# Ro-Brit
# Student Journal

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"Vasile Alecsandri" University
of Bacău

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# EDITORS

EDITORIAL

RO-BRIT STUDENT JOURNAL is an annual English journal dedicated to publishing papers written by students in the Faculty of Letters (and not only), under the auspices of the Department of Foreign Languages and Literatures from "Vasile Alecsandri" University of Bacău. This journal intends to encourage students to take more initiative in engaging in the English studies, providing at the same time the opportunity for them to have their research and creative writing published. Thus, RO-BRIT STUDENT JOURNAL invites English-speaking students to contribute to the journal through submitting original articles. The journal welcomes submissions on English language, literature and culture, its purpose being to provide a channel for the publication of original work by Romanian students who love the English language. This is an excellent opportunity for students to allow their research to be seen by their colleagues and to participate in a promising endeavour.

RO-BRIT STUDENT JOURNAL este o revistă anuală în limba engleză dedicată publicării lucrărilor scrise de către studenții din cadrul Facultății de Litere (și nu numai), sub auspiciile Departamentului de Limbi și Literaturi Străine de la Universitatea "Vasile Alecsandri" din Bacău. RO-BRIT STUDENT JOURNAL intenționează să încurajeze studenții vorbitori de limba engleză să scrie și să publice în limba engleză articole cu privire la limbă, literatură și cultură, scopul principal al revistei fiind acela de a oferi un canal pentru publicarea de lucrări originale de către studenții români care iubesc limba engleză. Aceasta este o oportunitate excelentă pentru studenți de a permite ca cercetarea lor să fie văzută de colegii lor și de a participa la un efort promițător.

# The Dialogue of European Stereotypes in *The Guardian*'s Media Project

**Alisa Olariu, II**, **MA LEPC**
Coordinator: PhD Lecturer Mihaela Culea

## 1. Introduction

Stereotypes and, at the same time, stereotyping are both unavoidable and inevitable, as much at a personal level, as well as at a social one. Fostered by mass media, by our societal standpoint or simply by our personal beliefs, stereotypes have become so ingrained in our daily lives that we sometimes fail to notice them, we take it as a laughing matter or, when trying to take a stand against them, our attempt gets lost as a drop in the ocean. As a general rule, be it negative or positive, a stereotype is considered to be faulty, stemming from the over-generalization of some traits of a certain group. For instance, whether we say that Italians are hypocritical or we claim that they are sharp-dressers, in both cases we stereotype an ethnic group and this should supposedly by avoided. "However, it is not so clear how stereotypes differ from ordinary generalizations, and it is also not clear that they can or even should be avoided. To give up our capacity to form stereotypes, we would probably have to give up our capacity to generalize, and that is a trade none of us should be willing to make. The ability to generalize is a central, primitive, hard-wired cognitive activity. Yes, often stereotypes are negative, untrue, and unfair. But sometimes they are none of these things. Sometimes they are even useful (although we tend to give them different names in such circumstances), and they may even be essential."[1]

The *Sage Dictionary of Cultural Studies* defines stereotype as "a vivid but simple representation that reduces persons to a set of exaggerated, usually negative, character traits, suggesting that a given category has inherent and universal characteristics and that furthermore these characteristics represent all that such a person is or can be."[2] Thus, the most familiar use of the term refers to the characteristics that we apply to others on the basis of their national, ethnic, or gender groups. In a broader sense, a stereotype is "a positive or negative set of beliefs held by an individual about the characteristics of a group of people. It varies in its accuracy, the extent to which it captures the degree to which the stereotyped group members possess these traits, and the extent to which the set of beliefs is shared by others."[3] One of its functions is to justify (or rationalize) our conduct in relation to that group of people. A common hypothesis is that which brings forward the idea that many (although not necessarily all) stereotypes are based on a kernel of truth. Even if the notion is correct and found to be true, it is likely that many (probably most) stereotypes are exaggerated generalizations.

So, are stereotypes bad or not? The underlying issue is that matters are not so simple and we should not stereotype stereotypes. One possibility is that stereotypes are bad because they emphasize the negative rather than the positive features of groups. However, there are traits which can be considered positive in some situations and negative in others, as good by one group and bad by another. For example, when describing Jews as ambitious, there are people that would suspect that this ambition has a rather aggressive and 'grasping' side as part of the traditional Jewish stereotype, even if ambition is generally considered good. Placing stereotypes under a negative hat could be thought fallacious. As Gordon Allport, in his work *The Nature of Prejudice* notes it is a part of our basic cognitive nature to place things and people in categories, which are the cognitive buckets into which we pour various traits, physical features, expectations, and values – the basis of stereotypes. Allport recognized that both categorization and the use of categories are inevitable in our daily commerce with complex worlds, and so, errors will inevitably result. Furthermore, in modern cognitive psychology stereotypes, as generalizations, benefit from being seen as helping us to process information.[4] Stereotypes simplify, but in some ways they also enrich our mental lives. (By being able to place a person in a particular group, we can draw on a rich mix of theoretical and empirically based knowledge about his behaviour and why he does the things he does.)

What we may address in terms of good and bad are the feelings and behaviours that stereotypes may translate into. From this perspective, the discussion should move towards the relationship

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1 Schneider, David J., *The Psychology of Stereotyping*, New York, The Guilford Press, 2004, p. 8.

2 Barker, Chris, *The Sage Dictionary of Cultural Studies,* London, Sage Publications Ltd., 2004, p. 188.

3 Jones, J. M., *Prejudice and Racism,* 2nd edition, New York, McGraw-Hill, 1997, p. 170.

4 Allport, Gordon W., *The Nature of Prejudice*, Cambridge, Perseus Books, 1979, pp. 170-173.

between stereotype, prejudice and discrimination. "*Prejudice* refers to the feelings we have about others, and *discrimination* to our behaviour."[5] Prejudice can then be defined as a set of affective reactions (hate, disgust, rejection, pity) we have toward people who are members of a certain category/group. For instance, we may be prejudiced against the upper classes of the English society, based on the assumption that they are haughty and sneering. "It is not only possible but likely that we employ stereotypes to justify prejudices, as well as the reverse."[6] Discrimination represents the unjustified making of judgments and behaving towards certain people because of their belonging to a certain group. "Whereas prejudice is entirely mental and unseen, discrimination is behavioural and observable."[7] A pertinent and topical example is the case of Romanian people being rejected and discriminated because of their being associated with gypsies.

## 2. The Mass Media and Stereotypes

In everyday life, categories central to stereotyping (such as race and gender) are frequently primed through the mass media, humour and conversation. These are likely to be somewhat subtle and, because they are relatively unconscious, may give rise to assimilative processing. We are all aware that the media sometimes presents biased and unrepresentative views of groups of people and they have been blamed for spreading and perpetrating, or even creating, stereotypes of gender and race. The media are powerful devices for communicating information, and not only do they contribute to but they even create stereotypes through: *underrepresentation* of some groups of people in media depictions, as in the case of Greeks, who are nowadays stereotyped as the laziest ethnic group in Europe, as a result of the portrayal they have 'benefited' from when talking about their economic crisis; *selective presentation*, as people may be selectively presented in certain roles or engaging in certain behaviour – for instance, Spaniards are seen as a partying people, as they are constantly connected with the famous fiestas; and downright *stereotypic presentation* in terms of behaviour, values and attitudes – again, the unfortunate case of Italian media portraying Romanians as thieves and gypsies. [8]

The media frame issues in a stereotypic-relevant way by focusing attention on individual responsibility. Rather discrete, often striking, slices of reality are

5 Schneider, David J., *op. cit.,* p. 27.
6 *Ibidem*, p. 269.
7 *Ibidem*, p. 292.
8 *Ibidem*, pp. 345-346.

presented, generally in no historical or socioeconomic context. "We see information about individuals from different groups, but not larger contexts. Media thus tend to reinforce theories of individual responsibility, without emphasizing alternative and more complex models of why people do the things they do"[9], affecting thus our attitudes and stereotypes. However, the media play less of a direct role than many people assume. Nevertheless, the indirect effects may be quite powerful. Television, considered a passive socialization device, probably has its greatest effects in reinforcing rather than challenging cultural truths or myths. The great present danger is the Internet, which is not passive, but active, and where prejudice and discrimination could give birth to immediate and violent reactions. "Media is good at presenting slices of reality, but less successful at presenting full complexities. Unfortunately, the latter is what fighting stereotypes is all about."[10]

## 3. Ethnic Stereotypes in Europe

The categorization of European ethnicities is often arbitrary. Migration creates culturally and ethnically diverse societies and, when interacting, people from different cultures face not only different belief systems, values, customs and behaviours, but also prejudice against each other. Stereotypes are also social products. They "often seem to be integrally related to our group memberships and with conflict between groups. We seem to have stronger and more negative stereotypes about groups to which we do not belong than to those to which we do"[11] (*in-group* vs. *out-group* treatment and bias)– one of the causes of ethnic stereotyping and prejudice. Moreover, in the case of Europe, unlike the U.S., there is no such thing as a widely adopted common identity – national identities still remain strong. Therefore, we cannot speak about a European identity, but about an Italian, a Greek, a Spanish, a Romanian one, etc. As a consequence, this separate regional and ethnic identification involves group comparison. The responses of one group towards another range from full acceptance to prejudice, discrimination, and violence.[12] The social context is extremely important when we speak about ethnic stereotypes and, moreover, about prejudice and discrimination, as underlined by many changing processes – migration,

9 *Ibidem,* p. 348.
10 *Ibidem,* p. 353.
11 *Ibidem*, p. 231.
12 Zick, Andreas, Pettigrew, Thomas S. & Wagner, Ulrich, "Ethnic Prejudice and Discrimination in Europe" in *Journal of Social Issues,* Vol. 64, No. 2, 2008, p. 239.

political transformations, the European unification process, and widespread negative opinions regarding ethnic and social minorities.

### 3. *The Guardian*'s Dialogue

"As the European crisis ratchets up antagonism between countries, there has been a rise in name-calling and finger-pointing: from lazy southerners to domineering northerners, with plenty in between."[13] Journalist Federica Cherubini explained: "six countries, six leading newspapers, a huge audience and one common theme: Europe, how to explain it better, how to understand it better, how to build it better. This is the aim of an editorial project, named *Europa*, which saw six papers joining forces to produce a joint special edition on the situation of the European Union."[14] The idea underlying the project is that different eyes (Britain's, France's, Germany's, Italy's, Poland's and Spain's) give different perspectives which can contribute to a better comprehension of the economic and ideological crisis that Europe is facing. The main purpose of this issue is that of conquering euroscepticism, as well as national stereotyping. The table of contents has been chosen by the six newspapers together: Europa has been realised with a continuous discussion/dialogue amongst all. "The role of newspapers is to offer readers different ways to understand the world and the project wants to help in creating a common European identity through telling the stories of what brings us together and what tears us apart, said Bardazzi, editor of *La Stampa*."[15]

Therefore, the six newspapers in the Europa project were asked to stereotype each other, and then asked cultural commentators in each country to assess how accurate they are.

### On Britain

Drinking habit binge-drinkers
Sports manners
- hooligans
General attitude andmanners
- snobbish
- stiff

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Commerce
- free marketers
The weather
- rainy
- foggy
- cold
- dull



Jonathan Freedland, *The Guardian*

*The European image of the Brit – either pukingly drunk football fan or snooty City gent, both living off past imperial glories, sullenly resenting being in Europe rather than ruling the world – is itself a cliché.*

*The British disease has even entered the French language: le binge drinking is the preferred phrase for vast, rapid consumption aimed solely at getting hammered.*

### On France

General attitude and manners
- arrogant and chauvinistic
- responding with thunderous rants and rash behaviour when confronted with the fact of German leadership
Social attitude and behaviour
- strike lovers
Love and sex life
- erotomaniacs/good lovers

13 European Stereotypes: what do we think of each other and are we right? http://www.theguardian.com/world/interactive/2012/jan/26/european-stereotypes-europa, accessed May 17, 2013.
14 Federica Cherubini, *Europa, six European titles team up to investigate European identity*, http://www.sfnblog.com/2012/01/27/europa-six-european-titles-team-up-to-investigate-european-identity, accessed May 17, 2013.
15 *Ibidem.*

Jean-Michel Normand, *Le Monde*

*Proud of our keen sense of inequality, it's almost disappointing for us not to hear our neighbours cite the traditional French propensity to strike.*

*Surveys put us – as regards both the number of our partners and the intensity of our sex lives – slap bang in the middle of the roll-call of European nations.*

### On Germany



General attitude
• uber-efficient, diligent, disciplined

• no sense of humour
Behavioural habits
• prone to steal the best sun loungers on holiday

Rainer Erlinger, *Süddeutsche Zeitung*

*Yes it is true, all the clichés are correct, even the one about the towels and the sunloungers.*

*Hard work, efficiency and discipline maybe typical German characteristics but I've never heard they are traits for Germans living in the capital.*

### On Italy



General attitude and manners
• chatterboxes
• sharp dressers
• mama's boys, incapable of bravery
Love and sexual life
• Latin lovers
Economy-taxes
• Tax-dodging
Moral attitude
• hypocritical

Massimo Gramellini, *La Stampa*

*People say we are chatterboxes. They are right.*

*It is also said that we're good-looking and crazy about fashion. Naturally, compared to the average European we are very sharp dressers.*

*Morally hypocritical? The Catholic culture with which we are impregnated means that we are tolerant towards sinners, especially if we are the sinners ourselves. No one in the world repents as well as the Italians.*

