



SYLLABUS

Contemporary Paradigms in Linguistic Research

Academic year 2026-2027

1. Information about the study program

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 (BA/MA)	Doctorate
1.6. Study programme/Qualification	Doctorate in Philology/Doctor of Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title		Contemporary Paradigms in Linguistic Research				Course code		LDR1102	
2.2. Course tutor				Prof. univ. dr. habil. Adrian CHIRCU / Prof. univ. dr. habil. Elena PLATON / Conf. univ. dr. habil. Cristiana PAPAHAĞI					
2.3. Seminar / practical course (laboratory) tutor				Prof. univ. dr. habil. Adrian CHIRCU / Prof. univ. dr. habil. Elena PLATON / Conf. univ. dr. habil. Cristiana PAPAHAĞI					
2.4. Year of study	I	2.5. Semester	1	2.6. Type of assessment	E	2.7. Course status	Contents	DF	
							Mandatory	OBL	

3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	4	of which: 3.2 course	2	3.3 seminar / practical course (laboratory)	2
3.4. Total number of hours in the curriculum	48	of which: 3.5 course	24	3.6 seminar / practical course (laboratory)	24
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					48
Additional research (in the library, online scientific databases/platforms, or field documentation)					93
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports					48
Tutoring					12
Assessment (examinations)					3
Other activities:					-
3.7. Total hours for individual study (ID) and self-study activities (SA)					204
3.8. Total hours per semester					252
3.9. Number of credits					16

MOLDOVAN IOAN-RAR

2026.09.14 14:52

Date of approval

Name and signature of Dean



4. Prerequisites (if necessary)

4.1. curriculum	No requirements
4.2. skills	Communication skills (particularly in reading comprehension) in English and French (or other widely used international languages), enabling the reading and understanding of the recommended bibliography

5. Conditions (if necessary)

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

6.1. Competences resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competences	
Competence code	Competence
PC1	Advanced knowledge in the fields of philology, literature, linguistics, literary theory, cultural history, and discourse studies
PC2	Ability to identify, formulate, and creatively solve research problems specific to the field of Philology
PC3	Mastery of advanced research methods and techniques, including literary analysis, linguistic analysis, hermeneutics, philological research, archival research, corpus analysis, genetic criticism, literary history, cultural studies, and comparative methodologies
PC4	Ability to employ contemporary paradigms in linguistic research, including diachronic, synchronic, diatopic, pragmatic, normative, onomastic, discourse-oriented, and sociolinguistic approaches
PC5	Ability to identify, evaluate, and apply contemporary literary and cultural paradigms
PC6	Ability to integrate interdisciplinary perspectives into philological research, including history, philosophy, cultural anthropology, gender studies, childhood studies, memory studies, trauma studies, postcolonial studies, and alterity studies
PC7	Skills in documenting, selecting, interpreting, and critically exploiting primary and secondary sources
PC8	Ability to produce scholarly papers, research reports, articles, book chapters, and doctoral dissertations in accordance with national and international academic standards
PC9	Ability to process, organize, and interpret textual, linguistic, bibliographic, and archival data, including through the use of appropriate digital tools
PC10	Ability to design, develop, and manage research projects, including the preparation of research proposals and funding applications, as well as securing resources through national and European funding competitions
PC11	Ability to critically evaluate (peer review) the research of other scholars and to formulate well-reasoned and constructive assessments of scholarly work
PC12	Ability to manage research data responsibly in accordance with Open Science principles, including data management plans, FAIR principles, and the deposit of research outputs in open-access archives and repositories

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competence, the complete entry, including the competence code, will be copied with the exact designation that appears in the curriculum, without any changes. If no competence is copied from either of the two categories, the row corresponding to that category is deleted from the table.



Competences regarding ethics, integrity and research management	
Competence code	Competence
EC2	Ability to avoid plagiarism, self-plagiarism, data fabrication, data falsification, and other forms of research misconduct
EC3	Ability to design, plan, and manage a doctoral research project, including objectives, hypotheses, methodology, timetable, corpus, sources, outcomes, and dissemination activities
EC4	Knowledge of copyright, intellectual property, proper citation practices, open access principles, and the responsible use of digital resources
EC5	Ability to critically assess the limitations of one's own research and to formulate directions for further investigation
EC6	Knowledge of institutional procedures regarding ethical approval of research (ethics committees) and the application of regulations concerning informed consent and the responsible processing of data, where applicable
Transversal competences	
Competence code	Competence
TC1	Advanced oral and written scientific communication skills in academic, cultural, and professional contexts
TC2	Advanced proficiency in international languages required for research, academic writing, and the presentation of research findings
TC3	Advanced digital competences, including the use of databases, digital libraries, bibliographic management tools, linguistic corpora, and artificial intelligence tools in a critical and responsible manner
TC4	Ability to work both independently and collaboratively, including in interdisciplinary, multicultural, and multilingual environments
TC5	Critical thinking, synthesis, evaluation, and argumentation skills in scientific and professional contexts
TC6	Competences related to academic and non-academic career management, knowledge transfer, and the societal valorisation of research outcomes
TC7	Capacity for innovation and the development of cultural, educational, editorial, or applied research initiatives
TC8	Teaching and mentoring competences required for conducting lectures, seminars, and student supervision activities in higher education
TC9	Competences in science communication aimed at the general public and non-specialist audiences, including public engagement, dissemination, and cultural outreach
TC10	Coordination and leadership skills in research teams and in complex and unpredictable professional environments

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competence code	Knowledge and comprehension	Specific academic skills

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competence.



