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Book of Abstracts

Secţiunea 2 Limbi Moderne Aplicate

1. THE IMPACT OF SOCIAL MEDIA ON STUDENTS

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We live in a world in which every person knows what social media is and we decide whether to have TikTok or Instagram. The point that I would like to emphasize is that not everyone agrees with their use and the reason is that they have not gone deeply into the social platform. Nowadays almost every student has joined a social network, and others criticize them, considering that they are wasting their time. Personally speaking, I firmly believe that everything has its level of importance.

I am a student and I strongly admit that I enjoy social media platforms, as in this way I have found out about the "influencers." Influencers motivate all their followers to take action for a cause they believe in. Influencers are the most viewed people on social media. In their spare time, students watch them, and have become their audience, not fans. For instance, The Dobre Brothers, the four brothers — Lucas, Marcus, Cyrus and Darius — have gained a global following with their backflips, dance moves, comedy, stunts and original music. Their nationality is Romanian-American. Through the medium of YouTube and Instagram they have organized so many giveaways, like buying a car for poor people or giving phones to their followers, including students.

Another popular Influencer is The Ace Family with funny videos who have made thousands of people laugh. I have learned from them that you can rise no matter what challenges life brings. They have also said that a real job is an activity which offers you a certain occupation, so you can do assigned activities and get paid for your activities. It is the same with a social media influencer. It is not just about posting a photo or a video, but social media has become a full-time job for many in this cluster. In other words, students who have worked so hard, having even two jobs to earn some money, need to understand that they can make money in an interesting and creative way. When students start following some influencers, they learn more and gain useful knowledge from them, which legitimizes them to develop great consequence. Institutions can share supportive and effective posts that reach all students that are connected to networks and pages.

Given these points, I would like to emphasize the importance of social media for students, whether students are working on an assignment, working on a project or trying to advance more insight on a subject. Some of the best facts and results can be derived from social media. Developing a brand through social media networks is also important, since it can encourage students to build a portfolio for their career.

Keywords: social media, influencers, students, jobs, creativity

2. ART AS A FORM OF COMMUNICATION

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Since ancient times, people have used images in order to communicate. Let us think of early cave art or the Egyptian hieroglyphics. Visual art can explore concepts or ideas without requiring written statements. Words are sometimes included and can be an effective complement, but they are not the primary way ideas are conveyed in visual art.

Therefore... what does art say? Artists have created drawings, paintings, sculptures and many other art objects to challenge assumptions, to support causes, and to explore deep personal questions. And, throughout history, art has been used for many purposes, including reinforcing religious doctrine or linking religious and political power. Communication through art can be achieved in many ways that do not rely on words. Sometimes they are obvious, like a celebratory image of a political leader. But some other times, artworks communicate through elements we might not notice at first, like the choice of colours, composition (the underlying form and how elements relate to one another), or how the forms are either put together or fractured.

What makes art different from writing, signs or letters? The language of visual art has its own system. All that you see in a work of art is made up of certain common elements. They are arranged according to basic principles. As you learn this basic elements and principles, you will learn the language of art. Being able to use the language of visual art will help you in many ways. It will increase your ability to understand, appreciate and enjoy art. It will increase your ability to express yourself clearly when discussing art. It will even help you improve your ability to produce artworks.

Keywords: art, communication, language, words, symbols, history

3. THE RELATION BETWEEN REALITY AND FICTION IN *HARRY POTTER* BY J. K. ROWLING

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"Harry Potter" is a series of books written by J. K. Rowling. The author, by her full name Joanne Rowling, made her debut in the world of writers with the first novel in the series, called *Harry Potter and the Philosopher's Stone*. She became the first billionaire author and lost this title because she donates a lot of money to charity.

The book *Harry Potter and the Philosopher's Stone* was written about twenty-three years ago, followed by six more books that sum up the life of Harry Potter, from a child to an adult. The books are called: *Harry Potter and the Chamber of Secrets* (1998), *The Prisoner of Azkaban* (1999), *The Goblet of Fire* (2000), *The Order of the Phoenix* (2003), *The Half-Blood Prince* (2005), and *The Deathly Hallows* (2007).

The books belong to the fantasy genre, but there is a close correlation between reality and fantasy. This is why the author manages to capture especially the attention of children and adolescents. The Harry Potter books are very well written and structured, with captivating topics that can distract us from our everyday life. The author manages to transpose a little of both worlds and creates a boy who seems to be living a normal life. However, once he reaches the age of eleven, things take an unexpected turn. On his birthday he learns about magical powers and the fact that he is a magician, and then the reader is introduced to a new world full of mythical creatures and wizards where there is only a fine line between reality and fantasy. Young Harry Potter ends up living in a boarding school where his life is full of adventures. Besides the hard life as a student with friends and enemies and without parents to guide him through life, he also finds out that the one who killed his parents wants to kill him too. But the challenges only strengthen him.

Through the prism of the fantastic world, Joanne Rowling offers life lessons which are as real as possible. Through the fantastic, she manages to provide a perspective on the real world problems, thus gaining the readers' interest. We learn what friendship is, but also what rejection, loneliness and powerlessness are, as life offers us both beauty and ugliness.

