

## ACTIVITY REPORT

Regarding project implementation in the period October 2015 – December 2015

### LINGUISTIC SKILLS IN L3 AND MULTICULTURAL IDENTITY – LINGUISTIC INTEGRATION VARIABLES OF ROMANIAN STUDENTS IN IMMIGRATION CONTEXTS

**Code:** PN-II-RU-TE-2014-4-2335

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In the period October 2015 – December 2015 the research team that implements the project *Linguistic skills in L3 and multicultural identity – linguistic integration variables of Romanian students in immigration contexts* attained the objectives outlined in the research plan concerning the elaboration and establishment of the theoretical framework for the concept of learning an L3, for various cross-linguistic influence manners among trilingual speakers and for the concept of linguistic identity among multilingual students. Hence, the team members conducted the following activities, pursuant to the project plan:

- Scientific literature review;
- Theoretical reflections leading to the elaboration of the linguistic instrument in Romanian for the Catalan and Romanian contexts.

In order to accomplish these activities, the team members organized numerous meetings in order to determine the representative bibliography in the field of linguistic skills in L3 and of multicultural identity, an aspect to be studied thoroughly in the subsequent period. At the same time, the external team members facilitated the access to specialty titles on the topic of the project. After these regular scientific counselling meetings, a working perspective developed between the team members concerning the theoretical concepts of learning an L3 and of identity. This perspective was materialized by the elaboration of the linguistic instrument in Romanian. In order to design this instrument, the team members conducted scientific research activities and they consulted school syllabuses and manuals for Romanian Language and Literature. The results for this stage were attained, despite the fact that we had little time available.

The instrument written in Romanian for students aged 14 and 16 was elaborated in conformity with the school syllabuses for Romanian Language and Literature drafted by the Ministry of Education, Research, and Innovation in Romania and with the manuals of Romanian Language and Literature published by various publishing houses in Romania. Therefore, we elaborated exercises of morphosyntax and vocabulary requesting the students to complete sentences using the correct grammatical and semantic forms of words. Concerning morphology, exercises were designed with parts of speech and grammatical categories involving the verb (tense, person, number, personal and impersonal moods), the noun (gender, number, definite and indefinite article, noun cases) and personal pronoun (person, number, gender, accented and unaccented forms). We did not go beyond the verbal and nominal inflexion because students face learning difficulties concerning these grammatical

forms, an aspect demonstrated in previous studies (Chireac, Serrat & Huguet, 2011, Chireac, 2012). At syntactic level, exercises were elaborated concerning the syntactic relations in the clause and in the sentence, while at lexical level we focused on the internal and external means of enriching vocabulary by derivation (base word/ root, suffixes, and prefixes), composition, as well as synonyms, antonyms, homonyms, paronyms, neologisms and lexical-semantic fields. In the final part of the written test, we elaborated two utterances for students to select and draft, at their own choice, an argumentative text on topics of interest for them, where they have the possibility of motivating their preferences and their opinions.

The oral instrument chosen by the team members focuses on the correct and adequate use of the Romanian language in the production of spoken messages in situations of monologue and dialogue communication, starting from the story *Frog, where are you* (Mayer, 1969), used in numerous linguistic researches (Berman & Slobin, 1994, Kellerman, 2001, Rossiter, Derwing & Jones, 2008, Sanchez & Jarvis, 2008). Students have to deliver a spoken production by presenting a narrative and descriptive text based on the formulation of ideas starting from given images.

At the same time, in this short period, the team members also conducted other activities, such as visiting the “Dimitrie Cantemir” Theoretical High school in Iași, on 18.11.2015, where meetings were held with the principal, Prof. Anca Dimitriu, PhD, and the methodist Spanish teacher Beatrice Balaur. Moreover, on 23.11.2015, the team members paid a visit to the “Emil Racoviță” Theoretical High school in Vaslui, where discussions took place with the principal, Prof. Daniel Hulubei, and with the Spanish teacher Gabriela Tofan. Following these meetings, organized in order to announce our intention of conducting the research at the aforementioned high schools, the principals and teaching staff showed extremely open to the proposal, thus willing to collaborate with the members of our team. Collaboration forms were signed and collaboration protocols were to be drafted shortly between high schools and the university.

In the period October – December 2015, the team members completed activities meant to increase the visibility of the team and of the project research in the national and international academia, by participating to international conferences and by having publications in print in academic journals or collective volumes, to be published at prestigious international publishing houses.

Hence, the team members presented abstracts, papers:

Chireac, S.M. & Țiței, Alina, accepted abstract for *Multilingual identities in a globalised world*, 7<sup>th</sup> Lumen International Scientific Conference Multidimensional Education & Professional Development. Ethical Values, Târgoviște, 12-14 November 2015.

Țiței, Alina – *The Birth of an Identity Landmark: Some Theoretical Notes on Hispanic American Modernism*, International Conference “Literature, Discourse and Multicultural Dialogue”, Târgu-Mureș, organized by the ALPHA Institute for Multicultural Studies, “Petru Maior” University in Târgu-Mureș and the “Gheorghe Șincai” Institute of Socio-Human Research in Târgu-Mureș, third edition, 3-4 December 2015, and the paper *in extenso* will be included in the conference volume,

to be published in 2016 and to be sent for indexing in Thomson Reuters Web of Knowledge (ISI Proceedings).

The publications of the team members include the following papers and volumes:

Chireac, S.M. (ed.) in preparation. *Estudios cualitativos sobre el bilingüismo*.

Prescod, P. (ed.) in preparation. *Distribution, interprétation et fonction du nom sans déterminant : perspectives pluridisciplinaires*. Gramm-R. Berne: Peter Lang.

Tiței, A. in preparation. *Dilemas de semántica. 1000 ejercicios de selección múltiple*, Editura Vasiliana '98, Iași, ISBN 978-973-116-400-7, 165 pages.

In conformity with the aforementioned aspects, we believe to have attained the managerial and scientific objectives of the project for the period October 2015 – December 2015, as they were outlined in the project plan.

*For conformity,  
Signed by,  
Project Manager Chireac Silvia Maria*