

LANGUAGE ACQUISITION AND INTERCULTURAL COMMUNICATION

HABILITATION THESIS

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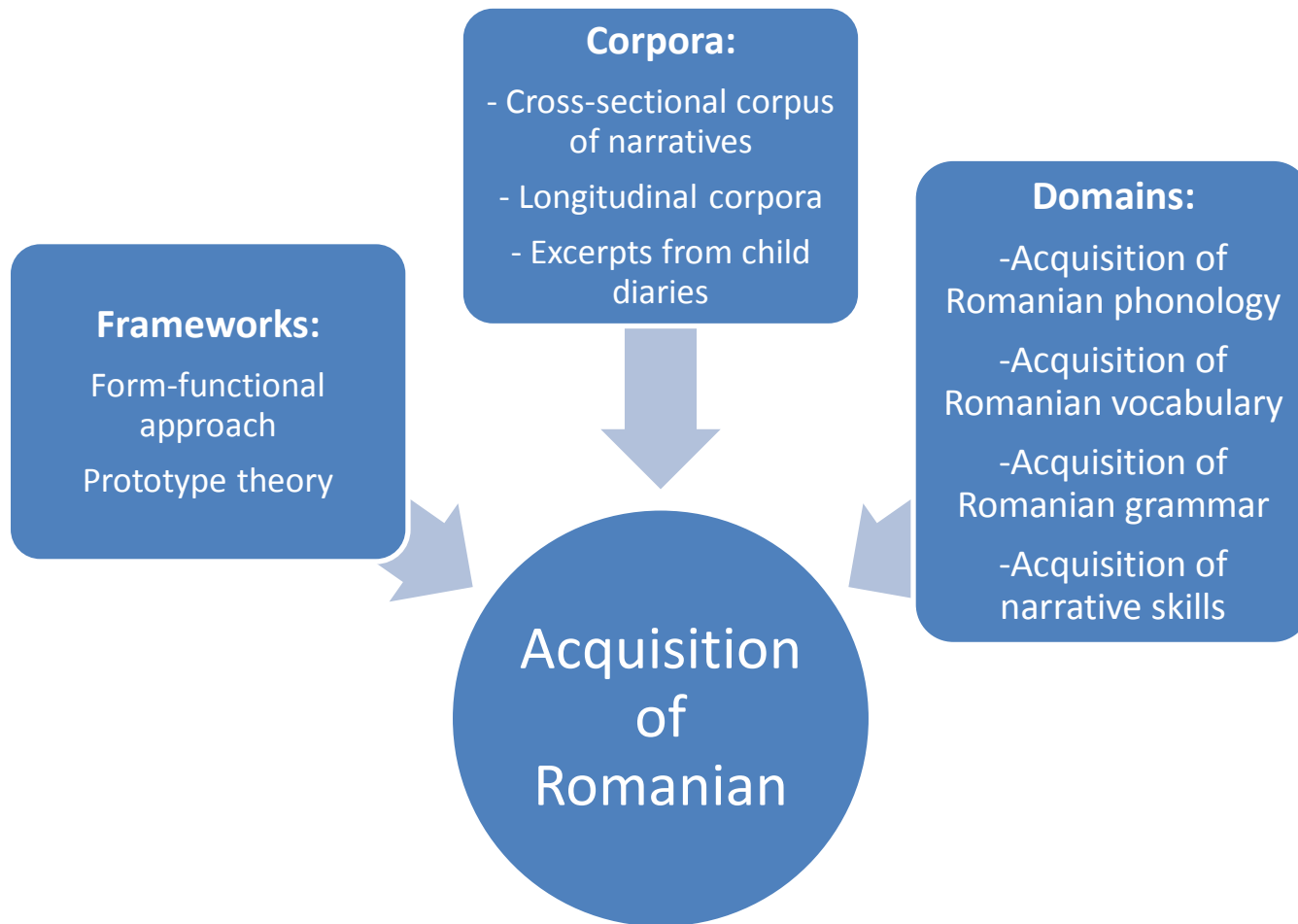
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I. SCIENTIFIC ACHIEVEMENTS

A) RESEARCH IN ROMANIAN CHILD LANGUAGE



SCIENTIFIC ACHIEVEMENTS

A) RESEARCH IN ROMANIAN CHILD LANGUAGE

1. PhD dissertation

Relating Event in Narrative. A Case Study of Romanian. 2009.

- Tense & aspect / Connectives
- Development of narrative skills

Material: M. Mayer (1969), *Frog, where are you?*

Findings:

a) Narrative organization:

3yo – not able to construct a canonical narrative (foreground/background; temporal/causal connections between events)

Older preschoolers - emergence of narratives that follow a temporal sequence of events (over marked); events linked causally; more narrative constituents (opening & coda)

Schoolchildren: good command of narrative structure; maintain anchor tense; episode delimited by markers (*într-o noapte*) & tense shifts (PC > I), foreground/background marked by tense shifts.

