

EVENEMENTS

**Cristina Varga (coord.), *New trends in Language Didactics/Noi Direcții în Didactica Limbilor.*
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The volume comprises of research papers presented at the international conference *New Trends in Language Didactics/Noi orientări în predarea limbilor străine* (Babeș-Bolyai University, Cluj-Napoca, Romania, May 9-10, 2014). It represents one of the outcomes of the Comenius project *ClipFlair - Foreign Language Learning through Interactive Captioning and Revoicing of Clips*. The volume, with a printed version and an e-book format which allows open access, is divided into four main sections: *Methods for Teaching/Learning Foreign Languages*, *Communication*, *Traductology* and *Educational Platforms*. Thus, it covers a wide range of theoretical approaches to foreign language teaching and learning and it promotes interdisciplinarity.

The first part of the volume, *Methods for Teaching/Learning Foreign Languages*, offers valuable insight into the authors' experience with teaching foreign languages (Romanian, English, German, Croatian, Portuguese, Spanish).

Manuel Célio Conceição, in the paper “Didactique des langues: Approche intégrée des savoirs et du multilinguisme”, underlines the

importance of multilingual, interactional, intercultural and cognitive aspects involved in any communication process and advocates for an integrated multilingual approach to teaching foreign languages in order to preserve the linguistic and cultural variety and equilibrium of the linguistic ecology. The author states that language is the essence of expression and construction of self and group identity in different communicative contexts, not only an instrument for employability and competitiveness. In the process of teaching a foreign language, we should take into account the needs of society, demographic changes (migration), required skills and competences and well-defined goals. Hence, the curriculum has to be adapted to the learners' needs and to various social, economic and cultural contexts.

Liana Pop, in the paper "Bref historique de l'enseignement du roumain langue étrangère (RLE) et son harmonisation avec les langues de large circulation", presents the evolution of didactics and materials used in the teaching of Romanian as a foreign language from since 1980, when teachers were untrained and the materials were rudimentary, to the present at Cluj University, characterised by specialised teaching staff and diverse, modern and accessible online materials produced by the teachers themselves.

Cristina Felea, "Understanding New Learners and Reconsidering Learning Pathways: Teaching and Researching English for Specific Purposes in Romanian Higher Education – A Personalised Account", offers an overview of the development of English for Specific (Academic) Purposes in Babeş-Bolyai University. Using her personal teaching and research experience, the author presents the paradigm of lifelong learning and the advantages of integrating new technologies in the teaching/learning process. Moreover, she suggests new directions, curricula and research proposals that would match the current educational context. In the same vein, Joanna Kic-DRGAS ("New Media in the ESP Teaching Process"), states that the use of new media in the teaching process is no longer a recommendation, but a necessity and it can be integrated in the ESP curriculum, assuring authenticity of materials, interactivity and enhancement of learner's autonomy. She provides a practical example of new media implementation in the ESP classroom through a project that she is working on: the creation of an educational platform for a 'Professional English: Economics' course (a compulsory subject in the curriculum of

English Philology at the Koszalin University of Technology), realised with students and lecturers of the IT Faculty.

In the fifth article of the first part, Petru Hațeganu (“Competența comunicățională interculturală în pedagogia limbilor străine”) presents the key competences necessary in the process of teaching foreign languages and three successful didactic scenarios for teaching Croatian as L2 or L3. His main claim is that motivation, affective elements, students’ interests and intercultural communication skills assure the success of a didactic activity. Further in the volume, having in mind the same concept of interculturality, in the next article, “Principiul autonomiei/Rolul profesorului în cadrul tandemului”, Alina Andreica presents and exemplifies the tandem learning of foreign languages (Romanian and French) and role of professor who becomes a consultant in the process. The next author who underlines the close-knit relation between culture and language is Laura Ionica in her article “Cognition, Attitude and Affect - Dimensions of the Proficiency Cambridge Exams”. In this light, the author explains the relevance of the communicative approach, presents the difficulties and challenges of the CPE, illustrating all the parts of the exam (speaking, reading, writing, English in use, listening) and explaining the complex reality of the emotionality of CPE exam.

In the article “The Use of Speech Visualization Technology in Prosody Teaching”, Nagy Judit provides an overview of the communicative competence, metacompetence and metalinguistic awareness and computer assisted pronunciation teaching of suprasegmentals (CAPT). She mentions several CAPT tools and various online corpora that could be used as materials by teachers.

“Case and Drug Presentations in the EMP Class” presents the authors’ experience with Romanian students who study English for Medicine or Pharmacy. During the practical courses, the authors (Oana Mureșan, Monica Marta, Letiția Goia) simulated the future job environment in which students work in groups, they have to do research and present their findings.