## On Poland

Drinking habits
- heavy drinking

Moral and religious attitude
- ultracatholics
- with a whiff of anti-Semitism

Skills
- extreme dexterityfor plumbing
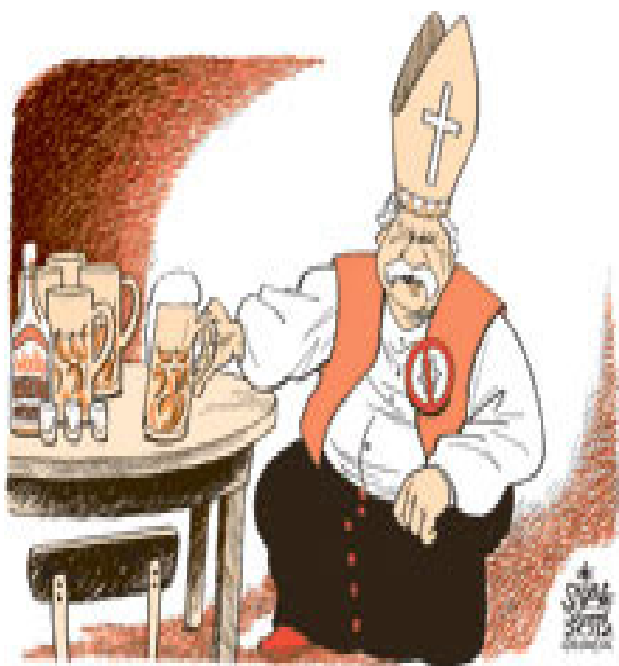


Adam Leszczynski, *Gazeta Wyborzca*

*These stereotypes of Poles are true but only partly. Poles drink average amounts of alcohol, they are Catholic but not really bothered by what the church says, and they dislike Jews just slightly more than the average European.*

## On Spain



General attitude and manners
- macho men and fiery women prone to regular fiestas and siestas, so that nothing ever gets done

Carmen Morán, *El País*

*The pictures Europeans have of Spain in their photo albums may be holiday snaps, but what happens there the rest of the time? The statistics tell us that there are Mondays, too. Neither is it a country of siesta-takers – healthy though the practice assuredly is.*

*"Noisy" is another adjective. And they're not wrong. It's something to do with the fiesta, which can occur as easily in a restaurant as in the street.*

Assuredly, one the first reactions when seeing and reading about these stereotypes is that of smiling…and this is not necessarily a bad thing. The goal of this dialogue was that of conquering national stereotypes by showing, among other things, what tears us apart and this is what six different countries think about each other when asked to generalize. There are persons who might feel offended, but what we must perceive and understand is that there was no underlying conflict behind these categorizations. All in all, the project's main effect is not altogether conciliatory, but it makes a first step towards

conciliation and the creation of a common European identity, by raising awareness of one's opinions about the other, carrying a peaceful dialogue and bridging the differences and misinterpretations between them. Be they positive or negative, all stereotypes were responded to part explanatorily, part humorously, without giving rise to dissensions or virulent comments, setting an example as to how people should generally react when faced with a similar situation. If stereotypes are unprejudicedly received and accepted, they could very easily be taken as a laughing matter, amended with arguments or demolished, if need be.

The first assumption was that stereotypes were inaccurate generalizations, maintained through ignorance, prejudice, and cultural realities. We now recognize that stereotypes cannot easily be separated from more 'normal' ways of thinking about people. Stereotypes are simply generalizations about groups of people, they are not always negative and they are sometimes useful (about students when preparing lectures, readers, etc.). We all use them all the time. Controlling our stereotypes and prejudices is not considered impossible, but nevertheless extremely hard. A 'say no to stereotypes' programme is likely to be ineffective and attempting to suppress our expressing them may backlash. If, at one level, stereotypes are inevitable, these generalizations should not have a great impact on our interpersonal lives. To disarm them, we need to emphasize that people in almost all groups are diverse with regard to nearly all features and almost no stereotypes apply to all. Secondly, we should continually remind ourselves that human behaviour is complex and that just because someone belongs to a certain group does not constitute an explanation for his/her actions, therefore not all members of that group behave the same. In the end, the purpose is not that of eliminating stereotypes, but that of better understanding their complexity and subtlety, so as to hinder them from affecting our feelings and behaviour.

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Source of images http://www.theguardian.com/world/interactive/2012/jan/26/european-stereotypes-europa, accessed May 17, 2013.

# Teachers and Tutors: Thwackum and Square in
## *The History of Tom Jones, a Foundling* by Henry Fielding

**Oana Diaconu, II, E-F**
Coordinator: PhD Lecturer Mihaela Culea

### 1.Introduction

We are all aware of the importance of tutors or teachers in one's life, as well as of their impact on people's moral and intellectual evolution in general. This is why I consider this profession as a very noble one and, in my opinion, only really gifted people should opt for it, since this requires not only knowledge, but also psychological skills and, most of all, affection, compassion and understanding towards students.

The impact of a teacher on a student's life can be crucial and this is not an exaggeration at all, because sometimes he/she could either be selected as a model that will guide the student's personality for a lifetime, or he/she might cause a trauma which might accompany him/her till very late in his/her adulthood.

Pedagogical literature proposes and theorizes a large number of different methods, procedures and teaching techniques, but most authors agree that there is no standard or ideal way of teaching: "Indeed there is no scientific basis yet for writing such a description of an ideal teaching methodology."[1] However, if we are to consider that teaching in the eighteenth century was teacher-centred and less efficient while the modern classroom is more student- centred, according to Jim Scrivener, this might be more like a kind of stereotype since the author considers that the method has been overemphasized, whereas teaching and learning can assist one other: "Instead, we can observe teachers and learners at work and take note of strategies and approaches that seem to be more beneficial than others, not necessarily in order to copy them, but to become more aware of what is possible."[2]

### 1.Eighteenth-century English teachers and tutors

*Macmillan Dictionary* mentions the word tutor as being a synonym for teacher.[3] However, a distinction could be made, because the same dictionary also offers the following definition for the word "tutor": "someone who gives private lessons on a particular subject" (a private teacher), while the definition for "teacher" is: "someone whose job is to teach".[4] Another synonym suggested by the same dictionary is the term "educator" and the definitions are: "someone who teaches or who is involved in running a school" or "someone who is an expert in education".[5]

We cannot refer to education in the eighteenth century without mentioning the influence of religion, which is clearly mentioned in the book we are going to refer to, as well as the influence of utilitarianism. In addition, education in the eighteenth century greatly depended on social class and the poor children were not encouraged or expected to study. Bernard Mandeville wrote in 1723:"Reading, Writing and Arithmetick are very necessary to those, whose Business require such Qualifications, but where Peoples Livelihood has no dependence on these Arts, they are very pernicious to the Poor, who are forc'd to get their Daily Bread by their Daily Labour. Few Children make any progress at School, but at the same time they are capable of being employ'd in some Business or other, so that every Hour those of poor People spend at their Book is so much time lost to the Society. Going to School in comparison to Working is Idleness."[6]

Consequently, education was a privilege for some social classes only and it is thought that half of England's population at that time could not read,

1 Scrivener, Jim, *Learning Teaching. A Guidebook for English Language Teachers,* London, Macmillan Publishers Limited, 1998, p. vi.

2 *Ibidem,* p. vi.
3 http://www.macmillandictionary.com/thesaurus-category/british/Teachers-and-principals, accessed March 3, 2014.
4 http://www.macmillandictionary.com/thesaurus/british/teacher, accessed March 3, 2014.
5 http://www.macmillandictionary.com/thesaurus/british/educator, accessed March 19, 2014.
6 Backscheider, Paula R. & Ingrassia, Catherine (eds.), *A Companion to the Eighteenth-Century English Novel and Culture,* Malden, MA, Blackwell Publishing Ltd., 2005, p 167.
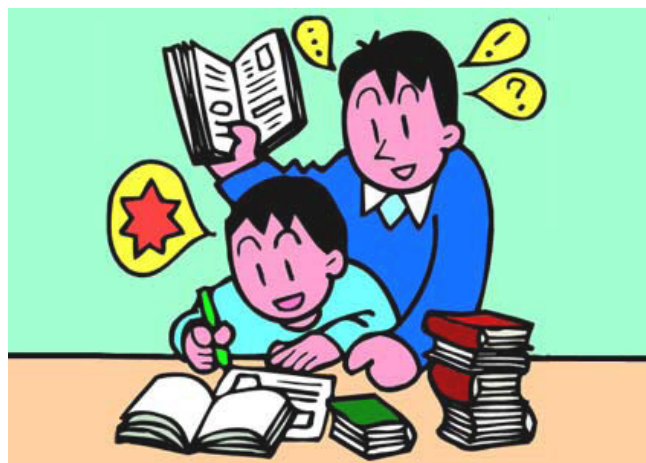
because that was not a priority and the government did not financially support education adequately. Literacy levels were, from this perspective, still quite low.

English philosopher John Locke himself thought that children at that time spent too much precious time learning Latin and Greek and that for the parents it was a waste of money.[7] He advises, "when you … are looking out for a School-Master, or a tutor," do "not have … Latin and Logick only in your Thoughts."[8] So, back in the seventeenth century the liberal philosopher identified the necessity of a more open and modern style in education. Perhaps such views also indirectly signalled the necessity of encouraging pragmatic attitudes or of focusing more on information which could have a practical utility for children's lives.
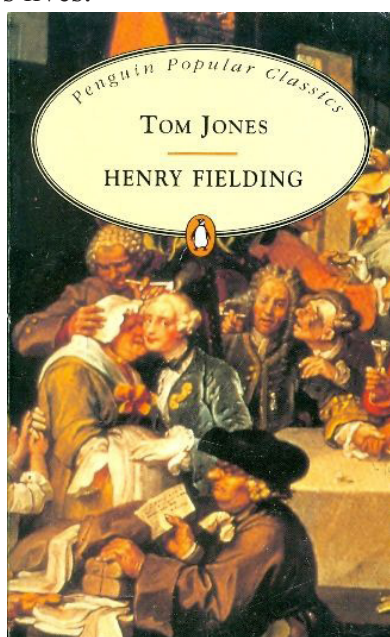


The two teachers I selected to talk about in this paper are Thwackum and Square in Henry Fielding's novel, *The History of Tom Jones, a Foundling*. Both private teachers are very far from being model or perfect tutors. Mr. Allworthy chose private teachers for Tom and Blifil because he associated public education with vice and the corruption of manners. Allworthy W"observed the imperfect institution of our public schools, and the many vices which boys were there liable to learn, and had resolved to educate his nephew, as well as the other lad, whom he had in a manner adopted, in his own house; where he thought their morals would escape all that danger of being corrupted to which they would be unavoidably exposed in any public school or university. Having, therefore, determined to commit these boys to the tuition of a

7 *Ibidem* p. 177.
8 *Ibidem*, p. 179.

private tutor, Mr Thwackum was recommended to him for that office, by a very particular friend. (…) This Thwackum was fellow of a college, where he almost entirely resided; and had a great reputation for learning, religion, and sobriety of manners. And these were doubtless the qualifications by which Mr Allworthy's friend had been induced to recommend him (…)" (pp. 105-106).

The two teachers purposely misbehave towards Tom Jones and go even further than that, by convincing Mr. Allworthy to remove him or chase him from his property. The reasons are among the sneakiest: both of them think that by disadvantaging Tom Jones, they will manage to conquer Miss Blifil who is Master Blifil's mother. We have to mention that both teenagers always compete and almost hate each other. So, instead of acting like real educators, Thwackum and Square miss no occasion to punish Tom and they are very cruel in many situations, while they praise Master Blifil without a real cause. For example, in Book 3, Chapter 3, Tom tries to rescue Sophia's favourite bird which escaped because of Master Blifil and he tells the latter to climb a tree and bring the bird. This episode ends with Master Blifil plumping into water. Readers witness a violent scene: "Thwackum fell violently on poor Tom who stood dropping and shivering before him" (p.138).

Another feature or reason for which Thwackum and Square could be criticized is the fact that they always argue upon the *doctrine* they support and which lies at the foundation of their educational theory and practice. Square maintains that human nature is inherently virtuous, while Thwackum believes in original sin. "What but the sublime idea of virtue could inspire a human mind with the generous thought of giving liberty?" (p. 141) is an idea that illustrates Square's philosophical system. Thwackum's principles contrast to Square's: "The law of nature is a jargon of words, which means nothing. I know not of any such law, nor of any right which can be derived from it. To do as we would be done by is indeed a Christian motive" (p. 140). The narrator himself notices the differences between the tutors' doctrines: "Square held human nature to be the perfection of all virtue and that the vice was a deviation from our nature, in the same manner as deformity of body is. Thwackum, on the contrary, maintained that the human mind, since the fall, was nothing but a sink of iniquity, till purified and redeemed by grace" (p. 140).

Square and Thwackum debate whether honour can exist independently of religion and unfortunately

their voices rise in volume and anger. This is foolish and even childish behaviour for two tutors who give such a bad example to their students: " 'Don't accuse me of spoiling him', says Square. […]. 'Ay, ay, I will venture him with you. He is too well grounded for all your philosophical cant to hurt. [...] And I have instilled principles into him too', cries Square" (p. 141).

Blifil wins Square and Thwackum over by always agreeing with their doctrines, which pleases his teachers. Though very young, Blifil has also learnt the art of flattery. Square and Thwackum despise Tom, who, the narrator admits, is thoughtless and definitely not very wise. "To say the truth, Blifil had greatly gained his master's affections; partly by the profound respect he always showed his person, but much more by the decent reverence with which received his doctrine; for he had got by heart and frequently repeated his phrases, and maintained all his master's religious principles with a zeal which was surprising in one so young. [..]. Mr. Square had the same reason for his preference of the former lad; for Tom Jones showed no more regard to the learned discourses which this gentleman would sometimes throw away upon him, than those of Thwackum" (p. 115).

Probably both teachers should have had a much more objective behaviour towards the two young people and they should have tried to conquer them with honest affection, showing some kind of understanding towards the different nature of Tom Jones, especially. What is the point for a teacher to be so educated and to have accumulated so much information if he does not know that people/students cannot be totally good or bad, that human nature is so valuable in all its variety of forms?

More than this, Thwackum considers that *education must be done using force and violence* and he is always ready to beat Tom Jones which is not only a regrettable way of correcting students, but a totally useless one, as well. Luckily, we have Mr. Allworthy who refuses most of Thwackum's initiatives of using force over Tom and I will mention a very suggestive episode regarding this matter. Half a year has passed since Tom sold the horse Allworthy gave him at a fair. When Tom does not tell Thwackum what he has done with the money from the sale, Thwackum prepares to beat him. Allworthy walks in and questions Tom in private. Tom tells Allworthy he gave all the money from the horse to Black George and his family, who have been living in poverty since Allworthy dismissed them. Allworthy sheds some tears in appreciation of Tom's compassion. So, we can see that Tom is a generous and kind-hearted young man, although his teacher does not appreciate him.