Adults: adult codas contain a moral; formally varied language

b) Connectives

Repertoire of connectives increases from one age to the next; all-purpose *și* replaced by other connectives

c) Tense & aspect

3yo – incipient expression of sequentiality and simultaneity at a local level (vbs in the same tense); incapable of ‘retrospection’

Older preschoolers – emergence of ‘retrospection’ rendered by means of subordinating connectives / absolute tenses (retrospective value); emergence of discourse-motivated use of tenses for grounding: *Și cade (P) băiețelul. Și a căzut (PC). [05:07D]*

Schoolchildren & adults: mature expression of simultaneity: *În timp ce băiatul dormea (I), broscuța a ieșit (PC) afară / Aplecându-se prea tare peste pervaz, cățelul s-a dezechilibrat și a căzut cu borcanul pe cap.*

- Distinction F/B marked by shifts of tenses; adults : ‘reversed temporal constructions’ (A căutat broscuța prin scorbură, cînd, dintr-o dată, a ieșit o bufniță care l-a speriat....)



*marker of
narrative
surprise*

A) RESEARCH IN ROMANIAN CHILD LANGUAGE

2. Studies on the acquisition of Romanian

a) Acquisition of Romanian phonology

- *The acquisition of liquids by Romanian-speaking children: a longitudinal study (2014).*

Aim: to identify the age of emergence and stabilization, the order in which they emerge, error patterns

Data: 4 longitudinal corpora: Maria, Luca, Iosif & Sebastian

Context: /l/, /r/ as singletons in onset and coda & members of initial and final syllable clusters

Findings: striking difference among the 4 subjects

Emergence: M /r/ 1:4, /l/ 1:6; the boys - much later

Order: M /r/, the boys /l/

Age of stabilization: M: /l/ 1:10, /r/ - U-shaped development; S: /l/ 4:3, /r/ 3:11; I /l/ 2:10, /r/ 3:0, L – problems with both liquids at 2:8

Error patterns: common: dropping of liquids in clusters; individual: **S** (2:3) – initial singletons glided: r > j [ma-je] (mare), l > w [a-ko-wə]; S & I (2:9) /r/ substituted with [h]: mere [me- he]

Comparison: universal pattern = gliding; language specific: /r/ never glided to [w] in prevocalic position;

- *Phonological development in Romanian monolingual children (2015).*

Aim: identification of phono processes used for simplifying adult targets. Focus: sound segments

Data: 4 longitudinal corpora + excerpts from 6 child diaries (1:7 & 2:10 yrs)

Findings: 2 categories of processes:

| Assimilation | Substitution |
|---|---|
| <p>Consonant harmony</p> <p>Manner: stafide [statide] Alex 2:4</p> <p>Place: guma [buma] S 1:8</p> <p>Voice: coboara [kopwarə] I 2:7</p> | <p>Stopping/deaffrication</p> <p>Focul [poku] Stefan 2:3, gagici [gaditsi] L 1:8</p> <p>Affrication of fricatives</p> <p>Mov [modz], Florin [tsorin] Maria 2:11</p> |
| <p>Vowel copying grădiniță [gininitsə] I 2:1</p> <p>[gənənitsə] I 2:7</p> | <p>Prevocalic voicing</p> <p>Pisică [pizikə], nasul [nazu] I 2:0</p> <p>Fronting</p> <p>Face /fatʃe/ [fatse] S 1:10, gata[data] I 2:0</p> |

Comparison: universal: consonant harmony & prevocalic voicing; language-specific: fronting (S & I); child-specific: affrication of fricatives (Maria).

- *Syllable structure processes in child Romanian (2015).*

Aim: phonological processes that affect syllable structure; developmental universals and particular features

Data:

Findings:

| | |
|--|--|
| <p>a) Consonant cluster reduction: plec [pek] L 2:7, frige [fidʒe] I 1:11, spun [pun] I 2:11 (liquids dropped)</p> | <p>d) Metathesis: albastru [al-bar-stu], patru [par-tu] I 2:3</p> |
| <p>b) (weak) syllable deletion: ɛʌ'tia [tia] S 2:2, ɛlə'tite [tite] Vlad 1:7) / bu'ricu ['bi-ku] S 2:2, ʃo'sete ['jo-te] Vlad 1:7</p> | <p>e) Anaptyxis: creion [ki-li-on] I 2:1</p> |
| <p>c) Initial consonant deletion: săpun [u'pun], hîrtie [t'rije], vaporul [u'pu] Ștefan 1:9</p> | |

Comparison: universal: onset cluster reduction, weak syllable deletion; language-specific: deletion of stressed syllables; child-specific: metathesis & anaptyxis (Iosif), initial consonant deletion (Ștefan).

A) RESEARCH IN ROMANIAN CHILD LANGUAGE

b) Lexical-semantic acquisition in Romanian

- *Lexical-semantic innovations in early Romanian child language* (2009).

Aim: to present the creativity of Romanian-speaking children in building words & the means employed in this endeavour;

Data: a collection of random observation of children's innovations & the corpus of my doctoral research.

