

**APPLIED MODERN LANGUAGE GRADUATES  
– CAREER DEVELOPMENT**

**Viorela-Valentina DIMA<sup>1</sup>**  
**Lucia-Mihaela GROSU-RĂDULESCU<sup>2</sup>**  
**Raluca-Elena HURDUZEU<sup>3</sup>**

---

***Abstract***

*The paper aims to examine the types of careers chosen by Applied Modern Language graduates from the Faculty of International Business and Economics within The Bucharest University of Economic Studies, Romania. Starting from a previous case study on the educational and professional choices of the classes of 2016 and 2017, in print in the Synergy Journal Issue 14 (no.2), we intend to find out whether the respective choices have led to pursuing the same or diverging paths over the years. By doing so, we hope to shed light on the dynamics of the labor market needs for foreign language specialists.*

**Keywords:** applied modern languages; professional career; graduates' insertion in the labor market; continuing education.

---

---

***1. Introduction***

---

Due to their interdisciplinary nature, Bachelor's programs in Applied Modern Languages come with both opportunities and challenges. Among the former, students and graduates have highlighted the exposure to both philological content (language, culture and civilization) and non-philological content (for instance, entrepreneurship, business and economics, quantitative and qualitative research skills etc.) and the wide range of professional paths that open up while and after completing such a study program (Dima, 2018). Among the challenges, students and graduates have pointed to a need for clarification as regards the program's graduate profile (Dima, 2018). Given this participant feedback, we believe that by undertaking research into the career (and continuing education) paths followed by graduates, we can better understand both what their role is on the labour market, and what universities can do to help students prepare for the demands of the latter.

---

<sup>1</sup> Viorela-Valentina Dima, The Bucharest University of Economic Studies, viorela.dima@ase.ro

<sup>2</sup> Lucia-Mihaela Grosu-Rădulescu, The Bucharest University of Economic Studies, lucia.grosu@rei.ase.ro

<sup>3</sup> Raluca-Elena Hurduzeu, The Bucharest University of Economic Studies, rehurduzeu@gmail.com

Our study is organized as follows: we first review significant literature on the need for graduate career tracking; secondly, we give extensive details on the case study we conducted on the career (and education) paths undertaken by the Applied Modern Languages graduates from The Bucharest University of Economic Studies (ASE), Romania during 2016-2018; thirdly, we briefly examine the correlation between Bachelor's paper research and employability. Naturally, the paper ends by summarizing the main ideas and identifying areas for further research.

---

## ***2. The need for graduate career tracking***

---

The purpose of our research preoccupations is clearly linked to the importance of offering information on future career prospects to our forthcoming candidates. With Romanian students more and more frequently lured outside country borders to foreign universities and colleges, a complete and honest picture of how our university will support them in finding suitable and rewarding jobs should be part of our higher education strategies. The present research has been the result of efforts to gain a bigger picture of how higher education, and in particular our university's Applied Modern Languages program graduates fit with the requirements of the labour market.

As a matter of fact, it has become apparent with passing years that academic achievement and career development are not two separate purposes and that study programs should be the result of a tight collaboration between the economic sector and the university. These types of partnerships already exist at The Bucharest University of Economic Studies and they have proved motivating for both students and employers. In the case of the Applied Modern Languages program, given the relatively short time since its launch, institutional stakeholders are at the beginning in their efforts to tailor the educational offer to fit the needs of the labour market.

