The History of Modern Languages in the Bucharest University of Economic Studies

A Centennial Perspective
Mariana NICOLAE
Ruxandra CONSTANTINESCU-ŞTEFĂNEL
Editors

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A leading university needs to assume a mission, to rely on strong personalities, able to concentrate positive energies, to benefit from a favourable internal and external organisational environment, to build upon a lot of work. In the Bucharest University of Economic Studies, to make an idea turn into a firm reality that would indeed reverberate in Romanian economy and society means for the curriculum decision-making factors and for the members of the academic community to understand the significance of multiculturality, of the latter’s essential role in accurate and fluent communication in several world languages. During the century that has passed since the establishment of Romanian economic higher education, it was considered absolutely necessary to include modern languages in curricula, as well as to deepen future economic and business specialists’ understanding of other cultures. This desideratum ensures our graduates’ communication skills against a business background that has become increasingly multilingual.

Disciplines related to modern languages and business communication have been successful in reaching complementarity with the other disciplines from the curricula included in the study programs organised by the faculties of the Bucharest University of Economic Studies; they have been taught by highly competent professionals; they have supported the diversification of educational services at university level; they have made the difference between our graduates and those of other higher education institutions. Putting the mission into practice, channeling positive energies, ensuring the synergistic effect and promoting the most modern teaching methodologies have all been possible due to the fact that our academic environment has benefited from highly professional altruistic scholars, always dedicated to doing work well. Throughout this process, exceptional scholars have played an essential role, with their visionary spirit and dedication to generous perennial ideas. The main objective of the modern language disciplines has been to improve students’ business communication skills, their ability to decipher the specific nuances of the cultural landscapes under consideration, to adequately manage the inter- and trans-cultural components of the international business environment. All these have contributed to the formation of students in that the latter have acquired strong knowledge in both language and culture, whose comprehensive nature has resulted in transversal competences which rely on high quality communication skills. We cannot teach our students to live “a present that partakes of a past turned into future” unless we ensure their access to books such as this one, which capitalizes on a genuine curricular patrimony, emphasizes outstanding teacher profiles, invites readers to discover the past, as well as to glimpse into the future, makes a convincing plea in favour of the networking of leading universities, and offers topics for reflection. I congratulate the initiators of this exemplary editorial project, those that have turned it into reality through their editorial work, as well as those who will be animated by the scientific curiosity and patience to read it.

Prof. Dumitru Miron, PhD
Dean
The Faculty of International Business and Economics

ARGUMENT FOR PUBLICATION

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FOREWORD

Why this foreword? Not necessarily because in the beginning was the WORD, before any significant event in human evo-
rution, and still less before the creation of the human species. Our concern is with the present, with the successful and pleasant moments in the history of the Department of Modern Languages and Business Communication (ASE Bucharest) which, in the past, has created a history fragile in its transience (on a par with the theatrical event, the pedagogical one lives only in the memory of those who have participated in it), the sense of duty towards one’s own professional history, and the gratitude toward the institution, our colleagues and ourselves, with our circle of human and professional connections.

An anniversary moment is remarkable in any given context, even more so in a world where institutions do not easily suc-
cede in communicating their identity. The past is a record of expressions, discrimina-
tion, loss, achievements, and – especially – what this book is not, either because we had not planned it to be, or because we have not entirely succeeded in what we had planned it to be.

This book intends to be somewhat different from other similar books. Why? Because, at first sight, this publication is an amiable methodological approach, an attempt to highlight the successful and pleasant moments in the history of the institution, to make them available to the readers’ eyes. However, we are trying to put forth a monograph of the field of modern languages applied to economics and business within the Bucharest University of Economic Studies – from the beginnings in 1913 until now. By perusing the book, you will find out about accomplishments, as well as about unfulfillments, about joys, as well as difficult moments, and beyond the words and images that the authors have gathered in this book, you, readers, will be able to restore the academic life in times about which we cannot yet speak in a free and disengaged manner, as the wounds have a frail scab or at times are bleeding. Even so, institutional life has carried on, the field has survived due to the fact that there have always been people who have thought not of their own comfort and safety, but of the good of the students and of the profession when the latter was not considered as such. Why is this book different? Methodologically speaking, it is a blend of approaches, from introspection to restoring personal documents, to oral narration, from quantitative studies to qualitative ones, from documentation and research in the archives, to interviews and, often, to probing collective memory by means of brainstorming or focus group exercises. Why is this book different? Because, unlike the majority of academic works, the last chapter of this book renounces the primacy of the text in favour of commented pictures from the recent history of the field, in its attempt to free the Romanian academic writing from the formal stand-offishness which it has exiled itself to, and to restore it to the educated and informed reader, primarily interested in information and not in more or less “neutral” interpretations.

Why was such a book necessary? For several reasons, among which we mention: the anniversary moment, the need to document a history fragile in its transience (on a pair with the theatrical event, the pedagogical one lives only in the memory of those who have participated in it), the sense of duty towards one’s own professional history, and the gratitude toward the institution, our colleagues and ourselves, with our circle of human and professional connections.

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The ending words do not represent a cliché, they are not gratuitous. They reflect a truth which we entirely take responsibility for – all the accomplishments and fulfillments arising from this book are our common merit, resulting from the joint team efforts of those mentioned one way or another in this book. All the deficiencies and inconsistencies are entirely mine. I am the only one that should have been a better organiser, a more efficient catalyst, and generally I should have offered a more structured framework so that this book may reach you, the readers, as I have imagined it – as comprehensive as possible, with as few flaws as possible.

Mariana NICOLAE
Ph.D. in Education and Management
Head of the Department of Modern Languages and Business Communication
The Faculty of International Business and Economics, ASE Bucharest

We are not historians. We are teachers of foreign languages for business purposes, as well as of business communication, dedicated to supplying our students with the best linguistic skills that will help them better perform in their future jobs. That is why this book - The History of Modern Languages in the Bucharest University of Economic Studies: A Centennial Perspective, first published in Romanian in 2013 on the occasion of the 100th anniversary of our university, is not a complete presentation of our activity from its beginning in 1913 to the present. It only includes glimpses of who we were and who we are, of what we have achieved and how we have evolved. As the latest decades are more present in our minds, we have focused on them in writing this book.

We would like to thank our friends from other Romanian universities and from all the international bodies who expressed their appreciation and sent us their congratulatory messages. We would also like to thank our colleagues who contributed to writing this volume: Mirela Bardi, Roxana Băilea, Monica Condrut-Blăcescu, Lora Constantinescu, Maria Dănilă, Viorela-Valentina Dimu, Năgîța Iosia, Maria Magda Mătreaț, Sonia Marcoux, Marina Militaru, Florina Mohan, Laura Mureșan, Octavian Opriță, Flori Popa, Cristina Prilepceanu, Mariana Sandulescu, Rodica Stanciu-Capotă, Mihai Serban, Delia Vasiliu, as well as our Dean - Professor Dumitru Miron, and the Head of our Department - Professor Mariana Nicolae.

Some of our former colleagues, whom we still cherish, are presented in this volume. There were many more whose valuable contribution to teaching foreign languages for business purposes should have been remembered and we would like to apologize for not having done so.

Some of our publications and some of the events we have organised over the years may also be absent from the book, but those which are indeed mentioned make us proud.

We have also included several photos taken during public and more private events involving the members of our Department as, every time we see them, we are happy to remember the occasion and to know that we are part of this wonderful group of outstanding people and professionals.

Finally, we would like to thank the translators Monica Condrut-Blăcescu, Viorela-Valentina Dimu, Antonia Enache, Maria Enache, Raluca Serban and Laura Mureșan, who made it possible for us to offer this book to all our English-speaking friends as a token of appreciation.

Ruxandra Constantinescu-Ştefănel
This book is structured as follows: an Argument for Publishing is the result of an interdisciplinary effort conducted over a period of at least two years, with limited resources, but which have developed the creative spirit and managerial ingenuity of those who contributed to it.

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Another important chapter is the one referring to the National and International Conferences of the Department of Modern Languages and Business Communication, which is completed by the images in Chapter 10. There is also an updated list of the members of the Department of Modern Languages and Business Communication, which contains associate teachers and a list of the retired teachers from the Department of Modern Languages and Business Communication, with A Picture History of Foreign Language Teaching in the Bucharest University of Economic Studies. There is a basic bibliographical text about each chapter contains its own bibliographical notes and Chapter 3 suggests a comprehensive bibliography.

The chapters which follow are consacrés aux Publications en anglais et allemand et aux Publications en français, italien, espagnol et russe des membres du Département des Langues Modernes et Communication en Affaires. Nous avons opté pour cette manière de présentation, car, au moment de la conception du volume, il était de l’intérêt des spécialistes des langues modernes de l’Académie d’Études Économiques de Bucarest d’avoir un texte de présentation. L’ouvrage se distingue par une méthode de rédaction qui a été conduite de façon cohérente et qui a été suivie de la même manière pour l’ensemble des chapitres.

The volume de l’Académie d’Études Économiques est une monographie de l’histoire des langues modernes à l’Académie d’Études Économiques de Bucarest. Ce livre est composé d’une introduction, qui décrit l’histoire des langues modernes à l’Académie d’Études Économiques de Bucarest.

The book, which is part of a larger research project which aims to document and propose a monograph of the development of modern languages in the field of economics and business in Romania. This volume is the result of an interdisciplinary effort conducted over a period of at least two years, with limited resources, but which have developed the creative spirit and managerial ingenuity of those who contributed to it.

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die professionelle Entwicklung des Bereichs angewandter mod-
erner Sprachen ausgewirkt hat, indem es maßgeblich zu seiner
Strukturiierung beigetragen hat; ein Kapitel über das PROSPER-
A.S.E.-Engelszentrum; eins über das Französischlektorat.

Ein besonderer Teil, mit der Überschrift Lehrerporträts, ist
den Menschen gewidmet, die die Geschichte des Bereichs ge-
prägt haben. Aus mehreren Gründen, von denen einige objekti-
ver Art und auf den Mangel an für die Verfassung erforderlichen
Informationen zurückzuführen sind, während andere subjektiv
sind und in Verbindung mit Unfähigkeit oder Gleichgültigkeit
stehen, ist dieses Kapitel in vorkommensbezogener Hinsicht
lückenhaft und mosaikartig in Bezug auf die Darstellungsweise.
Die Auswahl dargestellter Personen ist eine, bei der in erster
Reihe der Zugang zu den Informationsquellen, unsere institutio-
nelle und die eigene organisatorische Fähigkeit sowie nicht zu-
letzt die Popularität des betreffenden Lehrerporträts im Kollek-
tivbewusstein des Bereichs berücksichtigt wurden. Es folgen
ein Kapitel, dass Die Veröffentlichungen des Departments für
Moderne Sprachen und Geschäftskommunikation in englisch-
er und deutscher Sprache vorstellt, sowie ein anderes, zu den
Veröffentlichungen des Departments für Moderne Sprachen
und Geschäftskommunikation in französischer, italienischer,
spanischer und rumänischer Sprache. Unsere Entscheidung fiel
für diese Darstellungsweise, mit dieser Überschrift, weil es die
einfachste und verständlichste war. Die häufigen Struktur- und
Namensveränderungen, unter denen die Spezialisten des Be-
reichs angewandter Sprachen im Laufe der Zeit gewirkt haben,
haben eine solche Darstellung, der auf jeden Fall, deutlich, Wer-
ke und Personen fehlen, zu etwas Unmöglichem gemacht. Ein
weiteres wichtiges Kapitel ist dasjenige über Nationale und in-
ternationale Tagungen des Departments für Moderne Sprachen
und Geschäftskommunikation, das von den Abbildungen in
Kapitel 10 ergänzt wird. Darauf folgt ein aktualisiertes Ver-
zeichnis der Mitglieder des Departments für Moderne Sprachen
und Geschäftskommunikation, das auch die auswärtigen Lehr-
kräfte des Departments aufführt, sowie eine Auflistung der
emeritierten Mitglieder des Departments für Moderne Sprachen
und Geschäftskommunikation. Das Buch schließt mit der Ge-
schichte in Bildern des Unterrichts moderner Sprachen an der
Akademie für Wirtschaftsstudien Bukarest ab. Eine minimale
Abschlussbibliographie liegt vor, weil jedes Kapitel seine ei-
gen Bibliographie enthält, und Kapitel 3
eine beträchtliche Bibliographie vorschlägt.
The centenary of the Bucharest University of Economic Studies is an important event for the community of scholars in the field of applied modern languages. It is a great pleasure for me, on this anniversary, to express my feelings regarding the collaboration with PhD Professor Mariana Nicolae for the Master’s programme I am currently running, entitled the *Culture and Language of European Organisations*, organised by the Department of Applied Modern Languages, Faculty of Foreign Languages and Literatures from the University of Bucharest.

The participation of Professor Mariana Nicolae in this programme represents a token of the friendship that has linked us since we were students. Professor Nicolae’s acceptance to support our programme represented a decisive argument in the assessment and accreditation of our Master’s programme by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) in 2009.

I should also highlight the impact of the lectures delivered by Professor Nicolae – Leadership and Organisational Culture: the enthusiasm of the Master’s students has always been manifest.

Professor Nicolae owns that mysterious gift that makes a teacher worthy to be remembered by generations of students as a model of humanity and professionalism.

PhD Associate professor Diana Ioniță  
Faculty of Foreign Languages and Literatures  
Head of the Department of Modern Languages  
Coordinator of the Department of Applied Modern Languages  
Director of the Foreign Languages Center of the University of Bucharest
Message on the occasion of the Centennial Anniversary of the Bucharest University of Economic Studies

To the Department of Modern Languages and Business Communication

Dear colleagues,

Significant, for the institutions we belong to, is their foundation and the start of their activity: the Academy of High Commercial and Industrial Studies in Bucharest was set up in 1913, by Royal Decree, and the institution from Cluj in 1920, by a similar document. The two institutions became, in time, essential pillars in the development of economic higher education in Romania. The same importance, from the tradition point of view, is granted in these Decrees to the moulding of future specialists, not only as regards their economic knowledge, but also as concerns their capacity of integration in the European environment, by the major role given to applied modern languages in the economic field. We should recall that the first Decree establishing your institution recommended the study, for business purposes, of three languages, from a considerable list, and the documents dating from the beginnings of the Academy of High Commercial and Industrial Studies in Cluj also include the languages studied, insisting on their specific purposes.

The vision of the founders of the two institutions is essential, as they understood that the opening to European and international economic space can be accomplished only through the mastery of several foreign languages. Set up after 1990, the Departments of applied modern languages and business communication, form Bucharest and Cluj, continue this tradition, which lines up with current trends, promoted by European institutions. Through our entire activity, we support our students’ need to study at least two foreign languages and we contribute to the development of their efficient communication skills, essential coordinates in a globalised environment.

This anniversary moment represents yet another occasion to express our appreciation for the collaboration and support we have enjoyed during time, from certain remarkable members of your Department. We worked together on national projects, such as the PROSPER Project (initiated and financed by the British Council), participated in conferences or other activities with an impact on our professional development. It is a time when we can reflect on the ways to continue and optimise this collaboration.

Those who work in the field of applied modern languages for business communication undoubtedly have a common goal: to find the most effective ways through which to contribute to the professionalism of specialists in the economic field, in order to endow them with effective communication skills in foreign languages. In the future, we wish that our efforts could meet the needs of our students to integrate on an increasingly complex labour market, we hope to benefit from support at institutional level, and also to be able to undertake other projects in our field.

On the occasion of your institution’s centenary, we wish you to always find the enthusiasm that would allow you to continue a remarkable tradition, and to be successful in your future endeavours!

PhD Associate Professor Delia Marga
Head of Department
On the occasion of the centennial anniversary of the Bucharest University of Economic Studies, it is my real pleasure to evoke some beautiful moments spent alongside the staff members of the Department of Modern Languages and Business Communication, within the University of its Faculty of Business and Economics.

Since the 1990s, I have had the chance to meet some of them several times (Alexander Hollinger, Virginia Barghiel, Georgeta Ghiga, Mariana Nicolae, Laura Mureșan, Maria Enache). At the beginning, we met on the occasion of the PROSPER Project (Project of English for Specific Purposes in Romania) initiated by British Council – Romania in 1992 - a project which would comprise activities dedicated to the teaching of English as an applied foreign language in specialised faculties from various Romanian universities, thus often reuniting the then young (obviously, a melancholy term) ESP teams from Romania, in Bucharest, Chișinău, Timișoara and Brașov. I remember our workshops at the venue of the British Council Bucharest, or in Sinaia, Brașov, Iași, and other universities, certainly not forgetting the postgraduate training programme from Lancaster. Undoubtedly, these workshops, facilitated by renowned guest scholars, have resulted in personal and institutional development; in addition, they have played a major role in the development and maintenance of our teams’ cohesion and in the discovery of our creative potential. The latter was cultivated by means of various pedagogical exercises and was eventually capitalised on by the publication of a collective volume: English for Business and Administration, Cavallioti Publishing House, Bucharest, 1995. This book has been re-edited several times and, to our joy, it still is a useful tool for economics students and business professionals.

Later on, our brainstorming sessions meant to develop adequate materials for the study of English for Business were full of ever more pleasant surprises. I cannot forget our inspirational debates, initiated by our colleagues Virginia Barghiel, Laura Mureșan, Mariana Nicolae and Maria Enache, among others, at the end of which a modest but convincing intervention was made by Alexander Hollinger – an outstanding professional and a model for younger colleagues. He offered his input in a clear and selfless manner, which was at the same time reverent and noble. I remember Laura Mureșan (among others, founding member of the PROSPER-ASE Language Center, and of QUEST Romania), whom I have often worked together with, as a wise reference, especially when some of our ideas were too intertwined with our own ideas or habits. But she intervened with an admirable modesty, worthy of the scholar she has always been. Mariana Nicolae, who has often been our guest at the ESP conferences we have organised in Iași, showed promising signs regarding a future career in leadership; she was combative, diplomatic and at the same time determined, showing special negotiation and communication skills, which she has unsurprisingly placed in service of her peers (she is currently the Head of the Department of Modern Languages and Business Communication, as well as the director of the Department’s programme in Business Communication in English). Although I have met Georgeta Ghiga, Virginia Barghiel and Mariana Enache less frequently recently, they have remained in my memory as invigorating, positive, tolerant and encouraging people, especially when the ESP team (which still exists today and continues to produce scientific and didactic work) was in deadlock.

These are but a few of the items collected in my memory box, and they point to the existence of a praiseworthy academic group, to whom I wish Happy Anniversary! May it accomplish many more in the years to come!

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**THE “AL.I.CUZA” UNIVERSITY OF IASI**
Faculty of Economics and Business Administration
Department of Economics and International Affairs

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**THE “GRIGORE T. POPA” UNIVERSITY OF MEDICINE AND PHARMACY – IASI**
Discipline of Modern Languages and Romanian as a Foreign Language
Message on the occasion of the centennial anniversary of the Bucharest University of Economic Studies

To Professor Laura Mureşan
Department of Modern Languages and Business Communication
The Bucharest University of Economic Studies

Dear Laura,

Congratulations to ASE on reaching its centenary. ASE played a significant role in partnership with the British Council, in setting up the first of a series of private language centres at PROSPER-ASE in Bucharest in 1994. Drawing on university-based English language teachers, many of whom had benefited from British Council funded training, the Language Centres project created five regional language centres in the mid-1990s in Iaşi, Braşov, Constanţa and Cluj as well as Bucharest. The PROSPER-ASE Language Centre was also a key founder member of QUEST, the Romanian Association for Quality Language Services which was created in 1996. I am proud to have been closely associated with the Language Centres project, and look forward to seeing what pioneering work ASE will carry out in its next hundred years!

Michael Hall
Head of Short Courses, Centre for International Language Teacher Education (CILTE)
School Governor, Eggbuckland Community College
International Associate, Faculty of Education Health & Welfare
University of St Mark & St John
www.marjon.ac.uk/courses/international/
Advisor to the Language Centres Project

The University of Zaragoza (www.unizar.es) is one of the leading higher education and research universities in Spain and an accredited member of Campus Burros, the Campus of International Excellence of the Ebro Valley (www.campusburros.es), a strategic alliance of five universities that fosters teaching innovation and supports national and European research projects. The Department of English and German Studies at UZ closely collaborates with ASE’s Department of Modern Languages and Business Communication in both teaching innovation and research activities regarding multilingualism in academic communication and the role of English as an International Language in higher education and research publication. The synergies between both departments offer an adequate forum for tackling issues related to cross-cultural communication in academic and professional contexts and issues related to ways of empowering professional people and adult learners in general to perform linguistically in cross-cultural contexts, supporting greater mobility.

At present, representatives of both departments are currently involved in the EU Grundtvig Project ISQALE, Improving Standards of Quality in Adult Language Education (LLP-2011-1-GRU-LP-20).

On this special occasion, the 100th anniversary of the Bucharest University of Economic Studies, we congratulate our colleagues in the Department of Modern Languages and Business Communication and wish them continuous success in all their endeavours.

Carmen Pérez-Llantada
Professor of English Linguistics
Department of English and German Studies University of Zaragoza
UZ coordinator of the ISQALE team
UZ coordinator of the English in Europe: Opportunity or Threat?
http://www.englishineurope.ganasa.shetf.co.uk/
The Department of Modern Languages & Business Communication is the only ASE department that I know. But if all the others are only half as vibrant and adventurous, then the ASE is an excellent institution.

My association with the Department began about five years ago when I was invited to lecture on the personal and organisational dimensions of creative thinking. It has developed into a close association with some of its staff and students, all of whom have enriched my thinking, as well as my understanding of business communication and of translation issues raised by modern languages.

In particular, I have discovered how multi-disciplinary business communication is and how rich a field is covered by the study of modern languages. The Department has embraced this diversity and celebrated it in many ways. There are regular two way exchanges with Monash University in Melbourne, Australia, and a Monash academic has even lectured to ASE students over the telephone. A senior member of the Department has produced a doctoral thesis on leadership in a Romanian environment, which has morphed into a thought provoking and user friendly student textbook. Recently, a junior member was awarded a coveted three year Ph.D. scholarship by Ireland’s Dublin City University. She is studying problems attached to translating English into Romanian. And a member of Monash University has been assisted with his translations of some of the poems of Mihai Eminescu, who is Romania’s national poet.

The Department’s research findings are often presented at international conferences related to educational, linguistic and business issues, as well as in books that have been published by its members. Synergy, its highly regarded and peer-reviewed academic journal, publishes cutting edge papers on subjects like the way in which languages and cultures shape each other in dynamic and unpredictable ways.

Professor Mariana Nicolae has led the Department into and through these activities. With the assistance of her colleagues, she has built a secure platform for its journey into the next century of the ASE’s life. It’s a pleasure to congratulate her and her colleagues on what they have achieved. In the years ahead, it’s going to be even more of a pleasure to receive their on-going innovations in teaching, research and international collaboration.

Dr. James Moulder
Monash University’s MBA Program, Melbourne, Australia.

February 17, 2013

Dr. Mariana Nicolae
Department Head
Modern Languages and Business Communications
Faculty of International Business & Economics
Bucharest University of Economic Studies
Bucharest, RO

Dear Dr. Nicolae:

It is with honor and respect that I share a few words regarding ASE at a great milestone in their history. The University and their respective faculty provide the leadership in education and research that will help propel Romania to be a world force in today’s global society. The faculty is progressive in research and drive the link between findings and the classroom. As well, they are extensively involved on the world stage making their impact in policy making as a part of the European Union. As a Fulbright scholar, ASE was instrumental in creating a profound and enduring experience that was gratifying as well as insightful. The faculty and staff were always helpful and truly made my experience as an instructor and researcher possible because of their extensive knowledge and appreciation of different cultures and their devotion to quality research. I am truly grateful for the support and collaboration I found at ASE and look forward to opportunities to work with such an outstanding institution in the future.

Sincerely,
Victoria Seitz, Ph. D
Professor and Chair
Marketing Department
California State University, San Bernardino
THE GOETHE INSTITUTE OF BUCHAREST

In April 2013, the Bucharest University of Economic Studies celebrates 100 years since its foundation. The Royal Decree establishing the Academy of High Commercial and Industrial Studies was signed by King Carol I on April 6, 1913, and the founders of the university had previously studied in Germany – we take these facts as evidence of the historical link between Germany and Romania, a link preserved up to now.

A hundred years is the age of senescence for man – but a token of experience, stability and prestige for a higher education institution. The German language has been taught at the Bucharest University of Economic Studies ever since the latter’s establishment; moreover, the excellent cooperation between ASE Bucharest and the Goethe Institute has been in place for more than 20 years.

The promotion of German language education under the aegis of ASE Bucharest and of the Goethe Institute, as well as the university’s endeavours to increase the visibility of the German language and to provide high quality education have led to the joint organization of numerous conferences, in partnership with other organizations such as QUEST and EAQUALS. The Annual Student Conferences organized by ASE Bucharest have been gladly supported by the Goethe Institute. Conversely, the Bucharest University of Economic Studies has always been a reliable partner for the Goethe Institute in organizing multimedia professional training sessions for teachers of German language.

The Goethe Institute congratulates the Bucharest University of Economic Studies on the occasion of its 100th anniversary and expresses its delight regarding further cooperation.

Cătălin-Tiberiu Nedin
Director of the Language Courses, Language Exams and Educational Cooperation Department

THE FRENCH INSTITUTE OF BUCHAREST

Bucharest, February 25, 2013
Director’s Office

The Bucharest University of Economic Studies – ASE will celebrate its 100th anniversary on April 13, 2013.

On this occasion, the French Institute from Romania would like to extend its warmest wishes to this prestigious institution, highly representative for Romanian higher education.

The French language has always been taught in this university, ever since its establishment. Indeed, the Regulations of ASE Bucharest – the then Academy of High Commercial and Industrial Studies – stipulated on its foundation in 1913 that French “Correspondence” and “Communication” courses were to be taught.

With the passing of time, French has always been highly regarded and today, it preserves its status by means of a team of approximately 15 teachers and researchers, a few thousands of students learning French every year, and a journal – Dialogos – founded in the year 2000 by a group of academics from the Department of Modern Languages and Business Communication within the Bucharest University of Economic Studies.

In the year 2013, a new training course is initiated in partnership with the French Institute, to enable attendees to obtain the Diplomas in French Studies (DELF).

Furthermore, nowadays ASE Bucharest offers a series of study programmes in French: Bachelor’s and Master’s studies in Business Administration in French (350 students) at FABIZ – The Faculty of Business Administration in Foreign Languages, Master’s studies in Business Communication in French in a Multicultural Context at REI – The Faculty of International Business and Economics.

Moreover, the Embassy of France has offered its assistance throughout these years by: French Government scholarships, support for bilateral programmes, a French Reading Room (endowed with 5000 volumes in French), and French lecturers. At the same time, ASE Bucharest’s partnerships with French universities (CNAM, University of Orleans) have continued to produce effects.

The French Institute from Romania wishes ASE Bucharest an excellent anniversary and numerous accomplishments in the future, a future that we imagine beneficial for Francophone studies, for the learning of French for Special Purposes, which will enlarge ASE Bucharest’s students’ competences and their chances on the labour market.

The French Institute from Romania remains at ASE Bucharest’s disposal for any similar initiative.

Director

Stanislas PIERRET
To
The Department of Modern Languages and Business Communication
Faculty of International Business and Economics,
The Bucharest University of Economic Studies

The Bucharest University of Economic Studies (ASE) has been a valuable partner for British Council Romania ever since the beginning of the 1990s. Together with colleagues from other higher education institutions from Romania, the Department of English Language from ASE Bucharest had an essential contribution to the initiation and implementation of the PROSPER Project. This highly successful project has laid the foundations for the learning of English for Specific Purposes in Romania. In addition, ASE Bucharest had one of the first initiatives regarding the establishment of a modern language center in Romania, which represented another opportunity for cooperation with the British Council. In recent years, ASE Bucharest has provided a platform for debates and exchange of experience in various educational fields, such as: promoting multilingualism at European level and internationalization of higher education, these being significant issues on the cultural and educational agenda of the British Council as well.

The Bucharest University of Economic Studies is celebrating its 100th anniversary, while British Council is celebrating 75 years of existence in Romania. In this anniversary year, we would like to congratulate the management and colleagues from ASE Bucharest for their significant achievements so far and wish them all a successful future.

Dr. Nigel Townson
Director
British Council Romania

The United Kingdom’s international organisation for cultural relations and educational opportunities.
A registered charity 209311 (England and Wales) SC037133, Scotland
The centennial anniversary of the Bucharest University of Economic Studies represents a significant moment not only for the tradition of the Romanian economics and business higher education, of which your university is a founder and a leader, but also for the development and institutional modernisation of modern Romania. Ever since the beginnings, the Royal Decree from 6 April 1913 itself strongly recommended the study of foreign languages, whereas the tradition of correct, concise and complete language expression was considered vital for the success of future specialists in commerce and industry.

It is my pleasure to highlight the fact that these values are also among those supported and promoted by the English-Speaking Union – Romania, as part of the nearly centennial British-American organisation The English-Speaking Union founded in 1918. This is probably one of the reasons why the Faculty of International Business and Economics, by means of the Department of Modern Languages and Business Communication, has always had the openness to host, alongside our organisation, several remarkable events. I take pleasure in mentioning the organisation of the National Public Speaking Competition, the stage for students, as well as the organisation of meetings and conferences on current or historical topics. In 2003 the Honourable Gerard Noel, FRSL, delivered a lecture on Queen Marie of Romania for the students and academic staff of the Faculty of International Business and Economics, whereas in November 2007 Lord Alan Watson was invited to deliver an opening lecture for the Future of Europe conference. Moreover, one of the first modern textbooks, accompanied by audio cassettes recorded with native speakers, Communicate in Business, was written in cooperation with our organisation.

Here is why our organisation is pleased and honoured to sincerely congratulate the Department of Modern Languages and Business Communication and bestow upon it our wishes for future success and achievements in the activities it has undertaken for the benefit of the university’s students and of the community in general.

Dr. Arch. Alexandru BUDIŞTEANU

To: The Department of Modern Languages and Business Communication
Faculty of International Business and Economics
The Bucharest University of Economic Studies

Quest Romania - the Romanian Association for Quality Language Services - has constantly cooperated with the Department of Modern Languages and Business Communication within the Bucharest University of Economic Studies and the PROSPER-ASE Language Centre.

The active and professional involvement of the academic staff from the Department in the organisation and development of representative projects for the QUEST Association, the majority of which have been distinguished with the European Language Label, have turned a potentially dull institutional relationship into a genuine symbiosis.

The tradition of the tight cooperation between the Department of Modern Languages, the QUEST National Association, the QUEST Member Centres and the European cultural institutes in Bucharest has been reflected, among other things, in the prestigious international conferences jointly organised along the years, completed with the joint publication of the Conference Proceedings. Among them, we mention only those published in the last five years: For a Better Quality of Intercultural Dialogue (Bucharest, 2008), Languages as a Lifeskill – New Perspectives on LSP Teaching & Learning (Bucharest, 2010), Languages for Business and Career Development – The Quality Dimension (Bucharest, 2011), Improving Standards of Quality in Language Education and Research (Bucharest, March 2013), as part of the series Languages for Specific Purposes and Teacher Development (ISSN 2285-1623).

The continuous activities dedicated to the translation, publication and promotion of the European Language Portfolio EAQUALS-ALTE (Council of Europe accreditation 6/2000), the implementation of the EAQUALS Framework for Teacher Development and Self-Evaluation, and especially the joint efforts to implement an efficient system for evaluation, self-evaluation and quality assurance in language education, represent evidence in favour of a successful partnership which deserves to be continued.

Ovidiu Ursa
Chairman
QUEST Romania
To: The Department of Modern Languages and Business Communication
The Bucharest University of Economic Studies

Dear Colleagues,
Dear Friends,

Please accept our warmest congratulations on the 100th anniversary of your university - Academia de Studii Economice.

We appreciate the extremely fruitful cooperation between our organisations and teams, which started more than 45 years ago, first within the framework of professional exchanges among ESP teachers in Modern Languages departments, continued through networking among representatives of university language centres and then as founder members of national quality assurance systems, now associate members of EQAULS.

We learned a lot from each other in the process of establishing our national quality associations, and we still remember and highly appreciate the active contribution made by members of QUEST Romania, who are also members of PROSPE-ASE Language Centre and of the ASE Department of Modern Languages, to the setting up of the OPTIMA inspection system, to inspector training and the carrying out of the first quality inspections.

We are also very pleased that we could continue to develop our close links and professional exchanges of experts and expertise, within the framework of EQAULS, as well as through our joint participation in regional and European projects, such as the ECMLCouncil of Europe "QualITrain" projects, followed by EU Lifelong Learning projects ("IPALE - Innovative Practice in Adult Language Education!", "TSEQALE - Improving Standards of Quality in Adult Language Education"), to name just a few. Our co-organisation of and participation in international events and in joint presentations and publications have all represented invaluable experiences, which have consolidated our professional relationship and friendship.

On the occasion of your anniversary, we would like to express our best wishes for the continued success of the ASE Department of Modern Languages, of PROSPE-ASE and QUEST Romania.

Assoc. Prof. Dr. Galya Mateva
Cambridge CELTA, DELTA tutor
President, OPTIMA Bulgaria

To:
The Department of Modern Languages and Business Communication
The Bucharest University of Economic Studies

The Czech Association of Certified Language Schools (ACERT) and the Romanian Association for Quality Language Services QUEST Romania, both of them associate members of EQAULS, co-operate closely in the Counselling Learning Partnership "IPALE - Innovative Practice in Adult Language Education" (2009-2011).

This Partnership Project aimed at facilitating the development and implementation of innovative practices in adult education and at fostering lifelong learning, and sharing experience internationally. Through this project, a wide pool of educators and adult learners, representative of our community, had access to cutting-edge developments at European level.

The ASE Department of Modern Languages was actively involved as associate partner in dissemination activities and played a key-role, together with the Romanian partner QUEST, in organizing and hosting the international QUEST - ASE - IPALE conference "Languages as a Lifeline - New Perspectives on Lifelong Teaching & Learning (Bucharest, 2010). This provided an excellent forum for cooperation, exchanging institutional experiences and sharing best practice among partners, disseminating locally and internationally, creating synergies and putting into practice effective approaches to adult language education in a multilingual and dynamic Europe.

