooks and by students and teachers producing jointly teaching materials to meet the students' identified future professional needs.

2003-2004 project manager and trainer in the pilot project entitled *English for the World of Work* initiated by the Ministry of Education and the British Council Romania. The project, of the Content Integrated Language Learning type, involved 4 vocational schools in the district of Braşov. The teachers of English, of vocational subjects, and their students worked together to identify the students' language needs in terms of their future profession, to design the curriculum and then the teaching materials.

2000—2002 project manager and trainer in the project entitled *The School Based Curriculum*, initiated by the Ministry of Education and the British Council Romania. It brought together secondary teachers of English and other subjects (physics, information technology, history, music, geography) who worked together to produce syllabi, teaching materials and tests for intercurricular optional classes. It was a project of the Content Integrated Language Learning type, which is a relatively new instruction area in Europe and which is considered to promote individual leaning and to develop communicative competence as it uses a foreign language to assist the acquisition of content that is not that foreign language. The project involved 17 lower secondary schools all over Romania (Iaşi, Suceava, Voroneţ, Sibiu, Braşov) and 2 of the schools involved in the project were awarded prizes for innovative teaching by the European Commission in Bucharest. The project made a significant contribution to the area of Content Integrated Language Learning.

I have also been involved as an English language expert in projects which had as one of their aims to prepare specialists in different domains to communicate in English for professional purposes.

2012 *Training Students for IT Engineering Applications*, Leonardo da Vinci Project no. RO/2006/97023/S 2005-2006

I taught English classes to outgoing students, focusing on their future speaking and writing needs.

2005-2006 English language expert in the Leonardo da Vinci Project *COMPLETE*, RO/04/B/P/PP 175016, coordinated by prof. Corneliu Cofaru.The aim of the project was to train specialists in the area of energy, transport and environment by means of new teaching, learning and evaluation methods. I was one of the authors of the book written for these specialists and entitled *Techniques of Communication.* 2007. Braşov: Transilvania University of Braşov Publishing House. ISBN 978-973-635-779-4.

1998-1999 – English language expert in TEMPUS JEP No. 12334/97. The project, coordinated by prof. Constantin Lăzărescu, aimed at re-training wood processing industry engineers. One of the results of this project was the book which I wrote entitled *English for Technical and Business Purposes in Wood Industry*. 2000. Braşov: Editura Universităţii Transilvania Braşov. ISBN 973-9474-65-9.

2007-2008 the project entitled *Baza teoretică de date pentru studiul interdisciplinar al fenomenelor culturale contemporane. Tendinţe actuale în ştiinţele socio-culturale. Teme şi concepte postmoderne* [The Theoretical Data Base for the Interdisciplinary Study of Contemporary Cultural Phenomena. Current Tendencies in Socio-Humanistic Sciences. Postmodern Topics and Concepts] a CNCSIS Project coordinated by professor Andrei Bodiu and professor Caius Dobrescu from Transilvania University of Braşov.

I was one of the authors of the *Repertoar de termeni postmoderni* [Dictionary of Post Modern Terms]. 2008. Braşov: Editura Universităţii Transilvania din Braşov. ISBN 978-973-598-448-0, to which I contributed with entries such as frame, evaluation, modalization, modulation, feminine novel. Available in WorldCat http://www.worldcat.org/title/repertoar-de-termeni-postmoderni /oclc /852717308&referer=brief results

II.7.2. Research projects

2007-2008 I was a researcher in the project entitled *Limbaj instituţional şi comunicare interculturală în companii multinaţionale din România* [Institutional Talk and Intercultural Communication in Multinational Companies in Romania] (CNCSIS 1052) coordinated by professor Liliana Coposescu.

I co-edited one book entitled *Intercultural Communication in Multinational Companies – Corpus of Spoken Interactions in English*. 2008. Braşov: Editura Universităţii Transilvania din Braşov. ISBN 978-973-598-407-6 and contributed with three chapters to another book entitled *Institutional Talk and Intercultural Communication in Multinational Companies in Romania*. 2009. Braşov: Editura Universităţii Transilvania din Braşov. ISBN 978-973-598-599-8.