Compared to how higher education's functionality was perceived in the past, today we face a much more complex reality. In a 2012 study, Gaebel et. al. were pointing out that universities

*[...] today not only have to convey academic and professional knowledge and research skills, but a wider range of generic skills including the ability to learn on one's own initiative. In rapidly changing economic and social contexts, graduates will often work in jobs for which they have not been specifically educated or trained. As most of them will be employed outside the academic sector, their entry into and success in the labour market is of much more interest to students, the economy and the institutions than in the past. (Gaebel et al., 2012: 15)*

“Employability” has become a buzzword in academic discourse nowadays and research is being conducted in European universities to track students' career paths after graduation. This is also part of the requirements from the Romanian Ministry

of Education through official bodies such as the Romanian Agency for Quality Assurance in Higher Education (ARACIS) which gathers data from all universities in our country. Indeed, one of the standards imposed on higher education institutions in Romania is that at least 50% of graduates are employed at the level of their academic qualification within two years of their graduation date and at least 20% of the last two cohorts of graduates with a BA diploma are admitted to Master's programs, regardless of the field of study (ARACIS, 2017). According to the Bologna Follow-Up Group (BFUG) employability stands for "the ability to gain initial meaningful employment, or to become self-employed, to maintain employment and to be able to move around within the labor market" (BFUG, 2009: 1).

In accordance to this definition and taking into account the importance of employability for higher education stakeholders, the role of universities has been restructured to fit this purpose. National educational policies in Romania as well as the rest of the EU have had to mirror this objective. In a report by the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) it is specifically mentioned that universities have the mission to give "students those academic qualifications – defined in terms of knowledge, skills, values and attitudes – which are relevant for employers when hiring a university graduate" (UEFISCDI, 2007-2013: 73). In addition, the role of universities is also to make sure graduates have the opportunity "throughout their professional career [...] to upgrade and/or improve the initial qualification by means of lifelong learning programmes" (UEFISCDI, 2007-2013: 73).

Graduate career tracking has been pursued by many European universities in order to "provide information about the professional progress of graduate students, their opportunities on the labour market, as well as their feedback and evaluation of their degree course" (Orsi, 2012: 3424). Gaining insight into how quickly and how easily graduates manage to find a job after finishing the third educational cycle might shed light on the skills they have acquired during their studies. The benefits of such empirical studies are twofold: on the one hand, they allow universities to grasp the usefulness of taught skills, and on the other, they offer employers information about necessary steps they might take in organizing bilateral meetings with university representatives. The purpose of both higher education and economic sector representatives is to ensure fruitful cooperation and coordination of aims and objectives.

Speaking of the labour market, we must also specify that in recent years in Europe and the rest of the world there has been a noticeable shift from production to services that needs to be acknowledged. Companies are searching more for the highly-qualified and thus the pool of jobs on offer has changed dramatically in our country, as well. According to a report issued in 1999 by the Higher Education Careers Services Unit in the United Kingdom, "[a]s new areas of work emerge, new graduates have to 'carve-out' career routes rather than follow in the footsteps

of their predecessors. Not only are graduates having to seek out new areas of work, they also have to compete with a much larger group of equally well qualified contenders” (Higher Education Careers Services Unit: 2). This is still the case in Romania where graduates in the field of philology (especially foreign language education) are attracted to jobs in domains that are more exciting and rewarding than in the past but for which they needed extra sets of skills. This is probably why universities have enriched their educational offer with Applied Modern Languages programs which blend linguistic training in foreign languages and specialized skills. Such is the case of the Applied Modern Languages program at the Bucharest University of Economic Studies, whose main objective is to prepare and offer graduates abilities for a larger array of jobs available on the Romanian market.

---

### ***3. Career (and educational) paths pursued by Applied Modern Languages graduates from The Bucharest University of Economic Studies (ASE), Romania***

---

In our 2017 study, we examined the career and educational paths taken by Applied Modern Languages graduates from The Bucharest University of Economic Studies, against the background of the nationally accepted practices. At that time, we noticed that Applied Modern Languages (henceforth AML) graduates are expected to pursue employment in areas such as

*general and specialized translation, multilingual professional communication, linguistic and cultural mediation, applied and multimedia computing text editing and revision in economics, accounting, marketing, management, law, public relations, international business.* (as advertised by the websites of the 20 universities offering AML programs in Romania, according to Dima et. al., 2018: 163-164)