Another example of co-operation among our institutions was the "QualITrain as Grassroots Level" project, within the framework of the European Centre for Modern Languages - ECML, of the Council of Europe. The project coordinator, Laura Manescu, contributed to a wider dissemination of this project's outcomes by inviting ACERT to join a network meeting in Graz, Austria, and later invited a colleague to deliver a follow-up workshop in Prague, thus fostering our professional links and providing inspiration for further joint activities.

On this special occasion, the 100th anniversary of the Bucharest University of Economic Studies, we would like to congratulate our colleagues in the Department of Modern Languages and Business Communication on their professional achievements and to wish them continued success in all their activities, in current and future projects.

Dr. Andrea Krklousk
Chair ACERT e.a.
Prague, Czech Republic
www.acert.cz

Academia celor trei peste hotar
S-a zambit pe bratul nostru din vest
din vârful trecut

33
Dear Professor Nicolaie,

On the occasion of the centennial anniversary of the Bucharest University of Economic Studies, I am honoured to write a few lines to express my special appreciation for the rigorous and exacting courses offered by ASE Bucharest to form and mould students so as to become competitive at European and international level, and able to successfully face the challenges imposed by today’s companies, including multinational ones. Some of those former students are directly involved in rethinking Romania’s economic strategies against a European and global background.

Evidently, the “internationalisation” of students’ thorough training can only be achieved through in-depth knowledge of foreign languages, especially of English, acquired as a result of the quality teaching and learning process coordinated by the Department of Modern Languages and Business Communication, a department which - for several years - has manifested openness towards cooperation with prestigious institutions such as the European Commission, the British Council, the United Nations High Commissioner for Refugees, the International Organisation for Migration, the Ministry of Foreign Affairs of Romania. Such cooperation has greatly contributed to the setting of ever higher quality standards and to the implementation of new pragmatic methods, reflecting the real business environment against a complex global cultural background.

The visit of the delegation headed by prof. Dumitru Miron, Dean of the Faculty of International Business Relations, to Edinburgh whose aim was to participate in the 2013 edition of the Conference of Romanian Students, Professors and Researchers in the UK, the academic contacts made on this occasion and subsequent activities make me reaffirm the support of the Consular Office for the successful development of the projects undertaken, as well as for the identification of new projects towards the benefit of academics and students and for the increase of the visibility of the Romanian economics and business school.

In this anniversary year, I would like to congratulate the academic staff, students and graduates of this worthy Romanian higher education institution and to wish them a successful future, for the enhancement and consolidation of the prestige of the Bucharest University of Economic Studies in the international academic environment.

Dr. Mihai Deloea, Minister Counsellor
Head of the Romanian Consular Office in Edinburgh
Chapter 3

THE ROLE OF FOREIGN LANGUAGE CLASSES
IN THE MOULDING OF PROFESSIONAL ECONOMISTS

by Viorela-Valentina DIMA

1. European, national and institutional background

a. European background

Over the last decade, the European Commission has taken sustained measures to promote the study of foreign languages in all the European Union Member States. Thus, a series of programmatic documents have been elaborated – among them, we mention: Promoting Language Learning and Linguistic Diversity – 2003 and A New Framework Strategy for Multilingualism – 2005, 2008. These documents stipulate that foreign languages and multilingualism play an essential role in European economy, in the mutual communication and understanding between European citizens, as well as in the extremely useful information exchange on the European Union legislation and activity [apud 16: p. 2].

Against this background, a recent study published by the European Commission in June 2012 evaluates the results of the actions taken to promote multilingualism in all Member States. The report is entitled Special Eurobarometer 386 and it refers to the following data:

- 88% of the Europeans consider it very useful to speak foreign languages
- at European Union level, the most widely spoken foreign languages are: English (38%), French (12%), German (11%), Spanish (7%) and Russian (5%)
- 61% of Europeans indicate working abroad as the most frequent reason to learn a foreign language
- translations play a paramount role in several fields - education (76%), health (71%), work (68%), obtaining information on events happening around the globe (67%), obtaining information on the activity of the European Union (60%), public services (59%), leisure activities (57%)
- at work, foreign languages are used for: oral communication (38%), documentation (23%), writing of e-mails (24%), work-related journeys (15%) [16: pp. 5-9]

The above mentioned aspects highlight the fact that the learning of foreign languages at European level heavily relies on economic and professional motivation. As evident from the second section of this chapter, ASE Bucharest’s students confirm this European tendency.

In 2012, the European Commission published a study entitled European Language Label Empowering People. The publication of this document was occasioned by the 10th anniversary of the Barcelona Declaration. The foreword to this report reminds the fact that in 2002 the European Council set an extremely ambitious objective: “Mother Tongue Plus 2”; in other words, the citizens of the European Union have been encouraged to learn two languages in addition to their mother tongue.

As a result of this Declaration, the last decade witnessed the development of 1500 multilingual projects in all the European Union Member States.
The anniversary volume entitled European Language Label Empowering People may be considered a catalogue of the most successful multilingual projects undertaken in the last 10 years by EU Member States. For this special occasion, each Member State nominated a representative project. The project that was deemed representative for Romania (selected from the numerous projects submitted by Romanian education institutions in these last 10 years) is the one entitled “EuroTeilEPL: Equal Chances to European Integration through the Use of the European Language Portfolio”. The latter was co-ordinated by the PROSFER-ASE Language Centre, represented by two academic staff of ASE Bucharest, the Department of Modern Languages and Business Communication: Laura Mursean and Liliana Del- levo. The anniversary volume mentions some of the manifold merits of the project:

- it addressed various categories of target audience (decision-making factors, education institutions, teaching staff, trainers, employers, foreign language trainees of various ages derived from various work environments)
- it resulted in the elaboration of documents in 15 more or less spoken languages, the organisation of conferences, workshops, training and information sessions in over 20 countries
- it impacted not only at national and European level, but also at an international level, as the materials developed during the project have been used in Algeria or China [3: p. 56].

For all these merits, in September 2012 the project was awarded the European Language Label of Labels. This award was granted to 5 projects from Belgium, Italy, Lithuania, Norway and Romania, for their European improvement of the language competences of their respective target groups.

The aforementioned project is not the only one initiated by the academic staff of the Department of Modern Languages and Business Communication. In what follows, we mention some of the most representative of the Department’s projects:

- “Quality Assurance and Self-Assessment for Schools and Teachers”, 2001-2003

- “Drawing up a Glossary of Advertising terms” – a contract drawn and subsidised by the Latin Union, 2005
- “Parents (and Grandparents) as Language Learning Partners (PULLPs)”, Grundtvig project, 2007-2009
- “QualiTraining at Grassroots Level”, 2008-2009
- “Romanian Economic Personalities and Institutions – Romanian Value Added to European Identity (EPRI)”, 2007-2010
- “Theoretical and Practical Theories of Leadership in the Context of Romania’s Accession to the European Union (LIDEROM)”, 2007-2010

The documents presented until now highlight the importance that the European Commission and the Europeans themselves attach to the study of foreign languages. A similar attitude is characteristic of ASE Bucharest’s students, which is evinced by their responses within the case study regarding the Impact of foreign language classes on the students’ academic and professional pursuits.

b. National background

At national level, there is an increasing preoccupation regarding the ensuring of compatibility between the competences developed by university study programmes and labour market demands. Among the most recent publications on this topic, we mention those elaborated by Lumința Nicolescu [2007], Lumința Nicolescu and Cristian Plaun [2009], Gabriela Stăniciulescu and Bogdan Ursuleanu [2010] or E. Maxim, T. Ijic [2012]. The studies mentioned in this section emphasise the intense studies undertaken in 2012. The latter shows that employers have high expectations regarding the competences acquired by university graduates during study years.

Among the competences mentioned by the paper, foreign language competences play a crucial role. Thus, it is shown that approximately 51% of the employers “consider the ability to speak in a foreign language as important and very important” [7: p.16].

Significant data on the usefulness of foreign language classes during university years can be found in the final report elaborated within the SOFVIPR project entitled “Absolventii și piața muncii” (Graduates and the Labour Market), undertaken between 2010-2012. The project’s beneficiary institutions were: the Romanian Ministry of Labour and Social Protection, the Management and Development Council for Financing Higher Education, the Romanian Agency for Quality Assurance in Higher Education. The project benefited from the participation of ca 130,000 graduates from 55 universities from Romania, classes of 2005 and 2009 [15: p. 4]. Among the aspects mentioned in the project’s final report, we emphasise the ones directly connected to the relevance of foreign language classes in an economic university (and not only) [15: p. 4].

The economic studies, class of 2005: 10% participated in study programmes abroad during university years; 56% evince high and very high foreign language competences upon graduation; 68% enhance these competences after a get a job; the foreign language proficiency level required at work is 0.3% higher than the foreign language proficiency level proven upon graduation [15: p. 11] - among the economic graduates, class of 2009: 9% participated in study programmes abroad during university years; 57% evince very high and very high foreign language competences upon graduation; 57% enhance these competences after a get a job; the foreign language proficiency level required at work is 0.1% higher than the foreign language proficiency level proven upon graduation [15: p. 16].

The figures above point to the fact that economic students need foreign language classes not only to successfully pass the exams in the curricula, but also to take part in study programmes abroad. On the long term, foreign language classes prove their usefulness for one’s professional career – which is confirmed by the tendency to enhance one’s foreign language competences after getting a job, as well as by the labour market requirements (always higher than the proficiency level proven upon graduation).

The case study was based on a 19-item questionnaire, which served as a model for our own questionnaire, used in the case study described in section two of the current chapter. Among the findings of Simona Ionel’s article, we highlight:

- all the respondents use English at work (and 7 of them also use German)
- the majority of the respondents use English at work for writing (71%) and documentation purposes (55%)
- the respondents consider that they need to improve on the following aspects: specific terminology - 62%, knowledge of grammar - 55%, conversational skills - 48%, writing skills - 22% [6: p. 277-279].

Simona Ionel’s article also mentions the applicant selection procedures employed by companies that wish to recruit good speakers of foreign languages (in this case, good speakers of English). It is shown that when the vacancy requires a candidate with a good level of proficiency in English, the applicants take an English language test (e.g. writing of internal/ external correspondence).

The ownership of English as a second language is not compulsory and it does not exempt the applicant from taking the aforementioned test.

The studies mentioned in this section emphasise the intense national preoccupation with the compatibility between the competences acquired by the graduates during their university years and the competences demanded by the labour market. Against this background, foreign language competences play a paramount role for the employability of graduates.
are attended not only by Romanian students, but also by foreign students who are permanently enrolled or temporarily visiting the university as part of international mobility programmes.

### Table 1. Study programmes in foreign languages organised by ASE Bucharest, during the 2012-2013 academic year [13]

<table>
<thead>
<tr>
<th>Study programme</th>
<th>Faculty</th>
<th>Foreign language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s level</td>
<td>Business Administration in Foreign Languages</td>
<td>English, French, German</td>
</tr>
<tr>
<td></td>
<td>International Business and Economics</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Business Administration in Foreign Languages</td>
<td>English, French, German</td>
</tr>
<tr>
<td></td>
<td>Administration and Public Management</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Accounting and Management Information Systems</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Finance, Insurance, Banking and Stock Exchange</td>
<td>English, French</td>
</tr>
<tr>
<td>Master’s level</td>
<td>International Business and Economics</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>The Graduate School of Management</td>
<td>English</td>
</tr>
</tbody>
</table>

The curricula of the study programmes taught in Romanian also contain courses on Business Communication in Foreign Languages (English, French and/or German). In addition, on student demand, academic staff from the Department of Modern Languages and Business Communication teach elective or optional foreign language classes: Chinese, Japanese, Russian, Romanian as a foreign language, Spanish, Turkish. Since the 2012-2013 academic year, optional foreign language courses have been free of charge for first-year students, precisely to facilitate their access to language classes. ASE Bucharest’s students are encouraged to develop their foreign language competences not only during foreign language classes, but also by approaching the resources of self-study centres that belong to the Department of Modern Languages and Business Communication. The centres are: The Francophone Cultural Study Centre, The French Reading Room and Campus Numérique Francophone Partner-Centre. Moreover, students who want to enhance their foreign language skills benefit from the support of the Romanian Cultural Centre in ASE Bucharest, The Prosop-ASE Language Centre, as well as the newly-founded “Lingua Economica” Association for Coaching, Academic Communication and Professional Development.

Apart from the classes of Business Communication Foreign Languages, compiled in the curricula of each faculty, the academic staff from the Department of Modern Languages and Business Communication have initiated and organised a series of Master’s programmes in foreign languages. In addition to foreign language courses, the curricula of these Master’s programmes comprise a variety of classes, such as those enumerated in Table 2 below:

### Table 2. Overview of the Curricula of the Master’s programmes organised by the Department of Modern Languages and Business Communication within ASE Bucharest in the 2012-2013 academic year [12]

<table>
<thead>
<tr>
<th>Master’s programme</th>
<th>Courses on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Centre for Business Communication in English, The “Cețioi Parkland” Bridge</td>
<td>Strategic Foundations of Professional Communication</td>
</tr>
<tr>
<td></td>
<td>Discourse Techniques and Strategies in Institutional Communication</td>
</tr>
<tr>
<td></td>
<td>Situations and Strategies of in-Company Communication</td>
</tr>
<tr>
<td></td>
<td>Francophone Cultures and Civilizations</td>
</tr>
<tr>
<td></td>
<td>Group Psychology and Dynamics</td>
</tr>
<tr>
<td></td>
<td>Argumentation Techniques in Professional Communication</td>
</tr>
<tr>
<td></td>
<td>Corporate Culture and Human Resources Management</td>
</tr>
<tr>
<td></td>
<td>Commercial Communication Techniques</td>
</tr>
<tr>
<td></td>
<td>Communication Techniques in Negotiation</td>
</tr>
<tr>
<td></td>
<td>Intra- and Inter-Organisational Written Business Communication</td>
</tr>
<tr>
<td>Public Relations and Event Organising</td>
<td>Text Types and Discourse Genres in Economic Professional Communication</td>
</tr>
<tr>
<td>Professional Communication Audit</td>
<td>Professional Communication Audit</td>
</tr>
</tbody>
</table>

The list of courses provided in Table 2 above points to the complexity of the classes of Business Communication in Foreign Languages taught within ASE Bucharest. Such classes aim at providing a pluridisciplinary formation of students, so as to increase their employability.

2. Case study

To precisely determine the role of foreign language classes in the moulding of professional economists, the academic staff of the Department of Modern Languages and Business Communication has undertaken a case study based on a questionnaire entitled “The Impact of Foreign Language and Business Communication Studies on Students’ Academic and Professional Pursuit”. The questionnaire was written and applied in Romanian, to avoid potential misunderstandings. The questionnaire comprises 22 questions, grouped according to the following topics:

- data on respondents
- information on foreign language classes and the contexts in which the latter prove useful during university years at ASE Bucharest
- questions on unemployed students’ expectations regarding the aspects that would require the use of foreign languages at work, and questions on employed students’ actual use of foreign languages at work (note: one of these questions is inspired from Simona Ionel’s article from 2010)
- questions on the transferable competences acquired during foreign language classes
- suggestions for the improvement of the teaching and learning of foreign languages within ASE Bucharest.
The case study was performed in two stages: the pilot study and the extended study. The pilot study took place between March and April 2012, when the questionnaire was distributed to ca 200 students from the Faculties of Economic Cybernetics, Statistics and Informatics, International Business and Economics, and Marketing. Based on these students’ responses, an improved version of the questionnaire was used during the extended study. The initial results were presented in the article entitled “A Case Study on the Impact of English for Special Purposes on Students’ Academic and Professional Pursuit” published in June 2012 under the signature of the authors of the questionnaire (Viorica-Valentina Dima, Georgea Ghia, Marina Luminiţa Militaru, Antonia Enache).

The extended study was performed between April and June 2012, when 2,034 students were interviewed, from all the 11 Faculties of the Bucharest University of Economic Studies. The data were processed by a team of 5 academic staff members of the Department of Modern Languages and Business Communication (Viorica-Valentina Dima, Antonia Enache, Diana Eugenia Ioncică, Anamaria Lozert, Marina Luminiţa Militaru) and 5 students (Savan Boroancă, Adrian Damoc, Cristian Ovidiu Ghia, Bogdan Hagiu, Ionut Potrache), whom we are indebted to for their support.

We must mention the fact that the questionnaire was distributed predominantly to first year students as – in the period when the study was performed – the curricula of the majority of the university’s faculties contained foreign language courses only in the first year of the study programmes. Only a few faculties organised foreign language classes in the second and third year of study (e.g. FAIR, COM, MKT and REI).

Figure 3 records the students’ responses to the question “What foreign language have you studied in ASE Bucharest?” Notably, 99% of the respondents had studied English, 21% French and 11% German. Among the elective or optional foreign language courses, 4% had studied Italian, 1% had studied Russian and Romanian as a foreign language, whereas less than 1% had studied Chinese and Japanese.

The responses to the following two questions provide insight on the students’ interest in actively participating in foreign language classes. Figure 4 shows that the majority of the interviewed students, irrespectively of the year of study, have a weekly attendance at foreign language classes. However, weekly attendance decreases from ca 80% in the first and second year of study to ca 53% in the third year – it will be shown later that this fact can be correlated with the student employment trends. Figure 5 points to the fact that students opt to actively contribute to the foreign language classes – ca 50% of the respondents declared that they get actively involved in 50% of the classes they attend, while less than 15% of the respondents actively participate in foreign language classes on an occasional or extremely rare basis.

Judging by the responses to the aforementioned questions, we can consider that students’ views on the following aspects are indeed qualified.

The subsequent questions refer to the contexts in which students use foreign languages for economic subjects, as well as the language skills they need in such contexts. Figure 7 points to the fact that foreign languages are used during university years for documentation, understanding economic lectures, writing essays for specialized subjects, making oral presentations and translations.

The subsequent questions refer to the contexts in which students use foreign languages for economic subjects, as well as the language skills they need in such contexts. Figure 7 points to the fact that foreign languages are used during university years for documentation, understanding economic lectures, writing essays for specialized subjects, making oral presentations and translations.

Fig. 1 - Interviewed students

Fig. 2 - Distribution of students by faculties

Fig. 3 - Foreign languages studied at ASE Bucharest

Fig. 4 - Attendance at foreign language classes

Fig. 5 - Active participation in foreign language classes

Fig. 6 - Skills practiced during foreign language classes

Fig. 7 - Contexts in which students use foreign languages in ASE - percentages

3.21%

1.00%
Figure 8 reflects the foreign language skills that students need during university years. First, respondents indicated understanding a written text, followed by understanding specialized vocabulary and lectures, translations, essay writing for specialized subjects. During university years, students least need foreign language skills for correspondence writing and oral interaction.

By comparing the graphs in Figures 6 and 8, we notice a tight correlation between the language skills developed during the foreign language classes and those used for economic subjects during university years in ASE Bucharest. The most frequently used three skills mentioned for both contexts are: understanding a written text, documentation, acquiring/understanding specialized vocabulary and understanding a listening text/lecture. Hence, we can draw the conclusion that foreign language classes are really useful for students when preparing for specialized subjects. Figure 9 shows that, on average, 75% of the respondents consider foreign language classes as very useful for their academic pursuit at ASE Bucharest.

To find out whether foreign language classes are equally useful for preparing students for their future professional life, the questionnaire comprised a series of questions regarding the contexts in which foreign languages are used at work. To begin with, Figure 10 shows the number of ASE Bucharest’s students that had a job at the time the study was conducted. At university level, 83% of the respondents did not have a job, while 16% did. The overwhelming majority of the students enrolled in full time on campus programmes did not have a job – 88%, while the majority of the students enrolled in distance learning programmes did have a job – 7%.

The next two figures present the expectations of the unemployed students regarding the foreign language skills needed in the workplace.

Figure 12 epitomizes the contexts in which unemployed students believe they will use foreign languages upon getting a job. Approximately 50% of the respondents pointed to the following contexts: participating in conferences, participating in job interviews, documentation. Approximately 40% of students expect to use foreign languages at work for: writing business correspondence, participating in professional training courses or negotiations. Approximately 30% of students expect to use foreign languages at work for: translations and making oral presentations, or for writing job application files. Less than 1% of the respondents believe they will use foreign languages at work for: in-company communication, promotion, business trips or meetings.

Figures 13 and 14 reflect the answers of the employed students, answers which greatly confirm the expectations of the unemployed ones. Thus, the great majority of employed students use English at work – 91%, while 12% of the employed students use French, 10% - German, 8% - Spanish, 7% - Italian. Less than 1% of the employed students use the following foreign languages at work: Russian, Turkish, Portuguese or Korean. Figure 14 presents the contexts in which employed students use foreign languages at work. Approximately 50% of the respondents indicated writing business correspondence, followed by ca 40% - documentation, translations and participating in conferences. Approximately 30% of the students use foreign languages at work for negotiations and making oral presentations, followed by ca 20% - participating in job interviews, participating in professional training programmes, writing job application files.
Less than 1%-2% of the employed students mentioned in-company communication as another context in which they use foreign languages at work. Figure 15 epitomizes the foreign language communication contexts indicated by the employed students – oral or written communication inside the company or with the company’s clients. Interestingly, 15% of the employed students declare that they go on business trips abroad.

The responses presented so far point to the conclusion that students use foreign languages at work for a wide range of activities. Consequently, students consider it extremely useful to study foreign languages, which would ensure a good professional development. Figure 16 points to the fact that, on average, 77% of the students believe it is very useful to study foreign languages at ASE Bucharest. Moreover, Figure 17 shows that the majority of students – 79% of the respondents – would like to study more foreign languages than those already comprised in the curricula.

Figure 18 lists the foreign languages that ASE Bucharest’s students would like to study during university years. Here is the top of the most requested foreign languages: German – 38%, French – 23%, Spanish – 18%, Italian – 10%, Russian – 9%, Chinese – 5%, Japanese – 4%, Portuguese – 2%. Less than 1% of the respondents would like to study Swedish, Greek, Dutch, Korean, Finnish, Norwegian, Croatian, Czech etc. Since at the time the case study was performed, the curricula of 9 of the 11 faculties of ASE Bucharest comprised only one foreign language, students could only study a second foreign language for a year, as part of an optional course. Below we will show that students indicate that they wish to study two-three foreign languages throughout their Bachelor’s studies and/or Master’s studies.

As regards the improvement of the curricula, the most numerous requests referred to the increase in the number of foreign language classes taught at ASE Bucharest. A wide variety of suggestions were recorded, referring to the following aspects: equipment and teaching materials; in-class and off-class teaching and learning activities; schedule and curricula; recognition of studies; and the personality of the foreign language teachers.

Figures 20A and 20B reflect the suggestions regarding the necessary equipment and the improvement of the curricula. The two aspects are highly relevant for the way foreign language classes are conducted. Thus, students would like to study foreign languages by means of the new technologies, to be exposed to more audio/video materials – this would only be possible provided more seminar rooms are endowed with appropriate equipment. At the moment, listening activities are performed by means of portable equipment. As regards the improvement of the curricula, the most numerous requests referred to the increase in the number of foreign language classes. Nuances were recorded, as follows: respondents requested more than one seminar per week for a given foreign language, more frequent foreign language classes throughout the university years, free of charge, if possible. Some of the suggestions have already been implemented – starting with the 2012-2013 academic year, students can opt for one or several optional foreign language classes to attend throughout their Bachelor’s studies and/or Master’s studies.

Since foreign language classes taught at ASE Bucharest are in fact classes of Business Communication in Foreign Languages, students have pointed out the fact that such classes help them develop a series of transferable competences. In what follows, we present the students’ responses regarding the transferable competences developed during foreign language classes and used either for specialised subjects or in the workplace.

Figure 19 lists the main reasons for which students would like to study more foreign languages. Noticeably, 73% of the respondents would like to study more foreign languages so as to be able to work in a multinational company, 62% - to obtain an internationally recognised language certificate, 60% - to work abroad, 57% - for personal interests.

A significant section of the questionnaire asked students to make suggestions regarding the improvement of foreign language classes taught at ASE Bucharest. A wide variety of suggestions were recorded, referring to the following aspects: equipment and teaching materials; in-class and off-class teaching and learning activities; schedule and curricula; recognition of studies; and the personality of the foreign language teachers.

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Figure 21 shows that the majority of students consider that – by
attending foreign language classes—they have enhanced their abilities regarding: essay writing—76%, or making an oral presentation—51%. Other transferable competences mentioned are: making translations, documentation, acquiring terminological competences (specialised vocabulary), writing correspondence, formal behaviour, conducting a SWOT analysis etc.

Figure 22 presents students’ expectations regarding the transferable competences acquired during language classes and useful in the workplace. The most frequently mentioned aspects are: writing business correspondence—51%, participating in job interviews—45%, writing job application files—42%, making oral presentations—40%.

Figure 23 lists the transferable competences that ASE Bucharest’s employed students acquire during foreign language classes and actually use at work. Noticeably, the expectations of the unemployed students are greatly confirmed. Thus, 60% of the employed students indicate writing business correspondence, 40%—making oral presentations, 32%—participating in job interviews, 21%—writing job application files.

The questionnaire used for the case study under consideration gave students the opportunity to express their opinion on the usefulness of the foreign language classes provided by ASE Bucharest. The majority of the respondents made comments, grouped in Table 3, according to the following criteria: academic pursuit, professional career, personal development.

### Tabel 3. Students’ opinions regarding the usefulness of attending foreign language classes at ASE Bucharest

#### Academic pursuit

- **Studying one/several foreign language(s) is very useful for a better understanding of the economic context presented during lectures.** (CSIE, 1st year)
- **Studying foreign languages is very useful for understanding specialised texts, as well as for future jobs.** (MKT, 1st year)
- **Knowing English helps us a lot in the elaboration of projects.** (MKT, 3rd year)
- **Studying a foreign language in ASE Bucharest has been very useful for me as it has helped me write my Bachelor’s thesis.** (MKT, 3rd year)
- **Studying a foreign language during the university years has helped me understand English terminology, and use it correctly in elaborating essays.** (MKT, 3rd year)
- **I consider it very useful to study a foreign language for my evolution at ASE Bucharest, as I have been able to participate in conferences and workshops.** (REI, 3rd year)
- **Studying a foreign language provides access to a large variety of information resources (books, articles etc.) which I have a lot to learn from.** (REI, 3rd year)
- **Studying foreign languages has enabled me to study necessary materials for specialised lectures and seminars.** (REI, 2nd year)
- **Knowing a foreign language gives me the opportunity to access foreign publications.** (REI, 2nd year)
- **Knowing foreign languages is extremely useful as it grants us the possibility to research for several specialised subjects.** (REI, 2nd year)
- **Any studied foreign language facilitates the understanding of several types of information taught during specialised lectures and grants one the possibility of studying yet other materials written in a foreign language.** (REI, 2nd year)
- **I believe it is necessary for one to know at least one foreign language in order to excel at academic level.** (CSIE, 2nd year)
- **Foreign language classes help us master economic terms better in order to use them correctly.** (FEAM, 1st year)
- **Studying foreign languages during university years is very useful as we may need to read texts for other subjects.** (FEAM, 1st year)
- **I consider the fact that all the subjects are closely connected to events at European level, I believe the study of one or several foreign languages becomes very useful.** (AMES, 1st year)
- **Studying several foreign languages is useful for one’s evolution in ASE Bucharest as it develops one’s communication skills, which cannot be done through other subjects.** (MAN, 1st year)
- **Knowing a foreign language is of great significance during the study years spent in ASE Bucharest, from understanding specialised articles to participating in possible events that benefit from the presence of ambassadors, foreign personalities.** (MKT, 3rd year)
- **I am planning to attend a Master’s programme abroad and to embark upon an international career. I am already part of an international NGO.** (FABIZ, 1st year)
- **Studying foreign languages at ASE Bucharest is very useful as I would like to enrol for a Master’s programme abroad.** (MKT, 1st year)
- **Studying a foreign language can be very useful, firstly to attend study programmes abroad and secondly, to increase professional opportunities upon completion of studies.** (REI, 2nd year)
- **Studying the Russian language in ASE Bucharest has helped me obtain a scholarship in Russia.** (REI, 2nd year)
Professional career

- Studying a foreign language offers the possibility to find a job more easily. (REI, 3rd year)
- Knowing a foreign language is very useful as it helps one distinguish oneself from other employees. (REI, 3rd year)
- It is very important for me to know a foreign language as it helps me in my future career. In fact, during the first university year, I had to face a job interview in English and I did it successfully. (REI, 3rd year)
- Nowadays, when attending a job interview, they ask about your job experience and your knowledge of at least a foreign language. Hence, it is very useful to study a foreign language. (FABIV, 1st year)
- When preparing a CV mentioning a single foreign language and a CV mentioning two or more foreign languages, an employer will definitely select the latter. (MAN, 1st year)
- I believe that, nowadays, it is very good to speak two foreign languages as it gives one more chances to get a job upon graduation or even during university years. (FEAM, 2nd year)
- Without the knowledge of at least one foreign language, I believe there is no chance that one can obtain a decent job and, least of all, that one can perform outstandingly in a given field or distinguish oneself from the rest. (MKT, 3rd year)
- The more foreign languages you know, the more employment opportunities you have. (FABIV, 1st year)
- Without knowing several foreign languages it is practically impossible to get a job these days. (COM, 3rd year)
- If you speak a foreign language perfectly, you can opt for a more advantageous and better paid job. (FABIV, 1st year)
- Studying a foreign language is extremely important as it facilitates one’s getting a good job and, once hired, it can facilitate promotion. (REI, 3rd year)
- The current mobility of a continuously developing labour market imposes tough requirements regarding any type of skill; mastering three foreign languages would be an asset. (REI, 2nd year)
- I consider it very useful to study several foreign languages throughout the Bachelor’s and Master’s years since the mastery of several foreign languages is absolutely necessary for the development of one’s professional career, especially in the fields studied at ASE Bucharest. (FABIV, 1st year)
- It is indispensable to study at least one foreign language at ASE Bucharest. The economic field has international relevance – it is nearly impossible to get a job without mastering a foreign language. (FABIV, 1st year)
- A foreign language facilitates better employment, openness towards the field of choice at a global level, access to more information, knowledge. (FABIV, 1st year)
- A foreign language would open up new terms into one’s “professional” vocabulary. (FABIV, 1st year)
- It is very useful to study a foreign language, for the oral interaction with various people outside the company, and for understanding and using specialised terminology. (MKT, 2nd year)
- English is indispensable in my professional activity. (MKT, 3rd year)
- The more foreign languages you speak, the more useful you are for a company; it’s as if English were no longer a foreign language. (REI, 1st year)
- The fact that all subjects are taught in a foreign language represents an asset for a future job or a scholarship abroad. (FABIV, 1st year)
- It opens up the opportunity to leave the country and receive a better salary in the home country for using a foreign language at work. (FABIV, 1st year)
- I believe that, soon, it will be necessary for one’s professional development to speak at least two foreign languages. (FABIV, 1st year)
- In one’s professional activity, a foreign language is very useful as we can interact with various people who do not speak Romanian. (FEAM, 1st year)
- I consider that the mastery of a foreign language always represents a competitive advantage. (MKT, 3rd year)

Personal development

- The study of foreign languages enables the formation of new ideas and concepts, as well as the moulding of an individual. (CSIE, 1st year)
- The study of foreign languages facilitates our personal development and our relationships with people of other nationality. (COM, 2nd year)
- It is said that first and foremost one learns for oneself; than for using one’s knowledge on a professional level. Well, I believe this is 100% true. (MAN, 1st year)
- The study of foreign languages is crucial for understanding several cultures and enlarging one’s horizon of opportunities. (MKT, 1st year)
- Beside the opportunity to work in a better environment, the mastery of a foreign language gives a more ample glimpse on things, opens up new opportunities more easily. (MKT, 3rd year)
- The study of several foreign languages is very important as it helps you develop skills in communication, enrichment of knowledge, and gathering information from several sources. (MKT, 3rd year)
- By using foreign languages, I have been able to enhance my understanding of international economic processes, against the background of globalisation and of a developing competitive economy. (REI, 3rd year)

The results of the case study presented in this section point to the fact that ASE Bucharest’s students believe that the classes of Business Communication in Foreign Languages are Extremely important for their academic pursuit, as well as for their professional development. Furthermore, such classes play an essential part in their personal development.

3. Conclusions

Throughout this chapter we have aimed at presenting a variety of data that can give rise to an informed opinion regarding the foreign languages classes provided by the Bucharest University of Economic Studies and their contribution to the formation of professional economists. We have briefly presented the international, national and institutional background for these foreign languages classes; then we amply described the results of the case study conducted between April – June 2012 by the academic staff from the Department of Modern Languages and Business Communication. In what follows, we will briefly resume the main findings of the chapter.

At European level, we have signalled the intense activities meant to promote the study of foreign languages in all European Union Member States. Among other things, in the last 10 years, an impressive number of multilingual projects were elaborated. On the occasion of the anniversary of the first decade of multilingualism, 5 out of the 150 projects undertaken were awarded the European Language Label of Labels. The only Romanian project among the aforementioned 5 was the one directed by two academics from the Department of Modern Languages and Business Communication from ASE Bucharest, Laura Mureșan and Liliana Deluito. The national background behind the European Language Label of Labels is tightly connected to the rational behind promoting multilingualism at European level – i.e. multilingualism contributes to the European Union’s economic development and intercultural communication. At national level, there is an intense preoccupation with the continuous improvement of university study programmes so as to better meet labour market requirements. We have shown that the labour
market has high demands regarding the language competences of university graduates. In other words, the proficiency level in one or several foreign languages influences the employability of graduates.

At institutional level, we have highlighted the fact that the Bucharest University of Economic Studies wishes to become an internationally competitive higher education institution. Among other things, the University of Economic Studies wishes to become an internationalised education institution. As a result, the majority of the participants in both studies consider it extremely useful to master one or several foreign languages.