Results: derivation => denominal verbs (N > V): *a limbă'i* (Sebastian, 2:10), *a becu'la* (Andrei, 3:6), *a se înzdrăntăni* (Paula, 3:10); deverbal nouns (V > N): *ciugulete* (Vlad 3:3); denominal noun (N > N): *volanist* (Andrei, 3:6); **blending:** *ce răSCOCEȘTI* (*a răscoli* 'to rummage' and *a scotoci* 'to search'), or *șinie de tren* (*șină* 'rail' and *linie* 'line') (both constituents being synonymous) (Ilinca, 5:9)

Comparison with children of other language backgrounds: Romanian=> more derivation, no composition. English and German=> composition outnumbered other word-formation processes (Müller *et al.* 2015:2126).

A) RESEARCH IN ROMANIAN CHILD LANGUAGE

b) Lexical-semantic acquisition in Romanian

- *On the acquisition and development of adjectives in Romanian child language* (2007) (co-author: Gabriela Cusen)

Aim: *descriptive (qualitative), pronominal, and quantifying adjectives*

Data: the corpus of my doctoral research

Findings: descriptive adjs: size, colour (3 yo) > inner state adjs (5 & 9 yo); quantifying adjs: almost equally employed by all subjects (young subjects: *două, multe*; older kids: *toate, amândouă, niște*; pronominal adjs: *ăsta/ăstea* - pre-schoolers, possessive pronominal adjs (*broscuța lui* – school-aged children => “possession”

Comparison with children of other language backgrounds: Romanian children – knowledge of agreement in gender, number, case between determiners and nouns.

b) Lexical-semantic acquisition in Romanian

- *Adjectives in acquisition: on the semantic and syntactic development of Romanian adjectives (2011)*

Aim: semantic classes of qualitative (descriptive) adjs and their syntactic functions

Data: the corpus of my doctoral research

Findings:

- increase in the use of qualitative adjectives from one age to another: 3 yo = 6, 9 yo = 25, adults 95;
- increase in the range of qualitative adjectives: 3 yo = size & colour; 5 yo = physical and psychological properties; adults – whole spectrum (intensifying: *zguduitură zdravană*, evaluative: *un copil foarte dezordonat*);
- Syntactic functions: age 3: **attributive** (*iarbă verde*) => age 5: **predicative** (copular): *Copilul era supărat* (Roxana: 5:4) => age 9: **adjunct predicate**: *Și (pro) au plecat acasă fericiți* (Iulia 9:11)
- Relationship between semantic classes and their functions: size, colour, and physical property adjectives emerge early, as attributes; evaluative and psychological characteristic adjectives appear later, in predicative position.

b) Lexical-semantic acquisition in Romanian

- *The prototype theory and semantic relations in early child Romanian* (2010)

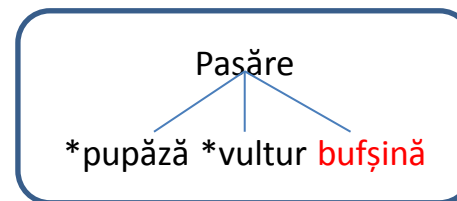
Aim: to see if the concept of *prototype* can account for untypical examples of semantic relations in child language

Data: narrative corpus & child diary excerpts

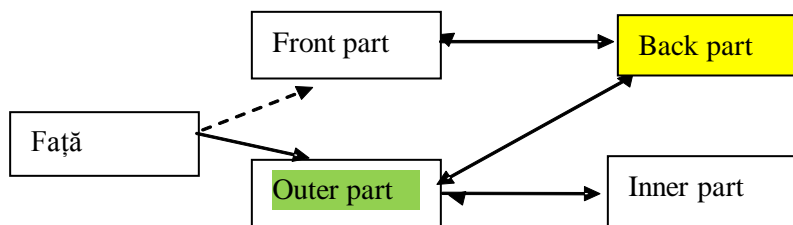
Focus: hyponymy and antonymy

Findings: children's mental lexicon organized in a way that makes the prototypical member pop up first;

- **hyponymy:** acquisition of basic-level categories (Ungerer & Schmid 1999) => *pasăre* (for 'owl') *Frog, where are you?*



- **antonymy:** Întoarce-mi bluza pe **față**,
că-i pe **spate**. (Ilinca 5:8)



A) RESEARCH IN ROMANIAN CHILD LANGUAGE

c) Acquisition of grammar

- *Relative clauses in Romanian children's narratives: from coordination to subordination* (2004)

Aim: children's developing capacity to provide additional information to a nominal referent

Findings:

- Genuine relative clauses => late acquisition (between 5 & 9 yrs)
- 3 yo: express the function of a relative clause by a linear construction (coordination by *și*): *Aici e un băiețel și un cățeluș. **Și băiețelul cu cățelușul au o broscuță.*** (Ramona 3:6)
- Between 5 & 9: emergence of new relative subordinators: pronouns *ce/care* & relative adverbs *unde, cînd*.
- Syntactic position expanded by relative clauses: pre-schoolers and schoolchildren: preference for subject relatives (same as in Dasinger & Toupin's 1994 study);
- Schoolchildren: relative clauses with central embedding: *Noaptea, **cînd** el dormea, broscuța a ieșit din borcan și a fugit.* (Andreea 9:10)