I also participated in national and international conferences (Cluj, Braşov, Sofia, Nitra) where I presented papers based on the research results. I also published 14 articles and chapters at national and international publishing houses (Transilvania University of Braşov, Star Cluj Napoca, John Benjamins Publishing Company, Cambridge Scholars Publishing), 4 of them being ISI indexed.

II.8. Teaching activity

Throughout my teaching career I have taught ESP and philology students.

The ESP students I taught during the first part of my teaching career were studying engineering, information technology, forestry, medicine; during their first two years of undergraduate studies they had English classes (General English during the first year and English for Specific Purposes during their second year of study). The aims of these courses were to consolidate and improve their current knowledge of English, help them to become independent learners, and prepare them to use English in their future professional activity.

II.8.1. Courses taught

The courses and seminars I have taught to philology students, English majors and minors, full time and distance learning students, have covered practical courses (general vocabulary, special vocabulary, testing, writing) and lectures in English syntax, discourse of American press, introduction to cultural studies, quantitative methods in research.

English syntax   (course taught to students in the English language and literature and French/German or Romanian language and literature undergraduate programme, 1st and 2nd semesters, 3rd year, Romanian language and literature and English language and literature

undergraduate programme 1st and 2nd semesters 3rd year, and Applied Modern Languages undergraduate programme, 2nd semester, 2nd year). The objectives of the course are:

- to explain fundamental linguistic concepts;
- to consolidate and expand the grammar knowledge the students have acquired so far;
- to help students to acquire the necessary knowledge that allows them to understand the way in which the English language functions;
- to familiarise the students with the theoretical concepts necessary to analyse the grammatical structure of the simple, compound and complex sentences in English;
- to explain the various types of subordinate clauses in English.

The course provides a description of English syntax from a Generative Transformational approach with elements of Functional Grammar, Relational Grammar, Case Grammar and pragmatics.

Quantitative Research Methods–(course taught to students in the postgraduate programme Linguistic Studies for Intercultural Communication 1st semester, 1st year). It aims to enable students to conduct research projects. The objectives of the course are:

- to define and use fundamental concepts in research:
- to provide the frame of a research project proposal;
- to develop students' theoretical and practical knowledge related to quantitative research;
- to explain the design and use of research instruments;
- to explain how data are collected, analysed, interpreted and presented;
- to clarify ethical issues related to research.

Introduction to Cultural Studies (course taught to students in the undergraduate American Studies programme, 1st semester, 1st year). The objectives of the course are:

- to explain the fundamental concepts of cultural studies;
- to describe, analyse, and interpret cultural phenomena, processes, etc.;
- to make students aware of the connection between cultural studies and other disciplines – literature, art, economics, linguistics.

The course covers topics such as time, space, identity, gender, feminism, high and low culture.

The Discourse of American Press (course taught to students in the undergraduate American studies programme, 2nd semester, 1st year). The objectives of the course are:

- to explain the functions of the press;

- to provide a framework for the analysis of the mass media discourse from a historical and linguistic perspective;
- to promote critical understanding and analysis of the journalistic language.

The course covers topics such as the history of American journalism, types of articles, representation of gender, race, etc. in mass media (race, gender, etc), myths in American journalism.

The courses and seminars I teach are based on a student-centered perspective – they encourage dialogue, students' presentations, and group work.

II.8.2. Books published

For the courses I teach I have published the following books:

Chefneux, Gabriela and Burada, Marinela**. 2001. *Elements of Morpho-Syntax.* Piteşti: Editura Paralela 45. 284 pp. ISBN 973-593-317-9. Reviewed by Iordăchioaia Gianina in Observator Cultural 68, June 2001. Available in WorldCat http://www.worldcat.org /title/elements-of-morpho-syntax-lucrare-elaborata-pentru-studentii-la-forma-invatamant-deschis-la-distanta/oclc/895077051&referer =brief_results

The book offers a holistic approach to English grammar, being addressed to teachers and students of English. It is structured in such a way as to move from easier to more difficult topics and from smaller to larger linguistic structures.

The aims of the book are to promote the understanding and use of the concepts of grammar in general and of the English grammar in particular, to develop the learners' critical judgement, their ability to understand and teach English grammar in a clear, accurate and logical manner.