In light of the data presented in this chapter, we reach the conclusion that the classes of Business Communication in Foreign Languages taught by ASE Bucharest are extremely useful for their professional development. The opinions of ASE Bucharest’s students are confirmed by the results of similar studies. The most widely studied foreign languages are:
- in ASE Bucharest, the most widely studied foreign languages are: English, French, Spanish, German, Italian;
- in another study, the top three foreign languages taught at the Bucharest University of Economic Studies have been:
  - English, French, Spanish, German, Italian;
  - French, English, Spanish, German, Italian;
  - English, French, Spanish, German, Italian;

- the main reason for which students would like to study more foreign languages is: 75% - to be able to work in a multinational company, 62% - to obtain an internationally recognised language certificate, 60% - to work abroad, 57% - personal interest - the majority of the respondents indicated that foreign languages enable the development of a series of transferable competences used either for specialised subjects, or at work:
  - understanding a written text/document,
  - giving oral presentations,
  - participating in conferences,
  - writing business correspondence,
  - translating,
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Ever since the Tower of Babel, people have felt the need to speak the language of those they came into contact with, one way or the other. The need to communicate, one of today’s buzzwords, in languages other than our native tongue is not a recent one; the same way that globalisation is not a phenomenon that words, in languages other than our native tongue is not a recent phenomenon that humankind came across for the first time in its history at the beginning of the second millennium. It is true, however, that this phenomenon is experiencing unprecedented growth nowadays, due to the impressive number of those who, through the development of transports and communication, through the relative liberalisation of the free movement of people, goods and services, and also finding themselves under huge, subtle, complex and sophisticated media pressure, have become involved in the world economy, in the social and political life of the world, which has itself turned into a true global village, as McLuhan had predicted.

The origins of teaching foreign languages in Europe are closely related to the universal language of communication for commercial, religious, political and educational purposes in the Middle Ages - Latin. The way in which Latin was taught and learned, as well as its hegemony (which lasted until the end of the 16th century, when it started losing ground to “new” languages such as French, Italian, Spanish, English, German) have had a strong influence on the didactics of teaching other languages, called modern languages, and also rhetoric. This purely theoretical study of the Latin language and also grammar schools was done by intensively teaching Classical Latin grammar, which had survived throughout history via remaining texts. Students who moved to advanced levels continued studying grammar, which had survived throughout history via remaining texts, as well as its hegemony (which lasted until the end of the 16th century, when it started losing ground to “new” languages such as French, Italian, Spanish, English, German) have had a strong influence on the didactics of teaching other languages, called modern languages, in contrast with Ancient Greek or Latin. Fighting on the linguistic battlefield may be less visible than on a real battlefield and may lead to less bloodshed; nonetheless, it is equally aggressive and with as many casualties. Even today, languages die in the world every year; out of the 6,500 languages existent nowadays, specialists believe half are in danger of disappearing in the next 50-100 years. From the 16th to the 18th century, teaching Latin in the renowned grammar schools was done by intensively teaching Classical Latin grammar, which had survived throughout history via remaining texts. Students who moved to advanced levels continued studying grammar and also rhetoric. This purely theoretical study of the Latin language subsequently evolved, throughout the 19th and 20th centuries, into the tradition of teaching and learning foreign languages the old-fashioned way, by means of the method most commonly known as grammar - translation. This tradition did not emphasize live, oral communication, for obvious reasons; instead, it focused on memorizing and applying grammar rules to texts translated from one language into another.

However, even in the Middle Ages, the theory was challenged by its applicability to everyday life; hence the extent to which the social and economic life was moving forward, people were starting to show an increased preference for learning local languages, languages by means of which they could talk to other people in the street and solve their problems of life, trade and politics, even though they did not master those languages to perfection. Apparently, this tendency was strong enough for Roger Ascham and Montaigne (towards the end of the 16th century), and for Comenius (in the 17th century), to attempt to change the strictly theoretical manner in which education was carried out. There had previously existed attempts to teach Latin, or to a lesser extent, Ancient Greek, by putting forward changes in the content and teaching methods. Comenius even felt the need to salvage the Latin

Chapter 4

A SHORT HISTORY OF TEACHING APPLIED MODERN LANGUAGES IN THE BUCHAREST UNIVERSITY OF ECONOMIC STUDIES

by Mariana NICOLAE

Mariana NICOLAE

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Romanian education has always attempted to adhere to Euroclassical models, as seen in the 16th century, when the study of classical languages became justifiable only under their potential for enhancing intellectual abilities. It was only in the 18th century that the study of modern languages found its way into school and university curricula, and when it did, it used the same didactics as the study of Latin. For almost a century, it was still used today, especially when what is at stake is the understanding of a written text, rather than oral communication.

Romanian learning materials tend to be divided into pedagogical and didactic materials, but ascertained by the Encyclopaedia Britannica. Therefore, the need to combine theory and experience, about the need for verbal manifestations in the teaching act and for using models taken from real life in the classroom. Despite all these efforts, the importance of studying Latin factors. The existence today, in 2013, of a strong department of applied modern languages, with numerous members in our University, reflects the wise linguistic policy adopted by AISCI from its inception.

During its centennial history, the University successfully bore the following names: the Academy of High Commercial and Industrial Studies (ASE) (1913-1947), the Lectures of the Academy of High Commercial and Industrial Studies. However, in its early years, the Academy’s emphasis on foreign languages was very strong, as ascertained by the “Romanian’s strong wish to invest in education, not necessarily as what was considered to be the civilised world, and also due to the Romanian education has always attempted to adhere to Euroclassical models, as seen in the 16th century, when the study of classical languages became justifiable only under their potential for enhancing intellectual abilities. It was only in the 18th century that the study of modern languages found its way into school and university curricula, and when it did, it used the same didactics as the study of Latin. For almost a century, it was still used today, especially when what is at stake is the understanding of a written text, rather than oral communication.

In 1929, after the Academy had overcome the “danger” of being absorbed by the University of Bucharest, its academic staff comprised 24 tenured professors, 1 adjunct professor, 8 associate professors, 21 assistant professors and 51 teaching assistants. 12 out of 51 staff members taught foreign languages. The percentage (of almost one quarter) certifies the importance of these subjects in the curricula. Here are the names of these brilliant representatives of Letters in our academy and Business Communication, Eliza Porn, tenured Associate Professor of Italian Commercial Correspondence and Conversation, Zoe Ghețu, tenured Professor of Foreign Commercial Correspondence and Conversation, Zoe Ghețu, tenured Professor of French Commercial Correspondence and Conversation, and Clemens Porțnă, tenured Associate Professor of Italian Commercial Correspondence and Conversation, and Zoe Ghețu, tenured Professor of French Commercial Correspondence and Conversation, Zoe Ghețu, tenured Professor of Foreign Commercial Correspondence and Conversation, Zoe Ghețu, tenured Professor of French Commercial Correspondence and Conversation, Eliza Porn, tenured Associate Professor of English Commercial Correspondence and Conversation, A. Chastel - Teaching Assistant of French Commercial Correspondence and Conversation, Richard F. Hillard, Teaching Assistant of English Commercial Correspondence and Conversation, Alexandru Marucă, Teaching Assistant of Italian Commercial Correspondence and Conversation, D. Peneacă, Teaching Assistant of French Commercial Correspondence and Conversation, and Elișa Pom, Teaching Assistant of French Commercial Correspondence and Conversation.

The existence today, in 2013, of a strong department of applied modern languages, with numerous members in our University, reflects the wise linguistic policy adopted by AISCI from its very beginning. Even though, the public discourse of the day used a different terminology from the one in use today, the reality was nonetheless the same, namely, that the teaching in the genuine, pragmatic modern language communication skills of the University staff. Article 4 of the Royal Decree Establishing the University in 1913 stipulated that “The following foreign languages are compulsory: French, German and Italian correspondence and conversation, as well as — depending on students’ choice — one of the following languages: English, Russian, Modern Greek, Bulgarian or Serbian.”

The vision of the founders has been validated by the subsequent development of the members of the original faculty of the structure known today as the Department of Modern Languages and Business Communication has been affected by social and institutional challenges, the current existence, within the Faculty of International Business and Economics, of a strong, coherent team with many members, who offer high quality linguistic services both to students and to other members of our academic staff, confirms the power and wisdom of this vision. The great number of foreign

Furthermore, the Rector highlighted the approach to promoting foreign languages: “It has been decided that, during a foreign language course, both the lecture and the entire debate should take place in the respective language, no exceptions to be admitted to this rule. Moreover, given the great number of enrolled students, we shall propose that the Board of Administration hire, from our own Institution’s funds, foreign teaching assistants to support the respective lecturer, and organize foreign language seminars, assembling the audience in groups of 30-40 students at most, so that the teacher can work with each student individually.” Here, we recognize the generalization of the direct classroom. Despite all these efforts, the importance of studying Latin factors. The existence today, in 2013, of a strong department of applied modern languages, with numerous members in our University, reflects the wise linguistic policy adopted by AISCI from its very beginning. Even though, the public discourse of the day used a different terminology from the one in use today, the reality was nonetheless the same, namely, that the teaching in the genuine, pragmatic modern language communication skills of the University staff. Article 4 of the Royal Decree Establishing the University in 1913 stipulated that “The following foreign languages are compulsory: French, German and Italian correspondence and conversation.”

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languages present in the curricula of the 11 Faculties of the Bucharest University of Economic Studies proves the permanent concern of the University management with providing our students with the skills and abilities required for a successful professional career in an increasingly internationalised economy and an ever more complex world.

The process of teaching and learning applied modern languages emerged under the name “Correspondence and conversation in vari- ous foreign languages”; attendance was compulsory for at least two foreign languages.

The process of teaching and learning applied modern languages was closely linked to the institution’s establishment in 1913. Italo- German textbooks on international business and commerce were translated into Romanian, and the newly established University of Bucharest already in its early years focussed on an international environment and an ever more complex world. The study of Italian was afterwards eliminated from the academic curriculum for four decades and was resumed in 1990. In the beginning, the foreign language educational efforts focused on classical courses in less widespread languages such as Serbian, Bulgarian, Turkish and Greek, which were nonetheless very important for the local and regional economy.

The beginning of our University’s generation and dynamics in terms of international Commercial and Industrial Studies was greatly affected by the developments that the history of mankind inflicted on people. The Second World War hindered the recently established consistency of university life. In the post-war period, teaching foreign languages in the Academy represented an activity of minor importance due to the historical circumstances of the time exerted on institutions and on people. The number of classes assigned to modern languages decreased, with the exception of Russian. However, the effort of the specialists of the academic staff still managed to lead to significant works in terminology: Dictionarul tehnical (the Dictionary of Technical Terms), a monumental paper whose section in Spanish was written by Rodica - Charlotte Tatu (1967); the first multilingual dictionary of economics, whose sections in French and Spanish were written by Sabina Drăgoi and Liliana Șopteran (in cooperation with C. Dăluianu) respectively, as well as another multilingual dictionary of economics, whose Spanish and English sections were written by Carmen-Ștefania Micaela Gulea (2004-2009), and respectively.

In those years, the Germanic language teachers only existed as a group within the Department of Foreign Languages, headed by Associate Professor Matei Cristescu (French) between 1959 and 1968, while the English staff was successively headed by Lecturer Estera Kaztner and by Lecturer Eugenia Farca.

Between 1975 and 1980, the Germanic group included the increasingly numerous English staff, which included the newly established Department of Business Communication within the Faculty of International Business and Economics. The Heads of Department for Romanian Languages, which after 1980 was called the Department of Modern Languages and Business Communication, were:


As from the 1990-1991 academic year, teaching Italian was resumed in all Faculties. In the curricula, Italian was compulsory for the Faculties of Commerce, Marketing, Tourism, and International Business and Economics, and optional for the other Faculties, in all forms of study. Reinstituting the Italian language in the educational offer after four decades of absence represented a great effort to reinstate this discipline by means of research and of writing and editing all the didactic materials necessary for this field of study.

Initiated in the 2000-2001 academic year as an optional seminar in the Faculty of International Business and Economics, the teaching of Turkish subsequently started to also support the activity of students
After 1990, the foreign languages academic staff started promoting their Department in developing the teaching methodology for applied modern languages, by means of publica-
tions that made a name for themselves in the economics higher education environment. Among these, we mention Biblioteca Ştiinţele din 1990, edited by Elena Mureşanu, published at the ASE Bucharest’s Publishing House (Editura ASE). Both Ph.D. Pro-
fessors Ion Gh. Roşca, the then university’s Rector, and His Excellen-
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In 2005, the Department of Modern Languages and Business Communication founded a

The educational offer of the Department of Modern Languages and Business Communication for undergraduate studies comprises both compulsory and optional subjects. The compulsory subjects are chosen called Communication for Special Purposes in the curric-

The educational offer of MA Programmes relies on a wide range of subjects, aiming to require the highest possible flexi-

The Ph.D. students are supervised by a number of excellent researchers, such as:

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The articles published in this Journal are written in one of the foreign languages and, especially compli-
The great number of foreign languages in the curricula of the 11 Faculties of the Bucharest University of Economic Studies proves the management’s interest in providing its approx. 27,000 students with access to education in a modern manner, open to multiculturalism.

Currently, the Romance languages teaching staff includes Professors, who have been teaching for over 50 years, the Associate Professor of the Department of Romance Languages, whose French and Spanish sections were written by Sabina Constantin Duhăneanu, as well as another Multilingual Dictionary of foreign languages that ensued after the scarcity of the previous decades, in the 1950s, 1960s, and 1970s. The scientific research carried out by the members of the Department of Romance Languages and Business Communication, which is the Centre for Literary Research and Research in Linguistics Applied to Specialised Languages founded on the initiative of PhD Professor Carmen-Ştefania Stoean, as a tribute to the great professor and Researcher Teodora Cristea, Professor at the University of Bucharest, PhD in Philology, and mentor of many members of the Department of Romance Languages and Business Communication.

However, the creation of the Centre was also necessary for obvious scientific reasons, such as:

- the need to capitalize on the scientific and research potential existing in the Department of Romance Languages and Business Communication;
- the creation of a system that is organized and coherent, the individual research activity of each Department member and to enhance and develop team research;
- to make the research activity focus on results that have a direct effect on the process of teaching/learning modern languages and specialised languages in particular;
- to support and propel scientific research as an instrument aimed at strengthening the theoretical training of the academic staff, and as the foundation for developing and organising the educational process in the field of modern languages.

The establishment of the Centre was justified by the scientific and research activity carried out by its founding members and by the results obtained before it was set up. The Centre was founded under the name The “Teodora Cristea” Centre for Literary Research and Research in Linguistics Applied to Specialised Languages, which it was and it performs its activities in compliance with the CNCSIS (National Council for Scientific Research) laws and the law by which the research body without legal personality within the Bucharest University of Economic Studies was founded.

Supported by their colleagues, the successive Heads of Department have been teaching commercial courses, the "Terminology and Translation" courses, and the "Bilingual" course, which is based on their initiative and the Centre for Literary Research and Research in Linguistics Applied to Specialised Languages, founded on the initiative of PhD Professor Carmen-Ştefania Stoean, as a tribute to the great professor and Researcher Teodora Cristea, Professor at the University of Bucharest, PhD in Philology, and mentor of many members of the Department of Romance Languages and Business Communication.
In its seven years of activity, the research domains have become more diverse, in accordance with the evolution of the members’ individual areas of interest and with the importance that certain subjects have acquired in specialists’ research. Currently, the domains that include research results as well as ongoing studies are:

1. Discourse analysis - Coordinator: PhD Professor Carmen-Ştefania Stoen; The research centre is starting from a project initiated and completed entirely by the Centre’s members. Subsequently, the research themes have become more diverse and the Centre’s members have got involved in external projects as well: 2006-2007 - A project aimed at improving the process of teaching and learning French for Economics with the principles of the European Common Framework of Reference for Languages: teaching, professional training internships and cultural diplomacy, financed by the European Commission; Director: PhD Professor Carmen-Ştefania Stoen; 2007 - Creating a glossary of terms for advertising - a contract provided and subsidised by the Latin Union, 2005-2006, Director: PhD Professor Carmen-Ştefania Stoen; 3. EuroIntergdeFL17/12/21-2004-RO-LINGUA - Equal Chance to European Integration through the use of the European Language Portfolio, Lingua 1 International Project of the European Commission, financed by the European Commission, 2004-2007 (member); 4. 464116.12.07 - <LLPLav Tol/2007/RO/3008> - National Agency for Community Programmes in the Domain of Education and Professional Training, - ELSTI - European Languages for Secretaries - the European Language for Economic and Commercial Cooperation, funded by the European Commission; 5. International no. GRU - 10-IP-171-B-Cz, Contract 262911.2019 - Towards a more specialised European Framework for Foreign Language Proficiencies - TAMESE, international project assimilated as research activity, included in the Department of Economic Research database, pursuant to Minutes no. 10/01.2011 of the Bureau of the Senate Meeting, Resolution no. 12.05.2009 - A Conference on the Economics of European Integration, The Czech Republic; partners: ASE Bucharest, The Technical University of Kosice, Slovakia, October 2010 - July 2012, Director: PhD Lecturer Rosana Blăucean; 6. 63.15.03.2010 - A Conference - DG / 371 / 2009 - Harmonisation des paramètres méthodologiques pour l’élaboration des curricula de FLE en milieu universitaire francophone. (Harmonising the methodological parameters for writing curricula for French as a foreign language in the Francophone academic environment), the Association of Francophone Universities through the Dialogues Journal; 7. 91-020 Partnerships / PNCDI II PARTNERSHIPS /18.09.2007 - Romanian personalities and economic institutions; Romania’s added value to European identity, 2007 - 2010 (member); 8. CNCSIS Type A Theme, Number 4, No. 132 - Analysing the economic and cultural impact of French companies on the sustainable development of the Romanian business environment. Global learning in the context of EU expansion, project financed by the CNCSIS, 9.57.507/07.2009 - English - Romanian, Romanian - English Dictionary of Financial and Accounting Management, with a view to practical application for scholars, practitioners and students in the field of business, project financed by CECCAR (The Body of Expert and Licensed Accountants of Romania), Director – PhD Associate Professor Ruxandra Constantinescu-Ştefani; 9. EuroIntergdeFL17/12/21-2004-RO-LINGUA - Equal Chance to European Integration through the use of the European Language Portfolio, Lingua 1 International Project of the European Commission, financed by the European Commission, 2004-2007 (member); 10. The International Symposium - Centre of Financial and Accounting Management, with a view to publishing glossaries and organising scientific events; 11. Collaboration with ALITER, an international association for terminology, with a view to publishing glossaries and organising scientific events; 12. Collaboration, within international research projects, with the University of Al-Qaradawi in Al-Khobar (Saudi Arabia), 2008-2011, with the University of Al-Qaradawi in Al-Khobar (Saudi Arabia), 2008-2011, project financed by CECCAR (The Body of Expert and Licensed Accountants of Romania), Director – PhD Associate Professor Ruxandra Constantinescu-Ştefani; 13. 63.15.03.2010 - A Conference on the Economics of European Integration, Bucharest, October 2010 - January 2009 - 01.08.2009 (member); 14. Programme financed by the EU / The National Institute of Administrations, 25/09.2005 - 01.08.2009 (member); 15. DCN II no. 32 / 07. 04. 2007 - Writing a Romanian - Italian Dictionary of Economics, January - July 2009, financed by Meteor Press, Director: PhD Assistant Professor Mariana Sândulescu; 12. 25/07.12.2008 - Institutional project - Writing a Multilingual Dictionary on the Impact of Financial and Commercial Innovations on the Improvement of the Institutional Visibility of ASE Bucharest. Creating ASE Bucharest’s website in French, 21.04.2008 - 21.04.2009, Director: PhD Assistant Professor Mariana Sândulescu; 16. The collaborations with various national and international institutions have targeted both scientific and didactic activities, involving the training of both academic staff and students. From among the most recent training activities, we mention:

1. Collaborations with the Institute of Linguistics of the Romanian Academy and with the University of Geneva for teacher training internships, aimed at the staff who carry out their activity in the Modern Languages Division, we mention:

- Collaborations with the Institute of Linguistics of the Romanian Academy and with the University of Geneva for teacher training internships, aimed at the staff who carry out their activity in the Modern Languages Division, we mention:

- Collaborations with The University of Quebec, Rimouski, University Lyon 2, and the Association of Francophone Universities, the Association of Francophone Universities through the Dialogues Journal; 2. Collaborations with the French University of Quebec, University Lyon 2, and the Association of Francophone Universities, the Association of Francophone Universities through the Dialogues Journal; 3. The didactics of French as a foreign language training programme, in partnership with University Lyon 2, The University of Bucharest and the Cooperation and Cultural Action Department of the French Embassy in Bucharest; 4. The international symposium Les langues - cultures à l'Université (Languages and cultures in the University) - March 2009; 5. International symposium in terminology, organised in collaboration with REALITER, 2011.

Professional training internships represent another domain of activity; well-known specialists have participated in the following events:

- International symposium - Centre of Financial and Accounting Management, with a view to organising training internships in French didactics and in French as a specialised language;
- Collaboration with ALITER, an international association for terminology, with a view to publishing glossaries and organising scientific events;
- Collaborations, within international research projects, with the University of Al-Qaradawi in Al-Khobar (Saudi Arabia), 2008-2011, project financed by CECCAR (The Body of Expert and Licensed Accountants of Romania), Director – PhD Associate Professor Ruxandra Constantinescu-Ştefani; 13. 63.15.03.2010 - A Conference on the Economics of European Integration, Bucharest, October 2010 - July 2007; 14. The international symposium François sur objectifs spécifiques - acquis et perspectives, (French for Specific Purposes, Acquisitions and Perspectives), September - October 2007 (supported by the Association of Francophone Universities, the Cooperation and Cultural Action Department of the French Embassy in Bucharest); 15. The international symposium Les langues - cultures à l'Université (Languages and cultures in the University) - March 2009; 16. International symposium in terminology, organised in collaboration with REALITER, 2011.
Teaching Italian in the Bucharest University of Economic Stud-
ies started when the institution was founded in 1913; the educational
offer of the Academy of High Commercial and Industrial Studies in-
cluded the study of Italian alongside French, German and English.
The study of Italian was to be ceased four decades later.
In 1990, the new wind of change also reached ASE Bucharest's
linguistic policy; thus, starting with the 1990-1991 academic year,
teaching Italian was resumed in all Faculties. In the curricula, Italian
was included in the Faculties of Commerce, Marketing, Tourism, and
International Business and Economics, and optional for all the
Faculties, in all forms of study.
Resuming the teaching of Italian after four decades of absence
meant a huge effort to rebuff the subject through research, writing
and editing; since all the old textbooks, grammar books and diction-
aries were no longer available. Hence, shortly after 1990, the hundreds
of students who were studying Italian had at their disposal all the
necessary new educational materials. Among these, textbooks, monographs,
practical grammar books, text collections, dictionaries, all published
by ASE Bucharest's Publishing House (Editura ASE). Didactic ma-
terials were written to cover all levels of study, from elementary to
proficiency, and also Italian for Economics. The list of bibliographical
materials issued by ASE Bucharest's Publishing House is the following:
- Mariana Sândulescu, Grammatica fondamentale della lingua itali-
ana contemporanea, (Fundamental Grammar of Contemporary Ital-
ian), ASE, Bucharest, 1999
- Mariana Sândulescu, Ciao, Italia! vol.1, manuale per principianti,
(Ciao, Italia! vol.1, A Textbook for Beginners), ASE, Bucharest, 2000
- Mariana Sândulescu, Ciao, Italia! vol.2, manuale per livello in-
termedio, (Ciao, Italia! vol.2, A Textbook for Intermediate Students),
ASE, Bucharest, 2001
- Mariana Sândulescu, La morfologia italiana. Esercizi con chiavi,
(Practical Morphology, Exercises with a Key), ASE, Bucharest, 2002
- Mariana Sândulescu, L’italiano, l’italia, gli italiani, corso comuni-
cativo di lingua italiana per principianti, (Italian, Italy, the Italians,
A Communicative Course in Italian for Beginners), ASE, Bucharest, 2003
- Mariana Sândulescu, Buon lavoro! corso comunicativo di lin-
ga italiana per livello intermedio, (Good work! A Communicative
Course in Italian for Intermediate Students), ASE, Bucharest, 2003
- Mariana Sândulescu, Parliamo... economica moderna di italiano
A SHORT HISTORY OF TEACHING ITALIAN
by Mariana Sândulescu
economics per avanzati, (Let’s Speak... Economics! A Textbook of
Economics for Advanced Students), (Economia per avanzati), ASE,
Bucharest, 2004
- Mariana Sândulescu, Comunicazione scritta nei negozi, (Writing
Business Communication, Supplier - Customer), vol. 1, ASE, Bucharest,
2003
- Mariana Sândulescu, Comunicazione scritta nei negozi, Cliente -
fornitore, (Writing Communication in Business, Customer - Sup-
plier), vol. 2, ASE, Bucharest, 2006
- Mariana Sândulescu, Economia e finanza - finanziario della lin-
ga italiana contemporanea, (Economics and Finance: Practical
Materials for the Study of Modern Italian), ASE, Bucharest, 2007
- Mariana Sândulescu, La preposizione EN semplici e articolate. Es-
erci con chiavi, (Esecercizi con Chiavi, The Preposition EN, Simple and Articulated: Exer-
cises with a Key), ASE, Bucharest, 2011

The passion of students in economics for the Italian language can be
explained by our countries’ common history, by the long-lasting economi-
cal and cultural relations, but also by the satisfaction of attain-
ing excellence in one’s studies, based on the Latin origins of the two
language systems. The students workshpshops on Economic education and civilisa-
tion and Economics translations have enjoyed massive attendance.
Starting with 2000, the Students’ Scientific Conference has also had a
Section of Italian Economic Culture and Civilization (Cultura civiltà
economica italiana). The papers students have written are the result of
attending the Course in Italian for Economics. Equally, we must say
that ASE Bucharest is the only University in Romania where Italian
for professional purposes has been studied.

The numerous Erasmus scholarships in Italy that have been granted
to our students have also helped maintain an interest in learning Italian.
Unfortunately, starting with the academic year 2009-2010, Ital-
ian has only been taught as an optional foreign language during the
second year of study, despite the prolific Romanian-Italian economic
relations (official data from November 2011 show that Italy is Ro-
mania’s second business partner, after Germany; the economic ex-
changes have had the most dynamic evolution - 17.2%); besides, in
Romania there are over 30,000 Italian companies that provide over
800,000 jobs)
Since 1990, Lecturer Mariana Sândulescu has been the subject
coordinator for Italian. She holds a cum laude PhD in Italian for Eco-
nomics and Finance.
People are often confused when I tell them that I teach Romanian at the Bucharest University of Economic Studies, before I bring some further clarification on this point. I teach Romanian for business, and my audience consists of foreign students who go to college in our country. If the baffled person had time to listen to me, I would tell them that, within a complex subject we could call “Romanian as a foreign language” (just like we say, for instance, “Français sur l’Objectifs Spécifiques”), whose study naturally begins with grammar and vocabulary, we can identify a domain accessible to students who have gone beyond the “elementary level”. We could call this domain “the study of Romanian for specific purposes”, just like we say “Français sur l’Objectifs Spécifiques” (French for specific purposes). That was probably a course taught in one of the senior years, different from the “Romanian language and literature” course, since he has stood out both through his didactic talent and through his thoroughness.” Signed: Respectfully, D. Mazilu as Teaching Assistant for the Romanian language and Commercial Correspondence, 25. As I was recently trying to explain to some students in Letters who were rather sceptical about it, teaching Romanian for business can be as captivating as explaining to a specialist whom I thought to remind about the need to handle the much more difficult interaction with their superiors, or with the customers of the company they work for; in other words, they have to be most accomplished social actors, no matter how atypical the contexts may be to which they are asked to adapt to. The same logic applies to foreign languages. A change brought about by this event was that the Course in Romanian Language changed its title, from “Commercial correspondence and shorthand writing in Romanian” to “Romanian Language and Commercial Correspondence”, most probably following a suggestion from the acclaimed Professor; the change was accepted on 29 October 1925, according to an “Extract from the Minutes of the Professorial Board Meeting”. According to the same document, Professor Dumitru Caracostea, who at the time was Associate Professor, demanded a Teaching Assistant position for the seminar to his course. The request was then renewed by means of an official letter addressed to the Rector of the Academy in 1929. The same document included the competences that had to be developed in “Romanian language and literature”, taught in the preparatory year: “Taking into account the large number of students in the preparatory year and the requirements of the programme, which includes up to three compulsory seminar hours (resulting in the writing of essays, analyses, reports), and since at least one Teaching Assistant is needed to help complete such work, I am honoured to propose Professor D. Mazilu as Teaching Assistant for the Romanian language and literature course, since he has stood out both through his didactic talent and through his thoroughness.” Signed: Respectfully, D. Caracostea, Professor at the Faculty of Letters and at the Commercial Academy.”

Once the communist regime came to power, the institution’s name was changed to “The V.I Lenin Institute for Economic Sciences and Planning”; this also generated a change in the approach regarding the study of Romanian language and literature. The course was turned into an instrument of propaganda, as is proved by an “analytic syllabus preparing students for the future”. The top priority included “The Connection of Literature to Society”, “The Role of Literature in the Development of Society”, “The Connection between Literary Genres and Social Life”, “The Role of the Class System”, as well as “French Commercial Correspondence and Conversation” and “Italian Commercial Correspondence and Conversation”.
Professor Dumitru Caracostea’s letter, in which he petitions for a teaching assistant position for the Course in Romanian Language and Literature

“The Emergence and Rise of the Labour Movement”) all reveal an extremely tedious course.

Since the 1989 Revolutiona, in the Bucharest University of Economic Studies, the teaching of Romanian has taken place within the two Departments of Foreign Languages, recently merged as the Department of Modern Languages and Business Communication. Therefore, we are now referring to “Romanian as a foreign language”, a subject targeting foreign students exclusively.

In the case of all foreign languages, as well as in the case of Romanian for foreigners, there is increasing emphasis on a communicative approach, on the active involvement of students in the learning process, on practicing communication skills, and on using as many authentic materials as possible in addition to text-books. To attain these objectives, training courses for teachers have been organised; out of these, the PROSPER Project stands out as a remarkable example.

However, we must admit that, at least for the moment, “Romanian for Business Purposes” is still searching for its theoretical foundation, since the switch from the study of foreign languages “for specific purposes” to the study of “professional foreign languages”b (in other words, the passage we were mentioning at the beginning, from cultivating a series of restricted, limited, occasional communicative competences to a wider range of live, active, open competences) is still a dream. “Here, in this domain, everything still awaits fulfilment”.

1. A subject with a long-standing tradition in Romanian higher education

Throughout the past two centuries, for countries in Central and South-Eastern Europe, German represented not only the language of great writers, but also the language of science and technology. Thus, we shall find the study of German in all the curricula, during every decade in the centennial history of this institution, transcending all wars, ideologies and constraints. A “foreign language”, a subject targeting foreign students exclusively.

In the case of all foreign languages, as well as in the case of Romanian for foreigners, there is increasing emphasis on a communicative approach, on the active involvement of students in the learning process, on practicing communication skills, and on using as many authentic materials as possible in addition to text-books. To attain these objectives, training courses for teachers have been organised; out of these, the PROSPER Project stands out as a remarkable example.

However, we must admit that, at least for the moment, “Romanian for Business Purposes” is still searching for its theoretical foundation, since the switch from the study of foreign languages “for specific purposes” to the study of “professional foreign languages” (in other words, the passage we were mentioning at the beginning, from cultivating a series of restricted, limited, occasional communicative competences to a wider range of live, active, open competences) is still a dream. “Here, in this domain, everything still awaits fulfilment”.

The curricula of the time included German in several years of study; if we take into account I.V. Pătrășcanu’s remark that “speaking German has become a must in the commercial world”,c we can only imagine the effort that students made to learn the language. Ministry regulations as well as internal by-laws of the University of Bucharest stipulated that German (together with all the other above-mentioned languages) should be taught as part of the courses common to all study programmes (specialisations) in the first year, and subsequently, in the second year. The 1932 and 1935 regulations established, for the final years, a higher level of specialisation through the study of commercial correspondence.d The few volumes of extracts from the Journal of the Lectures of the Academy of High Commercial and Industrial Studies (pre- served in the institutional archives after WWI) reflect the way in which the conference lessons were structured and organised for the 1st and the 2nd years of study.

During the massive restructurating that followed 1945, we can assume that, at the beginning, the study of German was inevitably harmed by the association with the historical era that had just come to an end. In 1947, the subject was called “German Language and Commercial Correspondence”, for both faculties of the former AISCI, renamed the Academy of Commercial and Cooperative Studies, which found itself in full process of organisational changes. In 1948, German was a second, optional language of study. As we can see from the research carried out in the past years in ASE Bucharest’s archives, after 1948 the situation gradually became more stable, new teaching positions were made available, curricula became more diverse, while in the mid and late ’60s new Faculties were created. Thus, after 1965, for a short period of time, the importance of foreign languages was reassessed, and so was the importance of German.

In the years when Romania was fully open to the West, for everything pertaining to German language and culture, two direction “poles” were in existence: contacts with the German Democratic Republic as well as with the Federal Republic of Germany, active at the same time. In this context, German language professors and, to a much lesser extent, students, would occasionally benefit from scholarships for training workshops in West Germany. Organised with modest means but with much abnegation in the 60s - 70s, the German literature and civilisation workshop represented, especially for students in the Faculty of

a The Revolution of 1989 was a series of events which led to the Fall of the Communist Party in Romania (https://en.wikipedia.org/wiki/Romanian_Revolution_(TN).
b Regarding the debates, one can also refer to Christina Tagliante, Le claire de lune.
d e.g. the Prison de l'insécurité (June 1841 - 1845).


Reference to Revista carrului AISCI (1914-1915) (Journal of the Lectures of the Academy of High Commercial and Industrial Studies (1914-1915)).

Mainly under the coordination of Loreda Hildes Constantinovici

by Lora CONSTANTINESCU
Commerce, a way to widen their cultural horizon and to become aware of the value of the German language for an individual’s personal development. The Specialisation in Foreign Trade recognised the training of proficient speakers of German. It was not accidental, therefore, that a foreign language test (for German as well) was added to the entrance examination procedures (for foreign languages) at the Romanian National Bank. In the era of audio-visual teaching, the first language lab was created, owing to the major contribution of PhD Professor Lucia Berciu, who also equipped the students with German language didactic materials. In time, foreign languages became a part of Bucharest University’s academics as well; before the 80s, such courses also held for economists at the then Ministry of Trade and Industries.