A) RESEARCH IN ROMANIAN CHILD LANGUAGE

c) Acquisition of grammar

- *On clitics in Romanian child language* (2007)

Aim: to identify some peculiarities concerning the acquisition of pronominal and adverbial clitics (*mai, tot, și*)

Data: the frog stories

Findings: pronominal clitics

- 3 yo: use them, but not correctly: **omission of the clitic** (*să *[o] găsească pe broscuța*, Paula 3:10), **mismatch** between the clitic and the IO it anticipates (*ca să i-o dea la băiețel* Petronela 3:6)
- 4 & 5 yo: developmental trend: clitic constructions (with or without clitic doubling) correct in most cases; errors: *Și aicea ***acel** animal îi părea bine*. 'And this animal was very happy' (Roxana 5:4)
- 9 yo: mastery of pronominal clitics; new structures: gerunds and nouns = hosts for clitics: *mulțumindu-**le** broscuțelor; albinele-**l** fugăreau pe băiețel* (Iulia 9:11)

adverbial clitics: most numerous among 3 yo; problematic in combination with PC & clitic pronoun: (**Nu **mai** a văzut-**o** pe broscuța* (Alexandru 4:6) / **N-**o mai** a văzut broscuța* (Roxana 5:4))

A) RESEARCH IN ROMANIAN CHILD LANGUAGE

d) Development of narrative skills

- *Referential development in storytelling of Romanian children (2010)*

Aim: to identify the linguistic devices employed to *introduce* referents, *maintain* and *switch* reference => reference important for narrative cohesion;

Findings:

- Referential acts: all children (27 preschool children) introduced the 3 characters; reference switch less frequent than reference maintenance.
- Linguistic devices: specific forms for each referential function:
 - First mention: N+ def art (3 yo)/ N + indef art (4 & 5 yo)/names (adults)
 - Reference maintenance: zero pronoun (ellipsis), **pronominal** forms.
 - Reference switch: **nominal** forms (9 yo & adults), **demonstrative** pronouns (picture description)

A) RESEARCH IN ROMANIAN CHILD LANGUAGE

d) Development of narrative skills

- *Event conflation in child Romanian (2015)*

Aims: - how Romanian narrators conflate events => focus on encoding *manner* and *direction* of motion;

-to see if Romanian fits in Talmy's (1985) classification of lgs into *verb-framed* or *satellite-framed*.

Findings:

- Increase of range of motion verbs for ascent scenes (4 yo) & for downward movement (9 yo)
- Types: 3 yo => conflate: motion & path (*a se urca/a se sui, a cadea*)
4 & 5 yo=> conflate *motion, manner & path: a se cățara, a ateriza, a răsturna, a azvîrli, a rostogoli.*

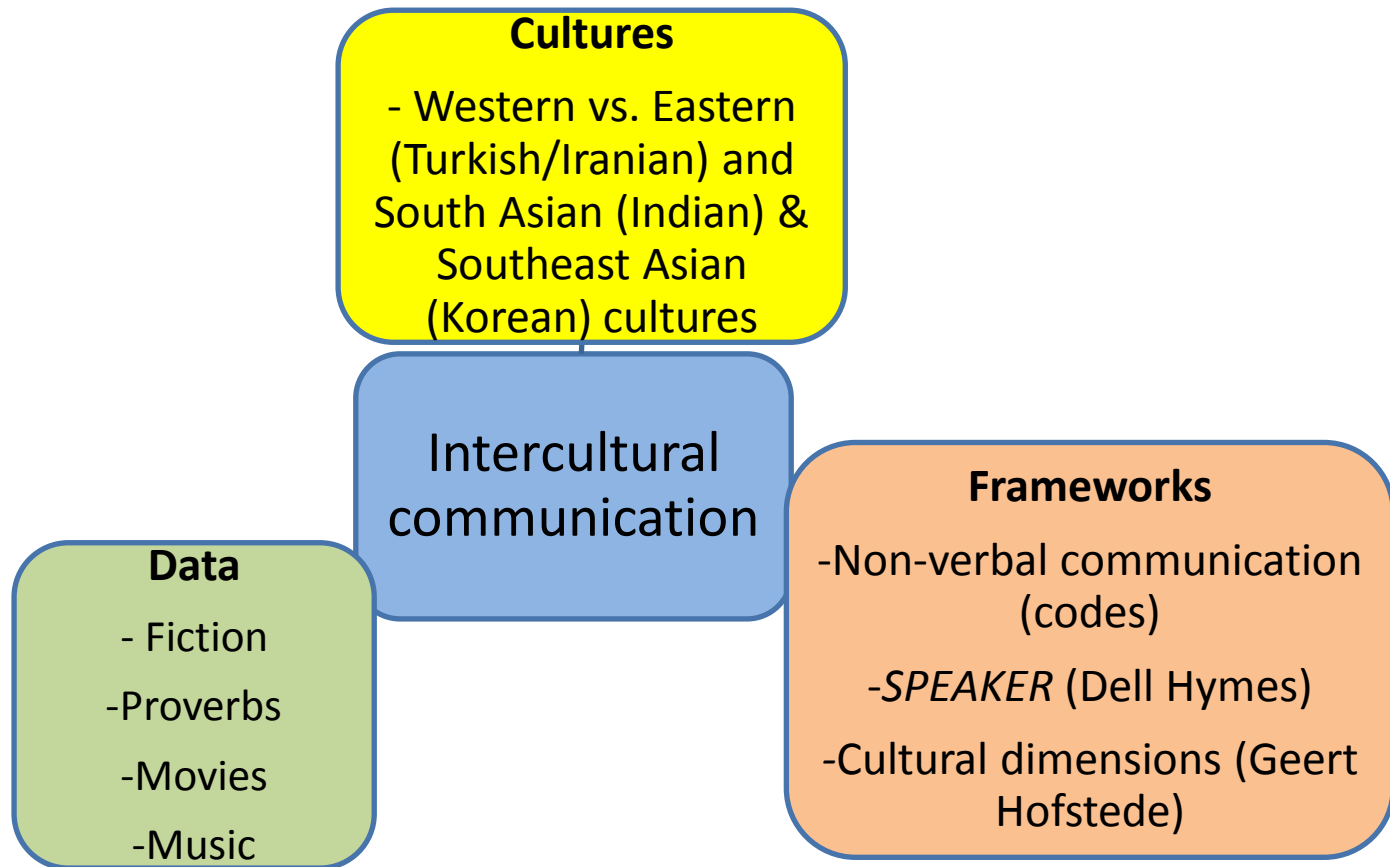
a) Broscuța a ieșit cu mâna
din borcan. [4:6C] vs.

