

**EDITORIAL**

This issue of *Synergy Journal* (1/2016) reflects the scholars' and language experts' growing interest in emerging trends in language education and research in the field of languages for professional and academic purposes. It takes further the conversations begun at the 14th international conference of AELFE – *Asociación Europea de Lenguas para Fines Específicos* – organised in Bucharest in the summer of 2015, in co-operation with the Romanian Association for Quality Language Services QUEST and The Bucharest University of Economic Studies.

The first section – **The Impact of Internationalisation on Professional Communication and Academic Research** – starts with Maurizio Gotti's article GLOBALISATION IN THE ACADEMIC WORLD: IMPLICATIONS FOR LANGUAGE EDUCATION AND RESEARCH. The article highlights 'the globalising effects of the use of English in the world of academia', as well as the complex implications brought about by the internationalisation programmes in higher education. Changes in the rhetorical practices of discourse communities, influences on the way 'transversal identities' are perceived, and inherent challenges related to intercultural encounters are illustrated through relevant and inspirational examples from European research projects. In her article EAP WRITING SUPPORT FOR THE RESEARCH PROCESS: QUESTIONS AND EMERGING ISSUES, Christine Feak looks into the multiple challenges encountered by the new generation of scholars, in their attempt to write in English and to publish their research outcomes internationally in an era of increasing complexity. Building on these insights, she proposes new mentoring approaches (which go beyond the usual EAP instruction), in order to offer truly meaningful support to doctoral students in their research writing.

The following three articles in this section focus on specific contexts and the impact of globalising trends on language education and professional communication. Anda-Elena Cretiu's article ENGLISH AS A PRACTICAL TOOL FOR INCREASING VISIBILITY IN THE ART WORLD illustrates the role of English for promoting contemporary art. In her research she investigates how the learning and use of Art English (through relevant genres and communication via new media) helps Romanian art students and artists enhance their visibility worldwide. In „PROBLEM FREMDSPRACHEN“: DEUTSCH AUF MALLORCA AUS DER MARKT- UND WIRTSCHAFTSPERSPEKTIVE, Gloria Bosch-Roig analyses the relevance of learning and knowing Business German on Mallorca.

Building on statistical data and European project outcomes, she advocates ‘the promotion of a more differentiated, regionalised and vocational multilingualism’. Claudia Dinu, Ioana Cretu and Anca Colibaba take further the theme of multilingualism (in its inter-relatedness with European mobility trends and migration), with applications to the medical field. Their article – MULTIPURPOSE MATERIALS DESIGN FOR MULTILINGUAL HEALTHCARE COMMUNICATION: THE ‘TAKE CARE’ APPROACH – underlines the importance of language proficiency in healthcare. While building on the multilingual outcomes of a European project in this field, the authors also share insights derived from the process of designing relevant materials in 17 different languages and promote the transferability of this methodological approach to other contexts.

The second section – **Multilingualism in Action** – explores similarities and differences between languages in specific contexts and includes a wealth of examples of linguistic analyses and lexicographic endeavours, complemented by suggestions for language teaching and learning. RHETORICAL INCOMPATIBILITIES IN ACADEMIC WRITING: ENGLISH VERSUS THE ROMANCE CULTURES takes as a starting point Karen Bennett’s research into features of the Portuguese academic discourse. Building on these, Bennett and Muresan’s study seeks to explore similarities in academic style among the Romance languages, contrasting their ‘distinguishing discourse features’ and cultural underpinning to what is considered *the norm* in EAP. The article includes numerous examples in 7 Romance languages, which are accompanied by suggestions regarding the mediation of meaning from one linguistic and cultural context to another. HOLDING THE KEY TO SUCCESSFUL ACADEMIC COMMUNICATION by Boryana Kostova and Galina Shamonina reflects the authors’ careful research into the Bulgarian scholars’ needs for communication in various academic contexts and exemplifies the genre-based approach adopted for designing a trilingual handbook of academic communication (in Bulgarian, English and Russian). In their article HOME AND CLOTHES: A CASE OF PROLIFIC METAPHOR CREATION IN ENGINEERING (SPANISH AND ENGLISH), Ana Roldán-Riejos and Silvia Molina-Plaza compare preferences for figurative language use in Spanish and English for engineering purposes. In their cross-linguistic study, they explore also the possible cultural and sociohistorical roots for the similarities and (especially) the differences in the construction of meaning through metaphors and metonymy in the two languages. Sonia Di Vito and Roberta Giordano’s article COMPILING AND EXPLOITING A PLURI-LINGUAL COMPARABLE CORPUS OF THE “MILITARY LANGUAGE” IN FRENCH AND SPANISH builds on the authors’ teaching experience and comparative research into the military terminology in three Romance languages: Spanish, French and Italian. The article also includes examples of practical activities meant to facilitate the Italian students’ learning of French and Spanish military vocabulary. Maria Ștefănescu’s study, SOME THEORETICAL PRELIMINARIES

TO DESIGNING A BILINGUAL (ROMANIAN-ENGLISH) DICTIONARY OF RELIGIOUS TERMS, integrates the discussion of lexicographic principles with that of theoretical aspects related to the design of a bilingual dictionary of terminology associated with Catholic, Orthodox and Reformed Christianity. When addressing the inherent limitations of such an endeavour, she also suggests possible ways of overcoming them.

