



COURSE SYLLABUS

Contemporary Paradigms in Linguistic Research

Academic year 2025-2026

1. Information about the study programme

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| 1.1. University | Babeș-Bolyai University |
| 1.2. Faculty | The Faculty of Letters |
| 1.3. Department | Doctoral School of Linguistic and Literary Studies |
| 1.4. Field of study | Language and literature |
| 1.5. Study cycle | Doctorate |
| 1.6. Study programme/Qualification | Doctorate in Philology/ Doctor of Philology |
| 1.7. Enrolment frequency | Full time |

2. Information about the subject

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|---------------------------------------|--|---|-------------------------------------|--|---|-------------------------|---|--------------------|--|---------------------------|----|
| 2.1. Course title | | Contemporary Paradigms in Linguistic Research | | | | Course code | | LDR1105 | | | |
| 2.2. Course tutor | | | Prof. univ. dr. habil. Elena Platon | | | | | | | | |
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| 2.3. Seminar / practical course tutor | | | Prof. univ. dr. habil. Elena Platon | | | | | | | | |
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| 2.4. Year of study | | 1 | 2.5. Semester | | 1 | 2.6. Type of assessment | C | 2.7. Course status | | Contents | DF |
| | | | | | | | | | | Mandatory | DO |

3. Total estimated time (teaching hours per semester)

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|---|-----------|------------------------|-----------|--|--------------|
| 3.1. Number of hours per week | 3 | of which: 3.2. curs | 2 | 3.3. seminar / practical course (laboratory) | 1 |
| 3.4. Total number of hours in the curriculum | 36 | of which: 3.5. curs | 24 | 3.6 seminar / practical course (laboratory) | 12 |
| Allotted time for individual study (ID) and self-study activities (SA) | | | | | hours |
| Study based on textbook, course manual, recommended bibliography, personal notes (SA) | | | | | 50 |
| Additional research (in the library, online scientific databases/platforms, or field documentation) | | | | | 72 |
| Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports | | | | | 48 |
| Tutoring (professional counselling) | | | | | 6 |
| Examinations | | | | | 2 |
| Other activities | | | | | 36 |
| 3.7. Total hours for individual study (ID) and self-study activities (SA) | | | | | 214 |
| 3.8. Total hours per semester | | | | | 250 |
| 3.9. Number of credits | | | | | 10 |

Date of approval in the Dean's Office
Name and signature of the Dean



4. Prerequisites (if necessary)

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| 4.1. curriculum | Not applicable. |
| 4.2. skills | Communication skills (particularly written comprehension) in English and French (or other widely spoken foreign languages), sufficient to allow reading of the recommended bibliography. |

5. Conditions (if necessary)

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| 5.1. for delivering lectures | Classroom equipped with blackboard, projector and computer |
| 5.2. for teaching seminars / practical courses (laboratory classes) | Seminar room, projector, whiteboard, internet access |

6. Acquired specific skills

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| Professional/essential skills | <p>C1 Identifying the role played by the imaginary in linguistic descriptions.</p> <p>C2 Capitalizing on theoretical perspectives on linguistic imagery in scientific research practice.</p> <p>C3 Identifying the relationship between linguistic imagery and cultural imagery from the perspective of the lexicultural approach.</p> <p>C4 Using concepts related to linguistic imagery in the analysis of linguistic reality, in its multiple variations.</p> <p>C5 Defining the specificity of the imagery associated with the Romanian language from the perspective of non-native speakers, as well as of specialists researching Romanian as a second language.</p> |
| Transversal skills | <p>CT1 Use of the components from the field of languages and literature in full compliance with professional ethics</p> <p>CT2 Proper Utilization of Bibliography in Scientific Research Work.</p> <p>CT3 Carrying out an individual continuing education project in the form of a portfolio, and presenting it in a team for peer evaluation.</p> <p>CT4 Organizing a debate with classmates on topics related to research methodology and ethics.</p> |

7. Course objectives (derived from the acquired specific skills)

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| 7.1. General objective of the course | <ul style="list-style-type: none"> Acquainting PhD students with the three fundamental theoretical approaches related to the linguistic imaginary and encouraging the application of their specific ideas and concepts in scientific research practice. |
| 7.2. Specific objectives | <ul style="list-style-type: none"> Identification of the three perspectives on the linguistic imaginary: metalinguistic, cognitivist, and ethnolinguistic. Application of the concepts specific to the three theoretical approaches in the analysis or production of a text. Connecting the linguistic imaginary with the cultural imaginary: understanding the specifics of the lexicultural approach. Identification of the specific features of non-native speakers' imaginary regarding the Romanian language. Recognition of the characteristics of interlanguage at different levels of linguistic competence, as well as of the „microlanguage"/foreigner talk profile used in exolingual communication (with non-native speakers). |

