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**A CONTRASTIVE STUDY OF ENGLISH AND ROMANIAN
EDUCATION TERMINOLOGY**

**621.04. Lexicology and lexicography, terminology and specialised languages,
translation studies (the English language)**

Summary of the doctoral dissertation in Philology

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The dissertation was designed and developed at the department of Translation, Interpretation and Applied Linguistics, Faculty of Letters, Moldova State University

Doctoral supervisor:

Șaganean Gabriela, PhD in Philology, associate professor

Scientific advisors:

Breahnă Irina, PhD in Philology, associate professor;

Grădinaru Angela, PhD in Philology, associate professor;

Lifari Viorica, PhD in Philology, associate professor.

Doctoral Committee:

Zbanț Ludmila, habilitated doctor in philology, full professor, Moldova State University – *head of the doctoral committee*;

Șaganean Gabriela, PhD in philology, associate professor, Moldova State University – *doctoral supervisor*;

Roșcovan Nina, PhD in philology, lecturer, Moldova State University – *scientific secretary*;

Druță Inga, habilitated doctor in philology, associate researcher, Institute of Romanian Philology “Bogdan Petriceicu-Hașdeu” – *official reviewer*;

Breahnă Irina, PhD in philology, associate professor, Moldova State University Moldova – *official reviewer*;

Stoianova Inga, PhD in philology, associate professor, Free International University of Moldova – *official reviewer*;

Budnic Ana, PhD in pedagogy, associate professor, State Pedagogical University “Ion Creangă” – *official reviewer*.

The thesis defence will take place on 29th of March., 2022, at 2 p.m., at the Meeting of the Doctoral Committee within the Doctoral School of Humanities, State University of Moldova, Chisinau, , 65 Mihail Kogălniceanu Street, block 3, room 313. The doctoral thesis and the abstract can be consulted at the Moldova State University Library and on the ANACEC website: The abstract was sent onFebruary.

Scientific secretary: _____

Doctoral supervisor: _____

Author _____

Roșcovan Nina, PhD., lecturer

Șaganean Gabriela, PhD, assoc. prof.

Solovei Victoria

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CONCEPTUAL REFERENCE POINTS OF RESEARCH

Topicality and importance of research: The topicality of our research is motivated by the changes of paradigm in the domain of education in Europe over the last few years, this reality being reflected at linguistic level as well. The new concepts overlap, replace or coexist with traditional concepts, and this fact increases the complex nature of the education terminological system. In this context, the paradigmatic and syntagmatic analysis of the education terminology system in English and Romanian contributes to the identification of principles and trends that govern the terminology in this domain. The contrastive study in these two languages is motivated by a number of specialised translations from English into Romanian in the domain of education. The descriptive approach of challenges and patterns that are set on a discursive-translation level puts an emphasis on the semantic structure and the discursive behaviour of terms. This can contribute to a more efficient systematisation and organisation of the terminology system in the Romanian language as well as to a better streamlining of communication and translation activity in the domain of education.

Aim and objectives of research: The object of study of the dissertation is the terminology of education in its discursive form (at textual level). The **aim** that we set out in the dissertation is the contrastive analysis of terminology from the domain of education in English and Romanian from a descriptive and a linguistic perspective as well as the determination of the impact of terminology in the English language over the terminology in the Romanian language during translation.

In order to accomplish the aim, we have set the following **objectives**:

- Characterising the new research directions in the domain of translation studies;

- Analysing the main characteristics of some thematic notions which are relevant for the research and namely: term, concept, definition, common language – specialised language, general translation – specialised translation, translation difficulty, translation technique.
- Revealing the conceptual structure of the domain of education in the context of reforms that determine a new paradigm at national and international level;
- Analysing the means of education terminology formation in English and Romanian;
- Identifying the semantic phenomena that characterise education terminology in English and in Romanian;
- Stating the typology of difficulties that appear in the process of term translation from English into Romanian;
- Determining the impact of the English language on the Romanian language in the domain of education terminology, through the qualitative and quantitative analysis of the applied translation techniques.

The research hypothesis states that the change of paradigm in the domain of education over the recent years, is reflected through the increase of new concepts, which determines complex lexical-semantic processes within education terminology in English and in Romanian. Our study focuses on the following research theses in order to be validated:

1. Romanian terminographical and lexicological sources very often do not manage to record and standardise the new concepts and terminological units within a reasonable time, therefore translation becomes a space of secondary term formation in Romanian.

2. Terms in the domain of higher education imprint, in their linguistic form, semantic, pragmatic and functional valences, depending on their context. Having regard to this, full equivalences among terminological units in English and Romanian are not frequent.
3. Education terminology in English has a great impact on education terminology in Romanian, which updates through the prevalence of direct translation techniques of terms.

Scientific research methodology. In order to determine the theoretical-scientific background for our research, we have applied the bibliographical method, through a careful analytical research of relevant publications in linguistics, terminology and translation studies. Therefore, we have synthesised the most important concepts, peculiarities and trends in the development of these sciences. This fact guided us towards an interdisciplinary approach in the practical part of our dissertation, by means of applying notions and theories from terminology, semantics, corpus linguistics, applied linguistics and contrastive linguistics. In this respect, the underlying methods are: observation, descriptive method, paradigmatic and syntagmatic analysis of terms, lexical-semantic analysis of terms, contrastive analysis, synthesis. An important method for the reliability of our study is the analysis of corpus linguistics.