Some time before, Tom sold a Bible given to him by Allworthy to Blifil. Blifil has been wielding the book about the house, reading from it more than he ever did from his own. Because Blifil flaunts the book so much, Thwackum eventually notices Tom's name on the Bible, 'obliging' Blifil to divulge how he obtained the book. Thwackum condemns Tom's action as sacrilege, but Square and Bridget Blifil do not agree. So, at least once we see that Square does not share Thwackum's accusations of sacrilege when Tom sold his own Bible, because Square considers that is not a sin at all to sell something that belonged to Tom anyway. Eventually, Square repents in the end for his inappropriate behaviour regarding Tom.

### 3. Conclusion

By selecting and presenting these two teachers, Thwackum and Square, Henry Fielding probably wanted to criticize the strict and sometimes superficial way in which children and teenagers were educated back in the eighteenth century and how this might have influenced their future evolution, the great impact of any kind of education on people's lives and the importance of Mr. Allworthy's benevolence and sympathy in raising the two young men, in contrast with the limited and contradictory means of education of the two tutors plus the fact that tutors were greatly influenced by the material or financial rewards and this affected their treatment of children – as a result, access to education depended on wealth and status, and orphans or poor children were deprived of the benefits of proper education as compared to the rich.

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# Time Management – or How to Be More Efficient

**Radu-Marian Botez, I, C.I.G.**
Coordinator: PhD Lecturer Mihaela Culea

Over the past few years, our society has evolved with an amazing speed. Our lives have become more and more complicated. We wake up in the morning using an alarm that scratches our brain whenever we hear it, we are stressed by the thought that we have to start a new day that could be full of problems and we have so many tasks to do, so we do not know which that most important task is so that we can start with it.

Let's see a few techniques for using time more efficiently and increasing personal efficiency.

**1**. The first method that I chose is a simple one and it's at your fingertips: **the task list**. Let's take Simon as an example. Simon wakes up in the morning, half an hour earlier than usual, excited that today all his problems with the management of time will disappear. He starts making a list of tasks, which sounds like that: "go to courses", "Michael's birthday", "psychology project", "a meeting with Diana". But, at the end of the day, Simon finds out that things have not changed at all: during the courses, he checked his Facebook page, talked with his friends and couldn't concentrate on learning much, he didn't buy a gift for Michael's birthday because his free time was spent with his colleagues at a pub, he started to work on the psychology project, but he stopped after the first page because he had to get ready for his meeting with Diana. The problem isn't that this method doesn't work, the problem is that the tasks are incorrectly formulated. Our brain is unable to perform abstract things and considering the example above, the tasks from the list should be stated like that: "today I'm attending the courses from 8 to 12", "Once I have attended the courses, I'll go to buy a gift for Michael's birthday", "I am going to write the first chapter of the project for psychology", "at 8 o'clock tonight I must meet Diana". Therefore, if your list of tasks contains only abstract tasks, you will not be motivated to work on these tasks because of the sensation that the task cannot be completed. Review your task list, or, if you don't have one yet, write a list of tasks with well-defined targets and your time will be used in an efficient manner. Success must be on your side!

2. **How can we solve any "impossible" project?** Whether we are at the office or at home in front of the computer and our daily tasks are numerous, we all start the work day with "the two important projects of the day": checking Facebook newsfeed and reading the e-mails. In some cases, there is also a third project that is "equally important": reading recent news. When we do our best to get to work our productivity level is at full capacity but instead of solving our tasks efficiently, we waste our productive time with other unimportant activities and, at the end of the day, we realize that once again we did nothing. But how do we solve this problem?

Well, when you decide to go to work, just go to work. Set a 50-minute work period for resolving tasks, and then take a 10-minute break in which you can do what you want: check Facebook newsfeed, drink a coffee, gossip with your colleagues, etc. Then repeat the steps from the beginning: 50 minutes of work, a 10-minute break from work. In the same way as "the task list" method, the brain will recognize only those things that are well defined, not only from the point of view of tasks, but also from the point of view of time. I assure you that, by applying this method,
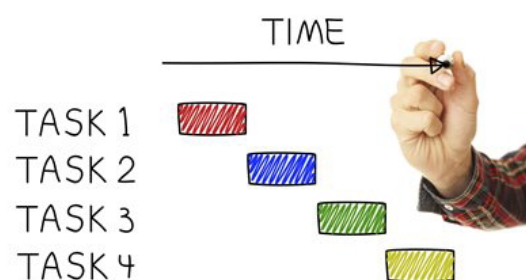
you'll be amazed to see how many tasks you can solve in a day!

**3**. Trying to be perfect kills you-**The Pareto principle**. Let's go back to Simon! He studied for the first and the most important exam for the session for 3 months. He knew how to explain and use any notion in that course. And the result was quite rewarding: he got a 10. But, after three days, he had another exam. For this second exam he studied for 3 days only, meaning the available time between the two exams. Although the exam wasn't easy, the result was beyond expectations: he got an 8. Let's review: first examination, 3 months of study, he took a 10; the second exam, 3 days of study, he took an 8. I wonder... If he had studied for his first examination only for 3 days, wouldn't he have taken an 8? Most likely yes, he would have! And he could have used the rest of the time to work on other projects which could have got him some extra-results.

The Pareto principle doesn't teach us that we don't have to learn, or that we don't have to achieve our tasks, it teaches us to be efficient! The Pareto principle is a theory which says that 20% of our efforts produce 80% of the results that we have. In other words, the majority of the results we have are produced by less than a quarter of our actions. Isn't that great? All you have to do is to identify those actions which will bring the desired results and to focus your efforts on them. Do not try to do things perfectly; you waste the time that can be used for other things, handling them almost perfectly, not perfectly! Keep this in mind! 80% of your results are produced by 20% of your efforts. The rest is called perfectionism and it is all useless!

at the end of the day, or a week, or a year, and we can realize that we have wasted our time with unnecessary work, which didn't bring us benefits, and the things that are truly important to us have been postponed over and over again, until their completion did not take place anymore. It should be acknowledged that each of us has only 24 hours a day at their disposal, and it is the responsibility of each of us to use time in such a way as to get the maximum efficiency, successful results and, ultimately, an accomplished life. Success often lies in the way in which we use our time. The difference between people who are successful and those who live an unhappy life is that people in the former category use their time for personal development by learning to be better, they work on their vocation, while those in the latter group waste their time lamenting over how miserable their life is, that they don't have enough time and that problems are killing them. Do you really want to have success, to be a successful person? Manage your time smartly!

**Webography**:
http://www.castigatimp.ro, accessed March 5, 2014.
http://www.construimimperii.ro, accessed March 5, 2014.



In conclusion, organizing our life should be number one priority for each of us, because without a well-planned and well-managed time, we can get there

# The Wall around Our Hearts

**Răzvan Secetă, II, CRP**
Coordinator: PhD Lecturer Raluca Galiţa

The walls appeared due to the necessity of defending against an enemy, known or involved in a first time encounter. Initially, they were built from pieces of rocks but, as the tools of the invaders developed, the construction of solid fortresses became an important factor in the need for defense. Their role was highly important, protecting their people from any source of threat: one WHOLE defends itself from another WHOLE.

Unfortunately, in time, the fight moved from the physical battlefield into the spiritual land, involving and soul-searching aspects: one ENTITY defends from another ENTITY. These entities are represented by us, family members, friends, closed ones, with whom we are sharing our dreams, hopes, the need to love and be loved, the feeling of belonging.

We obviously notice a change in perception, attitude and action regarding people's relationships, especially in the last 30-40 years, as the material development of society caused a crevice both mentally and emotionally. If some people learned to adapt to the new changes, most of them remained trapped in the past, searching in vain means for surviving. Some are considering the period around late 1960's, along with the hippie revolution and the emancipation of women rights, the starting point of this breach - these changes led to the birth of what we know today as the field of personal development.

In my opinion, the causes are much profound: the role-change between sexes, as well as the need to fill our void interior made us pursue a path where obtaining material values became a marker almost instantly, where the small things that brought us happiness lost their essence and value.

One quote said: 'when you run after the unnecessary things, you miss the chance to meet the good ones' - nothing further from the truth in these modern times. Charlie Chaplin, in his *Modern Times* movie (released in 1936), predicted some of things that eventually happened, imagining and anticipating the shifts in society and the changes undergone by humans who are reduced to mere instruments.

We can feel and see how the rapid changes in society nowadays force us to build walls, layers upon layers filled with mistrust, disappointments, lies, wrong expectations, dirty compromises, with huge negative effects, sometimes so deep that makes it almost impossible to turn things around.

Why is it so hard to stop from this crazy rush? Why our personal experiences, instead of strengthening us, fill us with negative energy that makes us ill inside and outside? Why are we always looking for someone or something to blame? Why do we try to turn love into a selling and trading merchandise? Why do we submit to other people and their rules that in the end prove to be useless?

Beyond our 'duty' to build and create families, giving birth and raising kids, we have a mission that I believe is more important: LEARNING TO LOVE OURSELVES.
What a better way to fight against the coldness and separation that people are facing nowadays, than learning to love one another….

We are only people, with flaws, mistakes and this is our purpose, to become better. What could be more beautiful than discovering the world in its uniqueness, rediscovering our inner selves, relighting the candle of love and unity, tearing down with our own hands these walls at the surface seem to protect us but in fact left us so bitter and cold?



I only wanted to point out how we transformed love and its values into a continuous transaction, human relationships in everlasting switches of needs and expectations, even the most pure and true feelings are transformed into instruments of revenge. Every human being is filled with faith, hope, the need to give and receive, dreams, feelings; we are built for and to love, to coexist in peace and harmony, helping each other.

# Work and Dedication!

**Ana-Maria Iojică, I, CRP**
Coordinator: PhD Lecturer Raluca Galița

Hello everyone! Let me introduce myself: my name is Ana-Maria Iojică, I'm in my twenties and I attend the courses of the Faculty of Letters (specialization Communication and Public Relations). I want to share with you one of my most wonderful experiences, the one as a volunteer at Radio UNSR Bacau.

My first year at university announced itself to be quite interesting and promising, as the involvement as a volunteer at RADIO UNSR Bacau meant for me an exciting and, at the same time, instructive professional beginning.

Accompanied by five more volunteers, who were my colleagues at the same time, I started timidly my work at the radio, where I had the opportunity to practise and gather the necessary experience to work in the media environment. On October the 9th, 2013, I had my first live broadcast, presenting the most important news of the day, along with two colleagues, Mihaela Iancu and Eduard Roca. The emotions were endless but I think that they were constructive and beneficial. I'm still nervous at times, when I have live broadcasts, but I feel more confident now, as in time, I learned to operate with the equipment, to select and edit the news.

December brought some changes in the radio program. We conceived several programs based on the spirit of Christmas: carols in the playlist, news about Christmas, a photo album with the radio girls dressed in "Santa Lady" and of course, Santa Claus, interpreted by some of the boys from the team. 'Live with Santa" was an interesting program where children were invited to tell Santa how good they were and what they wished for Christmas. Another interesting program was "UNSR from soul" when we received letters from poor children, we read them and tryied to give children same presents mentioned in those letters so to make them happy.

I am grateful to my colleague, Mihaela Iancu, who helped me a lot. I learned from her almost everything I know about radio, she's my advisor, my supporter and why not, a friend. I cannot omit another colleague, Daniel Dincă, who supported me and showed me that he can be a good example for me and to the other colleagues. I have to thank both of them for their friendly attitude and the professionalism that they showed.

In a nutshell, at Radio UNSR Bacau we work, we learn interesting things but we have some fun too. Morning shows are the funniest, we strive to offer our listeners a little bit of humor, to start the day with energy. Also, in the evenings we have programs with special guests, dedications and good music, mixed by our DJs. All in all, I consider my radio experience a fruitful one and I am proud to be part of this daring project.

# How and Why to Work for a Technical Dictionary

**Andreea (Trofin) Herghea, I, TI**
**Iuliana-Alexandra Fleşcan Lovin Arseni, I, TI**
Coordinator: PhD Lecturer Andreia-Irina Suciu

Alexandra: Can you give me a detailed overview of the activity you had to do?

**Andreea: First of all, I want to say that it was a little bit difficult in the beginning. This task was new for me: 'make a dictionary'. Besides this, it was my first encounter with technical English, so I had to understand it first and then write it down. What about you?**

Alexandra: Well, working on a technical English-Romanian dictionary for the first time was, if I can say, a little bit challenging. In general, the beginning is for me the most difficult part because the first impression I get when I have something new to do is that I don't know how to do it. Of course, it was just an impression as I had to follow the structure of a usual dictionary. Was working on such a dictionary helpful for you?

**Andreea: Yes, it was. I found out many things which I hadn't been interested in before and things from different areas which enriched my vocabulary. How did you manage with this new type of vocabulary?**

Alexandra: It was very helpful to solve exercises grouped in thematic units in which we, students in Translation and Interpretation, were explained a variety of processes in the technical domain. In this manner I could find out the word/words/collocation which best fit(s) the Romanian translation of those given words. Only then we would make the inventory of that specific unit. What about the words you have found and translated into Romanian?

**Andreea: Of course there are words which may represent a challenge for someone like me who has never done any serious translation. For example, words such as: "snake well", "raw rubber powder" or "drill bit". What would you say is the main achievement of this project?**

Alexandra: I can't say that there is only one important achievement, because I think this was a very useful exercise by which anyone could develop all the skills through the exercises we solved. In my case, to find out in what a possible linguistic research might consist. In this manner you learn to be precise, to write only to the topic and to look for scientific information. What is your opinion about this?

**Andreea: The main achievement of this project, I may say, is the learning of words and the amount of expressions that were unknown to me but also the general knowledge accumulated, connected to topics such as: architecture, mechanics, ecology, engineering. What were the 3-4 biggest challenges you faced and how did you deal with them?**

Alexandra: Well, one of the biggest challenges for me was to be precise, not to let my imagination work as in the belles-lettres. I had to work only with the dictionaries I could find. Not to forget to tell you that one of the most challenging things was to keep calm. A "funny" thing happened to me. After I worked for this dictionary, made the translation and finished the last details, I had a surprise! All my documents couldn't be saved because of an error of the system. So, I had to start the entire "process" of inventorying and translating those words all over again. Tell me yours biggest challenges, too!