All the articles in the section **ESP Teaching and Learning through the Students' Eyes** reflect the teachers'/authors' interest in the students' perspective on educational processes, as well as in integrating the current research outcomes into future developments and/or research projects. Anișoara Pop's article – MEDICAL STUDENTS' PERCEPTION OF TECHNOLOGY-ENHANCED ESP WRITING – A BASIS FOR QUALITY LANGUAGE LEARNING – highlights the importance of multiple forms of feedback for ensuring quality learning processes. The author presents the empirical results of an ESP writing project (blog-writing) with 2nd year students in Dental Medicine and elaborates on the students' feedback on technology-enhanced language learning as compared to traditional learning methods. Yolanda-Mirela Catelly's study, LANGUAGE LEARNING AND LANGUAGE USING STRATEGIES – FOCUS ON TEACHING APPROACH TRANSFERABILITY, reports on experimental research into integrating several ESP teaching and learning strategies, involving two ESP-teachers at different levels of expertise. The author also discusses the relevance and transferability of these methodological approaches to other teachers and/or educational contexts. The article co-authored by Diana-Eugenia Ioncică, Tom Burns, Antonia Enache, Marina Militaru, and Sandra Sinfield – A STUDY ON THE LEVEL OF SATISFACTION OF STUDENTS IN THE BUCHAREST UNIVERSITY OF ECONOMIC STUDIES – starts with a brief outline of the main factors contributing to student satisfaction, followed by the conceptual delineation of *student satisfaction* in higher education. The methodological approach adopted is qualitative analysis, resorting to several textual analysis strategies, in order to explore the level of student satisfaction with teaching processes, the curriculum and the contribution of higher education to professional development. Mihaela Arsene's article STUDENT EMPOWERMENT, AFFECTIVE FACTORS, AND ENHANCED LINGUISTIC OUTPUT IN THE BUSINESS ENGLISH CLASS illustrates how the implementation of non-prescriptive, holistic teaching approaches can contribute to enhancing the students' resourcefulness and their feeling of empowerment, leading to improved language learning and more confident language use. In her article THE MULTIFOLD TASK OF TEACHING ENGLISH FOR BUSINESS COMMUNICATION SEEN THROUGH THE STUDENTS' LENS, Irina David analyses the students' perceptions of the ESP teacher's role(s) in the process of facilitating the development of relevant communication skills for business purposes. To conclude this section, Maria Dărăbanț raises the provocative question: ENGLISH - FRIEND OR FOE OF COMMUNICATION? She compares teacher and student viewpoints regarding the

role that mastery of English can play as ‘an effective communication instrument across culture and generation gaps’.

The section **Critique of Cultural Aspects from Multiple Perspectives** includes three articles. The first one, **FACETS OF THE INDIRECT ATTACK IN THE FIRST TELEVISED ELECTION DEBATE KLAUS IOHANNIS - VICTOR PONTA**, by Antonia Enache, is a critical analysis of political communication, with a focus on *indirect attack* strategies, as manifest in a televised political debate between the two candidates for the 2014 presidential elections in Romania. The research carried out by Lucia-Mihaela Grosu-Rădulescu, reported on in her article **NEGOTIATIONS OF THE DIASPORIC SELF AND COUPLES' LIVES**, relies on theories of acculturation and diasporic criticism. She analyses the multi-voicedness and the negotiation of cultural identities noticeable in selected female characters from Uma Parameswaran’s, Anita Rau Badami’s and Shauna Singh Baldwin’s prose. Dana Radler’s study on **MIGRATION, IDENTITY AND CHANGE FOR YOUNG HEROES IN JOHN MCGAHERN’S FICTION** explores the conflicting effects that living far from their traditional community has on McGahern’s characters.

Two **book reviews** conclude the current issue of *Synergy: The Semiperiphery of Academic Writing: Discourses, Communities and Practices*, **Karen Bennett (Ed.), Palgrave Macmillan, 2014** – reviewed by Mariana Nicolae, and *English as a Scientific and Research Language. Debates and Discourses*. **Ramón Plo Alastrué and Carmen Pérez-Llantada (Eds.), De Gruyter Mouton, 2015** – reviewed by Oana-Maria Carciu.

In the hope that you find the topics addressed here inspiring, we warmly invite you to read the articles in this journal, and look forward to your future contributions.

A final word of thanks goes to our reviewers. The editors of *Synergy* would like to express their gratitude to all the expert reviewers who have invested their time for assessing the manuscripts submitted to our journal. Their contribution is invaluable to the editorial decision-making process and to ongoing quality enhancement.

Laura-Mihaela Muresan