Keywords: novel, world, reality, fiction, fantasy

4. LE PRÉSENT DE L'INDICATIF. VALEURS ET EMPLOIS DANS LE DISCOURS JOURNALISTIQUE

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Dans notre recherche intitulée « *Le présent de l'indicatif. Valeurs et emplois dans le discours journalistique* », nous avons traité un sujet qui connaît encore des vifs débats parmi les linguistes et les grammairiens. Il s'agit de l'usage du présent de l'indicatif qui reflète une diversité des emplois. Nous avons étudié ses emplois dans un corpus journalistique formé de cinq articles du spectre économique, culturel, politique, social et sportif. Cette divergence des emplois du présent de l'indicatif donne naissance à des valeurs temporelles, aspectuelles, modales et stylistiques.

Nous avons analysé 101 verbes en termes de temps - aspect - mode - style, en opérant avec les notions de Référentiel Énonciatif, le Référentiel des Situations Possibles, le Référentiel Externe ou le Référentiel de Vérité Générale (Provôt A., Desclés J.-P. et Vinzerich A., 2010 : 235-258). Ainsi, l'analyse proposée s'inscrit dans un modèle de sémantique de la temporalité à la fois calculatoire et cognitive (Gosselin L., 1996 : 55). C'est-à-dire que nous avons combiné l'analyse qualitative avec une analyse quantitative. C'est à mentionner que nous avons utilisé l'analyse de contenu comme méthode de recherche, parce qu'elle exploite des systèmes catégoriels spécifiques. Les résultats de l'analyse de contenu ont surtout servi de base pour développer un nombre (limité) d'hypothèses. Dans cette perspective, à chacune des formes verbales à présent, nous avons assigné sous forme d'hypothèse, une valeur en langue, valeur abstraite qui permet de prédire et de calculer les différents effets de sens produits en contexte.

Ainsi dans notre corpus journalistique, nous avons trouvé que l'emploi dominant du présent de l'indicatif est le présent de jugement synthétique. La fréquence de cet emploi du présent donne naissance à l'hypothèse que les journalistes écrivent surtout des jugements sur la réalisation de plusieurs situations externes, que celles-ci soient déjà réalisé ou en cours de réalisation. En ce qui concerne la fréquence des valeurs temporelles, on peut dire que la valeur dominante est celle actuelle (44%) et ce pourcentage explique que la presse écrite s'implique très peu sur le passé des événements ou phénomènes, mais surtout sur les problèmes actuels. Si on parle de l'aspect des verbes analysés, alors un pourcetage de 40% des verbes ont l'aspect d'un état. D'ici notre conclusion sur le fait que les journalistes n'écrivent pas seulement des nouvelles, mais ils partagent encore les mêmes joies et sont solidaires avec les problèmes des citoyens.

Mots-clés : aspects, emplois, présent, temps, valeurs, journalisme

5. LA FRANCOPHONIE – ESPACE SOLIDAIRE DE COOPÉRATION MUTUELLE

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Apparue en 1880 sous la plume du géographe Onésime Reclus pour décrire la communauté linguistique et culturelle que la France constituait avec ses colonies, la francophonie s'est aujourd'hui affranchie de cette connotation coloniale pour désigner deux réalités différentes mais complémentaires. Dans son acception la plus large, elle englobe l'ensemble des actions de promotion du français et des valeurs qu'il véhicule sans considération des pays dans lesquels elles s'inscrivent. Au sens institutionnel - on l'écrit alors avec un « F » majuscule - elle qualifie l'Organisation internationale de la francophonie (OIF) qui regroupe les 84 états et gouvernements présentent sur les cinq continents : Europe, Asie, Afrique, Amérique, Océanie. Cette recherche a comme **objectif** de présenter les principaux atouts de la francophonie pour les pays du monde. Il constitue une **synthèse** de nombreux documents consultés montrant que cette famille n'est pas unie seulement par cette langue, constamment transformée, mais aussi par une certaine vision du monde. Une vision que chaque jour réinvente, parce que cette communauté linguistique, comme d'autres communautés linguistiques, est un être vivant qui s'enrichit sans cesse de nouveaux sens, de nouvelles constructions, de nouvelles expériences. À partir du thème choisi par l'Arménie pour le XVIIe Sommet de la Francophonie (2018) « *Vivre ensemble dans la solidarité, le partage des valeurs humanistes et le respect de la diversité : source de paix et de prospérité pour l'espace francophone*», **nous présenterons les nouvelles directions de perspective**, les idéaux, les espoirs et les aspirations de cette grande communauté.

Mots-clés : communauté, francophonie, valeurs, OIF, sommet

6. LA VILLE FRANÇAISE AU MOYEN ÂGE

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En dépit des nombreux textes du Moyen Âge, où se reflètent explicitement les mœurs et les idées de l'époque qui les a fait sourdre, la vie des aïeux des français du Moyen Âge est encore peu connue en dehors du champ restreint de l'histoire de la France médiévale. On a essayé de décrire le développement et l'aspect des villes à l'aide d'images et d'identifier les fonctions économique, socioculturelle et politique. Puisque l'essentiel de la population est formée d'artisans et de marchands (les bourgeois), on a choisi quelques images démontrant leur activité diverse. Entre le XIe et le XVe siècle, on distingue l'émergence d'une nouvelle société urbaine, l'essor économique et les échanges puissants qui lui en résultent, l'amélioration des conditions de vie et de travail, on observe de nouveaux modes de vie et les contrastes sociaux qui marquent une société fortement hiérarchisée.