The book consists of eleven chapter organised under four main topics – the nominal phrase, the verbal phrase, adverbs and adverbials and sentences (simple, compound and complex).
All the chapters follow a similar progression – they start with the definition of the notions and concepts presented, provide examples and comments, a historical perspective where appropriate, and comparisons between the English and Romanian languages.

The book also offers a glossary of terms, alphabetically organised, which aims to introduce the readers to the basic concepts covered and to clarify the terminology used.

A strength of the volume is the way in which it combines theory and practice as the chapters emphasise various registers and provide information about the pronunciation, semantic and pragmatic aspects related to the topic under discussion. It combines a descriptive and a formal approach in order to ensure an easier understanding of the concepts presented.

The chapters have a bottom-up progression – for example, *Chapter Seven - Adverbs and Adverbials* starts with a general definition of this open-class item and then proceeds to illustrating the wide range of structures that can function as adverbials – adverbs proper, prepositional noun phrases or subordinate clauses (finite, non-finite or verbless). The chapter moves from suffixation as a way of obtaining adverbials to a classification of adverbials using syntactic and semantic criteria. It explains and illustrates the position of adverbials and comments on adverbial clauses from a semantic perspective. The chapter ends with a presentation of the pairs of adjectives and adverbs which can cause difficulties for the learners (cheap/cheaply, clear/clearly, etc).

The novelty brought by this volume is the combination of traditional and formal approaches, the references it makes to Romanian grammar, where relevant, and the combination of theory and practice – as the concepts are illustrated with many examples.

Chefneux, Gabriela. 2010. *Discursul presei anglo-americane, Curs pentru învăţământ la distanţă, Universitatea Transilvania din Braşov, Centrul de învăţământ la distanţă şi învăţământ cu frecvenţă redusă, Facultatea de litere, program de masterat ID Cultură şi discurs în spaţiul anglo-american, anul I sem. II* [The Discourse of Anglo-American Press, Distance Learning MA programme, Faculty of Letters, Distance learning centre for part-time students, Transilvania University of Braşov].

The course aims to provide the master's degree students with information related to American and British newspapers, the objective being to help them to understand how newspapers have evolved and how they are organised and operate today, how articles are structured and how newspaper articles can be analysed from a historical, linguistic, and mythological perspective. At the end of the course the students are expected to be able to analyse a wide range of articles from a variety of perspectives (critical discourse analysis, historical, mythological, etc.). The course

has a structure adapted to self-study, including "to do" sections, a revision section and self-assessment tests at the end of each unit with key at the end of the book to make the learners aware of how well they have mastered the respective unit. Each unit indicates what the learner should be able to do at its end in terms of practical, cognitive and communicative competences and offers a summary of the unit.

The course starts with basic information related to communication – theories and models of communications (Shannon and Weaver's, Jakobson's), the theory on signs and meanings (Pierce, Saussure, Fiske, and Barthes), the presentation of codes, connotation and denotation. The course continues by focusing on the organisation of newspapers (Hodgson 1997); it presents the press theories (The Polarised Pluralist, The Democratic Corporatist and the Liberal one), provides a classification of newspapers and then describes the way in which a newspaper is organised (contributors, sections of the newspaper, etc.). Chapter 3 gives information about the history of British and American journalism (Barnhurst and Nerone 2001), and about the most relevant types of 20th century journalism (Yellow, muckraking, investigative) (Eadie 2009). Then it defines news and describes the functions of newspapers and the factors that influence the newsworthiness of an event; articles are linguistically analysed in terms of their headlines, representation of groups, lexical and syntactic choices (Fowler 1991, Reah 1998, Richardson 2000). The next unit examines certain ways of representing politics and war (Graber 2006) while the last unit moves from the current to a more atemporal dimension of newspapers, by presenting news stories as illustrations of myths – the victim, the scapegoat, the flood, etc. (Lule 2004).

The textbook provides a combination of perspectives - linguistic, historical, mythological and sociological, which help students to understand and analyse newspapers articles.