PC1, PC3, PC4, PC5, PC6, EC4, TC1, TC3, TC4, TC5, TC9	1. To demonstrate advanced and specialized knowledge in the field of Philology, situated at the forefront of literary, linguistic, and cultural research and at the interface between related disciplines	1. To transfer the competences acquired to professional activities in research, higher education, publishing, cultural communication, language and cultural policy, and cultural management
PC1, PC3, PC4, PC5, PC8, PC9, EC5, TC1 TC2, TC5, TC6	6. To analyse contemporary literary and linguistic paradigms and explain their relevance to one's own research	6. To critically evaluate one's own research findings and relate them to current debates in the field of Philology
PC2, PC6, PC7, PC8, PC10, EC3, EC5, EC6, TC1, TC2, TC3, TC4, TC5, TC6, TC7, TC10	7. To integrate interdisciplinary perspectives into the interpretation of texts and cultural phenomena	7. To develop project proposals and funding applications, and to manage a research project with regard to its objectives, resources, timeline, and dissemination activities
PC4, PC5, PC8, PC9, PC11, PC12, EC2, EC4, EC6, TC2, TC3, TC4, TC5, TC6, TC7, TC8, TC9	8. To communicate research findings to the general public and non-specialist audiences, thereby contributing to the social and cultural dissemination of knowledge	8. To communicate research findings through oral presentations, handouts, slide presentations, research reports, scholarly articles, and academic debates

7. Subject-specific learning outcomes

Knowledge and comprehension
Module 1: 1. The doctoral student will know and understand the notions and concepts from linguistic fields (particular, general, comparative or contrastive), as well as the generic context in which to describe and develop the research which the doctoral student is engaged in. 2. The doctoral student will know and understand the main aspects regarding diachronic, diatopic and synchronic (± comparative/contrast) linguistic studies.
Module 2: 1. The doctoral student will acquire knowledge and understanding of three fundamental theoretical approaches to linguistic imagery and the application of their specific ideas and concepts in scientific research practice: the metalinguistic, cognitive, and ethnolinguistic approaches. 2. The doctoral student will be able to explain the interconnections between linguistic imagery and cultural imagery and to critically engage with the theoretical and methodological specificities of the lexicultural approach.
Module 3: 1. The PhD student is familiar with the most recent theories in the field of linguistics (functional typology, construction grammar) and their usefulness in various applications (corpus analysis, individual analyses, IT programming, language teaching).
Specific academic skills



Module 1:

1. The doctoral student will be able to interpret language phenomena from various perspectives (diachronic, diatopic, synchronic, including their interrelation), analyze and present language phenomena according to the theoretical approach/priority linguistic school (including complementary elements to research, inter- and transdisciplinary).
2. The doctoral student will be able to make use, in a judicious manner, of the bibliography related to the PhD thesis.

Module 2:

1. The doctoral student will be able to identify the specific features of non-native speakers' linguistic imagery concerning the Romanian language.
2. The doctoral student will be able to identify the specific features of interlanguage at different levels of linguistic competence, as well as the profile of the microlanguage used in exolingual communication (with non-native speakers).

Module 3:

1. The PhD student critically evaluates the applicability of current linguistic theories to their own field of research.
2. The PhD student applies current linguistic theories to specific cases under analysis and refines them.

8. Contents

8.1 Course	Teaching methods	Remarks
Module 1. 1. Interpretation of diachronic language phenomena. Diachrony. History of language and languages. The role of language history in the interpretation of language phenomena.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 2. The approach of diatopic language phenomena. Diatopia. The role of dialectology in the selection and analysis of language phenomena.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 3. The approach of synchronic language phenomena: traditional vs. modern. Synchrony. Language study: today.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 4. Comparative and contrastive analysis of languages. Principles.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each course is designed in close connection with the corresponding seminar, both emphasizing the doctoral students' interventions on the proposed topic.
Module 2. 1. Theoretical Perspectives on the Linguistic Imaginary 1.1. The Metalinguistic Perspective 1.2. The Cognitive Perspective 1.3. The Ethnolinguistic Perspective. (Ardeleanu, 2000; Coșeriu 2009; Lakoff, Johnson 2003; Platon 2020a, 2019a)	Interactive lectures supported by visual materials, discussion, argumentation, and consultation of bibliographic sources.	
Module 2. 2. Linguistic Imaginary and Cultural Imaginary 2.1. The Concept of Language-Culture in Linguistic and Ethnolinguistic Research 2.2. The Lexicocultural Approach. (Bartmiński 2018; Galisson 1988, 1991; Răuțu 2010;	Interactive lectures supported by visual materials, discussion, argumentation, and consultation of bibliographic sources.	