**Andreea: My biggest challenges? The limited time, my daughter, the investigation and, of course, the finalization.**

Alexandra: Why the limited time and why your daughter? Do you have any other projects that you're working on?

**Andreea: No, but I do all my things connected with the University at night. During the day I spend time with my daughter as much as I can and I solve my academic tasks at night after I put her to bed. And time goes by very fast so I always have to do my 'homework' pretty quickly. Please, describe the resources you needed a little bit!**

Alexandra: To provide the most appropriate translation of these words in Romanian I had to use both online and classical dictionaries. Some of the online dictionaries that I used were: www.dictionarenglezroman.ro/ and http://oald8.oxfordlearnersdictionaries.com/. Of course, I used also two classical dictionaries: English-Romanian and Romanian-English. Another useful thing for me was to search on Google images, pictures related to those terms. In this way I could think of the word that can describe or name that thing of technical nature in the Romanian language. What resources have you used?

**Andreea:  First I made an investigation upon the chapters. One of the chapters was about chemistry and substances. I had totally forgotten about them. I went back to my old chemistry book for a time. Then I realized that I don't know all the words so I consulted the technical dictionary my teacher had given. After my research, I started to write the words in an electronic document and then I sent it to my teacher.  What would you do differently if you could do it again?**

Alexandra: I would certainly be more precise and, of course, I would be more attentive when I save the Word document. What about you?

**Andreea:  I think I wouldn't do the mistake I made. In a dictionary, words are always written with small letters. I wrote them with capital letters. We all learn by experience!**

*The students from Translation and interpretation 1$^{st}$ year were asked to voluntarily engage in a project whose final goal was the publication of an English-Romanian technical dictionary. They were each asked to work a unit from three different textbooks of technical English. The exercises in the textbooks aimed at the development of all four skills with special focus on the development of vocabulary from the technical field. At the end they were asked to inventory these words and translate them into Romanian. The work for the proofreading of the material is in full development.*

*Andreia Suciu*

# Film Review
## -Escape Plan-

Roxana Antohe, III, CRP
Coordinator: PhD Lecturer Raluca Galiţa

Escape Plan is an action movie but also a thriller. It is directed by Swedish Mikael Hafstrom's. The main actors of this film are: Sylvester Stallone and Arnold Schwarzenegger. Besides the character mentioned are emerging other famous names such as Abigail (Amy Ryan), Hush (Curtis "50 Cent" Jackson), Jim Caviezel (William Hobbses), Jesus (Faran Tahir), Sam Neill, Vincent D'Onofrio, Lester (Vincent Jones).

Still the beginning all the action revolves around the character Ray Breslin, an outstanding specialist in the escape from prison, a great expert in solving security problems existing in prisons. Assuming the identity of the prisoner, he sets his mission which consists in analyzing the weaknesses of security prisons. In this manner, he proves, a very good spirit in building analysis and testing secure prisons, concluding with the realization of a carefully plan and perfectly built.

In fact, his whole life has deal with such things, all of them consisting of his service. Ray gets paid a lot of money to stage escape from the heavily guarded prisons, and over time he was locked in maximum security prisons run by The Federal Bureau of Prisons,but managed to escape each time.

The action begins when Ray Breslin and



partners of B&C Security, Abigail (Amy Ryan), Hush (Curtis "50 Cent" Jackson) and Lester (Vincent D'Onofrio) receive a double amount in order to analyze *The Tomb*, a private prison type high security built according to the principles of Breslin. Breslin at first had refused but is convinced and signs the contract. So to simulate a real prison, prison location remained unknown and Breslin did not communicated with any of his team.

The challenge begins! Breslin gets to be incarcerated in a prison with technology drawn from the world of science fiction. Moreover, there had been an intense video surveillance. In the same prison, Jim Caviezel makes its appearance, a negative character who terrorized all prisoners. He intended to find all the information from Breslin and then to destroy him.

Our character adapts to fierce conditions of prison and in the same time begins a partnership with the other prisoners, named: Emil Rottmayer, Faran Tahir and Dr. Kyrie. So-called friendship between Breslin and Rotmayer starts, from the moment when Breslin started to use the evacuation code to escape from prison, then he realizes that it was a trap. Together, they built a carefully escape plan.

Breslin realizes the place where he is ,but in the same time he adopts a firm position focusing more on the details of the prison, based on experience gained during his career and on the knowledge of his book about escape from prisons.

Analyzing each details, the two protagonists found the location of the prison and until the end, Breslin finds out the reason for standing there.

On the one hand, *The Escape Plan*, comparative with other films includes elements from psychology such as: behavioral skills, temperamental features, attention, spirit observation, analysis capacity, but also verbal and nonverbal communication elements, a good example to illustrate this is the German language used by Rotmayer.

On the other hand, in the film are many elements of the technology world. An entire equipment inside of the *Tomb* prison, a strong building of cells and guardians outfits which resembles that of robots. It is a technology that comes from science fiction world. In the same time, the action is based on humor, thing which capture the attention of the public.
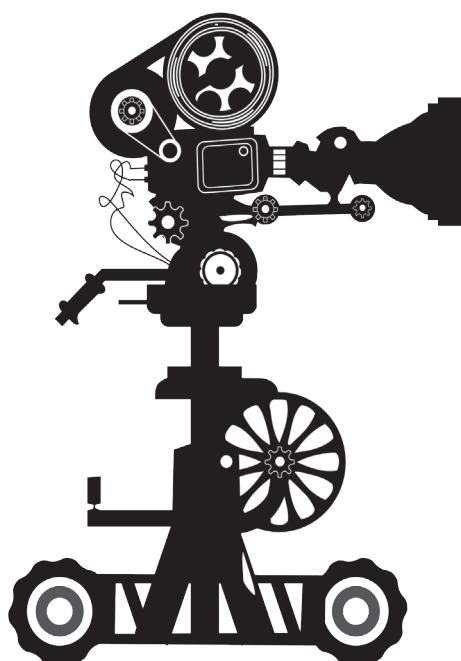
The *Escape Plan* is a well done movie, who keeps you in suspense throughout the film. Also it puts you into another world, a world that gives you the chance to use your own resources, being limited all the possibilities for escape. And chemistry is one of the sources that can help.

Personally, I can say that I like cop movies, especially movies about prisons as they may see as a struggle for survival and what methods are used to escape.

Besides, the film gives a touch of mystery, because it is like a puzzle that needs to be built step by step. Action sequences provides excellent breaks between dialogue and graphic representations. I recommend this film, as it can be considered a life lesson for all of us, given the psychology of the film.

http://www.hdwallpaperstock.in/escape_plan_ schwarzenegger_stallone_2013-wallpapers.html, accessed March 26, 2014.

# My UK Experience

**Adrian-Ionuț Munteanu, I, AA**
Coordinator: PhD Lecturer Mihaela Culea

UK, England, Nottingham. My name is Adrian-Ionuț Munteanu and I lived in Nottingham for more than a year working as a taxi driver. There are two types of taxi drivers in the UK, hackney carriage and private hires (which are usually cheaper and more comfortable). Hackney carriage taxis are the well-known traditional black cabs and they are more expensive because they are able to wait and pick up from everywhere, private hire taxis can only pick up passengers if they have been booked previously and they cannot wait everywhere.

I used to work as a private hire driver even if I had a hackney carriage badge. I used to work for a local taxi company even if I was working as a self-employed driver. Being a taxi driver is a lot different than in our country, you have to dress smart and professionally; usually, you have to wear the company's logo, help passengers all the time with their luggage or other necessities, allow other cars to pass... Opening doors will usually get you tips. English people leave tips if you are nice to them.

I had a lot of experience with English people and not only with them. Most of the English people are really nice but, as it generally happens in every area, there are also some people who are not very nice to foreigners. The area that I used to drive through was a quiet one, with many old people and nice families, without too many bad incidents. Most of the second and third age English people are nice people with whom you can have very interesting conversations about a lot of things, even if usually the topics are the weather or football, it is not recommended to start religious or political topics anyway.

Nottingham is not a very big city but not quite a small one either, situated in the middle of England and having inherited a lot of history and legends. Robin Hood and the Nottingham forest, for example; there are also many castles, art galleries and other interesting points like The Trip to Jerusalem, the oldest pub in the UK if not in the world, being more than one thousand years old. One other place to visit there is The Wallaton Hall, a very beautiful mansion that has a private lake and in which Batman III was filmed.

Nottingham is also a student city, there are two important universities, Trent University and Nottingham University with some very big campuses which accommodate students from all over the world. One university has a building in the Queen's Medical Centre that is specialized in medical resources.

Being a taxi driver I used to drive out of Nottingham also, through Birmingham, Leicester and other places, but one of the things that I really appreciate about the UK is their highway system, not only highways but roads in general that you can drive on with a good speed and be safe at the same time, being able to get better and faster from one point to another. Their highway code is a little bit different from ours and they are driving on the other side of the road, something I got used to quickly enough.

In Nottingham most of the taxi drivers are from India or other surrounding countries, but there is also a very big community of Polish people who usually work in construction, not too many Polish taxi drivers, and not too many Romanians either, Romanians usually go to London or surrounding areas.

On the whole, this is my UK experience and my final opinion is that England is a nice country even if it rains most of the time, their system is a high-level one (the highway system and most areas of human activity) and all these bring a better life for the people there. My final thought when it comes to the UK is: "I've seen it, so it's possible for everyone."
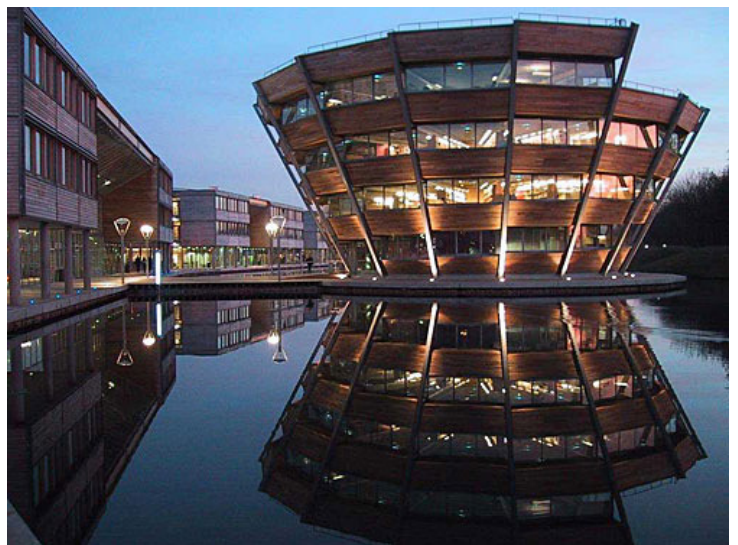
# The Best Experience I Have Ever Had

**Diana Pogor, III, CRP**

Coordinator: PhD Lecturer Raluca Galiţa**

Everyone has his or her proper dreams, some of which are difficult or even impossible to accomplish and some that can come true. One of my biggest dreams was to visit America at one point in my life. At first, I thought it was impossible, at least while I was a student, until I found out about a special program for students to work and travel in The United States of America. Without any delay I prepared my documents for the Embassy. I got the VISA, packed my baggage, took the airplane and after thirteen hours of flight I arrived in America. I still remember that feeling of happiness, I couldn't belive that it was true, for a while I thought I was sleeping or dreaming. I didn't understand what was going on ...

Then a man went to pick me up and other students and led each of us to the places where we were supposed to live during the summer. We stopped in front of a big and beautiful house, a tipycal American house. He told me that it was my house. I went in, took a shower and fell asleep. The next day I woke up in the morning and went to meet with my manager. My manager was a very kind woman, she explained to me what I was supposed to do, the rules of the restaurant and something about my work position. I took a look around the place, it was unbelievable, everything was so beautiful, like in a story. The Seacrets, the name of that restaurant, was the hottest and the most famous place in Maryland, Ocean City.

I really enjoyed my working there. It wasn't so hard to work as a hostess, on the contrary, it was a pleasure. All I had to do was to welcome the guests with a smilling and possitive attitude, to answer to their questions, to show them the table, to put the menus on the tables and sometimes to answer the phone. I met people from differrent countries like: China, India, Turkey, Arabia, Spain, Italy, Bulgaria, Macedonia, Serbia, Russia and of course Americans from diffrent parts of America. It was a pleasure for me to interact with costumers and help them.

My roomates were three Chinese girls - very nice persons. We had fun together and helped each over, also we went shopping in town, we went to the beach, we explored the city and we did many different things together.

I started to love my new life, the American life. For the first time in my life I felt like an independent person, who could solve problems alone, who could take decisions and do everything alone. I learned that people must think about everything they do and do good things which are useful for the others around. I learned that we should love each other like a family and be more close to each other and transfer this positive feelings to others. I also learned that we should never give up and always do the best in everything.

The Americans are very kind people. Even if they do not know me, they always helped me. I had the chance to spend some of their holidays with them (Independence Day, Labor Day, Christmas in July especially organized for the foreign students). It was awesome: fireworks, songs, parades, dances and happiness. I had fun and made a lot of friends.

One of the cities I visited was Washington, the capital of The United States. There I visited:

The White House, The Lincoln Memorial, The Smithsonian National Air and Space Museum, The National Gallery of Art Walking, Washington Monument, The National Museum of Natural History, The Capitol, Theodore Roosvelt Island Park and many other museums. I also visited „the city that never sleeps", New York City! It was awesome being on the 86 floor at the Empire State Building, eating crabs and scallops in the restaurant, dancing in Times Square, strolling in Central Park, shopping in Macy's Herald Square, enjoying everything around. I had fun and visited many places like: The Statue of Liberty, Broklyn Bridge, Manhattan, Top of the Rock, Grand Central Terminal, The American Museum for National History, The Metropolitan Museum of Art and many other museums.

I did not realized when the summer was gone... During my last days in America I went shopping and I bought a lot of things for me and also gifts for my friends and family. I said goodbye to my American friends, to my manager and my roomates. They hugged me and organized a party for me. It was so nice and at the same time so hard to say goodbye. When I packed my baggage I said to myself: „Diana, it's time to travel back home! „

Travelling and working in the United States was one of the best experiences that I have ever had. It made me understand who I am and what I want to be in this life. There are not enough words to describe how it was and what I felt. I can say for sure that every student must go, at least once, to visit America. I will always remember this trip and I promise myself that one day I will go to live in America.