8. Contents



| Course and seminar | Teaching methods | Remarks |
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| <p>Course 1. Theoretical Perspectives on the Linguistic Imaginary: 1.1. the metalinguistic perspective; 1.2. the cognitivist perspective; 1.3. the ethnolinguistic perspective. (Ardeleanu, 2000; Coșeriu, 2009; Lakoff, Johnson, 2003; Platon, 2020a, 2019a)</p> <p>Seminar 2: Analysis of a text from the perspective of one of the theoretical approaches to the linguistic imaginary (of your choice).</p> | | |
| <p>Course 2. Linguistic Imaginary and Cultural Imaginary: 2.1. the concept of language-culture in linguistic and ethnolinguistic research; 2.2. the lexicultural approach. (Bartmiński, 2018; Galisson, 1988, 1991; Răuțu, 2010; Wierzbicka, 1985)</p> <p>Seminar 2: Creation of a mini-inventory of lexiculturemes, within a thematic area selected by each PhD student, accompanied by the corresponding explanations.</p> | | |
| <p>Course 3. The Imaginary of Non-Native Speakers Regarding the Romanian Language (Platon, 2021) 3.1. Working methods: interview, questionnaire 3.2. Data interpretation</p> <p>Seminar 3: Conducting an interview with a non-native speaker (NNS) in order to identify aspects related to their linguistic imaginary regarding the Romanian language, or designing a questionnaire aimed at investigating the linguistic imaginary of NNSs.</p> | Interactive lecturing supported by visual materials, debate, argumentation, consultation of bibliographic sources. Case studies. Commentary based on supporting texts. | The activities in each seminar are designed in close connection with the topic of the corresponding lecture, and are based on interactive communication both between the instructor and the students, and among the students themselves. |
| <p>Course 4. Linguists' Imaginary Regarding the Foreigner Talk Used in Exolingual Communication (with Non-Native Speakers): 4.1. the concept of foreigner talk; 4.2. the concept of interlanguage. (Platon et alii, 2014; Platon, 2014, 2016, 2019a, 2021)</p> <p>Seminar 4: Analysis of several interlanguage (IL) samples, compared with the foreigner talk profile corresponding to the IL level under analysis.</p> | | |



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| Bibliography | PhD students are required to read the recommended specialized works before each meeting, so that they can actively participate in the discussions initiated during the seminar. The readings are mandatory, serving as starting points for focused discussions. |
| | <p>ARDELEANU, Sanda-Maria, <i>L'imaginaire linguistique et l'interaction sujet/discours/dynamique</i>, Angers, Maison des Sciences humaines, 1996.</p> <p>ARDELEANU, Sanda-Maria, <i>Dynamique de la langue et Imaginaire linguistique</i>, Iași, Demiurg, 2000.</p> <p>BARTMIŃSKI, Jerzy, <i>Language in the Context of Culture. The Metaphor of "Europe as Home" in this Day And Age</i>, Katowice, Śląsk, 2018.</p> <p>CECRL, <i>Cadrul European Comun de Referință pentru limbi: predare, învățare, evaluare</i>, (traducere din limba franceză de Gheorghe Moldovanu), Consiliul European, Diviziunea Politici Lingvistice, Strasbourg, 2003.</p> <p>COROI, Ioana-Crina, <i>Normele imaginarului lingvistic în presa literară</i>, Cluj-Napoca, Casa Cărții de Știință, 2013.</p> <p>COȘERIU, Eugeniu, <i>Creația metaforică în limbaj, în Omul și limbajul său. Studii de filozofie a limbajului, teorie a limbii și lingvistică generală</i>, Iași, Editura Universității „Alexandru Ioan Cuza”, 2009.</p> <p>FAUCONNIER, Gilles, TURNER, Mark, <i>The Way We Think. Conceptual Blending and the Mind's Hidden Complexities</i>, Basic Books, 2002.</p> <p>GALISSON, Robert, <i>Culture et lexiculture partagées: les mots comme lieux d'observation des faits culturels</i>, în „Études de Linguistique Appliquée”, nr. 69, 1988 p. 74-90.</p> <p>GALISSON, Robert, <i>De la langue à la culture par les mots</i>, Paris, CLE international, 1991.</p> <p>HOUDEBINE-GRAVAUD, Anne Marie (coord.), <i>L'imaginaire linguistique</i>, Éditions l'Harmattan, 2002.</p> <p>LAKOFF, George, JOHNSON, Mark, <i>Metaphors We Live By</i>. Chicago and London: The University of Chicago Press, 2003.</p> <p>LUNGU-BADEA, Georgiana, <i>Teoria culturilor, teoria traducerii</i>, Timișoara, Editura Universității de Vest, 2004.</p> <p>MARANDA, Pierre, „Cartographie sémantique et folklore: «Le diable beau danseur» à Rimouski”, în <i>Recherches sociographiques</i>, 1977, nr. 18 (2), p. 247-248.</p> <p>MOUNIN, Georges, <i>Les problèmes théoriques de la traduction</i>, Paris, Gallimard, 1963.</p> <p>MUNTEANU, Cristinel, <i>Frazeologie românească. Formare și funcționare</i>, Institutul European, 2013.</p> <p>PLATON, Elena, <i>Patrimoniu și imaginar lingvistic</i>, în <i>Enciclopedia imaginariilor din România</i>, vol. II, <i>Patrimoniu și imaginar lingvistic românesc</i>, coord. Elena Platon, consultant științific, Gheorghe Chivu, Iași, Editura Polirom, 2020a, p. 18-28.</p> <p>PLATON, Elena, <i>Bazinul lingvistic al folclorului</i>, în <i>Enciclopedia imaginariilor din România</i>, vol. II, <i>Patrimoniu și imaginar lingvistic</i>, coord. Elena Platon, consult. științific Gheorghe Chivu, Iași, Editura Polirom, 2020b, p. 228-259.</p> <p>PLATON, Elena, <i>The representation of ritual (im)purity through meteorological metaphors in folkloric language/ Reprezentarea (im)purității rituale prin metafore meteorologice în limbajul folkloric</i>, în „Studia UBB Philologia”, LXVIII, nr. 1, 2023, p. 51-72.</p> <p>PLATON, Elena, <i>The thread metaphor in the linguistic imaginary of folklore/Metafora firului în imaginarul lingvistic al folclorului</i>, în „Studia UBB Philologia”, nr. 3, 2021, p. 251-270.</p> |