MOLDOVAN IOAN-RARES
2026.09.14 14:52

Date of approval

Name and signature of Dean



Wierzbicka 1985)		
Module 2. 3. Non-Native Speakers' Linguistic Imaginary of the Romanian Language (Platon, 2021) 3.1. Research Methods: The Interview and the Questionnaire 3.2. Data Interpretation.	Interactive lectures supported by visual materials, discussion, argumentation, and consultation of bibliographic sources.	
Module 2. 4. Linguists' Linguistic Imaginary of the Microlanguage Used in Exolingual Communication (with Non-Native Speakers): 4.1. The Concept of Microlanguage; 4.2. The Concept of Interlanguage. (Platon et alii 2014, Platon 2014, 2016, 2019a, 2021)	Interactive lectures supported by visual materials, discussion, argumentation, and consultation of bibliographic sources.	
Module 3. 1. Functional typology (1): conceptual foundations ('type', 'functional category', etc.). The three approaches: identifying universals, classifying phenomena, and categorising individual phenomena into types. Examples: morphological typology; word order.	Interactive lecture.	
Module 3. 2. Functional typology (2): lexical and semantic typologies. Functional typology in the diachrony: types and mechanisms of historical change. Example: grammaticalisation, pragmaticalisation.	Interactive lecture.	
Module 3. 3. Construction Grammar (en. <i>Construction Grammar</i> , fr. <i>grammaire de construction</i> (1): conceptual foundations (construction, construct, constructicon). General Construction Grammar, Radical Construction Grammar (Croft 2001), Sign-Based Construction Grammar. Formal analysis of constructions. Example: the double-transitive construction.	Interactive lecture.	
Module 3. 4. Construction grammar (2): the constructionalist perspective on historical change. The role of the construction in grammaticalisation. Fluid construction grammar. Analysis: the phenomenon of constructionisation.	Interactive lecture.	
Bibliography		
Module 1:		
For the meetings held during the semester, PhD students will be required to review recent scholarly works, discuss them in seminars, and/or write reviews of them. The readings are mandatory and will serve as a starting point for the specific discussions that will take place. PhD students are asked to prepare and annotate these texts before the meetings themselves, in order to be able to conduct informed observations based on them.		
BANNIARD, Michel, <i>Du latin aux langues romanes</i> , Paris, Editions Nathan Université, 1997.		
BIDU-VRÂNCEANU, Angela et alii, <i>Dicționar de științe ale limbii</i> , Editura Nemira, București, 2005. (DSL)		
BIDU-VRÂNCEANU, Angela, FORĂSCU, Narcisa, <i>Limba română contemporană. Lexicul</i> , București, Editura Humanitas Educațional, 2005.		
BOURCIEZ, Édouard, <i>Éléments de linguistique romane</i> , cinquième édition, révisée par l'auteur et par les soins de Jean Bourciez, Paris, Éditions Klincksieck, 1967.		
CHIRCU, Adrian, <i>L'adverbe dans les langues romanes. Études étymologiques, lexicale et morphologiques</i> (français,		



roumain, italien, espagnol, portugais, catalan, provençal), Cluj-Napoca, Casa Cărții de Știință, 2008, 338 p.

CHIVU, Gh. et ali (eds), *Studii de istorie a limbii române. Morfosintaxa limbii literare în secolele al XIX-lea și al XX-lea*, ediție revăzută și adăugită, București, Editura Academiei Române, 2015.

COPCEAG, Dumitru, *Tipologia limbilor romanice* (în comparație cu limbile germanice și slave) și *alte studii lingvistice*, ediție de Ion Mării și Nicolae Mocanu, Cluj-Napoca, Editura Clusium, 1998.

COTEANU, Ion (coord.), *Limba română contemporană*, vol. I-II, ediție revizuită și adăugită, București, Editura Didactică și Pedagogică, 1985.

DENSUSIANU, Ovid, *Istoria limbii române*, ediție îngrijită de prof. univ. J. Byck, vol. I-II, București, Editura Științifică, 1961.

DIMITRESCU, Florica, *Teme lexicale actuale (începutul secolului al XXI-lea)*, București, Editura Academiei Române, 2014.

FRÂNCU, Constantin, *Gramatica limbii române vechi (1521-1780)*, indice general de Alexandrina Ioniță, Iași, Casa Editorială Demiurg, 2009.

GAFTON, Alexandru, *Elemente de istoria limbii române*, Iași, Editura Restitutio, Iași, 2001.

GHEORGHE, Mihaela, *Limba română. Probleme teoretice și aplicații*, Brașov, Editura Universității Transilvania din Brașov, 2009.

GHEȚIE, Ion (coord.), *Istoria limbii române literare. Epoca veche (1532-1780)*, București, Editura Academiei Române, 1997.

GLESSGEN, Martin-Dietrich, *Linguistique romane. Domaines et méthodes en linguistique française et romane*, coll. «U», Paris, Éditions Armand Colin, 2007.

GODARD, Danièle (dir.), *Les langues romanes. Problèmes de la phrase simple*, coll. «Sciences du langage», Paris, CNRS Editions, 2003.

GUȚU-ROMALO, Valeria (coord.), *Gramatica limbii române*, vol. I-II, Editura Academiei Române, București, 2005.

GUȚU-ROMALO, Valeria, *Aspecte ale evoluției limbii române*, București, Editura Humanitas Educațional, 2005.

ILIESCU, Maria, *Româna din perspectivă romanică/ Le roumain dans la Romania/ Rumänisch : die Östlichste Sprache der Romania*, București, Editura Academiei Române, 2007.

LÜDTKE, Helmut, *Historia del léxico románico*, version española de Marcos Martínez Hernandez, Madrid, Editorial Gredos, 1974, 336 p.

LUPU, Coman (ed.), *Las lenguas románicas y la neología*, București, Editura Universității din București, 2010.

MARCHELLO-NIZIA, Christiane, *Grammaticalisation et changement linguistique*, Bruxelles, Éditions De Boeck & Larcier, 2006.

METZELTIN, Michael, *Gramatică explicativă a limbilor romanice. Sintaxă și semantică*, text adăugit și definitivat de autor după traducerea în limba română de Dinu Moscal, postfață de Eugen Munteanu, Iași, Editura Universității „Alexandru Ioan Cuza”, 2011, 281 p.

MOROIANU, Cristian, *Etimologie și lexicologie românească, convergențe sincronice și diacronice*, București, Editura Universității din București, 2015.

NICULESCU, Alexandru, *Individualitatea limbii române între limbile romanice*, vol. I-IV, București-Cluj-Napoca, Editurile Științifică-Științifică și Enciclopedică- Clusium, 1965, 1978, 1999, 2003.