Corpus analysis. For the purpose of analysing the linguistic patterns offered by English and Romanian for the creation of education terminology and also in regard with identifying morphological and semantic peculiarities of the terminology in the domain, we have developed a comparable corpus which contains 17.443 type-words in the English language and 19.774 type-words in the Romanian language. The factual material used for the practical part of the research, and namely the descriptive-qualitative analysis of translation difficulties and of translation techniques applied to overcome these difficulties, was extracted

from a parallel corpus developed based on the official translation versions from English into Romanian of studies, reports and guides, published on the website of the European Commission and these are texts that represent a benchmark in the process of education terminology reconfiguration.

Scientific novelty and originality. Our research stands out from the perspective of the object of study, the aim and the applied research methodology. Identifying structural, semantic and translation peculiarities of education terminology in the Romanian language from a contrastive perspective at linguistic level, allows the creation of an overall image of this domain at linguistic level. Revealing the impact of the English language on the Romanian language at the level of linguistic patterns used in the process of concept transfer on a discursive and a translation level, allows the identification of the development and the organisation peculiarities of this terminology, which can contribute to a possible harmonisation and standardisation of education terminology in Romanian and, consequently, to the streamlining of specialised communication in this domain.

The **solved scientific problem** targets the terminological analysis in the domain of education through the use of descriptive-linguistic methods. The diversity and dynamicity of education terminology in English and Romanian under the impact of change of paradigm in the domain is being demonstrated. The research contributes to the determination of the impact of the English language on the Romanian language through revealing the main translation techniques, some of these techniques representing, in many cases, means of secondary term creation.

Theoretical importance of the research. Our research represents a lexical-semantic and translation contrastive analysis of education terminology. The means of education term formation as well as the morphological and the lexical-semantic peculiarities of terms positioned on the syntagmatic axis both in English and in Romanian are emphasised. Comparing the terminology in the parallel texts

(source-texts and their translation versions) allows the identification of cultural and lexical interconnections that influence the education terminological system in the Romanian language, therefore revealing the tendency of the development of this linguistic subsystem.

The **applied value of research** is confirmed through the exploration and the inventory of a relevant number of education terms both in English and in Romanian, thus being emphasised their semantic and discursive behaviour. The detailed study of education terminology in the Romanian language from a translation perspective points out to the types of challenges that can appear in translating terminological units and using the techniques to overcome them. This information may represent an important support in developing some recommendations for the practitioners in the domain of translation. The analysed factual material can be used to develop some glossaries or lexicographical and terminographical sources that would ensure a better specialised communication at international level.

The **scientific results** of this research were **approved and validated** within 8 national and international conferences and colloquia. Eleven articles were published on the topic of the research.

Summary and structure of the dissertation. The dissertation contains the following compartments: annotations in Romanian, English and Russian, introduction, list of abbreviations, 3 chapters, conclusions and recommendations, bibliography of 189 sources, 3 appendices, 19 figures, statement of accountability and author's CV.

Keywords: term, terminology, concept, specialised language, common language, procedure of term formation, specialised translation, translation difficulty, translation technique.

CONTENTS OF THE DISSERTATION

In the introductory chapter are presented the importance and the topicality of the approached problem, the aim and the objectives, the research hypothesis, the research methodology, the scientific novelty, the originality of the dissertation, the solved scientific problem, the theoretical importance of the research, the applied value of the paper, the approval of the scientific results.

Chapter 1 *Terminology: conceptual delineations*, presents the theoretical fundamentals of our study. It is structured into six subchapters that point out the relevant theoretical aspects for the approached topic. We made an overview of the acceptations of the concept of terminology which is considered by some specialists (T. Cabré, D. Goudec, J. Quirion, A. Bidu-Vrănceanu) as a science with an interdisciplinary character and by some other specialists (J. Sager, D. Nolet, S. Pavel) as an activity within the domain of applied linguistics. Nevertheless, the majority of the researchers indicate upon terminology as a set of representative terms for a certain specialised or scientific domain. We have presented the relevant names and schools of thought that directly contributed to the determination of the status of terminology as a science (E. Wüster, founder of Vienna School of Terminology; D. S. Lotte, representative of Moscow School, and L. Drozd, representative of Prague School of Terminology) [3; 7, p.24]. These schools determined the methodological and normative principles of term and concept creation and standardisation that would facilitate communication among specialists at international level. E. Wüster is the one who put forward the hypotheses of the General Theory of Terminology (GTT) which determines the importance of standardisation of terms at international level, the onomasiological approach to creating and defining terms, the relation of monoreferentiality between concept and denomination, the synonymy accepted only in a controlled

way, the importance of terminological research only in synchrony [4, p.166; 7, p.18]. Since the 1990s, more researchers started questioning the validity and universality of the prescriptive desiderata of GTT and of the terminology approached as such. New approaches and research directions in terminology have appeared. These are of descriptive nature, the most important being the socioterminology (F. Gaudin, J.C. Boulanger, 1993), The Communicative Theory of Terminology (T. Cabré, 1999) and Sociocognitive terminology (R. Temmerman, 1997), Frame-based terminology [8, p.14], Descriptive-linguistic terminology (A. Bidu-Vrănceanu) [2, p.16].

