

**EDITORIAL**

In this issue of *Synergy*, the Journal of the Department of Germanic Languages and Business Communication of The Bucharest Academy of Economic Studies, (2/2009) we propose articles dealing with different aspects of education and teaching foreign languages, as well as with (inter-) cultural and literary ones.

In the article *An Understanding of Influence on Human Behavior*, in the section **Considerations on Educational Issues**, Alexandru W.A. Popp describes a model for learning and investigates its influences on human behaviour. The author claims that while the initial conditions that precede learning play an important role, information (through its assimilation) sways the individuals in their beliefs and opinion formation; at the same time human behaviour is influenced by beliefs and opinions. In the second article of this section, entitled *The Good Language Learners' Know-How*, Yolanda Mirela Catelly shares her knowledge and experience in ways of enhancing the impact efficient learning behaviour of Good Language Learners has on developing students' awareness of language learning.

The following section, **Considerations on LSP Teaching**, is a very consistent one, with articles focusing on ways and models of developing different learning competencies. In the article *Zum Erwerb Von Interkultureller Kompetenz Im Fremdsprachenunterricht*, Mihaela Zografî deals with the intercultural dimension of teaching foreign languages, stated as an objective in the Common European Framework. The other articles present insights into various good learning practices through up-to-date and effective methodology. Thus the article *Group Cohesion in the English Learning Class* by Anca Colibaba investigates how group cohesion research is reflected in EFL motivation, while *Teaching Presentations* by Ruxandra Constantinescu-Ştefănel deals with the content, the methods and the assessment of teaching presentations. Describing how to use realistic activities with the aim of improving students' knowledge of English is the focus of *Project Work* by Radadiana Calciu. In the article *Cooperative Learning Activities and Understanding Real Economy*, Maria Lăcătuş presents how cooperative learning activities based on economic processes affecting our daily lives are used in in-service teacher training with a group of teachers of mixed educational backgrounds.

Another very consistent section is the one dedicated to **Cultural and Literary Studies**. The articles here vary from the discussion of the relationship between culture strength and performance reliability, with the conclusion that strong-culture firms learn from and respond to both their own experiences and changes in their environment (Monica Condruz-Băcescu in *The Link Between Corporate Culture and Firm Performance*) to the literary analysis of John Barth's well-known novels, *Chimera*, focusing on their lack of centre, connected with the de-centred identity of the characters, the author and the readers (*De-Centering the Ego: Chimera* by Raluca Șerban). In her article *Revisiting Harold Bloom: Reading As Textual Violence*, Mihaela Dumitrescu examines Bloom's main concepts and principles of literary theory, as explained in his essay "The Breaking of Form". The article *Hierarchy and Virtues in Patristic Thought* by Valentina Robu presents several important orientations in patristic thought concerning the perspective on human freedom of action and the role of virtues in man's life, based on writings by St Basil of Cappadocia, St Gregory of Nyssa, St Augustine and St Maximus the Confessor. Gigi Mihăiță's essay *The Taphonomic Project* puts taphonomy to test against text analysis and the theory of myths, proving its applicability and showing that the techniques and principles of traceability can be applied to deconstruct texts as well as myths.

The section dedicated to **Linguistics** includes four articles that deal with sentence interpretation or discourse analysis. Dana Sorana Urs suggests a possible interpretation of the sentence by resorting to the ancient Hindu grammar and the model of Archetypes (*The Deepest Structure of the Sentence*). The article *The Strategy of Counterattacking in Romanian Political Discourse* by Antonia Enache proposes an analysis of the Romanian political discourse, based on the case study of a televised debate between Traian Bășescu and Adrian Năstase in the presidential election in 2004. Also in the area of discourse analysis, in her article *Diskursforschung In Deutschland*, Mihaela Parpalea aims at presenting its developments in the main three sub-domains i.e. discourse, conversational and dialogue analysis from the German point of view, since the 70s, with a focus on its relevance for foreign language teaching. In the same vein, Mariana Săndulescu deals in her article *La Responsabilita' Enunciativa Nel Discorso Divulgativo Del Linguaggio Economico-Finanziario Italiano* with the ways in which the mechanisms of declarative responsibilities contribute to text coherence, by looking at the responsibility for the statement of the author, the narrator, and the presenter.

We would like to invite you to read this issue of *Synergy*, and to thank our contributors for their extremely interesting articles.

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