We also noticed that the classes of 2016 and 2017 of AML graduates from The Bucharest University of Economic Studies (henceforth ASE) only partly meet these expectations, as they chose to get a job in fewer philological domains and more economic domains:

*the majority of the respondents found a job in the economic domain (sales representative, Human Resources specialist, financial consultant, marketing assistant, flight attendant etc.). Fewer graduates found a job in diplomacy (as embassy employees or interns), in an interdisciplinary field (Project assistant), or in a philological field (translator, trainer).* (Dima et. al., 2018: 167)

As shown in the previous chapter, it is increasingly important to monitor graduates’ career (and continuing education) paths for both understanding the labour market needs and catering for the latter by adjusting study programs to them. Hence, we have decided to extend our previous research by including 2018 data for the classes

of 2016, 2017 and 2018 of AML graduates from ASE. We conducted the investigation throughout July-October 2018, relying on data collected from AML graduates' LinkedIn and Facebook pages, as well as from information provided by ASE's institutional website regarding the enrollment of AML graduates in the university's Master's study programs, or by internet search engines with regard to Master's enrollment data at national level. We were able to find employment data for 67 (50%) of all graduates, and educational data for 84 (62%) of all graduates.

As regards employment data, we have tried to identify the domains and types of activities AML graduates from ASE are interested in/ eligible for. Table 1 below epitomizes the information retrieved:

**Table 1. Employability data for ASE's AML graduates of 2016, 2017, 2018**

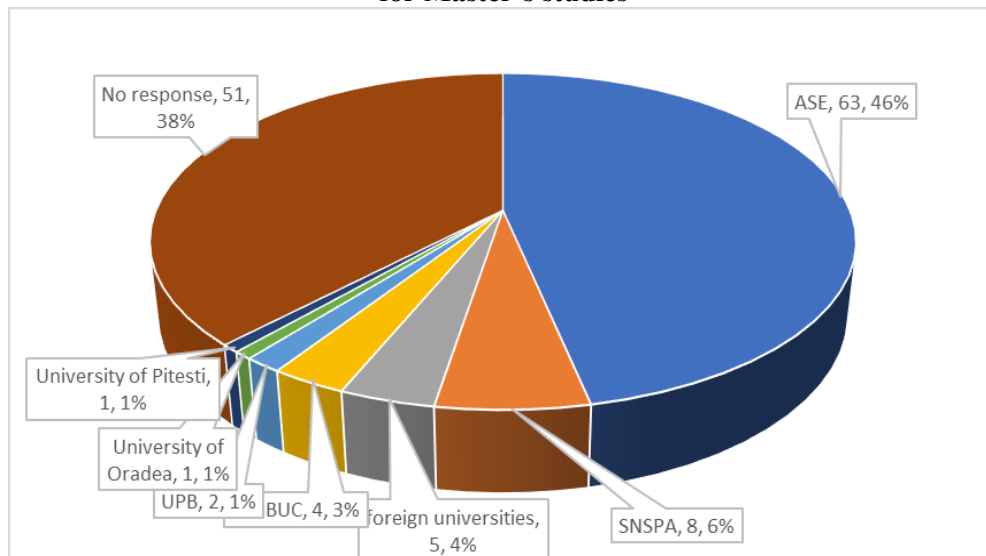
<b>Declared domain of activity</b>	<b>Jobs held in October 2018</b>
1. banking	assistant analyst, KYC assistant analyst, financial adviser, portfolio manager
2. cultural and recreational activities	book seller, English language teacher, wellness coach
3. diplomacy	interns in embassies, social media coordinator in embassies
4. finance	accounts payable associate, junior coordinator, process associate, procurement analyst, stock broker
5. food industry	project assistant, restaurant operations expert, supply chain trainee
6. human resources	recruiter
7. IT	business analyst, CEE recruiting associate, Google digital ambassador, online marketing specialist, operations services specialist, quality assurance assistant, relationship manager, social media specialist
8. marketing and advertising	account executive, market research call-center operator
9. medical care	medical insurance specialist, online marketing and promotion
10. non-governmental organizations	team member, trainer, vice president finance
11. outsourcing	bilingual customer service representative, content analyst with French, French speaking operator, team support
12. real estate	tenant representative
13. telecommunications	digital content editor
14. textile industry	department manager
15. transportation	flight attendant, passenger services agent, public relations assistant