PANĂ-DINDELEGAN, Gabriela (ed.), *Variație diacronică și diatopică. Note gramaticale*, București, Editura Universității din București, 2019.

PANĂ-DINDELEGAN, Gabriela (ed.), *The Syntax of Old Romanian*, Oxford, Oxford University Press, 2016.

PANĂ-DINDELEGAN, Gabriela (coord.), *Gramatica de bază a limbii române*, București, Editura Univers Enciclopedic Gold, 2010.

PANĂ-DINDELEGAN, Gabriela, *Elemente de gramatică. Dificultăți, controverse, noi interpretări*, col. «Repere», București, Editura Humanitas Educațional, 2003.

PUȘCARIU, Sextil, *Limba română. Privire generală*, I, prefață de G. Istrate, note, bibliografie de Ilie Dan, București, Editura Minerva, 1976.

REINHEIMER-RÎPEANU, Sanda, *Lingvistica romanică. Lexic-Fonetica-Morfologie*, col. «ALL Universitar», București, Editurile ALL, 2001, 476 p.

RUSU, Valeriu (coord.), *Tratat de dialectologie românească*, Craiova, Editura Scrisul românesc, 1984.

SALA, Marius, *Limbi în contact*, București, Editura Enciclopedică, 1997.

STAN, Camelia, *O sintaxă diacronică a limbii române vechi*, București, Editura Universității din București, 2013.

STOICHIȚOIU-ICHIM, Adriana, *Vocabularul limbii române actuale. Dinamică, influențe, creativitate*, București, All Educațional, 2001.

SWANN, Joan et alii, *A Dictionary of Sociolinguistics*, Tuscalosa, The University of Alabama Press, 2004.

MOLDOVAN IOAN-RARES

2026.09.14 14:52

Date of approval

Name and signature of Dean



TOURATIER, Christian, *Analyse et théorie syntaxiques*, Aix-en-Provence, Publications de l'Université de Provence, 2005.
ZAFIU, Rodica, *Diversitate stilistică în româna actuală*, București, Editura Universității din București, 2001.

Module 2:

- ARDELEANU, Sanda-Maria, *L'imaginaire linguistique et l'interaction sujet/discours/dynamique*, Angers, Maison des Sciences humaines, 1996.
ARDELEANU, Sanda-Maria, *Dynamique de la langue et Imaginaire linguistique*, Iași, Demiurg, 2000.
BARTMIŃSKI, Jerzy, *Language in the Context of Culture. The Metaphor of "Europe as Home" in this Day And Age*, Katowice, Śląsk, 2018.
CECRL, *Cadrul European Comun de Referință pentru limbi: predare, învățare, evaluare*, (traducere din limba franceză de Gheorghe Moldovanu), Consiliul Europei, Diviziunea Politici Lingvistice, Strasbourg, 2003.
COROI, Ioana-Crina, *Normele imaginarii lingvistice în presa literară*, Cluj-Napoca, Casa Cărții de Știință, 2013.
COȘERIU, Eugeniu, *Creația metaforică în limbaj*, în *Omul și limbajul său. Studii de filozofie a limbajului, teorie a limbii și lingvistică generală*, Iași, Editura Universității „Alexandru Ioan Cuza”, 2009.
FAUCONNIER, Gilles, TURNER, Mark, *The Way We Think. Conceptual Blending and the Mind's Hidden Complexities*, Basic Books, 2002.
GALISSON, Robert, *Culture et lexiculture partagées: les mots comme lieux d'observation des faits culturels*, în „Études de Linguistique Appliquée”, nr. 69, 1988 p. 74-90.
GALISSON, Robert, *De la langue à la culture par les mots*, Paris, CLE international, 1991.
HOUDEBINE-GRAVAUD, Anne Marie (coord.), *L'imaginaire linguistique*, Éditions l'Harmattan, 2002.
LAKOFF, George, JOHNSON, Mark, *Metaphors We Live By*. Chicago and London: The University of Chicago Press, 2003.
LUNGU-BADEA, Georgiana, *Teoria culturemelor, teoria traducerii*, Timișoara, Editura Universității de Vest, 2004.
MARANDA, Pierre, „Cartographie sémantique et folklore: «Le diable beau danseur» à Rimouski”, în *Recherches sociographiques*, 1977, nr. 18 (2), p. 247-248.
MOUNIN, Georges, *Les problèmes théoriques de la traduction*, Paris, Gallimard, 1963.
MUNTEANU, Cristinel, *Frazeologie românească. Formare și funcționare*, Institutul European, 2013.
PLATON, Elena, *Patrimoniu și imaginar lingvistic*, în *Enciclopedia imaginariilor din România*, vol. II, *Patrimoniu și imaginar lingvistic românesc*, coord. Elena Platon, consultant științific, Gheorghe Chivu, Iași, Editura Polirom, 2020a, p. 18-28.
PLATON, Elena, *Bazinul lingvistic al folclorului*, în *Enciclopedia imaginariilor din România*, vol. II. *Patrimoniu și imaginar lingvistic*, coord. Elena Platon, consult. științific Gheorghe Chivu, Iași, Editura Polirom, 2020b, p. 228-259.
PLATON, Elena, *The representation of ritual (im)purity through meteorological metaphors in folkloric language/ Reprezentarea (im)purității rituale prin metafore meteorologice în limbajul folkloric*, în „Studia UBB Philologia”, LXVIII, nr. 1, 2023, p. 51-72.
PLATON, Elena, *The thread metaphor in the linguistic imaginary of folklore/Metafora firului în imaginarii lingvistice al folclorului*, în „Studia UBB Philologia”, nr. 3, 2021, p. 251-270.
PLATON, Elena, *Ofilirea metaforei ofilite*, în „Intertext”, anul XV, nr. 1-2, 2021, ULIM, Chișinău, p. 67-75,
PLATON, Elena, *Româna ca limbă străină (RLS). Elemente de metadidactică*, Cluj-Napoca, Editura Presa Universitară Clujeană, 2021.
PLATON, Elena, *The vegetal model in conceptualising creation/Modelul vegetal în conceptualizarea creației*, în „Studia UBB Philologia”, nr. 2, 2020, p. 217-234.
PLATON, Elena, *Reflections on the Concept of Linguistic Imaginary/Reflexii asupra conceptului de imaginar lingvistic*, în „Studia UBB Philologia”, LXIV, nr. 3, 2019 109-122.
PLATON, Elena, *The „micro-language” – an assault on natural languages?*, în „Lingua. Language and culture”, XVIII, nr. 2, 2019 b, p. 67-83.