b) Profitând de somnul adânc al prietenilor, scoa:te cu
mare grijă un picioruș, apoi pe celălalt. [20C]

c) Broscuța așteaptă lăsarea seriei pentru a se strecura tiptil,
tiptil din borcan. Și băști! Pe-aci ți-e drumul! [20H]

I. SCIENTIFIC ACHIEVEMENTS

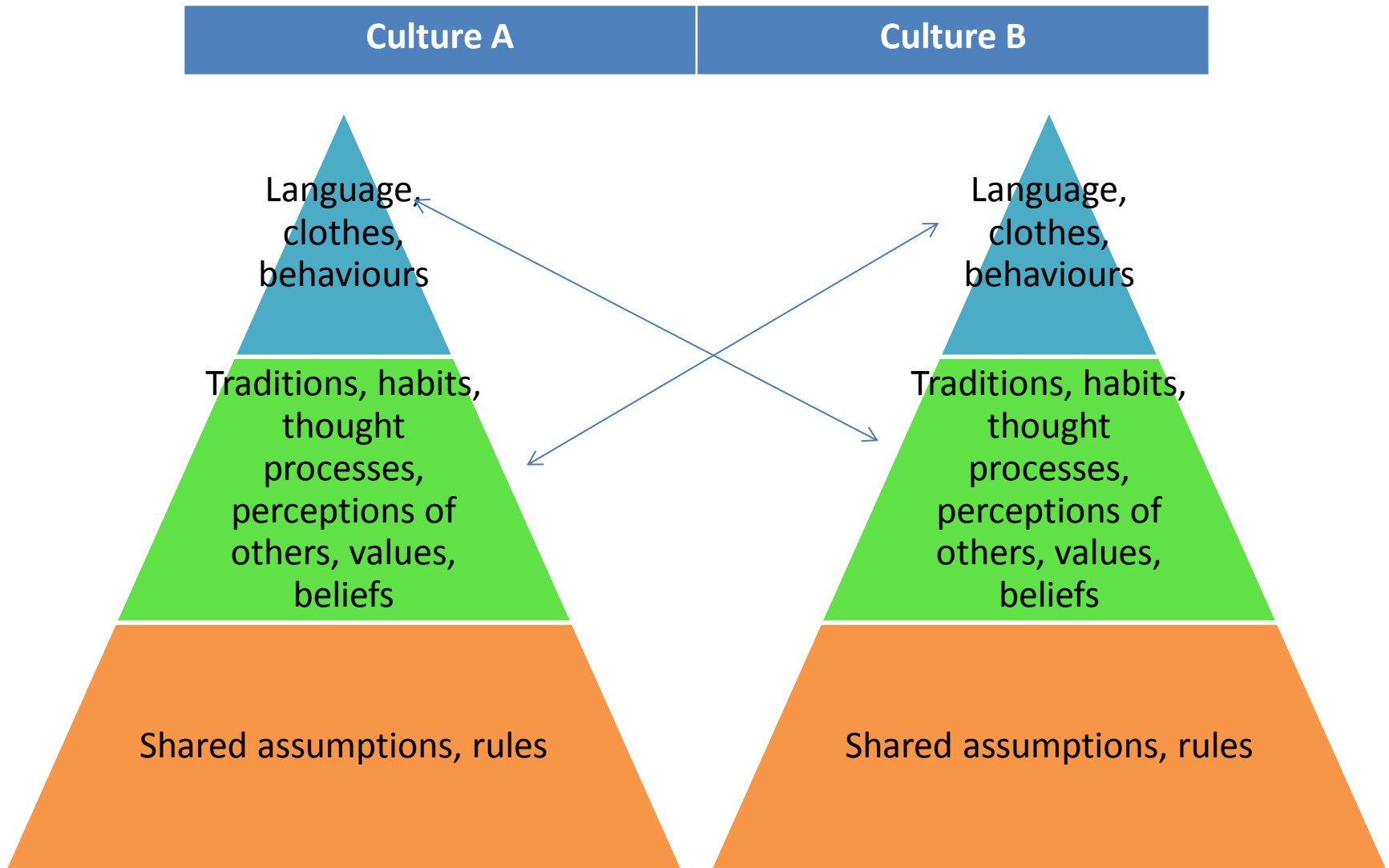
B) RESEARCH ON INTERCULTURAL COMMUNICATION



Definitions of culture

- “Culture, or civilization, taken in its broad, ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” (Edward Burnett Tylor, 1871:1)
- “Culture [is] those deep, common, unstated experiences which members of a given culture share, which they communicate without knowing, and which form the backdrop against which all other events are judged.” (E. T. Hall, 1966: x)
- “The collective programming of the mind that distinguishes the members of one group or category of people from others.” (Geert Hofstede, 1991:5)
- “Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member’s behaviour and his/her interpretations of the ‘meaning’ of other people’s behaviour.” (Spencer-Oatey 2008: 3)

1. Intercultural communication from a nonverbal perspective



1. Intercultural communication from a nonverbal perspective

- *Cultural differences in diplomacy: Persia vs. Frangistan* (2012)
- *The image of women in James Morier's novels: a non-verbal communication approach* (2013)
- *Cultural difference in non-verbal communication: the Western vs. the Eastern world* (2014)

Aims: to identify which of the nonverbal codes (use of space, time and artefacts) differed radically in the Oriental (Persian and Turkish) and British culture; the extent to which differences lead to feelings of frustration.

Data: fragments from James Morier's novels: *The Adventures of Hajji Baba of Isphahan* (1824), *The Adventures of Hajji Baba of Isphahan in England* (1824/1928), and *Ayesha, the Maid of Kars* (1834).

Findings:

| NVCodes | Orient | Britain |
|---------------|--|---|
| Space | Muslim houses is flat | British houses have a number of floors |
| | <i>Anileroon</i> (women's apartments)/ <i>harem</i> ; not allowed to go out unaccompanied by a male figure | Women shared the same rooms with men; free to roam the streets |
| | <i>Placement of the seal on official documents</i> – on the top | Attached to the bottom of the letter by 'silken strings' |