As evident from Table 1 above, AML graduates from ASE have been able to find employment in a variety of domains and positions. Noticeably, 93% (an overwhelming majority) of these positions are in the *economic* field, with just a few of them in the *philological* field (English language teacher) or the *diplomatic* field (embassy interns or employees). Among the institutions recruiting AML graduates from ASE, we highlight: the British Council, the Canadian Embassy in Romania, Conectys, Deloitte, Genpact, H&M, Nestlé, Optaros, Oracle, the Romanian Embassy in London, Ryanair, Société Générale, TAROM, Telus, Vodafone, Webhelp.

Moreover, we noticed that for the classes of 2016 and 2017, 45% of the employed alumni continue to work for the same companies, while 18% have switched to different companies. Unfortunately, such (dis)continuity data could not be retrieved for the remaining 37% of the employed alumni since their social media accounts did not contain the relevant employment information for all the years under scrutiny (i.e. 2016-2017 versus 2018).

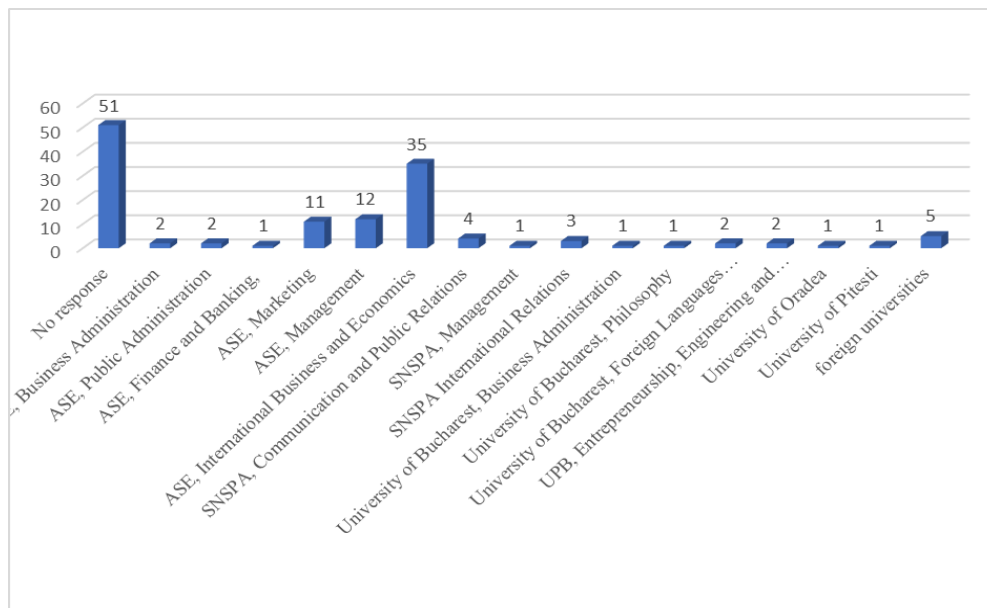
As regards educational data, Figure 1 below epitomizes the choices of all three classes of graduates produced so far by the AML program offered by the Faculty of International Business and Economics within The Bucharest University of Economic Studies. Obviously, the number one choice of graduates is to continue their studies at ASE, followed distantly by the National School for Political and Administrative Studies (SNSPA), foreign universities (such as University of Leicester, UK, Utrecht University and Leiden University, The Netherlands), University of Bucharest (UNIBUC), University Politehnica of Bucharest (UPB).