# My Work&Travel American and Erasmus French Experiences

**Andreea Sopcă, III, IPMI**
Coordinator: PhD Lecturer Andreia-Irina Suciu

Being a student means taking each opportunity you find and do your best. Why? Because we can choose, be flexible and react.I study environmental engineering, thus I like science, and science implies exact facts so I will not tell you just my dreams and hopes, but will share with you two amazing experiences from my modest life as a student.



Last summer I was in the USA with the well-known programmeWork&Travel. My goals were to challenge myself, to get out of my comfort zone, to try something new and to take responsibility for an investment that can take me to the "dream land". Was it easy? Of course not. Did it worth it? Well,probably the fact that I was crying on my way to J.F.Kennedyinternational airport when I had to come home says it all. I came back in Romania in October, but I did not unpack for a long time, because I had planned to leave for France in January. I promised myself I cannot finish university without an Erasmus experience, so here I am, in Limoges, a small, fancy French town, working on a research project, and meeting people all over the globe.

People used to ask me: "Are you leaving again? Did the last experience determine you not to be a sedentary?" And the answer is definitely "yes"! Finding yourself in a new environment really has an impact on your education, mentality and way of being. And with each experience you are able to compare and to analyse aspects concerning the culture of different nationalities,their foreign languages and of course travelling, the bonus of the experience.

Traveling to the USA was supposed to be a piece of cake, but due to a traffic controller strike in France we lost 4 flights. My friends and I found ourselves in an unexpected situation and we had to manage the situation as maturely as possible. After my working period I started to travel; that involved other flights and many hours spent in the bus. I can say that all these things made me confident that travelling is just a matter of planning, booking and taking off. Coming to Limoges was easy, because after you understand the idea of transportation, you just have to adapt.

In my short period here I understood that there is a huge difference in greeting people between French and Americans. It took me a while to get used to the French expression "Çava", representing a question and an answer, and to the fact that kisses on the cheeks are very common and that people do that even though they are just introducing themselves. In America, the kisses are not that much used, yet people do say "How are you?"very often, to everyone they meet(the bus driver, a stranger waiting for the subway, a tourist who is taking a picture). This is what I appreciated there – being open and spontaneous.



Travelling abroad is a great opportunity of meeting a multitude of nationalities. After my summer experience my list of friends expanded to 10 more countries. Being in France I added a few more.

With most of them I will not have the opportunity to meet again yet I have knowledge about Argentinean or Mexican and Korean food, Native American culture,Bulgarian parties, French dinners between friends.

Knowing other cultures and languages for me is important. Yet, another way of having fun is teaching my foreign friends Romanian expressions, cooking for them "ciorba radauteana" or telling them stories about our amazing hiking trails.Many of them decided to learn this language and they already wrote down on their bucket list "I must visit Romania!". Sharing is everything!

After my summer in America I was confident to speak English, but the challenge was not accomplished. I wanted to become bilingual, so I came to France. Here I found myself in my group of foreign friends and every time we met the conversation started with "Who is here today? What language should we talk?". I am not yet able to joggle with both languages, but surely my experience here and the contact with so many different nationalities already determined me to perfect other languages.

During my stay in Arizona I met many French people who were talking directly French with you, even though they were in a foreign country, as if it were normal to speak their language everywhere. That, plus the prejudice that French do not prefer English gathered a lot of curiosity in my mind. As always, practice is better than theory, so I am happy to say that I met people who were open-minded and really enthusiastic explaining things to me in English.

Regarding travelling, I always thought that going to Grand Canyon will make me the happiest person. Now I can say I went there and it is breathtaking, yet all the canyons, lakes, and cities that I have seen made me realize that beauty is exactly where you do not expect it. As for the French beauty, I should say that in every single town you arrive you can imagine an amazing life. The architecture, small streets and pastry shops have such a charm that you fall in love with the place.

My conclusion is that experiences like these make you mature, confident and complete. Real life is just spreading in front of my eyes…

# Would You Like to Make an Adventurous and Unforgettable Trip to Britain?
## Land's End and John O'Groats

**Cristina Lazăr & Emima Busuioc, I, E-F**
Coordinator: PhD Lecturer Mihaela Culea

Well, we will show you where you can go! When one is thinking of a relaxing place, they often have in mind travelling to an exotic or distant country like Egypt, Peru or maybe Mexico. But there are many other places in this world which can be visited, because everywhere we go we can find and become acquainted with different cultures, civilizations and people.



You might as well spend an exciting holiday in Great Britain. Many people feel attracted to popular destinations in England such as Buckingham Palace, Big Ben, The British Museum or The Houses of Parliament. However, we recommend to you two of the UK's geographical extremities: *Land's End* and *John O'Groats*. We will also refer to the trip between these two geographical points.

*Land's End* is a headland, located in Penwith peninsula, known as the most south- westerly point of mainland Cornwall and Britain. With wonderful landscapes, towering cliffs and sandy beaches, subtropical parks and gardens, Land's End represents an excellent place where people can enjoy their vacation in peace.

This geographical extremity also has an interesting and controversial history. There are numerous legends about this region. The most popular of them is the legend about King Arthur. Land's End is said to be the homeland of the legendary King Arthur, the king of the Britons who fought against the invasion of the Saxons in the 5th and 6th centuries.

Land's End has an oceanic climate (which is characterised by mild winters and cooler summers, reduced thermal amplitude, with abundant rainfall and with the average annual temperature ranging between 5 -15°C). Due to its climate, the most south-westerly point in Britain can become the perfect destination for a holiday.

It is true that every tourist looks for a destination where he/she can relax and also have fun and perform different interesting activities. Well, you must know that in Land's End you will find all kinds of special activities and events.

Very interesting activities are organised here for the tourists' entertainment, such as: Arthur's Quest (which is an interactive experience); 20,000 leagues under the sea (a 4D family cinema show); Air Sea Rescue (which is a motion theatre show); The End to End Story (which is a family exhibition).

Also, in summer a number of spectacular events take place in Land's End like: Magic in the sky (a firework show), Cornish Day (an event in which the natives will reveal the Cornish traditions and culture), Smugglers Day (a day of skulking, salvaging, boat-building and nautical fun), Merlin Day (a full day of treasure-hunting) or The Children's Day (an event with games, face-painting and circus performers). If all these events do not excite you, then you can make a journey to the famous Longships Lighthouse and the Isles of Scilly and you will enjoy breath-taking views.

The second destination is *John O'Groats* or "The Start of Great Britain", as it is also named. It is a village in Scotland, more precisely in the Highland council area, being situated in the northeast part of Britain. The name comes from Jan de Groote, a Dutchman who had the possibility to go by ferry from the Scottish mainland to Orkney after he obtained a grant. The people from this village are known as "Groasters" and they are not very numerous, approximately $300 \pm 10$.

This village is well known in the UK, because it represents the ending point or the starting one for walks, cycling, or charitable events to or from Land's End.

Touristic attractions in John O'Groats include:
1. "John O'Groats Ferries", which offer exciting trips to Orkney; you will have the chance to see seals, dolphins, mink and killer whales, as well as different species of birds.
2. The landscape is definitely beautiful and

you will be surely captivated by the wildlife, which is very special in this area. If you arrive here, you must go to visit the "Stacks of Duncansby". This place is almost three kilometres away from John O'Groats. We assure you that you will get very excited at the sight of impressive cliffs 'inhabited' by beautiful birds such as puffins or guillemots.



3. At your first arrival here, you can visit the local shops from where you can buy quality items such as candle markers, paintings or prints and cards made by David Body, a local artist. If you want, you can visit the Castle of Mey, which is the residence of the late Queen Elizabeth, The Queen Mother. Visitors are invited to see the rooms and gardens, but here the taking of photographs is prohibited.

Well, now that you know something about these two places, you should also know that your trip will be unforgettable. How? There is a famous touring cycle in Britain on the road from Land's End to John O'Groats, which takes place every year. There is a route that covers approximately 1,000 miles. Even if it is a tough challenge, you can see almost the entire country while you are taking this trip and, at the same time, it is a very rewarding activity for your entire life. The cyclists' accommodation includes comfortable and well-situated rooms but not luxurious ones. Everything is very well organized and, if you need some help, you will receive it.



Approximately 100 riders take part in this cycling adventure, promising group camaraderie on their way. If you participate you will have an unforgettable memory and you will experience the best of what British cycling and places have to offer, from roads perfect for riding to overwhelmingly beautiful landscapes.

Or maybe you would like to walk the distance from Land's End to John O'Groats. In this case you must be very well trained physically because you will walk for about one or two months so it will be a great challenge for your body and mind. Since 1960s, walkers have chosen off-road routes and they complete the journey in about two months and a half. Nowadays, these tours are made for charity or they are simply known as "challenge walks".

The map below depicts the distance between the two geographical extremities and it is also the common route cyclists take:



Actually, as far as these two places are concerned, there is a phrase that represents a literal journey (or a metaphorical one) describing the distance between these two extreme points: "Land's End to John O'Groats", which is the same thing for the American structure "coast to coast". In fact, it refers to the traversal of the whole length of the island of Great Britain, a distance which covers 876 miles (1409.78 km). Figuratively, it can signify one's laborious efforts to achieve certain goals in life.

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# My Experience in Ireland

**Ioana Iacob, III, E-F**
Coordinator: PhD Lecturer Andreia-Irina Suciu

My experience in Ireland was very beautiful and interesting. During those two months that I spent there, I worked but I also had a lot of fun. I lived in Dublin, but I visited almost all the nearby villages.

At work I had to interact with hundreds of people daily. Thank to this fact I had the chance to meet a lot of people and now I can say that the Irish are very sociable, open-minded and happy all the time. At least I can say that I did not see gloomy faces in the street, but on the contrary, they walk on the streets singing. I am sure that they have problems as well, as we all do, but you will never see their worries written on their faces.

Secondly, my job implied the fact that I had to be in another place every single day. As a matter of fact, I did not meet people only from Dublin, but also from the nearby villages. To be honest, the farther I was from Dublin, the nicer the people were.

This job was a great opportunity for me to practise my conversational skills in the English language because I had to interact with people in every second, so our conversations were always on the spot. I still remember the beggar from Monaghan who sang to me out loud the famous song of Molly Malone; it was a great day! I have to mention that there the beggars are not dangerous; generally, they are being treated like all the other people, they apologize if they come across somebody by mistake and they are not marginalized.

Considering the fact that I am a student of the Faculty of Letters, it was very interesting for me to see the statue of James Joyce. After so many approaches on his literary works, I had a special feeling to be next to his statue.

The park was a very pleasant place in Dublin. Generally, the parks do not have many seats or benches, sometimes they do not even exist; but the grass is awesome! There is sward all over the place and the people are very excited about it. The idea: "Do not step on the grass" does not exist. Everyone lies on the grass: from young people to old people, from casual outfit to elegant outfit. Secondly, from the early morning till late night people go jogging. Of course, they are not afraid of being chased by a stray dog because there are not any. People do love dogs, some of them even own three or four dogs. The



funniest dog I saw was one having a baby's dummy in his muzzle. I asked his owner what was with that dummy and she said that the dog had found it on the floor and that it loved it ever since.

As expected, I also made some friends: Polish, Brazilians, Latvians, Chinese, Irish and Spanish. It was great to interact with so many nationalities and to hear everyone of them speaking English: it sounded so different with each of us! The funny thing was that the Irish were the hardest to understand: they spoke so quickly and their accent was sometimes so hard to understand that they could not even understand each other.

Putting aside the culture, the civilization and the academic aspects, I should probably mention how the Irish people have fun. First of all, the Irish drink a lot. Sometimes they get so drunk they have to be dragged on to be moved. The famous Temple Bar is full on Friday nights. If you want to enter any of the pubs there, you have to present an ID, namely, you must be eighteen. Otherwise, there's no way you are going to enter any pub. With the shops it's the same story: if you're not eighteen, you cannot buy alcohol or cigarettes because no one will sell them to you. I know the law is the same in Romania, but there it is

strictly respected. In the pubs, live music is played. It's awesome to see musicians who probably have the same age as your grandparents playing the drum and the electric guitar.

One white dot for my job was the fact that I had to go at Eminem's concert in Slane. There were about 80,000 people. It was awesome! There were people of all ages expressing their personality through their clothes. It feels very good not being criticized for the way in which you look or dress yourself! It was funny to see that some of the people get so drunk that they needed an ambulance to come and pick them up. They did not only miss the concert but they also lost the money for the ticket which, by the way, was not cheap.

The only thing I did not like there was the weather. All the seasons can mix in only one day! Now it can be sunny and you may only need a T-shit and in the next ten minutes you will probably need an umbrella and a very warm coat.

There would be a lot of other things to say but I tried to tell the essential. To conclude, I think that my experience in Ireland was one of the best because I learned a lot of new things, and the expression I kept in my mind is the famous Irish saying: "No worries!"

# Interview with Dr. James Flammer, Ed.D.

**Constantin Roman, II, TI**
Coordinator: PhD Lecturer Andreia Irina Suciu

**I would like to talk to you first about your childhood. What can you tell me about it?**

I was born in Utah, but my family was living in Idaho. I am the forth son, I have three elder brothers, I have a younger brother and a younger sister, so there are five boys and one girl in my family. When I was five years old, we moved from Idaho to Utah, so I went to kindergarten in Idaho. It was a good childhood, a lot of fun, we lived in Utah and there was a lot of snow, we have done a lot of things outdoor. My father is a teacher, so he had summers in America…. School goes from August till May or June, so the summertime was off, so I went with my father and my mother, and they worked in the Scout Camp, so for the boys scouts and while I was there, as I got older, I started teaching at the Scout Camp, so when I was 14 years old, I was teaching rifle shooting and archery, so at 14 years old with a gun probably was not a good idea, but I was teaching and I really enjoyed being able to help people understand things, so when I was in high school I was trying to think about what I wanted to do.