Roland Szabo, “Stand-up Comedies and Films Replace Traditional Listening Material” gives valuable insight in the use of films and stand-up comedies as teaching materials. He pinpoints the possible problems and recommendations to overcome them and advocates the inefficiency of the traditional listening materials.

Veronica Manole's article, written in Portuguese, "O ensino do português para fins específicos: o caso da linguagem económica" presents the author's textbook of economic Portuguese created for students at the Applied Modern Languages Department in Cluj-Napoca. The author focuses on one unit from the textbook in order to explain the inner structure of the twenty units proposed.

Daniela-Elena Vladu, in "Rolul poeziilor cu rimă în învățarea limbii germane la vârste mici", explains the use of rhyme poems during German classes in preschool and primary school. The author analyses three personal poems from the point of view of brain functions, in connection with their linguistic structure.

In the following two articles, attention is paid to the use of audio-visual materials in the didactics of foreign languages: "Practical Aspects of Using Audiovisual Materials in the Foreign Language Learning", Liana Muthu, and "Text audio-vizual și text verbal în didactica limbilor străine. Fundamente semiotice", Anamaria Milonean.

The articles "Creativity and Innovation in Learning Romanian as a Foreign Language" (Anamaria Radu, Alexandra Cotoc) and "Fonologia și utilizarea computerului în predarea românei ca limbă străină" (Anca Ursa) focus on the Common European Framework for Foreign Languages and on the use of digital tools in teaching Romanian as a foreign language. The first article analyses the corpus produced by B1 students in the preparatory year at Babeș-Bolyai University using the ClipFlair platform, while the latter focuses on dynamic and playful exercises produced with Hot Potatoes.

In the last article of the first part "Evaluación en Clase de ELE para Fines Específicos", Alina Nemeș presents concepts and principles important for the evaluation process in the Spanish for academic purposes context.

The second part of the volume, *Communication*, begins with Simona Ieremia's article "The Use of Online Media for the Development of Multilingual Writing Skills for Professional Communication and Mediation" which provides a detailed syllabus of a course regarding the improvements of multilingual writing skills in the context of globalisation. The author presents the detailed learning outcomes and a complete theoretical framework of the module, as well as some very useful teaching strategies, providing relevant examples of activities and tasks.

The second article of this part, “Debate as Interactive Communication and Communicative Interaction. A Practical Means for the Refinement of Communicative Skills” highlights the importance of the debate as a perfect method of communication in class. Dorina Loghin presents the debate as a complex method, from a didactic point of view, defining the term using clear concepts. The author emphasises the authenticity of this method, the debate being, nevertheless a key to access other cultures, as presented in the paper.

The third section of the volume, *Traductology*, is dedicated to several studies concerning different aspects such as the difference between automatic translation and human translation, as presented in the first article “À la recherche du sens dans la traduction du langage médical. Le cas de la traduction humaine et de la traduction automatique”. Bringing relevant examples from the medical field, Renata Georgescu proves that automatic translation lacks meaning, and is inadequate in most of the cases, arguing that human translation cannot be replaced. In the next article, “Dificultades de la traducción del lenguaje deportivo. Estudio comparativo inglés-español-rumano”, Sanda-Valeria Moraru shows how words belonging to sports field are translated from English into Spanish and Romanian. In the same manner, providing several examples, Olivia Petrescu analyzes translation criteria in the field of law, in her article “Dificultades lingüísticas y culturales en la traducción jurídica”.

The last section, *Educational Platforms*, is concerned with presenting the benefits of using the ClipFlair platform when learning Romanian as a foreign language, as highlighted in the article “Proiectul Clipflair. Prima platformă virtuală pentru predarea Limbii române ca limbă străină”. Cristina Varga provides a presentation of the ways in which the platform can be used, concluding that using the ClipFlair platform represents an important shift point for teaching Romanian as a foreign language. In her article, “Measuring Usability Applied to Language Learning and Translation in Clipflair Project”, Anamaria-Elena Bogdan proves that when speaking about human-computer interaction, the ClipFlair platform can be used as a very efficient method that includes a structured set of usability heuristics.

The volume gathers the works of fully-fledged researchers in Romania and abroad and at the end of each article there is a bio-note

providing information about the authors. We consider this volume to be a relevant source of information for researchers, instructors of foreign languages, translators and students as it contains the latest updates in the field of language didactics. Moreover, we consider that the volume can be read by specialists and non-specialists alike and it is valuable also because it covers a wide range of didactic methods for different foreign languages and it presents different perspectives. Hence, it promotes interdisciplinary approaches, multilingualism and the integration of new technologies in the teaching/learning of foreign languages process, all these aspect being necessary in nowadays globalised and digital context.