The notions of term, concept and definition are fundamental, both for the traditional terminology of Wüsterian origin, as well as for the new descriptive trends, while their definition varies depending on the paradigm they belong to. From the internal (Wüsterian) perspective of terminology, the term is regarded as a label of the concept, it is considered as a unit of knowledge, while the relation between concept and term has to be unambiguous. From the external (descriptive) perspective of terminology, the term is not defined solely as a unit of knowledge, but also as a unit of communicating specialised knowledge, the form of the term depending on the discursive and the pragmatic context. According to GTT, the concept is the primary object of study of terminology as a science, representing a group of unified characteristics at international level, that are expressed by means of equivalent signs in different linguistic and non-linguistic systems [5, p.176]. The representatives of innovative approaches of terminology claim that the language has a potential of concept modelling, especially with the diversification of forms of communication at international level [5, p.42; 19, p.18; 4; 7, p.43]. Definitions have an important role in the description of concepts and their categorisation into conceptual systems. They represent, in themselves, the bridge between concept and term and have to comply to certain parameters depending on

the locutor to whom they are addressed, oscillating from the general (lexicographical definition) to the specialised (terminographical definition).

In the same chapter we have approached the relation between common language and specialised language, pointing out the criteria that differentiate these linguistic subsystems, as well as the connections formed between them. Therefore, if the common language (CL) represents the lexical-grammatical tools specific to all the members of a linguistic community for the purpose of communication, the specialised languages target a limited group of locutors and represent “a group of signs and mechanisms that allow the communication of knowledge related to a domain of science and technology through the specialised discourse” [25, p.439]. The representatives of new trends in terminology find a greater closeness between the common language and the specialised language. For example, researcher Inga Druță argues that “specialised language can be defined as the application of a natural language in order to technically express specialised knowledge” (our tr.) [7, p.50]. Thus, the specialised language is formed using the linguistic resources of the common language, but depending on the level of abstraction and the scientific progress, it creates its own terminological resources able to mirror the conceptual system of the domain.

Another aspect addressed in the first chapter of the dissertation concerns the terminology of education, which is situated between universality (education is a complex psychosocial phenomenon that underlies the human personality and the society as a historic, political, cultural, economic entity) and specialisation (education is the object of study of pedagogy and/or education sciences). We also refer to the concrete reforms that are bringing about a paradigm shift in higher education at European level and which are significantly reflected in the specialised language of the domain through the introduction of new concepts, materialised in terminology.

Chapter two, *Lexical-semantic dimension of higher education terminology in English and Romanian*, approaches the contrastive terminology of HE (higher education) term formation in English and Romanian, based on two linguistic sub-corpora that include authentic technical-scientific texts in the two languages. In order to classify the patterns offered by the two linguistic systems in the process of terminological creation we resorted to the classification suggested by the researcher Inga Druță. The classification targets: morphological procedures – derivation, compounding; syntagmatic procedures – fixed syntagms, relatively fixed or free syntagms; brachygraphic procedures – abbreviation (initialisms, acronyms, truncations); semantic procedures – specialisation, resemantisation; direct and indirect borrowings [7, p.228]. Based on the analysis of 750 terms extracted from the analysed comparable corpus (401 terms in Romanian and 349 terms in English), we have conducted the quantitative and qualitative analysis of procedures of education term formation. Figure 1 below illustrates the percentage of the frequency of the means of higher education term formation in Romanian and English respectively:

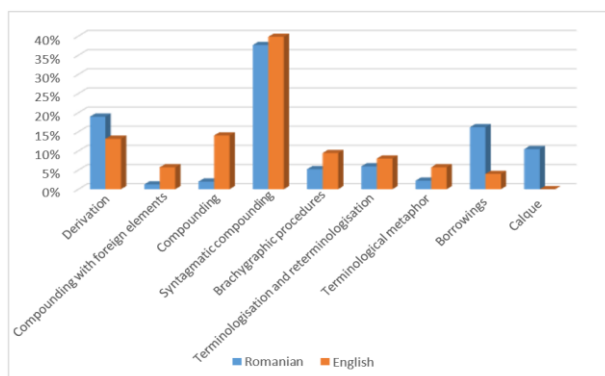


Fig.1. Graphical representation of the frequency of means of higher education term formation in Romanian and English

As we can see, syntagmatic compounding was an extremely productive method (38% in Romanian and 40% in English), due to the simplicity of the procedure and the observance of the principle of semantic transparency. Of the morphological procedures in both languages, derivation occurs relatively often (19% in Romanian and 13% in English) due to the prolificity of this procedure at general language level but a good number of terms emigrated from the general language to the specialised one, subsequently developing derivational paradigms as well. On the other hand, compounding is more frequent in English (14%) than in Romanian (2%). This is explained by the fact that English is an analytic language and compounding is a specific procedure for this type of language. Brachygraphic procedures attain to the principle of brevity par excellence. In the English language corpus this type of terms represent 9%, while in the Romanian language – 5%. We have also identified the procedures of terminologisation and reterminologisation (6% of the terms in Romanian and 8% of the terms in English are formed by means of these procedures), which demonstrates the tight connection between the general language, the specialised language of education and other specialised languages. The terminological metaphor is more frequent in the English language (6%). Subsequently, it also permeates the Romanian language (2%) via translation. It should also be noted that in English terminology internal means of HE terms formation predominate, while in Romanian external and mixed means – borrowing and calque (26%) are particularly prolific. This fact can be explained by the need to cumulate and organise the new realities in the HE which are primarily designated in English.