| | Spreading of the <i>kebleh</i> – in a new place > brings good fortune | |
| Time | Past of utmost importance (naming of children); Attitude to punctuality | Past less important than the present and the future ; attitude to punctuality |
| Artefacts | Veil, hijab | Shoes, stockings |
| | | Bits of paper for curling hair |
| | Jewels: nose studs & toe rings | Necklace, rings |
| Looks | Beard - sacred | Hair (powdered) / wigs |
| Eating habits | By the right hand | Use of cutlery & specific plates |

1. Intercultural communication from a nonverbal perspective

- *Travelling to the East: a non-verbal communication approach* (2015)

-extension of the geographical area of investigation – India

Data: excerpts from Pietro della Valle's *The Travels of Pietro della Valle in India* (1664) and M.E. Hume-Griffith's *Behind the Veil in Persia and Turkish Arabia* (1909)

Focus: artefacts (means of transportation) & rituals/practices in three cultures (Turkish, Persian, & Indian)

Findings: similarities & differences

| NVCodes | Persia | India | Europe |
|---|--|---|--------------|
| Artefacts (means of transportation) | <i>kajaveh</i> | | panniers |
| | <i>Takhtiravan</i> (high-class Muslim ladies & invalids); Carried by animals | <i>Palanquin</i> (high-class ladies & statues of Indian idols invalids); carried by slaves | Chair/litter |
| Rituals/practices - Burial practices | -bodies first washed/wrapped in sheets and buried <i>asap</i> . - Loud lamentations; clothes tearing | -cremation preferred to ground burial; - Accepted death with dignity, in silence | |
| -Punishment practices | - <i>Bastinado</i> - Beard pulled out - Women – stoned, walled up alive | - <i>Sati</i> – custom of burning widows alive | |

2. Interethnic communication

Within the same country / nation, people of different strata might share some cultural elements with a certain group of persons and some cultural elements with another group of people. 'Membership of one group does not guarantee homogeneity in all aspects of life, nor exclusion from other groups' (Hale 2014: 323).

- *Patterns of intercultural communication: a case-study of Cața rural district (2016)* (co-author Adrian Lesenciuc)

Aims: to identify tendencies in the interethnic communication patterns; which ethnicities engage in cultural contacts; factors that hinder interethnic communication.