**What were your dreams for the future when you were a child?**

Originally, I was thinking Engineering. I wanted to be an engineer. I like to see how things work and to repair things, but my teaching experience at the Scout Camp changed this a little bit, and I thought "Maybe I'd like to teach…", but the question was "What would I like to teach?", because it was not one subject that I thought"I love this, so I could do this for the rest of my life". Generally… And when I was 19, after I graduated from high school, I served LDS (Latter-Day Saints) Mormon Mission, and I was in Germany for two years and there we were talking to people in German, I was learning German, and I was learning a lot about people, the good and the bad and I came back from that experience with a huge desire to learn German, I would say I spoke fluently at the end of two years, but I wanted to know more about the grammar, I wanted to learn more, and I really enjoyed my German classes, I came back and I thought "Hey, why not teach German?" and I was pursuing that, it seemed like a very good idea because I loved German and I enjoyed teaching so I thought "That's a good combination!", but then my last semester at the University was student teaching or practical teaching, so this practical experience for me was an eye-opening experience because I was teaching German in high school and it was not what I had thought it was going to be. It was very, very difficult and I did not enjoy the process at all, and so I thought "I made a mistake! I should not have studied German and I should not have taught here!" It was a bad combination.

**When did you discover that you want to teach? How did it happen?**

I think I discovered when I was a teenager, but I undiscovered that when I taught for students, so I did not want to teach after I finished school, but I applied for a programme to teach English in Austria, so I went to Austria after I graduated. Teaching there, that was really when I fell in love with teaching. And that was really what I thought "I want to do this!" It is something beautiful, fascinating and I loved it!

**Do you remember your favourite teacher? One who had a great influence upon your future career?**

I can say that I had a teacher, Mrs. Campbell, she was an English teacher and she was known as a mean teacher, but she was not for me, she was a strict teacher and she asked a lot of her students, and that often equated to being a mean teacher because a lot was required of her students. I think I would have thought that way about her as well, but I also worked with her in the after school programme and I got to know her better through that programme and she took a genuine interest in me as an individual, not as a student, and that was influential for me. I had several other teachers that I think were influential, but she is the one that I would say if I could pinpoint a teacher, she would be the one, Mrs. Campbell.

**Did your passion become you profession?**

That's hard, because I feel like I have many passions. Well, I'm not settled into the teaching profession, so this time in Turkey it is a fellowship so it is with The State Department, with the U.S. Government and I love what I am doing here and I would share this idea of cross-cultural connection, so that people in Turkey can learn a little bit more about America but also that I can go back and I can talk about Turkey. Educated, this

is how I feel, but also this is what I like in Turkey. I would definitely say that I arrived in a very good place right now professionally. For that, there are things that I miss, and one of the things that I miss from home is working with my tools. I miss that part. The other passion is my family, so I feel that apart from my profession here is where I can use the education that I gained having spent 13 years in school. I feel that I'm making a contribution here, in Turkey, because of my educational background, but when I look at other passions, such as my family and working with my tools, doing things, both things don't fit well with where I am now.

**Do you enjoy being here?**

I love it! I do. There are challenges. It's different because working cross-culturally with Department Heads, so working with the Department Head for languages here, working with the Department Head of English, of Letters, and also working in Education Department, so I'm working with a lot of different people and there is a kind of mentality that I have "Let's get things done, let's get things moving!" and that may be American but this is desired to do things, to make things happen and sometimes I think that my desire to make things happen can step on toes and can hurt someone. Culturally, this is not how it is done in Turkey. And it is hard, because I see things that I think we can do something about it, we can improve this, we can change something, and I want to make a difference while I'm here, but I am also realizing that it is not good for me to push it, they have to want it. It is hard, because I want to do something to help the institutions, to make it better but it must come from them. I am learning that there are things that I want to do, so I am trying to find that balance, and it is very difficult to find it. But there is the bureaucracy of working with the administrative aspects that I do not necessarily really enjoy, but when I am in the classroom with the students, I can do that for my entire life. I am happy in the classroom with my students.

**I know that your family and your religion are very important to you. Tell me more about them.**

My family is very important. I grew up as a member of the Church of Jesus Christ and Latter-Day Saints, known as Mormons, and that changed my life, when I was 19 years old, as a Mormon missionary, in Germany, Berlin. In Utah there are predominantly Mormons, like 70% Mormons, so it was easy to believe it because all my friends believed as well. When I came to Germany, as a Mormon missionary, at that point it was kind of this "Okay, you're away from your family, you're away from your friends, and you're talking to people about Christ for a better life." For me, I needed to figure it out where I was. I will take a short overview over Mormonism. We believe that there is a God and He loves us as His children and He wants us to be happy, so the sole purpose of this life is happiness, and in the center of that is Jesus Christ, because Jesus Christ was crucified, was resurrected and He did things for us, so we can return to the heaven of Father. So this is all stuff I have learned growing up, my parents taught me this stuff, but when it came time to believe it, this is something I cannot talk openly about it with people. I had to do a lot of research, a lot of prayer and I realized through prayer that there is a God and He answers prayers, and that is the center of all. God loves us and He wants us to be happy and that is why Christ came, so that shaped my life. Everything that is good in my life right now that I have experienced in the last 17 years can be directly oriented towards those years of the missionary, when I was able to discover Christ better for myself and to get closer to Him. And it's time for us to prove our faith, to test our faith and if we always got the answer right where we want it, there wouldn't be this test of believing.

**I know that you have studied and worked in different universities. I want you to describe each of them and the cities (with advantages and disadvantages). Which one did you like more?**

I worked at three different universities, Utah State University, University of Southern California, and now here, at Atatürk University. I also did an online course, so I have not been on campus of University of Idaho and I think the biggest thing that I love about each one of them is being on campus and walking across the campus and just that campus feeling of being a student, and like a professor is a little different but you still have that feeling of first day of school… it is just nice to be in campus, and that I think covers all of them, but specifically, I really enjoyed that experience in Utah State as a student there, but I also taught there because a lot of good things happened when I was teaching there and I was "Wow! This is different than high school! This is a little challenging". For the University of Southern California, the campus was absolutely fantastic, it was beautiful, but if you would step out of campus and cross the street you would be in the ghetto of Los Angeles. So, University of Southern California is a kind of island and this is all around it. And when it was founded, in 1880, it was not like that, obviously, Los Angeles was not kind of this gangster city like that, but the campus was awesome. The experience of teaching there was amazing as well. I got a lot of different areas, I was working on health promotions as a teaching assistant there about lifestyle and culture for

the Health Promotion Department and I also taught for the Education Department doing learning strategies and motivation. And the last department was the Psychology Department and I had the General Psychology course, so it was an awesome experience. And then, coming here, this is unique because I am a professor, but I do not really have an office, I do not have a department, and that has advantages and disadvantages. That was very ambiguous like "Go teach the American culture for us", "Go teach Applied Linguistics", so this was the syllabus that we use, this is how the courses are being taught, so I am going with what I think of what works best with the class and I am developing the curriculum on-the-go, and that is not the most beneficial, I think, for the university because is not sustainable. I will leave my books, but the next person that teaches these courses is not going to have much continuity.

**In what cities or countries have you travelled and where did you enjoy it most?**

Let's start with Erzurum. I like Erzurum, but I don't like the cold, it's too cold for living here. But I like it, it is nice here. It's different with the family. If I were here by myself, it would be a different experience. But here, with the family, I worry a lot more about their well-being and it makes it hard because I cannot devote as much time meeting with students as I could if I had been here by myself. It is good to be here. I would not do this without my family. There are people that are in similar positions with mine worldwide that leave their families for 10 months duration of their fellowship, but I could not do that, so my family has made Erzurum

more beautiful. Erzurum has been a unique place, and it was true, at first it was really hard because we had to adjust to the traffic, feeling that if you go out past midnight or past 10 o'clock at night is not nearly the safe as Utah. It's a big city, that's why it is dangerous and it was true that at first we did not like it much. In America, we were going to the beach on Saturdays morning, we got up early before the traffic and headed up to the beach, walking for one hour, we came back, had breakfast, so there were things we really enjoyed. It was a cultural experience as well. Before we went to California, we have been in Thailand, and there we were the only Caucasian people in our village, so people always came up and touched our skin, were very curious about us. And then we came back and we spent one year in Utah before we went to California. And when we went to California, we felt like we have gone kind of back to Thailand because we got to the Grocery Store and there were predominantly Hispanics, Mexicans, and our children were stopped for their blond hair and blue eyes and for the language, too because when they made announcements on the speakers, it was Spanish, and so we felt we left the U.S. and got to another country and that was interesting, as well because Brittany, my wife, and I were talking about living in the U.S., so Los Angeles was good. It was a good experience. It is a big city, you have to experience it. There were things that were hard, we met a lot of good people, a lot of friends. And then, in Thailand we lived in a small village and that challenged us as well and the weather warmed our blood to the point where Erzurum now is supposed to be unbearable, because we spent two years in Thailand where the coldest ever got was 17°C, and it moved up to 40°+, and so we warmed ourselves up to the point that we like warm weather, and coming to Erzurum, after having experienced Los Angeles weather and Thailand weather was a challenge. And the Thailand was awesome for the fact that we got to learn the language, we got to really experience the culture, we were really integrated, there were no other Americans, or any people close to us, and so it was me and Brittany, and when we spoke to our neighbours we had to speak Thai and that was a fun experience and it was hard, but I guess something I have noticed that anything that is hard, usually you went back on and you think "Man, I'm so glad I did that!" because the rewards are so much greater. But I think that is the beauty of Erasmus and I wish that it would have been something like that when I was in school and so I think to have an opportunity to participate in a programme like this is amazing, is awesome and there is so much you can learn and it is all about the cultural exchange and I think that is the common thread to all my experience and there is so much that can be gained by sitting down with someone from a different culture. You know more. And the human nature, we have that kind of tribalism mentality that we want to stay with our tribe, you want to be with people that understand you, because as a Mormon coming to Turkey and understanding that the tea is massive in the culture there is this comfort and they look at you and they think "You are nuts! You don't drink tea? How can you not drink tea?" Sometimes there is this desire to be back with people that say "Yeah, of course you don't drink tea! You're a Mormon! It's fine!" But you navigate through all these cultural challenges to find this new place to establish, so you take the good that you find in every culture and you can integrate that into your culture and you reach this multicultural state. This is who I am. This is no longer James, the American that knows nothing about the world, but I am a different person because of the culture that I have experienced.

**What projects are you involved in at this moment?**

At this moment, I am fighting to put together a teacher training seminar for secondary English teachers in the province of Erzurum, and this is one of those cultural things that are a little bit challenging. This will take place on the 15th of April and I have guests lecturers coming in from different universities of Turkey, that are also language fellows like myself and we will have a symposium. I hope that it goes well, we will see. I am also doing a guest lecture at Kafkas University, in Kars, which is about 3 hours East from here. I will do that next Friday. I would like also to get things going with the students. I want to start a service club, we can do activities to serve the community.

**Was there a contract for you to choose Turkey?**

Ironically, I was supposed to go to Romania and when I applied for this position, I was told that "You can go anywhere in this world", so I was interviewing with the people "What's the most important in choosing location?" and I said "Well, the most important thing for me is the family, that my family can be with me". However, they told me "You have been chosen for the Romanian project". And while I was looking at the very first thing that was said about Romanian project was that it was not good for the people that were having a family with them, because the first three months would be in Bucharest doing teaching training there, and then going to the neighbouring provinces for three months each. And because of that, it was really hard, because

Brittany and I we have been in Romania, in Arad and it was awesome! We loved it! And in Bucharest we have not been, but I heard it is a very beautiful city. My mother and my father were there and they said "It's almost like Paris, it's like the Paris in the East. It's very beautifully organized, beautiful buildings". So, we were excited about that, but then as I looked at the realistic possibilities with the family, we could not do it. So I was very disappointed to say that we could not do it. And they came back and said "Well, how about Turkey?" Because Turkey had several projects that were open in Adana, Ankara and Istanbul. I said "Ok, great! All big cities, worm weather, it would be good for family." So, when I actually talked to the first Embassy, "Yeah, it will be in Erzurum". After that I searched over the internet and I found "The coldest city in Turkey" And at that point, I thought "Why not do this experience?" It is been challenging, but it's a good experience.

**Did you find some resemblances between the American culture and the Turkish one?**

The cultures are both religious, religiously based. It is definitely a lot more pronounced in Turkey. In America I think there is more freedom, but there is also the religious background of America that I think started to stay more on the backseat and political interests have taken the first place. In Turkey there is still a very good connection between the religion and the government, and I think that is a hard transition for America, especially on moral issues. I think Turkey is still more in the beginning stage of the separation state and religion, but I think the similarities are definitely there. Religion was a key-factor in the establishment of both countries, after that the family value is also very similar, also being committed to God. It is hard to generalize because I only know Erzurum and the people from here.

**Did you discover the essence of Turkey?**

No, I do not think so, not yet. I think there are some times when I am with my family, in my apartment and something different is made and I forget, and then I look outside and I can see the mountains of Erzurum or the spires of the mosque and I realize, "Wait, wait! This is not America!" and when we watch a movie at the end of the week, I get so caught by the movie I totally forget the surroundings around you, and when the movie ends, "Oh, wait… we're in Turkey!" And about the essence of Turkey, I think I will never find that.

**And the last question, what would you tell a student who wants to study abroad?**

Make it happen! I would say, look for any opportunity you can to study abroad! I did study abroad, but the mission was very much a study abroad experience, not from my university, but I went back and also enrolled in a summer study abroad programme in Germany, and later on, when I was doing my master degree I led that programme, so I took students over for that programme and it was fantastic. That being said, I know that there are several students that do study abroad and do not enjoy it. And I think that is up to the personality, but you get to a different country and things will be different and you want desperately the things from back home, mostly family, the food, and the comfort. So that first couple months of study abroad can be very difficult and people never took themselves out of that. I think that going abroad helps you open, it can enforce you. So, this idea to opening up to new ideas, to new cultures is one of the best things you can do. Do it! That is what I say!

**Thank you!**

This is an 18-month project led by the University of Coimbra, which aims to contribute to trafficking prevention and victim identification and referral by combating exploitative brokering practices through social auditing. It proceeds from that premise that social auditing significantly contributes to the success of efforts not only against trafficking for labour exploitation, but also against less investigated forms of THB (trafficking human being) such as trafficking for the purpose of forced marriages and intercountry adoptions.

It will do so by testing research hypotheses derived from review of the literature and from the research on exploitative brokering practices in several EU Member States. The results will help us to design guidance for social auditors who aim to identify and intervene in risky situations.