In the same chapter we have analysed the most representative semantic phenomena within the two terminological systems and namely synonymy, polysemy, antonymy, hyponymy. According to ISO standards, synonymy in terminology is “the relation among the designations that represent only one

concept in a language” [18, p. 170]. Within the terminology of HE both in English and in Romanian we have identified several manifestations of synonymy. According to the semantic criterion, there are total synonyms (with total referential identity) and partial synonyms (that designate the same concept only at textual level) [14, p.155]. According to the pragmatic-functional criterion, we can identify relations of synonymy between the full form of the terminological unit and its elided form (e.g., *curs în modul – modul; postdoctoral researcher – postdoc*); synonymy of necessity [ibidem, p.155, p. 159] which targets the relation between terminological units and acronyms or their initialisms (e.g. *MOOC – massive open online courses*) and luxe synonymy – attributable to concurrent forms for the designation of the same concept (*web-based education – online education – e-learning; stagiu de observare – job shadowing*). According to the morphological criterion, we identify paronymic synonyms [11, p.166], if the form of the terms is similar (*mobilitate de tineret – mobilitatea tineretului; open online learning – open e-learning*), but if their forms differ, then they are considered to be heteromorphous synonyms [ibidem, p.119] (*domeniu de studii – specializare; PhD – doctorate*). According to standard ISO 1087 polysemy is defined as a common designation of more concepts [*apud* 24, p.70]. Within the terminology of HE we have approached this phenomenon according to the classification suggested by M.M. Rizea [21, p. 53-65]. Therefore, a category of terms presents *intrafield polysemy* i.e., it develops more meanings within the domain of education (e.g., the term *curriculum* has 2 meanings in the specialised dictionary [*apud* 9, p.178], while the English term *college* has 4 meanings [17].) *Interfiled polysemy* is established between two or among more specialised domains. For example, the term *credit* has different meanings in the domain of education [10] and in the financial-banking domain [6]. *Extrafield polysemy* occurs outside the domain of

education, together with the migration of terms towards the common language (e.g., *mobility* or *competență*).

Antonymy represents the relation between two lexical units which self-exclude at semantic level. R. Koucourek defines the antonymic terms as “two terms which are opposed by a pair of opposite signs, having the other signs in common” [12, p.167]. The antonymic relation is relevant for the organisation and systematisation of the terminology of HE, as the decodification of the specialised meaning of the terminological unit that denominates new concepts is made through placing in opposition with the terms that reflect traditional concepts in the domain of higher education. According to the determined type of opposition, antonymic terms in HE can be: **complementary**, i.e. they do not admit an intermediary term (*student național – student internațional; face-to-face course – e-course*); **opposed** antonymic terms – terms which exclude each other (*perioada de mobilitate cu grant – perioada de mobilitate fără grant, full-time professors – part-time professors*); **conversion (reciprocal) terms** – terms that present the same concept from different points of view (*predare – învățare; training – instruction*) [19, p.80-81]. According to the criterion of term formation, HE terms are **heterolex** [16], which means they have different roots (*mobilitate temporară – mobilitate definitivă (transfer); mandatory courses – elective courses*) and **homolex** [ibidem], formed based on the same root with the help of affixes and affixoids (*educație națională – educație transnațională, inbound mobility – outbound mobility*).

Hypernymy/hyponymy is a hierarchical logical-semantic type of relation by means of which elements of specialised lexicon are organised. We consider that hypernymy/hyponymy has a special importance in terminology, because it contributes to a greater structuring and comprehension of the domain and of semantic shades of meaning designated by the terminological units. For example,

the generical term (hypernym) *mobilitate academică/academic mobility* develops a whole paradigm that includes the terms *mobilitate a studenților (student mobility)*, *mobilitate a personalului academic (academic staff mobility)*, *mobilitate de predare (teaching mobility)*, *mobilitate de studiu (learning mobility)*, *mobilitate de cercetare (research mobility)*, *mobilitate virtuală*. Nevertheless, not all of these terms can be called co-hyponyms because they are not reunited on the same hierarchic level. Consequently, the analysed semantic phenomena are relevant for the systematisation of the terminology of HE and for the creation of a new global image of characteristics and evolutionary trends of the terminology of HE both in English and in Romanian.