After 1990, subsequent to the reorganisation of what then was the Department of Foreign Languages, one of the two “branches” was to become the Department of Germanic Languages and Business Communication (for English and German) in the 90s. The teaching process and the study of German were greatly enhanced by national and international collaborations, gradually adapted to the training requirements of the new generations of economists. During these last two decades, several faculties in ASE Bucharest (as well as Faculties in the then Ministry of Trade and Industries) have supported and stimulated students’ and economists’ interest by including the teaching of German as a professional competence in itself. In a country that had previously neglected its German literature and one that had revolutionised its socialist era, the teaching of German became an integral part of the economics, didactics and communication sciences. Through the 9th decade of the 20th century, the main challenge came from the necessity of increasing the language economics, didactics and communication sciences. The 10th decade of the 20th century, the main challenge came from the necessity of increasing the language competence of the new generations of economists, didactics and communication sciences.

To reach its current status, this subject (usually called “German for Commercial Correspondence”) gradually became the first language lab was created, owing to the major contribution of PhD Professor Lucia Berciu, who also equipped the students with German language didactic materials. In time, foreign languages became a part of Bucharest University’s academics as well; before the 80s, such courses also held for economists at the then Ministry of Trade and Industries.

In this context, we must mention the didactic materials written by international teams, in the 2004-2007/2008-2009 European Project for a German curriculum and textbook for non-philological disciplines. We signal the publication, in 2003 and the “Diploma of Gratitude” in 2008 (by ASE Bucharest’s Senate on the university’s 90th and 100th anniversary.

Although we lack complete data for all the people mentioned (in ASE Bucharest’s archives and library catalogues), the following, 1971, as an assistant professor (Herta Călărașu and Iolanda Bremer). In 1954 Hulda Constantinescu joined the German-teaching assistant staff. After Lucia Berciu, she was to become one of the “long-distance runnners” of the Department, one of those professors defined by their pedagogical vocation and their sense of duty. A large number of young people enrolled in course, for the number 1 (1st-4th year) at ASE Bucharest was the name of the domain of language, as well as a bibliographical discovery.

The educational curriculum of the Romanian-German Commercial Dictionary for Higher Commercial Schools, for Students in Commercial Academies, for German Commercial Correspondence Office Workers, for Traders and Merchants), București, Editura Cartea Românească, 1929.

See “Companiea comercială germană. 120 de ani (1830-2000), [in Romanian] (2000)”, in “AISCI din București (1913-1938), Privire critică” (‘20 Years of Activities in Bucharest (1913-1938), A Critical Outlook’), Institutul de Arte Grafice și Editură “Tiparul Românesc” S.A. București, p. 98; See “Dinainte de studierea materiei economice” (Study – live – work with German)

See “Dinainte de studierea materiei economice” (Study – live – work with German).
through several changes in the 6th and the 7th decade of the 20th century. Due to the diversification of didactic activities within ASE Bucharest and to the increase in the number of students in Libreng and German, four members of the German-teaching academic staff (including research themes and results): a) fundamental research in German studies, contributing to Dictionar German-Roman (the German-Romanian Dictionary), 2007 (Cornelia Pătru, co-author), as well as literary studies (such as case of other specialisations as: b) the methodology and didactics of teaching of economics, by writing courses, textbooks, especially business communication, c) interdisciplinary (linguistic and business communication), in sub-domains such as lexicology, advertising and institutional communication, d) economic sciences - marketing theories.

In this period, these efforts led to participation in national and international scientific events: scientific conferences within ASE Bucharest and other universities in the country, the Romanian Germanists' Congress (starting with 1994), the scientific conferences of specialised professional associations in Romania (Romanian-Germanists' Society, the Association of Teachers of German in Romania) and to enhancing the quality of academic and professional formation in ASE Bucharest. The participation in the methodological-didactic programmes provided by DAAD and the Goethe Institute, the professional training of several members of the academic staff; in these last two decades, several significant development initiatives at the branches of the Goethe Institute in Frankfurt/Main, Düsseldorf, Freiburg, Munich and Ukraine took place. In addition, specialist professional certificates have been awarded such as the "Grünes Diplom" (Certificate for teachers of German as a foreign language) issued by the Goethe Institute in Bucharest (Teaching Assistant, PhD candidate). In 2000, four members of the German-teaching academic staff completed their Ph.D in Philology, while two others currently find themselves in differences (Zeitschrift der Germanisten Rumäniens).

 Moreover, the scientific achievements of the professors of German are highly interdisciplinary in nature, focusing on the following domains (including research themes and results):
English language teaching in our university is the reflection of Modern Greek, Bulgarian and Serbian. It is worth mentioning that the early beginnings of our Academy of High Commercial and dents’ choice – one of the following languages: English language is present, under various forms, in the curricul be outlined by the special curricular developments and by new study university management, the university and the labour market. The quality to efficiently and significantly meet the demands of the univer- both students and faculty members is a proof of the strength and growth of English language teaching by means of the 45 tenured sad periods, of survival only. Despite everything, English language teaching in ASE had an ascending path, although there were some The founders’ vision was validated by the further development of the world, and with it, the country. Despite the rough times of social history, naturally mirrored in the institutional lives, English teaching was a matter of deep concern for the state. “Teaching Assistant for the state there were some sad periods, of survival only. Despite everything, English language teaching has never been interrupted, and today, 100 years from the foundation of our university, we can quantitatively measure the growth of English language teaching by means of the 45 tenured academics and 7 consulting teachers who form the English lan- mentions the late members of staff among whom, at page 65, we language at the beginnings of its penetration and spread in Roma- 1857, and died on 10 October 1925 in Bucharest. He graduated from the University of Letters in Paris and the University of Cambridge. The beginnings of English language teaching and learning were made under the title of English Commercial Conversation. From the very beginning, notices on the applied character of Eng-lish language teaching in the Academy of High Commercial and Industrial Studies from Bucharest, even from the name of the disc- as, which emphasised both the written and the spoken aspect of commercial, and later, professional communication. We mention here the institutional effort and interest in enlarging the Universi-ty’s staff with specialists of remarkable academic training, many of them having studied abroad. Henry F. Hillard are among the first professors who taught English lan- guage related disciplines in AISCI. Annex 7 to the anniversary publication Douăzeci de ani de activitate a AÎSCI din București (1913-1933), Privire critică (20 Years of AISCI Activity in Bucharest (1913-1933), A Critical Outlook, mentions the late members of staff among whom, at page 65, we English language at the beginnings of its penetration and spread in ROMA- nian schools. Henry Lolliot was born in the Mammouth Island in 1857, and died on 18 October 1925 in Bucharest. He graduated from the University of Letters in Paris and the University of Cambridge. He was a teacher at the “Matei Basarab”, “St. Sava”, “Luzăr” High Schools, the “Higher War School”, he was a publisher, a Consult- ing Associate Professor at the Conference-Lecture in English Com- mercial Correspondence and Conversation. Doctor of Letters of London, appointed teaching assistant on 1 January 1928 by Min- ister’s Decision no. 1192846. A doctor from the field of international relations, member of the League of Nations in Geneva and Pitman’s College, provides little but important data on the profile of the academics employed at that time. Thus, page 59 records the following information on Zoe Gheţu: “Temured Assoc- iate Professor for the Conference-Lecture of ENGLISH Commercial Correspondence and Conversation. Doctor of Modern Philol- ogy from the University of Cluj. BA in Modern Philology from the University of Bucharest, Diploma from the University of London (Marketing and Intermediates). Appointed by Royal Decree no. 1576 on 1 May 1927.” Page 61 gives details about Alice Bădescu: “Teaching Assistant for the Conference-Lecture of ENGLISH Commercial Correspondence and Conversation. Doctor of Letters from the University of Bucharest, Diploma from the University of Bucharest, Matriculation and Intermediate. Appointed by Royal Decree no. 1576 on 1 May 1927.”
From the very beginning, in addition to their teaching activity, the teachers of English were involved in publishing activities, either as translators or as authors of university books. In 1935 Zoe Ghețu published in Romanian correspondence and in 1932, Alice Bădescu published a grammar of English language, which, revised and updated, was re-printed several times, becoming the most appreciated and used detailed grammar of English ever written in Romanian, the landmark book for many generations of English philologists.

Over time, the teachers of English significantly contributed to the teaching staff of High Commercial and Industrial Studies from Bucharest by facilitating readers’ access to world economic information through translated books. In 1939 under the title of Foreign Languages, headed by Associate Professor Matei Criscu, special activities were organized despite real difficulties and well-known political pressures. The best teachers of English strived to offer students and often university colleagues as well the image, hardly seen at that time, of the Anglo-Saxon culture which had already pushed the English language to the status of an international language of commerce and politics. Moreover, we underline the membership of Zoe Ghețu in the Academic Council. We mention that the Academic Council was the highest decision-making body of the institution at that time.

In the post-war period, English language teaching in the University entered a semi-dark period due to the pressures imposed by the historical conditions of the time. In those years, English teachers were part of the Germanic language staff within the Department of Foreign Languages, headed by Associate Professor Matei Criscu (French language) between 1959 and 1968. The English language teaching staff members were successively led by lecturers Estera Kaztner and Eugenia Farca.

We must mention here the Students’ Societies which were organized and conducted on a rather large scale, which facilitated special communication in English. Thus, in 1988 the ASE Publishing House published (the Dictionary of Technical Terms), a monu-

mement work whose English section was elaborated by Eugenia Farca, Dicțiunele politehnică, de comerț exterior și turism, engleză, româna, franceză, germană, spaniolă, real (Multilingual Economics Dictionary for Foreign Trade and Tourism; English, Romanian, French, Spanish, German, 1994), with content in the translation of Germanic Languages comprising the ever more numerous English teaching staff, were Adriana Chitacuțescu (1994-2000),-mathematical work by Eugenia Farca and also of other universities in the country and abroad.

Since the 1991-1992 academic year, when the Faculty of International Business and Economics was re-established, the two departments of foreign languages (Romance and Germanic lan-
guages) were subordinated to it. The Heads of the Department of Germanic Languages comprising the ever more numerous English teaching staff, were Adriana Chitacuțescu (1994-2000), and also of the Heads of the branches of Germanic Languages, were special activities, attended by the best students. For example, in the 80s the English literature, Culture and Civilisation Society was coordinated by Virgil Letter. I do not know who led the other Societies – anyway they were fairly busy, despite appearances. In 1991, in an important article of the Georgeta Ghiga, we read that the students participated in such activities because they were different.72

It is the period when the English language teaching staff comprised more than five people and they were the first to work, not only in English, but also of other departments of world economy, and at the same time a challenge, for the English language staff.

Despite such difficulties, the research activity in the Depart-
mament of Germanic Languages has strengthened since 2005, un-
der the direction and efforts of Georgeta Ghiga, who has been published in the biannual Synergy Journal (www.synergy.ase.ro). Synergy mainly publishes articles in English, but also in French, German, Italian and Spanish. The interdisciplinary aspect of the fields of Germanic Languages, while the whole university career is carried out in business communication and applied linguistics, both relatively new ar-

cz, and accepted with difficulty in the terminology and practice of the mainstream tertiary education preoccupations in Romania.

Despite such difficulties, the research activity in the Depart-

A SHORT HISTORY OF TEACHING RUSSIAN

by Florina MOHANU

The Pushkin State Russian Language Institute in Moscow [1993-2012]

Undoubtedly, the fruitful cooperation with the Pushkin State Russian Language Institute in Moscow has had a strong, long-lasting impact on the study of Russian at ASE Bucharest. This cooperation was initiated and supported throughout the years by the efforts of the team of specialists in teaching Russian as a foreign language (PhD Professor Ion Jurconi - coordinator, PhD Associate Professor Iulia Viruța and PhD Associate Professor Florina Mohanu). Between 1993 and 2012, the Pushkin Institute offered ASE Bucharest students over 4,500 scholarships to improve their knowledge of Russian for business, under very attractive economic terms.

At the beginning of the 2012-2013 academic year, ASE Bucharest offered ASE Bucharest’s students over 4,500 3-month scholarships to improve their knowledge of Russian for business, under very attractive economic terms.

Around the same time, 5 sessions for certifying the knowledge of Russian for business were organised by the National Centre for Certificating Russian as a Foreign Language within the Pushkin Institute in Moscow. These activities were carried out in cooperation with the Chambers of Commerce and Industry of the Russian Federation, the Russian Federation for the Commonwealth of Independent States, and ASE Bucharest. The Russian Language Institute in Moscow has had a strong, long-lasting impact on the study of Russian as a foreign language. Therefore, in 2013, taking stock of the situation, we can identify several means of supporting the study of Russian outside of the curricula. These rewarding collaborations with institutions from the Russian Federation are presented below.

The Pushkin State Russian Language Institute in Moscow [1993-2012]

Starting the bilateral cooperation agreement with the Saint Petersburg State University of Economics and Finance (FINEC) at the beginning of the 2005-2006 academic year represented an important moment in the history of studying Russian in the Bucharest University of Economic Studies, as FINEC has continuously been a leader in the ranking of economic higher education institutions in Russia since 1990. Thus, the legal framework for this initiative was ensured for the purpose of exchange of students with good knowledge of Russian, who benefit from integrated internships for specialised studies lasting a semester. Between 2005 and 2012, 8 students from ASE Bucharest and students from FINEC participated in this programme, studying in the partner university for a semester.

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The establishment of the Russian Cultural Centre from ASE Bucharest has included both free-of-charge elementary courses for Russian of our Bachelor’s, Master’s and PhD students, for the teaching and non-teaching staff, and effective logistical support aimed at the creation of the curricula for “Russian and Romania - Cooperation on Investment” (FINEC, Saint Petersburg, November 2010), “Russian - Romanian cooperation in the context of the development of the European energy market” (ASE, Bucharest, January 2012).

The Russian Cultural Centre in the Bucharest University of Economic Studies

The establishment of the Russian Cultural Centre from ASE Bucharest in December 2009 substantially contributed to building bridges and promoting cultural cooperation as well as to enhancing the relations among cultures and nations, and also to effectively helping ASE Bucharest, in its quality as a host institution, in its efforts to promote and consolidate the study of Russian among its students. In this context, starting with the 2012-2013 academic year, the educational offer of the Russian Cultural Centre from ASE Bucharest has included both free-of-charge elementary courses for our Bachelor’s, Master’s and PhD students, for the teaching and non-teaching staff, and effective logistical support aimed at the creation of the curricula for “The Communication in Russian for Business, Levels A1 and A2” courses, in compliance with the “European Language Passport”, as an integral part of the offer of postgraduate courses by the Faculty of International Business and Economics. The Russian Cultural Centre from ASE Bucharest has included both free-of-charge elementary courses for Russian of our Bachelor’s, Master’s and PhD students, for the teaching and non-teaching staff, and effective logistical support aimed at the creation of the curricula for “The Communication in Russian for Business, Levels A1 and A2” courses, in compliance with the “European Language Passport”, as an integral part of the offer of postgraduate courses by the Faculty of International Business and Economics. The Saint Petersburg State University of Economics and Finance (FINEC) [2006-2012]

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The Turkish Language Practical Course within the Department of Modern Languages and Business Communication initially started out as an optional seminar, upon unequivocal request from the Faculty of International Business and Economics students, during the 2006-2007 academic year.

However, the Turkish Language Practical Course subsequently supported the activity of students in other Faculties from ASE Bucharest, especially of students in Management and Public Administration, Marketing, Commerce, Finance, Insurance - Banking and Stock Exchange.

Responding to the clear demand from students attending the Turkish Practical Course, I have written the Pratik Türkçe (Practical Turkish) textbook as a sole author; this didactic material is meant to help students tackle their domain of interest by means of the Turkish language. The support textbook Pratik Türkçe was published by ASE Bucharest’s Publishing House (Editura ASE) in November 2010.

In the spring of 2009, within the “Students' Scientific Conference - April 2009”, upon request from the students taking the Turkish Practical Course, a Turkish language section was included – Economic language aspects in translating from Turkish. In addition, as an obvious consequence of the interest of the students taking Turkish language courses, in the spring of 2010, within the “Students' Scientific Conference - April 2010”, the Turkish language section was called “İktisat ve Kültür.” (Economics and culture).

The project gathered professors from different institutions and offered a working space for important professional projects to all the persons involved in teaching English for professional communication, regardless of the institution they come from. The English language team of the then Department of Modern Languages in the Bucharest University of Economic Studies, was one of the founding teams, and it participated in all the activities undertaken during the ten years of project development. The teams involved in PROSPER developed their competences related to the design of curricula and teaching materials, classroom research, professional training and formation, educational management, socio- logical research in the field of project assessment. Teamwork for meeting common goals created a culture and a professional identity for teachers in the ESP field, based on shared values and methodological and development practices.

The project created its own structures, activities, channels of communication, roles and responsibilities. It achieved this at a time when Romanian institutions embarked on sustained efforts to create new, more flexible, working methods. Above all, the project created professional development opportunities, very valuable and relevant for those involved, and emphasised the need for lifelong learning. The project members had both the freedom and the responsibility to make the project work for relevant purposes identified by the ESP community.

The PROSPER Project – a learning experience

The PROSPER team improved its teaching competences but also its way of thinking and approaching teaching, research and assessment activities for the teaching/ learning experience. The wide range of competences acquired thanks to PROSPER activities is reflected in the opinions expressed during the project development and recorded in the strategy documents, at that time, indicate a considerable diversity.

The participants improved their professional competences for their own use, but also for the team, improving their teamwork abilities. This type of learning contributed to the long lasting development of the project after British Council’s withdrawal from it. The project team members have continued to work in their own institutions, taking over and improving the elaboration methods practiced inside the project. At the same time, a sense of group identity became stronger, as well as the awareness of what can be achieved through teamwork.

The role of the team members

from the Bucharest University of Economic Studies

The project’s sustainability is obvious in the activity of the English teaching staff from the Department of Modern Languages and Business Communication. The change in the teaching style occurred as regards defining student needs and learning strategies, the active involvement of students in the learning process and also as concerns the need for realism in designing and implementing learning activities. Methodological innovations were received with enthusiasm because they met the needs of the teachers involved in teaching English for professional communication; only through PROSPER participation did they find out a coherent methodological answer supported by the theories in the field.

After the Project came to an end in 2001, the professors in the Department of Modern Languages and Business Communication continued the innovating professional activity started in the PROSPER Project. Teaching/ learning activities concentrated

A SHORT HISTORY OF TEACHING TURKISH

by Nilgün ISMAIL

The Turkish Language Practical Course was initiated by British Council Romania in 1991, with the main goal of improving communication skills in English for the future employees in key sectors of economy and public life. A major step in achieving this long term goal was the improvement and diversification of the experience of learning English for Special Purposes (ESP) in higher education institutions in the following fields: Engineering, Economics, Public Administration, Medicine. By means of diverse professional activities, the project was successful - as proven by an ample research study - beyond language classrooms and the study of English language. The project gathered professors from different institutions and offered a working space for important professional projects to all the persons involved in teaching English for professional communication, regardless of the institution they come from. The English language team of the then Department of Modern Languages in the Bucharest University of Economic Studies, was one of the founding teams, and it participated in all the activities undertaken during the ten years of project development. The teams involved in PROSPER developed their competences related to the design of curricula and teaching materials, classroom research, professional training and formation, educational management, socio- logical research in the field of project assessment. Teamwork for meeting common goals created a culture and a professional identity for teachers in the ESP field, based on shared values and methodological and development practices.

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THE PROSPER PROJECT

professional change and development

by Mirela BARDI

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implementation constantly arise from a culture of involvement and transparency. Communication among the members of an innovation project team has to be constantly facilitated when the strategy and the implementation process are constantly transpar

tent. The team’s involvement in making major decisions regarding the project strengths the feeling of responsibility and mobilizes the members’ efforts at individual and team level.

Innovation and change can be planned as a sequence of well defined stages, comprising: identification of issues and needs, de-

scribe, implementation and assessment of results. Al

though these stages prove to be very useful in most of the cases, as regards the change process, it would be oversimplifying to sup-

pose that the achievement of a major change depends on the right development of a predetermined stage. Absolutely crucial vari-

ables that are linked to the values and perceptions of the project team members can generate unexpected events and results.

Change management can be regarded less as a linear process and more as one that depends on the context and that involves human variables such as feelings of trust, safety of the individual to

perceptions on the relevance of the activities proposed and one’s own capacity to achieve them. The PROSPER experience showed

change management leads to sustainable results when it is fo-

ocused on people, meeting their needs and involving them in the change process. Thus, change becomes a learning process, not merely a process relying on the replacement of certain practices

and organisational systems with others.

In the spirit of the participatory culture explained above, the concluding words naturally belong to project members who have testified on the professional and human outcome of their involve-

ment in the project: “I have learned a lot about teaching and research, about stu-

dents and their role in the learning process. Above all, I be-

come more confident in my own forces and in the force of the group I belong to. The professional identity of our ESP group

came more confident in my own forces and in the force of the

management of change seen from the PROSPER team’s point of view

The lessons learnt by the PROSPER team during the project development proved relevant for processes of change implemen-

tation in the academic environment. They are true for the present reality and we hope that they have to be shared to the inter-

esting colleagues, as it was always done by those involved in the reality and we consider that they have to be shared to the inter-

eral aspects of change management is to offer opportu-

nities and areas of expertise, e.g.: – language audits in accordance with the principles of the Common European Framework of Reference for Lan-

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Main objectives of PROSPER-ASE - then and now

When the Centre was set up, its main goal was to promote language learning, in general, and the learning of English, in particular, to meet the growing demand for professional com-

munication in English in Romania’s socio-economic context in those years. An important dimension of PROSPER-ASE’s mission was to promote European values and initiatives, with a view to supporting Romania’s accession to the European Union. Specific objectives included:

− offering and providing translation and interpreting services at international quality standards
− teacher training, facilitating its members’ access to the in-

formation needed for continuous professional development, oppor-

tunities for scientific seminars and cooperation
− designing and publishing teaching resources
− cooperating with institutions from Romania and abroad, in

the field of quality management in education, and affiliation to national and international organisations sharing a similar ethos.

Emphasis on quality in language services and educational processes has remained consistently high. Developments in recent years include both a greater variety of language cours-

es offered (in addition to EN and RO), a wider range of activi-

ties and areas of expertise, e.g.: – self-assessment of communication skills and competen-

tences in different languages, based on the European Lan-

guage Portfolio
− expert advice and training in areas such as quality man-

agement in language education, adult education, standard-

ising (self-)assessments of professional competences, cooper-

ating on the principles and developments introduced by the Council of Europe, (self-)assessment of professional competences of language teachers, in line with European standards and tools.

As preparations for Romania’s EU accession gained in importance and once it became possible to participate in Eu-

ropean programmes, professional skills development in this area has become a strategic priority. PROSPER-ASE has thus, initiated new national and international partnerships with a focus on implementing international quality standards

PROSPER-ASE Language Centre

Laura-Mihaela Mureșan

[...], what particularly pleases me today is that it is the PROSPER-ASE Language Centre which is the first of the English schools in Romania offering specialized courses of highest quality, tailored to the needs of its students. It will, I am sure, make a significant and immediate contribution to Romania’s economic development as well as being the model for more to follow, including centres in Cluj and Iaşi soon and others in future. It is an exciting start for what I hope will be a successful and expanding venture.

(The British Ambassador in Bucharest, His Excellency Mr. Andrew Bache, in September 1994, during the official opening of the PROSPER-ASE Language Centre)
Continuous Teacher Development

Teacher Development and Trainer Training have come as a natural evolution, with benefits for both the PROSPER-ASE teachers and the language teachers in the ASE Department of Modern Languages, and implicitly, through cascading, for ASE students (and not only). As the PROSPER-ASE team enriched its experience, it began to design and conduct training courses for language teachers in other institutions. Some of these were organised in cooperation with the Ministry of Education and / or the School Inspectorate, and some with the British Council, Goethe-Institut, l’Institut Français de Bucarest, the London Chamber of Commerce and Industry (LCCI), etc.

Particularly relevant for ASE language teachers were the special courses for Business English teachers organised by PROSPER-ASE and LCCI, finalised with the Further Certificate for Teachers of Business English (FTBE). PROSPER-ASE is accredited by LCCI to organise these teacher training courses focusing on business English teaching methodology. The first course and exam took place as early as 2000 and were then resumed in 2008, with a 100% success rate - all the teachers who were trained and sat the exam at PROSPER-ASE obtained the FTBE certificate – the exam papers were corrected by LCCI assessors in Great Britain and certificates issued there as well.

An environment conducive to applied research

In the course of time, the educational context and the methodological approach to teaching and teacher training at PROSPER-ASE have provided sources of inspiration for applied research integrated in Masters’ and Doctoral studies. Here are a few examples of PhD theses and Master’s dissertations reflecting practice based research carried out at PROSPER-ASE:

- Mihaela Arsenescu - Optimising Foreign Language Learning Strategies in Adult Education - Doctoral thesis (the Institute of Educational Sciences, Bucharest);
- Elena Tălmăcian, Marina Militaru;
- Elena Tălmăcian, Marina Militaru;
- Elena Tălmăcian, Marina Militaru;
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Professional development in the field of critical discourse analysis was continued in the framework of the Research Group co-ordinated by Professor Emeritus Norman Fairclough (University of Lancaster) and Associate Professor Isabela Ieșcu-Fairclough (Temple University, Philadelphia), with monthly meetings, hosted by PROSPER-ASE, over a span of three years.

Developments in the field of Quality Assurance

PROSPER-ASE has been – together with other language centres founded with the assistance of British Council Romania – one of the key-actors in the process of setting up QUEST – the Romanian Association for Quality Language Services and its quality assurance system in the field of language education (1995-1996).

PROSPER-ASE is thus, a founding member of QUEST – the Romanian Association for Quality Language Services, and since February 1998 QUEST Romania has been an associate member of EAQUALS (at that time “The European Association for Quality Language Services”, now the International Association for “Evaluation and Accreditation of Quality in Language Services”). Through QUEST and with the support of EAQUALS, PROSPER-ASE and ASE Bucharest’s Department of Modern Languages have benefited from teacher development in domains such as quality assurance, evaluation and self-evaluation, esp. through participation in national and international projects for introducing the European Language Portfolio (the EAQUALS-ALTE pan-European version for adults). In his book Language and Globalisation, Norman Fairclough highlights the essence of this type of cooperation, which brought an added value for all those involved, both in terms of quality improvement and professional development processes: “PROSPER-ASE contributed to setting up a national quality assurance network for language centres with support from the British Council and the Goethe Institute. Mentoring and other professional development and participation in national and international projects for introducing the European Language Portfolio (the EAQUALS-ALTE pan-European version for adults).”

Institutional cooperation and participation in projects

2001, the European Year of Languages, was characterised by complex cooperation activities with the European cultural institutions in the field of cultural cooperation and participation in projects of the European Union (EU) (at that time the European Cultural Institute), followed by the launch - at national level - of the four language version (in English, French, German and Romanian), validated for Romania and published in 2004. One of the most complex projects coordinated by PROSPER-ASE was the Lingua 1 Project EuroIntegrELP - Equal Chances to European Integration through the Use of the European Language Portfolio, co-managed by Liliana Delvoyet and Laura Mureșan. It was within this framework that it was possible to produce and publish the multilingual version of the EAQUALS-ALTE ELP in 15 languages, while also designing a whole set of teacher training materials for implementing self-assessment in various educational contexts. This project also provided an excellent environment for the teacher development and mentoring programme initiated at and for the Department of Germanic Languages and Business Communication. This “Professional Development and Mentoring Programme”, unfolded over a span of more than 4 years, involved some 40 university teachers of English and German for Specific Purposes and contributed to consolidating the pool of teacher training expertise that lead to the design and introduction of the interdisciplinary Masters’ programme English Language Education and Research Communication for Business and Economics (EDU-RES).

EuroIntegrELP was awarded the European Label in 2007 and the Label of Labels at EU level in 2012. The series of ECML/Council of Europe projects Quality Management in Language Education, QualiTraining – A Training Guide for Quality Assurance and QualiTraining at Grassroots Level relied on the close cooperation between PROSPER-ASE, QUEST, the ASE Department of Modern Languages and some other 30 partners from different countries. In Romania it included collaboration with the Ministry of Education and Research, as well as with other institutions and organisations.

In recognition of the work undertaken in these projects and the involvement in the dissemination of ELC projects, considered a national priority, PROSPER-ASE has been designated by the Ministry of Education, Research and Youth as a ‘Centre for Documenting and Dissemination of Council of Europe Projects’.

The document issued by the Ministry stated: “This Centre will work in collaboration with the departments of modern languages of the University of Economic Studies of Bucharest, the National Network of QUEST – the Romanian Association for Quality Language Services.”

88 89
The current projects belong to the same thematic area of evaluation and self-evaluation, stimulating quality and innovation in language education:

– NELLIP - Network of European Language Labeled Initiatives and Projects, coordinated by PIXEL in Italy, together with PROSPER-ASE as one of the partners, and ASE Bucharest’s Department of Modern Languages as an associate partner (http://nellip.pixel-online.org/);

– ISQALE - Improving Standards of Quality in Adult Language Education, coordinated by OPTIMA Bulgarian Association for Quality Language Services, with QUEST Romania as a partner, together with the University of Zaragoza in Spain and QLS – the Panhellenic Association of Accredited Quality Language Schools in Greece, with the PROSPER-ASE Language Centre, ASE Bucharest’s Department of Modern Languages and CAFL – the Association for Foreign Languages at the Croatian Chamber of Economy as associate partners.

In the field of translations and interpreting, PROSPER-ASE is a member of EUPHARIA. Over time, it has developed strategic partnerships with non-governmental organisations and institutions specialising in translations, both from Romania and from abroad.

In addition, there were numerous other seminars and conferences organised jointly by the Department of Modern Languages, QUEST and PROSPER-ASE, which are included in this volume, in Marina Milita’s chapter 63. The latest was the international conference Improving Standards of Quality in Language Education and Research (1-2 March 2013), which opened the series of events dedicated to the centennial anniversary of the Bucharest University of Economic Studies.

All these projects and events have facilitated a flexible and efficient professional, personal and institutional development, which was and still is beneficial for both the PROSPER-ASE team and ASE Bucharest’s Department of Modern Languages and Business Communication.

Through meetings organised with students and specialists from the economic field, through workshops for CV writing, and courses targeting students and teachers, as well as a cinema club, literary meetings and photo exhibitions.

The French Reading Room hosts and organises a lot of events and cultural activities having as main theme the French language, targeting students and teachers, as well as a cinema club, literary meetings and photo exhibitions.

Through meetings organised with students and specialists from the economic field, through workshops for CV writing, and courses in French for business, the French Reading Room contributes to the strengthening of the essential link that should exist between university training and professional practice.

Last but not least, the French Reading Room from the Bucharest University of Economic Studies hosts a media library that provides students and teachers with economic journals and almost 5000 books, specialised works, textbooks in French and literature books.
TEACHERS’ PROFILES

ROXANA-GABRIELA ALEXANDRESCU
by Mariana NICOLAE

Roxana Alexandrescu was born on 3 December 1946 and graduated from the University of Bucharest in 1966. Firstly, she taught English at the “C. A. Rosetti” High School, which since 1968 had become the first experimental school of English language in Bucharest. In 1978, she started her academic career in ASE Bucharest, teaching English and Romanian initially at the Faculty of Foreign Trade (today the Faculty of International Business and economics - REI) and afterwards at the Faculty of Cybernetics. She remembers that passing from secondary to higher education was a challenge. “Of course it was a shock to suddenly find myself in an institution with so many administrative and political party managers. All with suspicious looks and a controlled mimic that inhibited me.” A challenge that she overcame, building an academic career of almost 30 years in ASE.

Roxana is a pleasant storyteller even when she speaks about disagreeable things. The passing of time makes her examine moments that were probably painful with detachment and wisdom. Further on, I selectively render my discussion with Roxana.

Concerning the colleagues from other departments, I would like to emphasize the fact that I was impressed by the constant respect that Afrodita Iorgulescu and Nora Tomoşoiu wanted the moment was not appropriate and she did not manage to publish her work. It would have been a great idea, in my opinion, to publish her thesis, as it was of an international level. Things are very awkward and depend on incredible details – her work did not have an up to date bibliography because of the reasons we know very well. Nonetheless, it was a remarkable work.

I became closer to Corina Cîlivanu, Nina Ivaniciu, Lumiţa Brăileanu, Delia Vasiliu, Rodica Stoicescu from the French teaching staff. Maybe due to our age, I used to discuss with them professional issues regarding linguistics and teaching methods. It did not matter that they had a different specialty and taught a different language. Some of them were writing their PhD theses. I think Nina was among them; we discussed serious issues, including teaching aspects, which could not happen inside the Department of English Language.

Owing to the patriotic work sessions which we attended yearly, I formed close relationships with Marii Mihăihanu and Afrodita Iorgulescu (then the department of IT). We shared views on readings, as well as the willingness to communicate and even to explain specialty issues. I also remember Florin Druţă from the Department of Philosophy. In Afrodita’s case, I was impressed by her desire to do things well. Once, she made an appointment with a Vice-Rectors regarding some paint stripe on the walls. After the walls had been painted in ASE, a paint stripe was drawn to separate the areas painted in oil and the rest. The colour of the paint stripe did not match the rest and she pleaded until it was changed. In my opinion, it is extraordinary that Afrodita Iorgulescu and Nora Tomoşoiu wanted this to be well made. They did not stand out and did not gain anything from this, a thing that many people did not understand.

Concerning the colleagues from other departments, I would like to emphasize the fact that I was impressed by the constant respect Sultănica Sută-Sălăjan showed to us: she carefully watched our “cultural” activities, especially the Culture and Civilisation Society, where we used to discuss anything but the current issues of the epoch. I admit that at my age at that time, I would not have been able to deal with what we call today “current affairs”, and the participating students – from the first and second years – could not understand them either (being devoid of the necessary training).
ask us to translate into Romanian some formulae used by an English economist to name four potential economic systems. The formulae tent, apart perhaps from the phonetic hint that was only graspable by a or associate professors. Mrs. Galiș was the Head of the German lan-

tasements. When the teaching loads were not complete, we used to teach ment was tensed, with small conflicts and minor tensions, the general Department. Despite the fact that there were times when the Depart-

sional issues should be discussed. It was absolutely impossible, nor did she hold me responsible, but she made up to me. She did not more indirectly done. While somebody tried to discuss the proposed

out of fear that people should realize one’s lack of knowledge or maybe out of the desire to avoid being asked any questions. Even I tried to say ‘let’s end the meeting as they are not interested.’ But these are exceptions.