Chefneux, Gabriela. 2010. *Metode de cercetare în ştiinţele umaniste – Curs pentru învăţământ la distanţă, Universitatea Transilvania din Braşov, Centrul de învăţământ la distanţă şi învăţământ cu frecvenţă redusă, Facultatea de litere, Program de masterat IFR Cultură şi discurs în spaţiul anglo-american, anul I sem II.* [Research Methods in Humanities –Distance Learning MA programme, Faculty of Letters, Distance learning centre for part-time students, Transilvania University of Braşov].

Research Methods in Humanities follows the same structure as the previously described course and aims to enable students to conduct their own research in the areas related to their professions. Its overall aims are to help students to formulate research questions, to encourage

them to apply the research methods appropriate to their intended research, to design the research instrument and to collect, interpret, analyse, and present the data collected. From a cognitive perspective, it helps the learners to understand the main research methods and instruments, to understand the stages of a research project (Units 1, 6) (Baker 1988) and to be aware of the possible ethical issues involved in their research (Unit 7) (Burgess 1989). The practical competences developed by this course are designing research instruments, collecting, analysing, interpreting, and presenting the data (Units 2, 3, 4, and 5) (Cohen and Manion 1980, Baker 1988, Neuman 2006) while the communicative competences developed are to identify the best way of presenting the research results. The course starts by presenting the two main approaches to interpreting reality (the objectivist and the subjectivist ones), and then introduces the main research stages. It continues with surveys and sampling methods, types of experiments (true experimental design, post-test control group design, ex-post factor research, etc.) and field research. The next unit presents the way in which questionnaires and interviews (focus, structured, unstructured) can be designed. It comments on the advantages and disadvantages of each way of collecting data, and explains ways of processing, analysing and presenting the data (Preece 1994). This chapter also offers information about the main types of the statistical analyses of data – arithmetic mean, median, mode, range, chi-square; the next unit describes other types of research – action research, evaluation, research, content analysis and historical research. The course ends with the discussion of the most frequent ethical issues which researchers face and have to consider – coercion of subjects, invasion of privacy, betrayal, plagiarism, falsification of results, etc.

The main characteristic of this course is that it has a strong practical approach, as all its units include practical tasks and draw the students' attention to the relationship between research and their every day professional activity.

II.9. Programme coordinator

Since 2011 I have coordinated the American Studies undergraduate programme, which was accredited in March 2013. I have continually tried to improve the syllabus for this programme; thus, according to my colleagues' and students' feedback, I have moved certain subjects to lower or higher years (for example *Introduction to American Sociology* is now taught during the second semester of the second yea, while *Democracy in America* was moved to the first year of study); I have permanently diversified the optional courses in order to meet the students'

demands and interests (for example *Digital Culture*, *Introduction to American Philosophy*). My experience has shown that students need more practical courses in order to consolidate their English language knowledge and improve their writing skills; consequently I have introduced five practical courses during the first year.

One of my areas of concern is the low number of students who take their graduation exams at the end of their three years of undergraduate studies. I have tried to solve this issue by appointing counsellors for the 3rd year students, counsellors who are graduates of the same programme.

I have established links with other similar departments in other countries – The Faculty of Kosice, Slovakia and the University of Szeged, Hungary and several students from the American Studies programme from the University of Braşov have studied in these countries for a semester.

From 2007 to 2011 I was the coordinator of the English language and literature and Romanian/French/German language and literature undergraduate programme; during this period the programme was evaluated once in 2008 and reaccredited in 2010.

II.10. Evolution and development plans for career development

The current trends in the Romanian academic society are challenging because of the transformations taking place in terms of tertiary education requirements; universities are competing for students and students need high quality training in order to be able to find employment in the national and international labour market. Consequently, the teaching and research objectives that I have set for myself for the near future aim to meet these demands.

II.10.1.Teaching area

I have constantly tried to improve this area in terms of the content and method used for the subjects taught. I have continously updated the content of the courses I am teaching with the latest publications and international research results.

However, I plan to further update the content of my syntax course and integrate syntax with other disciplines the students study, such as morphology, discourse analysis and pragmatics so

that the students obtain a more unified approach to language; I also plan to provide a wider range of perspectives in terms of language approaches. In order to do this, I intend to publish in 3 years' time a course on English syntax, which would include a detailed presentation of the ways in which the English language has been studied by traditional, Generative Transformational, Government Binding, and Functional grammar, using examples and illustrating the approaches in each chapter.