In **chapter 3**, *Translation of Higher Education Terminology from English into Romanian* we have outlined the importance of the terminological aspect within specialised translation both at the stage of analysis and comprehension of the contents of the source-text and at the stage of source-text production. A comprehensive subchapter targets the typologies and the thorough analysis of difficulties that appear during translation from the domain of education. We have classified the translation difficulties in the domain of education according to the following categories:

Conceptual difficulties. In many cases, the concepts of terms considered as equivalents only partially overlap, either the field of notional elements of the concept in Romanian is larger than in English (e.g., *educație – education, formare – training*), or the English concept has a larger number of notional elements compared to the Romanian one (*learner – cursant, to teach – a predă*). Thus, for a locutor who is not a specialist in the domain of education there may be interferences of meaning, which leads to the opacification of the ideational content of the source-terms. Translators and terminologists should take this into consideration and decide the most optimal version of representation of the concept

in the source-language (using determinants, explaining, defining terms in glossaries annexed to the translated texts, etc.). Terminological gaps in the Romanian language are included to the same category of difficulties. A primary cause of the lack of conceptualisation of some referents is that they lack from the Romanian linguo-cultural reality. A relevant example in this respect is the term *graduate endowment*, translated in the analysed corpus as *darul absolventului*. The source-concept cannot be inferred from the morphology of the target-term since the source-term refers to a mandatory fee that the graduates have to pay to the university and it is not a donation [22].

In this context, we have conducted a qualitative analysis of the target terminological units found in the corpus and we have pointed to the phenomenon of terminological variety in the absence of standardised variants.

A second category of translation difficulties is the semantic one, as a large proportion of the HE terms develop complex lexical-semantic relationships. Some English education terms are synonymous both terminographically and textually (e.g., *degree* and *diploma*). In particular, it is important to decipher the semantic nuances and to analyse the pragmatic factor in order to select an appropriate target-term. On the other hand, synonymy at textual and at translation level is prolific, even when there are corresponding terms (e.g., for the English term *educational attainment* we determine the following translation versions: *nivel de studii*, *nivel de învățământ absolvit*, *nivel de educație*, *performanțe educaționale*, *nivelul participării la sistemul educațional*). The terminological variation in the translation of the source-term makes it difficult to decipher the concept and can lead to confusion among readers.

Polysemantic terms also pose a translation challenge, the difficulty residing in detecting the intended meaning and translating it as a term in the target-

language. Most frequently, the meanings of a polysemantic term have a large number of common signs. In this case, the translator must have extensive sociolinguistic skills to identify the actualised meaning in context, and then to exploit the discursive skills and the strategic skills [1, p.59-69] to translate this meaning adequately into the target-text. If the translator has not correctly updated the intended meaning at the discourse level, s/he shall update another meaning of the polysemantic term, thus distorting the referentiality of the term within the translated text. A case of mistranslation of the polysemantic term *scholar* is presented in the following example:

„Each project may give rise to the award of only one EU grant to any end-beneficiary (i.e. consortium, student or **scholar**.” [T5 en, p. 43] „Fiecare proiect poate conduce la acordarea unei singure burse europene oricărui beneficiar final (și anume, un consorțiu, un student sau un **bursier**.” [T5 ro, p. 30]

The source-term indicates a category of persons eligible for grants, namely specialists with significant experience and activity in scientific research, but the translator has updated the second meaning of the source-term – *bursier*, which creates confusion in the translation at textual level.

Terminological metaphors are another challenge for translators, as the complexity of translation lies in the double semantic transfer – first, transferring a concept from a source-domain to the target-domain, then transferring the new cognitive content from the source-language to the target-language. We have identified three ways of translating terminological metaphors in the field of education: literal translation/source metaphor calque (*mobility flow – flux de mobilitate*); creation of partially different metaphorical content through modulation (*brain drain – exod de competențe*) and translation by periphrasis, in

this case the target-term is no longer a metaphorical construct (*home university – universitate de origine*).

A third category of translation difficulties relates to the form of the source-terms. For example, brachygraphic terms may be opaque, as the translator does not have access to the source-concept. Subsequently, the difficulty lies in choosing the appropriate translation technique. Based on the analysed empirical material, we have identified three predominant techniques for translating these terms: translation by equivalent brachygraphic terms (*EHEA – SEIS*), borrowing (*BFUG, MOOC*) or omission of the abbreviation and use of the extended terminological unit as the corresponding term (*VET – educația și formarea profesională*).

The extended form of polylexical syntagmatic terms can present challenges in deciphering the relationships that are established between the constituents of the syntagmatic term and, subsequently, in translating them appropriately into Romanian. It is important to identify the structuring pattern of the source-term, the main benchmark being the semantic core of the unit and the degree of independence of the determinants from each other. For example, the syntagmatic three-member term *youth sector organisation* was mistranslated as *organizații de tineret sectoriale*. The translator did not recognise in the determinants a bimembered terminological unit referring to a concept having as a corresponding term – *domeniul tineretului*. Therefore, the appropriate translation of the source-term would be *organizații din domeniul tineretului*.

A particular attention should be paid to similar linguistic forms that designate different concepts in the two languages and cultures. The terms that eloquently illustrate this type of challenge are *college/colegiu*. Although they have a common Latin etymon – *collegium*, they designate different realities from one culture to another. Both *college* and *colegiu* have a common notional element – *instituție de învățământ*, but if in English-speaking cultures *college* is a higher education

institution which targets the first level of studies after graduation from compulsory education, in the Romanian culture this term usually designates a technical vocational education institution. Thus, in the United Kingdom, the term may refer to a private institution of secondary education, while in the United States – a type of university offering educational programmes at undergraduate level. In Romania, *colegiu* represents an institution of higher secondary education with a long history of educational activity and professional performance [13], while in the Republic of Moldova this term refers to the concept of post-secondary technical vocational education institution. Therefore, the use of the same linguistic form in specialised translation can create difficulties in understanding the message of the source-text, as the semantic nuances of the source-term need to be made explicit. A detailed analysis of both the conceptual system and the discursive context of the terms is required in order to correctly identify the concepts to which the source-terms refer and to opt for the most successful techniques for their translation.