On a essayé donc d'offrir sous une forme rapide et vivante, à la fois une information suffisante et un exposé raisonné, suivi et cohérent de la naissance et du développement de la ville française médiévale. On espère rendre ainsi service à un public curieux qui pourra grâce à lui, du moins l'espère-t-on, mieux comprendre et mieux goûter l'histoire de la France.

Mots-clés : Moyen Âge, société urbaine

7. LES COLONIEs FRANÇAISES. LE GABON

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Le Gabon est une république présidentielle dirigée par le chef de l'Etat, Ali Bongo Ondimba, depuis le 16 octobre 2009, et est la douzième colonie française à déclarer son indépendance le 17 août 1960. A cette époque, le père de Bongo, Léon M'Ba, était président. La population est de 2.007.000 habitants (estimée à partir de 2019). Dans cette courte recherche, nous nous sommes proposés de redécouvrir l'histoire des colonies françaises et les fondements socio-historiques du Gabon. Compte tenu des informations sur la situation au Gabon avant et après l'indépendance, nous avons comparé les étapes de développement de l'ancienne colonie. Le territoire du Gabon est riche en ressources naturelles et cela relie la France au Gabon. Grâce à ces informations, nous avons analysé la relation entre les deux états. La France avait le pouvoir sur la colonie avant qu'elle ne devienne une colonie indépendante. Les deux états sont en bons termes, même après l'indépendance. Cela nous a déterminé de comparer la situation au Gabon à l'indépendance et maintenant. L'intérêt pour le territoire de l'état, riche en ressources naturelles, paraît la seule raison pour laquelle la France l'a colonisé. Par ailleurs, c'était bien pour le Gabon qu'il soit une colonie française. Cette situation l'a beaucoup soutenu dans son développement.

Mots clés : colonie, indépendance, ressources naturelles, république

8. SEVEN TIMES WHEN EUROPEAN HISTORY SHAPED THE WORLD OF '*A SONG OF ICE AND FIRE*'

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The events in this novel belong to the fantastic domain, as there have never been any dragons, resurrection through fire has never been achieved, and zombies are not real either. The novels' history is a blend of various historical events. They were never intended to be literal, one-to-one matches. There are many other parallels between the novel and historical reality, such as "The Red Wedding," the massacre which violated all the sacred laws of hospitality, which is based on a combination of the Black Dinner and the Glencoe massacre. The time when kings choked with "food" to death – George R.R. Martin revealed that the inspiration for the Red Wedding came from the death of Eustace IV, Count of Boulogne. The Wall in the books is the equivalent of Hadrian's Wall, which separated England from Scotland during the Roman Empire. One may think that only Britain is the inspiration for the Westeros continent, but, in fact, the entire archipelago is, to some extent, the inspiration for the Westeros map. Westeros began as an upside-down Ireland. It is quite apparent from the way Braavos is depicted in the books, show, and official map that it is physically a reference to Venice. Bravos is crossed by a large canal, just like the Grand Canal of Venice. Another important event is the attack on King's landing by Stannis Baratheon and the use of wildfire, which resembles the sieges of Constantinople by the Arabs and the use of Greek fire in the eighth century.

By using comparison and contrast, this paper aims to emphasise a number of similarities between real-history events and the fantastic history of ASOAIF, with a view to proving that indeed the author of the latter has drawn his inspiration from reality in creating his alternative worlds. It is nonetheless high time we stressed that, no matter how enticing this approach may seem and how 'real' Martin's history may appear to his readers – leaving the fantastic elements aside – this extremely famous and successful series of novels has never been intended as a substitute for reality. The paper resorts to a number of historical works meant to help in outlining the historical part, then turns to the identified fictional counterparts, pointing out both similarities and differences. In many respects, this approach may resemble the point/counterpoint argumentative technique – first, arguments in favour of the resemblance are provided, only to be refuted immediately with the help of differences. This only comes to support the view that, while feeding from reality, fiction should never be taken for it.

A caveat might also seem necessary. Given my academic training, which does not include literary theory and criticism, I am aware that, at times, this paper reads as a history essay. Rest assured, as blurred as the border between reality and fiction may seem, this is just to demonstrate, in the end, that it indeed exists.

Keywords: fantastic, real, history, British Isles, Red Wedding, the Wall, Westeros, Braavos

9. TRANSLATION OF CULTURE-SPECIFIC ELEMENTS. PROCEDURES, METHODS AND STRATEGIES

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Translation of culture-specific elements is one of the biggest challenges that each translator encounters during his or her work. This is mainly due to the differences between source and target languages and cultural peculiarities. In the majority of cases, translation is used to transfer spoken or written on a source language texts into spoken or written texts on the target language.

The main goal of this article is to find the best ways of translating culture-specific elements. To conduct this research, we analyzed works of various scientists, including P. Newmark, J. Culler, E. Nida, M. Harvey, P. Bush, and others.

Nida E. A (1969, 151) suggested that translation procedures can be divided into two parts. The first part is the Technical procedures. Technical procedures can be performed in three steps: the first step is to analyze both source and target languages. The second step is a comprehensive review of possible cultural-specific elements used in the source text. The third step is to make judgments of possible syntactic and semantic approximations. All those steps must be performed before the first attempts of translation.