**Figure 1. Universities chosen by ASE's AML graduates of 2016-2018 for Master's studies**



As regards the actual Faculties and Master's programs chosen by ASE's AML graduates to continue their studies, we again notice that those in the economic field are preferred (with an overwhelming majority of 92%) to those in other fields. Figure 2 shows that *economic* Master's programs (in Business Administration, Public Administration, Finance and Banking, Marketing, Management, International Relations, Human Resources etc.) than Master's programs in *philology* (Cultural Studies, Translation Studies, Communication and Public Relations), *diplomacy* (Diplomacy in International Economy), and *inter-disciplinary research* (Project Management).

**Figure 2. Faculties chosen by ASE's AML graduates of 2016-2018 to continue their studies**



By corroborating the employment data with the continuing education data available for ASE's AML graduates of 2016-2018, we observe a clear trend for ASE's AML graduates to both work and further specialize in a variety of *economic*-related domains. This tendency could be the result of both curriculum design and extra-curricular exposure to opportunities in the field provided by ASE's partners from the business environment.

---

**4. A note on (Bachelor's paper) research skills and employability**

---

---

**4.1 Trends regarding the correlation between (Bachelor's paper) research skills and employability**

---

Nowadays, apart from theoretical knowledge on a variety of topics, university students are expected to gain highly practical abilities that they can use on the labour market. A research project conducted in 2011-2012 under the coordination of the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) and the National Council for Higher Education Financing (CNFIS) highlighted the fact that the (Romanian) labour market requires professionals endowed with a variety of competences, several of which are included in what is generically termed as 'research skills': using a computer, conducting online (re)search, presenting products, ideas or reports, identifying solutions to issues one is confronted with, efficient time management, analytical thinking, elaborating reports, using a foreign language for documentation and conversation purposes etc. (Absolvenții și piața muncii, 2016-2010: 22-23).

Noticeably, universities are more and more concerned with offering students opportunities for interaction with representatives of the institutions that are interested in hiring them. Among such interaction opportunities, we mention: on the one hand, the participation of company representatives in consultation on curriculum design, as well as in teaching activities, scientific events and research projects alongside academics and students; on the other hand, the participation of students in company presentations and workshops delivered on university premises, in field trips or internships on company premises etc. (Raport Rector, 2016, 2017; see also Boșcor, 2016, Ivanov & Dimitrova, 2011).

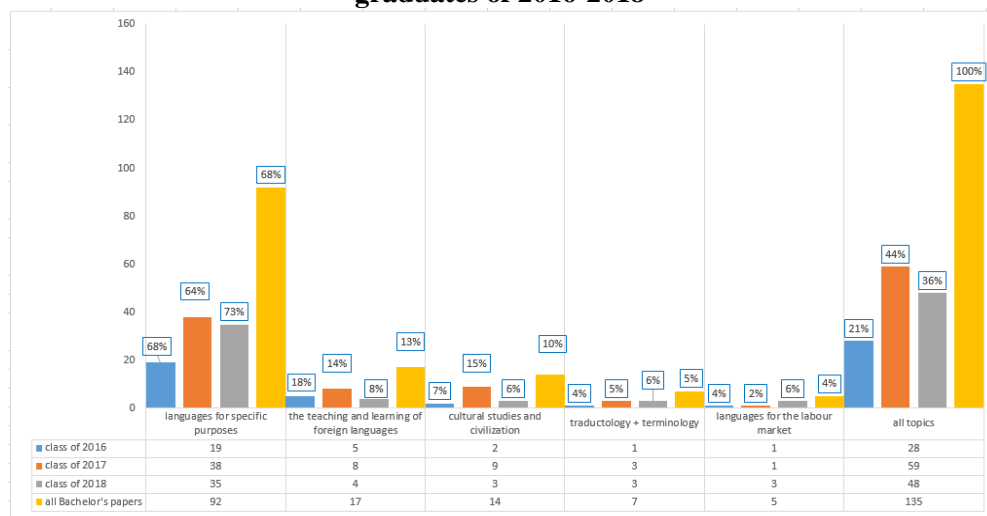
Furthermore, researchers have pointed out to the need for labour market representatives to get even more involved in developing students' research skills. This involvement is expected to take the form of "projects having as beneficiaries companies and local organizations", assigned as part of the completion requirements for academic disciplines in Great Britain (Boșcor 2016: 282), or of graduation projects that are "closely linked to the specific industrial needs in search for real business solutions" in Bulgaria (Ivanov & Dimitrova, 2011: 4). Although graduating students find it extremely challenging to embark on such a type of research for their Bachelor's or Master's papers, the benefits are highly motivating for all participants in the research – students, coordinating academics, companies under scrutiny in the respective case studies.