Strict decisions in the translation of terms are of major importance both in overcoming possible difficulties and challenges and in modelling the terminology system in general, which is why we have reserved a subchapter for the qualitative and quantitative analysis of the techniques applied in the translation of terms extracted from the parallel corpus. We have focused primarily on the taxonomy of lexically relevant translation processes proposed by Jean-Paul Vinay and Jean Darbelnet [23]. Linguists classify translation processes into two categories: direct translation techniques which includes borrowing, calque, literal translation, and oblique translation techniques – transposition, modulation, equivalence and adaptation [23, p. 31; p.41]. We have also included in our analysis translation techniques proposed by L. Molina and A.H. Albir [15, p.509-510] and namely –

amplification, reduction, generalisation, particularisation. A relatively new and terminologically relevant translation technique is pseudo-calque, a technique proposed by the author S. Postolea [20, p.198].

The quantitative analysis of the translation techniques of the 645 terms found in the parallel corpus shows the following results:

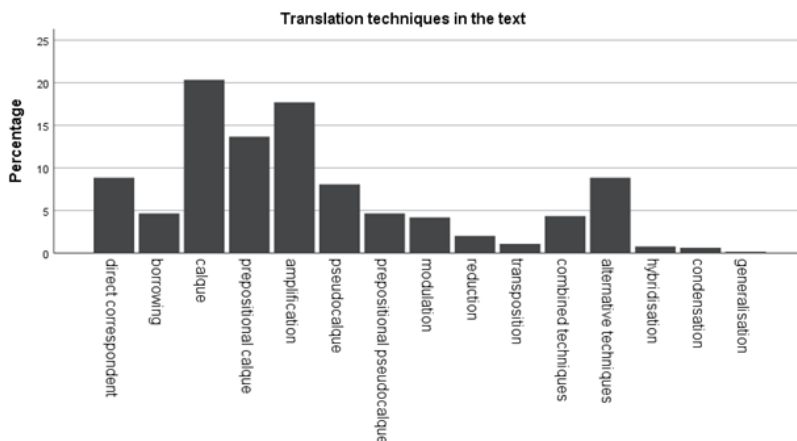


Fig. 2. Graphical representation of the frequency of techniques applied in the translation of education terms from English into Romanian

As can be seen, the predominant techniques applied in translating higher education terms are calque (20.3%), amplification (17.7%), prepositional calque (13.6%). For 8.8% of the terms, direct correspondents (terms deep-rooted in Romanian within the common language and recognised in general lexicographic and/or terminographical sources) were used in translation. Direct borrowing of English terms occurred for 4.7% of terms. Techniques used for less than 1% of terms are: hybridisation (0.9%), condensation (0.6%), generalisation (0.2%). Alternative translation techniques are used for 8.8% of terms and combined

techniques – for 4.4%. Cumulatively, in 47.1% of the analysed cases, indirect translation techniques were applied, and in 39.4% of the terms – direct translation techniques. For 8.8% of the terms the techniques vary (direct and indirect) and in 4.3% of cases a combination of techniques is applied. Thus, indirect translation techniques are most frequently used, which shows that the Romanian language has sufficient lexical means to designate source-concepts. On the other hand, direct techniques are found in a large number of cases, representing productive means of lexicalising new concepts in education and enriching the terminological fund of the Romanian language.

The general conclusions and recommendations cover the theoretical and methodological results of the investigation as well as some suggestions for further research directions on the topic.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

As a result of the study carried out in the framework of the present dissertation, we have formulated the following conclusions:

1. Terminology is an interdisciplinary science and the terminology system of a domain can be studied from the perspective of several research directions and scientific approaches. The descriptive-linguistic direction is a topical one, as it highlights the complexity of terminological units in lexical-semantic and discursive terms.
2. Education terminology, especially higher education terminology, is subject to changes and dynamism as a result of the paradigm shift in the domain. Although classical terms can be found within the terminology system, reflecting fundamental, epistemically stable concepts, a significant number of terms are undergoing a process of resemantisation as a result of the

overlapping of the new educational paradigm with the previous one. New terms are also created for absolutely new concepts, which lexicalise the new realities in education.