The translation of culture-specific elements requires various skills and wide knowledge from a translator. For example, A.L. Graedler (2000:3) lists the following procedures for translating culture-specific elements:

1. Creating a new word.
2. Explaining the SL expression instead of translating it.
3. Leaving the original SL term untranslated.
4. Finding a TL word that, in one way or another, is similar to the SL term.

Translation of culture-specific elements is definitely among the hardest challenges for translators, mainly because it requires a wide amount of background knowledge both in the TL and the SL. Thus, it is crucial for a translator to recognize that each language contains elements that came from its culture. Those can be found in every language and widely vary from one culture to another.

According to all the above mentioned, in order to produce similar or identical effects on the TL readers, in cases when other methods prove useless, a translator needs to utilize descriptive notes. In addition, "notes" can be used both as a translation procedure and translation strategy, which allows a translator to provide TL readers with more adequate and precise translation.

Keywords: culture-specific elements, translation, source language, target language, descriptive notes

10. 'WORD –FOR-WORD' OR 'SENSE-FOR-SENSE'?

(Two Translations into English of Mikhail Bakhtin's *Problems of Dostoevsky's poetics)*

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Translation is considered to be a magical bridge between a writer and a reader, without time and language boundaries. This paper focuses on the theoretical background of translation in terms of literary criticism and translation criticism. Mikhail Bakhtin's *Problems of Dostoevsky's poetics* was chosen for the analysis for several reasons. Firstly, M. Bakhtin as a Russian philosopher, literary critic and literary theorist made a great contribution to the development of literary theory by introducing some essential concepts (dialogism, polyphony, heteroglossia, carnivalisation). Secondly, the book covers such key points as what makes Dostoevsky's art different from other novelists and how it is showcased. Finally, M. Bakhtin skips the ideological and biographical content of Dostoevsky's works. Instead, the author lays emphasis on the role of the hero in the novels, on the ideas and the way they are presented, and the meaning of dialogues and language in the novels.

Problems of Dostoevsky's poetics generated a great interest in the English-speaking world, earning its author a well-deserved reputation. This seminal critical work experienced a few translations, the most known are made by R.W. Rotsel (1973) and by C. Emerson (1984). The main purposes of the paper are to analyze these two translations into English from not only negative, but positive aspects, raise awareness of the delicacy involved into the translation process, see the translational strategies used by the translators, explain the differences between two versions, and propose alternatives in case of lexical, syntactic or stylistic inaccuracies. All these aspects will be covered in the introduction, the theoretical basis of the research, the applied part, as well as in the conclusions that present the results of the study. The results of the research are expected to demonstrate whether the latter version of translation (1984) was justified or not. In order to achieve these goals, such methods, as observation, deductive method, contextual analysis and interpretation will be used.

Keywords: translation criticism, literary criticism, concepts

11. BOARDING SCHOOLS: A SOCIAL EXPERIMENT IN SOLVING THE PROBLEMS OF INDIGENOUS PEOPLE

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The belief that one's own race or ethnicity is superior to another race or ethnicity by comparison led the Europeans' quest for more land and wealth, which resulted in the colonization of countries particularly in Latin America, North America, the Arctic, and the Pacific since the 15th century. The indigenous people (the native inhabitants of a land) have suffered the most from the settlers who believed in their right and duty to claim and cross this new world. Many were killed and those left were assimilated into the dominant society of which they lived. For them to become fully human, they would have to lose their Native cultures. The social experiment that aimed to solve the problem and resulted in acts of global ethnic and cultural cleansing (genocide) around the world were the Boarding/Residential Schools. Their primary role was to convert Indigenous children to Christianity and to prepare them for manual labour jobs. Family bonds, culture, and languages were destroyed in the process. It is estimated that 30% to 60% of the children died in these Residential Schools.

Beginning with the founding of the Carlisle Indian School in 1879 and continuing into the 21st century, the USA government attempted to systematically assimilate and educate tens of thousands of Native American children. Inspired by the practices in the USA, in the 1880s the Canadian government also began to establish a system of industrial and residential schools, which rapidly expanded after re-organisation in the 1920s and lasted until 1996. Boarding schools began to spread all over the world to control the indigenous communities and claim their land, knowledge and resources.

By analysing the consequences of the boarding schools as a method of eradicating the indigenous problem, this paper aims to show the disastrous impact that this phenomenon has had throughout history. The main direction will be based on how boarding schools and education damaged the culture, language, and resources of indigenous people.

It was a humiliating and traumatic experience for the indigenous children: forcefully removed from their families, given new English names, told that their teachings and practices of their culture were wrong or savage, considered as "weak" or inferior to the elite, sometimes even abused, and often not given the educational skills necessary to assimilate into the higher echelons of the larger society. The experiments all over the world have made racism and cultural marginalisation a continuous practice even nowadays.

I believe that this topic explores some harsh realities that can never be erased from these ethnicities. The present society needs to know and learn more about the grief and damage that it was done to the children – to never be again the same, to hate their ancestry, their culture and their identity.