*4.2. ASE's Applied Modern Language graduates*

Our examination of professional (and educational) options of ASE's AML graduates of 2016-2018 also included a review of the topics and case studies chosen for their Bachelor's papers, to see to what extent these activities prepare alumni for the labour market. As regards the topics chosen for research, Figure 3 below shows that 68% of the case studies are concerned with languages (English and to a smaller extent French) for specific purposes, including the use of language in marketing and advertising (42%), business communication strategies (15%), international economics, journalism, political discourse or academic writing. Other topics of interest have been: the teaching and learning of foreign languages (13%), cultural studies and civilization (10%), traductology and terminology (5%), languages for the labour market (4%).

**Figure 3. Topics for Bachelor's papers chosen by ASE's AML graduates of 2016-2018**



As regards research methodologies preferred by ASE's AML graduates of 2016-2018, their Bachelor's papers comprise case studies that rely heavily on corpus-based research using both quantitative and qualitative tools. The number one preference in quantitative tools is the (open-ended and/or closed-ended) questionnaire administered online via platforms such as Google Forms to groups of respondents ranging from 20 to roughly 140 individuals. As far as qualitative analyses are concerned, they are based on a variety of tools: interviews and focus groups; company visits and classroom observations; hands on experience of activities under scrutiny (e.g. various online courses for learning foreign languages); analysis of newspaper articles, online recruitment ads, advertisements and commercials, political speeches or curriculum documents.

Regardless of the research methodologies employed, ASE's AML graduates of 2016-2018 confess that while conducting their Bachelor's case studies they gained very useful experience in data collection, management and analysis, which prepares them for the labour market. However, the choice of research topics for the Bachelor's studies does not seem to necessarily be connected to the graduates' professional options; in other words, we have noticed that students may research a topic that is not on top of their professional preferences. For instance, students researching topics such as the teaching and learning of foreign languages or traductology and terminology have not yet appeared to seek a job in these fields. Nonetheless, the overall tendency has been for third year students to conduct Bachelor's paper research in issues related to the *economic* domain, which does correlate with their professional (and continuing education) options.

---

### **5. Conclusions**

---

This paper has addressed the need for studying the career choices of Applied Modern Language graduates, to gain insight into what their interests and needs are in relation to the job market. We have briefly pointed out that at national and international level career tracking is a must, as it helps universities meet the demands of both accreditation bodies and society at large, in that knowledge of employability patterns helps improving academic content among other aspects.

We then referred to the jobs chosen by Applied Modern Language graduates from the Faculty of International Business and Economics within The Bucharest University of Economic Studies, Romania. We expanded on a previous case study (Dima et. al. 2018), by adding 2018 data on the classes of 2016 and 2017, as well as on the class of 2018. We have noticed that the overwhelming tendency remains for AML graduates from ASE to pursue a career in an *economic* domain (with 93% of graduates being employed in this field, and a minority finding jobs in the *philological* field or *diplomacy*). Moreover, we have also observed that the professional options correlate with the continuing education options in that ASE's AML graduates of 2016-2018 have shown a clear (92%) preference for Master's studies in the *economic* field, with a minority enrolling in Master's programs in *philology*, *diplomacy* or *inter-disciplinary research*.