Among the faculty professors who influenced me, I most affection-

us to attend our meetings to see whether we had anything that was forbidden, anything about the political regime. That was taken very seriously.

Vasile Măcinovic asked to attend our meetings to see whether we could be imposed to think what to say. And I burst into laughter and I said that you could think whatever you liked, but it was not indicated to say what you thought. Of course, Vasile was delighted by this.

As regards Elena Bălan, I have no unconventional memories of her. I have a nice memory of her for two reasons. First, she asked me, at a conference, to add her as co-author of my paper, and only gave me a list of keywords as her contribution. She did not pressure me, nor did she hold me responsible, but she made up to me. She did not more importantly, she impressed me by trying to raise the profes-
sional level of the members of the Department. She did not ask us as girls from foreign languages’ as the former Head of Depart-
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and Literature, and Romanian Language and Literature. She started teaching in 1965, by governmental appointment at ASE Bucharest, the Faculty of Foreign Trade, Department of Foreign Languages.

In what follows, I make a summary of the beautiful and fascinating conversation and hoping that a future volume could render what is impossible come true for students and teachers of the Faculty of Economic Studies.

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In the summer of 1964, before my fifth year of Bachelor’s studies, having a scholarship from the Ministry of Foreign Trade, I attended a series of courses in English language at the University of Oxford. I must say something so that today’s students understand what it meant during the Communist regime to be proposed by the University for a scholarship, even to a summer school at a university from abroad, especially from Western Europe! On account of the political situation, you could not even dream to stay, regardless of how little, in the country whose language you were learning! But PhD Professor Ana Cartianu managed to make the impossible come true for students and teachers of the Faculty of Germanic Languages, whose Dean she was. Excellency was her name and she distinguished her students; hence, her students, came to adhere to it.

In 1972, I took an intensive course in English language teaching methodology, organised by the Ministry of Education, with funding from the USAID, and for the first time I obtained the Certificate of English-Romanian and Romanian-English Translator.

Between 1991 and 1995, in part of the PROSPER Project, I attended a series of training and postgraduate courses covering the whole range of communicative methodology. As I have been involved in the PROSPER Project, in developing its goals, as well as in its ongoing evaluation for continuous adjustment to new needs and objectives arising from the fulfilment of those initially undertaken, I attend training courses and training sessions on project management and evaluation. These courses and training sessions were held in Romania, but also in England, at Lancaster University and the University of Manchester, completed with certificates and diplomas of Higher Studies in Education Sciences, and in the design and evaluation of projects meant to modernize higher and postgraduate education.

I taught at all the faculties in ASE, all forms, levels and types of education (on campus, evening, part-time, distance education, study programs taught in English; postgraduate, Master’s programs etc.). I mainly taught at the Faculty of Foreign Trade (now the Faculty of International Business and Economics), the Faculty of Foreign Economics, (founded in 1971, which was a founding member of) and the Faculty of Economic Cybernetics (called at the beginning Faculty of Economic Cybernetics and Statistics).

Apart from courses and exams held in addition to the teaching load, yet unpaid before 1990, there is an issue that has always provided me with food for thought, namely the change concerning the aspects considered significant in the formation of specialists in Economics, the decrease in the number of foreign language classes. The curriculum of the Faculty of Foreign Trade has always comprised the study of two foreign languages. Between 1965 and 1970, the major language was taught six hours per week (two hours dedicated to British and American culture and civilization, focusing on the history of literature), and the minor language was taught four hours a week throughout all four years. I was involved in a wide range of collaborations in higher and postgraduate education, with private universities, with schools of postgraduate and Master’s studies functioning within ASE; together with a group of colleagues, I was a member of the English Language Centre, under the dual aegis of ASE Bucharest and British Council.

My activity in ASE was supported and enriched by the outside ASE, which broadened my view upon the world outside the university, that is why I taught my teaching material, my teaching and assessment methods; I became even more convinced of my value as an educator in relation to my students and society and, hence, of my social responsibility!

Besides my activity in ASE, I worked as a Consultant Lecturer, a course coordinator, as well as an examiner in other government institutions, in certain ministries, at the University of Bucharest and other universities, in the UK and in the USA.

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What significant books, dictionaries, studies I have published as author or co-author? It depends on the epoch. I can say that I have not been involved in a dual specialisation of methodology and scientific research. Obviously, it was conducted primarily on the coordinates of teaching English as a specialised language and professional communication at higher education level.

Therefore, my methodical work involved developing syllabi, curricula, or teaching materials, such as: course modules and courses, collections of grammar and vocabulary exercises, grammar guides applied to economic language, business correspondence guides in English and Romanian, collections of specialised texts with explanations and vocabulary notes, and Faculty of Foreign Trade. I was a reviewer and scientific advisor for various courses and other English language materials, both for general and economic purposes, as well as for other specialised languages, with different publishers.

Scientific research in the field of English literature, a life-long passion, has resulted in a long series of scientific studies and research papers presented at national scientific events, workshops, symposia, roundtables, conferences, most of them published in the proceedings of the respective event.

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1965 and 1970, the major language was taught six hours per week (two hours dedicated to British and American culture and civilization, focusing on the history of literature), and the minor language was taught four hours a week throughout all four years. I was involved in a wide range of collaborations in higher and postgraduate education, with private universities, with schools of postgraduate and Master’s studies functioning within ASE; together with a group of colleagues, I was a member of the English Language Centre, under the dual aegis of ASE Bucharest and British Council.

My activity in ASE was supported and enriched by the outside ASE, which broadened my view upon the world outside the university, that is why I taught my teaching material, my teaching and assessment methods; I became even more convinced of my value as an educator in relation to my students and society and, hence, of my social responsibility! My social responsibility was my creed as a teacher.
ish Culture and Civilisation and I led student gatherings dedicated to British culture and civilisation, at the express request of the students. With dedicated to British culture and civilisation with emphasis on the emphasis on Negotiation. If we were to speak today about the difficulties we faced, the subterfuge we resorted to so that we – both the teachers and the students at those times - are inventing shopping stories... Whereas students were simply eager for knowledge, for culture and to develop their professional communication skills in the language they were learning! The global electronic communication tools of today were not available! We had to go through the Caudine Forks of the numerous interdictions coming from somewhere above; we had to use ingenious tricks, both I as a teacher and the students... Now they all sound like being in a fairy tale but at that time we were taking high risks. What fellow teachers do I remember? Firstly, the Department of Foreign Languages in ASE, regardless of the titles it bore in time, has always been a Department of professionals. Its members have contributed with seriousness, dedication and teaching talent, as well as with their constant preoccupation with scientific research, to the outstanding intellectual and professional image that the Department has enjoyed in the University.

I would like to pay tribute to Mrs Eugenia Farca, Virginia Carțianu (English) and Hulda Constantinescu (German), role models as professors, with a rich scientific activity, who believed in their missions and devoted their efforts to the students as well as to the Department, even when many of my colleagues in the University did not agree with them. Many of my colleagues and students contributed with seriousness, dedication and teaching talent, as well as with their constant preoccupation with scientific research, to the outstanding intellectual and professional image that the Department has enjoyed in the University.

I especially treasure my collaboration with PhD Professor Georgiana Dolgu, former Rector of ASE Bucharest, who opened the door to cooperation with universities from Romania or abroad. Many became my colleagues in the Department; I would like to mention two of my first students, brothers Mariana and Costache Caracota, or PhD Professor Dana Bildeanu, who graduated from the Faculty of Foreign Trade, and is a member of the Department of World Economy. PhD Professor Georgea Drahiu, bright alumnus of the Faculty of Economic Cybernetics in 1988, who worked for the University of Bucharest, brought an unequalled contribution to the European and international prestige of the Faculty of Journal- ed and Multimedia in the mid-1990s, while I supervised them as during my early years in the Department, which were really hard for me, they stood by me, constantly guiding and supporting me. They were models both as regards my professional work and my human relationships.

I had a great professional relationship with Alexander Hollinger, which lasted for 43 years. I saw in him a model as a colleague and a university professor, due to both his teaching activity and his constant concern for study, research and elaboration of teach- ing materials and scientific papers. His Doctoral thesis enjoyed special appreciation in professional circles. For him, as well as for me, Romania’s change after December 1989 meant fulfilling a life-long dream, whereas the PROSPER Project gave us wings - professionally speaking. It’s hard for me to talk about professor Hollinger, especially because he passed away too early, consider- ing the many projects we worked on together from different Departments in ASE and from other universities in the country and abroad, who had been my students and postgraduate training, through PhD and Fulbright scholarship programs joined the PROSPER-ASE Language Centre. To name but a few: PhD Professor Viorel Leuf, PhD Professor Ion Stancu, PhD Professor Saya Uruch, PhD Professor Margareta Costea; PhD Professor Aurel Popescu; PhD Professor Sorin Guzun; and PhD Professor Ana-Maria Prada from the Romanian-American University; or PhD Professors Paul Dragom Aligic and Olga Nicoară from George Mason University, Arlington, USA, and many others.

I had collaborative projects with other colleagues from the University of Bucharest, or from other universities in Romania and abroad. Among them, two stand out: Andrei Marius Călinescu from the Spiru Haret University, PhD Professor Ana-Maria Preda from the Romanian-American University; Professor Ana-Maria Preda from the Romanian-American University; or PhD Professor Dan Ţafran (currently, Director of the Romanian Cultural Institute in Stockholm) and PhD Professor Adriana Chiriacuschia. What fellow teachers do I remember? Firstly, the Department of Foreign Languages in ASE, regardless of the titles it bore in time, has always been a Department of professionals. Its members have contributed with seriousness, dedication and teaching talent, as well as with their constant preoccupation with scientific research, to the outstanding intellectual and professional image that the Department has enjoyed in the University.

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Another project on which I worked with ASE Bucharest’s Rec-
tor’s office was the cooperation project between ASE and Rut-
gers University, USA. The project provided training courses in international business management and market-
ning as an interpreter. I also participated in ASE Bucharest’s international cooperation projects, by examining candidates for half a year, Tronzo, Erasmus, research scholarships etc. In 2003, on the 90th anniversary of the Bucharest University of Economic Studies, I received the title of Honorary Associate Professor, in recognition of the activity conducted at the Depart-
ment of Germanic Communication. I have talked about my collaboration with external partners dur-
ing the whole interview, as this has been intertwined with nearly all my activities in the Department and in ASE. Accompanying official guests and participation in interpreting were part of the unpaid but compulsory tasks that some of us were required to perform before 1990, and triggered my collaboration with ASE Bucharest professionally speaking. I welcomed this range of activities, the seminars, courses, joint international programs between ASE and foreign universities, academic and re-
searchers, as it meant that I was able to stay up to date with the eco-
nomic and scientific developments in the field of research and working within the field. Furthermore, to deepen my knowledge of the British cultural and especially literary space, I collaborated with the British Council. I got involved in the PROSPER Project with all my heart and my professional abilities, as it was my life-long dream coming true. The project also provided the occasion for promot-
ing our new colleagues in the Department of Germanic Languages and Business Communication. As part of the Project, I worked on the PROSPER Project which meant to modernize undergraduate and postgraduate education of English as a specialised language. The PROSPER Project in co-operation with Brit-
ish Council. I got involved in the PROSPER Project with all my heart and my professional abilities, as it was my life-long dream coming true. The project also provided the occasion for promot-
ing our new colleagues in the Department of Germanic Languages and Business Communication. As part of the Project, I worked on the PROSPER Project, which offered me the opportunity to conduct seminars and workshops with teachers and textbook authors in the field of English as a specialised language, training sessions and the Semi-

Working visit at the PROSPER-ASE Language Centre in 1996. From left to right: V. Barbiţel, Claud Hamming, Director of British Council Romania, Laura Mureşan, Director of the PROSPER-ASE Language Centre and Sir J. R.... Director of British Council UK.

Seminar in Negotiation Techniques organized by the Department of Germanic Languages in 1995. From left to right: V. Barbiţel, Adriana Chiriacescu (Head of Department), Adrian Pilbeam from LTT Training and Consulting, Bath, UK, Liliana Popa, Laura Mureşan.

I was a member of a series of professional associations to whose establishment in Romania I contributed, including: ESU (European Association for the Teaching of English for Specific Purposes in Romania69) and EALAL (European Association for Quality Language Ser-
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I was a member of a number of national, regional and international as-
sociations. Among them, I would like to mention BESIG (Busi-
ness English Special Interest Group) - the Group for Business English within IATEFL (International Association of Teachers of English as a Foreign Language) where I was the coordinator for Romania. The establishment of BESIG - Romania in 1994 was a paramount achievement for our Department, our BESIG - Romania membership was our international launch in the field of teaching English for Special Purposes. In the BESIG Newsletter 1994 an interview with Adrian Pilbeam was published, on the im-
portance of setting up BESIG-Romania. It was not only for us, but also for Central Europe. The first management committee consisted in myself, Mariana Nicolae, Maria Enache and Valentina Robu. Our activity at BESIG-Romania was intense. We organised meetings and workshops with teachers and textbook authors in the field of English as a specialised language, training sessions and the Semi-
nar in Negotiation Techniques with Professor Adrian Pilbeam, and we initiated and organised the first international conference and scientific session of BESIG-Romania.

I am also a member of a series of professional associations to whose establishment in Romania I contributed, including: ESU (European Association for the Teaching of English for Specific Purposes in Romania69) and EALAL (European Association for Quality Language Ser-
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The first Regional BESIG-Romania Conference, 1996. Virginia Barbiţel, PhD Professor Silvia Negulesco, Petya, Dean of the REI at that time, PhD Professor Paul Bean (then Recter of ASE Bucharest).

A life lesson that I can offer? Believe in yourself and you will move mountains!

My passion for study and research made me successfully pass the entrance examination for Doctoral studies in 1978, although there were only two scientific advisors in Romania, which meant a small number of PhD students. You could wait for your turn for years! Although I studied and worked with passion, when I entered the final stage, the topic I had chosen for my Doctoral thesis was categorically rejected because Iris Murdoch was persona non grata in Romania at that time. My scientific advisor, Ana Cartianu, encouraged me and finally, we found a solution together. But it left room for only a small bit of Iris Murdoch in my research. I rebelled, then I turned despondent; in time, I did not find the strength to continue my PhD. And there was no hope for promotion at the Department of Foreign Languages in ASE at that time!

After 1990, I chose to channel my energy so as to modernize the teaching of English for Special Purposes through the PROSPER Project. I was eager to contribute to the management of change in my Department, so that it could integrate in international research, taking part in joint projects with other Departments from ASE and other universities in the country and abroad. A department with a highly active outstanding intellectual life, where young teachers feel encouraged to develop professionally by Doctoral studies, which had been almost inconceivable before.

Looking back, my dear colleague, I have to admit that the regret of having given up fighting for the PhD has started to blur. The truth is that, but for my students, I would not have had the power to recover! No matter how sad I was, how overwhelmed, how grieved, ten minutes among my students were enough for the clouds to clear away and for the sun to shine anew! My students were very demanding and I got completely involved. Therefore my students – my inspiration!

I learned many life lessons owing to my students, but how shall I summarize them all in just a few words? Maybe the most important thing is to like what you do and thus you will live a fulfilling and useful life and even... move mountains.

Biographical data

• 1, PhD Professor Elena Bălan, am a graduate of the Faculty of Romance, Classical and Oriental Languages from the University of Bucharest.
• I obtained a PhD from the University of Toulouse, France, in 1970.
• I attended 2-year professional development courses in Applied Linguistics at the Research Center for Hispanic and Luso-Brazilian Literatures and Languages in Toulouse.
• Upon completion of the Faculty of Letters from Toulouse, I obtained the University Diploma of Literary Studies (Diplôme Universitaire d’Études Littéraires - DUEL), specialising in Portuguese / French.
• At the same university, I was part of the linguistic research team led by Professor Paul Mérémé, a direct descendant of the great French writer Prosper Mérimée. As an expert in Spanish literature, Paul Mérémé was the scientific advisor of my PhD, submitted Dorul în poesia spaniolă, portugheză și română (Feelings of yearning reflected in Spanish, Portuguese and Romanian poetry), thesis submitted on 10 November 1970, the very day that General Charles de Gaulle – the then president of France - died.

Professional data

Upon graduating from the Faculty of Romance, Classical and Oriental Languages, specialising in Spanish and Romanian, I received governmental appointment as a trainee Teaching Assistant in a higher education institution, namely the Department of Foreign Languages from ASE Bucharest. At that time, Spanish was studied at the Faculty of Foreign Trade (which was later called the Faculty of International Business and Economies), where I taught Hispanic Language, Culture and Civilisation to Romanian students and Romanian Language, Culture and Civilisation to foreign students in the third and fourth years of their Bachelor’s studies, coming to Romania from all continents on scholarships provided by the Romanian State.

ELENA BĂLAN
by Monica CONDRUZ-BĂCESCU

I taught at ASE for 35 years, between 1966 and 2001, obtaining tenure for each of the academic ranks by contest: Teaching Assistant (1970), Lecturer (1973), Associate Professor (1978) and Professor (1991). During 1985-1990, I was Head of the Department of Foreign Languages from ASE. After 1992, for two decades, I worked for the Spiru Haret University, Faculty of Foreign Languages and Literatures, as a professor, holding in turn the positions of Head of Department, Deputy-Dean, Dean, Vice-Rectort. During that period, I taught subjects closely related to the philological field: Phonetics, Morphology, History of Literature, Hispanic Culture and Civilisation. At the same time, I initiated and coordinated the Master’s programme entitled Studies in Hispanic and Hispanic-American Literature, Language and Civilisation, a highly interesting generous study programme, which attracted the genuine interest of Master’s students, which is highly appreciated by certain influential literary critics, such as Al. Piri, Edgar Papa, Mireia Zucic, Al. Cepraga and others, whose views were recorded in prestigious literary journals.

La solitude nostalgique dans la poésie roumaine, espagnole et portugaise (Feelings of yearning reflected in Spanish, Portuguese and Romanian poetry), edited in Toulouse, France (Editura Minerva, 1971), which was highly appreciated by certain influential literary critics, such as Al. Piri, Edgar Papa, Mireia Zucic, Al. Cepraga and others, whose views were recorded in prestigious literary journals.

Bibliographical data

In over 45 years of working for a higher education institution, I conducted extensive research and wrote numerous papers, articles and university lecture books. From the full list of publications, I only mention the most significant ones:

• Dorul în poesia spaniolă, portugheză şi română (Feelings of yearning reflected in Spanish, Portuguese and Romanian poetry), PhD thesis defended in Toulouse, France (Editura Minerva, 1971), which was highly appreciated by certain influential literary critics, such as Al. Piri, Edgar Papa, Mireia Zacuc, Al. Cepraga and others, whose views were recorded in prestigious literary journals.

ereed a “reference work in comparative literature” by some foreign critics, whose opinions were recorded in various articles published in France, Spain and Portugal (1978 - 1979).

My co-author for the Language Textbook (for the Faculty of Foreign Trade, ASE Publishing House, 1972)

• Lirna spaniolă (The Spanish Language), a practical course in Spanish language, culture and civilisation, co-authored with Professor C. Dăneleanu, Editura Științifică, 1975, second edition published in 1982 (607 pp.).

• Dicționar poilitic economic, de comerț exterior și taur enjă (Political Economy Dictionary, Commercial Enquiry, multi-lingual Economics Dictionary for Foreign Trade and Tourism; English, Romanian, French, German, Spanish, Russian), a collective work which I wrote the Spanish version of, București, Editura Sport-Turism, 1982, 2 volumes, 3080 pg.

• Various dictionaries and anthologies of texts published by ASE Publishing House, for the use of economic students, and scientific papers on various topics related to foreign language teaching in economic higher education.

Translations

• Povestea de vânt (Spanish title: Primera memoria, English title: Awakening)

This novel was written by the contemporary Spanish writer Ana María Matute, a member of the Spanish Academy of Sciences, who has been granted over 10 literary awards, including the National Prize for Literature and the Cervantes Prize (2010), the most prestigious award granted in Spain. My translation of the novel, accompanied by a foreword, was published by Editura pentru Literatură Universitară in 1968.

• Reținerea (Spanish title: Reaparece por todos nosotros, in English: Reaparece for all of us), a successful novel written by the Spanish writer José María Sanjuan, Editura Universitaria, 1984.

The author of this novel arrived in ASE in 1966, the Department of Foreign Languages consisted of three large teachers’ groups: Romance languages, German and Slavic languages, each led by chief of staff. The so-called “manager” of the Department was a controversial character, who took pleasure in scheduling Department meetings on Saturdays at two o’clock and would deliver a monologue for 2-3 hours, with long pauses in between meaningless sentences produced several times, strongly urging us to “take notes” and “starting Monday” to get to work.

The atmosphere was ever more oppressive, as time passed, and the majority of the “veterans” of the Department struggled, within the requirements of the time, to create a favourable atmosphere for teaching and learning activities, for writing and publication of textbooks required for the specialisation: In languages – for foreign students, and at the REI Faculty two foreign languages, Russian to most Faculties and the same languages, plus German, Spanish and Italian – in the Faculty of Foreign Trade (now International Business and Economics).

The curricula from all faculties in the University had two classes of foreign languages per week in the first two years of study (for one foreign language) and the fifth or sixth years; the two foreign languages were studied, six or four hours per week. The media classrooms appeared and teaching methods were modernised and diversified. Teaching and learning were extremely intense, the students were exceptional, highly motivated to learn languages with great availability and power to work, with class attendance of nearly 100%.

The teaching groups for Romance, German and Slavic languages relied on exceptional teachers, well trained researchers with a solid language training, eager to share their knowledge and to actively participate in scientific workshops and symposia organised by the Department or by other universities in the country and abroad. The majority of the young colleagues enrolled for doctoral studies and wrote high quality works in the field of foreign language didactics.

During 1985-1990, I was the Head of this Department and I struggled, within the requirements of the time, to create a favourable atmosphere for teaching and learning activities, for writing and publication of textbooks required for each specialisation: International Business, Tourism, Finance etc.

I have to mention only a few graduates of ASE who have attained professional success in all corners of the civilised world, doing honour to Romanian economichigher education.

Of the 55 years I worked for ASE, for 19 years I was a member of the Academic Council of the Faculty of Foreign Trade / International Business and Economics; during that time, several successive Deans headed the Faculty (Nicoleta Albu, Petre Baietoniu, Alexandru Puiu, Ioan Popa), each with his own communication style and approach to current educational issues, some very demanding, even when it was not necessary, teachers who were less related but always as helpful as possible on study programs; generally, a series of competent and “pokemini” men. Each and all the Deans have contributed substantially to preserving the prestige of the Faculty of International Business, its...
About the Bucharest University of Economic Studies

An interesting experience, which I lived for nearly a quarter of a century, was my membership in the University’s Senate. During 1969-1991, ASE Bucharest had several Rectors, Vice-Rectors and Deans, representing each specialisation taught (economists, financiers, statisticians, mathematicians), personalities with different ways to address the problems arising from the changes that occurred in the organisation and functioning of economic education in Romania.

Between 1971-1973, I attended the Senate meetings chaired by Professor M.A. Lupu, Rector of the Institute for Economic Sciences and Planning V. I. Lenin, the then name of the institution. I, who had yet returned sceptical, perceived him as a stern, serious person with an austere attitude, a strong hand in chairing the agenda with an authoritative, confident, relaxed attitude, using a balanced tone to present this time, portraying seemingly contradictory ideas was that they were meaningful complementary interventions, useful for scientific endeavours and for the progress of economic education in Romania. Taking a retrospective look at the Bucharest University of Economic Studies, from the inside, between 1966 - 2001, I taught Spanish (at the REI Faculty) and from outside (between 1969-1971) with an aim to broaden my cultural horizons. It’s hard to mention them all, but above all, I was impressed by the modern, interactive teaching approaches, based on audio-visual resources, by assessment procedures, it is not even worth mentioning them.

A life lesson

The lesson that I have received in life spans throughout my existence. My most constant battle was with myself, as the desire of self-improvement has never left me. Role models found in time 2002-2012, at the University of Toulouse, university lectures were open, interesting programmes for the or students, both professionally and as regards dress code and civic conduct.

At the University of Toulouse, university lectures were open, anyone can speak their mind about public figures, to praise or to criticise. I, for one, appreciated her methods: communication - cooperative, open to dialogue, human - and her desire to find out more about the monuments of the Ancient Aztec and Mayan cultures, despite the fact that they were at significant distances from the Mexican capital. When in contact with Mexican authorities, she knew how to represent her country well, her interventions being appreciated and taken into account in drafting bilingual documents, signed on that occasion.

During my work for ASE, in addition to many Department colleagues, I had the opportunity to get to know many other academicians who taught various subjects in the economic field or other subjects designed to help mould students’ professional profile. I met Mexican teachers who were the first to open their courses to entrance exam candidates, as Bachelor’s theses defense committees, in meetings of the University’s Senate and the Academic Council, in general meetings of the workforce from the Faculty and from ASE: many wonderful people, communicative, their polite ways, their words, their language polite ways appreciated the way they addressed us, to greet with a smile, their efforts, their satisfaction from work well done and to enjoy everything good that I leave behind.

I always pursue one’s own development path (for perfection is difficult to achieve) through continuous processes of self-discovery and self-censorship. Thus, during my life, I have come through different social backgrounds and settings to get to know ordinary people in personalities, some directly, others only by reading, listening, observing, and of practical importance, to adopt a warm, relaxed, attitude while communicating with others, to let go of grudges, of resentment or to avoid revenge. I try to be responsible enough to respect my family and society, to obtain satisfaction from work well done and to enjoy everything good that I leave behind.
I came to ASIS in May 1968 when, if I remember correctly, an ad in the newspaper: two openings for teaching assistants at the Department of Foreign Languages were to be filled. Prompted by my family contacts, I applied with great reluctance: it seemed unlikely for me to end up in academia with a file such as my own. There were seven candidates and the happy winners were I and Michaela (Miki) Guha, my future inseparable colleague through ebbs and flows, a dear companion in the remembrance - in melancholic jest - of the times when we used to design course books for students.

I cannot say that I started on the right foot: the environment was in- deed not entirely to my taste. The Department of Foreign Languages was hidden somewhere in the old building, in a long narrow dimly lit room, a corridor rather, where my new colleagues made brief appearances during breaks, sometimes giving me the blank stare. I do not remember anyone, other than one colleague, who seemed to be always sensitive to "the décor", with all the content restrictions that we had to adopt, I felt at home from the very first seminar. The students were indeed very competent, open-minded, eager to improve their language skills. When I remember the first study groups (as usual in such cases, when you think about your youth, you remember how they were seated in the classroom), when I see some of them on TV these days (most of them with honourable appearances, fortunately), when some body calls me from Suceava, Brussels or Porto, I am almost certain that I have not lived in vain. And I think that in those early years I did not give a thought as much as they did about how much I had invested during my practice study during my years (where tradition had precedence over competent guidance, as the University of Bucharest was not the same as it had been in the 50’s), my job experience was limited to 3 years during which I taught courses in French for business organised by the Minis- try of Foreign Trade. It was not much, but it was something to start from. My trainees from the Ministry, people with extensive experience, taught me a lot about foreign trade techniques, which turned out to be extremely useful for my teaching activities involving students in their final years at the Faculty of Foreign Trade, as I managed to win their trust discreetly, despite still being an outsider within the Department. Otherwise, he was a very good teacher, appreci- ated by students, who were not part of these petty games. In that shifting environment, full of (on our side, in our group of "French teachers," I know that we never forgot to organise a modicum welcoming (introduction) ceremo- ny for students. It is true that I was somewhat of a bizarre appearance: I got easily lost in a room even after years of residence in such an environment. I found it most difficult to use the textbooks. What a mess, how stupid the reading texts, how many restrictions, what sadness! To teach the wonderful French language, so logic, sparkling, vivacious, so full of ges- tures and linguistic competence, which we the language teachers helped develop, and the specialised knowledge, offered by the lectures they attended as fa- miliar environment. At Rennes there was still a vivid debate around the issue of whether a translator should have a certain speciality in the field they translated for. There was no such issue, as far as we were concerned, our students were indeed well prepared to translate in the vast field of eco- nomics, political science, etc. I was not impressed by him. Regarding my work, he showed disapproval only in as far as translating from Romanian into a foreign language. He only accepted the French language as a "source" language (he never believed in the possibility of a "target" language, "translation" in such cases, when you think about your youth, you remember how they were seated in the classroom), when I see some of them on TV these days (most of them with honourable appearances, fortunately), when some body calls me from Suceava, Brussels or Porto, I am almost certain that I have not lived in vain. And I think that in those early years I did not give a thought as much as they did about how much I had invested during my practice study during my years (where tradition had precedence over competent guidance, as the University of Bucharest was not the same as it had been in the 50’s), my job experience was limited to 3 years during which I taught courses in French for business organised by the Minis- try of Foreign Trade. It was not much, but it was something to start from. My trainees from the Ministry, people with extensive experience, taught me a lot about foreign trade techniques, which turned out to be extremely useful for my teaching activities involving students in their final years at the Faculty of Foreign Trade, as I managed to win their trust discreetly, despite still being an outsider within the Department. Otherwise, he was a very good teacher, appreci- ated by students, who were not part of these petty games. In that shifting environment, full of (on our side, in our group of "French teachers," I know that we never forgot to organise a modicum welcoming (introduction) ceremo- ny for students. It is true that I was somewhat of a bizarre appearance: I got easily lost in a room even after years of residence in such an environment. I found it most difficult to use the textbooks. What a mess, how stupid the reading texts, how many restrictions, what sadness! To teach the wonderful French language, so logic, sparkling, vivacious, so full of ges- tures and linguistic competence, which we the language teachers helped develop, and the specialised knowledge, offered by the lectures they attended as fa- miliar environment. At Rennes there was still a vivid debate around the issue of whether a translator should have a certain speciality in the field they translated for. There was no such issue, as far as we were concerned, our students were indeed well prepared to translate in the vast field of eco- nomics, political science, etc. I was not impressed by him. Regarding my work, he showed disapproval only in as far as translating from Romanian into a foreign language. He only accepted the French language as a "source" language (he never believed in the possibility of a "target" language, "translation" in such cases, when you think about your youth, you remember how they were seated in the classroom), when I see some of them on TV these days (most of them with honourable appearances, fortunately), when some body calls me from Suceava, Brussels or Porto, I am almost certain that I have not lived in vain. And I think that in those early years I did not give a thought as much as they did about how much I had invested during my practice study during my years (where tradition had precedence over competent guidance, as the University of Bucharest was not the same as it had been in the 50’s), my job experience was limited to 3 years during which I taught courses in French for business organised by the Minis-
cumstances, the programme had any “client” at all.

I collaborated on many textbooks and anthologies — for the use of the University’s students — but I confess I did not have any inclination for theoretical studies. It seemed to me that there were others much more entitled than me to embark on such studies. I hated improvisation – based on passages that were copied from one source or another – which did not bring anything new and which many were desperate to publish so as to enrich their CV. Apart from a book - Promane/ Le prenom (The Pro- nounce) (Editura Meridiane) and 2-3 translation studies, I have not written anything worthy of notice. Instead, I translated a lot and with great pleasure; the Cahiers Roumains de litterature (The Romanian Literature Magazine) - founded in 1975 by Adrian Marino and taken over by Prof. Miheiu Marin (contemporary name Euresis, published exclusively for exchange with foreign libraries (a collaboration that began in 1976 and has lasted to this very day), the scripts for all the films directed by Lucian Pintilie after 1990, from Balangie (English title: The Oak) to Tortoam non datur; two scripts authored by Cristi Puiu e.g. Moartea domnului Lăzărescu (English title: The Death of Mr Lazarescu) – it was very excit- ed when a former student called me from Paris to tell me that she saw my name on the film’s credits. I translated from French only for publishers who mattered (Editora Univers Art, Paralela 45, Trotim, Polirom, ICR). At the end of nearly 40 years spent in ASE, my balance is fairly positive: I had heard what I was going through and made a decisive intervention be- fore the “competent bodies” explaining why we were supporting her. A kindness unimaginable for today’s world, which pervaded her presence. In her presence any bad or mean thought disappeared. There was one thing that she could not bear – namely insolence. Insolent people became repugnant for her. Being of a rare modesty, Doina was an intelligent and profound person. Few people knew how well she spoke (besides French) the German language. The choice made for her Doctoral dissertation — which she used to work on during the illness that would put an end to her life – was not accidental. She had a real passion for Pascal’s philosophy, as he told us how fragile but also how noble the human being is, owing to the gift of reason.

After the Revolution, we organised together a philanthropic action called “Christmas Chocolate”. Every member of the Department, but also other colleagues from the Faculty, donated a big bag of chocolate, and we took some big baskets to give the chocolate away to the children in a poor neighbourhood at the outskirts of Bucharest. It is difficult to believe but some of them had never seen chocolate.

During the years, none of the Department members joined me in this action, except for Doina. For her, doing well came out of an organic need. She had the pleasure to indulge people around her and entertained people in her house as a queen. Too soon did she pass away, but she left us a living memory.

We have had the great chance to meet an angel in our life. Doina Burada was of a rare generosity. Reminiscent of fair-haired god- desses, her appearance brought the sunshine. In her presence any bad or mean thought disappeared. We have had the great chance to meet an angel in our life. Doina Burada was of a rare generosity. Reminiscent of fair-haired goddesses, her appearance brought the sunshine. In her presence any bad or mean thought disappeared.
I graduated from the Gheorghe Șincai High School in Bucharest in 1960. Between 1960-1965, I attended the Faculty of Romance, Classical and Oriental Languages, Specialisation in French Language and Literature, Romanian Language and Literature (both majors). The graduation paper, under Professor N. Condeescu’s supervision, was devoted to specialised language in Diderot’s Encyclopædia.