**What are the objectives of the project?**

• To raise awareness of the role of exploitative brokering practices in trafficking in human beings

• To present a clear picture of brokering practices involving EU-based actors from a multidisciplinary perspective and to identify problem areas that can be addressed through social auditing as well as regulatory action

• To identify and consolidate best practice in the area of social auditing in the EU

• To build capacity of social auditors by equipping them with practical tools and training

• To support organizations in trafficking prevention efforts through social auditing and the development of private-sector certification programs as a means of boosting social responsibility.

**Who is doing the project?**

The partnership is made up of the following organisations:
  • Faculty of Psychology and Educational Sciences of the University of Coimbra (PT): Project Lead;
  • The Tavistock Institute of Human Relations (UK): Methodological Lead;
  • Centre for the Study and Prevention of Child Abuse and Neglect Department of Mental Health and Social Welfare Institute (GR);
  • European Institute for Local Development (GR);
  • „Vasile Alecsandri" University of Bacau (RO);
  • Confartigianato Imprese Terni (IT);

**What will the project deliver?**

• A multidisciplinary study of exploitative brokering practices involving EU-based actors;

• A study of current social auditing practice in the EU and a compendium of best practice;

• A Social Auditing Handbook for Anti-Trafficking as a source of guidance for in-house and third-party auditors and supply chain consultants;

• A pocket manual for social auditors on identification and making appropriate referrals;

• A stakeholder network to sustain the project impact;

• Training courseware for an eLearning course on Social Auditing for Anti-Trafficking.

**Time frame**

The project started in June 2013 and will finish in November 2014

**Budget:** 379.831€ (maximum EU grant – 339.113€)

# My Impressions as a Future Translator

**Iuliana-Alexandra Fleşcan Lovin Arseni, I, TI**
Coordinator: PhD Lecturer Andreia-Irina Suciu

What is unusual seems to have become synonymous with what is (post)modern, and being (post)modern means succeeding in keeping up with everything which is changing. Rules of writing have also changed so, instead of starting my essay classically, with an introduction, I prefer to start it with the conclusion. And what is that? Well, as a student at the Faculty of Letters, Translation and interpretation, the conclusion is really optimistic, if it may be called so. It's really "cool" to attend the lectures of this specialization and to envisage the prospects of becoming a translator! I have never thought that such a great difference could possibly exist between the high school teacher, who usually teaches you not in a "very" pleasant manner and the professor from the University, who knows how and what to teach students so they might become "addicted" to the "fresh" information and so that they might want more. One additional pleasant aspect is that of having 80% of the courses in foreign languages, in my case English and French. You start to ask yourself if you will ever succeed in speaking a foreign language with the same fluency. Of course, the "best" part is when you hear the Big Word: Exam. Involuntarily, it raises a new question: "Shall I pass it or not?". A bit of luck, maybe some optimism, a lot of work and you will have a positive answer.

"The fresh whitewashed walls, the symmetrically arranged desks and… ". And I must stop here because this is the romantic vision that I want to develop in my essay. Tell me, honestly, who can remember the room in which the opening ceremony for the new academic year took place? I do not. When you choose Translation and interpretation, you only think of your poor vocabulary and the mostly scattered grammatical notions which you were taught with the speed of a snail, in high school.

When, finally, the term "translator" is taken into consideration and discussed, it sounds a bit strange, does not it? But it is not strange at all. We have become "apprentices" of translator since our first courses. Pieces of text, both in English and French, are translated by every student from the TI specialization. There is no doubt that the translation is often awkward or outside the context, but it is ours and only in this way can we become better in what we do – by being corrected and by following the active guidance of our professors.

Why do others bother their brains with translating a book, a poem or any other piece of text? This process may be very easy to combat. Well, well, my dears, do you like subtitled films? Or do you like to read, as a boss, international literature and magazines which might give you all kinds of ideas for your business? Is not it much easier to have at your



hand the lyrics of your favorite songs in Romanian? And this is just the beginning. These three questions are useful for bringing to light the role of translation in our daily life. As for the personal experience of a translator who does his best in this job, do not think it is very hard to find the pleasant parts – seeing a printed work of yours or participating in meetings with a lot of persons within the (cultural, business, social, etc.) projects in which you work is more than rewarding. All I can say, as an apprentice, is that being a translator is a more interesting experience than you might have thought before. You experience a special feeling by succeeding in learning the language of another people, from another country, with another life style, so far away from, and yet so close to you simply because you know the language. In our case, the students from TI the situation is very similar. Furthermore, we try to change studying two foreign

languages in a possible future job.

Maybe it looks like I am slipping into a fantastic or delirious plan, but I really cannot form an objective image when I speak about this. And now another question is raised: "Is it all part of a fairytale?". Well… it is not. Who lied to you? It is true that being a translator, but also an apprentice of a translator, is not really the easiest occupation in the world. It is enough to think of the continuous changes which describe any language and you manage to understand that this job means being always informed and ready to learn permanently. What is more, this profession also means great responsibility. Responsibility for what you translate so that the message of a piece you translate might be as close as possible to the original one. But if you have an inclination for languages and if you practise a lot, these aspects become quite insignificant. Besides, is there, on this planet, something made only of beautiful and simple things? Let's be honest!

Taking as a model the well-known structure "advantages and disadvantages" (note for the connoisseurs), I must now clarify the general portrait of a translator: maybe a wearer of glasses with a diopter measuring minus eight, with a hunchback, some kind of bitter smile, frowned eyebrows and reactions full of boredom… Stop! Is there anybody who thinks this is the image of a translator? If this is how your imagination works… Well, you should try to update this distorted image. My dears, I must inform you that translators are also human beings, so they have their own life, their jokes and their principles. The portrait sketched above is not, as you probably consider, the real one. I would rather say it is a caricature. The translators met by me are people dressed neatly, who know what elegance means, and are very much into contact with the real world.

Identifying the advantages and disadvantages of this job, or sketching the portrait of a translator is becoming null and void when we begin to talk about this occupation in itself. Me, the one who is still learning, me, the one who has never translated a piece of text with responsibility and professionalism, I see this experience as similar to a permanent challenge. You are challenged to find out what a strange, distant word aims to express. You are challenged into taking the responsibility for making well-known a piece of information which was considered before inaccessible only because of the sonorous or visual shape of the words. But this challenge also has important advantages such as: to get access to very rare pieces of information, to meet important personalities throughout the world and to know whatever you want just by translating the "source". The experience of being a translator is supposed to be described as including hard work, for an indefinite period of time, but which has the merit to give, to the people of this domain, professional and maybe personal satisfaction.

If we are taking into account the "worldly stuff", I do not know what the income can, approximately, be. I suppose that it is "naturally" very, very low, as all other income in our small, lovely country. But we still have hope, knowing that the work ennobles the human and that being a translator means having the opportunity to ennoble, but also to be helpful for the harmonious evolution of universal culture.

# You Are a Student. Be a Volunteer!

**Bianca Vieru, II, IPMI**
Coordinator: PhD Lecturer Andreia-Irina Suciu

A lot of people think that being a student is great, and they are not wrong, but not all of them know that some students also step outside the walls of the University and dedicate a bit of their time to doing something useful. So let's take these two roles and try to see more exactly what they mean.

**Student.** What is that and what does (s)he does? (S)He is a person who tries to respect a schedule made by some teachers, answer the challenges regarding school, and gather useful knowledge while shaping herself/ himself.

**Volunteer.** What does this mean? Performing volunteer work. How do you measure volunteering? Some people measure it in hours, others in miles, experiences, and success or friendship relationships.

Volunteers are special because they give a part of their time for good causes – be they environmental, social, medical, cultural and so on. This is in fact the best gift anyone can give: Time. They give a smile every second and a good thought every minute. In an hour we gather over nine million smiles and over 100.000 good thoughts.

**Student and volunteer?** Yes. Why? Because we need to show the community that young people are interested in the beauty of their town, the landscape, orphans and old people – ultimately in the performing of their civic duty.

The joy is bigger when you know that you did a good deed with your heart rather than by asking for money which, in short time, you will not even have. To see a green field with different colors and flowers than one full of garbage, to see an elderly person smile more one day, to help a sick person feel less pain is so much more rewarding.

If we understood that nature gives us so many and asks for so little in exchange, we would all be volunteers and maybe we would be healthier. We, young people, can change everything because we have more energy, more enthusiasm and we can use our free time in a useful way.

There are students, and quite a few, who give up an hour of sleep or doing other stuff they do with their free time to help without receiving something material or financial in return. For them the feeling they did not waste time but did something useful and memorably pleasant will remain after them is enough.

Volunteering is a good thing, a nice one, and everybody can experience it because there's no age limit.

Be a volunteer! Be useful!

# Returning to Studenthood

**Loredana (Nistor) Moise, I, Professional Conversion Programme**
Coordinator: PhD Lecturer Andreia Irina Suciu

The Faculty of Letters has started a new study programme in the autumn of 2013, called English Language Conversion Program. It is addressed to teachers that want to obtain another specialty on their diploma.



I am one of the teachers who are currently taking advantage of this programme. I am a teacher of Geography and it was a chance that I had been expecting for a long time, because I had always wanted to study English too. One year before I graduated the highschool, the Faculty of Geography had two specializations: Geography and English and Geography and Spanish. After a year the Bologna System was introduced and as a result of this the Faculty could maintain just one specialization and that was Geography, of course.
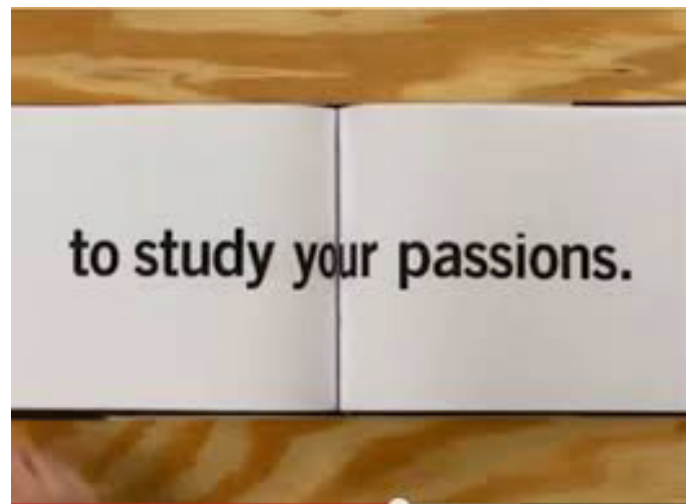
It's hard to return to student hood because now I have a lot of responsibilities: I am a fulltime mother, I have a job and I am a wife, but neither of these roles is an obstacle in my career. It's like a dream come true and even if it isn't easy to handle with all my "jobs", the student status has made me full of hope, more active and has put my mind to work at a higher level.

As a "mature student" I am more involved, more attentive, I understand things somehow differently than younger students. I have some experience in learning English as a pupil and I had a lot of question-marks referring to this language and now I have the opportunity to find out my responses. Already being teacher I can understand and see more than a regular student does, I don't receive just information, I also observe ways of teaching and it is very helpful for me. Being a teacher nowadays means to finding new methods to make your classes more attractive, so I admit that I have the chance to see new teachers "in action" that have different methods and I have borrowed a few things that improved my technique at school.

I also hope that when I will finish the programme I will be able to solve my professional problem, because the subject I teach has few hours a week and with English as a second specialization I could even become a tenured teacher and to relief myself of a very stressful pressure.

Studenthood is my refuge; it is a place where I do staff for me. Within this programme I met other teachers, new people to socialize face to face, not in a virtual mode. I have been happier since I joined this programme and it has been an extraordinary life experience, not just a study period. I want to take advantage from this as much as I can.



to study your passions.

# The Secrets of Water

**Iulian Gabor, II, KMS, IFR**
Coordinator: PhD Lecturer Andreia-Irina Suciu

**What do we know about water?**

Water is essential for life! The human body is made up of over 70% water(as the planet Earth) and the brain is 90% water. It has a lot of properties and some of them are quite amazing. For example, scientists cannot explain yet why water density increases below the freezing point and decreases above freezing. It is the only substance on the planet that can exist in 3 states: gas, liquid and solid. Any substance contracts when it is cooled, but water does the opposite: it expands. Water is also the most powerful solvent on Earth.

Speaking about the source of the water in the Universe, *Nassim Haramein* (theoretical physicist) claims that, as measurements demonstrate, large amounts of water came out from the sunspots on the Sun, so this phenomenon could happen on every star.

**How important is water?**

At the age of 78, Nobel Prize winner and father of fluid dynamics, *Dr. Henri Coanda,* after 60 years of research and after travelling to **Hunza Land** (where people live over 120 years and without any disease) explained that the **secret to longevity lies in the water**: "You are what you drink. Water is the most important thing you put in your body, but not all water is equal. Everywhere on Earth, water has different physical characteristics, no matter where you travel."[1]He also said that water contains within its structure the secret to reversing the aging process. At a molecular level it creates the structure of the DNA, it creates the proteins. Fluids are able to move more readily between cells, flushing out toxins and hydrating our cells with water. All the symptoms of aging are in one way or another accompanied by a slow dehydration of our vital tissues associated with free-radical oxidative damage.

No matter how much tap water or mineral water we drink, we cannot seem to slow down the inevitable starvation of vital tissues for the fluid that is everywhere. There is much more to tissue hydration than simply drinking ordinary water. Tissue water is as different from spring water as milk is from apple juice.