3. Both in the English and Romanian HE terminology, lexico-semantic phenomena specific to common language are attested: synonymy, polysemy, hyponymy, antonymy. The analysis of these phenomena contributes to the identification of trends in the evolution of the terminology of HE, to the understanding, structuring and classification of the terminological inventory.
4. Both the English and the Romanian HE terminology make use of the patterns provided by common language for lexicalisation of concepts in the domain, although their share differs from one language system to another. In English, internal means of HE terms formation predominate, while in Romanian external and mixed means (borrowing and direct calque) are particularly prolific. In both languages a very productive means of term formation is syntagmatic composition (36.7% in Romanian and 41.7% in English), which is motivated by the simplicity of the formation process and the respect of the principle of semantic transparency of the term.
5. Total correspondences at the terminological level are rare since, depending on the context in which they are identified, terms imprint semantic, pragmatic and functional valences on their linguistic form.
6. In the absence of standardised target-terms at the level of lexicographic and/or terminographic sources, translation is an environment for secondary terminology creation. Any *ad hoc* decision to translate a term, for which there is no deep-rooted equivalent, must be taken by the guiding principles of terminology creation.
7. The analysis of the parallel corpus of source-texts in English and target-texts in Romanian revealed a number of difficulties faced by the translator, which

are determined by the different linguistic and cultural patterns in which the ideational contents of the terms are lexicalised. The most significant categories of difficulties identified in the parallel analysis of 645 terminological units in English and Romanian are:

- *conceptual difficulties* involving partial overlap of concepts for terms considered equivalent or terminological gaps for the newly emerging concepts;
- *semantic difficulties* which concern the phenomena of synonymy, polysemy and terminological metaphor in English and in Romanian terminology systems;
- *formal difficulties* which are related to the ambiguities that the form of English brachygraphic and syntagmatic terms cause in accessing the notional content and the appropriate lexicalisation in Romanian of the essential semantic nuances. In the same category, we have classified similar linguistic forms in Romanian and in English, but which lexicalise different concepts in the two languages.

In the process of translating terminology in the domain of HE, the translator must take into account possible translation difficulties in conceptual, semantic and formal terms and suggest target-terms that fit organically into the linguistic and terminological system of the Romanian language. To this end, it is important to analyse the linguistic, social and discursive context in which the source-term appears, as well as to consult the lexicographic and terminographic definitions of the term in question. In this way, the semantic and pragmatic understanding of the concept can be achieved and, subsequently, its appropriate lexicalisation in Romanian can be achieved.

8. Translation errors at terminological level can affect the semantic value of the target-text, deteriorating the referential function of the source-text and creating

difficulties in specialised communication in the domain. Inconsistency in translation terminology also poses problems, as it affects the fluency of the terminology system as a whole, leading to fluctuating relationships between terms and concepts.

9. The spectrum of techniques used to translate education concepts from English into Romanian is varied, including both direct translation techniques (borrowing, calque) and indirect techniques (pseudo-calque, semi-calque, modulation, hybridisation, transposition, condensation, generalisation). Although calque is the most common technique applied in the translation of education terms (20.3%), in general, indirect techniques are predominant (47.1%).

Thus, the **fundamental hypothesis of our research** has been confirmed. The terminology of education, specifically, that of higher education, presents complex lexico-semantic processes both in English and in Romanian. In this context, translation is par excellence a space of secondary terminological creation for terminology in Romanian. Full correspondences between terminological units in English and in Romanian are not frequent, but terms imprint semantic, pragmatic and functional valences on their linguistic form, depending on the context in which they are found. The thesis that English represents a model of structuring and lexicalising terminology of HE by providing linguistic patterns has only been partially confirmed. The predominance of indirect translation techniques for terminological units demonstrates that the English language has sufficient linguistic means to transpose and update new concepts into the education terminological system.

The contrastive study of English and Romanian education terminology from a lexico-semantic and a translation point of view allows us to formulate the following recommendations:

1. To apply in future studies of specialised languages the methodology proposed in our research, namely the contrastive analysis of the paradigmatic and the syntagmatic levels, which highlights complex lexical-semantic phenomena that define the evolution of terminological systems.
2. To use the results of the qualitative analysis of the difficulties and challenges of translating terminological units in the domain of HE to develop a practical guide for the specialist translators in the domain of education.
3. To supplement existing lexicographic and terminographic resources with new meanings of syntagmatically fixed education terms.
4. To use the analysed factual material in developing a bilingual terminological glossary to be used in the translation of specialised texts in the domain of education.

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ANNOTATION IN ROMANIAN

Victoria Solovei: Studiu contrastiv al terminologiei din domeniul educației în limbile engleză și română, teză de doctor în filologie, Chișinău, 2022.

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, 3 tabele, 19 figuri, bibliografie compusă din 189 de titluri, 167 de pagini (text de bază). Rezultatele cercetării sunt publicate în 11 lucrări științifice.

Cuvinte-cheie: termen, terminologie, concept, limbaj specializat, limbaj comun, procedeu de formare a termenilor, traducere specializată, dificultate de traducere, tehnică de traducere.

Scopul lucrării constă în cercetarea complexă a terminologiei din domeniul educației în limbile engleză și română sub aspect lexico-semantic și traductologic.

Obiectivele stabilite în cadrul cercetării sunt: analiza mijloacelor de formare a terminologiei educației în limba română și limba engleză; prezentarea fenomenelor de ordin semantic ce caracterizează terminologia educației; identificarea și tipologizarea dificultăților ce apar în traducerea termenilor din domeniul educației din limba engleză în limba română; stabilirea impactului limbii engleze asupra limbii române în domeniul terminologiei educației, prin analiza calitativă și cantitativă a tehnicilor de traducere aplicate.

Noutatea și originalitatea științifică a cercetării rezidă în identificarea particularităților de ordin structural, semantic și traductologic ale terminologiei educației în limba română, în plan contrastiv cu limba engleză.