As regards the development of graduates' research skills as demanded by the labour market, we have highlighted the fact that Bachelor's papers are a very complex means of attaining such a goal. On the one hand, due to the fact that case studies rely on qualitative and quantitative methodologies that require analytical and critical thinking, efficient time management, consultation and documentation abilities etc. On the other hand, due to the students' increasing interest in conducting hands on research in issues related to the *economic* domain, which indeed correlates with their professional (and continuing education) options.

Nonetheless, we have seen that this correlation is somewhat weak in that the topic chosen for research is not necessarily connected to students' dream jobs.

Last but not least, we believe that our study would definitely benefit from a larger scale analysis of career (and continuing education) opportunities available for Applied Modern Language graduates from similar study programs offered by other universities in Romania and abroad. Such an analysis would definitely contribute to a refining of the graduate profile, and a better cooperation between students and the labour market representatives in shaping future professionals.

---

---

### References and bibliography

---

---

- Absolvenții și piața muncii. 2016-2010.** “RAPORT Implementarea studiului de monitorizare a inserției pe piața muncii a absolvenților din învățământul superior (promoțiile 2006 și 2010)”, *Absolvenții și piața muncii. Studiu național de monitorizare*, [http://www.absolvent-univ.ro/UserFiles/File/Raport-2006-2010-final\\_cuprins.pdf](http://www.absolvent-univ.ro/UserFiles/File/Raport-2006-2010-final_cuprins.pdf) . Accessed 7<sup>th</sup> October 2018.
- ARACIS** (the Romanian Agency for Quality Assurance in Higher Education). 2017. *Hotărârea nr. 915 din 14 decembrie 2017 privind modificarea anexei la Hotărârea Guvernului nr. 1.418/2006 pentru aprobarea Metodologiei de evaluare externă, a standardelor, a standardelor de referință și a listei indicatorilor de performanță a Agenției Române de Asigurare a Calității în Învățământul Superior*. [http://www.aracis.ro/fileadmin/ARACIS/1\\_Prima\\_Pagina\\_web/2018/hotarirea-915-2017-m-of-25-din-11-ian-2018.pdf](http://www.aracis.ro/fileadmin/ARACIS/1_Prima_Pagina_web/2018/hotarirea-915-2017-m-of-25-din-11-ian-2018.pdf). Accessed 7<sup>th</sup> October 2018.
- BFUG.** 2009. *Report of the Working Group on Employability*. <http://www.ehea.info/cid102551/wg-employability-2007-2009.html>. Accessed 2<sup>nd</sup> October 2018.
- Boșcor, D.** 2016. “Strategies adopted by British universities in the field of higher education. Lessons for Romanian universities”, *Bulletin of the Transilvania University of Brașov Series V: Economic Sciences*, Vol. 9 (58) No. 1, 279-286, [http://webbut.unitbv.ro/BU2015/Series%20V/2016/BULETIN%20I%20P/DF/31\\_Boscor.pdf](http://webbut.unitbv.ro/BU2015/Series%20V/2016/BULETIN%20I%20P/DF/31_Boscor.pdf) . Accessed 2<sup>nd</sup> October 2018.
- Dima, V.V.** 2018. “Oportunități și provocări în desfășurarea programelor de studii în domeniul ‘Limbi moderne aplicate’”, in Stanciu-Capotă, Rodica, Șerban, Mihai (eds.) „Orientări și perspective în cercetarea disciplinară”, Editura ASE, București, pp. 64-80.
- Dima, V.V., L.M. Grosu-Rădulescu & R.E. Hurduzeu.** 2018. “Language Graduates – Educational and Professional Perspectives”, in *Synergy Journal Issue 14 (no.2)*, pp. 157-171, <http://www.synergy.ase.ro/issues/2018-vol14-no-2/1-Viorela-Dima.pdf>