Data: autumn 2012 (A. L)

Methods: participant observation & interviews

Framework: Dell Hymes's (1974) *S-P-E-A-K-I-N-G* schema

Focus: Germans, Hungarians, Romanians, & Roma people in Cața

Hypothesis: financial, religious, & education differences = barriers to interethnic communication.

Findings: interethnic communication is non-conflictual & non-exclusive; people open to adapt to each other.

Interethnic humour

- *Ethnic humour in intercultural encounters: an analysis of J. Morier's "Ayesha" (2013)*

Aim: to explore how the current psychological theories can account for the humorous fragments in Morier's novel; how they help us understand the cultural pluralism in 18th c. Middle East (Muslims, Christians, Turks, Georgians, Russians, Armenians & Jews);

Framework: incongruity theory (Lewis 1989), superiority (Hobbes 1650/1999), release (Freud 1905)

Findings:

- ❖ ethnic humour explained in terms of the 3 theories:
 - a) Incongruity:** Oman Reis's navigating methods based on *kismet*; Osmond's pantaloons (Mufti: head dress, Pasha: carrying wine)
 - b) Superiority:** hostility dependent on whether the people pertain to the same or to a different ethnic groups – Muslims showed hostility to a Jewish dentist.
 - c) Release:** the story of the Jewish dentist
- ❖ Literary techniques: comparison, word choice, irony, self-ridicule/self-deprecation, allusions

3. Hofstede's dimensions of cultures as they are reflected in the Korean cultural products (fiction & K-dramas)

- *Hofstede's dimensions of national cultures revisited: a case study of South Korea's culture (2016)*

Aim: to identify the extent to which S.K. changed between 1980 and 2009; which of the dimensions has been most affected & how Korean feel about the changes.

Data: Kyung Sook-Shin's (2009) *Please Look After Mom*

Findings: SK has not escaped the effects of globalization /intensification of national identity (Marinescu 2014)

- *collectivism => individualism* (sharing, lodgings, participation in rituals)
- *power distance* – 1960 Korean society was level; 2009 large gap between social classes (Confucianism & education)
- *masculinity* – 1960 SK => more feminine; 2009 SK => more masculine.
- Koreans' attitudes towards the changes: regret the decline of the large family; complain about the young generation (cold & individualistic); lack of shame
- Changes = advantage for women

Hallyu & K-Dramas => offer a glimpse into the culture of SK

- *K-dramas: a window to the Korean culture* (2017)
- *Power distance in the Korean culture* (2019)

Aims: how power distance is reflected in organizations and institutions; if there are signs of decrease.

Data: *The Other Miss Oh* (2016); *Descendants of the Sun* (2016)

Findings: Power distance still strong both in organizations & institutions => influence of Confucianism;

-powerful people control the lives of their subordinates; can grant favours to persons they consider socially superior to others; they may enjoy favours from the less powerful people;

- unique verbal behaviour: emotions, smiles, body posture, gestures, adjustment of voice.

Signs of weakening: women nowadays are more progressive: have a career, fight for their love (western influence).

4. Culture and music

- *The spread of K-Pop culture in Romania (2016)*

Aims: a) familiarity of Romanian audience with Korean music & spread of K-Pop in Romanian; b) Romanians' attitudes towards this musical genre; c) K-Pop influence on Romanians' interest in the Korean culture.

Methods: questionnaires & data from various Romanian K-Pop sites.

Results:

| Questionnaire | K-Pop sites in Romania |
|--|---|
| a) Low degree of familiarity | K-Pop fandom since 2011 |
| b) Low enthusiasm | Strong desire to be part of K-Pop industry (domestic & international festivals, parties, K-Pop fan club members, longer K-Pop programs on radio and tv) |
| c) Desire to study Korean lg, to visit SK, to watch K-dramas | Desire to discover Korean food, dances, paintings, pottery and esp. K-Pop music |

5. Culture & proverbs

- *Proverbs as a means of crossing cultural borders* (2018)
- *Women, proverbs, and culture diversity. A Comparative study of Korean and Romanian proverbs* (2018)

Aims: to get insight into the Korean culture => comparison between K and R proverbs => similarities & differences (specific vocabulary items, figures of speech, meaning)

Data: Iordache Golescu (1973) *Proverbe comentate*, Anton Pann (1897) *Proverbele romanilor*, list of 150 Korean proverbs

Results:

-similarities: **in themes** => human flaws, poverty, class differences, association of women with Satan; treatment of women:

Femeia e sora Dracului / The woman was born 3 days earlier than the Devil.