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| | <p>PLATON, Elena, <i>Ofilirea „metaforei ofilite”</i>, în „Intertext”, anul XV, nr. 1-2, 2021, ULIM, Chișinău, p. 67-75.</p> <p>PLATON, Elena, <i>Româna ca limbă străină (RLS). Elemente de metadidactică</i>, Cluj-Napoca, Editura Presa Universitară Clujeană, 2021.</p> <p>PLATON, Elena, <i>The vegetal model in conceptualising creation/Modelul vegetal în conceptualizarea creației</i>, în „Studia UBB Philologia”, nr. 2, 2020, p. 217-234.</p> <p>PLATON, Elena, <i>Reflections on the Concept of Linguistic Imaginary/Reflexii de conceptul de imaginar lingvistic</i>, în „Studia UBB Philologia”, LXIV, nr. 3, 2019, 109-122.</p> <p>PLATON, Elena, <i>The „micro-language” – an assault on natural languages?</i>, în „Lingua. Language and culture”, XVIII, nr. 2, 2019 b, p. 67-83.</p> |
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9. Correlating course contents with the expectations of representatives of the epistemic community, professional associations and representative employers related to the field of study/titulari

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| <ul style="list-style-type: none"> The content is developed based on an international bibliography in the field of study; The teaching staff have a doctorate in philology; In accordance with ARACIS standards, the doctoral school maintains ongoing collaboration with representatives of the socioeconomic and professional environment both in the country and abroad, as well as with various research networks and professional associations in which the teaching staff are active. |
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10. Assessment (examination)

| Type of activity | 10.1 Criteria and assessment method | 10.2 Assessment process |
|-----------------------------------|--|---|
| 10.3 Course and seminar | <p>To graduate from the discipline, doctoral students will have to take into account the tasks assumed within the course (seminars & final thesis).</p> <p>As a means of assessment for this course, doctoral students will have to obtain a grade based on a review and a paper of at least 7 pages, which must be related to the individual research project and comply with scientific norms (these will be discussed with the professor of the modular course in advance).</p> | <p>The course instructor chooses two exam dates by mutual agreement in the legal exam session to finalize the grade.</p> <p>Doctoral students will submit to the professor the individual certificates of obtaining the grade which, after evaluation, will be completed and signed by the teaching staff.</p> <p>The possible ratings are: very good, good, satisfactory or unsatisfactory.</p> |
| 10.6 Minimum performance standard | <ul style="list-style-type: none"> understanding the aspects regarding the proper completion of the doctoral thesis (in accordance with those presented in the course and with the minimum standards for the field of Philology), respecting the aspects related to ethics and academic integrity; the specialized language is simple, but correctly used, in addition to knowing and respecting the standards of academic writing. | |

11. Labels ODD (Sustainable Development Goals)

Date of approval in the Dean's Office
Name and signature of the Dean



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|---|---|
|  | General label for Sustainable Development |
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|  | |

Date of completion:
01.10.2025

Course tutor's name and signature,

Prof. univ. dr. habil. Elena Platon

Seminar tutor's name and signature

Date of approval in the Department:
05.10.2025

Director - Doctoral School of Linguistic and Literary

Studies,

Prof. univ. dr. habil. Adrian CHIRCU-BUFTEA

Date of approval in the Dean's Office
Name and signature of the Dean