- Gaebel, M., K. Hauschildt, K. Mühleck & H. Smidt.** 2012. *Tracking Learners' and Graduates' Progression Paths TRACKIT*. Bruxelles: European University Association.
- Higher Education Careers Services Unit.** 1999. *Moving On. Short Report. Graduate careers three years after graduation*. Higher Education Careers Services Unit, Careers Services Trust, Institute for Employment Research.
- Ivanov, S. & M. Dimitrova.** 2011. "Analysis of College Students' Graduation Projects", *SSRN Electronic Journal*, [https://www.researchgate.net/publication/228147150\\_Analysis\\_of\\_College\\_Students'\\_Graduation\\_Projects](https://www.researchgate.net/publication/228147150_Analysis_of_College_Students'_Graduation_Projects). Accessed 2<sup>nd</sup> October 2018.
- Orsi, O.** 2012. "Graduate Career Tracking System in Hungary". *5th International Conference of Education, Research and Innovation*. Madrid, Spain, 19th-21st of November 2012. International Association of Technology, Education and Development (IATED).
- Raport Rector. 2016.** "Raportul anual al Rectorului Academiei de Studii Economice din București privind starea universității", <http://ca.ase.ro/Media/Default/raport/rector/RAPORTUL%20RECTORULUI%202016.pdf>. Accessed 2<sup>nd</sup> October 2018.
- Raport Rector. 2017.** "Raportul anual al Rectorului Academiei de Studii Economice din București privind starea universității. Anul 2017", [http://ca.ase.ro/Media/Default/raport/rector/Raport%20rector\\_final\\_senat\\_2017.pdf](http://ca.ase.ro/Media/Default/raport/rector/Raport%20rector_final_senat_2017.pdf). Accessed 2<sup>nd</sup> October 2018.
- UEFISCDI (Executive Agency for Higher Education, Research, Development and Innovation Funding).** 2007-2013. *Higher Education Evidence Based Policy Making: a necessary premise for progress in Romania SMIS 34912. Internationalization of Higher Education in Romania*. Project co-financed by The European Social Fund through the 2007-2013 Operational Program "Administrative Capacity Development". <https://vdocuments.mx/internationalization-of-higher-education-in-romania.html>. Accessed 2<sup>nd</sup> October 2018.

### *The authors*

**Viorela-Valentina Dima** is an Associate professor with The Bucharest University of Economic Studies, Romania. She holds a BA degree in Romanian and English, and a PhD degree in Philology, all from the University of Bucharest. She is a professional translator and an ECQA Certified Terminology Manager. Her research areas include: theoretical and applied linguistics, foreign language teaching methodology, translation studies, higher education marketing.

**Lucia-Mihaela Grosu-Rădulescu** is an Associate Professor with the Department of Modern Languages and Business Communication, Faculty of International Business and Economics of the Bucharest University of Economic Studies. She holds an MA degree in British Cultural Studies from the University of Bucharest and an MS degree in English

Language Education and Research Communication in Economics from The Bucharest University of Economic Studies. In 2012, she received her PhD degree in Philology from the University of Bucharest for research in the field of Canadian female ethnic writers. Her thesis was nominated for the Best PhD Thesis in Canadian Studies Award, ICCS, Ottawa, Canada, in 2013. As a teacher and researcher she has participated in numerous national and international conferences and many of her critical articles have been published in Romania and abroad. Her academic interests range from socio-economy to social psychology and literary and cultural studies. Since 2009 she has been an active member of the Central European Association for Canadian Studies.

**Raluca Elena Hurduzeu** is an Associate Professor with the Department of Modern Languages and Business Communication, Faculty of International Business and Economics of The Bucharest University of Economic Studies. She holds BA degrees in Foreign Languages and International Business and Economics, an MA degree in Business Communication, and a PhD degree in Economics. Her research areas include: intercultural studies, foreign language teaching methodology, translation studies, international business, higher education internationalization.