
TEZĂ DE ABILITARE

MAPPING THE DYNAMICS ENCOMPASSED BY THE CHALLENGES IN TRANSLATION

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Abstract

Writing the habilitation thesis has been a bitter-sweet experience of self-referential, introspective analysis. I realised that writing about something one has achieved appears to be almost just as challenging as doing it in the first place, especially when describing such a complex and sophisticated case as one's professional, academic, and scientific achievement. Granted, I have always tried to keep my work and research tidy and organised, to be attentive to and aware of the mainstreams shaping my fields of interest guiding my professional preoccupations, i.e. linguistics and education.

The habilitation thesis outlines an overview of my professional training, didactic activity, scientific achievements, starting with my academic pedigree marked by my philology formation from the initial to the doctoral studies, enlisting and briefly describing the trainings and certifications performed in the period of reference, among which: 'Mindful Digital Navigators', 'Strengthening Competencies and Well-Being For Higher Education Professionals', 'Innovative Solutions in Education Training', Coursera courses in 'Serious Gaming', 'Bilingual Brain', or 'E-learning ecologies', next to 'Developing Teacher Competences in a Digital Context', 'Cloud Based Translation Tools certificate', QMS Quality Management System Internal Auditor Certificate, and 'SDL Trados Studio for translators'.

My didactic activity follows several directions: teaching positions held, practical courses, full-courses and seminars taught, publication of teaching materials, coordinator of students' degree papers, dissertation projects, coordinator of papers pertaining to obtaining the 1st didactic degree. In my academic career, I have taught a substantial variety of courses, mainly in the field of linguistics. Though the number of courses taught is large, it is understandable, considering that they spread over two decades, and that the study programmes I have been teaching for suffered modifications and improvements, mirroring the evolution of the language education concept in the university plan. About my activity as paper coordinator, I can enlist more than 50 students' degree papers and more than 10 dissertation projects, mainly on topics related to linguistics, and I have been a constant board member or president of the board of degree and dissertation exams, for almost 20 years. My activity as coordinator of papers pertaining to obtaining the 1st didactic degree started in 2014, and I have coordinated 40 papers, and took part in more than 50 inspection boards in education institutions. I participated to up to 50 national and international scientific events in the postdoctoral period. I am also member in the scientific board of several editions of scientific conferences. Another relevant part of my activity consists in the organisation of workshops, events, and extra-academic activities, with and for students: I organised lectures delivered by specialists in the field of translation studies and interpretation, onsite and online workshops in which I invited fellow colleagues from collaborating universities, several workshops and roundtables, in which I facilitated the meeting, collaboration, and interrelation between university students and high-school students.

One of the most important activities I have been involved in, next to my didactic activity, refers to my participation in projects and grants: 'ELSE Eco/Logical Learning and Simulation Environments in Higher Education' (as coordinator for my university), PROF 'Profesionalizarea carierei didactice, INCLUD-ED 'Importanța noilor tehnologii în vederea susținerii incluziunii sociale a studenților în cadrul UMFST G. E. Palade', to name a few.

Regarding my publications, I have authored books and book chapters, coordinated and edited volumes, signed articles and studies in collective volumes, co-authored specialised dictionaries, signed book reviews and translations, designed teaching materials.

As for my research fields and interests, I have always been fascinated by the expressive power of language, which led me to approach linguistics from various perspectives. The research mirrored in my publications prove that my study interest has been triggered and convulsed around the idea of translation and the challenges entailed by this process. Revisiting my papers, I became aware that the majority of linguistic and cultural instances I focused upon caught, and kept my attention precisely because they

appeared to be unapproachable in comprehension, and (almost) untranslatable, because specialised literature seemed to have allotted them a separate (almost marginal, in some cases) place. This appears to have generated the actual *modus operandi* in my approaches to discourse analysis and translation studies.

The post-doctoral period continued to be marked by research and studies in the same trend as the doctoral phase: challenges and controversy in translation, studies in which I meant to capture the versatile contour of the process of translation; translation of national in the international, where I observed the diverse facets entailed by the translation of national literature and culture into English; framing communication issues, in which I was preoccupied with translation perceived as communication, and with a pragmatic approach to communication, supporting a better understanding of how linguistic aspects are interwoven in the process of translating the message intra- and interlingually; novelty inferred by translation and upon translation, covered by studies in which I aimed at underlining my belief that the field of translation needs to keep an open mind and embrace the technology-induced newness, thus considering the effects of technology upon translation and teaching translation studies.

Regarding my professional recognition, my work has become visible in form of citations, bibliographical mentions, and occurrences in international databases and libraries in Romania and abroad.

Pertaining my future activity, there are four main paths I consider as guidelines: my didactic activity, supported by the publication of teaching material, courses, readers for students; publication of scientific papers in the field of linguistics; translations, organisation of and participation to projects and events aiming at raising awareness towards modern education; participation to training and courses in my field of interest.

I am envisaging enrolling in the bachelor study programme in Psychology, thus fulfilling one of my side preoccupations in understanding human behaviour and communication.

Last, but definitely not least, should I be awarded the habilitation in the field of Philology, I would guide doctoral students in discovering their preoccupation in the field of linguistics, in translation studies, and I would hopefully manage to raise their awareness in the field of using technology in teaching linguistics, in using serious games in teaching, to ensure edutainment.