Module 3:

Bibliography 1

- ALFIERI, Luca, Giorgio Francesco Arcodia & Paolo Ramat (eds.). 2021. *Linguistic Categories, Language Description and Linguistic Typology*. Amsterdam/Philadelphia: John Benjamins.
BYBEE, Joan. 2010. *Language, Usage and Cognition*. Cambridge: Cambridge University Press.
(Collectif). 2024. *La typologie linguistique*. Lyon: ENS Éditions / OpenEdition Books.
COMRIE, Bernard. 1989. *Language Universals and Linguistic Typology* (2nd ed.). Oxford: Blackwell.
CRISTOFARO, Sonia. 2018. „Explanation in typology: Diachronic sources, functional motivations and the nature of the

2026.09.14 14:52

Date of approval

Name and signature of Dean



evidence." In Karsten Schmidtke-Bode et al. (eds.), *Explanation in Typology: Diachronic Sources, Functional Motivations and the Nature of the Evidence*. Language Science Press.
CROFT, William. 1990. *Typology and Universals*. Cambridge: Cambridge University Press.
DRYER, Matthew S. & Martin Haspelmath (eds.). 2013. *The World Atlas of Language Structures Online*.
FEUILLET, Jack. 2006. *Introduction à la typologie linguistique*. Paris: Honoré Champion.
FRAJZYNGIER, Zygmunt. 2018. *A Grammar of Functions: Functionality in Grammar and Typology*. Amsterdam/Philadelphia: John Benjamins.
GRANDI, Nicola. 2013. *Fondamenti di tipologia linguistica*. Roma: Carocci ("Le bussole").
JUNG SONG, Jae (ed.). 2011. *The Oxford Handbook of Linguistic Typology*. Oxford: Oxford University Press.

Bibliography 2

BARDAL, Jóhanna, Elena SMIRNOVA, Lotte SOMMERER & Spike GILDEA (eds). 2015. *Diachronic Construction Grammar*. Amsterdam: John Benjamins.
BOAS, Hans C. & Francisco GONZÁLEZ-GARCÍA (eds) *Romance Perspectives on Construction Grammar*. Amsterdam/Philadelphia: John Benjamins.
FRIED, Mirjam & Kiki NIKIFORIDOU (eds). 2025. *The Cambridge Handbook of Construction Grammar*. Cambridge: Cambridge University Press.
GOLDBERG, Adele E. 1995. *Constructions: A Construction Grammar Approach to Argument Structure*. Chicago: University of Chicago Press.
GOLDBERG, Adele E. 2006. *Constructions at Work: The Nature of Generalization in Language*. Oxford: Oxford University Press.
CROFT, William. 2001. *Radical Construction Grammar: Syntactic Theory in Typological Perspective*. Oxford: Oxford University Press.
HOFFMANN, Thomas & Graeme TROUSDALE (eds.). 2013. *The Oxford Handbook of Construction Grammar*. Oxford: Oxford University Press.
TRAUGOTT, Elizabeth Closs & Graeme TROUSDALE. 2013. *Constructionalization and Constructional Changes*. Oxford: Oxford University Press.

8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
Module 1. 1. Interpretation of diachronic language phenomena. Diachrony. History of language and languages. The role of language history in the interpretation of language phenomena.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each seminar is designed in close connection with the corresponding course, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 2. The approach of diatopic language phenomena. Diatopia. The role of dialectology in the selection and analysis of language phenomena.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each seminar is designed in close connection with the corresponding course, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 3. The approach of synchronic language phenomena: traditional vs. modern. Synchrony. Language study: today.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each seminar is designed in close connection with the corresponding course, both emphasizing the doctoral students' interventions on the proposed topic.
Module 1. 4. Comparative and contrastive analysis of languages. Principles.	Lecture and heuristic conversation Interactive presentation – projection. Analysis and interpretation.	Each seminar is designed in close connection with the corresponding course, both emphasizing the doctoral students' interventions on the proposed topic.