Ordinary water has a high surface tension which means it has difficulty wetting the cells within the body. Normal tap water has a surface tension of **73dynes/cm** which means that water is able to move cells through the body, but is not capable of penetrating the cell. In the body, cell membranes have low surface tensions of about **45dynes/cm**. Cells require a surface tension of about the same range for water to wet the cells. In the body, water with lower surface tension **fully hydrates**. Without low surface tension, toxins cannot be removed from cells and the cells die due to accumulation of their own waste products. As a curiosity, lemon juice has very low surface tension, about **33dynes/cm**. This is one of the reasons that lemonade is very healthy for human body.
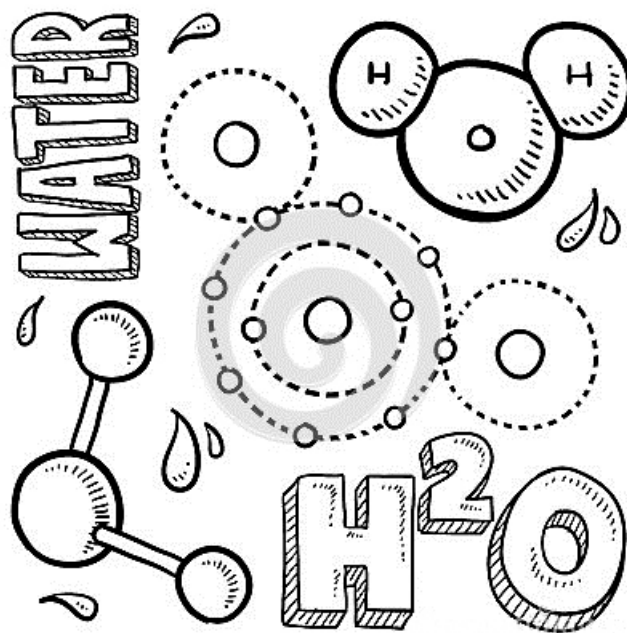


**How can our mind and emotions influence water structure?**

*Masaru Emoto,* in his book "Messages from water", claims that human consciousness has an effect on the molecular structure of water. For example, love increases water energy levels and stabilizes it, while aggressive emotions reduce the energy and changes water physical structure. That is why in my profession, while treating patients with water, I ask them to treat the water they drink with a special care.

***Does water have memory?***

As it records information, water requires new properties, but its chemical composition remains unchanged. The molecular structure is like an

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1 http://www.consumerhealth.org/articles/display.cfm?ID=20010224232617

"alphabet" of water. Trying to make "words" and "sentences" with this alphabet, we obtain **structured water** which has amazing properties on all living beings. Magnetic and electrical fields, various objects, music and especially human emotions can influence this structure. For example, with structured water or/and music, vegetables grow faster and healthier as showed by Romanian prof.dr. **Marioara Godeanu** in some experiments in Piteşti in a 1/10 Keops glass pyramid reproduction.

In the same context of memory retention, **Dr. Henri Coanda** once said that we should live in the same place where we drank our first glass of water because the water structure of each body is identical to the structure of the water in the place where he was born.

### What water should we drink?

Think of "wetter" water as "slippery." Slippery water glides faster, covers surfaces more completely and allows ingredients to dissolve more completely.

In my opinion, after 3 years of documentation and experience as hydro-therapist, **spring water** is the best to drink because it is always in movement and its molecules are fully charged with energy and polarized. Movement and magnetic field of the rocks make spring water a "living" water…but only if we drink this water in first 5–6 days and if we keep it in glass bottles in cold places. The reason is that water loses 20% of its energy every day once bottled. Not all the people can get spring water every day so we must drink tap water or buy it. When you buy bottled water, you should know that the water is without energy, it is a "dead" water that may contain extra toxins from plastic bottles (that is why you should never let bottled water under the direct sun). Besides this fact, you should always look at the information written on the bottle. A reasonable type of water should have an alkaline ph (above 7 or more), no nitrites and nitrates and very low dry residue at 180°C…below 100 is best. Minerals in the bottled and tap water are inorganic(due to low vibrational state as quantum physics showed us) and has a very low rate of assimilation in the human body.

Ocean waters, lakes, rivers and even underground waters, suffered physical (and chemical) structure modifications due to thousands of atomic detonations, pollution, pesticides, etc. We must know that water has memory; it "remembers" every negative energy that man transferred to it.

For this reason, next time you drink a glass of water, say… "thank you" and "I love you" to it!

*Iulian Gabor is a physiotherapy student and a hydrotherapy practitioner. His knowledge about healthy life generally and his passion in talking about it, made me ask him to share some of his experience and discoveries in the field. The importance of the topic chosen for this article stems from the importance of water in our life. The more we know about it, the better we understand that water really is the liquid of life.*

*Andreia Suciu*



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# Online Dictionaries

**Ştefania Corduneanu & Iuliana-Alexandra Fleşcan Lovin Arseni, I, TI**
Coordinator: PhD Lecturer Mihaela Culea

Nowadays, every scientific domain must demonstrate if it is open to evolution and development or not. This rule also applies to Lexicology and Lexicography and so, to the writing and editing of dictionaries. From the simple translation of some words for homework to a professional one, a dictionary is irreplaceable. But, of course, this doesn't mean it can't be updated and thus made more useful than it used to be. This may be considered the main reason why online dictionaries have become a necessity and a real tool to speed up and improve any type of translation. As first-year students in Translation Studies, we are 'addicted' to any type of dictionary when it comes to homework, articles, translation of the books we read and so on. Because of all these activities focused on translation, we often prefer to use online dictionaries rather than the classical ones.

It is almost impossible to mention all the online dictionaries which can be found and used on the Internet, but one of the most popular and complex is http://dictionary.com/ managed by Michele Turner (CEO of Dictionary.com), Corbin Howes (SVP, Business Operations) and Jim Conning (SVP Engineering). To demonstrate its characteristics it is recommended to draw a parallel between this online dictionary and a classical one.

First of all, one important advantage is the fact that the use of Dictionary.com helps one access unknown English words more quickly. Users simply have to write the word in a white, empty box, while the usage of a classical dictionary means much more time. The meaning and use of a word appear in a similar way to the one in a classical dictionary. The single difference is that the online dictionary has an audio support besides the phonetic transcription. The origin of the word is also included.

Some sections of the site augment the functions of a traditional dictionary and include: Thesaurus, Blog, Crosswords, Reference about language phenomena, Quotes and Word of the Day. The Thesaurus helps users find more easily synonyms of words, classified in terms of primary and secondary meanings etc. For example, the word "work" can be used with various meanings, such as: effort, industry, job, muscle, daily grind or stress.

There is also an article archive on the site, which is divided into four, well-defined sections: Infographics, Products, Around the Web and Lexical Investigations. The articles are written in a modern and engaging style, with a clear message that can be easily identified in titles like: "What character was removed from the Alphabet", "What's the Grossest sounding word in English" or "What does your handwriting say about your personality". The possibility for users to add a comment may be seen as a way to express their personal opinion, but also as an indicator of the popularity of these articles.

The administrators of this site have also introduced a Daily Crossword so users can spend some quality time in both a classical manner and a new technological one. More than that, this activity may be useful for English learners because it is a useful vocabulary exercise. This site also has a Quotes section, which aims to emphasize the importance of words in the universal culture and to increase learners' knowledge in general. The quotations are grouped by author or subject ("The trees may wish for quiet, but the wind will not subside", subject: change, author: unknown). It is well known that a classical dictionary does not offer such a variety of linguistic resources. Users must buy magazines with crossword puzzles or have to go to a library if they want to analyze or just read quotations.

Furthermore, Dictionary.com is linked to other sites such as: Reference.com, Translator.com, Thesaurus.com and Word Dynamo. For example, Reference.com is a site where users can find out more about English language phenomena, which may refer to grammar, differences between words with similar spelling (What is the difference between affect and effect?) or Phonetic facts (Is the letter Y a vowel or a consonant? ).

Besides the opportunity of having a faster translation process, Dictionary.com offers users a game based on the development of personal English vocabulary. "Word Dynamo" can be played by choosing a topic to learn, such as: grade levels, academic subjects or test prep. This "turbo-charge" manner of learning new words may be better, especially for young people, than trying to learn lists from a classical dictionary.

The links with the twenty-first century do not

end here. Facebook and Twitter are also significant tools for this site, because of the addiction these sites trigger in younger generations. On their Facebook account users may see the Word of the Day or read interesting, full of meanings quotes. Users may also join Dictionary.com on Twitter and they can easily discuss, share or find out information about linguistic changes. Both social sites represent easy, engaging and modern manners to learn English; they also support students to keep in touch with relatives and friends. On the other hand, a classical dictionary does not have the same advantages, the book being the only thing people see in front of their eyes. The resources of a traditional (paper) dictionary may thus be limited.

It is a well-known fact that words of a language are not used only with their denotative meaning, but also with their connotative one. The latter may be found in collocations and idioms. The same linguistic phenomenon exists in English too, so the idioms should not be ignored in any type of dictionary. Dictionary.Com includes catchy slides, with clear explanations and funny, suggestive images in order to teach some of the most used idioms in English.

An *idiom* is an expression whose meaning is not predictable from the usual meanings of its constituent elements or a construction or expression of one language whose parts correspond to elements in another language but whose total structure or meaning is not matched in the same way in the second language (http://dictionary.reference.com/browse/idiom).

For example, at http://dictionary.reference.com/?sshow=cat-idioms, we found some very interesting idioms that refer to the specific characteristics of the behaviour of cats. These characteristics have become symbolic of phenomena of nature, human behaviour or common situations in the lives of people, too. In addition, these idioms are related to some well-known myths (for e.g. "a cat has nine lives") and are generally structured as follows: meaning of the idiom, etymology, examples of contexts in which the idioms may be used and the estimated year or period when it was first used. If some of the idioms, such as "to rain cats and dogs" or "curiosity killed the cat" are frequently used in English, some of them are specific to this language only and are less common in spoken language: "a cat may look at a king" or "to turn the cat in the pan".

Some of the most interesting *cat idioms* are:

1. "*To rain cats and dogs*" (first used in 1570), which means to rain very heavily. This idiom makes a connection between the natural hostility which describes the relation of these two animals and the hostility of a storm. The first form of the idiom was: "it shall rain... Dogs and Polecats", in which *Polecats* might refer to ferrets or skunks.

2. "*A cat might look at a king*" (1721) suggests how an inferior person should behave in front of a superior one and is related to social class differences.



3. "*To make a cat laugh*" (after 1800), not a very common idiom, is usually used to refer to something very funny. Its meaning may seem contrary to the reality because a composed disposition is commonly attributed to a feline.

4. "*Let the cat out of the bag*" means to divulge a secret and it was first recorded in 1760. Charlotte Bronte used it in her 1849 novel, *Shirley*.

5. "*Cat's pyjamas*" (first used in 1920) is used to refer to a person or a thing which is remarkable or extraordinary. "*Bee's knees*", "*canary's tusks*", and "*flea's eyebrows*" are other similar examples.

Common English idioms do not refer solely to cats but also to their proverbial 'enemies', dogs (http://dictionary.reference.com/?sshow=dog-idioms). These are mostly related to the condition of dogs and their role in people's lives. Slides are structured in the same manner as in the case of cat idioms. There are dog idioms which are very common in spoken English ("Barking up the wrong tree" or "Teach an old dog new tricks"), but also more unusual idioms, such as: "The tail wagging the dog" or "Hair of the dog that bit you".

For instance, some of the most interesting *dog idioms* are:



1. "*Hair of the dog that bit you*" is a peculiar expression which refers to a remedy, usually containing a small amount of the type of substance that produced the disease or ailment.

2. "*The tail wagging the dog*", expresses role reversal or the situation of a topsy-turvy affair,

where the smaller part or the least important person is guiding the entire affair or activity.

3"*Every dog has its days*" means that is not impossible that the last one will become, under some kind of circumstances, the first one.



4. "*Barking up the wrong tree*" is used to refer to the situation of someone who has fixed a wrong target and a wrong way to obtain it.

These idioms can easily be accessed on this website, while using a classical dictionary means not having access to such a variety of idioms and links to the complexity of the English language. This collection of idioms arranged according to a certain theme is very useful for any learner of English.

The inventive handling of *synonyms* also enriches one's knowledge of language. In this case, Dictionary.com offers a complex list of synonyms so that the word could be used with the most appropriate meaning in certain contexts. For example, the word "happiness", which comes from the old Norse "happ" (used to express "chance" or "good luck") has, as it can be seen on this website, at least nine synonyms. These are very clearly explained and examples are given so that students could use them appropriately. Students can also listen to the pronunciation of these words.

For instance, its synonym "mirth", of Germanic origin, expresses a type of gaiety which is almost always accompanied by laughter. "Joy", from old French, refers to a peculiar type of emotion of delight caused by a good or satisfying situation. In case of "bliss", from old English, the meaning refers to supreme happiness or the joy of heaven. "Elation", from Latin, expresses a feeling of great joy, pride or exultant joy. Another synonym, "glee", which has had musical associations since the end of the first millennium, suggests open delight or pleasure. "Exultation", of Latin origin, is used with the meaning of lively or triumphant joy, usually felt in case of some victory. As a state of intense happiness and

self-confidence, the word "euphoria", from Greek, is frequently used to describe, in pathology, the state of patients. "Jubilation", from the Latin meaning "shouting for joy", is a feeling manifested as a loud expression of joy. "Rapture", from the Latin "rapture" is also a synonym for "happiness" and it means joyful ecstasy or the carrying of a person to another sphere of existence.

It is almost obvious that this type of online dictionary is useful to speed up the access not only to the definition and uses of unknown words but also to information of other linguistic phenomena, in matters of phonetics, etymology etc. Crosswords and games such as Word Dynamo are easier ways to develop your vocabulary in a more relaxing manner than the classical mode of reading a book.

Certainly, there is rich evidence that the evolution of online dictionaries has not made its last step yet. It is dependent on how technology progresses in a very short time, so all human activities could be done in easier and faster ways. However, despite all the advantages presented above regarding an online dictionary, it should not be omitted or ignored that the primary or original sources of all these are the classical dictionaries. All the technology disappears when the electricity is off and all "users" return to their old paper dictionaries which are always present on a desk or in a library even if there is electricity and a network connection or not. Maybe not the quantity of what are we doing is the most important aspect, but its quality certainly is. So, even if we have five laptops, which allow us to access an online dictionary, a classical one must always be close at hand and may be used together with the online one for better results.

**Webography:**
http://dictionary.com/, accessed January 12, 2014.
http://dictionary.reference.com/?sshow=dog-idioms, accessed January 12, 2014.
http://dictionary.reference.com/?sshow=cat-idioms, accessed January 12, 2014.
Source of images: http://dictionary.com/, accessed January 12, 2014.

Avem nevoie de ajutorul vostru pentru a da un stop de culoare acestor ziduri. Pentru mai multe detalii www.iubimnatura.ro (Sectiunea "Mesaje pentru tine"). Sau contactati-ne la adresa contact@iubimnatura.ro sau 0746.385.854 (Florin Suciu)

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