Femeia nebătută e ca o moară neferecată / If you don't beat your woman for 3 days, she becomes a fox.

in the message: *The arm bends inward* (K)
Corb la corb nu scoate ochii (R)

- differences:

- culture-specific lexical items;
- vulgarity of Korean proverbs (*The one who farted gets annoyed*);
- use of names in Romanian proverbs (*Liță cu al său frate Ghiță*);
- Romanian women more daring than their Korean peers (*Dacă m-am căsătorit, nu m-am și călugărit. / De m-ai bate cât vei vrea, eu tot nu voi tăcea.*)

- Proverbs change as reality changes: old proverbs die out, new ones emerge:

(K) *It's not a wedding invitation, but a tax bill.*

(R) *Civilizația e diferența dintre ogor și maidan.*

Educational work

- Derived from / complementary with, and linked to scientific activity:
 - Lectures (BA, MA)
 - Research project (CHAT transcription of narratives)
 - Students' conferences & graduation papers (BA,MA)
 - Cooperation with national and international institutions – Erasmus + program)

Other activities

- Participation in national and international conferences
- Conference co-organization (British and American Studies; Structure, Use and Meaning)
- Research Centre for Theoretical and Applied Linguistics
- Member in research and educational projects (MERIDIUM -2008-2011, POSDRU/96/1.2/S/5936 – ASIGMA, PIR 2005-2008, POSDRU/57/1.3/S/32629 -Noi oportunitati de dezvoltare in cariera)
- Narrative corpus of PhD: <http://childes.talkbank.org/media/Frogs/Romanian-Buja/>
- Member in professional association (ESSE)
- Member of the scientific committee (Journal of Philology and Intercultural Communication, Science Sociali e cultura)
- National and international recognition (26 citations and a review)
- Invited/keynote speaker (3 times)
- Peer review (BUT, RCIC & Acta Universitatis Sapientiae)
- Editorial work (SUM since 2012)
- External examiner for 10 PhD candidates
- 3 project proposals (2 CLA, 1 ICC)

II. Development plans

General objectives

- to broaden the interdisciplinary spectrum of research in both domains of interest
- to continue and extend the work so far
- to integrate and develop new research (ANOVA, PRAAT) and teaching methodologies
- to get deeper knowledge of current approaches in phonology (e.g. Optimality Theory, Declarative Phonology) & book on phonological models
- to expand the international dimension of research

1. Plans for research-related activities

A) Language acquisition

- Acquisition of phonology by Romanian-speaking children
 - ❑ Monolingual kids: liquids, consonant clusters
 - Methods: longitudinal data combined with cross-sectional ones; naturally occurring speech & experimental data.
 - Approaches: speech production & speech perception
 - ❑ Bilingual phonological acquisition > twins

A) Language acquisition

- Acquisition of vocabulary:

- Topics: slips of the tongue
- Data: *Copiii spun lucruri trăznite (2001-2005)*

- Developing experiments for eliciting the production of words and for testing the comprehension of certain lexical items.

-Acquisition of narratives:

- Topics: Romanian-German bilingual frog-stories
- Method: the same as in my doctoral research

1) Plans for research-related activities

B) Intercultural communication

- Topic: biculturalism: attitudes to being bicultural, advantages/disadvantages ;
- Continuation of the MERIDIUM Project / small-scale project involving international students at *Transilvania* University of Brasov
- Framework: Kleinjans (1975) model
- Research instrument: questionnaires & interviews
- Collaboration with colleagues from Sociology and Psychology & master students.

B) Intercultural communication

- Topic: comparative investigation of literary productions (fairy tales, novels) of Korean & Romanian cultures (and of other cultures – African).
- Aim: to identify “preoccupations, values, beliefs and attitudes” (Holmes, 2005:110) of people belonging to these cultures.
- Focus: women’s preoccupations, their roles in the communities, men’s attitudes towards them.
- Collaboration with Korean peers

B) Intercultural communication

- Topic: proverbs in songs, advertising, graffiti, magazine headlines where they are parodied or questioned in order to get the audience to think critically about the purported wisdom. (*At the end of a rainbow, you'll find a pot of gold* – Earl Grant “The end” - 1958)

- Approach: comparative analysis issues: national character, geographical position (*Apa trece, pietrele rămîn*), people’s attitude towards money (*Pantru bani își vinde și sufletul*), or religion/philosophical thought (*The root of suffering is attachment* – Buddha).

- Topic: inter-ethnic humour
 - Getting familiar with linguistic theories of humour
 - Expanding the range of ethnicities
 - Collaboration with my colleagues (S. Mada & R. Saftoiu)

➤ Topic: **silence** in the western and eastern cultures

- mismatches in the way people of various cultures perceive silence:

| West | East |
|--|--|
| Talk highly valued Tendency to fill up silence with small talk People judged by oratory skills | Comfortable with silence People judged by virtues such as silence |

⇒ Problems in intercultural communication in politics, business, education

➤ Topic: **silence in proverbs**

| West | East |
|--|---|
| <i>The squeaky wheel gets the grease. Speech is power.</i> | <i>It's the duck that squawks that gets shot. Numerous words show scanty wares. Silence keeps one safe.</i> |

2) Plans for teaching-related activities

- To increase students' motivation
- To update existing course books and design new ones (child language acquisition)
- To update course bibliography
- To support my courses with findings of my own research
- To prepare undergraduate and graduate students for research (participation in academic events organized locally or nationally)
- To offer students guidance => building and increasing trust/respect
- To treat students as part of a team => to involve them in research activities

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