MOLDOVAN IOAN-RARES
2026.09.14 14:52

Date of approval

Name and signature of Dean



Module 2. Analysis of a text from the perspective of one of the theoretical approaches to the linguistic imaginary (chosen by the doctoral student).	Case studies. Commentaries based on the supporting texts.	The activities carried out during each seminar are closely aligned with the corresponding course topic and are based on interactive communication both between the instructor and the students and among the students themselves.
Module 2. Preparation of a mini-inventory of lexicatures from a thematic area selected by each doctoral student, accompanied by the relevant explanations.	Case studies. Commentaries based on the supporting texts.	The activities carried out during each seminar are closely aligned with the corresponding course topic and are based on interactive communication both between the instructor and the students and among the students themselves.
Module 2. Conducting an interview with a non-native speaker (NNS) in order to identify aspects of their linguistic imaginary regarding the Romanian language, or designing a questionnaire intended to investigate the linguistic imaginary of non-native speakers.	Case studies. Commentaries based on the supporting texts.	The activities carried out during each seminar are closely aligned with the corresponding course topic and are based on interactive communication both between the instructor and the students and among the students themselves.
Module 2. Analysis of interlanguage (IL) samples through comparison with the microlanguage profile corresponding to the level of interlanguage under examination.	Case studies. Commentaries based on the supporting texts.	The activities carried out during each seminar are closely aligned with the corresponding course topic and are based on interactive communication both between the instructor and the students and among the students themselves.
Module 3. 1. Practical exercise in reading glosses and glossing according to the Leipzig Glossing Rules. Analysis and interpretation of phrases in 'exotic' languages.	Analysis, discussions.	
Module 3. 2. Analysis of synchronic or diachronic phenomena proposed by PhD students.	Analysis, discussions.	
Module 3. 3. Analysis of synchronic or diachronic phenomena proposed by PhD students.	Analysis, discussions.	
Module 3. 4. Analysis of synchronic or diachronic phenomena proposed by PhD students.	Analysis, discussions.	
Bibliography		
Module 1: For the meetings held during the semester, PhD students will be required to review recent scholarly works, discuss them in seminars, and/or write reviews of them. The readings are mandatory and will serve as a starting point for the specific discussions that will take place. PhD students are asked to prepare and annotate these texts before the meetings themselves, in order to be able to conduct informed observations based on them.		
BANNIARD, Michel, <i>Du latin aux langues romanes</i> , Paris, Editions Nathan Université, 1997.		



- BIDU-VRĂNCEANU, Angela *et alii*, *Dicționar de științe ale limbii*, Editura Nemira, București, 2005. (DSL)
- BIDU-VRĂNCEANU, Angela, FORĂSCU, Narcisa, *Limba română contemporană. Lexicul*, București, Editura Humanitas Educațional, 2005.
- BOURCIEZ, Édouard, *Éléments de linguistique romane*, cinquième édition, révisée par l'auteur et par les soins de Jean Bourciez, Paris, Éditions Klincksieck, 1967.
- CHIRCU, Adrian, *L'adverbe dans les langues romanes. Études étymologiques, lexicale et morphologiques* (français, roumain, italien, espagnol, portugais, catalan, provençal), Cluj-Napoca, Casa Cărții de Știință, 2008, 338 p.
- CHIVU, Gh. et alii (eds), *Studii de istorie a limbii române. Morfosintaxa limbii literare în secolele al XIX-lea și al XX-lea*, ediție revăzută și adăugită, București, Editura Academiei Române, 2015.
- COPCEAG, Dumitru, *Tipologia limbilor romanice* (în comparație cu limbile germanice și slave) și alte studii lingvistice, ediție de Ion Mării și Nicolae Mocanu, Cluj-Napoca, Editura Clusium, 1998.
- COTEANU, Ion (coord.), *Limba română contemporană*, vol. I-II, ediție revizuită și adăugită, București, Editura Didactică și Pedagogică, 1985.
- DENSUSIANU, Ovid, *Istoria limbii române*, ediție îngrijită de prof. univ. J. Byck, vol. I-II, București, Editura Științifică, 1961.
- DIMITRESCU, Florica, *Teme lexicale actuale (începutul secolului al XXI-lea)*, București, Editura Academiei Române, 2014.
- FRÂNCU, Constantin, *Gramatica limbii române vechi (1521-1780)*, indice general de Alexandrina Ioniță, Iași, Casa Editorială Demiurg, 2009.
- GAFTON, Alexandru, *Elemente de istoria limbii române*, Iași, Editura Restitutio, Iași, 2001.
- GHEORGHE, Mihaela, *Limba română. Probleme teoretice și aplicații*, Brașov, Editura Universității Transilvania din Brașov, 2009.
- GHEȚIE, Ion (coord.), *Istoria limbii române literare. Epoca veche (1532-1780)*, București, Editura Academiei Române, 1997.
- GLESSGEN, Martin-Dietrich, *Linguistique romane. Domaines et méthodes en linguistique française et romane*, coll. «U», Paris, Éditions Armand Colin, 2007.
- GODARD, Danièle (dir.), *Les langues romanes. Problèmes de la phrase simple*, coll. «Sciences du langage», Paris, CNRS Editions, 2003.
- GUȚU-ROMALO, Valeria (coord.), *Gramatica limbii române*, vol. I-II, Editura Academiei Române, București, 2005.
- GUȚU-ROMALO, Valeria, *Aspecte ale evoluției limbii române*, București, Editura Humanitas Educațional, 2005.
- ILIESCU, Maria, *Româna din perspectivă romanică/ Le roumain dans la Romania/ Rumänisch : die Östlichste Sprache der Romania*, București, Editura Academiei Române, 2007.
- LÜDTKE, Helmut, *Historia del léxico románico*, version española de Marcos Martínez Hernandez, Madrid, Editorial Gredos, 1974, 336 p.
- LUPU, Coman (ed.), *Las lenguas románicas y la neología*, București, Editura Universității din București, 2010.
- MARCHELLO-NIZIA, Christiane, *Grammaticalisation et changement linguistique*, Bruxelles, Éditions De Boeck & Larcier, 2006.
- METZELTIN, Michael, *Gramatică explicativă a limbilor romanice. Sintaxă și semantică*, text adăugat și definitivat de autor după traducerea în limba română de Dinu Moscal, postfață de Eugen Munteanu, Iași, Editura Universității „Alexandru Ioan Cuza”, 2011, 281 p.
- MOROIANU, Cristian, *Etimologie și lexicologie românească, convergențe sincronice și diacronice*, București, Editura Universității din București, 2015.
- NICULESCU, Alexandru, *Individualitatea limbii române între limbile romanice*, vol. I-IV, București-Cluj-Napoca, Editurile Științifică-Științifică și Enciclopedică- Clusium, 1965, 1978, 1999, 2003.
- PANĂ-DINDELEGAN, Gabriela (ed.), *Variație diacronică și diatopică. Note gramaticale*, București, Editura Universității din București, 2019.
- PANĂ-DINDELEGAN, Gabriela (ed.), *The Syntax of Old Romanian*, Oxford, Oxford University Press, 2016.
- PANĂ-DINDELEGAN, Gabriela (coord.), *Gramatica de bază a limbii române*, București, Editura Univers Enciclopedic Gold, 2010.
- PANĂ-DINDELEGAN, Gabriela, *Elemente de gramatică. Dificultăți, controverse, noi interpretări*, col. «Repere», București, Editura Humanitas Educațional, 2003.
- PUȘCARIU, Sextil, *Limba română. Privire generală*, I, prefață de G. Istrate, note, bibliografie de Ilie Dan, București, Editura Minerva, 1976.
- REINHEIMER-RÎPEANU, Sanda, *Lingvistica romanică. Lexic-Fonetică-Morfologie*, col. «ALL Universitar», București, Editurile ALL, 2001, 476 p.