Keywords: boarding school, indigenous, assimilation, ethnicity

12. "FRAMES" OF A RELATIONSHIP BETWEEN MAN AND MACHINE

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Over the last decades, technology has advanced in every imaginable field. Nowadays, technology is ruling our lives. This paper aims to give a comprehensive account of a development of human and artificial intelligence contact. The main character of the fantastic, soulful sci-fi drama *Her* falls in love with his computer's highly advanced operating system. Much attention is given to the aspects of their communication from different sides. Cinematic futurism presents a pragmatic vision that virtual reality will eventually be as existent as "real reality." It has been found that people will not be outdone by machines, because one can advance with artificial intelligence. The result will not be a story with a subtitle: "humanity versus machines," it will be a story of the increase of own abilities, by a partial fusion with the creations of our intellect. This paper has clearly shown that with the development of "eye" displays, that project images on the retina, we, soon, will be able to see the world with foreign eyes. Furthermore, it is not that long before we send nano-robots into the brain and we can share all our feelings with each other and even intercept other people's emotional reactions.

Keywords: film, technology, development, influence, artificial intelligence

13. THE WORLD IS 'GOING TO THE MOVIES': ASPECTS OF HOLLYWOODIZATION

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The USA dominates the global market in information and ideas. Its economic prosperity led to powerful cultural industries whose influence is being felt all over the world. Hollywood is the dominant force in global movie-making. American movies are the most watched in the world due the attractiveness of famous Hollywood stars, entertainment, special effects, and colorful images. Hollywood movies are a powerful and influential source of information, whose message reaches a big amount of the audience. They touch upon fundamental topics as human rights, freedom, value and ideology. This way, American movies can have both positive and negative cultural impact on the audiences throughout the world. This paper gives arguments and examples of American movies cultural impact on audiences all over the world, in what concerns language, lifestyle, value and ideology, even food preferences promoting fast-food and increasing the popularity of global consumer brands like McDonald's, KFC, Pizza Hut, Coca-Cola and others.

I have chosen this research topic because American English and American culture are prevalent in our daily life because of our entertaining preferences and because English is the lingua franca in many spheres, while also being the language of modern technologies. The purpose of the study is to identify the distinctive aspects of Hollywoodization of the world through analysis and comparison, and to distinguish the major cultural impact of Hollywoodization on other nations, and how it influences film industries from different countries. The results of the research give the explanation of the powerful influence of American culture goods such as movies, TV shows, music on different nationalities from poor to developed countries, whose population can sometimes be easily manipulated or mislead. The research shows that the problem is alarming because American culture influence is visible in almost all countries, especially among young people, who copy American lifestyle and behaviour, causing a lot of personal and social problems. The study helps to understand the cultural influence of Hollywood movies on the audiences around the world affecting their language, values, ideology and lifestyle. It also presents the images of different nationalities in Hollywood movies which are based on general stereotypes, giving as example of portraying "the evil Russians" in the 3rd season of Stranger Things - a famous American TV show. This work does not try to make anti-American suggestions; it is just an argumentative point of view, based on an analysis of different critiques around the world.

Keywords: Hollywood, Americanism, cultural colonization, movies, consumerism

14. A ROMANTICIZED AND GLAMOROUS 'HISTORY' OF THE 1920S: BAZ LUHRMANN'S *THE GREAT GATSBY* (2013)

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Great works of literature stand the test of time. One such work is *The Great Gatsby* written by F. Scott Fitzgerald. The novel displays the age of the Roaring Twenties, a period in which the United States became a restless country, inhabited by a society who celebrated excess, wealth, and fun. *The Great Gatsby* has been adapted many times by different film directors. However, the latest version of this story was introduced in 2013 by Broadway director Baz Luhrmann as a much-anticipated version of the American icon F. Scott Fitzgerald's novel of the same name.

This paper focuses on the Roaring Twenties, a significant part of American history, and its aim is to find the features of this period of time in the famous novel by Francis Scott Fitzgerald, *The Great Gatsby*, and its filmic adaptation mentioned above. It deals with the real events of the 1920s, providing extensive information on both the cultural and historical background of the age. Among the historical facts relevant for the 1920s, emphasis will be laid on Prohibition and criminality, Flapper-Women, the Great Migration and also on the central themes in *The Great Gatsby*: Money and Materialism, Society and Class, Superficiality versus Truth, Degradation of the Society and the American Dream.

Keywords: American Dream, the 1920s, prohibition, new money, self-made man, Gatsby

15. SPEAKABILITY AND PERFORMATIVITY ISSUES IN TRANSLATING A. P. CHEKHOV'S *THE CHERRY ORCHARD*

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Drama is one of the main literary genres, which includes a collection of works intended for stage performance. However, drama translation is one of the least studied aspects of translation. The peculiarity of the dramatic texts is that they are intended for stage embodiment, where the word is accompanied by facial expressions, actions, and gestures, and this constant connection creates certain requirements for the structure of the play.

It is known that classical works of Russian literature are the most difficult to translate into English, since they represent the lifestyle and philosophy of the Russian people. Among the objective difficulties for translation, it is necessary to point out the inconsistency between Russian and English realia and the absence of corresponding vocabulary.

A striking example of such works can be considered the comedies of A. P. Chekhov: they are full of special humor, irony, subtext, for whose expression A. P. Chekhov often uses original Russian words with hidden meanings. The incredible potential of Chekhov's last play, "The Cherry Orchard," offers the broadest perspective for translation and makes it possible to distinguish this comedy as an independent *object* of scientific research.

The *relevance* of the work lies in the fact that the number of translations from Russian into English has significantly increased, but not all of them can be considered adequate and equivalent. According to this, it is possible to determine the *purpose* of this research: to identify the main difficulties in the translation from Russian into English, and to compare and analyze various translations (literary and for stage) of A. P. Chekhov's play "*The Cherry Orchard"*.