Vasile Glont, my High School French teacher, a personality in the field, author of textbooks and dictionaries, was the one who marked my career together with teacher Ion Vicol from the Mihai Viteazul High School, where I went for pedagogical practice in the 4th language classroom. He managed to persuade a young career teacher, telling me that I was suitable for such a job.

On 30 November 1965, after the military service, I returned to the Gheorghe Șincai High School, this time as the youngest teacher. I had made the acquaintance of some of my colleagues before coming to ASE. For instance, I met Ileana Crăciuneanu when she was a teacher at the Aurel Vlaicu High School, during meetings of methodology workgroups. Without knowing that we would become colleagues at ASE, we became friends by lending each other French or Italian police books. Our friendship lasted until the end of her life, in 1987. I stayed in contact with her daughter, Ileana Crăciuneanu, teacher of French and Italian. Between 1992-1999, I was colleague with Ileana at the Department of Romance Languages in ASE Bucharest. I met Lumină Brătulea through a mutual friend, “in the very exercise of profession” if I may say so. Curious to see a French language seminar at ASE, I witnessed one, two months before my appointment to the ASE pedagogical practice,，“training for the assistant teaching with the institution. I was impressed by the quality of her teaching and the close relationship she had established with her students. In my first year of teaching at ASE Bucharest, I taught classes at the Faculties of Accounting, Finance, and Agrarian Economics. To be honest, I have to say that students were not particularly interested in the foreign language class and their proficiency level in French was lower in comparison to the pupils from the prestigious Gheorghe Șincai High School, where I came from. When I entered the classroom, I was really impressed. One hundred per cent attendance. I started to speak in French, as I used to do in a French course. No reaction. What is happening? I asked them quite worried. You speak very nicely and it all sounds well, they answered, but we do not understand a word.

During the second semester of studies. Afterwards, he was transferred to evening classes (major language – 6 hours per week, and minor language – 4 hours/week). I would say that during 1969 – 1974 there was a real “explosion” of foreign language classes, which explains the great number of new-coming teachers in the two foreign language Departments.

This interest in foreign languages at ASE Bucharest was evident several years after 1990. This allowed me and my colleagues to organise annual language seminars at ASE Bucharest.

Michaela Gulea was the initiator of famous soirées in French, and I and my students got involved in organising and making them successful. In addition, Mrs. Leila Biglari established a theatre at ASE Bucharest and not so surprisingly, I provided the background for attractive young people where I took care in mentioning the enthusiasm students evinced when participating in these extracurricular activities and also our satisfaction, as teachers, as we had managed thereby to widen the cultural horizon of our students.

Let us now return to my teaching and administrative activity. In 1975, during the second semester, Professor Ohanes Bedighian became Head of Department. From the very beginning, he confessed to the young teaching assistant that he had become Head of Department.

Therefore, I learned during the many “training sessions” at the University House that brandy for appetizer was the best vasodilator. Unfortunately, during the many days and especially nights that I worked on payrolls alongside the Head of Department, over many years, this “vasodilator” did not prove too helpful. I successfully replaced it with many a cup of strong coffee.

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Still on the administrative side, I had good relationships with the Deans and Deanship of the time: Alexandru Albu, Alexandru Păun or Cîlin Văsîian.

Glancing over my teaching activity, I realise that I worked very well with most of my students. I realise which textbooks, selections of texts or exercises, practical courses published either by ASE Publishing House or by publishing houses such as Niculescu or Os- car Bucharest, they had liked. I would like to mention Gabriel Lupchiu, Michaela Gulea, Gabriela Djembru or Maria Dippe.

I was involved in numerous simultaneous interpreting events for the Diligan Foundation. I attended a conference in North Korea, together with M. Gulea and Liudmila Tătăru, where we were simultaneous interpreters.

Besides French language classes, I also taught Romanian language through Italian to foreign students as part of the Leonardo programme, and by 2009, I taught at INDE.

I remember with great pleasure the atmosphere in the Depart- ment of Romance Languages from the 70s until the 90s. Perhaps precisely because of the oppressive political situation of those years, I felt among my colleagues as in an oasis of normality, taking advantage of every opportunity to meet outside the insti- tutes at various “soirées” in French, where I took the opportunity to meet colleagues at the University House, on 8 March, or in the home of a colleague or another on various occasions. We took every opportunity to meet colleagues from other Departments, including ad- ministrative staff, when we ate at the Students’ House.

I take great pleasure in remembering my former students. I remained close to many of them after their graduation. I regular- ly see them at alumni anniversaries and personal events. Some have become professors or civil servants, such as Cecilia Popescu (Curta), now Deputy-Dean at the Faculty of Market- ing, and Mihaela Diaconescu, Associate Professor at the Depart- ment of Romance Languages. I would not like to forget Gheorghe Hagi – how could I? – who was my student for three years at the Faculty of Com- mercial Economics. He transferred from University Craiova to Spor- tal Stiintelor and was also a very active student during his first semester of studies. Afterwards, he was transferred to evening classes where he continued to be my student.

There were dramatic moments that I vividly remember. If I think about the earthquake, that terrible life lesson it taught me. Teachers and students showed solidarity by helping those who remained homeless after the collapse of the buildings which Then had to be supported. I think that I supported one of the students who was rendered homeless after the earth- quake. This man became one of my best friends and, in turn, helped me in need. Such things are not easily forgotten.

The National Institute for Economic Development (INDE) organises the MBA in Economic Development of Enterprises, in partnership with the Bucharest Business School, one of ASE Bucharest’s Faculties, and the National University of Arts and Crafts (CNAM) in Paris (http://www.indet.ro/). [TN]

In Romania, Famous footballers (TN)

University Craiova and Spatial Simulations are two Romanian football teams (TN)
María Dărăbanţ: Dear Adriana, it is a real pleasure for me that you agreed to share with us a few thoughts and experiences connected with ASE Bucharest. Adriana Chiriacescu: I am also glad for this meeting, all the more so as it happens in an anniversary year for ASE Bucharest. From time to time, it is good to take stock of our work, not necessarily in a written form, but by appealing to affective memory.

M. D.: To start with – not only for the sake of formality – I am asking you to share with us a few of your most important biographical data.

A. C.: I have graduated from the University of Bucharest, Faculty of Languages, Specialisation in English Language and Literature. At present, I am a University Professor, Doctor of Pedagogy, specialised in English Language and Pedagogy. I taught postgraduate courses at an overcrowded audience.

A. C. (Before 1990, I taught postgraduate courses of English language organised by the Ministry of Foreign Trade, as well as English language courses at the People’s University, Bucharest. After 1990, I taught courses in English Language and Pedagogy, and at the Romanian-American University I taught courses at the Inter- and International Communication in English.)

M. D.: Did you agree to share with us a few thoughts and experiences connected with foreign trade companies, but also cases when the materials taught were completely different, such as the courses on Phonetics or Contemporary English Language?

A. C. (Before 1990, I taught courses on Contemporary English Language and Phonetics, and at the Romanian-American University I taught courses on Modern and International Communication in English.)

M. D.: What language(s) did you teach and at what Faculties?

A. C.: Before 1990, I taught courses of English language at the People’s University, Bucharest. After 1990, I taught courses on Modern English Language and at the Romanian-American University I taught courses on Modern and International Communication in English.

M. D.: Which of your former students have become personality in Românian, published by Editura Teora, reprinted in successive editions.

A. C.: Yes and no. There were situations when the materials taught were continuous, at the Faculty of Foreign Trade, which was used at the “Dimitrie Cantemir” Christian University. I was Head of this institution, they were first and foremost professionals and colleagues – people with a great character. I think that, from this point of view, ASE Bucharest has been a character-forming school.

M. D.: What influence did you have on colleagues and communication with foreign partners – cultural centres or institutes from the Ministry of Tourism and others, on the other hand. Authentic materials were offered and subsequently used as didactic materials; our partners manifested their availability for cooperation – the future of Romania was chosen not by us, but by the people, – the link to practice was real and productive. I am not nostalgic, but this is how things were. As regards teaching materials, they benefited from the review of experts from specialised institutions, such as the Institute of World Economy, or the Chamber of Commerce and Industry.

A. C.: I think that a really memorable and emotion-laden moment would be the one in 1977, when ASE Bucharest’s buildings were affected by the earthquake. Besides the consolidation made by specialists, in the summer of 1977, the teachers worked shoulder to shoulder with students and former students, all available as a result of British funding, aiming to enhance the teachers’ professional development.

M. D.: To conclude on a more or less didactic note, would there be, let’s say, a “life lesson” that you would like to share with us?

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HULDA CONSTANTINESCU

by Lora CONSTANTINESCU

Trade as the aim of her teaching career, dedicating a great part of her social and pedagogical skills to extra-curricular activities that were beneficial for the academic and professional training of the students of this faculty. Thus, Hulda Constantinescu was one of the designers of the course on German Culture and Civilization held in the late 60s, which, although carried out in modest conditions, succeeded in preserving the students’ interest in the German language and culture. Hulda Constantinescu co-authored language textbooks for business students, published in ASE in the 70s-80s. Special mention must be made of her contribution to the elaboration of the volume of the book German Cultural Language and Correspondence of 1971, which represented one of the first works of a high scientific value in the teaching of German for Business in Romania. On the other hand, she had succeeded in finalising her research in the field of German literature during her Doctoral studies (on the topic of the grotesque in Günter Grass’s prose), Hulda Constantinescu would have had the chance of making her pioneering work known within the University of Bucharest. In 2000, one short story study on the novel Mein Jahrhunderth (English title: My Century)** by Günter Grass was published in the “Dialogos” Journal of the Department of Romance Languages and Business Communication. In her “official” life, that of a university teacher, Hulda Constantinescu assumed this profession as a fundamental credo. In the document of the Examination Committee for the position of Lecturer in 1975** University Professor Al. Albă underlined the “professional rigour” of candidate Hulda Constantinescu. She always tried to overcome difficulties and hardships, knowing that her basic assets were a high level of humanism and professional qualification. This is why Hulda Constantinescu constantly pleaded for professionalism – even if one could notice here an inclination towards “perfectionism” – which actually helped all the teaching staff cope with the training of the profession at a time when school was asked very much of, and offered quite little.

Professional development training

She participated in 2 professional development training courses (German Language and Literature, German Language Teaching Methodology) within the university summer schools, organised by Goethe Institute from Munich in the German Democratic Republic.

Co-authored textbooks

• Co-author of the book Limba și corespondență comercială (German Language and Correspondence), with Lucia Berciu (coord.) and Lucia Popescu, Editura didactică și pedagogică, București, 1973.

• Co-author of Limba germană pentru însemnători (beginners' Ger- man Language and Correspondence) and Limba germană pentru însemnători fermierilor (German Language and Correspondence for Farmers) with Lucia Berciu (coord.) and Laura Mureșan, LITOA S.A., 1980, 1984 editions.

• Co-author of Deutsche Handelslektüre und Korrespondenz (German Commercial Language and Correspondence Textbook), with Maria Mihalciuc (coord.), Alexandra Parcul and Dan Nico- lae, LITOA S.A., 1980.

• Co-author of Limba germană pentru economisti - Deutsch für Wirtschaftler - für akademische Studierende (German for Economists. For students’ use), with Maria Mihalciuc, Alexandra Parcul and Laura Mureșan (new edition). LITOA S.A., 1989.

Participations in conferences and symposiums:

Due to well-known reasons, she could not participate in interna-
tional scientific events. She participated in the scientific conferences organised at Department level in the 80s.

A. About the Department of Modern Languages and Business Communication

For being from an auster mind, Hulda Constantinescu tried to live her professional life as those times allowed for Considering what the Department for Germanic Languages (English and German) was in the 60s and 70s, and also against the background of common ac-
tivities with the other foreign language departments, she maintained close colleague friendship relationships with mem-
bers of the academic staff in the respective groups. Marianne Idilian (teacher of German), Livia Galiş, Adriana Chiriaceu, Virgil Leher, Al. Albă, Ioan Malin, Mihaela Galău, Dona Bușnea, Ion Cenușa (French) or Lolita Tântă (Spanish) are just a few of the members of various generations to whom she felt very close.

The German Language Teaching Group represented, how-
ever, the second family to her**. She felt close to associate prof. Maria Mihalciuc due to their common Bukovinan origin and the shared research during Doctoral studies, which turned into a real friendship over the years. University Lecturer Alexandra Parcul im-
pressed her with her open-mindedness, team spirit, the desire to help. Now PhD Professor Livia Mirușan, at that time a Teaching Assistant who joined the group in 1980, was admired for her assertive energy; Hulda Constantinescu also envisaged the latter’s great creative force within. At the beginning of the 90s she felt great joy when she could understand another language and when she then found the presence of other (younger) teachers with double spe-
cialisation, English and German, with whom to gradually reform the study of foreign languages in ASE București.

B. About ASE: (Bucharest / territorial centres)

The routine of professional activity (inter alia, the activity of eco-
tonic translations, entrance examination tests for the Faculty of Commercial Language and Literature) brought Hulda Constantinescu into close contact with colleagues from other departments and disciplines. The organisation of foreign language classes for ASE București’s teaching staff offered many of those attended these classes the opportunity to see in the much too difficult German language a simple means of commu-
nication (since the 80s having an increased importance at European level), as well as a powerful cultural factor. No wonder that some of these former students would join Colas in saying support German language classes in the Faculty curriculum.

C. About foreign partners

Following a cultural cooperation agreement with the Federal Re-
public of Germany, between 1970-1973 she participated in two pro-
fessional development training programmes (German Language and Literature, German Language Teaching Methodology, and German Culture Programme) represented for Hulda Constantinescu an oppor-
tunity to cover a new horizon of knowledge.

D. A life lesson

She was early aware of the fact that a teacher/educator reach-
es “youth without old age and life without death” by reaching the minds and hearts of the people around, rather than by making one’s way into the library book cards.
Biographical data

Alumna of the University of Bucharest (1973), Department of Romance, Classical and Oriental Languages, Specialisation in French-Romanian, Doctor of Philosophy since 1980. My training in scientific research has been decisively influenced by Professor Angela Ion from the University of Bucharest, who supervised my Bachelor’s thesis, Academician Alexandru Graur, who supervised my Doctoral dissertation, Academician Nicu Constantinescu, my father, who urged me to read economic literature to correctly understand the meaning of economic terms and afterwards be able to elaborate papers in the field of economic terminology that should be useful to students; Michel Danioli, the creator of French for Business and Jean Marcel Lauginie, a French economist passionate about economic terminology, my former professors at the Paris Chamber of Commerce and Industry (CCIP), moulded me as a good teacher of French for Business and economic terminology.

Professional data

I have been working for ASE Bucharest since September 1973, when I received government appointment as a Teaching Assistant in the Department of Foreign Languages, where I taught French, I first taught at the Faculty of Accounting, the Faculty of Foreign Trade, and the Faculty of Economic Planning and Cybernetics, afterwards I taught at the Faculty of Commerce. Between 1980-1988, I also taught French courses for the Romanian Foreign Trade Bank, where other colleagues from the Department of Foreign Languages from ASE Bucharest also delivered foreign language classes: Sabina Drăgoi and Ioan Petre Cenusa taught French, Lucia Berciu taught German, Al. Fred Hârlăoanu taught Russian, Fulvia Turcu taught English and Liliana Șoptereanu taught Spanish. After the Revolution, I collaborated with the same colleagues at PERCOMEX, whereas between 1992 and 1997 I collaborat-
ed with the French Institute where I taught courses of general French, but also French for Commerce, and my students received diplomas with international validity, issued by the Paris Chamber of Commerce and Industry, which corrected their examination papers.

I collaborated very well with the Deans of the Faculties where I taught, and I met a lot of colleagues from ASE, while teaching distance education courses outside the capital city. Among them, I would like to mention: PhD Professor Alberta Chipă from the Department of Accounting, PhD Associate Professor Liana Anica-Popa from the Department of Management Information Systems; PhD Professor Raisa Radu from the Department of Political Sciences, Lecturer Constantina Virginia Butescu from the Department of Mathematics etc.

Moreover, among my colleagues from ASE Bucharest with whom I have worked very well, I could mention PhD Lecturer Adriana Moțanța from the Department of Law, a special teacher with whom I wrote a Romanian-French-English Legal Dictionary and a Romanian-French-German Legal Dictionary, which benefited from the input of teachers of English and German as well as of lawyers; the dictionaries were published by Editura Milena Press in 2010 and 2009.

I also worked with PhD Lecturer Adriana Moțanța on a book called Studii de caz. Drept civil, penal, comercial (Case studies. Civil, Criminal, Commercial Law), published in 2009 by Milena Press; my passion for law has prompted me to attend the courses of the Faculty of Law, and I am now a second year student.

Since 1994, I have been a member of the Romanian Association for Teachers of French Language, and since 2000 a member of the French Association Actions pour promouvoir le français des affaires (Actions to promote French for Business), headed by economist Jean Marcel Lauginie, one of my former professors at the Paris Chamber of Commerce and Industry. Every year since I became a member of this association, I have been asked to create new French terms for Anglo-Saxon economic and business terms that have entered the French language; my proposals, through Mr. Lauginie, reached the economic terminology committee of the Ministry of Economy, Finances and Industry from Bercy in Paris. The Actions pour promouvoir le français des affaires Association has awarded me two medals; I was granted the first medal in 2002 – for my entire activity promoting French for Business - in Cité Internationale Universitaire on the occasion of the Day of French for Business organised by the Ministry of Culture from France; I received the second medal in 2004 for my book Le français des affaires (French for Business) published in 2004 by Milena Press, a textbook which was scientifically reviewed by Henry Vincent and PhD Associate Professor Claude Diguire.

A life lesson

I have embraced the teaching profession as my parents were teachers, as dedicated to their job as I have been; this profession has been a life lesson, one that I have prepared all my life. It is a lesson which has meant scientific research in linguistics, intercultural studies, economics, geography and law. A lesson that has led me from theory to building a company, to moulding 38 generations of students to whom I have passed all my knowledge, to the publication of pioneering works on the Romanian book market and some of them on the international book market.
ILEANA AND IRINA CRĂCIUNESCU
by Delia VASILIU

I met Ileana Crăciunescu in 1970, at a training course organised by IPCD²⁹ for teachers of French from the capital city. I was a teacher of French at the Gheorghe Șincai High School, she was a teacher of French at the Aurel Vlaicu High School, where Gabriela Lupchian also worked at the time. I was pleasantly impressed by her joyful, sociable personality; but what created a bond between us from that very moment was the passion we shared for reading in French and in Italian. During the two weeks that the course lasted, we discussed the novels we had read and had been delighted by in those years.

I was to see her in ASE Bucharest two years later, in 1972. She had taken a test to join the staff and had been teaching here for a year. Also, Gabriela Lupchian had come to ASE at the same time. Ileana was a very positive person, with a contagious sense of humour, and a classy lady in terms of appearance and as a companion. Her background in humanities (obtained at the Faculty of Letters from Bucharest) was fascinating. She had studied French and Italian in the difficult 40s, alongside Irina Eliade, a dear colleague and friend, who had later become, for many people in our Department, a distinguished professor at the University of Bucharest. Although she was 22 years my senior, we became very good friends. It is with great pleasure and nostalgia that I recall the evenings I spent with the Crăciunescu family, at their place or at mine, playing canasta or listening to the Europa liberă radio (Radio Free Europe) station broadcasts and discussing them. In fact, it is from Ileana Crăciunescu that I learned the true history of Romania (my knowledge of which hadn’t been very good initially). We also spent many Christmas or Easter holidays together, as well as summer holidays. For me, she was what French people call “un peu de bon conseil” (a good counselor), as she had a strong impact on me, due to her wisdom and to the advice she gave me. She retired in 1977, but we stayed in contact. Unfortunately, she died in 1987, but our friendship carried on to this day through her daughter Irina, who pursued the same career as her mother. She also studied French and Italian and was a member of ASE Bucharest’s teaching staff between 1992 and 1999. She immigrated to Canada in 2003. From Ileana, I knew she had also wanted to leave the country, but for political reasons, not because of political convictions.

When I became a member of the Department of Foreign Languages from ASE Bucharest, Sabina appeared to me as a genuine lady of Latin origin. She was dark-haired and dark-skinned, child of mine, and as I ran into her, I said: “Fais la risette, a Madame!”³⁰ Indignantly, she replied: “Stop it! Can’t you see you’re turning this child into a hypocrite?” Another time, she had organised a fancy dress party - her house was always open, she liked having guests - and, in the midst of all those ladies wearing pretentious clothes and heavy make-up, she showed up in the genuine outfit of the neighbourhood florist, with whom she had been friends for a long time: a shabby man’s waistcoat, flip-flops and a head-kerchief. So authentic was she, that the whole gathering around her suddenly looked ridiculous.

In her last years she had developed diabetes and the disease took its toll on her. She eventually died from the complications. She had had the courage to undergo heart surgery, taking a huge risk. Before the surgery, we talked on the phone and I told her I was proud that she was my friend, I was proud of her courage and I loved her.

THE HEADS OF THE DEPARTMENT

When I became a member of ASE Bucharest’s staff in 1968, Associate professor Matei Cristescu had been Head of Department for many years. Six candidates had participated in the competition for two Teaching Assistant vacancies; disregarding all ‘connections’, Mr Cristescu had given Luminăţia Brăileanu and myself a chance, although we both had a negative communist “record”. He protected us all the time, we were his favourites. He loved the fact that we went to the library and found interesting texts. Looking back, I think those were extremely boring texts, presenting (in French) the same information that students had already learned in Roma-

²⁹ The Institute for Teacher Training and Development IPCD – Institutul de Formarea și Dezvoltarea Științifică a Școlarilor Didactici – [TN]
³⁰ Stere Gulea is a Romanian film director and screenwriter. (http://en.wikipedia.org/wiki/Stere_Gulea) [TN]
³¹ Florin Zamfirescu is a Romanian actor. (http://en.wikipedia.org/wiki/Florin_Zamfirescu) [TN]
³² Give the lady a nice little smile! [TN]
nian during the specialised courses, however, back then, those extracts were highly appreciated. Moreover, I think he respected us for our goodwill of the knowledge and the fact that we taught enthusiastically. He was an interesting, controversial person. However, I shall take into account his principle, which was that you should speak about someone relying only on the personal contact you had with them, and that you should not say what you heard about them. He was an old-fashioned person, sometimes he was accused of being old-fashioned linguistically, he was incredibly inventive - sometimes, he would give mean nicknames to others, which made some people dislike him (they would say he was not in his right mind). However, above all, he was highly knowledgeable; he was the true Head of our Department. In the first year, for other reasons, it was necessary to organise a part-time Department. He did not intend to left my hand a moment. Thanks to him, I was able to carry out this activity after the Revolution9. There were moments when the payrolls were terribly complicated and I had to work all night: at 8 a.m. when I finished and my colleague Jean left (the Department had 100 members of staff at the time); everyone in my building thought Jean and I had spent the night together. Sometimes my colleague Nora Tomoșoiu from the English language staff group would join us to help, as she lived in the same block of flats.

In 1990, I asked the Cultural Services of the French Embassy to set up a French Reading room in ASE, coordinated by a French lecturer. My wish was finally granted; hence, scholarships, didactic materials and computers became available. The study programme included an „Module of Translation and Terminology”, a research unit in which we take great pride, run by one of my colleagues, Ion Jurconi.

From an administrative standpoint, I could have never managed without the support of my colleague, Ion Jurconi, who took me through all the ASEE offices and departments. I didn’t know anyone in ASEE, since you only meet other people at the Party meetings. Ion Jurconi opened all the doors for me, he taught me how to smile, how to shake hands, how to ask people how they were doing. I always, of course, had an assistant, sometimes even two persons, and Ion Jurconi was definitely one of them. We were inseparable and I felt I had become outstanding - “Why are you going to the confectionary?” she used to scold us. “Bake cakes at home, stop wasting money!”

I was offered the position of Head of Department, which deeply frightened me. “I cannot even remember where I’ve put my handbag”, I said. “Don’t worry, I’ll look after your handbag”, replied Gabs Lupchián. The two years during which I held this position required an special training and they were very difficult. At the students’ request, the number of foreign languages classes had been doubled. We didn’t have enough teachers and I had to organise job applications to make sure the new openings were occupied. We had to write new, modern, uncensored textbooks for the nine ASE Faculties. The syllabuses changed completely. I could not have managed without my colleagues’ enthusiastic contribution; they all made considerable efforts to multiply didactic materials written by native speakers and, in their turn, they started writing up-to-date academic textbooks.

9 Emil Cioran was a Romanian philosopher and essayist (1917-1995) [TN].
10 Mircea Eliade was a Romanian historian and philosopher (1907-1986) [TN].
11 As Head of Department... [TN]
12 Mircea Eliade was a Romanian historian and philosopher (1907-1986) [TN].
13 Emil Cioran was a Romanian philosopher and essayist (1917-1995) [TN].
14 As Head of Department... [TN]
Lecturer Eugenia Farca was an outstanding personality who worked for the economic higher education institution from Bucharest on 1 October 1968, as a Teaching Assistant. On 1 November 1945, she was promoted to University Lecturer. On 1 September 1949, when she left the economic higher education institution from Bucharest, which followed the economic reforms in 1948 – took the name of the Institute for Economic Sciences and Planning (IASEP). She returned to economic higher education in 1970, working alone or in teams, she made gifted translations from Romanian into English of the educational works such as: *Evening Tales* (“Povestiri de seară” by Mihail Sadoveanu), reported for the academic load contained research hours as well, published a foreign language for 3 years, after which they obtained degrees in the field of commerce and industry and articles.

Eugenia Farca began her activity with the Academy of High Commercial and Industrial Studies, the first title of the economic higher education institution from Bucharest, as a University Lecturer, between 1 September 1949 – 1 October 1968. She retired on 1 October 1968. Due to her professionalism, she was one of the most respected collaborators of the Bucharest Chamber of Commerce and Industry. I made her acquaintance in 1972 in this institution, which I was working for. We worked closely on translations from Romanian into English and I confided to her a lot of Ms. Eugenia Farca in this field of activity.

She translated into English specialised articles in the field of commerce and industry and she observed the journals of foreign trade edited in English by the Bucharest Chamber of Commerce and Industry.

She co-authored several textbooks and dictionaries, such as: *Curs de limba engleză* (Coursebook in English Language), Bucharest, Editura, Ministerul Educației și Învățământului, 1958; *Curs de limba și correspunzătoare* (Mainly English Language and Correspondence), Bucharest, Editura Didactica și Pedagogică, 1964; *Limba engleză - curs practic* (English Language – Practical Course; 1st Year); *Dictionar Iluzion: englez-român si român-englez* (English-Romanian and Romanian-English Dictionary of Commerce and Industry (multilingual dictionary)), Bucharest, Editura, Ministerul Construcțiilor Exteriere, 1973; *Anul III* (English Language; 3rd Year), Bucharest, Editura, Ministerul Construcțiilor Exteriere, 1976; *Dictionar contabil economic și comercial* (problem juridice și comerciale) (English Maritime Correspondence (juridical and commercial aspects)), Bucharest, Editura, Ministerul Construcțiilor Exteriere, 1976; *Dictionar comercial englez-român* (English-Romanian Commercial Dictionary of Economics and Foreign Trade), Bucharest, Editura, Ministerul Construcțiilor Exteriere, 1970; *Dictionar de management și marketing, englez-român și român-englez* (English-Romanian and Romanian-English Dictionary of Management and Marketing), Bucharest, Editura Tehnică, 1981; *Dictionar pedagogic: de comerț exterier și turism* (Multilingual Dictionary of Foreign Trade and Tourism), Bucharest, 1970; *English Dictionary of Management and Marketing*, Bucharest, Editura Tehnică, 1973; *Dicționar englez-român* (English-Romanian Dictionary), Bucharest, Editura, Editura Academiei, 1974, edita a III-a, Bucharest, Editura Academiei, 1974; *De conducere, organizare și producere* (Management and Marketing), Bucharest, Editura Tehnică, 1971; *Povestiri engleză și română* (English and Romanian Short Stories and Tales), Bucharest, Editura, 1971; *Dictionar de management și market ing*, Bucharest, Editura Tehnică, 1973; *Dicționar comercial* (Commercial Dictionary), Bucharest, Editura, 1970; *Concurs de limba engleză* (English Language Competition), Bucharest, Editura, 1970.


Eugenia Farca, by Cristina PRELIPCEANU

Maria Florea, with more than 40 years of experience in teaching English language and ESP for Eco- nomics, obtained a Bachelor’s degree from the Faculty of Philosophy, later on promotion to the Faculty of Economics and Business, within the “Alexandru Ioan Cuza” University of Iaşi in 1968. Between 1968-1973, she taught at the Polytechnic Institute of Iași, Department of Foreign Languages. Following a competition, in 1973 Ms Maria Florea came to the Bucharest University of Economic Studies, the Faculty of Foreign Trade (currently, the Faculty of International Business and Economics), where she worked between 1973-2009.

**Maria Florea**

*by Nilgini ISMAIL*

Could you please share a few memories about the current situation? 

Maria Florea: In 1973, when I came to ASE Bucharest, the staff members of the Department of Germanic Languages taught German and English.

In the 80s, foreign languages were studied intensively at the Faculty of Foreign Trade. Students learned two foreign lan- guages: a major, which was also tested on admission (English, French, German or Russian), and a minor, which was the stu- dents’ second option. The number of classes amounted to 6 hours per week, which implied the fact that upon graduation students reached a high level of proficiency.

**N.I.: What faculties did you teach at? Which where their official names?**

M.F.: I taught at all the Faculties, as I was supposed to, in order to learn economic vocabulary, but I mostly taught at the Faculty of Foreign Trade, currently called the Faculty of International Business and Economics. Later on, during the 80s, the Faculty of Foreign Trade dissolved and became a specialisation within the Faculty of Commerce. I.e. the Specialisation in International Business and Economics.

**N.I.: Did you work for other institutions – be they education institutions or other kind of institutions – if so, what kind of activity?**

M.F.: The academic staff who taught foreign languages at ASE Bucharest trained technical staff from foreign trade enterprises.

**N.I.: Did the activities within and external to ASE Bucharest ever demand your time?**

M.F.: At the beginning of the academic year, when the teaching load was assigned, I took only 1st and 2nd year groups, as the Commercial language for the 3rd and 4th years seemed very much Endangered. Our students in Foreign Trade were extremely well prepared. To overcome these difficulties, I followed Ms Fulvia Turcu’s advice and decided to train staff working in for- eign trade.

**N.I.: What differences did you notice?**

M.F.: The staff members from foreign trade enterprises stud- ied a foreign language for 3 years, after which they obtained a course certificate which brought prestige and a pay rise. The number of classes amounted to 6 hours per week, which implied the fact that upon graduation students reached a high level of proficiency.

**N.I.: What were the 80s like, the period considered the darkest of all under Communism? Where specialised books and diction- aries published, was research being done?**

M.F.: During the 80s, there was an extremely long period without promotions or new hires; nonetheless, books were pub- lished, as the academic load contained research hours as well, and we were obliged to justify the hours dedicated to scientific activity. This paper due to examination for a week within the Department, and the books were not plagiarised, they were different from one an- other. There was a certain rigour to observe when writing books and articles.

**N.I.: So, few hopes…?**

M.F.: I was 27 years old when I came to ASE Bucharest, the de- partment was young, the people were to young to show what they knew, but the 90s came without any perspectives.

**N.I.: Who were the personalities that helped you train in the...**
field of modern languages and specialised language?  
M.F.: At the beginning of my career as a young Teaching Assistant at ASE Bucharest, when the Head of Department was Ms Liașa Galus, I had the opportunity to be colleague with Ms Fulvia Turcu.  
N.I.: Do you remember which of today’s personalities were once your students? Who are the people whose professional activity you have influenced?  
M.F.: Oh, this is hard to tell. The graduates form our Faculty, and later on from the Specialisation in International Business and Economics, were hired by foreign trade enterprises based in Bucharest, which were quite numerous.  
N.I.: Who were the colleagues you cooperated with and in what way?  
M.F.: It was hard to obtain a PhD, and due to the lack of hope in ever getting promoted, I focused on teaching and moulding students. We helped and cooperated with each other; for instance Ms Fulvia Turcu assisted many colleagues. After the 1990s, when I was promoted to University Lecturer, I was sure that was the climax of my teaching career.  
Getting a PhD was of no help, whereas the possibility of gaining extra by cooperating with private universities lead as away from research. The explosion of information and opportunities took us all by surprise with this huge change of life and we saw ourselves in different circumstances.  

Editorial and scientific activity  
Representative books co-authored by Maria Florea:  
− A Handbook of Basic Economic English, 1978, Editura ASE  
− Essential of the Economic English, 1980, Editura ASE  
− English Lexical Grammar Exercises, 1986, Editura ASE  
− Culegeri de texte în limba engleză pentru Facultatea de Comerț (Collection of texts in English for the Faculty of Commerce), 1990, Editura ASE  
− Ghid de conversatie poliglot (Multilingual Conversation Guide), 1992, Editura Lucman, București  
− Practice in English Grammar, 2002, Editura Lucman, București  
− English Romanian Economic Dictionary, 1988, Editura ASE  

Some of the 15 representative articles presented at national conference and symposia, published between 1973-1990:  
− “Success and Lack of Success in Teaching/Learning Process”  
− “Functions of Testing in Teaching a Foreign Language”  
− “Communicative Methods in Teaching English and Efficiency in Shaping the Specialist in Management”  
− “Fluency or Accuracy in Teaching English?”  
− “Translation Aiming at Improving Communication”  
− “Henry James – Narrative Techniques”

A life lesson  
Should anybody ask about my professional regrets, here it is: I did not embark upon Doctoral studies. I was wrong not to go to Iași for Doctoral studies. I had a much too rigorous view upon Doctoral studies, as rigorous as I considered my teaching and research activity should be. I was not a Party member, and there was little hope that I would be admitted for a Doctoral programme. The Doctoral study opportunities were extremely scarce, and those who taught at the University of Bucharest had priority over them.  
One must never postpone a step towards professional fulfillment, as it is not good to delay or abandon a project one believes in and must be undertaken in its due time, one must not abandon any opportunity for professional development. It is never too late or too early to do what needs to be done for professional development. I did not do it and I suffered from it. I can give you a few examples of people who are not covered in certificates and diplomas, such as Jean Cenușe and Virginia Barghiel, who are competitive despite the lack of certificates and diplomas (of Doctoral studies and other professional development training programmes, AN) and whose professionalism and competitive- ness speak for themselves as regards how good they are in what they do. In life, one has to fight hard and strong.