RUSU, Valeriu (coord.), *Tratat de dialectologie românească*, Craiova, Editura Scrisul românesc, 1984.
SALA, Marius, *Limbi în contact*, București, Editura Enciclopedică, 1997.
STAN, Camelia, *O sintaxă diacronică a limbii române vechi*, București, Editura Universității din București, 2013.
STOICHIȚOIU-ICHIM, Adriana, *Vocabularul limbii române actuale. Dinamică, influențe, creativitate*, București, All Educațional, 2001.
SWANN, Joan et alii, *A Dictionary of Sociolinguistics*, Tuscalosa, The University of Alabama Press, 2004.
TOURATIER, Christian, *Analyse et théorie syntaxiques*, Aix-en-Provence, Publications de l'Université de Provence, 2005.
ZAFIU, Rodica, *Diversitate stilistică în româna actuală*, București, Editura Universității din București, 2001.

Module 2:

Throughout the semester, doctoral candidates will be required to read recent scholarly works, discuss them during seminar sessions, and/or prepare reviews of these publications. The assigned readings are mandatory and will serve as starting points for the focused discussions conducted during the course. Doctoral candidates are expected to prepare and annotate these texts prior to the seminars in order to be able to formulate informed observations and contribute meaningfully to academic discussions based on them.

ARDELEANU, Sanda-Maria, *L'imaginaire linguistique et l'interaction sujet/discours/dynamique*, Angers, Maison des Sciences humaines, 1996.
ARDELEANU, Sanda-Maria, *Dynamique de la langue et Imaginaire linguistique*, Iași, Demiurg, 2000.
BARTMIŃSKI, Jerzy, *Language in the Context of Culture. The Metaphor of "Europe as Home" in this Day And Age*, Katowice, Śląsk, 2018.
CECRL, *Cadrul European Comun de Referință pentru limbi: predare, învățare, evaluare*, (traducere din limba franceză de Gheorghe Moldovanu), Consiliul European, Diviziunea Politici Lingvistice, Strasbourg, 2003.
COROI, Ioana-Crina, *Normele imaginarii lingvistice în presa literară*, Cluj-Napoca, Casa Cărții de Știință, 2013.
COȘERIU, Eugeniu, *Creația metaforică în limbaj, în Omul și limbajul său. Studii de filozofie a limbajului, teorie a limbii și lingvistică generală*, Iași, Editura Universității „Alexandru Ioan Cuza”, 2009.
FAUCONNIER, Gilles, TURNER, Mark, *The Way We Think. Conceptual Blending and the Mind's Hidden Complexities*, Basic Books, 2002.
GALISSON, Robert, *Culture et lexiculture partagées: les mots comme lieux d'observation des faits culturels*, în „Études de Linguistique Appliquée”, nr. 69, 1988 p. 74-90.
GALISSON, Robert, *De la langue à la culture par les mots*, Paris, CLE international, 1991.
HOUDEBINE-GRAAUD, Anne Marie (coord.), *L'imaginaire linguistique*, Éditions l'Harmattan, 2002.
LAKOFF, George, JOHNSON, Mark, *Metaphors We Live By*. Chicago and London: The University of Chicago Press, 2003.
LUNGU-BADEA, Georgiana, *Teoria cultuuremelor, teoria traducerii*, Timișoara, Editura Universității de Vest, 2004.
MARANDA, Pierre, „Cartographie sémantique et folklore: «Le diable beau danseur» à Rimouski”, în *Recherches sociographiques*, 1977, nr. 18 (2), p. 247-248.
MOUNIN, Georges, *Les problèmes théoriques de la traduction*, Paris, Gallimard, 1963.
MUNTEANU, Cristinel, *Frazeologie românească. Formare și funcționare*, Institutul European, 2013.
PLATON, Elena, *Patrimoniul și imaginar lingvistic*, în *Enciclopedia imaginariilor din România*, vol. II, *Patrimoniul și imaginar lingvistic românesc*, coord. Elena Platon, consultant științific, Gheorghe Chivu, Iași, Editura Polirom, 2020a, p. 18-28.
PLATON, Elena, *Bazinul lingvistic al folclorului*, în *Enciclopedia imaginariilor din România*, vol. II, *Patrimoniul și imaginar lingvistic*, coord. Elena Platon, consult. științific Gheorghe Chivu, Iași, Editura Polirom, 2020b, p. 228-259.
PLATON, Elena, *The representation of ritual (im)purity through meteorological metaphors in folkloric language/ Reprezentarea (im)purității rituale prin metafore meteorologice în limbajul folkloric*, în „Studia UBB Philologia”, LXVIII, nr. 1, 2023, p. 51-72.
PLATON, Elena, *The thread metaphor in the linguistic imaginary of folklore/Metafora firului în imaginarul lingvistic al folclorului*, în „Studia UBB Philologia”, nr. 3, 2021, p. 251-270.
PLATON, Elena, *Ofilirea metaforei ofilite*, în „Intertext”, anul XV, nr. 1-2, 2021, ULIM, Chișinău, p. 67-75,
PLATON, Elena, *Româna ca limbă străină (RLS). Elemente de metadidactică*, Cluj-Napoca, Editura Presa Universitară Clujeană, 2021.
PLATON, Elena, *The vegetal model in conceptualising creation/Modelul vegetal în conceptualizarea creației*, în „Studia UBB Philologia”, nr. 2, 2020, p. 217-234.
PLATON, Elena, *Reflections on the Concept of Linguistic Imaginary/Reflexii de conceptul de imaginar lingvistic*, în „Studia UBB Philologia”, nr. 3, 2021, p. 251-270.



