

LEXICAL ACQUISITION AND LITERARY COMPETENCE. LINGUISTICS AND CULTURAL STUDIES

ARGUMENT

We include in this volume a series of studies focusing on lexical acquisition - first and foremost - on translation and translatology, the evaluation of linguistic competence, as well as certain well-defined cultural aspects. What brings these papers together, offering this volume its cohesion, is an item to which research returns again and again, almost obsessively. In every study there is a question revolving around *the word*, its importance in the meaningful developments of humanity, from linguistic acquisition, to language learning—be it the mother tongue or a foreign language—and up to the challenge posed by the process of translation.

Jacqueline PICOCHÉ and **Bruno GERMAIN** make the case for a truly linguistic and systematic acquisition of vocabulary, sharing their experience as researchers interested and invested in the study *of* the word and *for* the word, who treat the word in context as a *formidable lexical and semantic machine*, fundamental for the process of linguistic creation.

Jacques COULARDEAU argues that the very first step in the process of language learning is integrating the communicational situation into the learning of communication proper, and the linguistic tools necessary for it. As such, learning a second language means re-activating the philogeny of a first language.

Considering that language is not restricted by its semiotic function, **Philippe SÉRO-GUILLAUME** argues that perspective and grammar work towards the same function, i. e. knowing how to allow for the emphasis of the speaker's vision, and as such, both embed space into representation. Of course, the representation of space, be it visual or graphic, includes the *word*.

Chiara De ANGELIS and **Oreste FLOQUET** establish a relationship between language teaching and the particular use of the word based on diatopical parameters and especially on a certain diachrony which gains legitimacy with every generation of speakers who employ the word in a specific manner, as dictated by their needs.

Philippe GENESTE focuses his research towards the categories which are grammatically bound to words, and more specifically, the verbal aspect; on this ground, there appears a distinction which capitalizes the omnipresent item: the word *time* is a source of confusion because it forces the interpretation of temporality as an extension and not as an inherent part of a process or an event.

For **Jana ALTMANOVA**, the interest towards the word is justified by the impact lexical creativity and the acceptance of neologisms have on the strategies of language learning, both for a native child and a non-native.

Treating narration as a synthetic fusion of languages with other types of language, **Francesca DRAGOTTO** formulates the arguments for a systematic approach to the language learning process from a cognitivist perspective, approach which would facilitate the development of cultural competences and the perception of a text as a minimal cognitive unit.

What **Alexandra COTOC** and **Dorin CHIRA** set out to do in this paper is to offer students a practical mechanism for understanding the structure of the English language, on the basis of a new pedagogy which integrates digital activities; the preliminary results shown in the article attest that the new technology allows for both the creation of items and the collection of data, as the content is easily adapted to the format of online exercises and practices, as offered by the chosen software.

Interested in the epistemic principle of the evaluation process, **Adriana TODEA** proposes a disjunction between the CEFR descriptors, so as to break down the dynamic interdependence between underlying operations, strategies, and linguistic knowledge of the L2 listening processes in relation to input text specificity, and to allow for a coherent scalar representation of the acquired competences.

Loredana PUNGĂ and **Dana PERCEC** raise for discussion the semiotic status of the title, more specifically of the translated title; focusing the discussion on titles serves equally for multiple purposes: comparison, accuracy of translation, as well as some revelatory typologies for the cultural competence of the translator.

Rethinking the status of the proper names of *Beowulf* - truly a corpus of functional names - **Mihaela BUZEC** looks at the role of metaphorical mechanisms in the process of deleting the bond between the word itself, in the position of a proper name, and the referent towards which it sends as a common noun. Especially interested in dithematic names, the author capitalizes their capacity to covertly suggest interpretations.

Looking at the consequences of transitioning from translation as a method to translation as a technique, **Simona MUNARI** establishes principles for implementing translation into the process of foreign language learning in an academic context, in Italy. The proposed methodology aims at comparing the accepted versions, which ensures the capitalization of intercultural competence through the act of translation and language learning.

Andreea ȘERBAN and **Valentina MUREȘAN** approach the issue of acquiring competence as a translator from a perspective which allows them to

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focus on the subject who is involved in developing these competences, and as such to regain the main didactic function of this investigation.

Aware of his position inside a different area of speculative research on the word, **Alex CIOROGAR** proposes an important change in the paradigm of decoding Romantic terminology: he seeks to demonstrate that authorial ecologies can, on the one hand, shed light upon the workings of Romantic authorship, while, on the other hand, comprehensively account for the current state of the notion itself.

Adriana COPACIU LAZAR proposes a new perspective on the means of international artistic collaboration associated with the magazine *Contimporanul*, by turning to a representative of art's federative vocation, i.e. to Paul Dermée, and to the refinement of the doctrinaire and terminological distinctions he passed on to us.

Adopting a conversational perspective, **Cătălin DEHELEAN** tackles a competence aimed at choosing the appropriate registers when approaching a cultural lexicon. The author simulates a revealing, yet disappointing journey in the typology of interpreting a canonical author, showing concern and denouncing a decision meant to ensure the right in(formation) processes, an education for perceiving values.

Focusing on a space believed to be reserved for the humanities, **Marinela TERMITTE** introduces us into an ecosystem looking for a new equilibrium. She investigates a novelesque universe which explores the limits of an indeterminacy surrounding the impact nature has over the city, while decoding the symbolic signs of humanity's persistence, and as such she derives from the imaginary of the studied author the stakes of the savage in a space at odds with him.

From a metabiographical perspective, **Ilaria MORETTI** evokes a poetic sensibility which believes in language's essential ability to install order. She deconstructs the poetic imaginary, marked by the conviction that a word can establish life by virtue of a specific competence, that of creating a redeeming emotional semantics in the existential order.

Following the same path of establishing an interpretative competence, **Nysret KRASNIQI** raises for discussion the standstill of reading literary works, given that literary critique renounces the text's primacy and places itself under the hegemony of some theories which have appropriated their own critical progress, reducing the text and the pleasure of unraveling it to nothing. Hence, a Cratylus' ideality of motivation, the author thinks, would suit our opinion on literature and our culture in general.

Being interested in acquisition, according to a didactic order, in the history of translation and perception, keen to know more about British and Romanian cultures, or, more precisely, the perception of British culture in

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Romania, **Mihaela MUDURE** proposes a pedagogical re-reading of the British early modernity and of the British Enlightenment in a post-Communist and post-colonial context.

Finally, in a sequential analysis of an epistolary novel, **Oana and Ștefan GENCĂRĂU** take interest in the *unsaid word*, the word which the interlocutor expects and according to which a destiny is built, passions are bound and unbound, and - more than anything - an homage is paid to the femininity that the word equates to the most significant manifestation in the existential order.

The substantiation of the interrogations found in this volume in various theoretical frameworks - especially that of Gustave Guillaume, structuralism, and the linguistic-cognitivist framework - facilitates the formulation of most unique solutions, leading, at the same time, to conceptual modification and clarifications. The coherence of interpretations, the diversity of the research fields, and the originality of delimiting the cultural spaces on the basis of which the arguments are built conceptually enlance the volume, recommending it.

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