P.S. Ms Maria Florea is among the academic staff members who – during the Communist period – had to take a long and arduous professional path, with no expectations at the end of it. She is a person one can always consider a professional role model and even though she has not obtained the title of PhD professor in the field, one can learn a lot from her, especially as regards methods of involving students or one’s own professional development. I was touched by Ms Maria Florea’s words: “Do not give up, finish your Doctoral studies and look ahead!”
Editorial and scientific activity start by saying that I was lucky during my career. I studied for three years at a commercial High School and, although years spent at a commercial High School proved useful, for they were a part of my training in Economic Studies in Foreign Languages (SELS/FA-BEZ) – taught in French; Master’s courses of Intercultural Business Communication at ASE Bucharest and at the Faculty of Letters from Ploieşti; courses of Foreign Language Teaching Methodology for students specialising in Philosophy at the “Dimitrie Cantemir” University.

Edition and scientific activity
lecture books, lecture notes, academic textbooks;
collections of role-play and simulation activities (some in collaboration);
articles and studies on Romanian Francophonic and French Romaniophonic;
articles published in Romanian and international journals.

Affiliations
• member of the professional network “ Cultures, langues et développement de l’Association de Francophonie Universitaires (AUFPEL-UFRE); after AUFPEL, since 1996;
• member of the International Society of Applied Psycholinguistics (ISAPL) since 1986, and a member of its Board between 2000 and 2004;
• a member of the Romanian Group for Applied Linguistics (GIRIL) since 1975, a Group affiliated to the International Association of Sociological Aspects of Linguistics (AILA);
• member of the Laboratory of Psycholinguistics from the University of Bucharest;
• a humble servant of Romanian Francophonic, awarded the distinction “Palmin Academiques” by the French government, I shall start by saying that I was lucky during my career.

I studied for three years at a commercial High School and, although I eventually took a theoretical Baccalauréat exam, the years spent at a commercial High School proved useful, for they laid the foundation of my knowledge in economic sciences. I studied subjects such as Enterprises, Commodity Science, Accounting, or Statistics. I started my Bachelor’s studies in 1955, at the Faculty of Philology, Specialisation “Modern French”. My Doctoral thesis was Peflenconarea comunicarii orale în limba franceză (ca referire la studenții în relații economice internaționale) (The Improvement of Oral Communication in French: a case study on students specialising in International Business and Economics), a psycholinguistic study conducted under the supervision of Profes- sor Tatiana Slama Cazacu, to whom I am greatly indebted: I can honestly say that during those years I had the opportunity to develop professionally, there was no coordinated effort to know one another, to build a stimulating relationship. Both teacher and student had something to learn, so we built our seminars together. Out of this correspondence arose lifelong friendships.

In addition to the seminars, I started something as a student I had had brilliant colleagues, who had been sent to teach French in God- forsaken villages, while in this Department the level was quite low. The Department was full of very old professors, who taught lan- guages in the most traditional way possible, clearly ‘recommended’ for the job – with the notable exceptions of Professor Cristescu, a great professional, of Nicole, an excellent companion of French, and of Sabina Drăgoi, a teacher of Business Management for Business textbook, coordinated by someone who worked in the Foreign Trade Min- istry. She was a fountain of information, as she had worked on a monolingual dictionary for foreign trade.

Consequently, I was outraged and full of resentment because as a student I could add that in the 1980s we were a pretty well-knit team. I

But where are the snows of yesteryear?, from a poem by François Villon [TN]

MICAELA GULEA

By Delia VASILIU

Another very sad thing, I may say, regarding the level of our students and of teaching itself, was that in my entire career in ASE, that Conquest of 1964 until 2004, I started from peer observation only once (I exclude “ideological” inspections). Quite true, there were open seminars – a part of promotion exams – presided by Professor Murăreţ from the University of Bucharest, but even his comments were limited to a few sentences. Otherwise, it was my good fortune to have a very agreeable man. At the beginning of the 1970’s I was extremely pleased to meet my dear Professor Lelia Bilăs in ASE. She came from France to negotiate a new initiative for all the cultural and educational activities that were organised in the French Institute. Students were involved in various extra-curricular activities; they were interested in acting in French, or in organising cultural evenings with us, the academic environment. Some of them were incredibly creative.

My seminars with students of different specialisations who had passed a very ‘tough’ entrance examination were truly a pleasure. We worked together for four years, which granted us the possibilit-
Alexander Hollinger was one of the most renowned professors of Business English and Business Communication of the Depart-
ment of Germanic Languages of the Bucharest University of Economic Studies. He obtained both his BA and PhD in Philology
from the University of Bucharest. He received further specialised training at Lancaster University – Great Britain and the Univer-
sity of Manchester. He published numerous articles and studies. He was an excellent professional, whom one could count on both in terms of scientific content, and of form and observance of deadlines. Alexander Hollinger was a very modest person, but one who demanded from others the same seriousness and rectitude
that he possessed. Students appreciated him for the solid knowledge that he conveyed, but also for his correctness and severity in
deadlines. Alexander Hollinger was a very modest person, but one who demanded from others the same seriousness and rectitude
in his relationship with them. Despite not very visible, his enthusiasm was nevertheless very real, especially when directed towards
important professional projects, which resulted in the publication of many works.

In what follows, we mention only a few of the volumes he authored or co-authored, randomly:

- Correspondența de afaceri în limbi română și engleză (Business Correspondence in Romanian and English), Editura Teora;
- Test your business English vocabulary Editura Teora;
- Written Communication in Business English, Editura Universitară;
- Contribution to a genre analysis of business letters, Editura Cavallioti;
- The vocabulary of business and financial English, Editura Milena Press;
- Essentials of accounting, Editura Milena Press;
- The language of accounting, Editura Milena Press;
- Essentials of financial English, Editura Cavallioti;
- The language of financial, banking and insurance English, Editura Cavallioti;
- A lexicographical approach to financial and business English, Editura Universitară.

ALEXANDER HOLLINGER
By Mariana NICOLAE

Mihai Korka was born in 1946 in Lugoj. An eloquent speaker of several foreign languages – German, French and English – Mi-
hai Korka graduated from the Bucharest University of Economic Studies, Faculty of Commerce, Specialisation in Foreign Trade
Economics, in 1969. However, willing to dedicate himself to a teaching career, he accepted Professor Titus Cristureanu’s invita-
tion[1] to join the Department of Economic Cybernetics as a trainee Teaching Assistant, in charge of an interdisciplinary subject - For-
eign Trade Studies – which connected the field of International Business and Economics to the methodological and analytical exi-
egencies necessary with a view to acquiring a Statistical evaluation of the international business environment.

Professor Mihai Korka was inspired and motivated to continu-
ously evolve by Professors whom he will always remember affec-
tionately, among whom one could mention Hulda Constantinescu, Sabina Drăgoi, Livia Galiș, Nicolae Ghimpu (sub-secretary of state in Antonescu’s[2] regime, who retired in the 1970’s), Pavel Tiberiu (whom he was to work with as his Teaching Assistant, Professor at the Faculty of Commerce, specialisation in Foreign Trade), Puiu Alexandru (from whom he learned the technique of interdisciplin-
ary research), or Tudor Barou (Professor of Statistics, the Head of the Department of Statistics between 1980 and 1989, also Vice-
Rector responsible for Research prior to 1980).

Professor Korka’s vast didactic and research activity can be brie-
fly synthesised as follows:

- 4 volumes as a sole author, and 13 other books and dictionar-
es elaborated jointly with Romanian and foreign authors;
- 15 university lecture books and numerous collections of prob-
lms and applications;
- 60 articles and scientific study reports published in specialised academic journals and conference proceedings;
- his presence in over 100 prestigious conferences in Romania as well as in more than 20 foreign countries;

111 Titus Cristureanu (1904-1991) – a remarkable intellectual, present in Romanian journals for almost 60 years, with a signiﬁcant contribution in the ﬁeld of Romanian political and econ-
omic diplomacy, both before and after the Second World War, whose biography is written by a scholarly author and appears to have been created in 1994 (Emilian Cristureanu’s invita-
tion[111];
- his involvement in more than 50 institutional, national and international research projects;
- more than 30 Doctoral students who successfully ﬁnished their studies under his guidance.

Professor Korka’s main areas of interest have varied in time, and they revolve around the following:

- Statistics – as visible in the subjects he taught and in the lec-
ture books and articles he published;
- International Business and Economics – as reflected in the
subjects he taught, the articles and books he published, as well as the Doctoral theses he was scientiﬁc advisor of;
- Academic Management – as visible in the public ofﬁces he held repeatedly between 1992 and 2009 in Romania, while rep-
resenting at international level the Bucharest University of Eco-
nomics Studies and the Romanian Ministry of Education and Research, as well as in the articles published both in Romanian and international journals, and in his expertise and consultancy activity.

Professor Korka has been involved in a series of managerial and expert activities, among which one could mention: general
manager of the “Virgil Madgearu” National Institute of Concus-
tion, Marketing and Management from Bucharest (1991-1992); Vice-rector of the Bucharest University of Economic Studies, re-
sponsible for the University’s international relations (1992-1996); academic expert in a Phare[112] – Tempus Programme, while activat-
ing both in Romania and abroad in countries such as Bosnia and Herzegovina, Bulgaria, Croatia, Germany, Greece, Italy, Latvia, Lithuania and Hungary (1992-2001); executive director (1993-
1996) of the Canadian MBA in Management Administration; Dean of the Faculty of International Business and Economics, ASEP Buca-
rest (2004-2008); national consultant in the World Bank team that was in charge of the functional evaluation of the Romanian higher
education system (2011).

MHIHI KORKA
by Marla Magda MAFTEI
One cannot overlook Mihai Korka’s remarkable practical experience and his thorough knowledge of the Romanian higher education system, both achieved while holding numerous offices in the Ministry of Research and Higher Education, a position he had worked on:

- member of the team of Romanian experts who monitored the implementation of the Phare Programme for Restructuring Romanian Higher Education, co-financed by the European Union, World Bank and the Romanian Government (1998-2001);
- leader of the team of Romanian experts who negotiated the contract between the Ministry of Research and Higher Education and the University of Bologna for the Evaluation of the Bologna Process in its first decade of implementation (1999-2009);

Throughout his career, Professor Korka has trained many students who are now visible at the top of Romanian research. Henceforth, we only mention a few names: Magdalena Iordache-Platis (currently Vice-Rector of the University of Bucharest, responsible for quality management and relations with the business environment), Mugur Isărescu, Mișu Negrițoiu (President of the University of Bucharest), Elena Șandru (Professor at the Faculty of Economics, responsible for quality management and relations with the business environment), and the list continues.

Professor Korka is invited to teach as a Visiting Scholar at a few universities in Romania.

The works of Professor Mihai Korka have been of great influence both in Romania and abroad. They have served as a basis for the establishment of higher education standards and for the promotion of Romanian higher education at an international level.

Biographical Data

Maria Mihalciuc is a graduate of the Faculty of Philology of the University of Bucharest, Department of Romance and Germanic Languages, Specialisation in German Language and Literature, with a PhD in Philology obtained in 1985. Immediately upon graduation, in 1986, she worked for the Meridiane publishing house until 1993, when she joined the Bucharest University of Economic Studies, as a Teaching Assistant. In 1979 she became a Lecturer and in 1991 an Associate Professor. In 1999 she moved to the “Dimitrie Cantemir” Christian University from Bucharest, to teach German Culture and Civilization, German Literature and Language for Special Purposes (LSP). Between 2002 and 2009 she was Deputy-Dean of the Faculty of Foreign languages from the “Dimitrie Cantemir” University. She is currently an Associate Professor with the above mentioned university as well as coordinator of an institutional research project, on the topic of “Wirtschaftsdeutsch” (German economy).

Professional Data

In her 29 years of activity at the Department of Modern Languages and Business Communication from the Bucharest University of Economic Studies (1970-1999), she taught German for Economics and Business Correspondence in German to students aiming to specialise as future economists. In conformity with her research and publishing programme, she elaborated various textbooks for the study of German for Economics, jointly with other authors, as well as a Romanian-German economic dictionary.

PhD Professor Hertha Perzer and PhD Professor Jesus Lescue, corresponding members of the Romanian Academy of Sciences, played an important role in guiding Maria Mihalciuc in the field of scientific research, both professors providing important assistance in the elaboration of her PhD thesis Proza scurtătorilor Georg Weerth – între literatură şi jurnalism (German Weerth’s writing – on the border of literature and journalism).

As an Associate Professor, she has been invited by the National Centre of Scientific Research, both as a member of the team of Romanian experts monitoring the implementation of the Phare Programme for Restructuring Romanian Higher Education, and as coordinator of an institutional reevaluation project, as well as coordinator of an institutional research project, on the topic of “Wirtschaftsdeutsch” (German economy).

Maria Mihalciuc

by Lora CONSTANTINESCU

CONTINUING PROFESSIONAL DEVELOPMENT AND AFFILIATION TO PROFESSIONAL ORGANISATIONS

1984 University of Passau – professional training on Einführung in die Methodik and Didaktik des Deutschen als Wirtschaftssprache (Introduction to the Methodology and Didactics of German for Business)

2000 Kassel – professional training on Methodik des fremdsprachigen Deutschunterrichts (Methodology for teaching German as a foreign language)

Furthermore, Maria Mihalciuc participated in numerous scientific events and conferences organised by various professional associations (such as the Philological Society or the Romanian Germanists' Society) in Bucharest and other cities around the country. She has been a member of several Doctoral Defense Committees.

BIBLIOGRAPHICAL DATA

DID “UTIC MATERIALS”, elaborated jointly with other authors:

- Wirtschaftliche Texte (Economic Texts). Anthology. ASE, 1976

- Limba germană pentru economişti (Collection of Texts in German), Faculty of Economics for Catering and Tourism Services - ESAPT®, ASE, 1980
- Manual de limba germană pentru economişti (German for Economists), Bucharest, 1983
- Deutsche HandelsSprache und korrespondenz (Commercial Correspondence in German), ASE, 1983
- Deutsch für Wirtschaftler. Textbook. ASE, 1983
- Limba germană pentru economişti (German for Economists), ASE, 1984
- Manual de limba germană pentru începători (German for Beginners), ASE, 1980
- Deutsch für Wirtschaftler (German for Economists), ASE, 1990
PARTICIPATION IN CONFERENCES

1991 Symposium organised by the Department of Foreign Languages and Business Correspondence, ASE Bucharest
1992 International Conference of the Department of German Language, Sofia University
1993 Symposium organised by the Department of Germanic Languages and Literatures, the University of Bucharest
1994 the 3rd Congress of the Romanian Germanists’ Society
1995 International conference of the teachers of Germanic languages, ASE Bucharest

International conference of the teachers of German language, Goethe Institute, Bucharest

The 26th International symposium of the Military Technical Academy from Bucharest

Fortbildungsseminar-Landeskunde, Goethe Institute, Bucharest

Pedagogy and Curriculum Symposium, the Technical University of Civil Engineering from Bucharest - UTCB

1996 in collaboration with the teachers of German, Goethe Institute, Mamaia

1997 Symposium of the Department of Germanic Languages and Literatures, the University of Bucharest

2006-2007: Scientific conference organised by the Faculty of Foreign Languages and Literatures from the “Dimitrie Cantemir” University, Bucharest

Articles published in prestigious journals between 1981 and 1997 and national and international conference proceedings:

A) Applied linguistics; issues in the teaching of German, in: Predarea comunicativă a limbajelor specializate (Communicative teaching of specialised languages), ASE Bucharest, 1994

B) Zeitschrift der Germanisten Rumanien (www.ggr.ro), Universitatea din București, 1994

Articles published in prestigious journals between 1981 and 1997 and national and international conference proceedings:

A) Predarea comunicativă a limbajelor specializate (Communicative teaching of specialised languages), ASE Bucharest, 1994

B) Zeitschrift der Germanisten Rumanien (www.ggr.ro), Universitatea din București, 1994

• A XXVI-a sesiune de comunicări științifice (Proceedings of the 26th Scientific Conference), vol. 9, Academia Teoretică și Aplicată, Bucharest 1995

• Transcarpathica 2/2003, Ed. Paideia, Bucharest

• Zeitschrift der Germanisten Rumanien (www.ggr.ro), Universitatea din București, 1994

• Fortbildungsseminar-Landeskunde, Goethe-Institute, Bucharest, 1995

• Pedagogie und Kultur - abendliche didaktische und interkulturelle (Pedagogy and culture - a didactic and intercultural approach), U.T.C.B., 1995

About the Department of Modern Languages and Business Communication

The German teaching staff (never too numerous) of the Department of Foreign Languages, later the Department of Germanic Languages and Business Communication (and currently the Department of Modern Languages and Business Communication) represents the “matrix” of Maria Mihalciuc’s didactic activity, since the three decades of collaboration of the Department of Modern Languages and Business Communication from Bucharest University of Economic Studies. Mainly with her colleagues, Lecturer H. Constantinescu, Lecturer L. Popescu, Lecturer A. Purcel, then with Professor L. Mureanu until 1990, and later with more teachers who joined the team after 1990, she built and consolidated solid cooperation relations, and even friendships. Together they wrote the 1970s and 1980s textbooks, together they promoted the teaching and learning of German language. Maria Mihalciuc also affectionately remembers the relationships she managed to build over time with colleagues from other Departments, such as Gabriela Lupchian, Doina Buda, I. Căpuciu or C. Cîlăian-Lascu (teaching French language), or A. Chirașea, F. Turu, M. Florea, and A. Hollinger (teaching English). She happily collaborated with them after 1990 as well, and also with new comers, who joined the extended team after 1990 and whom she watched closely and for whom guided their steps as young teachers and researchers.

About the Bucharest University of Economic Studies

While German was only sporadically taught at some of the Faculties of the University prior to 1990, after this date, the teachers of German were happy to witness the rebirth of a new interest in learning/teaching German, which was taught at more faculties (as a result of the active involvement of the respective Deans) and especially at the Faculty of International Business and Economics, the Faculty of Commerce and the Faculty of Economics and Management. In the beginning of the 1990s, the new Faculty of Economics and Management decided to elaborate a lecture in German language. Maria Mihalciuc also affectionately remembers the relationships she managed to build over time with colleagues from other Departments, such as Gabriela Lupchian, Doina Buda, I. Căpuciu or C. Cîlăian-Lascu (teaching French language), or A. Chirașea, F. Turu, M. Florea, and A. Hollinger (teaching English). She happily collaborated with them after 1990 as well, and also with new comers, who joined the extended team after 1990 and whom she watched closely and for whom guided their steps as young teachers and researchers.

A lesson for life

Throughout her didactic career, Maria Mihalciuc has been committed to respecting the principle formulated so well by Germans, “Klasser statt Massen” (What matters is quality, not quantity), which she has been trying to apply in her teaching but also in all the activities that derive from teaching at the higher education level. Before 1990, this principle was not easy to observe, due to Communist restrictions. She hopes that ASE Bucharest’s alumni, both before and after 1990, who valued and applied all the principles that they learned while learning German language, represented valuable bridges between Romania and the German-speaking world. It was not by accident that in the 1990s she had students whose parents were former students passionate about German language, and who were determined to continue the tradition of studying German.

The young teachers who joined the team after 1990 were taught the same lesson on the importance of quality and perseverance, of self-improvement as a teacher and as a person. After 1999, Maria Mihalciuc continued to collaborate with her colleagues from ASE Bucharest, whenever that collaboration was required.
The majority of the young teachers who are currently members of the Department of Modern Languages and Business Communication do not know Violeta Năstăsescu, not even from hearsay. The rest of us probably know her as a legend – her name appeared in the cover of the very few, but very popular, textbooks published in the 1970s or 1980s. Trying to get in touch with an academic who retired in 1985, but who continued to be quite active in Bucharest’s professional life has been an adventure in itself. However, I have managed to find Violeta Năstăsescu thanks to the kindness and perseverance of our colleague Octavian Oprică, passionate about history in general, and about the history of our Department in particular.

Violeta Năstăsescu was born in Tulcea in 1930, in a family of teachers. She studied English at the University of Bucharest, which she graduated from in 1954. She was so kind to talk to me about her experience in accessing to information was very different from what we witness nowadays. I was trained in practical English usage, not in 18th century novels. Similarly, I have always had a genuine interest in the analysis of a “living” text, of real documents, not in literary analysis. So, all these reasons considered, I think I took a wise decision accepting to join the Bucharest University of Economic Studies. This proved useful later on. Let me explain the guiding principle in my career was to have experiences as diverse as possible, not to get trapped in one work place, to collaborate with several institutions at the same time. How is a teacher supposed to remain in touch with real life, if she or he spends his/her time at the department, seeing the same people? How is one supposed to gain practical experience? Because then, as well as now, it was required that learning be connected with practice. This is a principle that I have always promoted, both within the Department, and in my circle of acquaintances. For instance, I was the first person to persuade Fulvia Turea to work not only for ASE. Everybody has something to gain: you, as an individual, the institution, and most importantly, the students. Generally, one becomes better known, more visible, if one works for more than one institution or if one has more activities. One more example is Lolita Thum, an excellent translator as well. So I really benefited from having learned practical English, as I have been asked to work as an interpreter, in far from ordinary places. It was useful in my career as well as in my personal life. I accompanied my husband, a diplomat, wherever he traveled. We spent four years at our Embassy in London, and I didn’t put my work to much work there.

I would like to mention one more thing, especially as I have a lot of debates about the retirement age for professors. I retired early from my university teaching career. And what I achieved after this retirement is also important. I retired when I was 55, I had the right to retire, and that I was convinced that I could carry on doing useful work. Retirement is also important. I retired when I was 55, I had the right to retire, and that I was convinced that I could carry on doing useful work. And so did I. I continued my work until the age of 73, mainly in big corporations. My strength was my specialised vocabulary, as well as some knowledge of economics, which helped me work after returning to Romania.

VIOLETA NĂSTĂSESCU

by Mariana NICOLAE

Elena Ceaușescu: Confesiuni fără frontiere (Elena Ceaușescu: Confessions without Borders) was the memoirs of Elena Ceaușescu, the wife of Nicolae Ceaușescu, written in 2010 and published in Bucharest, Romania. It was published by Editura Niculescu. In the book, Elena Ceaușescu reflects on her life and the events of the Romanian Revolution of 1989, which led to the downfall of her husband's regime. The book was initially met with controversy, with some critics accusing her of whitewashing her husband's crimes. However, it has also been praised for its candor and honesty. The book was translated into several languages, including English, and has been a bestseller in Romania and beyond.
You were asking if I had any students who later on occupied important positions and offices. Yes, I had. Quite unexpectedly, because our students were preferred in "good" positions for a very simple reason: the Faculty of Foreign Trade had the fiercest admission examination. Right from the beginning we had the best possible students, who were indeed interested in working hard, as well as in studying foreign languages. They had four hours of foreign languages a week (the major), and two hours of the minor foreign language a week. That is six hours of foreign languages a week. These were some exceptional series of students. They became experts in their respective fields, and went to our subsidiaries abroad, some of them became well paid advisors. Some are Ministers or successful business men. Interestingly, girls performed in a similar fashion. Very few girls were accepted in our Faculty, but those who made it, managed to build really successful careers.

However, I still believe that one’s outfit and manners are extremely important, as they may impose respect, they may help one be promoted more easily. I don’t want to sound proud, but professional outfit and manners have always been extremely important for me. I never had to carry many materials, I always needed a big bag. I never went to my classes without my pen or notebook. I never went to my classes dressed casually or with my clothes stained by some two-week-old rain. I remember various debates on the topic of appropriate outfit. I usually didn’t interfere but I remember that once I argued that the profession we chose required decency even at the level of one’s outfit, even elegance. If we chose to be teachers, professors in other departments. With some of them I exchanged foreign books or magazines, which were very rare at that time. Also, I had very serious professional relations with colleagues from other departments. Relationships with colleagues in our Faculty of Foreign Trade were sometimes, but also as a human being, to grow. When one gets to know, to expand one’s circle of acquaintances, one is finally ‘recognised’ at one’s work place as well. I could quote the saying: ‘no one is a prophet in their own land. It is true. So you may try to become a prophet elsewhere, and the people you leave behind will have to recognize and admit to the fact that you have become one.

Fulvia Turcu was born in 1940 in the village of Cernead, Alba County, to Belașcu, a family of teachers. She graduated from the Faculty of Philology of the “Babeș Bolyai” University of Cluj-Napoca, Specialisation in English-Romanian, in 1964. Her didactic career started as a young Teaching Assistant at the Polytechnic Institute of Brașov, and in 1967 she became a member of the Department of Germanic Languages, at the Bucharest University of Economic Studies, where she remained all her professional life. Fulvia Turcu was one of the leading experts of the Department in the field of English for Economics and Business.

She was a prolific author of textbooks, either as a sole author, or as a co-author. Here are only a few of her books:

- Limba engleză (English Language), 2 vol., Editura Științifică, 1973
- Corespondență comercială în limba engleză (Business Correspondence in English), Editura Didactică și Pedagogică, București, 1981
- Limba engleză pentru comerțul exterior (English for Foreign Trade), Editura Didactică și Pedagogică, București, 1985
- Engleza de afaceri în economia de piață (Business English in the Market Economy), Editura Uranus, București, 1996
- English in Economics, Editura Percomex, 1998

She was a successful instructor, whom students respected both for the quality of her teaching, and for the firmness and coherence of student evaluation. She was as well appreciated by her colleagues specialised in Economics, for the variety and high degree of her specialisation in this field. She was a member of EARLI (European Association for Research in Learning and Instruction) and EWISH (European Women in Science and the Humanities).
Chapter 6

PUBLICATIONS IN ENGLISH AND GERMAN OF THE DEPARTMENT OF MODERN LANGUAGES AND BUSINESS COMMUNICATION

Lora Constantinescu
Marina Militaru

Between 1932 and 2012, the current Department of Modern Languages and Business Communication hosted a fruitful research activity, materialised in the publication of approximately 100 textbooks, dictionaries, business glossaries (for Commerce, Finance, Banking, Accounting and Law), grammar workbooks adapted to a business context, workbooks of tests, or commercial correspondence guides. Over decades, the members of the Department have also actively contributed not only to didactic processes, but also to specialised scientific research. In their view, being prepared for business presupposes not only one’s specialisation in the various sub-fields of Economics, but also an effective communication in English, universally recognised as the international language of business.

1. Textbooks in English

The textbooks in English published by the members of the Department of Modern Languages and Business Communication have been, and will continue to be, elaborated interactively, and they aim to cover a large area of interests: management, marketing, IT, tourism, finance, accounting, etc., and they are easy to use both for individual study and in class, with teacher support. They are generally calibrated for an intermediate to advanced level of proficiency in English (ranging from B1 to C1, in conformity with the Common European Framework of Reference for Languages) and they are aimed at students of economics, but also at all those who intend to improve their business English. If the business correspondence textbooks originally targeted the employees of foreign trade companies, Romanian Chambers of Commerce abroad, now they are used as a model by the majority of students/workers in the field of public administration, national and multinational corporations. Here follows a list of the most important publications elaborated in English by the members of the Department, from 1932 until 2012.


1986 Commercial Correspondence: corespondenţă comercială în limba engleză: pentru toate facultatele / Galiş Galiş, Nadejda Kolesnikova, Violeta Năstasească;
142 143


Managerial Communication in the Internet Age/ Mariana Nicolae, Co. Prelițeanu, Cristina, Enache, Maria, Editura Cison, București, 2002.


4. Textbooks in German


1971  


1974  


2008  

2012  


1980  

1993  

1998  

2009  

2009  

2012  

2012
<table>
<thead>
<tr>
<th>Year</th>
<th>Author(s)</th>
<th>Title and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>Stoicovici, V.</td>
<td>Cours de correspondance commercial française : Vol. 3 : Correspondance des opérations de banque, București, Tipografii Romane Unite, 500 p.</td>
</tr>
<tr>
<td>1930</td>
<td>Stoicovici, V.</td>
<td>Cours de correspondance commercial française : Vol. 1 : Correspondance élémentaire, București, Tipografii Romane Unite, 303 p.</td>
</tr>
<tr>
<td>1972</td>
<td>Ivanier, Eva; Bedighian, Ohanes; Cristescu, Matei; Lăsceanu, N.; Osman, Sabina; Botta, Doroșe; Focșăneanu, T.; Brăileanu, Lumină; Gulea, Mihaela; Lupchian, Gabriela (1972), Manual de limba franceză, Partea I-I Comerț Exterior, I-II alte facultăți, București, Litografia ASE, 271 p.</td>
<td></td>
</tr>
<tr>
<td>1976</td>
<td>Cenușe, Ioan-Petre; Atănăsoaie, Elena; Cilianu, Corina; Constantinescu, Ileana; Vasiliu, Delia (1976), Curs de conversație. Teorie și practică, București, Tipografia Universității București, 184 p.</td>
<td></td>
</tr>
</tbody>
</table>
Correspondența economică în limba franceză: pentru aceluiazi studenților, București, Editura ASE.

Cours de français pour l'enseignement a distance, Dossier 1: Savoir. Cours de corespondență comercială și de corespondență în domeniul turismului, București, Editura ASE, 112 p.

Correspondance dans le tourisme, București, Editura ASE, 145 p.

Cours de français pour l'enseignement a distance, Dossier 2: Rôles. Finances / Module F (Finances, Banque, Assurance), București, Editura ASE, 75 p.


La lettre commerciale / scrisoarea comercială, București, Editura Economică, 112 p.


Mohanu, Florina; Ion, Jurcioni (2003), Limba ruǎndă. Note de practică, Bucureşti, Editura ASE. 
Popa, Elena; Velicu, Anca (coord. 1999, 2000, 2001), Le français des finances pour l'enseignement à distance, Module I (Livret de l'étudiant), Bucureşti, Editura ASE, 41 p. 

**2000**
Popa, Elena; Velicu, Anca (2000, 2001), Communication financière pour l'enseignement à distance, Module II (Livret de l'étudiant), Bucureşti, Editura ASE, 43 p. 
Popa, Elena; Velicu, Anca (2000, 2001), Communication financière pour l'enseignement à distance, Module II (Livret de l'étudiant), Bucureşti, Editura ASE, 106 p. 
Popa, Elena; Velicu, Anca (2000, 2001), Communication financière pour l'enseignement à distance, Module I (Livret de l'étudiant), Bucureşti, Editura ASE, 46 p. 
Săndulescu, Mariana (2004), Le français des affaires (vol. 1 et 2), Bucureşti, Editura Milena Press. 
Stanciu-Capotă, Rodica (2003), Regards sur l'économie et à la gestion de la production agricole et alimentaire, Bucureşti, Editura ASE, 160 p. 
Stanciu-Capotă, Rodica (2003), La transition à l’est, Cahiers d'affaires: la négociation face-a-face, București, Editura RAO, 234 p. 
Săndulescu, Mariana (2004), Le français des affaires (vol. 1 et 2), Bucureşti, Editura Milena Press. 
Săndulescu, Mariana (2004), Le français des affaires (vol. 1 et 2), Bucureşti, Editura Milena Press. 
Săndulescu, Mariana (2004), Le français des affaires (vol. 1 et 2), Bucureşti, Editura Milena Press. 
Săndulescu, Mariana (2004), Le français des affaires (vol. 1 et 2), Bucureşti, Editura Milena Press. 
Săndulescu, Mariana (2004), Le français des affaires (vol. 1 et 2), Bucureşti, Editura Milena Press.


Săndulescu, Mariana (2005), Bucureşti, (ediţia a II-a revizuită şi adăugită), Bucureşti, Editura Milena Press, 84 p., ISBN 973-7873-13-0. Loretz, Maria-Antoaneta (2005), Modalităţi de re/mo-

Mariana (2005), Dictionar roman-italian-


Vasiliu, Delia (collab.) (2005), traducere din limba franceză în Bucureşti, R. Boudon (coordonator), Tra-
tat de sociologie// Traité de sociologie ///, Editura a doua, Bucureşti, Edi-


Barlea, Petre Gheorghe, Chiu, Lucian, Barlea, Roxana Magdalena et al. (2009), Dictionar de locuri imagin-
are in literatura română pentru copii şi tineri (IDL), Bucureşti, Muzeul Literaturii Române, 423 p., ISBN 973-167-026-1.

Barlea, Petre Gheorghe, Chiu, Lucian, Barlea, Roxana Magdalena et al. (2009), Dictionar de locuri imagin-
are in literatura română pentru copii şi tineri (IDL), Bucureşti, Muzeul Literaturii Române, 423 p., ISBN 973-167-026-1.

Bot-reader, Andreășcu, Vanesa; Drăghici, Iuliu; Preda, Mariana; Camelia; Anghel, Moţatu, Adriana (2010), Dictionar juridic român-francez-german, Bucureşti, Editura Trei, ISBN 973-707-32-4-1. Constantinescu, Ileana; Buzan, Moisei, Cristian; Daniel, Iuliana; Portu, Andrei; Negru, Marius; Mihaia; Iov, Maria; Săndulescu, Mariana; Barlea, Roxana Magdalena etc. (2009), Dictionar de locuri imagin-
are in literatura română pentru copii şi tineri (IDL), Bucureşti, Muzeul Literaturii Române, 423 p., ISBN 973-167-026-1.

Barlea, Petre Gheorghe, Chiu, Lucian, Barlea, Roxana Magdalena et al. (2009), Dictionar de locuri imagin-
are in literatura română pentru copii şi tineri (IDL), Bucureşti, Muzeul Literaturii Române, 423 p., ISBN 973-167-026-1.

Barlea, Petre Gheorghe, Chiu, Lucian, Barlea, Roxana Magdalena et al. (2009), Dictionar de locuri imagin-
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Barlea, Petre Gheorghe, Chiu, Lucian, Barlea, Roxana Magdalena et al. (2009), Dictionar de locuri imagin-
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Barlea, Petre Gheorghe, Chiu, Lucian, Barlea, Roxana Magdalena et al. (2009), Dictionar de locuri imagin-
are in literatura română pentru copii şi tineri (IDL), Bucureşti, Muzeul Literaturii Române, 423 p., ISBN 973-167-026-1.