The theorist of theatrical art Patrice Pavi, in *Dictionary of the Theater* (1991), defines "dramatic translation" primarily in the context of the further stage production of the play. In contrast, B. Schultze and Susan Bassnett in *Translation Studies* (2005) clearly differentiate the translation of a play intended for further publication and reading (that is, an actual "literary text") from the translation of the dramatic text for the purpose of further staging. This is the "double nature of the dramatic text," that is the main feature of drama translation. A translated play can have two options – "*translation for page*" (literary text) and "*translation for* stage" (stage version). Such notions as "speakability" and "performability" determine the self-sufficiency of the translation in the play implementation. The full potential of the text is realized in its theatre performance as these properties allow the dramatic text to become "performable" in the target language.

Thus, it is important to note that the translation of dramatic texts differs greatly from other types of translation and involves the translator's creativity. Moreover, translation of realia as cultural and linguistic markers require appropriate linguo-cultural knowledge.

Keywords: drama translation, speakability, performability, translation for page, translation for stage.

16. RELIGIOUS SYMBOLISM IN MARGARET ATWOOD'S SHORT STORY *THE RESPLENDENT QUETZAL*

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The Resplendent Quetzal is a short story published in Margaret Atwood's collection *Dancing Girls & Other Stories*. It presents the story of an unhappily married couple, Sarah and Edward, on a vacation in Mexico, due to Edward's passion for bird-watching. The reason they are not getting along well is their stillborn child. After Sarah's miscarriage, their discrepancies had been multiplying and, at the same time with the loss of their child, they also lost their love for each other. In spite of their damaged marriage, they were unable to face each other and carried on with a superficial relationship. Atwood uses descriptive character analysis and highlights the individual way of handling the same tragedy.

The general purpose of this paper is to analyse and explain the idea of religious symbolism and to draw a parallel between it and their relationship. Moreover, the use of religious symbolism in this short story outlines the idea of discrepancy between the characters and creates visual images that allow the reader to delve into the story. The symbols are obvious and clear to understand, for example: "Edward thumbed through his Peterson's Field Guide as if it were the *Bible* or the bird was the *Holy Grail*." The symbol of the Bible suggests his dedication and pleasure to immerse himself more and more in the knowledge of birds, while the Holy Grail strengthens and creates the idea of "holiness" or "sacredness" that the bird has in his mind.

Keywords: sacrifice, baby, sacrificial well, Christianity

17. GONE WITH THE WIND AND SLAVERY

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Margaret Mitchell's novel *Gone with the Wind* and the Hollywood phenomenon that is its 1939 adaptation are set against the backdrop of slavery, the American Civil War (1861-1865) and the subsequent Reconstruction Era (1865–1877). These events destroy the stereotype that history also presents: that a slave - a character of the lower class, a negro or a black - is always dirty, unreasonable, easy to manipulate and only good for agricultural work. The novel does not discourage the institution of slavery; rather, it encourages the myth of the slaves as happy and content in their surroundings created by the Southerners. Mitchell's representations of slaves have better conditions and are more independent, and are fed and clothed; even more, black female slaves indeed raise white children, caring for them every moment of the day and night, as Mammy does. It is certainly clear that *Gone with the Wind* presents a romanticized experience of slavery. The African Americans are never treated as main characters, they are never emphasized upon in the whole narrative; however, as secondary characters, they demonstrate their considerable contribution to the well-being of the American families. They are happy-go-lucky, cheerful people, always ready to obey their white owners.

This research is an attempt to examine and argue the reality behind the belief of the Southerners that slavery was beneficial to African Americans. It demonstrates the value of truth through the comparative analysis of Mitchell's fiction and of its Hollywood adaptation and Schneider's book *Slavery in America*. It is an attempt to find out if the Southern states actually cared for their slaves' welfare or if it was only a ruse in order to continue making profits by using the slaves as cheap labor.

Keywords: slavery, experience, characters, comparative analysis

18. UNE APPROCHE TRADUCTOLOGIQUE DES IDIOMES DANS LA TRADUCTION LITTERAIRE DU ROMAN *MADAME BOVARY* DE GUSTAVE FLAUBERT

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La présente étude est basée sur une approche traductologique de l'idiome dans la traduction littéraire. Le sujet donné est abordé suite à la marginalisation de l'idiome du fait des divergences qu'il provoque quant à son statut linguistique. Le but de cette étude est de tenter de déterminer le rôle de l'idiome d'un point de vue linguistique et d'observer les particularités par lesquelles il se manifeste dans la traduction du roman Madame Bovary écrit par Gustave Flaubert.

Aujourd'hui, l'importance de la traduction dans le mouvement global est démontrée : on traduit tout ce qui est possible et cela se fait de plus en plus vite, sans cesse, dans n'importe quelle langue.

Pour comprendre et pour qu'on puisse faire une étude plus loin, on doit analyser les définitions du mot « idiome ». Un idiome représente un instrument de communication linguistique utilisé par telle ou telle communauté.

Notre échantillon de recherche représente l'œuvre Madame Bovary écrite par Gustave Flaubert. On va, donc, analyser les expressions idiomatiques tout au long du roman, en analysant aussi la complexité de la traduction des idiomes et leur variabilité des valeurs stylistiques et pragmatiques.