For the *Introduction to Cultural Studies* course I would like to further encourage the students to use the concepts taught during the course for the analysis of their national, European, and world-wide contexts.

As far as the *The Discourse of American Press* course is concerned, I would like to change it into *The Discourse of Mass Media*, and focus more on the Internet, advertisements, movies, radio and TV; I am also considering more video input during the lectures, mainly TV recorded programs.

From a methodological point of view, I believe that my courses and seminars need to have an even more emphasised student-centered perspective which, at this stage, means further involving the students in the actual teaching and learning process, asking them to make more presentations during the course and increasing the student talking time. I would also like to involve the master's degree students in more research activities such as building corpuses of newspaper articles and recording and transcribing spoken texts around the topic of women representation in mass media.

I intend to further change the assessment method (for *Introduction to Cultural Studies* and *Discourse of the American Press*) by assigning two individual essays on topics chosen by the students and covered during the lectures and seminars.

I have tried and will continue to try to develop values that I think students should aspire to, namely interest in life-long learning, objective self-assessment, and professional integrity.

II.10.2. Programme coordinator

As the coordinator of the American Studies programme I plan to further improve the programme by discussing with my colleagues and analysing students' feedback. The next course I would like to introduce is a study skills one, as I have noticed that students would benefit from one.

I also intend to increase the number of exchange programmes with other American Studies programmes in Europe.

Another aim is to set up an American Studies master's degree programme, which means that new courses should be designed and taught. I would like to teach two of them – namely women in media and women and power, which would combine discourse analysis and feminism.

II.10.3. Research area

The research activity plays a very important part in the academic career as by attending and presenting papers at national and international conferences I can discuss my personal research results, obtain feedback to improve them, and meet colleagues interested in similar areas. Such conferences represent a way of widening the professional network and of discovering and debating new ideas, which can be used both in the teaching and the research activity.

For instance, the two international conferences that I attended in 2010 - *Discourse of Globalization, 13th International Conference of the Bulgarian Society for British Studies*, Sofia, Bulgaria and *Workplace across Languages and Cultures. International Conference on Professional Communication*, 2010, Universitatea *Transilvania* din Braşov have increased my interest in the comparative analysis of professional communication (for example multinational and national companies in Romania), while the international conference entitled *The Appalachian – Carpathian International Conference: Researching, Documenting, and Preserving Highland Traditions*, 6-9 October 2015, organised at Transilvania University of Braşov, related very closely to my interest in mass media.

A very significant impact on the research activity is the participation in projects, which means widening the research interests, approaching new topics of study and meeting peers.

In terms of research, the analyses I have conducted on professional communication in multinational companies in Romania have focused on evaluation, modality, argumentation, humour and politeness. I have also used the data provided by another CNCSIS- funded project conducted at Transilvania University of Braşov, *Comunicarea la locul de muncă* [Communication at the Workplace] which collected data from various types of Romanian

institutions (educational, business). The analyses of these data (in the multinational and the national company) have indicated that most of the areas I have studied so far are related to the power relationships in the institutions under study, power having various degrees and ways of being expressed, depending on the institutional culture. So far I have written two papers on linguistic ways of expressing power - *Women Managers in Meetings – Ways of Expressing Power* in *Bulletin of the Transilvania University of Braşov*, 2015, which analyses the ways in which the woman manager in a Romanian company expresses power and the second, *Power at Work - A Comparative Analysis*, presented at the *Conference on British and American Studies, 13th edition*, Braşov 8-9 May 2015, which draws a comparison between the multinational and the Romanian companies in terms of ways of expressing power during meetings. This is an area which I would like to develop and further research, moving from business companies to educational institutions and mass media, and focusing more on the way in which women are positioned and position themselves in relation to power.

So, this brings together my two major research interests, feminism and discourse analysis.

I also intend to continue my peer-reviewer activity with the *Synergy* Journal and I intend to suggest for 2017 an issue of the *Bulletin of Transilvania University* dedicated to gender in mass media, which I would like to edit. Finally, I would like to involve the master's degree students more in research activities by asking them to build corpora of mass media texts and conduct content analyses on them.

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