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are in literatura română pentru copii şi tineri (IDL), Bucureşti, Muzeul Literaturii Române, 423 p., ISBN 973-167-026-1.
Chapter 8

NATIONAL AND INTERNATIONAL CONFERENCES OF THE DEPARTMENT OF MODERN LANGUAGES AND BUSINESS COMMUNICATION

Marina Militaru

1993

International conference
Tertiary ELT – The Challenge of Choice
Bucharest, Romania

In 1993 the Bucharest University of Economic Studies hosted the first international ESP (English for Specific Purposes) conference in Eastern Europe, “Tertiary ELT – The Challenge of Choice”. The conference was jointly organised by British Council, Romania, the Department of Germanic Languages and Business Communication of the Bucharest University of Economic Studies, and the Department of Modern Languages of the University Politehnica of Bucharest.

1994

National symposium
Developing Language and Professional Skills
Bucharest, Romania

1995

International (regional) conference
Intercultural Communication
Bucharest, Romania

In 2005, the Department of Germanic Languages and Business Communication co-organised the international (regional) conference “Intercultural communication” with PROSPER-ASE Language Centre and with the Open Society Foundation, within the East-East programme.

1996

International conference
Managing Change in English for Business and for Specific Purposes: Challenges and Opportunities
Bucharest, Romania, 7-9 June 1996

In 1996, the Department of Germanic Languages and Business Communication organised the International Conference of the teachers of English (Regional BETA/BESIG/ESPSIG Conference), together with the PROSPER-ASE Language Centre, the University Politehnica of Bucharest, the Technical University of Civil Engineering from Bucharest, British Council, and USIS. 150 participants from Ukraine, Great Britain, Yugoslavia, Austria, Hungary, Belgium, the Czech Republic, Germany, Slovakia, Lithuania, Poland, Albania, Russia, Bulgaria, Hong Kong, Spain and Romania attended the conference. Of the 150 participants, 80 had presentations and workshops on the following topics: cross-cultural communication, developing integrated language and professional skills, syllabus and course design, evaluation and assessment, ELT project management. An important outcome of the conference was the volume Managing Change in English for Business and for Specific Purposes: Challenges and Opportunities, published by Editura ASE, which brings together 41 of the most representative papers presented at the conference.

118 ESP Special Interest Group [http://espsig.iatefl.org] [TN]
119 USIS - United States Information Service [TN]
International conference
Business Culture and Communication: Challenges of the Millennium
Bucharest, Romania, 13 December 1999
In 1999 another scientific event was organised by the Department of Germanic Languages and Business Communication together with PROSPER-ASE Language Centre and with the English Speaking Union: the interdisciplinary conference with national and international participation “Business Culture and Communication: Challenges of the Millennium”.

2000
International seminar
Quality Assurance and Self-assessment for Schools and Teachers
Bucharest, Romania, 21-23 September 2000
The seminar was organised as part of the ECML Council of Europe Project “Quality Assurance and Self-assessment for Schools and Teachers”, and it was coordinated by Laura Mureşan (Romania), Frank Heyworth (Switzerland), and Maria Mathiedez (Hungary). Co-organisers: ECML, PROSPER-ASE Language Centre, the Bucharest University of Economic Studies, QUEST Romania and the Romanian Ministry of Education and Research. 35 guests from 16 countries attended the seminar, representing different sectors of education, both public and private, involved in teaching English, French and German. This international forum offered an excellent opportunity for an exchange of experience between teachers, inspector, teacher trainers, presidents of national associations in the region, and language school directors from various countries119.

2001
International conference
Linguistic and cultural diversity – a European development factor
Bucharest, Romania, 26-27 October 2001
According to the members of the editorial team of the conference volume Linguistic and cultural diversity – a European development factor, 2001 was declared the European Year of Languages and it was perceived by the national and international community of teachers of modern languages as a favourable framework and time for calling public attention towards some of the fundamental coordinates of its permanent activity, namely, the quality of the management of the teaching process, the adjustment of the learning content to the requirements of social communities arising from their economic and social evolution, the modernisation of teaching methods, techniques and auxiliary materials, (...) the standardisation of contents according to levels of language proficiency, as well as of evaluation techniques, as a response to European globalisation policies, and last but not least, applied and fundamental scientific research as a landmark of preceding coordinates120. The conference had 5 sections, in: Romanian, English, French, German and Russian, and it was attended by an important number of Romanian and foreign experts in the field.

2002
International conference
Romanian foreign economic relations in the Euro-Atlantic context
Bucharest, Romania, 28 October 2002
On 13 December 2002, the Faculty of International Business and Economics of the Bucharest University of Economic Studies hosted the symposium Relații economice externe ale României în context Euro-atlantic (Romanian foreign economic relations in the Euro-Atlantic context). On this occasion, the two Departments of Modern Languages within the Faculty debated – in a round-table, as well as in various individual presentations – significant aspects of business communication in the context of globalisation, as well as the impact of globalisation on the content and approach of modern language teaching121. Conference papers were published in the conference volume Globalizare şi comunicare în afaceri (Globalisation and Business Communication) in 2003.

2003
National conference
ESP-Communication Bridge
Bucharest, Romania, 22-23 October 2003

2004
National conference
Communication in Languages for Specific Purposes (LSP) – Continuity and Innovation
Bucharest, Romania, 3-4 December 2004
In 2004, in line with the tradition established in preceding years, the Department organised the conference Communication in Languages for Specific Purposes (LSP) – Continuity and Innovation. Individual paper presentations, as well as workshops and roundtables revolved around aspects of communication in the following areas: theoretical and practical aspects of communication in LSP, perspectives for the development of professional communication competences in foreign languages, increasing the quality of teaching and learning LSP, as well as cultural studies. All the papers presented were reunited in the volume Communication in Languages for Specific Purposes (LSP) – Continuity and Innovation, published in 2006, by the same publishing house, Editura ASE.

2006
International conference
The European Language Portfolio: The Way Ahead
Bucharest, Romania, 28 October 2004
As the QUEST Romania newsletter122 announced, the official release of the EQAULS/ALTE European Language Portfolio for adults in Romania took place on 28 October 2004 on the premises of the Bucharest University of Economic Studies. The invitation of the Romaninan Association for Quality Language Services (QUEST) to its 4th annual conference was accepted by representatives of the Romanian Ministry of Education and Research, the Ministry of Foreign Affairs, by representatives of the academic community, of Cultural Institutes based in Bucharest, of mass-media, etc. Among the key-note speakers who opened the conference proceedings, one could mention Mr. Peter Brown, president of EQAULS - the European Association for Quality Language Services, Mr. André Rocheis, the Cooperation Attaché for French, Ms. Silvia Bem, representative of the British Council, and Mr. Ulrich Spät from the Goethe Institute of Bucharest.

121 Excerpt from Cuvânt introductiv, Globalizare şi comunicare în afaceri (Globalisation and Business Communication), Bucureşti: Editura ASE, 2003
122 http://www.quest.ro/PDFs/QUEST_RO_7_P.pdf
In 2005 the Department of Germanic Languages and Business Communication revolved around innovative aspects of applied research, that applied linguistics, or LSP teaching methods, and the outcome was a wide range of comparative and multidisciplinary interpretations.

The 2006 conference focused on different aspects of various cultural areas, reunited in the global village, with special attention being paid to the new challenges of foreign language teaching in intra- and inter-cultural contexts. As mentioned in the Introduction to the conference volume, the diversity of the topics tackled derived from a wide range of research endeavours, from aspects of ESP and teaching English for Business in a multilingual and multicultural environment, to aspects of LSP teaching in the field of political sciences. A remarkable preoccupation is that of authentic material use in class, as well as that of enhancing students’ self-study abilities, in the sense of raising students’ awareness about their real competences and necessities.

In 2005 the conference of the Department of Germanic Languages and Business Communication revolved around innovative practices in Adult language Education – “IPALE” (GRU-09-P-LP-82-B-CZ). The main aim of the conference entitled Languages as a Lifeskill – New Perspectives on ESP Teaching and Learning was to promote quality in language education and applied research, as well as quality standards in education management, and curriculum adjustment to the new requirements of the labour market. The conference hosted panels and individual presentations of national and international experts in lingistics, and it facilitated an exchange of ideas, methods and experience on a wide range of topics, such as: new approaches in applied research, cultural and linguistic competences necessary for a successful career, evaluation and self-evaluation of communicative competences, the implementation of the Common European Framework of Reference for Languages (CEFR), the European Language Portfolio and QualiTraining (PER-ASE & QUEST Romania, 2007), international education projects such as Grundtvig “IPALE”124, etc. The conference volume (CD-ROM) brings together more than 80 representative papers.

In 2006 the conference was Ms. Maria Matheidesz, a well-known EAQUALS expert. The conference papers ranged from quality management to teacher training, from intercultural communication to teaching methods.

In 2009, the Faculty of International Business and Economics organised an international conference on the topic The Role of Higher Education and Academic Research in the Process of Development. The Department of Germanic Languages and Business Communication participated with the section Creativity and Innovation in a Culturally Diverse, Knowledge-based Society. New Challenges for Language Teachers. The conference papers were presented in three sections: literary and cultural studies, theoretical and applied linguistics, and Language for Specific Purposes (LSP). Conference papers covered a wide range of topics, from the new Internet culture to life-long learning, or quality assurance in a knowledge-based society. The conference volume was published as a CD-ROM and includes 46 papers.

In 2007 the Department’s tradition of building strong partnerships with national and international professional organisations materialised in 2010 as the 10th Conference of QUEST Romania (the Romanian Association for Quality Language Services), jointly organised with the Department of Modern Languages and Business Communication and with the Grundtvig Lifelong Learning Project “Innovative Practice in Adult language Education – IPALE” (GRU-09-P-LP-82-B-CZ). The main aim of the conference entitled Languages as a Lifeskill – New Perspectives on ESP Teaching and Learning was to promote quality in language education and applied research, as well as quality standards in education management, and curriculum adjustment to the new requirements of the labour market. The conference hosted panels and individual presentations of national and international experts in lingistics, and it facilitated an exchange of ideas, methods and experience on a wide range of topics, such as: new approaches in applied research, cultural and linguistic competences necessary for a successful career, evaluation and self-evaluation of communicative competences, the implementation of the Common European Framework of Reference for Languages (CEFR), the European Language Portfolio and QualiTraining (PER-ASE & QUEST Romania, 2007), international education projects such as Grundtvig “IPALE” (GRU-09-P-LP-82-B-CZ), etc. The conference volume (CD-ROM) brings together more than 80 representative papers.

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Excerpt from Foreword to Integrated Skills and Multilingualism for Better Cultural Awareness and Employability (conference volume, CD-ROM)
2011

International conference
1. The Synergy of Communication. Youth on the Move.
Teaching Languages for International Study and Career-Building
Bucharest, Romania, 13-14 May 2011

2. Languages for Business and Career Development – The Quality Dimension
Bucharest, Romania, 21-22 October 2011

The aim of the first conference was to show how current research in fields such as LSP (developing communication competencies, classroom feedback dynamics, the role of new mass media in education, etc.), theoretical and applied linguistics, or literary and cultural studies reflects the challenges that language teachers face nowadays in a culturally diverse society, as well as their teaching strategies, used with a view to stimulating individual and lifelong learning. As in the preceding years, the conference papers were published in a conference volume.

The second conference was jointly organised by QUEST Romania and the Department of Modern Languages and Business Communication of the Bucharest University of Economic Studies, as part of the “TAMSEF” Grundtvig Project, and by EuroEd Foundation of Iaşi, as part of the “In-CLASS” Leonardo da Vinci project. The aim of the conference was to highlight the synergy with lifelong learning European projects in general, and with two projects in particular, both of which promote multilingualism and multicultural cooperation, namely the “In-CLASS” Leonardo da Vinci Transfer of Innovation project, coordinated by the EuroEd Foundation of Iaşi (www.inclass-project.eu), and “Towards a more specialised European Framework for (self-)assessing language competencies” (TAMSEF), Grundtvig learning partnership, in which the Romanian partner is the Department of Modern Languages and Business Communication, from the Bucharest University of Economic Studies. As always, this conference was inspired by the special results and activity in the field of quality assurance of the EAQUALS international association, as well as by the teacher training programs of the European Centre of Modern Languages (ECML) of the Council of Europe. To underline the interdependencies between these dimensions, the conference was dedicated to the European Day of Languages (EDL) and was registered in the “EDL” database of the Council of Europe (http://edl.ecml.at; http://edl.ecml.at/tabid/1772/EventID/5065/Default.aspx), and also on the EAQUALS website (http://www.eaquals.org). The conference themes revolved around the quality dimension of multilingual and multicultural education and its impact on economic development, the development of integrated intercultural and linguistic competences for better chances of building successful careers, innovative practices in language teaching and learning, adjusted for communication in specialised contexts, the improvement of (self-)evaluation based on the Common European Framework of Reference for Languages and the European Language Portfolio, with the aid of descriptors specific to business communication in English, French, and German. The conference also hosted presentations and workshops dedicated to teacher training, self-evaluation of teacher competences and of the added value of lifelong learning – an interdisciplinary forum for sharing ideas and experience gained in national and international projects.

We must also mention the fact that in the 1980s the Department of Foreign Languages and Business Correspondence (currently, the Department of Modern Languages and Business Communication) organised yearly conferences labeled “Sesiunea ştiinţifică a catedrei de Limbi Străine şi corespondenţă de afaceri” (“The Scientific Conference of the Department of Modern Languages and Business Communication”), very appreciated in the collective memory of the academic community of our university, due to their new and novel approaches to the various topics under debate.

129 Excerpt from the Call for papers of the 11th International conference of QUEST Romania “Languages for Business and Career Development – The Quality Dimension”
ACADEMIC STAFF MEMBERS

The Department of Modern Languages and Business Communication had the following staff members in the 2012-2013 academic year:

**PhD PROFESSORS:**

- Corina Cilius-Lascu (French),
- Ileana Constantinescu (French),
- Georgeta Ghiga (English),
- Niculina Ivanciu (French),
- Laura Muresan (English),
- Mariana Nicolae (English),
- Carmen-Ştefania Stoican (French);

**PhD ASSOCIATE PROFESSORS:**

- Mirela Bărdă (English),
- Roxana Bărlea (French),
- Mara Magda Maftei Bourbonnais (English),
- Rodica Stanciu-Capotă (French),
- Roxandina Constantinescu-Ştefăne (French-English),
- Antonia Cristiana Enache (English),
- Anamaria Lorentz (French),
- Florina Mohanu (Russian-English),
- Cristina-Maria Predaiceanu (English-Romanian),
- Rodica Stoicescu (French),
- Deliana Vasilii (French);

**PhD LECTURERS:**

- Mihaela Arsene (English),
- Șerban Ion Boicescu (English),
- Mariana Botorog (English),
- Radadiana Beartrice Calcui (English-German),
- Monica Condrea-Băcescu (English),
- Lena Constantinescu (German-English),
- Maria Dănilă (English),
- Viorica-Valentina Dimu (English-Romanian),
- Virginie Mihaela Dumitrescu (English),
- Maria Enache (English-Romanian),
- Raluca Elena Hurdzeu (English),
- Diana Ionciță (English),
- Nilgün İsmail (English),
- Roxana Marinescu (English),
- Marian Mieră (English),
- Marină Mităra (English),
- Ana Maria Oprescu (French-Spanish),
- Mariana Săndulescu (Italian),
- Ioana Stamatescu (English),
- Teodora Șerban-Oprescu (English),
- Raluca Șerban (English),
- Mihai Șerban (Românian-French),
- Mihaela Zografi (German-English);

**PhD TEACHING ASSISTANTS:**

- Irina David (English),
- Zinaida Fedot (Russian-Romanian),
- Luciu Grosu (English),
- Simona Ionel (English),
- Anca Pecican (English),
- Elena Tămășian (English).

**TEACHING ASSISTANTS, PhD candidates:**

- Simona Agachi (Italian-French),
- Madalina Alamă (English),
- Dana Coccaru (English),
- Denise Dona (English),
- Daniela Giucarescu (English-Spanish),
- Monica Marin (English),
- Cornelia Pătru (German),
- Iulia Rășcanu (English),
- Valentina Robu (English),
- Adrian Solomon (English).
TEACHING ASSISTANTS:
Victoria Aldrea (English-Italian), Mihaela Boldrea (English), Floarea Constantin (English), Liliana Delevoet (English), Daniela Nicolae (English), Alexandra Popa (German), Ioana Preda (Spanish), Doina Pricopi (French).

Consulting teachers:
Adriana Chiriacescu, PhD, Diana Cizmaru, PhD, Simona Georgescu, PhD, Katja Lasch, PhD candidate (German Lecturer), Mihai Korka, PhD, Mihaela Luminița Levanda, PhD candidate, Livia Ilie, PhD, Sorana Man, PhD candidate, Sonia Marcoux (French Lecturer), Steluța Maxim (MA obtained in Japan), Corina Mărculescu, PhD, Loredana Miclea, PhD, Liviu Mureșan, PhD, Elena Mureșanu, PhD, Otilia Păcurari, PhD, Adina Pusariu, PhD candidate, Diana Radler, PhD candidate, Sorina Simion, PhD, Simion Țîrguș, PhD candidate, Wei Yi Xue (Chinese Lecturer)

The teaching staff of the Department of Modern Languages and Business Communication are supported in their administrative activities by the following members of the Department’s auxiliary staff team: Elena Bratu, Gabriela Dogaru, Roxana Rebreaun, Claudia Maria Rotaru, Rodica Raluca Rotaru and Elena Tudor.

RETIRED MEMBERS OF THE DEPARTMENT OF MODERN LANGUAGES AND BUSINESS COMMUNICATION

PhD Professor Ion Jurconi
PhD Professor Micaela Gulea
PhD Professor Maria Dippe
PhD Professor Nora Tomoșoiu
PhD Associate Professor Marianna Perianu
PhD Associate Professor Maria Mihalciuc
PhD Associate Professor Virgil Lețer
Honorary Associate Professor Virginia Barghiel
Honorary Associate Professor Maria Florea
Lecturer Ioan Petre Cenușe
Lecturer Tatiana Măgureanu
Lecturer Alexandra Purcel
Lecturer Roxana-Gabriela Alexandrescu
PhD Lecturer Zorica Henteș
PhD Lecturer Maria Drăgan
PhD Lecturer Ileana Moldoveanu
Lecturer Luminița Brăileanu
Lecturer Rodica Charlota Tătăreanu
PhD Teaching Assistant Anca Codreanu
Teaching Assistant Octavian Ilie Oprinec
Chapter 10

A PICTURE HISTORY OF FOREIGN LANGUAGE TEACHING IN THE BUCHAREST UNIVERSITY OF ECONOMIC STUDIES

Where there are no special references, the photographs come from the archives of the Bucharest University of Economic Studies, from the portfolios of photographic artists Dumitru Morariu and Cornel Constantin, from the personal archives of the authors and of other members of our academic community.

A Bachelor’s degree, issued in 1927 by AISCI. It is particularly interesting as it is signed by two Rectors.

1929
Professor V. Rogalsky, German Correspondence and Conversation

In those times, Department meetings were privileged moments of socialisation.

Left to right: Adriana Chiriacescu, Maria Flanca, Ion Jurconi, Ion Şandru.

The Children of the staff of the Department of Foreign Languages.

First row, left to right: Mariana Botorog’s daughter, Anca Constantinescu, Madalina Bălan.

Second row, left to right: Dorin Mureșan, Ionuţ Lupchian, Dana Urs’s son, Liviu Mureșan, Tudor Burada, Şerban Lascu.

1 June 1988

8 March 1986, the Department of Modern Languages.

Left to right: Corina Cilianu-Lascu, Roxana Alexandrescu, Gabi Lupchian.

Left to right, front row, sitting: Donca Dragneu, Mrs. Ghiţulescu, standing: Mariana Botorog, Mrs. Jivănescu, Elena Bilău, Lolita Tăutu.

Seminar in Negotiation Techniques organised by the Department of Germanic Languages, 1995.

Left to right: Jane Henry, PROSPER Project Manager, Adriana Chiriacescu (Head of the Department), Ioan Popa, Dean of the Faculty of International Business and Economics, Paciua Turcu, Cristina Predupaca, Adrian Pilbeam, LTS Training and Consulting, Bath, UK, Maria Enache, Georgeta Ghiga.

Poiana Brașov, July 1995

PROSPER Project Impact Study Workshop.

Foreground: Alexander Billing, Liliana Kiriţescu (Dellevoet).

Background: Maria Enache, Virginia Belegheu.

September 1994

Official opening of the PROSPER-ASE Language Centre.

Left to right: Constantin Băleşcu, Rector of the Bucharest University of Economic Studies, Laura Mureșan, IHI Andrey Bache, British Ambassador to Bucharest, Michael Hall, British Council Consultant.
1999 Semi-finals of the National Public Speaking Contest, organised by the Bucharest University of Economic Studies, in collaboration with ESU Romania
Sponsor: Teodor Zamfir, ROCON Distribution (first to the left)
The jury (left to right): Maria Enache, Kate Waring, Adriana Ionescu and Paul Hilder, British Council, announcing the winners

1999 PROSPER Project impact study – elaborated by a group of authors, under the guidance of PhD Professor Charles Alderson, consultant from the Department of Linguistics and English Language, Lancaster University, UK

The message of Academician Celso Furtado, published in Economistul, on the inauguration of the Centre that bears his name

2001. The Faculty of International Business and Economics establishes the Curtea de Argeş Centre for Distance Learning, at the initiative of Dean Ioan Popa, and with the assistance of Paul Bran, the University’s Rector.
Team coordination was provided by a member of the Department of Germanic Languages

October 2003
The inauguration of the “Celso Furtado” Brazilian Cultural Study Center
Left to right: Vice-Rector Dumitru Miron, HE Jerenimo Moscardo, Brazil’s Ambassador to Romania, Deputy-Dean Mariana Nicolae

October 2003
Mariana Nicolae, member of the Department of Germanic Languages and Business Communication, Fulbright scholar, receiving a medal from the California State University’s President for her cultural, research and teaching activity.

Meeting of the Department of Germanic Languages and Business Communication, 2004

Christmas, 2004, the Department of Germanic Languages and Business Communication.
Romana Alexandrescu and Tania Mitrounici

2004 PhD Professor Georgeta Ghiga, Head of Department, speaking during a meeting of the Department of Germanic Languages and Business Communication.

2004 PhD Professor Georgeta Ghiga, Head of Department, speaking during a meeting of the Department of Germanic Languages and Business Communication.

Meeting of the Department of Germanic Languages and Business Communication, 2004

2005 Bucharest Summer University, first edition.
The Faculty of International Business and Economics is represented by M. Nicolae, panel moderator; right to left: Valentin Lazos, Chief Economist of the National Bank of Romania, Radu Gheţeur, Chairman of Alpha Bank Romania and of the Romanian Banking Association, Dan Pascariu, President and CEO of Bank Austria Creditanstalt’s Romanian subsidiary.

August 2005 Bucharest Summer University, first edition.
Introducing Varujan Vosganian, President of the Romanian Senate’s Commission for Budget, Finance, Banking Activity and Capital Market.

28-29 October 2005 “Babeş-Bolyai” University of Cluj.
After attending the international conference The Impact of European Integration on the National Economy, one finds time for a brief city tour.
Left to right: Raluca Rotaru, Mariana Nicolae, Viorela Dima…

… and the conference dinner.
Left to right: Maria Dălăbăni, Marius Stoica, Mariana Nicolae.

1 October 2005 Opening of the academic year at the Faculty of International Business and Economics.

1 October 2005 Opening of the academic year at the Faculty of International Business and Economics.
1 October 2005.
Opening of the academic year at the Faculty of International Business and Economics
Right to left: Mariana Nicolae, Deputy-Dean of the Faculty, speaking, Nicolae Dumić, Vice-Rector of the University, Silvia Negut, Deputy-Dean of the Faculty, Dumitru Miron, Vice-Rector of the University, Gabriela Dilăgan, Deputy-Dean of the Faculty

Christmas 2005
The Department of Germanic Languages and Business Communication
Left to right: Vasila Dina, Georgeta Ghiga (foreground), Raluca Rotariu, Mărina Militaru, Mariana Nicolae, Maria Elena Delătănescu, Laura Mărgăjan, Virginia Bălăiţă

March 2006
Ion Jrunci and Mihai Korka, Dean of the Faculty of International Business and Economics, signing the collaboration protocol between the Bucharest University of Economic Studies and FINEC (the Saint-Petersburg State University of Economics and Finance)

April 2006
The Faculty of International Business and Economics hosting a symposium on business communication in Russian, organised with the assistance of the “A.S. Pushkin” Russian Language State Institute in Moscow
Left to right: J. Jrunci, Deputy-Dean of the Faculty, guest, M. Nicolae, Faculty Chancellor, Mihai Korka, Dean of the Faculty, guest, Elena Condea, Chief Secretary of the Faculty, Ion Pops, Deputy-Dean of the Faculty

2007
Official release of the book Remittances and International Migration
International Business and Economics students closely following the presentations and debates. Their theoretical training is closely connected to practical training in international business
Talking about Alexandra Delcea’s book (sitting): Dumitru Miron, Vice-Rector of the University and Mihai Korka, Dean of the Faculty of International Business and Economics
2007
Opening of the international conference of the Faculty of International Business and Economics, in the Manolea Room of the Episcopal Palace of the Argeș Monastery. Background, left to right: Gabriela Drăgan, Deputy-Dean of the Faculty, Mariana Nicolae, Chancellor of the Faculty, Father Nicolae Arsen, Dumitru Miron, Vice-Rector of the University, Mihai Konka, Dean of the Faculty.

2007
November 2007
Lord Alan Watson, keynote speaker at the international conference of the Faculty of International Business and Economics “The Future of Europe: Security and Economic Development.”

2007
Doctoral thesis public defense meetings are opportunities for supporting the candidate. Mihaela Zografi’s Doctoral defense at the University of Bucharest. Member of the Defense Committee, Laura Muresan.

2007-2010

The painting gallery of the Bucharest University of Economic Studies was enriched with 12 paintings depicting some of the University’s professors. They were painted by V. Isopescu and recovered due to the kindness of Mrs. Doina Stan- ciu, a relative of the painter. They are currently exhibited in the hallway of the 1st and 2nd floors of the I.N. Angelescu building.

In the same project, the Romanian Economic Encyclopedia was recovered as well, elaborated by V. Isopescu in the 1980s, a remarkable book in the context of the huge efforts that were being made in that period to provide study materials to students.

(left)
Public accounting Professor Gh. Allesseanu (1872-1940).
March 2008
Lord Watson, Chairman of the Cambridge Foundation, a friend of the Bucharest University of Economic Studies

Left to right: Peter Agar, Director of Development and Alumni Relations, University of Cambridge, Lord Watson, Mariana Nicolae, PhD Professor Alison Richards, Vice-Chancellor of the University of Cambridge, Bogdan Ursuleanu, Alumni ASE Executive Secretary, and Andrei Hrebengiuc, Faculty of Economics, ASE Bucharest

October 2009
The beginning of a new academic year
Sitting, left to right: Nilgün Ismail, Laura Mureşan
Standing, left to right: Cristina Prelipceanu, Ştefania Tarbu, Laura Mureşan, Corina Grigoriu, Liliana Dellevoet, Valentina Robu, Ada Calciu, Maura Cotfas, Anca Cofransu

2009
General Meeting - ESU Romania
Members of the Department of Germanic Languages and Business Communication and of the Faculty of International Business and Economics are present at key moments in the existence of the English Speaking Union, Romania

1st row, left to right: Sergiu Celac, Mariana Nicolae
2nd row, right to left: Teodora Ştefania Oprescu, Irima David, Raluca Rotaru and Roxana Voicu Dorobanţu

and
Cristina Prelipceanu (sitting), standing, left to right: Denisa Domu, Mihaiela Zografu, Laura Mureşan, Claudia Caianu, Raluca Rotaru, Elena Tudor, Maura Cotfas
November 2009
Conference season – an opportunity to collaborate
1st row, left to right: Delia Vasiliu, Roxana Bîrla, Laura Mureşan
2nd row, left to right: Georgeta Ghiga, Lora Constantinenco

Laura Mureşan’s students negotiating during a role play – this type of exercises are designed especially to offer them complex, realistic experiences during Business Communication classes.

2010

The Department of Romance Languages
Front: Cécile Trautbane, Rodica Stanciu-Capotă
Background: Maria Ana Oprescu, Roxandra Constantineucescu-Stefănel, Cornelia Cîtus-

January 2012
European Language Label 2011 awarded to the EDU-RES Master’s programme.

2011

The Department of Modern Languages and Business Communication provides expertise in the field of research and international publishing, as part of the Department’s intra- and inter-institutional mediation activities.
Left to right: Laura Mureşan, Mirjana Barb, Dumitra Miron, Vice-Rector of the University, Meera Warrior, University of Leicester

2012

Workshop with Doctoral students, whom Meera Warrior familiarizes with best practices in the publication of research results in international scientific journals.

January 2012
Graduation ceremony of EDU-RES Master’s students.

2012

The Department of Modern Languages and Business Communication provides expertise in the field of research and international publishing, as part of the Department’s intra- and inter-institutional mediation activities.
Left to right: Laura Mureşan, Mirela Bardi, Dumitru Miron, Vice-Rector of the University, Meera Warrior, University of Leicester
The Department of Modern Languages and Business Communication organised the workshop on Improving Academic Writing Competences in English with a view to publishing research results - attended by 20 academics from ASE, and a course of Effective Communication in English for Students. The programme was saluted by PhD Professor Gabriela Ţigă, Vice-Rector of the University and PhD Professor Dumitru Miron, Dean of the Faculty of International Business and Economics.

The program was offered in cooperation with the association Teach for Friendship, Tucson, Arizona, the United States of America.

Lecturers: Karen Loquvam, Adele Youmans and Nancy Lutz.

At the end of the 2-week programme, certificates of attendance were issued.

1 October 2012
Aula Magna of the Bucharest University of Economic Studies
Opening of the academic year, the Faculty of International Business and Economics
Special guest: Dennis L. Meadows, co-author of the report The Limits to Growth (1972), The Limits to Growth (1972), delivered the conference What Does Sustainable Development Mean in the 21st Century?
Left to right: Dorel Paraschiv, Vice-Rector of the University, Dennis L. Meadows, Dumitru Miron, Dean of the Faculty of International Business and Economics.
2012 Aula Magna of the Bucharest University of Economic Studies
Opening of the academic year, the Faculty of International Business and Economics
Presentation of the Faculty’s mission and study programmes for 1st year students
Left to right: Gh. Humuleanu, Deputy-Dean of the Faculty, Dumitru Miron, Dean of the Faculty, Gabriela Ţigău, Vice-Rector of the University
M. Nicolae presenting the opportunities offered by the Department of Modern Languages and Business Communication to students, in terms of studies, practical training and SOF/BRO or research projects

5-7 December 2012
Carmen-Ştefania Stoean organised a training session on access to databases as part of a BECO-CNIP Project (Central and Eastern Bureau of the Association of Francophone Universities in this geographical area, and Francophone Digital Campus)
Photographs depicting activities during the training session
November 2012

Gaudium International Book and Education Fair


2012-2013 academic year. Japanese language classes.

Guests: Hamatsu Daisuke and Hagiwara Atsuko from Tokyo University of Foreign Studies. Master’s programme in Teaching Japanese as a Foreign Language.

Students from the optional course of Japanese language, with Hamatsu Daisuke and Hagiwara Atsuko from Tokyo University of Foreign Studies and Mihăileni Marian (course leader in ASE), holding tenure at the University of Bucharest.

December 2012

Meeting of the Rector of the University with the members of the Faculty of International Business and Economics.

Left to right: PhD Professor Tudorel Andrei, Director of the Doctoral School of the Bucharest University of Economic Studies, PhD Professor Pavel Mitran, Rector of the University, PhD Professor Dumitra Miron, Dean of the Faculty of International Business and Economics.

Christmas 2012. the Faculty of International Business and Economics.

Children and parents are all happy to meet Santa Clause.
January 2013
A meeting of the Department of Modern Languages and Business Communication

The ladies whose contribution to the Department’s administrative activities make our professional life more efficient, less complicated and more pleasant

Left to right: Gabriela Dogaru, Raluca Rotaru, the Secretary of the Department, Elena Bratu, Claudia Cazacu and Elena Tudor

1 March 2013
International conference Improving Standards of Quality in Language Education and Research jointly organised by QUEST Romania, Grundtvig “IQALE” partnership and the Department of Modern Languages and Business Communication from ASE Bucharest. This conference opened a series of events that marked the 100th Anniversary of the Bucharest University of Economic Studies.

Official opening of the Conference

Left to right: Frank Heyworth, EAQUALS, Ludka Kotarska, EAQUALS Chairperson, Pavel Năstase, Rector of the University, Laura Mureșan, Chairperson and founding member of QUEST-Romania, Ovidiu Ursa, Chairperson of QUEST-Romania

Official opening of the conference

PHD Professor Pavel Năstase, Rector of the Bucharest University of Economic Studies
Laura Mureşan, Chairperson and founding member of QUEST-Romania

Ovidiu Ursa, Chairperson of QUEST-Romania

Anca Colibaba, Executive Director, EuroEd Foundation, Iaşi, Romania

Galya Mateva, President of OPTIMA Bulgaria

Plenary session. Keynote speaker John M. Swales, PhD Professor at University of Michigan, Ann Arbor, USA, presenting his conference Entering Academic Publication Worlds: Reflections and Responses, and delivering the workshop Writing Discussion Sections: A Practical Demonstration.

The conference was attended by numerous Romanian and foreign participants.
German language and culture section

French language and culture section

Coffee breaks – an opportunity for socialising and for enriching one’s personal bookshelves.

Stephanie Herzog, Gene Tanta, Elijah Ferbrache, Fulbright experts in Romania.

The team from University of Zaragoza, Ada Calciu and Laura Muresan at the conference dinner.
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Vorovenci, I., Istoria Academiei de Științe Studii Comerciale și Industriale (1913-1947), Editura ASE, 2010
Roșca, I. Gh., Flănescu, C., Pârvan, C., Shaping the future of higher education in Romania: challenges and driving factors, în Management & Marketing (2010), Vol. 5, No. 1, pp. 57-70