UBB Philologia", LXIV, nr. 3, 2019 109-122.

PLATON, Elena, *The „micro-language” – an assault on natural languages?*, în „Lingua. Language and culture”, XVIII, nr. 2, 2019 b, p. 67-83.

9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course	To graduate from the discipline, doctoral students will opt to be assessed in one of the three modules, completing the work assignments of the chosen module. As a means of assessment for module 1, doctoral students will have to obtain a grade based on a review and a paper of at least 5 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). As a form of assessment for Module 2, doctoral candidates will be required to obtain a passing grade based on the preparation of a research paper (minimum 7 pages, including a bibliography). The paper must be related to the candidate's individual research project and must comply with academic and scientific standards. The topic should be discussed and agreed upon in advance with the instructor responsible for the module. Module 3: the correct and comprehensive understanding of concepts; the correct application of	Exam The course instructors jointly agree on two exam dates during the official session for finalizing the grade. Two weeks before the end of teaching activities, the doctoral students jointly submit a request to the director of the doctoral school, asking to be evaluated in one of the modules. The request will include three lists showing the distribution of the doctoral students registered for evaluation with each of the three course instructors. Both the request and the individual certificates confirming the grade are to be signed by the evaluating instructor (who determines the grade), by the other two course instructors, and by the doctoral supervisor (who cannot serve as the evaluator). The possible ratings are: very good, good, satisfactory or unsatisfactory.	75%

MOLDOVAN IOAN RARES
2026.09.14 14:52

Date of approval

Name and signature of Dean



	concepts and methods to real-life situations		
9.5 Seminar/practical course (laboratory class)	Active participation in discussions and analyses Effective involvement in seminars	Periodical evaluation / Appreciation of the activity Oral contributions	25%
9.6 Basic performance standard			
- Module 1: Understanding of diachronic, diatopic and synchronic aspects ($\pm$ comparative or contrastive analysis of the languages studied); the doctoral student knows the main concepts, recognizes and defines them correctly; specialized language is simple, but correctly used, in addition to knowing and respecting the standards of academic writing. - Module 2: Understanding the requirements for the proper preparation of the doctoral dissertation (in accordance with the content presented during the course and the minimum standards established for the field of Philology), while observing the principles of academic ethics and integrity. The candidate uses specialized terminology correctly, although in a clear and accessible manner, and demonstrates knowledge of and adherence to the conventions of academic writing. - Module 3: PhD students are familiar with the key concepts covered in the course; PhD students can recognise and define the concepts presented in the course and are able to apply them in the analysis of a novel situation. - Cheating or attempted cheating will result in a mark of 1. The following are considered cheating: the use of content generated or translated by artificial intelligence (AI) in coursework and examinations; the reproduction of content (whether published or not) belonging to another person; the reproduction of answers provided by other students, with or without modifications.			

10. SDG labels (Sustainable Development Goals)³

		Sustainable Development Generic Label						
								No label applies

³ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."



--	--	--	--	--	--	--	--	--

Date:
30.06.2026

Course tutor's name and signature

Module 1

Adrian CHIRCU

Module 2

Elena PLATON

Module 3

Cristiana PAPAHAĞI

Digitally signed by
CRISTIANA-MONICA PAPAHAĞI
Date: 2026.09.10 12:12:48 +03'00'

Seminar tutor's name and signature /
Practical course tutor's (Laboratory tutor's)
name and signature,

Module 1

Adrian CHIRCU

Module 2

Elena PLATON

Module 3

Cristiana PAPAHAĞI

Date of approval:
July 2026

Head of Doctoral School of Linguistic and Literary

Studies's name and signature,

Prof. univ. dr. habil. Adrian CHIRCU

Digitally signed by
ADRIAN CHIRCU-BUFTEA
Date: 2026.09.11 22:04:03 +03'00'

MOLDOVAN IOAN-RARES
2026.09.14 14:52

Date of approval
Name and signature of Dean