En ayant comme support T1 – la traduction d'Aurelia Ulici et T2- la traduction de Demostene Botez, on va observer les techniques des traductions les plus utilisées et les stratégies de traduction adoptées par les traducteurs.

La présence de l'idiome dans notre vie est remarquée même par nous, par toute conversation familière et bien des textes littéraires sont truffés de telles expressions, idiomatiques, que les dictionnaires généraux sélectionnent et se contentent de définir.

Ainsi, on est arrivé à la conclusion que les idiomes, font l'objet d'étude en ce qui concerne leur traduction problématique. De cette façon, la mise en pratique des techniques de traduction dans les circonstances exposées ci-dessus représente une vraie provocation, inévitable mais nécessaire et qui aide le traducteur en même temps.

En guise de recommandation, on suggère que l'idiome doit faire l'objet de plusieurs recherches plus approfondies, vue que la traduction de l'idiome est assez complexe et qu'elle véhicule une multitude des éléments par lesquels se définit sa valeur. Dans ce sens, on propose de mener une recherche mettant en évidence la transmission des valeurs culturelles par le biais des idiomes.

19. LE LEXIQUE DES RÉSEAUX SOCIAUX

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De nos jours, presque tout le monde utilise l'Internet comme moyen de communication. La présente étude cherche à mettre en évidence les stratégies de communication dans le monde virtuel. Cette étude présentera comment les jeunes ont tendance à parler en ligne et comment ils parlent hors ligne, où ils peuvent s'exprimer mieux et plus librement et où et pourquoi ils rencontrent des difficultés de communication, quels risques la communication sur les réseaux sociaux peut présenter et comment les éviter. Une première partie de l'étude sera dédiée à une partie théorique, ayant le rôle d'éclaircir ce qu'on comprend par le lexique, puis nous allons définir un réseau social. Nous chercherons plusieurs définitions dans les dictionnaires en ligne Larousse, Le Petit Robert, CNRTL. Nous chercherons aussi de répondre aux questions suivantes : Pourquoi on utilise les réseaux sociaux? Comment la communication en ligne influence la communication orale? De plus, nous essaierons d'identifier les mots utilisés sur l'Internet, en donnant ainsi, des exemples des mots empruntés à d'autres langues (le plus souvent l'anglais) les classer par ordre alphabétique et en ajoutant leur explication, et nous présenterons quelles abréviations sont utilisées dans la communication virtuelle, comment elles sont déchiffrés et quelle est leurs but dans l'environnement virtuel.

Mots-clés : Internet, les réseaux sociaux, la communication, lexique

20. LE CONDITIONNEL DANS L'EXPRESSION DE LA POLITESSE ET DU DÉSIR

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La présente étude se propose d`identifier les emplois du conditionnel surtout son emploi dans l`expression de la politesse et du désir.

Une première partie de cette étude vise la partie théorique, en précisant quelques aspects sur la formation du conditionnel présent. Le conditionnel est un mode verbal qui exprime un état, une action il représente une subordonnée à une condition. Le conditionnel présent est formé à partir du radical du verbe à la future de l'indicatif auquel on ajoute les terminaisons de l'imparfait de l'indicatif. "-ais","-ait", "-ions","-iez","-aient". Nous allons identifier les verbes qui souvent utilisé pour exprimer la politesse et le désir comme : aimer, avoir, désirer, être, pouvoir, préférer, souhaiter et vouloir ». Dans l'exemple : Je voudrais un café s'il vous plait, on transmet le désir d'une manière polie par l'intermède du verbe vouloir, conjugué au conditionnel présent. Une dernière partie de cette étude vise l'analyse du corpus pour mettre en évidence l'emploi du conditionnel dans de différentes situations. Notre article a comme point de départ pour la partie théorique les études de Teodora Cristea (1997).

Mots-clés : conditionnel, politesse, désir

21. LES NOUVELLES TECHNOLOGIES DANS L'ENSEIGNEMENT DU FLE

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Aujourd'hui, les nouvelles technologies sont omniprésentes dans notre vie et dans l'enseignement. Leur exploitation à des enjeux sociaux, culturels et économiques. En effet, cela oblige les enseignants de français de développer de nouvelles compétences mais aussi un regard critique vis-à-vis de la technologie et de l'Internet, pour en faire un usage réfléchi, efficient et efficace pendant les leçons. Même sans les utiliser pédagogiquement, les technologies entrent dans la salle de classe et rendent l'enseignement plus complexe. Avec Internet, les sources d'information sont plus nombreuses, plus accessibles et plus rapides. Les étudiants s'attendent à trouver cette commodité d'accès à l'information dans les cours. Cet article se propose de faire une recherche qui s'attache à comprendre la situation actuelle de l'intégration des nouvelles TIC dans les pratiques pédagogiques des enseignants du FLE (français langue étrangère). Il a pour objectif de présenter les principaux résultats d'une étude quantitative portant sur les représentations que les enseignants se font des NTIC et de leurs usages. Le fait de préciser ces résultats permettra de mieux s'orienter dans cette problématique et de répondre à différentes questions de recherche : dans quelle mesure les professeurs de langues étrangères sont-ils ouverts aux innovations? Quelles sont les plateformes en ligne les plus utilisées ? Peut – on augmenter la réussite et lutter contre l'absentéisme scolaire à l'aide des nouvelles technologies ? Pour répondre à ces questions, on présentera dans la première partie, l'importance des technologies de l'information et de la communication dans la classe de français langue étrangère, les différents programmes mis en place par le gouvernement pour introduire les TIC du mieux possible dans une logique d'apprentissage. Puis on verra les résultats de l'étude quantitative et on terminera cette étude en proposant quatre usage possibles des nouvelles technologies en classe de français langue étrangère. On montrera comment organiser une page web pédagogique à l'aide du *Padlet*, enrichir le vocabulaire avec *Quizlet*, mais aussi les célèbres programmes *Learningapps* et *Kahoot.*

