



EDITORIAL

This issue of *Synergy*, no.2/2007, the Journal of the Department of Germanic Languages and Communication Business of the Academy of Economic Studies, Bucharest, embraces the same aims as the previous ones, namely of disseminating ideas in the field of education and generating positive debates on challenging academic issues. It strives to provoke the mind and to stimulate research, while at the same making known and capitalizing on the results of the existing one in the field. The umbrella of this issue is **lifelong learning**, a concept more and more used in the knowledge-based society we would like to achieve sooner rather than later.

According to the European Commission, lifelong learning contains:

...all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.

(http://ec.europa.eu/education/policies/lil/life/what_islil_en.html)

The components and actions included in the lifelong learning process, as defined by the Commission, are mirrored in one way or another in the articles of this issue of *Synergy*, and they are:

- *acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post-retirement. It promotes the development of knowledge and competences that will enable each citizen to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future.*
- *valuing all forms of learning, including: formal learning, such as a degree course followed at university; non-formal learning, such as vocational skills acquired at the workplace; and informal learning, such as inter-generational learning, for example where parents learn to use ICT through their children, or learning how to play an instrument together with friends.*
(cf. http://ec.europa.eu/education/policies/lil/life/what_islil_en.html)

A very substantial section of this issue of *Synergy* is dedicated to **Considerations on Educational Issues**, reflecting the main focus of our contributors' practical and theoretical activity interests. It brings together articles on different aspects of lifelong education: Laura Mureşan offers a thorough and well documented survey

of the different European projects and their linguistic and real life scope. Besides presentations of European projects on on-line blended learning methodology in the articles by Ștefan Colibaba and respectively Monica Vlad and Anca Colibaba, this section includes Monica Ivan's reflections on the implementation of the Common European Framework of References for self-assessment. Radadiana Calciu takes into consideration the PR activity as a necessity for image creation and public presentation of universities and gives the German example, while Maria Liana Lăcătuș presents a new domain, Public choice economics, dealing with the complex mechanism of governmental intervention in the economy, and presents ways of teaching it as a life-long learning skill.

Considerations on LSP Teaching includes the very specific and hands-on approaches of Adriana Chiriacescu and Antonia Enache on creating the concept of good-will in English business learning/teaching, and respectively on the communicative approach in teaching business English as a way of achieving students' fluency in real-life language learning situations.

The article included in the section **Languages for Specific Purposes – from Theory to Practice** presents the results of the research conducted by Anca Pecican on the conceptual metaphors in the central bank reports of the Romanian National Bank and the Bank of England, which aims to be a work instrument for Romanian economists, as well as for translators and ESP students.

Another consistent section is **Cultural and Literary Studies**, which brings together a variety of personal project results in these areas. The biographical approach used by Roxana Marinescu, who analyses the hybrid national identity of some British writers of South-Asian origin and its impact on their novels is contrasted with the linguistic analysis of the grammatical category of person applied by Monica Marin to a poem by Tony Harrison, while Mădălina Alamă compares the writings of Vladimir Nabokov, J.R.R. Tolkien and Mateiu L. Caragiale, from the point of view of the creator. In the same section, Mihaela Dumitrescu takes a theoretical approach to discuss the linguistic sign in the visions of Derrida and Saussure, Doru Enache focuses on Emil Cioran's concept of the *absurd* and his understanding of a meaningless existence, and Anca Alexandra Codreanu deals with the issues of *truth* and *convenience*, as they appear in the reports of Copernicus' great astronomic discoveries. To conclude this section, Monica Condruz-Băcescu explores the fear for the loss of cultural identity in the globalised world.

Finally, a kind thank you to all the contributors and the editors who made this issue possible, and an invitation to read and ponder on the ideas put forward, which we hope will foster new research opportunities and lifelong project development.

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