Problema științifică soluționată vizează determinarea particularităților de dezvoltare și organizare a terminologiei educației în limba română, prin analiza calitativ-descriptivă și cantitativă a tiparelor lingvistice folosite în procesul de traducere a termenilor din limba engleză în limba română.

Importanța teoretică: studiul prezintă un model de analiză contrastivă sub aspect lexico-semantic și traductologic al terminologiei din domeniul educațional. Sunt puse în evidență mijloacele de formare a termenilor educaționali, precum și particularitățile morfologice și lexico-semantice ale termenilor situați pe axa sintagmatică atât în limba engleză, cât și în limba română.

Valoarea aplicativă a lucrării se confirmă prin explorarea și inventarierea unui număr relevant de termeni din domeniul educației în limba engleză și în limba română, evidențiindu-se comportamentul semantic și discursiv al acestora sub impactul traducerii. Materialul factual analizat poate fi utilizat în elaborarea unor glosare care să asigure o mai bună comunicare la nivel internațional.

Implementarea rezultatelor științifice. Rezultatele cercetării au fost prezentate în cadrul conferințelor naționale și internaționale și publicate în culegerile acestora, precum și în reviste de specialitate.

ANNOTATION IN ENGLISH

Victoria Solovei: A Contrastive Study of English and Romanian Education Terminology, doctoral dissertation in Philology, Chisinau, 2022.

Structure of the dissertation: introduction, three chapters, general conclusions and recommendations, 3 tables, 19 figures, bibliography of 189 sources, 167 pages of body text, 3 appendices. The results of the research are published in 11 research works.

Key words: term, terminology, concept, specialised language, common language, procedure of term formation process, specialised translation, translation difficulty, translation technique.

Purpose of research: complex investigation of English and Romanian education terminology from lexical-semantic and translation point of view.

Objectives of research: analysing the means of education terminology formation in English and Romanian; describing semantic phenomena typical of education terminology; identifying and classifying translation difficulties of education terms, from English into Romanian; establishing the impact of the English language on the Romanian language in the area of education terminology by qualitative and quantitative analysis of the applied translation techniques.

Scientific novelty and originality derive from the contrastive framework of structural, semantic and translation peculiarities of Romanian and English education terminology.

The solved scientific problem resides in determining the particularities of Romanian education terminology development by means of qualitative-descriptive and quantitative analysis of linguistic patterns used in the translation of terms from English into Romanian

Theoretical significance: the study presents a model of contrastive analysis of lexical-semantic and translation aspects of education terminology. It highlights the procedures of education term formation as well as morphological and lexical-semantic particularities of terms situated on the syntagmatic axis, both in the English and the Romanian languages.

Applied value of research: exploration and inventory of a relevant number of education terms in English and Romanian, pointing out their semantic and discursive behaviour under the impact of translation. The studied factual material may be used in drawing up some glossaries that would ensure better international communication.

Implementation of scientific results: the results were disseminated in reports presented during national and international scientific conferences and were published in specialised journals and conference proceedings.

ANNOTATION IN RUSSIAN

Виктория Соловей: Контрастивное исследование терминологии в области образования на английском и румынском языках. Диссертация на соискание ученой степени кандидата филологических наук, Кишинев, 2022.

Структура диссертации: введение, три главы, общие выводы и рекомендации, 3 таблицы, 19 фигур, библиография из 189 источников, 167 страницы основного текста. По результатам исследования опубликовано 11 научных работ.

Ключевые слова: термин, терминология, концепт, специальная лексика, общеупотребительная лексика, прием образования терминов, трудность перевода, техника перевода.

Цель исследования: комплексное исследование терминологии в области образования на английском и румынском языках в лексико-семантическом и переводческом аспектах.

Задачи исследования: анализ способов формирования терминологии в области образования на английском и румынском языках; представление семантических явлений, характеризующих терминологию в области образования; выявление и типологизация трудностей перевода терминов в области образования с английского на румынский язык; определение влияния английского языка на румынский язык относительно терминологии в области образования посредством качественного и количественного анализа приемов перевода.

Научная новизна и оригинальность исследования: определение структурно-семантических и переводческих особенностей терминологии в области образования в румынском языке в контексте сопоставления с английским языком.

Решенная научная задача: выявление особенностей развития и организации терминологии в области образования на румынском языке посредством качественно-описательного и количественного анализа лингвистических конструкций, применяемых в процессе перевода терминов с английского на румынский язык.

Теоретическая значимость исследования: представление модели контрастивного анализа терминологии в области образования в лексико-семантическом и переводческом аспектах.

Практическая значимость исследования: исследование и инвентаризация соответствующего количества терминов в области образования и выявление их семантического и дискурсивного поведения под влиянием перевода. Проанализированный фактологический материал может быть использован при разработке глоссариев с целью обеспечения лучшей коммуникации на международном уровне.

Внедрение научных результатов: результаты исследования были представлены на национальных и международных конференциях и опубликованы в сборниках статей по итогам данных конференций, а также в специализированных журналах.

VICTORIA SOLOVEI
A CONTRASTIVE STUDY OF ENGLISH AND ROMANIAN EDUCATION
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