Mots-clés : nouvelles technologies, enseignants, FLE, plateformes en ligne, étude quantitative

22. LES ANGLICISMES DANS LE VOCABULAIRE DE LA PÂTISSERIE

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Les anglicismes sont un sujet de plus en plus controversé d'un point de vue linguistique et social. La plupart d'entre nous utilise tous les jours des mots empruntés à l'anglais, soit parce que la langue elle-même a emprunté ces mots et que nous les trouvons dans le dictionnaire, soit parce que nous les entendons souvent autour de nous, par exemple, à la radio, à la télévision à l'école des gens qui nous entourent et les utilisons involontairement, ou simplement parce qu'il nous semble «cool» de les utiliser. Nous avons décidé de faire quelques recherches sur ce que sont les anglicismes, en consultant le « Centre national de ressources textuelles et lexicales », où nous les rencontrons le plus souvent et quelle est la différence entre les trois types d'anglicismes «empruntés-adaptés». Nous nous concentrons sur les énigmes anglicisme du vocabulaire utilisé dans le domaine de la pâtisserie et de rechercher chaque terme, pour connaître leur étymologie, par exemple «brownies», «crumble», «cheesecake», etc. Notre objectifs sont d'extraire les termes de la pâtisserie empruntée en anglais sils sont traités à l'équivalent français de dictionnaire et de comprendre pourquoi il a choisi le français pour reprendre les anglicismes. La motivation est la passion de la cuisine, notamment dans le domaine de la pâtisserie et je souhaite approfondir mes connaissances non seulement en recettes, mais aussi en vocabulaire.

Mots-clés: Anglicismes, pâtisserie, emprunt, terme, utilisation

23. GLOSSAIRE TERMINOLOGIQUE DE LA NUTRITION

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Cette étude a comme objectif principal de faire ressortir le lexique de la nutrition. Nous avons choisi ce sujet car il est nécessaire de comprendre à quel point il est important de bien manger. Parce que nous vivons à une époque en constante évolution, le bien-être ne concerne pas seulement une bonne alimentation mais aussi l'équilibre que vous maintenez dans votre style de vie. Une alimentation appropriée et équilibrée ainsi qu'une activité physique peuvent faire une grande différence non seulement dans la façon dont vous regardez, mais aussi dans la façon dont vous vous sentez. Il est vraiment facile de rester en forme et de se sentir bien. Le magazine français <<CuisineActuelle>> contient les informations et les conseils dont les gens ont besoin pour commencer à évoluer vers un mode de vie sain dès aujourd'hui. Premièrement nous allons définir ce qu'on entende par un glossaire, nous allons définir le terme terminologie, puis nous allons classifier les termes identifiés dans le corpus, alphabétiquement. Dans le corpus soumis à l'analyse, nous nous proposons de trouver les termes clés pour la nutrition et nous essaierons leur donner des définitions, extraits des plusieurs dictionnaires comme LAROUSSE, Le Petit Robert formant un glossaire de la nutrition correcte pour une vie saine et équilibré.

Mots-clés : nutrition, magazine, fast-foods, organisme, équilibre

24. TEACHING LIFE SKILLS – WHY MOLDOVA SHOULD ADOPT THE IRISH MIDDLE SCHOOL CURRICULUM

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Ireland is well-known for its amazing stews, fairy stories, and exceptional musicians. In addition, Ireland has an excellent education system. The aim of Irish schools is not only to help students develop academically, but also to give them the chance to grow into responsible adults. They do this by including in their middle school curriculum subjects which teach students life skills – the kind of skills needed to solve real-life problems. By contrast, secondary education in the Republic of Moldova focuses exclusively on academic subjects, none of which teaches students how to deal with real life. Since Moldova's system is in the process of being updated, it should adopt a middle school curriculum similar to the one used in Ireland. Students would benefit from learning how to cook, look after a pet, or manage their finances, in addition to acquiring academic knowledge, because it would better prepare them for life beyond school. These skills are particularly important for students who grow up in orphanages, without a family who can teach them basic life skills.

This paper looks at three life courses which are part of the Irish middle school curriculum (Home Economics, Food – Glorious Food, and Caring for Animals), and argues that such courses should be added to the Moldovan middle school curriculum because they address specific problems which Moldovan students, and especially orphans, are not normally prepared for. In terms of implementation, this paper proposes two solutions: a long-term, political one, which involves voting in politicians who can design a better education system; and a short-term, community-cantered one, which involves having volunteers teach after-school life skills classes. The second one is both more realistic and easier to implement. All children deserve a well-rounded education which can prepare them for life's surprises and hardships. This could be achieved in Moldova by adopting a middle school curriculum based on the Irish one.

Keywords: life skills, middle school, curriculum, Ireland, Moldova